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## ENRICHMENT OF READING COMPREHENSION AND ARTICULATION OF GRADE IV LEARNERS IN STA. ANASTACIA ELEMENTARY SCHOOL THRU PROJECT R.A.C.E.

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### ABSTRACT

This study delved on the relationship between learners reading comprehension and articulation and to create an intervention to eradicate the problem and to boost the reading level of Grade IV learners of Sta. Anastacia Elementary. The researchers approached Grade IV teachers and collected Phil IRI data. The researchers aptly considered the qualitative and descriptive as a research method. Interviews and data described the relationship between reading comprehension and articulation and the need for an intervention for uplifting the level of the learners. A reading module called R.A.C.E. (Reading with Articulation and Comprehension Enhancement) will be develop by the researchers that will be integrated and can be used as a springboard in English and Mathematics and can be a material to a one-to-one basis reading remediation. Findings revealed that in the Phil IRI English Pre-Test Result (Group Screening Test), the number of correct responses >14 for male is 79 and <14 is 32 out of 113, for female >14 is 58 and <14 is 18 out of 74. This means that learners have a high level in reading but in comprehension check-up, most of their correct responses fall in the literal and inferential. Phil IRI data reveals that learners find the critical questions hard to answer. Because of their poor reading comprehension, there is a big effect in articulation.

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“They can read the words, but they can’t understand”, (Dewitz, Dewitz, 2003). The researchers recommend infusing the reading module in their daily instruction and remediation. Implementation will begin on the third quarter of the academic year. There will be a close monitoring and a form will be provided to track their reading comprehension and articulation development.

## Context and Rationale

Reading is one of the most important and macro skill in language that every person must master. It is a prerequisite of all learning areas. Learners with difficulty in reading may encounter also difficulties in all subject areas. It is a skill many people take for granted, but the act of reading and properly comprehending a text is a complex and interactive process. Reading comprehension is the understanding of what a particular text means and the ideas the author is attempting to convey, both textual and sub textual. It is decoding meaning from the printed text not only in single words or sentences but also the interrelationships among the sentences in discourse while articulation is an act of expressing something in a coherent verbal form, or an aspect of pronunciation involving the articulatory organs. Primary teachers of Sta. Anastacia Elementary School focused on the reading skills of the learners. They developed reading materials to help learners on their reading skills. The learners keep on practicing their skills in reading without practicing their reading comprehension, nuances like these can become lost. And so, it can happen that someone may find themselves reading, but not truly comprehending the full meaning of text. This is what the Grade IV teachers notice

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in a longitudinal observation on reading comprehension, that many of their learners find it difficult to articulate during comprehension check-up after reading an article or short story. They consider it a problem because if they cannot articulate it means that they did not understand what they read. These made the researchers conducted a study, to know and assess if articulation is related or connected with their reading and comprehension skill and what probable intervention is suggested for this research. This will help on enriching their reading comprehension and articulation that would help them in expressing themselves and reasoning out during comprehension checkup or even during class discussion.

## INNOVATION, INTERVENTION, AND STRATEGY

PROJECT R.A.C.E. (Reading Articulation and Comprehension Enhancement). An Intervention in Reading Comprehension and Articulation in Grade IV Learners of Sta. Anastacia Elementary School. This intervention in reading comprehension and articulation is designed as a reading material suited for Grade IV learners of Sta. Anastacia Elementary School for the whole year and aims solely for increasing their reading levels. This will be a corrective approach that will help learners to be not only good readers but learners who can comprehend and articulate. This will include short stories and poems with questions involving literal, inferential and critical. It will be integrated and can be used as a springboard in English and Mathematics and can also be used on a one-to-one basis during reading remediation.

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## Action Research Questions

1. What is the reading level of Grade IV learners of Sta. Anastacia Elementary School?
2. What is the articulation level of Grade IV learners using the Phil IRI Analysis Questions?
3. How does the reading ability of the learners affect their reading articulation?
4. What reading intervention for the learners may be proposed?

## Action Research Methods

### a. Participants

The participants of the study are the Grade IV teachers and Grade IV learners of Sta. Anastacia Elementary School.

### b. The sources of data

The sources of the researchers are the Grade IV English teacher and English School coordinator who consolidated the result of the Phil IRI and the District Oral Reading Test.

### c. Data Gathering Methods

The researchers will use the pre-test result of Phil IRI to know the reading comprehension skills and the District Oral Reading Test for the reading level of the Grade IV learners.

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**Table A. Phil IRI English Pre-Test Result (Group Screening Test)**

No. of Students		No. of Correct Response >14	No. of Correct Response >14
Male	113	79	32
Female	74	58	18
Total	187	137	50

### DISCUSSION OF RESULTS AND RECOMMENDATIONS

1. The reading level of Grade IV learners of Sta. Anastacia Elementary School.

**Table 1. Sta. Anastacia Elementary School Oral Reading Third and Final Wave**

Grade Three	Enrolment	Tested	Fast	%	Average	%	Slow	%	Very Slow	%
	175	175	113	64.57%	49	28.00%	13	7.43	0	0.00%

According to the District Oral Reading Assessment Test Second Wave 2020-2021, 64.57% of the incoming grade IV learners are fast reader, 28% are average reader and only 13% are slow reader. This means that most of the incoming grade IV learners are readers. These shows that their ability to recognize words are high and they can read well.

