

EFFECTIVENESS OF RISE WORKTEXT IN ENHANCING READING SKILLS OF SENIOR HIGH STUDENTS

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Paper Received: 17.11.2023 / **Paper Accepted:** 15.12.2023 / **Paper Published:** 17.12.2023

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Abstract

This action research aimed to enhance the reading skills of senior high school students with the utilization of RISE (Reading Skills Improvement of Students in English) worktext. There were 45 respondents in this study who belonged to the frustration level of reading. Using the one-shot pretest and post-test design, it was found that a total of 33 (73%) out of 45 respondents of Project RISE were able to level up their reading level into instructional and independent levels. Furthermore, a paired t-test was used to rule out the significant difference between the pre-test and posttest. Results revealed that there was a significant difference between the pretest and posttest mean scores of the respondents with a computed t - value of 17.94. and $p < .001$. Based on the study's findings, the researchers recommend utilizing the RISE worktext across the division to help fellow senior high school teachers facing the same problems. The researchers also suggest widening the scope and the length of implementation of the material to further enhance the reading for research skills at the SHS level.

Keywords: RISE (Reading Skills Improvement of Students in English) worktext, reading skills, frustrated readers.

Introduction

"The more you read, the more things you know. The more you learn, the more places you will go." The quote from Dr. Seuss indeed shows how essential reading is in one's life. If a person wants to know more about his surroundings, he must read. Inarguably, reading is an essential skill that one has to possess to know more about the world and the people. Although this was the case, not everybody fully understands the weight of reading. Reading seems ubiquitous, but it is a skill not everyone uses enough.

The Department of Education highlights that the last two years of Basic Education entail learners becoming fully equipped with the necessary skills for the future. The subjects in Senior High School will better prepare them for the future regardless of their track. Part of their subjects is Practical Research 1 (Qualitative Research) and Practical Research 2 (Quantitative Research). These subjects give them an idea about the research process and, ultimately, develop their research output.

The first task that the researcher must do is to read (Delgado, 2021). Research does not end once you decide on a specific topic. Even before coming up with a specific topic, a student has to read immensely to gather essential information related to the topic they have in mind. Reading research articles, critiques, and theses will help researchers get an overview of the study they decided to embark on.

According to an article entitled, Reading and Research Skills (n.d.), research and reading are two essential skills students must acquire to succeed in academic study. Research involves extensive use of a massive repertoire of knowledge found in libraries and online. Students must analyze these through the use of effective reading strategies and skills. Learners need to acquire important pieces of information. To understand what they read, compare data and analyze carefully.

In an article published by Pradani (2021) entitled, The Importance of Reading to Expand Knowledge,

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it was highlighted that reading is essential in acquiring messages and information. To succeed in the academe, one must know how to recognize visually and process information through reading. Moreover, K12Reader.com emphasizes the relationship between reading and writing. It was mentioned that reading is most effective when paired with reading. Those who read extensively became good writers. The same is true with research writing. Research is undertaken to solve a specific problem, add information to the body of knowledge, and understand the world we are living in. One must have a vast amount of information for research to transmit knowledge successfully. This can be done through reading effectively and extensively.

In her article, George (2022) mentioned that reading research enhances knowledge and scientific curiosity. It helps researchers understand their overall understanding of a subject. Reading research builds a bank of research and helps to build on and learn from past works. Thus, improving reading skills allows an individual to expand knowledge, question ideas, and spark ideas for their research. Leverageedu.com defined research as an active process of making meaning. It is not about picking an article and poring over it. Reading stimulates the imagination and fosters ideas.

Reading is the most basic requirement in academic writing (Acheaw & Larson, 2014). It provides students with experience in recording information and acquiring knowledge. Similarly, Krashen (2004) mentioned that reading is essential in enhancing academic skills like writing. In the academic setting, reading skills are the most basic skills to be acquired to produce better outputs.

Academic writing skill has solid integration with reading because reading is the first step in writing. A student can write once he has collected a vast amount of information. Reading appropriate sources and comprehending information can help make meaning, find the truth, make conclusions, and construct new theories.

At some point, reading and writing were taught in isolation. The writing was introduced for many years to allow learners to master grammar rules (Lin & Maarof, 2013; Alqahtani, 2015). Furthermore, in teaching writing, one must see the contributions reading has to improve the learning of writing skills

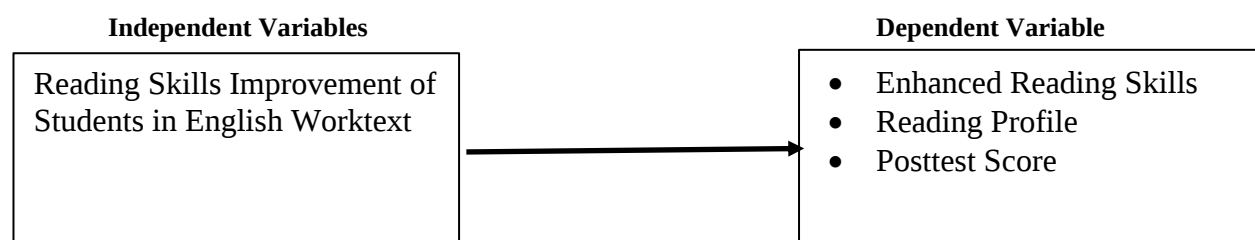
(Rouabah, 2012). Thus, reading must be highlighted as a prerequisite for achieving writing success.

