

# Friday Reading Habit as Strategy to Increase Reading Performance of Grade 7 Students of San Isidro National High School

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## Abstract

The research was designed to determine the Friday reading habit as strategy to increase reading performance of G7 students of SINHS 2016 – 2017. This study adopted a qualitative data and quantitative collection approach to analyze Friday Reading Habit as an Evaluation Tool to Increase Reading Performance of G7 Students of San Isidro National High School (SINHS). Three research techniques of data collection were utilized in this study to ensure reliable data results and adequate descriptions of the phenomena: the pre -reading test and the post – reading test results, and observations. The researchers found out that the Friday reading habit as strategy has increased significantly the reading performance of the selected G7 students of SINHS. The target respondents for this study were the Selected G7 students of SINHS. 2 heterogeneous sections were utilized in conducting the pre – post reading test. , in practicing the Friday reading habit, it shows that it was evidently successful for there was a great increase with the performance of the selected grade 7 students of San Isidro National High School. The study shows that after having the treatment of the Friday reading habit as strategy, 2% was added to the independent reader, while 14 % was added in the instructional level and frustration level decreased 16%; (2) The majority of the respondents are experiencing the lack of parent’s assistance, their parents have no time for them to review and reinforce what they did not understand in school lessons and their laziness and lack of interest in reading; (3) The study shows a high difference on the performance of the students after having the treatment of a Friday Reading habit as strategy to increase reading performance of the selected G7 students of SINHS. It clearly shows that having this tool will successfully make students reading performance be enhanced. After a thorough analysis of data, the following recommendations are hereby made: (1) Development of more reading instructional materials which are validated by the Master Teacher to be more reliable; (2) Development of a Computer Language Learning Materials to improve learning attention and retention of the students; (3) Utilize the Friday Reading Habit as an evaluation tool to increase reading performance of the students; and (4) To validate the reliability of this study, more parallel studies in different learning competencies are encouraged.

**Keywords:** Friday Reading Habit, Reading Performance

## INTRODUCTION

Reading is one of the most important skills that needs to be developed among the students. This is one of the basic requirements of learners to learn effectively across different subject areas. But, what

was truly the main issue is that a large number of students have poor reading comprehension skills which affected their other subject areas.

It was in DepEd Memorandum 244, s. 2011 which declares November as National Reading Month of every year and in support of the Ten – point Basic Education Agenda of the Aquino Administration and the institutionalization of “Every Child is a Reader” Program (ECARP), Department of Education (DepEd) is initiating programs that would promote reading and literacy among the pupils and students; motivate our youth to learn from the lives and works of eminent Filipinos; uphold one’s own heritage and values; and make reading a shared physical experience, specifically among the youth, thereby increasing its relevance amidst the growing reliance on the internet and inclination to on – line activities. The Every Child A Reader Program (ECARP) is a national program that supports the thrust of the Department of Education (DepEd) to make every child a reader and writer at his/her grade level. It is supporting the attainment of Education for All (EFA) target of universal school participation and elimination of dropouts and repetition in the first three- grades. (DO 50, s. 2012)

In connection to this, in 2015 – 2016, San Isidro National High School is the brainchild of the Project READERS (Raise, Enhance And Develop Effectively Students’ Reading Skills) which was the Continuous Improvement Program of the school. The aim of the program is to make frustration readers at least instructional readers.

In support to this program, the researchers made the Friday reading habit as strategy to increase reading performance of G7 students of San Isidro National High School. In this program, every Friday is a reading day which encourages students to read a short story or a novel.

Different theories and approaches were used to come – up with this concept which were based from several holistic approaches. And according to Dole et al. (1991), in the traditional view of reading, novice readers acquire a set of hierarchically ordered subskills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read.

Baier (2005) hypothesized students who used reading comprehension strategies while reading retain more information and comprehend the text better. It was also hypothesized that students who have good reading comprehension skills perform better on reading comprehension tests.

Observations of teachers several times over the course of a school year by Taylor, Pearson, Peterson, and Rodriguez (2003) as cited by Butler (2010) suggest that teaching variables such as (a) small-group instruction, (b) skill instruction in comprehension, (c) teacher modeling, and (d) coaching for teachers explained substantial variation in student achievement. The most consistent finding was that teachers who emphasized higherorder thinking promoted greater reading growth.

Making students read with enjoyment must be the focal purpose of a teacher. Reading with enjoyment boost students’ interest and retention. Reading also widens vocabulary and improve self – efficacy.

