

## EFFECTIVENESS OF REMEDIAL READING TO NON-READERS IN THE INTERMEDIATE LEVEL IN SIHA ELEMENTARY SCHOOL

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### Abstract

The reading performance of pupils in Siha Elementary School is low as reflected in Phil-IRI assessment. In fact, none among the 21 respondents is able to read. This study focused on the effectiveness of Remedial Reading to Non-Readers in Intermediate Level at Siha Elementary School. It aimed to identify the effectiveness of various interventions used in the conduct of remedial reading. It covered 21 pupils from Grades 4, 5 and 6 as the respondents. Composed of 14 males and 7 females. The research looked into the reading level of the respondents and the significant difference after the intervention. This study is a pretest and post-test experimental design. Total enumeration method was utilized, where all pupils from grades 4, 5 and 6 were measured individually in terms of reading skills to determine who among them cannot read. The findings indicated increase from the results of pretest to the post-test. The results of post-test based on computed mean which is 27.14 as their reading level was found significantly higher than the pretest resulted as zero (0). It is recommended that the conduct of remedial reading classes be implemented for the pupils to develop genuine love for reading, supported by varied instructional materials.

**Keywords:** Effectiveness, Comprehension, Non-Readers, Remedial Reading, Word Recognition, Language Education.

### MAIN TEXT INTRODUCTION

Reading is an important skill to develop because it is fundamental to a person to function in today's society like assuming duties and responsibilities in a day-to-day activity. Also, reading develops critical thinking as it allows the learner to imagine, infer, predict, conclude, and draw judgments among other skills. In addition, it allows the learner to discover new things. Through reading books, magazines and articles from the internet, the learners will become aware on the latest innovations and discoveries in various fields (Anonat, 2011). Moreover, reading is a major factor that affects the performance of the learners. Most of the cognitive activities inside the classroom require the ability to read and to think. Learners have to read before they give their reactions to certain articles or reading texts. Learners have to read something before they compose a paragraph to make it more comprehensive, detailed, and in-depth. This ability to read is a basic requirement for the learners to gain understanding. With this, teachers try their best to remediate pupils these kinds of pupils. However, based on observation, reading remains to be a problem up to now despite several studies conducted by teacher-researchers, writers, and scholars. Some can read but cannot comprehend; others can read but cannot observe proper intonations, pausing and pronunciation. Despite the benefits the learners can obtain from reading and the efforts of the teachers in developing the said macro skill, it remains to be a pressing concern inside the classroom.

However, reading is not only the concern of language teachers who are handling English and Filipino subjects. It is a collective responsibility of all teachers since reading is used in all learning areas inside the classroom and in school. Notwithstanding, reading is directly related to the English proficiency of the learners. In an article from Philippine Daily Inquirer posted on the internet, the 2009 NAT revealed an increase in mean percentage score (MPS) of only 66.33% from 54.66% in 2006 which means an improvement of 11.67%. This performance was equated to the reading skills of the students. The 66.33 MPS is still a low score and it indicates “near mastery level” only. What’s more surprising is the mastery of 14.4% only in Grade VI and 1.1% in fourth year high school. It was stated also in the article that the reading skill of the learners is a factor in taking examinations. Torrevillas, (2008), claimed that English Proficiency of the Filipinos deteriorates due to the following reasons: the English proficiency of the educators not the language teachers but also other teachers who are handling different subjects.

There are cases wherein due to limited number of teachers in some schools, those who are teaching the subject are not English major or they lack the necessary training to develop the said competency; and the aggravating situation regarding the abolition of English as a medium of instruction, with the implementation of K to 12 Basic Education where mother-tongue is used in Kinder to Grade 3, and English is introduced in Grade 1 second semester. In addition, based on researcher’s observation, poor reading performances of the Filipino pupils were the effect of the following reasons and situations: family backgrounds and lifestyles. Some pupils’ family members particularly their parents lack the skill in reading. This means that they cannot guide their children in reading at home because they themselves cannot read; Parents are busy in their daily work that they cannot do follow up to their children at home, they even fail to check their children’s daily performance and achievement in school. Pupils from big families are perceived to be on the high-risk level in experiencing difficulty in reading. Their economic status deprived them to go school regularly because of some reasons like helping their parents earn a living, taking care of their younger siblings, has to work for extra income and others; and learners commit absences which serve as a big factor that could affect their reading performances.

