



ENHANCING READING DIFFICULTIES OF GRADE 4-HOPE LEARNERS WHO ARE NON-READERS USING PHIL IRI APPROACH

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ABSTRACT

This study aimed to enhance the reading difficulties of Grade 4-Hope learners who are non-readers at James L. Gordon Integrated School, focusing on word recognition and comprehension affected by the pandemic. Five respondents participated using a pre-experimental quantitative design. Pre-test results showed most learners at the frustration level, while post-test results revealed improvement to instructional and independent levels. The study concludes that the PHIL IRI-based reading intervention effectively improved learners' reading skills. It recommends rigorous reading programs, engaging activities, and more reading materials in the school curriculum.

Keywords: Reading intervention, PHIL IRI, reading difficulties, comprehension, non-readers.

INTRODUCTION

Reading is a fundamental skill that influences learning across subjects. Students who lag in reading often struggle academically and are less prepared for future success. Teachers' motivation and training are crucial in addressing these challenges (Noche, 2019).

This study was conducted to enhance the reading skills of Grade 4-Hope learners identified as non-readers through the PHIL IRI assessment. Five pupils were selected for intervention. The goal was to improve their reading proficiency and provide a reference for future research and instructional strategies.

Statement of the Problem

The overall purpose of this study aims to enhance learners reading who are non-readers of Grade 4 – Hope in James L. Gordon Integrated School.

Specifically, the study sought answer to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age?
2. How may the PHIL IRI reading level of the non-readers before and after giving the intervention be described?
3. Is there a significant difference on the PHIL IRI reading levels of non-readers before and after giving the intervention?
4. What is the implication of the findings of the study?

Null Hypothesis

There is no significant difference between the pre-test and post-test scores of the respondents after the reading intervention.

RESEARCH METHODOLOGY

Research Design:

A pre-experimental quantitative design was used to measure the effect of the PHIL IRI-based intervention. Data were collected through pre- and post-tests assessing reading performance.

Respondents:

Five Grade 4-Hope learners from James L. Gordon Integrated School identified as non-readers participated.

Research Instrument:

The Philippine Informal Reading Inventory (PHIL IRI) was used to assess word recognition and comprehension. Parental consent was obtained before participation.

Data Analysis:

Data were processed using Microsoft Excel, SPSS v.20, and WarpPLS v.8. Frequency, percentage, weighted mean, and a two-sample t-test ($\alpha = 0.05$) were used to determine significant differences between pre- and post-test results.

RESULTS AND DISCUSSION

Profile of the Respondents

Many kids struggle with reading. One estimate is that about 10 million children have difficulties learning to read. The good news is that 90 to 95 percent of reading impaired children can overcome their difficulties if they receive appropriate treatment at early ages (Drummond, 2013). Table 1 below presents the frequency and percentage distribution of the respondents according to their age. This reveals that most of the respondents belong to 9 and 10 years old while the least belong to 11 years old.

Table 1 <i>Frequency Distribution of the Profile of the Respondents According to Age</i>		
Age (years)	Frequency	Percentage
9	2	40
10	2	40
11	1	20
Total	5	100.0

Pre-test and Post-test Result of the Reading Intervention Program

All learners initially performed at the frustration level. After two weeks of intervention (three sessions per week), improvements were observed.

Table 2

Pre-Test and Post-Test Results:

Learner	Age	Pre-Test Level	Post-Test Level	Improvement
1	11	Frustration	Independent	Significant
2	10	Frustration	Instructional	Moderate
3	10	Frustration	Independent	Significant
4	9	Frustration	Independent	Significant
5	9	Frustration	Instructional	Moderate

Significant Difference between the pre-test and post-test scores of the respondents

Table 2

Difference of Pre-test and Post-test Scores

LEARNER NO.	PRE-TEST	POST-TEST	LEVEL OF READING
Learner 1	1	5	Independent
Learner 2	2	4	Instructional
Learner 3	1	5	Independent
Learner 4	1	5	Independent
Learner 5	2	4	Instructional
MEAN	1.4	4.6	
DIFFERENCE	3.2		
P - VALUE	= 2.31 Decision: <u>Significant</u> Reject Ho		

Table 2 presents the difference between the pre-test and post-test of the respondents.

Learners 1, 3, and 4. The pre-test score of learners is one (1) while their post-test is five (5) and their level of reading is “Independent”.

Learners 2, and 5. The pre-test score of learners 2 is three (2) while his post-test score is four (4) and his level of reading is “Instructional”.

The mean of the pre-test shows the result of 1.4, while the post-test shows the result of 4.6. There is a significant difference between the pre-test and post-test of the respondents ($p= 2.31$). So, the decision is significant and rejects the null hypothesis. This means that there is sufficient sample evidence that the enhancing reading difficulties of reading intervention programs is statistically significant.

Implications of the findings of the study

From the findings of the study, we can draw many insights and implications. The overall focus of this study aims to enhance reading difficulties of grade 4- hope learners who are non-readers in James L. Gordon Integrated School. The findings suggest that rigorous reading programs should be part of the school learning process strategy as researchers proved that the level of reading of the learners should be enhanced and developed. The majority of the pre-test of the respondents are in the frustration stage and after the reading intervention program of the researchers, majority of the post-test of the respondents resulted from frustration to Independent. However, the researchers concluded that the majority of them had improved their reading difficulties. Also, researchers suggest that in creating a reading intervention program it will be needing a lot of time/days though learners have improved their reading skills in just two consecutive weeks (3 times a week) Monday, Wednesday, and Fridays of every after class in the afternoon a week, but it still needs to run long and need different reading materials that may engage them while reading so that intervention would be effective and efficient for the learners to be able to read better.

CONCLUSIONS

The respondents are grade 4, ranging in age from 9 to 11 years old, and all of them are male, by using the PHIL IRI approach with them to improve their reading difficulties. In a two-week session, the difference in results between the pretest and posttest is a lot. Because in their post-test, most of the criteria for oral reading which are word recognition and comprehension had improved. So overall, using the PHIL IRI approach is effective in enhancing their reading difficulties.

Elementary teachers or teachers who have the same problem in teaching reading may try to use the PHIL IRI approach in solving the problem of their learners. Also, parents who want to teach their children while they are not in school yet may also use the PHIL IRI approach. For them to help their children with reading comprehension before they go to study in the early grades. so, their children won't have difficulties in reading.

RECOMMENDATIONS

Based on the findings and conclusions of the study, this study makes the following recommendations:
For the teachers, they should continue to develop the PHIL IRI approach tool to be more engaging and effective for the learners.

For the reading intervention programs, it will be needing a lot of time or months and materials that are engaging for them while reading for the learners to be able to be fluent and improve their reading skills.

For the parents, they should consider teaching at an early age their children in reading so they won't have reading difficulties in school and find reading materials that may be easily caught your children attention.

For future researchers, conduct a similar study and discover other variables that could possibly be the reason why some learners have difficulties to read or other interventions to help learners read fluently.

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