The literature presented puts an immense emphasis on how essential reading is for academic success. Specifically, strengthened reading skills can be equated to significant progress in academic writing. Considering the crucial role of reading in research writing, one of the curriculum's core competencies, this research emerged. In Bigaa Integrated National High School, reading programs are being implemented at the Junior High School level, particularly in Grade 7. However, on a pre-assessment activity, it was found that there are fifty-six (56) out of seventy-nine (79) Grade 11 learners tagged as frustrated readers. Senior High School students will face the rigors of research, and improving their reading skills must be of utmost priority. Thus, the researchers decided to create a Reading Skills Improvement of Students in English (RISE) worktext to improve the reading skills and augment the reading level of the identified Frustrated readers. This worktext highlighted the skills in reading like skimming and scanning, paraphrasing, summarizing, and critical reading, which are the immediate skills these students need before research. Furthermore, the developed worktext is deemed to help prepare the students for the complexity and rigor of their research subjects.

Theoretical Framework

This study is grounded in the theoretical framework of Social Constructivist theory developed by the Russian psychologist Lev Vygotsky posited that individuals must be responsible for their knowledge (Schreiber & Valle, 2013). One of the core propositions of Vygotsky's theory is the Zone of Proximal Development, which suggests that with proper assistance, students can gain more understanding and success in acquiring skills and knowledge. Once students master a specific skill, they can independently accomplish more complex skills. Through teacher support, effective scaffolding, rich discussion, and the targeted approach employed in the developed RISE worktext, students can be much more independent and prepared for more complex tasks and rigorous research endeavors.

Conceptual Framework



This study focused on determining the effect of RISE worktext on improving learners' reading skills. Thus, the independent variable of this study referred to the RISE (Reading Skills Improvement of Students in English) Worktext. Meanwhile, the dependent variable was deemed the perceived effect of enhancing learners' reading skills through improving reading profiles and better post-test scores.

Statement of the Problem

This study aimed to determine the effectiveness of RISE worktext among senior high students classified as belonging to the frustration reading level. Specifically, it sought to answer the following questions:

1. What is the reading profile of the students before and after the implementation?
2. What are the pretest and posttest scores of the students?
3. Is there a significant difference between the pretest and posttest of the students?
4. What further recommendation can be proposed to enhance the RISE worktext?

Scope and Delimitation

This study focused on the effect of using the RISE worktext in improving the reading skills of Grade 11 students. This study was limited to Bigaa Integrated National High School. The researchers gathered data from 45 students identified as struggling readers during the academic year 2022-2023.

Moreover, the RISE (Reading Skills Improvement of Students in English) Worktext covers skills like skimming, scanning, inferencing, paraphrasing, summarizing, and critical reading. These were included because they are deemed the immediate and most essential reading skills to help them accomplish their research endeavors as senior high students.

Methodology

Research Design

The research utilized a quantitative experimental design, specifically the one-group pretest and post-test design. In this design, the dependent variable is measured before the implementation of a program and tested once again after the implementation.

Participants/Respondents of the Study

Among the 56 expected beneficiaries of Project RISE, three did not enroll for the second semester, and five did not intend to participate because of their working hours that conflicted with the implementation of the reading intervention. Thus, only forty-eight student participants (86%) were involved. Among them, only forty-five were considered as respondents in the experimental study

using simple random sampling, and the remaining three were considered as blind respondents.

Instrument/s of the Study

A validated contextualized researcher-made worktext was utilized together with the adaptation of the Philippine Informal Reading Inventory to assess the reading profile of learners, which encompassed performance in oral reading, silent reading, and listening comprehension.

Data Collection and Analysis

Data were gathered by assessing learners' reading profiles before and after the RISE worktext administration. A pretest and posttest were also administered.

This research utilized quantitative data to see the effectiveness of the developed module in enhancing essential reading skills.

- a. The frequency and percentage were used to report the reading profile of the participants;
- b. Mean was used to determine the average score in the pretest and posttest, and standard deviation to present the dispersion of scores;
- c. Paired T-test was used to determine the significant difference between the pre-test and post-test of the participants.