The above cited situations which highlight the concern regarding reading are also experienced by the school administrator, teachers, and pupils of Siha Elementary School. Based on the results of reading assessment in English conducted last October 2023 through the use of PHIL-IRI, in Grade 6, there are 9 non-readers out of 29 pupils currently enrolled, in Grade 5, there are 6 non-readers out of 32 pupils, and in Grade 4, there are 6 non-readers out of 28 pupils. For school year 2023-2024, there are 21 non-readers out of 90 pupils of Siha Elementary School. This is one of the reasons why the researcher decided to conduct research to provide possible solution to the problem cited. Furthermore, the data cited by the researcher is also supported by the observations of other teachers handling different subjects. The same 21 pupils were pointed out by the subject teachers who cannot read. During the informal interview of the researcher to the subject teachers, the said pupils were also found frequently absent in their respective classes. The reasons why they failed to attend their classes regularly include: The need to help their parents in doing house chores like taking care of their younger siblings and helping them earn a living through Farming; Parents limited time to do follow-up as to letting

them practice reading at home; Poor pupils' interests in reading activities. Based on the observations of the subject teachers, the pupils have very limited initiative to spend time reading books in the library or in the reading corner. They spent their vacant time playing with their classmates and friends; and tardiness as one of the reasons why the pupils are considered non-readers. If the pupils come to school late, they will miss the opportunity to learn. If there are reading texts presented by the teacher, the pupils will be missing the opportunity to practice reading the text.

As cited by the school administrator of Siha Elementary School during the informal interview conducted by the researcher, there are also teacher-related causes that can be pointed out why there are non-readers inside the classroom. First, the teaching strategy of the teachers can be a factor. If the teacher utilizes strategy that is not suited to the interests and level of the pupils, the pupils will become bored. Secondly, the classroom conditions can also affect the acquisition of information of the pupils. Therefore, teachers are encouraged to keep their classrooms conducive to learning. Lastly, the consistency in providing remediation to the learners. As stated in DepEd Order No. 8 series of 2015 otherwise known as the Classroom Assessment, the remediation should be provided every fifth week of the quarter to help the learners cope with the lesson. In the past few years, Siha Elementary School adopted the 15-20 minutes remedial reading session before the pupils will be allowed to go home. However, the said practice did not become successful due to the following reasons: the period is not enough to aid the reading level of non-reader pupils. Also, reading teachers use board and chalk in remediating their non-readers, and sometimes teachers prepare a few charts for their non-readers, and this are not enough. This does not motivate the pupils to learn. Lastly, remedial readings were not given substantial time and effort due to their busy schedule. And remedial readings are not being done seriously for some remedial teachers. This scenario prompted the researcher to conduct research to redirect the efforts of the teachers in the said school in improving the reading level of the pupils.

### **Objective of The Study**

The researchers intend to evaluate the effectiveness of remedial reading program to the non-reader pupils in the intermediate level at Siha Elementary School.

Specifically, this study sought to answer the questions:

- 1) Is there a significant difference of reading ability of the non-readers after the remedial reading program?
- 2) Are the reading remedial instruction/programs conducted by the researchers effective to the participants?

### **Significance of The Study**

This research study will be highly beneficial to the following group of people that are directly involved in the subject matter about the effectiveness of remedial reading instruction to non-readers in Grades 4, 5, and 6 pupils of Siha Elementary School.

**Learners-** this study will help them to know the area where they must develop their skills for them to learn how to read effectively.

**Parents** – for them to know the basic things that they must provide so that their children will improve their reading skills.

**Teachers-** for them to integrate the different concepts that will improve the reading capabilities of their students by simply identifying the areas to be enhanced, especially in the teaching process.

**Future researchers-** This paper will be one of the basic references when they conduct a study that is somehow related to this topic.

### **Scope and Delimitation**

This study will be conducted to determine the effectiveness of reading remediation to Grade 4(6 non-readers), grade 5(6 non-readers) and grade 6(9 non-readers) pupils which was observed and conducted by the researchers in Siha Elementary School in the Municipality of Borongan Province of Eastern Samar.

### **Definition of Terms**

The following words are given its full definition as they appear in the study and for better understanding of the content of entire subject matter:

**Reading:** Reading is a complex process made up of several interlocking skills and processes. These skills and strategies are employed before, during, and after reading. Reading is a process by which the reader makes personal connections with a text to construct meaning. Reading and responding to a text are integral parts of language learning. Effective readers employ a wide repertoire of meaning-making (comprehension) strategies that they can deploy independently with a range of texts (Tankersley, 2013)

**Remedial Reading:** Educational process which helps a student transition from reading skill s that are far below average to a more acceptable level of reading comprehension.

**Remedial Reading Program:** Remedial reading classes are designed to help slower learners who are falling behind in their acquisition of reading skills. The student is given books specifically written to be easier to read while slowly building and maintaining a vocabulary. The stories themselves are designed to be educational but also to be entertaining and to stimulate the student’s curiosity. The goal is to encourage he student to continue reading. Over time the slower readers will increase their skills and broaden their educational prospects.

