



**FROM CHUNKING TO UNDERSTANDING: AN ACTION RESEARCH
ON IMPROVING READING COMPREHENSION OF GRADE VI –
EPHESIANS OF BAUAN EAST CENTRAL SCHOOL**

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ABSTRACT

This action research is grounded in the belief that when learners are provided with purposeful and engaging reading activities, they can develop the skills necessary for academic success and lifelong learning through the implementation of Direct Reading Activity (DRA) integrated with chunking strategy wherein the text will be chunked into 5 to 6 parts and will stop after each chunk to answer comprehension questions. This study aimed to enhance the reading comprehension skills of the pupils and addressed the Grade VI-Ephesians learners' difficulty in grasping meaning, understanding, interpreting, and analyzing texts, making predictions, and drawing inferences while reading, which hindered their overall academic performance.

The researcher employed the Action Research Design using the Plan-Act-Observe-Reflect (PAOR) cycle to identify the reading comprehension skills of the learners. Data were gathered through pre-tests and post-tests, formative assessments, classroom observation and learners' outputs to measure improvement in reading comprehension. Findings revealed that pupils showed significant progress in their ability to understand and interpret texts after the implementation of the DRA. Their performance increased from a pre-test mean score of 9.3 (46.5%, Frustration Level) to a post-test mean score of 15.6 (78%, Instructional and Independent Levels), showing an improvement of 6.3 points (31.5%) after the intervention.

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The structured and interactive nature of the method encouraged learner participation, improved comprehension, and fostered confidence in reading. The study concludes that the DRA is an effective approach to developing reading excellence among Grade VI pupils. It is recommended that teachers adopt and sustain this method to further enhance learners' comprehension skills and support their academic growth.

Keywords: *chunking, improving, understanding, reading comprehension, and Direct Reading Activity (DRA)*

Acknowledgement

The researcher wishes to express deep gratitude to all the individuals who have contributed to the successful completion of this action research entitled "From Chunking to Understanding: An Action Research on Improving Reading Comprehension of Grade VI – Ephesians of Bauan East Central School through Direct Reading Activity (DRA)."

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INTRODUCTION

Reading is one of the most essential skills that every learner must develop, as it serves as the foundation for acquiring knowledge across all learning areas. Comprehension, in particular, is vital because it enables pupils not only to read words but also to understand, interpret, and apply ideas to real-life situations. However, despite continuous efforts in instruction, many elementary pupils continue to face challenges in reading comprehension, which greatly affects their academic performance and confidence.

At Bauan East Central School, the Grade VI–Ephesians pupils were identified to have difficulties in difficulty in grasping meaning, understanding, interpreting, and analyzing texts, making predictions, and drawing inferences while reading. These challenges highlighted the need for an effective intervention that would help learners engage actively in reading and develop higher-order thinking skills.

To address this, the researcher implemented the **Direct Reading Activity (DRA)**, a structured method that guides learners through pre-reading, during-reading, and post-reading activities. This approach is designed to prepare students for the text, monitor their understanding while reading, and assess comprehension afterward. Moreover, in this approach, the text will be chunked into 5 to 6 parts. Pupils will read each chunk in group and will stop after each chunk to answer comprehension questions.

This project aims to enhance the reading comprehension of Grade VI–Ephesians pupils using the Direct Reading Activity (DRA). By employing this method, the researcher hopes to improve pupils' vocabulary, comprehension, and critical thinking, thereby empowering them to become more confident and independent readers. This action research is grounded in the belief that when learners are provided with purposeful and engaging reading activities, they can develop the skills necessary for academic success and lifelong learning.

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Innovation, Intervention and Strategy

To address the reading comprehension difficulties of Grade VI–Ephesians pupils of Bauan East Central School, the researcher introduced an innovation entitled “From Chunking to Understanding: An Action Research on Improving Reading Comprehension of Grade VI – Ephesians of Bauan East Central School.” This innovation is anchored on the **Direct Reading Activity (DRA)**, a structured approach designed to enhance pupils’ comprehension skills through carefully planned stages of reading instruction.

Innovation

The innovative aspect of this research lies in the integration of the Direct Reading Activity (DRA) strategy with chunking techniques and interactive comprehension tasks to address the specific needs of Grade VI – Ephesians. While the DRA is an established reading approach, its adaptation and enhancement in this study provided a more engaging and learner-centered framework for improving reading comprehension.

