

Utilization of eReading Approach in Improving Reading Ability Among Grade 3 Learners in Basic Sight Words

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ABSTRACT

Reading is a vital aspect of literacy development. With the present covid-19 pandemic, teachers and learners have faced sweeping, unprecedented changes to teaching and learning. eReading Approach as a reading intervention will help increase learners' reading performance. The study was conducted to improve the reading ability among Grade 3 learners. Action research utilized the quasi-experimental research design to gather information from the respondents. To determine whether any difference exists, pre-test and post-test were conducted. The result was gathered, tabularized, and interpreted. Results showed that there was a significant difference between pre-test and post-test, especially in the experimental group where the eReading approach was being applied. Findings also suggested that the teacher-advisers and reading teachers may apply this approach to improve reading ability among learners. Moreover, teachers may undergo training on video editing to provide better video materials for better reading intervention.

Keywords: eReading approach, basic sight words, reading ability, action research

INTRODUCTION

It is not a hoax; poor reading comprehension of Filipino students is a reality. The Philippines has an important rate of low performers among all PISA-joining countries and economies. That is, 80% of the Filipino learners did not reach the minimum level of proficiency in reading. Their poor scores in English, Science, and Mathematics are credited to the learners' lack of basic reading and comprehension ability.

The eReading Approach was of great help to address such low performance of Filipino learners who have poor vocabulary and reading ability. The study was conducted to determine the result of utilizing the eReading Approach in improving the reading ability among grade 3 learners in basic sight words.

Specifically, this will identify the reading performance of the control and experimental groups before the implementation of the intervention, reading performance of the two groups after the implementation of the intervention, the significant difference of the control group before and after the implementation of the intervention, the significant difference on

the reading performance of the experimental group before and after the implementation of the intervention and the significant difference on the reading performance of control and experimental group after the implementation of the intervention.

METHODS

In this chapter, the researcher presents a research method. It focuses on the research method used in this study. The method consists of research design; research participants; locale, respondents; data gathering; pre-experimentation period, experimentation period, post experimentation period; statistical tools, and ethical considerations.

Research Design

This action research will utilize the quantitative research design using the quasi-experimental approach. Quasi-Experimental Research Design is suitable in this study since the researcher investigates the conduct of an intervention into the study group and then measures the outcomes of the treatment.

Research Participants

The study was conducted among 40 grade 3 learners of section Y of School M, Division of Tagum City. This was conducted during the 1st Quarter school year 2021 -2022. The researcher grouped the respondents using systematic sampling to control an experimental group.

Data Gathering Procedure

In the conduct of the study, the following was employed in three phases, pre-experimentation, experimentation, and post experimentation.

The chosen respondents were divided into two as an experimental and control group. The experiment utilizes the eReading intervention while the controls were not.

Data Analysis

To answer the research questions, the study utilized statistical tools. To determine the mean gain scores in the pretest and posttest of each group, the mean percentage score was used and the t-test for the significant difference of each group.

Ethical Considerations

In this study, a letter request of approval was obtained from the Schools Division Superintendent and the school principal for the conduct of the study. A parent consent was secured, and the assent letter was translated to Filipino for the respondents to understand the content letters' content.

RESULTS

This chapter presented the analysis and interpretation of data organized in tabular and textual forms.

Reading Performance of the Control and Experimental Groups Before the Implementation of eReading Approach

Table 1 shows the mean data on the reading performance of the control and experimental groups before implementing the eReading Approach in terms of a pre-test. The pre-test mean of the control group is 18.25 with a standard deviation of 4.96 and a description of moderate, while the

pre-test mean of the experimental group is 16.10 with a standard deviation of 8.57 and a description of poor.

Table 1

Reading Performance of the Control and Experimental Groups Before the Implementation of eReading Approach

Group	Mean	SD	Description
Control	18.25	4.96	Moderate
Experimental	16.10	8.57	Poor

Reading Performance of the Control and Experimental Groups After the Implementation of eReading Approach

Table 2 shows the mean data on the reading performance of the control and experimental groups after implementing the eReading Approach in terms of post-test. The post-test mean of the control group is 27.30 with a standard deviation of 5.43 and a high description, while the post-test mean of the experimental group is 37.40 with a standard deviation of 3.08 and described as very high.

Table 2

Reading Performance of the Control and Experimental Groups After the Implementation of eReading Approach

Group	Mean	SD	Description
Control	27.30	5.43	High
Experimental	37.40	3.08	Very High

Significant Difference in Reading Performance of the Control Group Before and After the Implementation of the eReading Approach

Paired t-test was computed to determine whether the control group's mean post-test significantly differs from the mean pretest. The result shows that the mean posttest is 27.30 with a standard deviation of 5.43 and the mean pretest is 18.25 with a standard deviation of 4.96. Since. The p-value of 0.000 is less than the 0.05 level of significance. Therefore, null hypothesis is rejected. It implied that the mean score post-test of the control group

has a significant difference from the mean score of pre-tests.