**Non-Readers:** cannot recognize words quickly and efficiently. They could not demonstrate high word recognition. They possess weak fluency skills. They read with no good expression, intonation, pitch, and phrasing. To add, non-readers cannot recognize some letters or words like own name, classroom labels, signs, and other environmental print (Mather & Goldstein, 2001)

## REVIEW OF RELATED LITERATURE

### Related Studies and Literatures

Reading is the foundation of learning. There is no learning at all if a child cannot read and comprehend. Therefore, the future success of children lies in the ability to read fluently and understand what is read. Studies show that at least one out of five students have significant difficulty in reading acquisition (Therrien, 2004). Moreso in times of pandemic, reading difficulties were experienced by the pupils. With the implementation of modular distance learning, most of the key stage 1 pupils were identified frustrations and non-readers. This is because in their foundation years of learning to read, no teacher teaches the child in the production of sounds, learning to read then relies on the knowledge of the learning facilitators.

According to Therrien (2004), to achieve literacy, there are five important skills one must learn: phonemic awareness, phonics, vocabulary instruction, text comprehension strategies, and reading fluency. These important skills, if not mastered by the pupils, difficulty in reading is expected. Reading literacy is not only a foundation for basic learning, but also a prerequisite for successful participation in most areas of youth or adult life (Linnakyla et al., 2004). Although reading fluency and comprehension are important skills to acquire, as they are essential skills for success both in school and later in life, many children do not acquire the necessary skills for achieving proficiency. Problems with reading tend to begin at the onset of reading instruction, persist, and become more severe with the passage of time (Graney, 2000).

Remedial reading is an integral part of any school-wide reading program. Generally, language teachers can help students who are corrective readers even without extensive training. Literature has shown that remedial reading is an evidenced-based strategy designed to increase reading fluency and comprehension (Therrien, 2004). It has also indicated to achieve comprehension, students should read the provided material three to four times, but reading the passage more than four times does not increase comprehension (Therrien, 2004).

The remedial reading strategy is likely successful because it incorporates feedback from the instructor to the student reader. According to Crowe (2005), studies show feedback given during oral reading improves children's word accuracy, reading comprehension and fluency. Intervention programs involving comprehension-building skills, like remedial reading, strengthen vocabulary (McCardle et al., 2001). This method of practice increases language skills and builds general knowledge setting a foundation for basic life skills.

Remedial reading program enables people to be successful and effective readers. It is a resource pullout program to provide remedial services to children after they have demonstrated reading difficulty. Providing remedial reading programs is imperative to improve both reading fluency and reading comprehension, particularly to elementary school students because fluency and comprehension are particularly important at the early stage of development and early intervention can impact the progression of reading difficulties. Improving the reading ability of the pupils requires a lot of time, effort, and cooperation on the part of the teacher and pupils.

Providing remedial reading instructions can unlock reading difficulty of pupils, who find it hard to read, pronounce words, and don't even comprehend what they have read. Providing remedial reading programs is imperative to improve both reading fluency and reading comprehension, particularly to elementary school students because fluency and comprehension are particularly important at this stage of development and early intervention can impact the progression of reading difficulties. Remedial reading instruction is one of the interventions that is thought to have great impact in assisting the pupils to improve their reading performance.

Remedial reading teachers' duties were pioneered in the 1920s. These are professionals who have an expertise in reading strategies whose duties predominantly revolve around helping learners who have difficulties in reading, hence the name (Bean, 2009).

Eventually, it has become widespread and institutionalized. Its character and functions, however, are primarily influenced by the educational system of the period and where remedial reading teachers are stationed. Consequently, this led to the fluidity of its system of responsibilities and functions (Frost, 2007). This is further augmented by the lack of training among remedial reading practitioners coupled with the absence of any research on the subject which added the difficulty of defining the roles and duties of a remedial reading teacher in the early part of the 1950s (Robinson, 1967). Nevertheless, the study of Robinson (1958) became the foremost research to investigate the various titles referring to a remedial reading professional and deduce the range of roles and functions of a remedial reading teacher pivoting mainly around teachers in the secondary level. He discovered that there were a multitude of labels pertaining to a remedial reading teacher such as: reading specialist, reading supervisor, reading consultant, reading coordinator, director of reading and other various names. His research founded upon by the responses of 401 remedial reading secondary teachers in the United States, did not, however, posit that there was a

profound distinction among the aforementioned titles in terms of the duties they accomplish. He classified these similarities in their responsibilities into three categories: diagnosis, teaching, and consulting. The first one includes not merely the formal or informal measurement of reading proficiency, but also it involves auditory, visual and intelligence tests. The second comprises of mainstream methods in enhancing the reading capabilities of students; in the aspect of remediation, this revolves around students who have significant difficulties in reading. The last one, on the other hand, border around the tasks of conversing with parents about the development of their child, acquire school paraphernalia for reading, and crafting lesson plans. Aside from these, unfortunately, they are also assigned to numerous tasks imposed upon them by their schools.