Key innovations include:

1. Chunking of Texts
 - Long passages were broken down into manageable parts to reduce cognitive overload.
 - Each chunk was paired with guiding questions, vocabulary support, and comprehension checks to ensure gradual mastery of ideas.
2. Interactive Learning Strategies
 - Collaborative activities such as peer discussions, think-pair-share, and group summarization were embedded in the DRA cycle.
 - Use of graphic organizers (story maps, sequencing charts, and Venn diagrams) helped students visually process and retain information.
3. Contextualized and Purposeful Reading
 - Reading materials were carefully selected to align with learners’ interests, experiences, and grade-level competencies.

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- Each DRA session emphasized not just literal understanding, but also inferential and applied comprehension skills.
4. Integration of Reflective and Creative Outputs
- Post-reading activities required learners to produce reflections, role-plays, or short written compositions that connected the text to real-life situations.
 - This encouraged deeper engagement and meaningful application of what they had read.

Through these innovations, the research went beyond traditional reading drills. It transformed the reading process into a structured yet interactive journey, guiding learners from chunking of information to genuine understanding. This approach not only improved comprehension skills but also cultivated confidence, collaboration, and critical thinking among Grade VI – Ephesians.

Intervention

To address the identified difficulties in reading comprehension of Grade VI – Ephesians, the researcher implemented the **Direct Reading Activity (DRA)** strategy as the primary intervention. This method was carefully chosen because it provides structured and purposeful reading experiences that guide learners before, during, and after reading, thereby promoting better comprehension and critical thinking.

The intervention was carried out in the following phases:

1. Pre-Reading Phase

- Activation of prior knowledge through brainstorming, questioning, and vocabulary enrichment activities.
- Setting of reading purposes and predictions to engage students with the text.
- Introduction of new or unfamiliar words to prepare learners for smoother reading.

2. During Reading Phase

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- Guided reading of the selected text, with pauses for questioning, clarifications, and monitoring of comprehension.
- Use of reading cues (such as highlighting, skimming for main ideas, and noting details) to help learners focus on essential content.
- Encouragement of group and peer discussions to validate interpretations.

3. Post-Reading Phase

- Discussion of main ideas, supporting details, and author’s intent to ensure full comprehension.
- Exercises such as summarizing, sequencing events, answering comprehension questions, and graphic organizers to reinforce learning.
- Reflective activities where learners connect the text to real-life situations or their own experiences.

The intervention was conducted across multiple reading sessions, with texts aligned to the learners’ level and interests. Continuous monitoring and formative assessments (oral questioning, short quizzes, and performance tasks) were integrated to track progress and adjust strategies accordingly.

By systematically applying the DRA strategy, the intervention aimed to:

- Improve the learners’ vocabulary and word recognition skills,
- Develop higher-order thinking and comprehension abilities, and
- Foster a positive reading culture among Grade VI – Ephesians.

Data Collection Method

To determine the effectiveness of the Direct Reading Activity (DRA) strategy with chunking in improving the reading comprehension of Grade VI – Ephesians, both quantitative and qualitative data collection methods were employed.

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1. Pre-Test and Post-Test

- A teacher-made comprehension test was administered before the intervention to establish the baseline reading comprehension level of the learners.
- After the series of DRA sessions, a parallel post-test was given to measure improvement in comprehension skills such as identifying the main idea, sequencing events, drawing inferences, and evaluating information.
- The comparison of pre-test and post-test scores provided quantitative evidence of the learners' progress.

2. Formative Assessments

- Short quizzes, oral recitations, and comprehension exercises were conducted after each reading session to monitor learners' gradual improvement.
- Graphic organizers, summaries, and reflective activities served as additional tools to assess comprehension in real time.

3. Learners' Outputs and Performance Tasks

- Written outputs such as story maps, summaries, and creative responses (role plays, reflections) were collected and analyzed.
- These outputs provided insight into the depth of learners' understanding and their ability to apply comprehension skills beyond test formats.

Action Research Questions

This action research entitled "From Chunking to Understanding: An Action Research on Improving Reading Comprehension of Grade VI – Ephesians of Bauan East Central School," aims to enhance the reading comprehension of pupils using the Direct Reading Activity (DRA). Specifically, it seeks to answer the following questions:

1. What is the level of reading comprehension of Grade VI–Ephesians pupils before the implementation of the Direct Reading Activity?
2. What is the level of reading comprehension of Grade VI–Ephesians pupils after the implementation of the Direct Reading Activity in the same aspects?