2. The articulation level of Grade IV learners using the Phil IRI Analysis Questions

**Table 2. Phil IRI English Pre-Test Result (Group Screening Test)**

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No. of Students		No. of Correct Response >14	%	No. of Correct Response >14	%
Male	113	79	69.91	32	28.32
Female	74	58	78.38	18	24.32
Total	187	137	73.26	50	26.74

Legend:

>14 – Discontinue testing/ the reader’s ability is suited to his level

<14 – Has to read two (2) grade levels lower than the current level

**Table 3. Number of Correct Responses for each questions item.**

Q	Story A				Story B				Story C				Story D			
	M	F	Total	%	M	F	Total	%	M	F	Total	%	M	F	Total	%
1	113	74	187	100%	113	70	183	97.86	110	73	183	97.86	109	70	179	95.72
2	108	60	168	89.84%	90	63	153	81.82	100	58	158	84.49	93	65	158	84.49
3	95	68	163	87.17%	89	60	149	79.68	85	64	149	65.25	87	61	148	79.40
4	100	53	153	81.82%	93	59	152	81.28	93	67	160	85.86	89	57	146	78.07
5	78	50	83	68.45%	79	54	133	71.12	82	51	133	71.12	70	45	115	61.50

Based on the Table 2, 73.26% of the learners got greater than 14 which means that they don’t have to continue the reading testing and 26.74% got the less than 14 scores which

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means that they have to read the reading materials two (2) grades lower than their current level. This conveys that most of the learners are readers and can understand but as a support to the study, Table 3 shows that there is a valid relationship between reading comprehension and articulation that makes the learners find the critical questions hard to answer. Learners can read but cannot express well their answers.

3. The reading ability of the learners that affect their reading articulation.

**Table 4. Correlation of Reading Comprehension and Articulation**

Story A					Story B				Story C				Story D			
Q	M	F	Total	%	M	F	Total	%	M	F	Total	%	M	F	Total	%
1	113	74	187	100%	113	70	183	97.86	110	73	183	97.86	109	70	179	95.72
2	108	60	168	89.84%	90	63	153	81.82	100	58	158	84.49	93	65	158	84.49
3	95	68	163	87.17%	89	60	149	79.68	85	64	149	65.25	87	61	148	79.40
4	100	53	153	81.82%	93	59	152	81.28	93	67	160	85.86	89	57	146	78.07
5	78	50	83	68.45%	79	54	133	71.12	82	51	133	71.12	70	45	115	61.50

The result of the Phil IRI comprehension check-up shows that most of their correct answers are from the literal and inferential questions while their scores in critical questions are low. This means that their reading ability does not affect their articulation, while their reading comprehension skills do affect their articulation

4. Proposed intervention program for the learners.

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Reading is essential to life and reading with comprehension is the chief justification why we read, understanding what the text is all about (Lastrella, 2010) and expressing it in a verbal form. An intervention suggested would be an enhanced book suited for the learner's level with poems and short stories and several questions. It may be implemented as a springboard in English and Math and can be a remediation material.

### Action Plan

Research Output/ Innovation	Scheme of Dissemination	Resources Needed	Time Frame
<p><b>PROJECT R.A.C.E.</b> (Reading <b>A</b>rticulation and <b>C</b>omprehension <b>E</b>nhancement). An Intervention in Reading Comprehension and Articulation in Grade IV Learners of Sta. Anastacia Elementary School.</p> <p>A reading material that includes short stories and poems with questions involving literal, inferential and critical. It will be integrated and can be used as a springboard in English and Mathematics and can also be used on a one-to-one basis during reading remediation</p>	One book per teacher for the initial implementation	MOOE Fund for the reproduction	Third Quarter to Fourth Quarter

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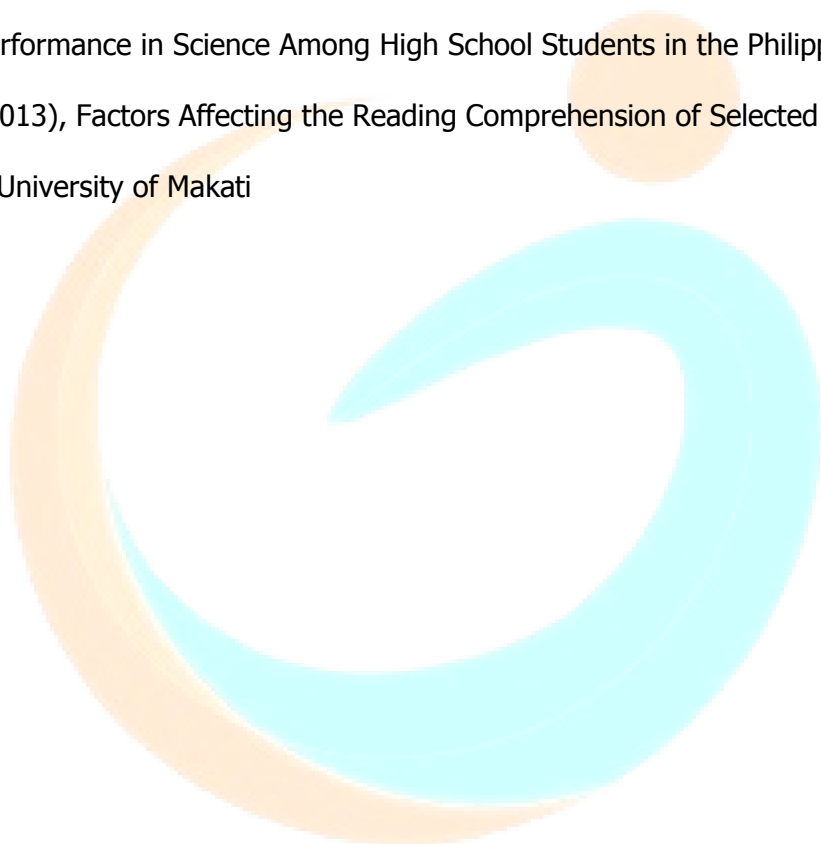
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