During the 1960s, the reading field veered away from remedial teaching to preventative reading. It did not, however, change the duties of remedial reading teachers, to wit, they persisted to function in the categorizations set forth by Robinson. In this period, there were a plethora of titles used to define a remedial reading practitioner which proved that the shift to preventative instruction still failed to systematize a label to define the role of reading practitioners (Frost, 2007).

Indeed, even in a conference held under the aegis of the International Reading Association (IRA), now known as the International Literacy Association (ILA), various labels were used: college instructor, reading teacher, reading clinician, reading coordinator, and reading consultant (Dietrich, 2007). Expounding it further, a college instructor trains tertiary students in the feature of reading and research writing; a reading teacher renders remedial reading programs to struggling students; a reading clinician helps classroom teachers in assessing cases of remediation to improve planning and its implementation; a reading coordinator acts as the focal person or leader in school-wide reading programs; while a reading consultant collaborates with administrators and teachers in the creation of and execution of reading programs (Kern, 2011). This consequently led to confusion as to how a remedial reading professional must be addressed which stemmed from this non-binding and inadequate role definition. In spite of these varying titles, Moburg (1967) and Bean (2009) contend that an individual who has received education on reading and conducts reading programs is none other than a reading specialist. They further assert that the latter is different from a reading consultant who is neither a teacher nor an administrator, in lieu, is part of the staff who is considered to have a specialization in reading instruction. Although Thomas (2009) subscribes to such a definition, he makes no difference between a reading consultant and a reading specialist. From the 1970s to 1980s, disputes regarding titles and functions of remedial reading teachers magnified as the reading curriculum became integrated in the secondary level (Ruddell, 1993). That is to say, the polarity of their roles consists of improving the literacy of students to acting as advisor to teachers and administrators but never claiming the role of an instructor (Bean, 1997; Bean, 2009). Various studies have regarded that a reading specialist is non-remedial and act principally as consultants; they are labeled as: lead reading teacher, helping teacher, and reading resource teacher (Bean, 2009; Mason & Palmatier, 1973; Readence, Baldwin, & Dishner, 1980). On the other hand, Robinson and Petit (2008) define a reading specialist as a reading teacher as they argue that instructors in reading programs should subjectively mold their role and perform in respect to such given meaning. The study of Mosby (2002) supports this as it reveals that from 8, 467 working reading personnel in the U.S., only 25.7% utilize reading specialist as its job title while 74.3% adopt other terms. In other words, administrators and teachers are tackling the confusion in role titles by honing the functions of a reading specialist to suffice the inadequacy in their respective institutions. While the labels of reading specialists persisted to transform, so did their roles. A number of 50 competencies are determined by Gates (2014), 30 are claimed by Bean and Eichelberger (2015), under other conditions, 416 tasks are established by Mosby (2002). Diversely, Hutson et al. (2012) specified eight roles of a reading specialist: remedial teacher, resource person, advisor, evaluator, in-service leader, instructor, investigator, and diagnostician. Bean (2009) also crafted his own concept of the responsibilities of a remedial reading instructor with four divisions: (1) instruction; (2) administration and planning; (3) diagnosis; and (4) resource person for parents, other teachers and principals. His concept, while heavily similar that of Robinson, includes administration and planning. Nonetheless, she posits that remedial reading teachers spend most of their time with students. This only implies that reading specialists perform a variety of roles such as instruction, generation of reading materials, and act as a consultant to teachers and staff (Bean et al., 2010). The International Literacy Association has also shifted their understanding

concerning reading specialists as they acknowledged the various roles of the latter depending on the requirements of the teachers and students. The ILA defined a reading specialist as an expert in reading strategies who has a duty of developing the literacy skills of students especially those who have difficulties in reading (Quatroche et al., 2001). The ILA (2010), nonetheless, determined the key roles of reading specialists: instruction, coaching and leading school-wide literacy programs. This indicates the fluidity of the usage of job titles but with a coherent set of responsibilities. The first role refers to the assessment and teaching functions of reading specialists. Typically, they provide remedial programs with small number of struggling students yet sometimes they also offer individual instruction (Lipp, 2017). According to Bean (2009), there are three essential elements when teaching students in reading programs – instruction must be: more supporting, clear and comprehensive, and more intensive. In order to cater to the needs of these students, reading specialists should spend 99% of their time in assessing the strengths and weaknesses of their learners (Bean et al., 2002). This instruction is a one-on-one intervention made for grade one pupils in relation to their reading and writing skills (Tatum, 2004).

