

# Enhancing Reading Skills of Grade 6 Pupils Through TaTiToRe (Take Time to Read) Program: An Action Research

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**Abstract:** This study is a participatory action research that aims to enhance the reading levels of 16 Grade 6 pupils who were in frustration level while those who were in instructional and independent levels were not included in the study. These 16 pupils found difficulty to read text to make sufficient progress. Further, their word recognition levels tend to be below 92% accuracy while comprehension drops below 70%. Phil-IRI was used to identify the reading level before the intervention and after the intervention. The intervention program is called TaTiToRe (Take Time To Read) conducted for three weeks among these 16 pupils. The intervention is composed of free reading, forced reading, and watching videos. After the three-week of TaTiToRe Program, these 16 pupils enhanced their reading level. Out of 16 pupils, 12 moved to instructional level which their word recognition is at 92% accuracy with 70% to 85% comprehension. While the other four (4) pupils jumped to independent level which means that they can already read text without help with 97%-100% accuracy while the comprehension level ranged between 90% to 100% accuracy.

**Keywords:** Reading, Intervention, Action Research

## I. Context and Rationale

The ultimate purpose of reading is to understand and make sense of the text being read. Every child who starts primary school usually learns to read during his/her ordinary developmental period. Reading is a complex process as it involves “sensation, perception, comprehension, application and integration”. It is the process of making and getting meaning from printed words and symbols. Reading as a whole, is a means of communication and of information and ideas. Reading is a vital tool to improve the critical thinking and opinion-making skills of the students

Since reading is key in formal education in literate societies worldwide, it is believed that a school's first task is to ensure that the child can read efficiently. However, studies have shown that most children in third world countries have not acquired this skill to an acceptable level, which has hindered learners' reading ability in later life. The World Bank's database estimates that 53% of children in the third world or low-income countries and 80% in poor countries cannot read and understand a simple story. It was also revealed that more than 200 million children and youth in the world were out of school for the 2018 school year, with a total of 59 million of primary school age (Thulla, Moriba, Adom, & Mensah-Gborie, 2022).

In Philippine setting, efforts to promote literacy are encouraged by the government, organizations, or even private individuals as the ability to read and write is considered an utmost priority (Echaure & Torno, 2017). World Bank report that 9 out of 10 children in the Philippines at late primary age are not proficient in reading. The report, "The State of Global Learning Poverty: 2022 Update," sent many online communities into a frenzy. And rightfully so. There has been a learning crisis in low- and middle-income countries even before the Covid-19 pandemic. In the Philippines the already sorry state of public education was exacerbated by more than two years of remote learning (Oseña-Paez, 2022). Elementary school pupils in the Philippines are falling behind their counterparts in some Southeast Asian countries in reading, writing and mathematics, with a significant percentage of students still performing at levels expected in early years of primary education, a regional study showed (Balinbin, 2020).

Reading is indeed an essential tool for learning. However, reading is not only limited to being able to recognize words or reading the words aloud but also comprehending the meaning of the text. In the secondary level, students are expected to have mastered the reading skill in terms of phonetics, morphology and semantics. But reading comprehension is another aspect and is one of the greatest concerns of teachers. With this, this study is conducted to contribute to addressing the problem in the reading levels among Grade 6 pupils in a certain public elementary school in the Division of Panabo City, Davao del Norte, Philippines.

## II. Bases of the Study

The following are cited springboards that will help to explain this study:

This study is primarily anchored to the Department of Education (DepEd) as the agency supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading

Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019 (DepEd Order No. 14, s 2018).

This is also anchored to Vygotsky theory of cognitive development which states that students will learn more when they receive guidance from someone with more skills in the subject they're learning than they would if they were tackling the subject on their own. In this theory, scaffolding which is a process in which teachers or anybody demonstrate how to solve a problem, and then step back, offering support as needed. The theory is that when students are given the support they need while learning something new, they stand a better chance of using that knowledge independently (Kurth, 2020). Thus, the role of teachers to scaffold the task is more important than performing the task for learning.

Also, this is based on the proposition that the problem most students have that contributes to their poor performance in tests and examinations is lack of proper reading habits. For an excellent performance, there is the need for the student to form good reading and study habits. At present, due to the influence of the mass media, people do not show much interest in reading books; magazines and journals, among others (Palani, 2012).

Another basis is that most of reading experts agree that in reading, both the skill and will are needed in order to conceptualize the ideal reader as someone who develops the habit of reading. However, in the United States, researchers found out that the number of enthusiastic and avid readers are astonishingly small (Guthrie, McGough, Bennet and Rice, 1996).

### III. Action Research Questions

The problem of the study identified here is the inability of Grade 6 pupils to read. This claim is based on the Phil-IRI results and reinforced by actual observation. Specifically, this action research sought to answer the following questions:

1. How many Grade 6 pupils whose reading ability is under frustration level?
2. What intervention can be designed to improve the reading ability of Grade 6 pupils?
3. How effective is the intervention program in addressing the problem in reading comprehension among Grade 6 pupils?

### IV. Interventions and Plans of Action

The interventions designed by the researcher is called “TaTiToRe: Take Time to Read” to address the reading levels of the Grade 6 pupils who are in the frustration level. TatiToRe comprises of three approaches which are free reading where these pupils got to choose whatever they like to read, force reading where students are given materials to read, and video watching where the students try to mimic the video tutorials.

In the free reading, the pupils were just given the freedom what materials in the reading center they would like to read. They were free to get what they like.

