



**TEACHERS' INVOLVEMENT ON STAGE ONE LEARNERS' ENGLISH
READING DIFFICULTIES: INPUT FOR A SUPERVISORY
PLAN ON LITERACY**

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ABSTRACT

This descriptive-qualitative study determined the reading difficulties in English of stage one learners and teachers' involvement as input for a supervisory plan on literacy in the Schools District of Dumangas I. It was found out based on the results of the in-depth interview that the reading difficulty of Grade 1 learners was the difficulty in pronouncing/sounding out words. It was found out that the reading difficulties of Grade 2 learners were difficulty in pronouncing/sounding out words, confusing letters, and trouble in understanding/remembering what was read. The reading difficulties of Grade 3 learners were confusing letters, difficulty in pronouncing/sounding out words, and trouble in understanding/remembering what was read. The results of the study also revealed that teachers involved themselves in the process through providing instructional materials, providing quality time for reading, providing games and activities, and providing guidance. Moreover, teachers maximized their involvement by encouraging school-home reading activity, analyzing results and providing feedback, making reading as a priority, and providing variety of reading strategies.

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Keywords: *Teachers, Involvement, Stage One, Learners, English, Reading Difficulties, Supervisory Plan, Literacy*

INTRODUCTION

The Department of Education emphasizes that the basis of all academic learning is reading. For a child to achieve academic and personal success, they must learn to read, write, and count. One of the Department of Education's (DepEd) top focuses is literacy improvement. Learning to read is a quite complex task as it involves many steps that need to be acquired before the task can be mastered.

In both our social and educational life, reading in any language is crucial. Other English skills like writing, vocabulary identification and usage, grammar development, and flawless spelling are all made possible through the reading process (Chandran & Shah, 2019).

Reading is the most crucial of the four language skills—speaking, writing, listening, and reading—because it can improve one's overall language proficiency. Speaking and listening are not the same as reading (Krashen & Brown, 2007). It is also linked to a person's achievement since it enables them to understand printed or written materials that support their interactions and engagements in the workplace.

A person who is proficient in both reading and writing may accurately comprehend a variety of material that is written down (Saonah, 2018). Reading, which includes both content

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and reading comprehension, is one method of gaining knowledge. Reading is one of the most important abilities a student may have (Pratiwi, 2020).

Since reading comprehension is closely linked to the entire learning process, it is a skill that elementary school pupils must acquire. When students can pronounce the letters in the object's name, they are considered ready to read (Pratiwi & Ariawan, 2017).

Beginning reading, often known as the early stage of reading learning, is taught in elementary schools at the first-grade level. Early reading proficiency is strategically important for mastering other elementary school topics. As a result, reading proficiency and fluency are essential for all elementary school pupils.

Students' achievement in their academic pursuits is said to be influenced by their reading proficiency. The reason for this is that every topic instructed in classrooms necessitates an awareness of theories and concepts that can only be grasped by reading exercises. Students who can read correctly and consistently have the foundational skills and are the primary predictors of success in a variety of disciplines; on the other hand, if they are unable to acquire literacy, it will be a barrier or even a cause of their academic failure (Fauzi, 2018).

Students must be able to read when they start primary school, but in practice, many of them struggle with reading and even don't know the alphabet or letters.

Children's reading difficulties can be caused by a variety of factors, including hurrying through reading, mispronouncing words, moving locations, and errors in letter and word

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recognition. Additionally, students face barriers to reading when they exhibit behaviors like sobbing, refusing to read, or attempting to argue with parents or teachers.

Students who struggle with reading also perform poorly in different classes. This indicates that poor student learning outcomes are connected to reading challenges in other domains. The most common reading problem that all students face is reading comprehension problems (Fauzi, 2018).

Considering these findings, the researcher hopes to ascertain the reading difficulties in English of stage one learners as input for a supervisory plan on literacy.



MATERIALS AND METHODS

Research Methodology

This chapter presents the study participants, research design, research methodology, data gathering methods, research tool, and data analysis used. The purpose of this study was to determine the reading challenges in English of stage one learners (grades 1-3) as input for a supervisory plan on literacy in the Schools District Dumangas 1 for the 2023–2024 academic year.

Research Method

The research methodology for this study was qualitative research using in-depth interviews.

Descriptive methods according to Fraenkel and Wallen (2007), are used to describe a given situation as fully and carefully as possible.

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During the interview, both the interviewee and the interviewer were permitted to sit together at a distance to review the set of questions related to a certain topic.

The objective was to gather the participants' primary or essential ideas about a certain topic in a social context by asking them questions.

Research Design

The research design employed in the study was phenomenological. Phenomenology was one philosophical approach to qualitative research. Phenomenology aimed to comprehend how other individuals perceive the world and how this viewpoint may deviate from commonly held ideas by focusing on an individual's subjective interpretations of her experiences. Phenomenology is commonly used in fields such as social work, psychology, and sociology. was carried out by interviewing the individuals to find out their impressions.

Smith (2013) defines phenomenology as the study of consciousness structures as they are experienced firsthand. Since an experience is of or about an object, its intentionality—its direction towards something—is its fundamental structure. By virtue of its meaning or content (which stands in for the object) and the proper enabling circumstances, an experience is focused on an object.

Participants of the Study

The study's participants were the 21 selected grades 1 to 3 teachers at the Schools District of Dumangas I during the school year 2023-2024.