The second and third roles pertain the leadership and collaboration functions of reading specialists. The ILA (2000) partitioned leadership as having three factors: literacy program creation and planning; acting as a resource person; and professional development. However, ILA (2010) compacted in two categorizations: leadership in the school-wide literacy programs and the development of reading and writing programs. Integral to this leadership function is the skill of reading specialists in coaching teachers and students to improve themselves (Vogt & Shearer, 2007). This is acknowledged by the ILA (2004) as they rendered their pronouncement in relation to reading advisors signifying the value of the latter to subject teachers as they cooperate with one another to develop the reading competencies of the students. In addition, this pronouncement blurs the line between a reading adviser or coach and that of a reading specialist (International Reading Association, 2004). Walpole and McKenna (2004) further assert that leadership among faculty teachers is a significant function for reading specialists. This is to say, that they must not have any evaluative duties. However, data have shown that reading specialists have tended to focus on students than teachers (Lipp, 2017). Nevertheless, to achieve this, a reading specialist must have the ability to create feasible goals, a high-level proficiency in communication, the capacity to achieve collaboration and a relationship with other teachers based on respect (Bean, 2009). Thus, a collaboration between remedial reading teachers and subject teachers has gained much prominence as a multitude of studies have established its benefits (Tatum, 2004; Bean, Swan, & Knaub, 2003; Henwood, 2000; Brownell & WaltherThomas, 2000; Barry, 1997; Jaeger, 2016; Vacca & Padak, 1990). This collaboration is emphasized because classroom teachers have extensive knowledge about their students while reading specialists have greater understanding of the literary methods in reading. Hence, by amalgamating the abilities of both teachers and reading specialists, students can gain more. Reading specialists, albeit their role regarding instruction is perceived as significant, they now perform roles other than teaching (Bean et al., 1990). This is supported by the study of Bean et al. (2010) which finds that reading specialists perform not only assessments in relation to students' level of literacy, but they also analyze data, guide teachers

