

EFFECTIVENESS OF PROJECT FIL-IRI: FILIPINO INDIVIDUALIZED READING INSTRUCTION IN ENHANCING THE READING SKILLS OF GRADE 2 LEARNERS OF LONGOS INTEGRATED SCHOOL

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ABSTRACT

The research conducted a comprehensive assessment of twenty-six (26) Grade 2 learners for Longos Integrated School, Cabangan, Zambales this school year 2022-2023. This study explores the effectiveness of Project FIL-IRI (Filipino Individualized Reading Instruction) in enhancing the reading skills of Grade 2 learners at Longos Integrated School. With a focus on eradicating slow readers, non-readers, and those at a frustration level, the research aligns with the DepEd Every Child A Reader Program and DepEd 3Bs Initiative. The COVID-19 pandemic has exacerbated reading proficiency decline globally, emphasizing the need for targeted interventions. Fil-IRI, a tailored reading program, employs a systematic and individualized approach to improve reading skills. In Grade 2, the pre-test identified 18 proficient readers and 8 non-readers, offering insights into initial reading abilities. Following the intervention program, all learners exhibited significant improvement, with 100% achieving reader status, showcasing the program's effectiveness in enhancing reading skills and achieving comprehensive success for the entire group, as evidenced by a notable increase in the Mean Percentile Score. The study's success lies in its comprehensive approach, incorporating diverse materials, parental involvement, and innovative teaching techniques. Remedial reading sessions, facilitated through digital platforms and at-home materials, contributed to the overall advancement of learners' reading abilities. The findings highlight the program's impact



on nurturing literacy excellence and fostering a love for reading among Grade 2 learners. Project FIL-IRI exemplifies the importance of tailored interventions in addressing learning gaps and supporting the goals of educational initiatives.

Keywords: Project FIL-IRI, COVID-19, reading proficiency, learners, DepEd 3Bs Initiative.

INTRODUCTION

Reading is crucial for fostering lifelong learning, making it essential to cultivate a love for reading from an early age. By reading aloud, books are introduced as enjoyable and stimulating experiences, encouraging children to develop a positive attitude towards reading that can extend into adulthood. This appreciation for books often leads to increased self-motivation for independent reading. Moreover, reading plays a pivotal role in the development of logical thinking and problem-solving abilities. Overall, cognitive development involves the progressive construction of thought processes, encompassing memory retention, problem-solving capabilities, and decision-making skills from childhood through adolescence to adulthood (St. George, 2019).

Idulog et al. (2023) identified limited resources and socioeconomic factors as key influencers of poor reading abilities among Filipino students. It emphasizes the importance of early literacy programs, teacher training, and culturally relevant reading materials as essential strategies for improvement. Implementing these interventions is vital for addressing reading skill challenges, highlighting the need for tailored educational policies that prioritize early literacy initiatives and support educators in creating an inclusive learning environment conducive to Filipino students' needs.

In the Philippines, various entities, including the government, organizations, and private individuals, actively advocate for literacy promotion, recognizing the paramount importance of possessing strong reading and writing skills. This emphasis on literacy is rooted in its recognition as a fundamental pillar for individual empowerment and societal progress. Consequently, these concerted efforts underscore the commitment to enhancing educational opportunities and fostering a more informed and capable citizenry, aligning with the broader goal of national development and empowerment.

A study by Echaure & Torno (2017) aimed to test the effectiveness of an experiment with regard to developing the reading literacy among Grade 1 learners in the District of Candelaria. The results indicate a significant difference in the reading competence of Grade I students, as indicated in the contrast between their pre-test and post-test performance. This highlights the pivotal role of targeted interventions in enhancing the reading comprehension skills of these

students. By identifying this significant difference, the study underscores the potential for tailored educational interventions to be effective tools for improving the reading abilities of Grade I pupils, ultimately contributing to their academic success and literacy development.

A study by Dorado & Medina (2022) examined the effectiveness of Bawat Bata Bumabasa (3Bs Initiative) in improving the reading proficiency of students. Fifty-nine (59) Grade 7 students, initially classified under the frustration level in the pre-reading assessment, were subjected to a reading intervention. Following the intervention, a subsequent assessment was conducted, revealing a notable improvement in the students' reading performance. This outcome underscores the efficacy of the implemented reading intervention in enhancing the reading skills of the participating Grade 7 students.