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3. How effective is the Direct Reading Activity in developing reading excellence among Grade VI–Ephesians pupils?

Action Research Methods

a. Research Design

The main purpose of the study is to improve the comprehension level of 32 Grade VI-Ephesians pupils of Bauan East Central School.

To achieve this purpose, the researcher employs **experimental research method** wherein specific interventions using chunking strategies were implemented, observed, and evaluated to determine their effectiveness in enhancing learners' comprehension skills."

b. Participants / Data Information

The study involves a total of twenty-one (21) male and eleven (11) female with total of 32 Grade VI-Ephesians pupils of Bauan East Central School. The whole population of pupil will serve as the subject of the research because they exhibited difficulties in reading comprehension which necessitated targeted interventions to improve their academic performance.

c. Data Collection

This study employed the Action Research Design using the Plan–Act–Observe–Reflect (PAOR) cycle to improve the reading comprehension skills of Grade VI – Ephesians through the Direct Reading Activity (DRA) strategy. The design was chosen because it allows teachers to systematically identify problems, implement interventions, and monitor progress in an authentic classroom setting.

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The research process was carried out in the following stages:

1. Plan

- The researcher identified the reading comprehension difficulties of Grade VI – Ephesians through pre-assessment, class observations, and informal interviews.
- Lesson plans and activities integrating Direct Reading Activity (DRA) and chunking techniques were prepared.
- Appropriate reading materials aligned with learners’ interests and grade-level competencies were selected.
- Evaluation tools (comprehension questions, and quizzes) were designed to measure progress.

2. Act

- The researcher implemented the **DRA strategy** in reading sessions following the three main phases: pre-reading, during reading, and post-reading.
- The chunking technique was used to break down texts into manageable sections, ensuring that comprehension checks were integrated in every phase.
- Interactive activities (peer discussions, graphic organizers, reflective outputs) were conducted to reinforce understanding.

3. Observe

- Learners’ progress was monitored through formative assessments, and class participation.
- Data were gathered from comprehension test scores, oral recitations, and written activities.
- Challenges encountered during the sessions were recorded for reflection and improvement.

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4. Reflect

- The results of learners' performance were analyzed to determine the effectiveness of the DRA strategy with chunking.
- The strengths, limitations, and areas for improvement in the intervention were identified.
- Reflections guided the refinement of strategies for succeeding cycles of action research and provided recommendations for broader classroom application.

DISCUSSION OF RESULTS AND REFLECTION

1. Discussion of Results

The pre-test results revealed that the pupils obtained a mean score of **9.3 out of 32**, which is equivalent to **46.5%**. This indicates a below average comprehension level. Moreover, the majority of the pupils were categorized under the 'Frustration Level,' signifying that they experienced considerable difficulty in understanding the reading texts."

The post-test results revealed a mean score of **15.6 out of 32**, equivalent to **78%**. This demonstrates a significant improvement in the pupils' reading comprehension after the implementation of the Directed Reading Activity (DRA). In contrast to their pre-test performance, the majority of the pupils progressed to the 'Instructional' and 'Independent' levels, indicating that they had developed stronger comprehension skills and greater reading proficiency.

The comparison between the pre-test and post-test results clearly demonstrates a substantial improvement in the pupils' reading comprehension performance. In the pre-test, the pupils obtained a mean score of 9.3 out of a32, which is equivalent to 46.5%, placing the majority of them within the Frustration Level of reading comprehension. This indicated that they experienced difficulty in understanding, recalling, and interpreting the texts provided.