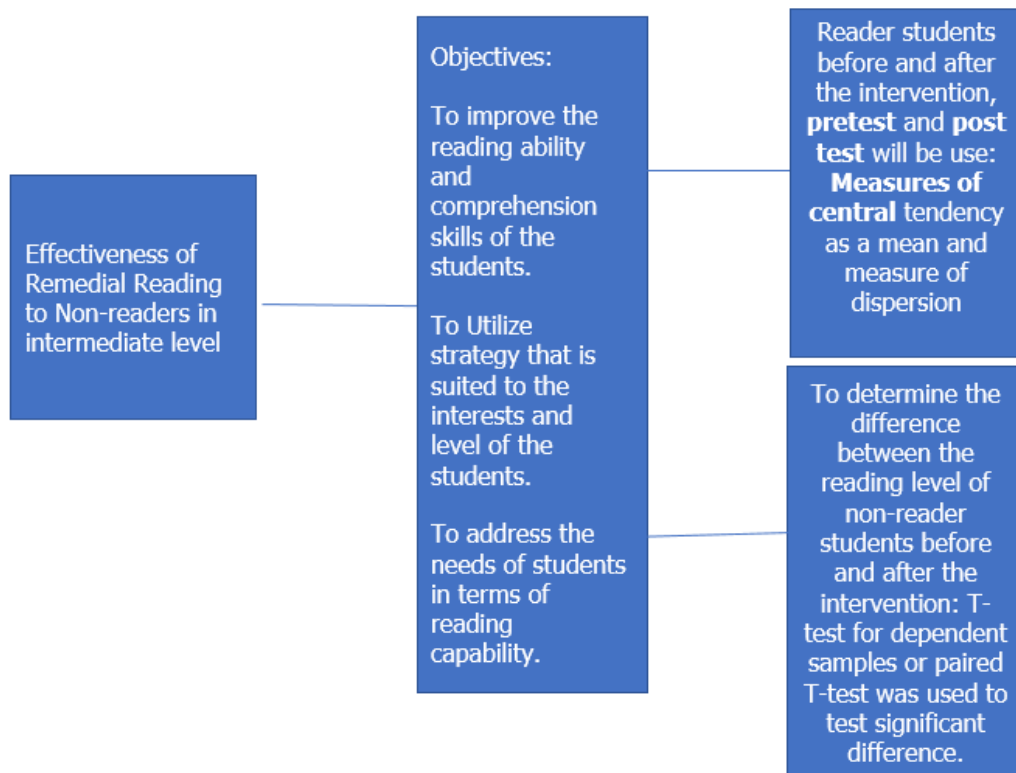


and execute managerial duties. In other words, they now assume leadership roles especially among teachers (Helf & Cooke, 2011). In this sense, there is a need to identify the roles of reading specialists in schools with either strong or weak literacy programs. Schools with good reading programs have veteran reading specialists who have advanced education related to reading (Bean et al., 2003). Usually, these reading specialists engage with the following functions: instruction, advisor to teachers, act as an assessor, act as an intermediary between the school and the community and supervise reading programs. On the other hand, schools with inadequate literacy programs have experienced teachers who act as consultants yet have either limited to nil exposure to literacy consultation (Deussen et al., 2007). Notwithstanding, various studies also expose that the functions and duties of a reading specialist are diverse and hitherto has become more budding and cognizant in relation to its environment and contemporary power-relations (Haab, 2001). This is supported by Sarno-Tedeschi (1991) who shows that apart from being a remedial teacher, a reading specialist also has more or less 15 other duties that are affected by pervading acknowledge power and authority. In addition, the concurrent culture in the institution influences the duties performed by remedial reading teachers which is further coupled by their personal strengths and weaknesses (Darwin, 2002). Therefore, due to the ambiguity of the character and functions of remedial reading instructors added with the concurrent institutional culture of their workplace, they have assumed a multifaceted set of responsibilities which could or could not aid them in developing the literacy skills of the students in their schools. As this confusion regarding their roles show no signs of abating, it would appear that a uniform job description is not feasible, if not impossible. Nevertheless, in the lack of a collective and binding definition of their roles, the expectations of people who work with them or learn from their instruction have become more significant than ever in this quest of understanding.

### **Theoretical Framework**

Vygotsky coined the phrase 'Zone of Proximal Development' to refer to the zone where teachers and students work as children move towards independence. This zone changes as teachers and students move past their present level of development towards new learning. (Source: Literacy Professional Learning Resource, Department of Education and Training, Victoria) Guided reading is informed by Vygotsky's (1978) Zone of Proximal Development and Bruner's (1986) notion of scaffolding, informed by Vygotsky's research. The practice of guided reading is based on the belief that the optimal learning for a reader occurs when they are assisted by an educator, or expert 'other', to read and understand a text with clear but limited guidance. Guided reading allows students to practice and consolidate effective reading strategies. Vygotsky was particularly interested in ways children were challenged and extended in their learning by adults. He argued that the most successful learning occurs when children are guided by adults towards learning things that they could not attempt on their own. With the help of Vygotsky theory, researcher conduct remedial reading as an aid to guide pupils in remedial reading that allows them to become successful readers. Guided reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning.

## Conceptual Framework



## METHODOLOGY

This part of this research study aims to present the different components that will be used in this paper such as the research design, locale of the study, respondents of the study, sampling procedure, data gathering procedure, measurement of variables and the data analysis with the ethical considerations.

### Research Design

The design used by the researcher in this study is quasi-experimental design, using pretest and post-test. The technique used in this study is the total enumeration method, where all pupils from grades 4, 5 and 6 were measured individually in terms of their reading skills to be able to determine who among them cannot read. This is appropriate for this action research since it endeavored to look into the effectiveness of the identified intervention.

### Locale of The Study

The study locale of this work will be at Siha Elementary School in Brgy. Siha Municipality of Borongan in the Province of Eastern Samar. Its population as determined by the 2020 Census was 1,158. This represented 1.61% of the total population of Borongan. The household population of Siha in the 2015 Census was 1,163 broken down into 224 households or an

average of 5.19 members per household. The total student enrolled in Siha elementary school for the school year 2023-2024 was about 182 students.

### **Respondents of The Study**

The respondents of the study were the Grades 4, 5, and 6 non-readers of Siha Elementary School. They were composed of 6 pupils from grade 4, 6 pupils from grade 5 and 9 pupils from grade 6 composing of 14 males and 7 females in total of 21 respondents. They were identified as non-readers because they could not pronounce or read any words from the passage shown to them taken from the Phil IRI.

### **Sampling Procedure**

The research looked into the reading level of the respondents and the significant difference after the intervention. This study is a pretest and post-test experimental design. Total enumeration method was utilized, where all pupils from grades 4, 5 and 6 were measured individually in terms of their reading skills to determine who among them cannot read.

### **Data Instrument**

To determine the reading levels of non-reader pupils before and after the intervention, pretest and post-test were used, particularly the **Measures of Central Tendency** which is the mean and **measure of dispersion** using range. To determine the difference between the reading levels of non-reader pupils before and after the intervention, **T-test** for dependent samples or the **Paired T-test** was used to test significant differences. All data were processed and analyzed using the **Statistical Package for Social Sciences (SPSS)** computer software.

The researcher used a passage in English to determine the specific number of non-readers in grades 4, 5 and 6. The pre-reading passage that was used consisted of 40 words. This instrument was taken from the Philippine Informal Reading Inventory (Phil IRI) which was downloaded from the website of the Department of Education, Bureau of Elementary Education through [www.deped.gov.ph](http://www.deped.gov.ph).