Ethical Considerations

The ethical guidelines were considered throughout this study. The participants were voluntarily asked for their permission to share their time and efforts. The researchers highly sought parental consent, which is ethically appropriate as respect for the learners as persons. Thus, the anonymity of the information and data gathered were treated with the strictest confidentiality.

Results and Discussion

Treated data were presented in this part of the report with analysis and interpretation.

Figure 1: Reading Profile of the Students Before and After the Implementation of Project RISE

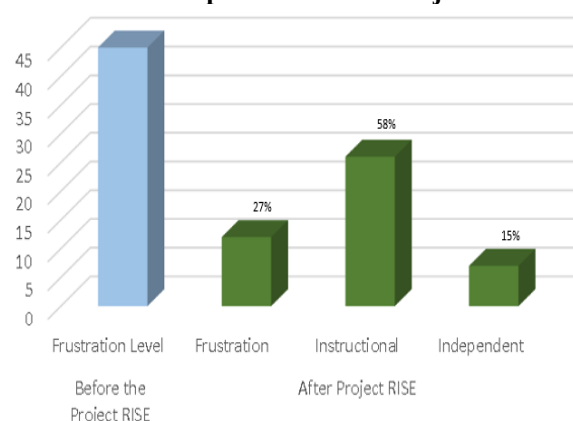


Figure 1 shows the respondent's reading profile improvement. Out of forty-five respondents who were classified in the frustration level at the beginning of the implementation of Project RISE, 26 students (58%) were able to uplift their reading profile to instructional, and seven (15%) progressed to independent level. There were 12 students (27%) who remained at the frustration level, but the impact of Project RISE became apparent among them as they improved in their word reading and comprehension. A month of intervention may not be enough for this group of students because their reading foundation is fragile. The presented results are congruent with the idea of Young, Lagrone, and McCauley (2020) that assisting struggling readers through research-based instruction can contribute to

their development. Students who underwent intervention will be much more prepared to be exposed to challenging texts. To sum up, 33 (73%) out of 45 respondents of Project RISE were able to level up their reading level. Sufficient time, availability of resources, and dedication of teachers to bring change can be a perfect formula to make a difference to learners who truly need immediate attention in their academics. As stated by Amendum and Smith (2020) and Brookes et al. (2021), considering the level of students, providing sufficient support to learners, and administering well-planned interventions create positive and lasting effects on learners' achievement.

Table 1: Paired Sample T-Test Results on the Pretest and Posttest of the Participants of Project RISE

	Mean	Standard Deviation	t	df	Sig.(2- tailed)
Pretest	10.64	3.03	17.944	44	<.001
Post-test	17.38	4.33			

This study was conducted to determine the effectiveness of Project RISE among grade 11 students who belonged to the frustration level. A paired sample t-test was utilized since the researchers used a within-subjects design. Results revealed that the scores after the administration of Project RISE ($M=17.38$, $s=4.33$) were significantly higher compared to the scores obtained before the administration of the said intervention ($M=10.64$, $s=3.03$), $t(44)=17.94$, $p<.001$, $d=2.38$. With this result, it can be argued that Project RISE may have a very large effect size on respondents' reading proficiency, as shown in the effect value of 2.38. This supports the idea of Brookes et al. (2020), which highlighted the importance of providing quality and consistent learning support to students to help them become more able to face bigger and more challenging learning tasks. Furthermore, Allington (2013), as cited by Young, Lagrone, and McCauley (2020), also subscribed to the idea that identifying struggling readers and providing them with scaffolded and level-appropriate learning materials can better affect students.

Conclusion

This study focused on determining the effectiveness of the Reading Skills Improvement of Students in English (RISE) Worktext in enhancing the reading level of Grade 11 frustrated readers.

A remarkable improvement in students' reading profiles became evident after the administration of the RISE Worktext. Their reading profile from frustration to either instructional or independent was attained. This is a good manifestation of the effectiveness of the RISE worktext to gear the students in their research courses in senior high school.

In addition, a significant gain in posttest scores compared to the pretest result with a notable large effect size contributed to the indicators of the effectiveness of RISE Worktext. The null hypothesis of no significant difference between the pretest and posttest of the students is rejected. With the presented results of this experimental research, therefore, it concludes that the RISE worktext is deemed effective in improving the reading skills of students.

Recommendations

In light of the foregoing conclusion, the researchers recommend the following:

1. The researchers recommend utilizing the RISE worktext across the division to help fellow teachers facing the same problems.
2. The researchers suggest widening the scope and the length of implementation of the material to further enhance the reading for research skills at the SHS level.

3. Future researchers should explore research highlighting the reading teachers' experiences to concretize their roles and duties and provide them with more policies to support them with their development.

Conflict of Interest

There is no conflict of interest by the authors in this manuscript.

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