Reading is a complex cognitive process involving the interpretation of symbols to derive meaning. The COVID-19 pandemic has significantly disrupted educational systems worldwide, resulting in a pronounced decline in early-grade learners' oral reading fluency, estimated to be around 30% lower compared to pre-pandemic levels. This decline has emphasized the urgency to implement effective interventions to address the learning gaps, particularly in foundational skills like reading.

In response to this challenge and in alignment with the Department of Education's 3B's Initiative, known as Bawat Bata Bumabasa (Every Child a Reader Program), a tailored intervention program called Fil-IRI (Filipino-Individualized Reading Instruction) was formulated. Fil-IRI aims to provide targeted and personalized reading instruction to Grade 2 learners, focusing on enhancing their reading skills through a systematic and individualized approach. By integrating this program into the curriculum, educators can better support young learners in developing their reading proficiency and fostering a love for reading from an early age, ultimately contributing to the overarching goal of the 3B's Initiative.

OBJECTIVES OF THE STUDY

The main purpose of this study is to evaluate the efficacy of Project FIL-IRI: Filipino Individualized Reading Instruction in improving the reading skills of Grade 2 learners at Longos Integrated School for School Year 2022-2023. The primary objective was to address the challenges faced by Grade 2 pupils previously categorized as slow readers, non-readers, or those experiencing frustration during reading assessments. The overarching purpose was to eradicate these categorizations and uplift the overall reading ability of the learners. The study aimed to contribute to the broader educational initiatives, aligning with the goals of the DepEd Every Child A Reader Program and the DepEd 3Bs Initiative. By specifically targeting struggling readers and implementing a tailored reading instruction program, the research sought to create a positive impact on the reading proficiency of Grade 2 pupils, supporting the larger framework of promoting literacy and ensuring that every child becomes a proficient reader according to the educational objectives set by the Department of Education.

METHODOLOGY

Fil-IRI, the Filipino-Individualized Reading Instruction program, is a comprehensive initiative managed by a researcher to address the needs of students previously classified as slow readers or non-readers. The program involves careful curation of diverse reading intervention materials, from letter recognition to paragraph comprehension, and requires approval from school principals and parental consent for implementation. Targeting Grade 2 learners, the program begins with a pre-assessment in Filipino, including oral and reading comprehension tests, to identify learners who would benefit from Remedial Reading Classes. These specialized sessions are integral to the cognitive development of young learners, offering a supportive environment to improve reading skills and instill confidence. Utilizing innovative teaching techniques and digital platforms like Google Meet, educators aim to foster a deeper appreciation for reading. The integration of printed materials for at-home learning further reinforces lessons and ensures a more impactful and enduring educational experience.

This research employed a quantitative approach, utilizing a pretest and posttest research model to assess the effectiveness of Project FIL-IRI: Filipino Individualized Reading Instruction in enhancing the reading abilities of Grade 2 students at Longos Integrated School during the Academic Year 2022-2023. The study involved twenty-six (26) respondents, comprising Grade 2 learners from Longos Integrated School. Pretests were administered at the onset of the research to gauge the students' initial reading skills, and instructional materials were provided by the

researcher. Remedial reading sessions and consultations were conducted to support and foster the growth of reading skills among the Grade 2 learners. Subsequently, posttests were administered to reevaluate the reading proficiency of the students and to assess the efficacy of Project FIL-IRI in achieving its objectives. The study, thus, followed a systematic and comprehensive approach to evaluate the impact of the intervention program on the targeted students' reading abilities for School Year 2022-2023.