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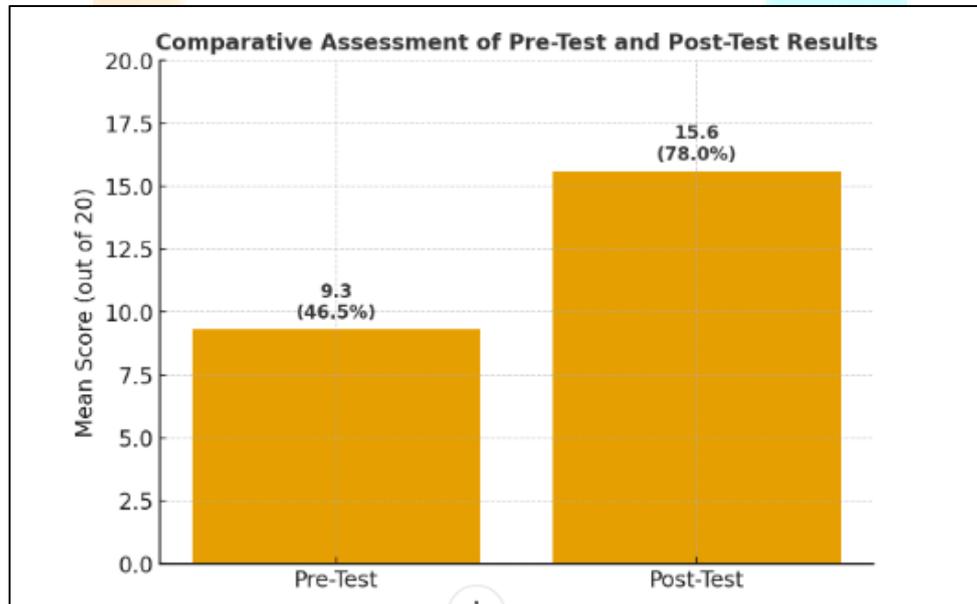
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After the intervention, the post-test results revealed a mean score of 15.6 out of 32, which is equivalent to 78%. This significant increase shows that most pupils have moved to the Instructional and Independent Levels of reading comprehension. The results highlight the effectiveness of the intervention strategies—particularly chunking and the Directed Reading Activity (DRA) in improving pupils' vocabulary, sequencing, and inferential comprehension skills.

The quantitative findings of the study revealed a remarkable improvement in the pupils' reading comprehension performance. Their scores progressed from the 'Frustration Level' in the pre-test to the 'Instructional' and 'Independent Levels' in the post-test. The implementation of the Directed Reading Activity (DRA) played a vital role in this improvement as it contributed to better vocabulary understanding, enhanced recall and sequencing of ideas, and strengthened inferential comprehension skills."

Table: Comparative Assessment of Pre-Test and Post Test Results



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The table shows that the mean score improved from **9.3 (46.5%)** in the pre-test to **15.6 (78%)** in the post-test. This indicates a significant improvement **31.5 %** in pupils' reading comprehension, confirming the effectiveness of chunking and the Directed Reading Activity (DRA) as intervention strategies.

ACTION PLAN

To improve the reading comprehension skills of Grade VI–Ephesians pupils through the use of chunking strategies and the Directed Reading Activity (DRA).

Activities / Strategies	Person(s) Involved	Time Frame	Resources Needed	Success Indicators
1. Pre-assessment of Reading Comprehension (Administer diagnostic test to determine baseline levels)	Researcher, English Teacher	Week 1	Reading passages, test papers	Baseline data on pupils' comprehension levels
2. Orientation on Chunking Strategy (Explain concept, give examples, practice breaking texts into chunks)	Researcher	Week 2	Visual aids, sample texts, PowerPoint	Pupils demonstrate ability to identify chunks
3. Implementation of Directed Reading Activity (DRA) (Guided reading with chunking strategies:	Researcher, Pupils	Weeks 3–8	Reading materials, worksheets, graphic organizers	Pupils actively participate and show improved responses

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vocabulary, recall, sequencing, inferencing)				
4. Collaborative & Independent Reading Sessions (Small group activities, pair reading, independent practice using chunking)	Researcher, Pupils	Weeks 3–8	Worksheets, storybooks, charts	Pupils apply chunking independently during reading
5. Monitoring & Feedback (Weekly quizzes, observation, pupil reflections)	Researcher	Weekly	Short tests, reflection sheets	Steady improvement in weekly comprehension scores
6. Post-assessment of Reading Comprehension (Conduct post-test and compare with pre-test results)	Researcher, English Teacher	Week 9	Test papers, reading materials	Significant improvement in mean score and comprehension levels
7. Evaluation & Reflection (Analyze results, identify best practices, and recommend integration of chunking in	Researcher, Pupils, School Head	Week 10	Assessment results, evaluation forms	7. Evaluation & Reflection (Analyze results, identify best practices, and recommend integration of chunking in

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Item/Particulars	Quantity	Unit Cost (₱)	Total Cost (₱)
Bond paper (A4, ream)	2 reams	210.00	420.00
Printing of modules/handouts/materials	100 copies	2.00	200.00
Folders/envelopes	10 pieces	10.00	100.00
Miscellaneous expenses			300.00
Total Expenses			1,020.00

B. Source of Funds

- Personal funds of the researcher

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