However, the advent of low comprehension of students has posted a concern to the researchers. Based on records, the past 3 years showed that there have been a high number of frustration readers even after the post reading inventory. This paper intends to find out the Friday reading habit as strategy to increase reading performance of G7 students of SINHS 2016 – 2017.

This action research made use of comparative analysis through observation, consolidation of hard documents, and unstructured interview.

It must be made as basis for curriculum development which includes variety of pedagogy, instruction, and methods for students with different learning styles and needs.

### Research Questions

1. What was the pre – reading and post - reading performance of the selected Grade 7 students?
2. What are the factors affecting the reading performance of the Grade 7 students based on the voice of the customer (VOC)?
3. Is there a significant difference between pre -reading test and the post – reading test upon using the Friday reading habit as an evaluation tool?

### Definition of Terms

- Friday Reading Habit – is an evaluation tool used to increase reading performance of G7 students
- Frustration Readers – students who obtained a score of 0 – 29 in a 50 – item test.
- Habit – a practice of reading without a pressure from a teacher.
- Instructional Readers – students who obtained a score of 30 – 39 in a 50 – item test
- Independent Readers – students who obtained a score of 40 – to 50 in a 50 – item test
- Performance - an activity to measure reading comprehension.
- Reading – a basic life skill. It is a cornerstone for a child’s success in school and life.
- Strategy - a plan of action designed to achieve a major target.

### METHODOLOGY

Wildermuth (1993, cited in Myers, 2000, Fadera, 2011 & Fadua, 2011) maintained that the aim of qualitative research is to understand the social world from the perspective of the research participants from detailed descriptions of their cognitive and symbolic actions and through the wealth of meaning associated with observable behavior.

A qualitative data collection method was employed for this study. Qualitative research was conducted in the natural world, composed of multiple techniques that are interactive and holistic. It allows the collection of data that is rich in description of people, the investigation of topics in context, and an understanding of behavior from the participants’ own frame of reference (Bogdan, & Biklen, 1998). This study adopted a qualitative data and quantitative collection approach that analyzed Friday Reading Habit as an Evaluation Tool to Increase Reading Performance of Grade 7 Students of San Isidro National High School S.Y. 2016 – 2017.

Three research techniques of data collection were used in this study to ensure reliable data results and adequate descriptions of the phenomena: the pre – reading test and the post – reading test of the two sections concerned (Grade 7 – Enthusiasm and Grade 7 – Faith), unstructured interviews, classroom observations, and validated questionnaires.

The following were the methodologies employed to carry out the study: The pre – implementation (the submission of proposal), the implementation (formulation and validation of questionnaire, and unstructured interview with the respondents) and finally, the post – implementation (validation, evaluation and interpretation of data).

**Respondents**

The target respondents chosen for this study were two Grade 7 classes, (Grade 7 – Faith and Grade 7 – Enthusiasm) 50 regular students of San Isidro National High School. The sections were heterogenous.

**Instruments**

In the first question, “*What was the pre – reading and post – reading performance of the selected Grade 7 students*”, The proponents used the 50 – item test based on Grade 6 and 7 Competencies. The test was adapted from the Continuous Improvement Program (CIP). The test was validated by a Master teacher from Antipolo National High School and conducted the pre – test to 701 grade 7 students at ANHS – Dela Paz Extension for the reliability. After validation and reliability test, the test was conducted to grade 707 students to determine the key customers.

And in the second question, “*What are the factors affecting the reading performance of the selected Grade 7 students based on the Voice of the Customer (VOC)*” the proponents used questionnaires and unstructured interview to gather answers from the respondents on teaching and learning styles.

While on the third question, “*Is there a significant difference between pre – reading test and the post – reading test upon using the Friday reading habit as an evaluation tool?*”, the proponents used the pre – reading test and post – reading test of the selected Grade 7 students.

**RESULTS AND DISCUSSION**

The following tables answer questions on the pre – reading and post – reading performance of the selected Grade 7(G7) students

**TABLE 1 Pre – Reading and Post – Reading Performance of the Selected G7 - Students**

PRE – READING TEST				POST – READING TEST			
Level	Boys	Girls	Total	Level	Boys	Girls	Total
Independent	0	0	0	Independent	1	0	1
Instructional	9	17	26	Instructional	14	19	33
Frustration	10	14	24	Frustration	4	12	16
<b>Total</b>	19	31	50	<b>Total</b>	19	31	50