Table 3
Significant Difference in Reading Performance of the Control Group Before and After the Implementation of the eReading Approach

Variable	Mean	SD	t-value	p-value	Decision @ a=0.05
Pretest (Control)	18.25	4.96	-5.76	0.000	H ₀ is rejected
Post-test (Control)	27.30	5.43			

Significant Difference in Reading Performance of the Experimental Group Before and After the Implementation of the eReading Approach

Paired sample t-test was computed to determine whether the mean post-test of the experimental group who used the eReading Approach as a reading intervention significantly differs from the mean pretest. Results showed that the mean post-test is 37.40 with a standard deviation of 3.08 and the mean pretest is 16.10 with a standard deviation of 8.57. Since the p-value of 0.000 is less than the 0.05 level of significance. Therefore, null hypothesis was rejected. It implied that the eReading Approach as an intervention has significant differences in the post-test scores.

Table 4
Significant Difference in Reading Performance of the Experimental Group Before and After the Implementation of the eReading Approach

Variable	Mean	SD	t-value	p-value	Decision @ a=0.05
Pretest Experimental)	16.10	8.57	-12.67	0.000	H ₀ is rejected
Post-test (Experimental)	37.40	3.08			

Significant Difference on the Reading Performance of the Control and Experimental Groups After the

Implementation of the eReading Approach

Paired sample t-test was computed to determine whether the Mean post-the test of Control and Experimental groups has a significant difference after implementing the eReading Approach. The result showed that the mean post-test of the control group was 27.30 with a standard deviation of 5.43 and the mean post-test of the experimental group was 37.40 with a standard deviation of 3.08. Since the p-value of 0.000 was less than the 0.05 level of significance. Therefore, null hypothesis was rejected. It implied that there was a significant difference in the reading performance of the control and experimental groups after implementing the eReading Approach.

Table 5
Significant Difference on the Reading Performance of the Control and Experimental Groups After the Implementation of the eReading Approach

Variable	Mean	SD	t-value	p-value	Decision @ a=0.05
Posttest (Control)	27.30	5.43	-9.05	0.000	H ₀ is rejected
Post-test (Experimental)	37.40	3.08			

DISCUSSION

Reading Performance of the Control and Experimental Groups Before the Implementation of eReading Approach

The moderate result of the control group and the poor result of the experimental group in terms of their reading performance before the implementation of the eReading Approach signified inadequate and weak reading skills that are most likely to fail in their scholastic aspect. The result was supported by Cayubit (2012), stating that a Filipino child needs to improve higher-order abilities and efficient reading ability. It was inevitable that any Filipino child with adequate reading abilities would have better achievement in school than a child whose reading abilities are poor. If no

appropriate intervention was directed early, it could impact educational, social, and emotional growth.

Reading Performance of the Control and Experimental Groups After the Implementation of eReading Approach

Reading performance of experimental group after the implementation of the eReading Approach was very high while the control group was high. It shows how the eReading Approach enhanced the reading performance of the experimental group compared to the control group with no reading intervention implied.

The result was supported by a research journal which states that remedial reading programs have been established for a long time in the Philippine basic education system. The country's elementary and secondary schools established remedial reading programs to aid struggling readers. School Heads should inspire their teachers to assess their learners' reading levels to offer suitable interventions for them by Mangila & Adapon (2020).

Significant Difference in Reading Performance of the Control Group Before and After the Implementation of the eReading Approach

The result of reading performance of the control group before and after the eReading approach showed an average significant difference since the pre-test mean 18.25 and is described as moderate. The post-test mean is 27.30 and is described as high.

This result was supported by a case study on the impact of reading intervention. It says, without intervention for at-risk pupils, the chances of these low-achieving students succeeding in the future are slim. Furthermore, most at-risk students who get extra successful reading treatments can avoid further reading difficulties. Again, any additional reading difficulties may be avoided by Smith (2015)

Significant Difference in Reading Performance of the Experimental Group Before and After the

Implementation of the eReading Approach

The result of reading performance of the experimental group before and after the implementation of the eReading approach showed that there is an average significant difference since the pre-test mean is 18.25 and is described as moderate. The post-test mean is 27.30 and is described as high.

The result was supported by Somers (2021) as he saw the need for proper reading intervention to discontinue the problem of poor reading performances and low development of the reading ability of the learners. To reach the child's full potential, reading ability should be developed very well at the child's early age; thus, appropriate reading intervention may be employed.

Significant Difference on the Reading Performance of the Control and Experimental Groups After the Implementation of the eReading Approach

The result on the reading performance of the control and experimental groups after implementing the eReading Approach showed a significant difference. It entailed that the eReading Approach contributed a lot to the improvement of reading performance of the learners in the experimental group compared to those learners under the control group.

The result was supported by a specific study on online reading strategies for the classroom, stating that digital reading, no longer a prediction for the future, is a truth today. Information and communication technologies (ICTs), such as mobile applications and Internet connectivity, are integral in children's lives. ICTs are used progressively for personal matters but have also significantly transformed the types of reading that learner are expected to do in their present and coming education, not to mention their careers (Leu et al., 2011 as cited by Mercer 2019).

Literacy today entails more than just reading and understanding traditional print in books and twenty-first-century

technology (International Reading Association 2009 as cited by Mercer 2019).

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