RESULTS AND DISCUSSION

Table 1

Reading to the Roots Pre-test and Post-test Result for Grade 2 Learners

Grade 2			
PRE-TEST		POST TEST	
Can Read	Can't Read	Can Read	Can't Read
18	8	26	0

Table 1 shows the reading to the roots pre-test and post-test results for Grades 2 learners of Longos Integrated School. The pre-test conducted in Grade 2 reveals that 18 learners were identified as proficient readers, while 8 learners were classified as non-readers. This assessment provides crucial insights into the initial reading abilities of the Grade 2 students, highlighting the varying levels of reading proficiency within the group. Following the post-test assessment, all learners demonstrated significant improvement in their reading abilities, successfully transitioning to the status of proficient readers. This notable outcome underscores the success of the intervention program in effectively enhancing the students' reading skills and fostering a positive learning environment. The program's achievement highlights its pivotal role in equipping learners with the necessary tools and support to achieve reading proficiency.

After administering the pre-test, 69.23% of the learners were readers while the data of the results from the post-test indicates a substantial increase of 30.77% in the Mean Percentile Score (MPS) among Grade 2 students, having 100% of the respondents as readers and signifying the effectiveness of the intervention program in significantly boosting their reading abilities. The marked improvement in the overall MPS serves as compelling evidence of the program's substantial benefits for the students. Remarkably, every single learner experienced an

enhancement in their reading level, underscoring the comprehensive success of the intervention in advancing the reading skills of the entire group.

CONCLUSIONS AND RECOMMENDATIONS

From the given findings, the following conclusions were drawn:

1. The comprehensive assessment of twenty-six (26) Grade 2 learners at Longos Integrated School during the 2022-2023 school year focused on evaluating the effectiveness of Project FIL-IRI in enhancing reading skills. Aligned with the DepEd Every Child A Reader Program and DepEd 3Bs Initiative, the study aimed to eradicate categorizations of slow readers, non-readers, and those facing frustration during reading assessments.
2. Project FIL-IRI, a tailored reading program, demonstrated its effectiveness as reflected in the pre-test results, where 18 learners were identified as proficient readers and 8 as non-readers. Following the intervention program, all learners showed significant improvement, achieving 100% reader status and a notable increase in the Mean Percentile Score, highlighting the program's success in enhancing reading skills comprehensively.
3. The study's success is attributed to its comprehensive approach, incorporating diverse materials, parental involvement, and innovative teaching techniques. Remedial reading sessions, facilitated through digital platforms and at-home materials, contributed to the overall advancement of students' reading abilities, emphasizing the positive impact of Project FIL-IRI on nurturing literacy excellence and fostering a love for reading among Grade 2 learners.
4. The research employed a quantitative approach, utilizing a pretest and posttest model to systematically assess the impact of Project FIL-IRI on the reading abilities of Grade 2 students. The study's meticulous design involved administering pretests, providing instructional materials, conducting remedial reading sessions, and evaluating posttest results to comprehensively measure the program's efficacy during the Academic Year 2022-2023.

5. The pre-test results, identifying varying levels of reading proficiency within the Grade 2 group, were instrumental in highlighting the success of the intervention program. The significant post-test improvement, with 100% of learners becoming readers and a notable increase in the Mean Percentile Score, provides compelling evidence of Project FIL-IRI's substantial benefits for students, emphasizing its pivotal role in advancing the reading skills of the entire group and contributing to the broader goals of educational initiatives.

In view of the conclusions drawn, the following recommendation are offered:

1. There must be an established system for ongoing monitoring and evaluation of Project FIL-IRI to ensure its sustained effectiveness over time. Regular assessments, both formative and summative, should be conducted to track individual student progress, identify any emerging challenges, and make necessary adjustments to the intervention strategies.
2. Continuous professional development opportunities for educators involved in Project FIL-IRI are necessary. This ongoing support will empower teachers to adapt to evolving educational needs and contribute to the long-term success of the program.
3. Teachers should encourage parents to actively participate in their child's reading development at home, fostering a collaborative environment between school and family to reinforce the lessons learned in the classroom.
4. Continuously update and diversify the reading materials used in Project FIL-IRI to cater to the varied interests and learning styles of Grade 2 learners. Incorporate a wide range of engaging texts, including digital resources and culturally relevant materials, to enhance the program's appeal and effectiveness in promoting a love for reading.
5. Further explore and integrate technology into the intervention program by expanding the use of digital platforms for remedial reading sessions. Teachers should consider leveraging educational apps, online resources, and interactive tools to enhance student engagement and provide additional support for those who may benefit from personalized digital learning experiences.
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