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Out of the 21 selected teachers, seven (7) of them were Grade 1 teachers, seven (7) were Grade 2 teachers, and seven (7) were Grade 3 teachers. These 21 selected teachers were purposely taken from the different schools within the Schools District of Dumangas 1.

Sampling Design

In the study, purposive sampling was employed.

Purposeful sampling, according to Nikolopoulou (2023), is a collection of non-probability sampling approaches where units are chosen based on the qualities you require in your sample. In other words, the "on purpose" selection of units is known as purposeful sampling.

This sampling method, sometimes referred to as judgmental sampling, relies on the researcher's discretion in identifying and selecting the participants, circumstances, or events that will provide the greatest amount of information to achieve the study's objectives.

Purposive sampling is commonly employed in qualitative research and mixed approaches. Even if there is a considerable possibility of research biases such as observer bias, it is particularly useful when you need to find instances with a lot of information or maximize limited resources.

Research Instrument

An interview schedule created by the researcher served as the study's research tool. Four questions centered on the study's goal were included in the interview schedule. Depending on the participants' consent, voice and video recorders were also employed for data collection and documentation.

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Validity of the Research Instrument

The researcher, adviser, and graduate school dean determined the validity of the interview schedule after each question was reviewed and revised by a panel of jurors selected for their proficiency in research, testing and assessment, and English. The appropriateness, significance, accuracy, and utility of the conclusions a researcher draws are all considered aspects of validity. The specification of variables and the sample of people to be measured must be consistent with the structure and content of content-related evidence of validity. Additionally, it helps validate the items on the questionnaire (Fraenkel & Wallen, 2007). Using the appropriate Good and Scates form, the validators' panel's remarks, changes, and recommendations for the interview schedule were taken into consideration (Appendix A).

Data Gathering Procedures

The researcher was granted permission to conduct the study by the adviser, the office of the division superintendent, the dean of the graduate school, the office of the district supervisors, the heads of the schools, and individual participants. To conduct the interview, the researcher personally visited the participants' homes, communities, or other convenient locations.

Before conducting an interview with the participants, the researcher asked them to sign a consent form or waiver pertaining to the study's conduct.

To fully capture the interviewee's words, a voice and video recorder were also supplied for the in-depth interview. Following a series of interviews, the researcher combined all the data that had been gathered.

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Data Analyses

A thematic approach was used to analyze the collected data.

Finding patterns or themes in qualitative data is known as thematic analysis. The goal of a thematic analysis, according to Maguire & Delahunt (2017), is to find themes—that is, significant or intriguing patterns in the data—and utilize them to discuss the research or make a point. Making meaning of the collected data involves summarizing, evaluating, and interpreting it.



RESULTS AND DISCUSSIONS

The purpose of this investigation was to identify English reading difficulties in stage one learners in the Dumangas I School District in the academic year 2024–2025.

A qualitative method using in-depth interviews was employed, with 21 grade 1-3 teachers as respondents. Data was collected through a researcher-made interview schedule and voice and video recorder. Permits were acquired from multiple sources, and a panel of specialists validated the questionnaire's content. A thematic approach was used to examine and evaluate the collected data.

The study's conclusions are as follows:

Upon conducting a thorough interview with the individuals involved, it was found that the reading difficulty in English of Grade 1 learners was the difficulty in pronouncing/sounding out words.

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It was also found out that the second-grade students' reading challenges in English were difficulty in pronouncing/sounding out words, confusing letters, and trouble in understanding/remembering what was read.

The Grade 3 students' reading challenges in English were letter confusion, difficulty pronouncing and sounding out words, and difficulty comprehending and retaining what was read.

Findings from the in-depth interview found out that teachers involved themselves in the improvement of learners' reading ability through providing instructional materials, providing quality time for reading, providing games and activities, and providing guidance.

Moreover, they maximize their involvement by encouraging school-home reading activity, analyzing results and providing feedback, making reading as a priority, and providing variety of reading strategies.

The following conclusions were made considering the findings:

Evidence-based instructional approaches are key to supporting stage one learners' reading development by incorporating word recognition, particularly words with complex consonant patterns, as well as giving attention to comprehension difficulties and potential lack of motivation.

Targeted instruction and interventions to address these foundational skills are crucial for supporting reading development. Culturally relevant materials and funding for teacher education programs can improve reading proficiency.

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Reading programs need support from parents and teachers' use of technology is necessary for effective implementation.

CONCLUSION

Given the results and understandings gained from this study, the following recommendations are sent out:

Teachers should incorporate explicit instruction on word recognition, particularly for words with complex consonant patterns and provide ample practice opportunities for learners to develop automatic word recognition skills.

Teachers must address comprehension difficulties by teaching strategies to improve understanding of text, consider potential lack of motivation as a factor impacting comprehension and addressing it through engaging instructional approaches, and incorporate fluency-building activities, such as repeated oral reading practice, to develop reading fluency.

The reading program of the school should be institutionalized by providing support and involvement from the stakeholders. Teachers who are directly involved in the reading program should be trained and provided with the necessary and adequate learning and reading materials.

A copy of a proposed supervisory plan for literacy ought to be distributed to the district office, the Office of the Schools Division, and the other school administrators for their information and guidance, and if necessary be implemented in their respective schools.

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It is also recommended that a comparable study be carried out in the future, taking into consideration additional characteristics that were not considered or discussed in the study. If at all practicable, a quantitative study might be carried out to ascertain whether the school reading program has a noteworthy impact on the students' literacy abilities.



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