In forced reading, each pupil was facilitated by the teacher to read the prepared materials.

While in watching videos, videos were played and students watch the videos in practicing to read English words.

The following are the steps employed:

#### Plan of Actions in Responding to the Problem

Step	Action
<b>1. Identifying the participants who needs intervention through module segregation.</b>	The Grade 6 pupils in a certain class were diagnosed using Phil-IRI. Those who are in the frustrated level were chosen to be the subject of the action research.
<b>2. Calling the attention of the pupils and parents.</b>	The pupils together with the parents are called and then talked one by one and asked some sorts of questions while discussing the results of the Phil-IRI.
<b>3. Giving them with agreement and signing the commitment form to support their pupils to undergo the TaTiToRe Program.</b>	The agreement form are then given to the identified parents and they are discussed what’s in the agreement form like their children will remain in school for an hour from 4:00 pm to 5:00 pm to undergo reading enhancement.

<p><b>4. Monitoring of the identified participants.</b></p>	<p>The identified pupils were then put in the reading clinic which there are materials which they can read. In the place, they undergo free reading, forced reading, and watching videos.</p>
<p><b>5. Admission of the Phil-IRI to the participants after the 3-week period.</b></p>	<p>After the three-week intervention, the pupils were given again the same test using Phil-IRI to see if the reading level has improved.</p>
<p><b>6. Interview from the pupils and parents.</b></p>	<p>This stage gathered qualitative data from the experiences of the pupils and parents on the process of enhancing the pupils' reading level.</p>

**V. Action Research Methods**

This utilizes participatory action research which is an approach to research rather than a research method (Pain, Whitman, Milledge, & Lune Rivers Trust, 2011). The appropriateness of this approach lies in the context that it seeks to situate power within the research process with those who are most affected by a program. The intention is that the participant is an equal partner with the researcher (Boyle, 2012; Patton, 2008). Moreover, the participatory nature of PAR refers to the active involvement of program clients, practitioners, and community members - plus any others who have a stake in the program, including funders, researchers and program managers.

In addition, a key element of this involvement is a process of collective, self-reflective inquiry, which stakeholders undertake in an effort to understand and improve upon practices in which they participate and situations in which they are engaged. This process is linked to action, which ideally leads to the people or communities that are affected having increased control over their lives (Baum, MacDougall, & Smith, 2006).

In collection of data, the researcher employed observation, frequency counting, and simple interview from purposively selected pupils and parents who were the participants of this study. In observation, pupils were observed when they were in the reading clinic while they were subjected to the program. The collection of the data took before (pretest), during (implementation of the program), and after (posttest) which lasted for three weeks beginning in the second week of September 2022 to the last week of the same month.

The researcher utilized Phil-IRI as it aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional and frustration levels. The Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance (DepEd Order No. 14, s 2018). With this, the researcher used this instrument in identifying the reading levels of the Grade 6 pupils to identify which pupils need help in enhancing the reading levels.

**VI. Results and Discussion**

In the analysis of the data, this action research utilized descriptive statistics and simple content analysis. For numerical data, frequency count and percentage were used to identify parents who are involved in answering the modules of their children. Content Analysis was also used to analyze the response of the parents when asked why they answered the modules instead of their children do it. After the intervention, same analysis method, content analysis, was used to analyze how the hand-outs have helped them in understanding their roles in the teaching-learning process at home.

**Pupils in Frustration Level**

There were 16 pupils who were subjected to action research. These were pupils who were found to be in the frustration level while those who were in instructional and independent levels were not included in the study. These 16 pupils found difficulty to read text to make sufficient progress. Further, their word recognition levels tend to be below 92% accuracy while comprehension drops below 70%. After the three-week of TaTiToRe Program, these 16 pupils enhanced their reading level. Out of 16 pupils, 12 moved to instructional level which their word recognition is at 92% accuracy with 70% to 85% comprehension. While the other four (4) pupils jumped to independent level which means that they can already read text without help with 97%-100% accuracy while the comprehension level ranged between 90% to 100% accuracy.

**Table 1. Number of Children**

Student	Reading Level Before the Program	Reading Level After the Program
1	Frustration	Instructional
2	Frustration	Instructional
3	Frustration	Independent
4	Frustration	Instructional
5	Frustration	Instructional
6	Frustration	Instructional
7	Frustration	Instructional
8	Frustration	Independent
9	Frustration	Instructional
10	Frustration	Independent
11	Frustration	Instructional
12	Frustration	Instructional
13	Frustration	Independent
14	Frustration	Instructional
15	Frustration	Instructional
16	Frustration	Instructional

Out from interview conducted from the pupils, they find it very hard to read especially during modular approach that even their parents cannot help them. Also, there were no enough reading materials they have in their homes while the modules are not attractive to read.

**VII. Conclusion and Recommendation**

The TaTiToRe Program which stands for “Take Time To Read” aims to enhance the reading levels of the pupils who were identified to be in frustration level. The nature of the program is to give some time for the pupils to read. In this action research, there were 16 pupils out from 45 pupils who were identified to be in frustration level. After they were subjected to the intervention program, these pupils moved from frustration level to instructional level while there were also who became independent readers. It is very important to create programs that will address the reading ability of the pupils like this TaTiTore as reading is not only an important academic skill but a life skill in this era. Further, it can also be noted that the distance learning, specifically the modular approach has deteriorated the reading ability of the learners which requires the academicians to address the problem.

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Appendix 1. Pictures of Students