During the remedial classes the researchers will going to use varied reading materials that will cater the interest of the respondents. After the session, the pupils were provided with another set of reading materials that they can bring home, so they can practice reading at home. The said materials were read the next day therefore; the pupils need to practice reading them. Moreover, varied instructional materials were utilized like flashcards, charts, hand-outs, big books and the like.

### **Data Gathering Procedure**

The researcher sought permission from the Head Teacher of the school to administer the research. The researcher gathered the non-reader pupils and explained to them that they will be pulled out from their regular class to have remedial reading activity by the researcher every 2:30 to 3:30 in the afternoon to help them read and improve their reading ability. Also, the researcher called parents' attention about the remedial reading and asked permission from them.

After that, the implementation of the reading intervention happened upon the approval of the School Head and the parents. The researcher used a passage in English to determine the specific number of non-readers in grades 4, 5 and 6. The pre-reading passage that was used consisted of 40 words. This instrument was taken from the Philippine Informal Reading Inventory (Phil IRI) which was downloaded from the website of the Department of Education, Bureau of Elementary Education through [www.deped.gov.ph](http://www.deped.gov.ph).

The pre-reading assessment test was administered to all pupils enrolled in grades 4, 5 and 6 by their respective advisers. The resulting list of non-readers was then used by the researchers as respondents and subjects of the study. In this study, the remedial reading classes were conducted 60 minutes every day to ensure the concept of consistency, continuity, and conditioning of the pupils. Not just 15-20 minutes but conducted 60 minutes every day for 2 weeks. At the same time varied reading texts were provided by the remedial teacher.

After the session, the pupils were provided of another set of reading materials that they can bring home, so they can practice reading at home. The said materials were read the next day therefore; the pupils need to practice reading them. Moreover, varied instructional materials were utilized like flashcards, charts, hand-outs, big books and the like.

The pupils were also instructed to ask for assistance or help from their family members. The researcher gathered the non-readers in the intermediate level every 2:30 to 3:30 in the afternoon and conducted/administered the remedial reading activities on reading as their daily reinforcement. After this intervention activity, post reading assessment test was administered by the advisers

### Measurement of Variables

Appropriate statistical tools will be used to measure the variables present in this study. With such identified set of variables, the following discussion will serve as the measurement of variables.

Variables	Measures of variables	Measures of central Tendency
Remedial Reading Instruction	Ordinal	Mean
Non- readers	Ordinal	Range

### DATA ANALYSIS

The data gathered were analyzed, interpreted, and evaluated by the researcher using the appropriate statistical tool. To determine the reading levels of non-reader pupils before and after the intervention, pretest and post-test were used, particularly the **Measures of Central Tendency** which is the mean and **Measure of Dispersion** using range.

To determine the difference between the reading levels of non-reader pupils before and after the intervention, **T-test** for dependent samples or the **Paired T-test** was used to test significant differences. All data were processed and analyzed using the **Statistical Package for Social Sciences (SPSS)** computer software.

## RESULTS

**Table 1:** Result Pre and Post-Assessment Test in Grades 4, 5 and 6 Non-Readers

The data obtained from the respondents regarding the reading level of non-reader pupils was presented in Table 1. It can be inferred from the data that the 21 pupil-respondents obtained 0 (zero) score in the pretest which was administered by the researcher.

On the other hand, the data obtained from the pupil-respondents in the post-test showed a tremendous increase of scores. The pupils obtained a computed mean of 27.14, median of 28, and a bi-modal of 35 and 40. Dispersion of scores revealed a range of 35 computed from the highest score of 40 minus the lowest score of 5.

**Table 1: Result Pre- and Post-Assessment Test in Grades 4, 5 and 6 Non-Readers**

	Pupil Respondents	Pre-Test Score	Post-Test Score
Grade 4	1	0	10
	2	0	25
	3	0	30
	4	0	15
	5	0	17
	6	0	20
	7	0	28
	8	0	35
Grade 5	9	0	35
	10	0	40
	11	0	40
	12	0	25
	13	0	22
	14	0	5
	15	0	35
	16	0	30
Grade 6	17	0	35
	18	0	28
	19	0	40
	20	0	15
	21	0	40

Mean Score - 27.14

Median Score - 28

Modes - 35 and 40

Range - 35

**Table 2.** Test of Difference Between Pre and Post Test

The data obtained from the respondents regarding the significant difference of the results in pre and post-test is presented in Table 2. It can be inferred from the data that the **computed difference is -27.14** which is lower than the critical **T-value of -11.874** which means that **there is a significant difference** between the scores.

**Table 2: Test of Difference Between Pre and Post Test**

Compared Variables	Mean	Difference	T-value	Significance
Pre Test	0.00	-27.14**	-11.874	0.00
Post Test	27.14			

\*\* - Highly significant at 0.01 level.