On the following tables, it shows that after having the treatment of the Friday reading habit as strategy to increase the reading performance, 2% was added to the independent reader, while 14 % was added in the instructional level and frustration level decreased 16%. The respondents were given first on the second day of the opening of the academic year the Diagnostic test before giving the Pre – reading test on the second week of June to the respondents. The pre – reading test was a pre – made, pre – validated test adapted from the Continuous Improvement (CI) Program utilized by San Isidro National High School. In between the pre and post reading test, the G7 teachers conducted a Friday reading habit which its objective is to make students reading performance better. The teachers used inductive method of reading strategy. On the first four weeks, the teachers just gave sight words for the respondents to read and remember. Then, sentences for the second four weeks, followed by paragraph reading by the third month, and a short

story on the fourth and fifth month. On the fifth month, the researchers gave the post – reading test which was also the same content with the pre – reading test.

The following tables answer questions on the factors affecting the reading performance of the G7 students based on the Voice Of the Customer (VOC).

**TABLE 2 Factors Affecting the Reading Performance of the Selected G7 Students based on the Voice of the Customer (VOC)**

Factors	Number of Students	Percentage
1. Lack of Parent’s Assistance	11	22%
2. No reading exercises	5	10%
3. Laziness	13	26%
4. Lack of Interest	6	12%
5. Scared Reading	4	8%
6. Lack of reading materials	5	10%
7. Parents are frustration readers	6	12%
<b>Total</b>	50	100%

In creating these factors, the researchers adapted the Why – Why emphasizing the root cause analysis which ended – up with the seven factors affecting the reading performance of the selected G7 students. It simply describes that majority of the respondents are experiencing and facing the lack of parent’s assistance. Some respondents claim that their parents have no time for them to review and reinforce what they learned and not learned in the school plus their laziness and lack of interest in reading. Most probably, the influence of social media and multi – media might also be a distraction for them to spend a short time in reading a text or selection. The respondents tend to filter what they want to read. They tend to do pre – judgment. These learners are visually stimulated. And while the book’s graphics for them are too boring to their test.

**TABLE 3 Pre – Reading and Post – Reading Performance of the Selected G7 - Students**

	G7 – Enthusiasm and G7 – Faith		
	PRE - TEST	POST – TEST	DIFFERENCE
<b>MEAN</b>	26.4	31.46	5.06
<b>SEM</b>	0.91	0.71	0.2
<b>SD</b>	6.45	5.04	1.41

The parameter used in this table were the Mean, SD, SEM, N, 90% CI, 95% CI and the 99% CI. The results were the following; 24.8707 to 27.9293 on the 90% CI; 24.5669 to 28.2331 95% CI and 23.9554 to 28.8446 99% CI. The two – tailed P value is less than 0.0001; by conventional criteria, this difference is considered to be extremely statistically significant. While the confidence interval, the mean of the pre – reading test minus the mean of the post – reading test equals -5.06 and the 95% confidence interval of this difference was -7.36 to -2.76. Furthermore, the intermediate values used in calculations were the t = 4.3716; df = 98 and the standard error of difference is 1.157. The table shows a high difference on the performance of the students after having the treatment of a Friday Reading habit as an evaluation tool to

increase reading performance of the selected G7 students of San Isidro National High School. It clearly shows that having this tool will successfully make students reading performance be enhanced.

### **Conclusions**

In light of the said findings, the researchers concluded the following, in practicing the Friday reading habit, it shows that it was evidently successful for there was a great increase with the performance of the selected grade 7 students of San Isidro National High School as shown in the given data:

1. It shows that after having the treatment of the Friday reading habit as an evaluation tool to increase the reading performance, 2% was added to the independent reader, while 14 % was added in the instructional level and frustration level decreased 16%.
2. The majority of the respondents are experiencing and facing the lack of parent's assistance. Some respondents claim that their parents have no time for them to review and reinforce what they learned and not learned in the school plus their laziness and lack of interest in reading.
3. The study shows a high difference on the performance of the students after having the treatment of a Friday Reading habit as an evaluation tool to increase reading performance of the selected G7 students of San Isidro National High School. It clearly shows that having this tool will successfully make students reading performance be enhanced.

### **Recommendations**

After a thorough analysis of data, the following recommendations are hereby made:

1. Development of more reading instructional materials which are validated by the Master Teacher to be more reliable.
2. Development of a Computer Language Learning Materials to improve learning attention and retention of the students
3. Utilize the Friday Reading Habit as strategy to increase reading performance of the students.
4. To validate the reliability of this study, more parallel studies in different learning competencies are encouraged.

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