**Figures Caption (as a list)**

**Table 1: Result Pre and Post-Assessment Test in Grades 4, 5 and 6 Non-Readers**

The data obtained from the respondents regarding the reading level of non-reader pupils was presented in Table 1. It can be inferred from the data that the 21 pupil-respondents obtained 0 (zero) score in the pretest which was administered by the researcher.

On the other hand, the data obtained from the pupil-respondents in the post-test showed a tremendous increase of scores. The pupils obtained a computed mean of 27.14, median of 28, and a bi-modal of 35 and 40. Dispersion of scores revealed a range of 35 computed from the highest score of 40 minus the lowest score of 5.

**Table 2: Test of Difference Between Pre and Post Test**

The data obtained from the respondents regarding the significant difference of the results in pre and post-test is presented in Table 2. It can be inferred from the data that the **computed difference is -27.14** which is lower than the critical **T-value of -11.874** which means that **there is a significant difference** between the scores.

**DISCUSSION**

**Result of Pre and Post-Assessment Test in Grades 4, 5 and 6 Non-Readers**

**Table 1** presents the result of assessment tests of the non-reader pupils before and after the remedial reading activities that were administered to Grades 4, 5 and 6 pupils. As seen in the Table 1, the pupils scored 0 in their pre-test which means that pupils could not read a single word. After the intervention, post-test scores of the 21 pupils subjected in the study generated a mean score of 27.14, median of 28 and bi-modal of 35 and 40. Dispersion of scores revealed a range of 35 computed from a highest score of 40 minus the lowest score of 5. This explains that the efforts of the remedial teacher to let the student identify the sounds of the alphabets were not in vain.

The pupils can now distinguish the sounds of the alphabets and can now read words. They are now confident to read sentences and simple paragraphs right after the session. As observed by the researcher during the study, the key concepts of consistency and conditioning had helped the pupils to learn and appreciate reading.

The remedial teacher becomes consistent in the conduct of remedial reading sessions. This leads to keeping track of the progress of the pupils from first day up to now to ensure that the remedial reading program has is sustainable. Moreover, the pupils were also conditioned to read and read because of the approach that was utilized by the remedial teacher. The giving of

varied remedial reading materials that the pupils can bring home and practice reading them is a good intervention to consider. The following day, the pupils were required to read orally the reading text provided to them as their assignment.

### *Test of Difference Between Pre and Post Test*

**Table 2** presents the test of difference between the reading performance of the pupils before and after the conduct of remedial reading activities. As gleaned in the result in Table 2, the difference of 27.14 between the pretest and post-test is highly significant, with t-value of 11.874 and significance of 0.00. This means that there is high significant difference on the reading level of pupils in the pretest and post-test after using remedial reading. And there is an improvement on the reading level of the pupils after they went through remedial reading activities through the use of the strategies and approaches by the researcher.

For instance, the remedial teacher did not only utilize the reading text as instructional materials. The remedial teacher utilizes varied types that will suit the level and interests of the pupils under the reading program. She also utilized technology to aid the remedial reading process to stimulate the interests of the pupils. With this, they become more responsive to the process by participating in the reading sessions actively and attentively. Another strategy adopted by the researcher is the use of flashcards for the pupils to have drill as to some words that they can encounter in the reading text.

The drill method through flashcards stimulates the mind of the learners by making them give quick and immediate responses. This strategy is not new for most teachers in the field; however, this is still applicable in certain cases like in the Siha Elementary School. Another strategy adopted is the use of printed materials like charts in teaching reading to the pupils. Aside from the PowerPoint presentations or slides used, the remedial teacher also utilized another instructional material like the printed materials in manila paper or Carolina to address the varied needs of the learners. As to the personalized approaches utilized by the teacher, the use of assignment has been proven effective. Since after the remedial reading sessions, the pupils were given another set of reading text to be read so that they can practice the said skill at home. In this case, other positive values can be developed like sense of discipline, responsibility, industry and the like.

Moreover, the approach of being consistent in the conduct of the said activity is also a great factor to consider. The above findings of the study are in congruence with the study conducted by Manlincon (2014) in oral reading activity in English for Grade 2 pupils, the study of Cayabyab (2011) which is also on the enriched remedial reading program for Grade 3, and Macaranas (2014) on remedial reading activities for Grade I pupils in Malasique, District II.

## **CONCLUSIONS**

The Grade 4, 5, and 6 non-reader pupils of Siha Elementary School became readers after they went through remedial reading for 2 weeks with total of 60 minutes a day. Remedial reading has greatly improved the reading ability of the pupils. Therefore, the remedial reading that was conducted in the intermediate level at Siha Elementary School was effective.

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### Declaration of Interest Statement

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We the authors declare that we have no Known competing financial interests or personal relationships that could have appeared to influence the work reported in this research.

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