

Effects of ABRC module utilization in improving the reading comprehension of grade 5 pupils in Tangway Loob elementary school

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Abstract

Reading comprehension is an essential skill for learners of English. For most of learners it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning. Thus, the researcher uses the ABRC Module to increase the reading comprehension of Grade 5. This study aimed to improve the reading comprehension of Grade 5 through the use of ABRC Module. This includes thirty seven pupils. The descriptive method of research was used in this study with the Phil-IRI pre and post test results as the primary data gathering tools. There will be one group: the experimental. The data to be gathered will be statistically treated with the use of weighted mean and standard deviation. The results will be analyzed and tabulated through tables. The results revealed that 100% of the pupils increased their level comprehension after using the ABRC Module.

Keywords: ABRC module; experimental study; elementary students; Philippines

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1. Introduction

Reading comprehension over the last 25 years have made great strides in learning how to teach children to read words, but there has been considerably less progress in tackling the challenge of helping students understand the words they need. In the past years, however, improving students' reading comprehension has become a research priority. There are many challenges that confront educators and practitioners faced with helping struggling readers improve their understanding of texts.

Poor comprehension struggle with issues related to inadequate background, language knowledge, and engagement. Improving comprehension abilities thus is not simply a matter of teaching students some strategies to use while reading, rather, it involves providing students with the different activities like ABRC Modules which consists different skills like noting details, getting the main idea , predicting outcomes, sequencing and cause and effect. This is a modular approach to develop the critical thinking of the students. It is made up of six (6) levels contained in boxes. There are thirty five (35) exercises per skill followed by questions to test the comprehension of each pupil. Hopefully, this module will help Grade 5 pupils in improving their reading comprehension.

The researcher will conduct this study for the purpose of improving the grade 5 pupils in reading comprehension, especially in noting details, getting the main idea , predicting outcomes, sequencing and cause and effect using the ABRC Module.

1.1 Statement of the problem

This study aims to improve the reading comprehension of Grade 5 pupils in Tangway Loob Elementary School using the ABRC module. Specifically, would like to answer the following:

- What is the comprehension level of Grade 5 pupils before the utilization of the ABRC module?
- What is the pupils' comprehension level in each reading subskills which were included in the ABRC module? Such as: Noting details, getting the main idea, predicting outcome, sequencing, and cause and effect.
- What is the comprehension level of Grade 5 pupils after the use of ABRC module?
- Is there a significance difference in the comprehension of the pupils before and after the utilization of the ABRC module?
- What plan of action can be proposed to further improve the performance in reading of Grade 5 pupils?

2. Brief review of related literature

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages on a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes. These are actually the individual sound pieces in language, phonics (connection between letters and sounds and the relationship between sounds, letters and words), and the ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot function independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

Historically teachers and researchers have believed that the ability to comprehend text is 'caught rather than taught.' If reading meant catching a meaning known only to the author, teaching reading had to mean finding out whether or not students got it. Instruction in America's elementary reading classes has been based on this theory; a series of comprehension questions - coming from the basal reader or the teacher - were posed, and the goal was to see if children could answer them (caught them) in the way the teacher believed they should. Many teachers taught what the previous practitioners told them to teach: skills such as homonyms, suffixes, main ideas, as well as scores of other fragments of reading. Reading classes were typically structured and predictable: three reading groups a day and plenty of seat work time to complete skill sheets. Rarely were students taught how to comprehend and analyze full sections of text (Keene & Zimmermann, 1997).

According to Armbuster, Lehr, and Osborn (2001) monitoring teaches students to be aware of what they do understand, identify what they do not understand, and use appropriate "fix-up" strategies to resolve problems in comprehension. Reciprocal teaching is a teaching process developed by Palinscar and Brown (1985) to help students develop the metacognitive strategies needed to construct meaning from text. The goals of reciprocal teaching include improving student comprehension and the students' ability to self-monitor their comprehension while reading. In his constructivist approach, students are trained to utilize four strategies while reading: generating questions, summarizing, clarifying, and predicting. Reciprocal teaching can be employed several ways: one-to-one, small group teacher facilitated, whole group teacher facilitated, and small group peer facilitated (Palinscar & Brown, 1985).

2.1 Theoretical framework

This research work was based on the Schema Theory which states that readers can better understand what they are reading when they have general **background knowledge** of the topic being presented. This existing information is used by the reader to tie together the individual sentences and paragraphs in a passage.

Previewing helps readers activate their background knowledge and form a **schema** or outline about the topic. As the reader previews a passage, he or she calls to mind previous experience or mental associations; in other words the reader gets the mind ready to take in new information about the topic. This "**mental readiness**" helps the reader fill in missing information and connect sentences and paragraphs.

2.2 Conceptual framework

The conceptual framework of the study provides the basis on how the researcher goes through with the various processes involved.

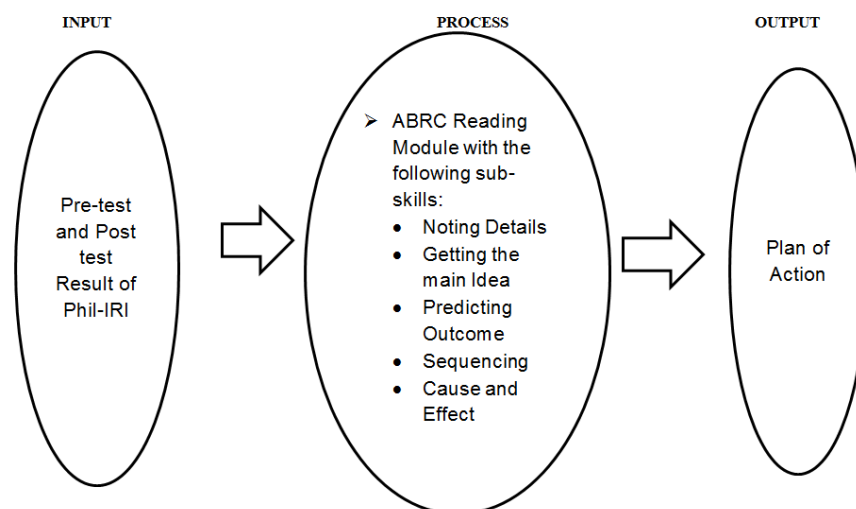


Figure 1. Conceptual paradigm

This study was anchored on the pre-test and post-test of Phil-IRI in improving the reading comprehension with the different sub-skills, noting details, getting the main idea, predicting outcomes, sequencing and giving cause and effect.

2.3 Research design and methodology

The research will adopt a descriptive research design. This study will use the pre-test and post-test of Phil-IRI to gather data. The data to be gathered will be analyzed using percentage and standard deviation. Results will be analyzed and tabulated through tables.

3. Results and discussion

From the data gathered, analyzed and interpreted, the following findings were summarized. Note the names of the students are deliberately truncated to protect their actual identity.

Table 1

Pre-test results of the Phil-IRI

	Name of pupils	Independent	Instructional	Frustration
1.	Apoya			X
2.	Barles			X
3.	Bilog			X
4.	Espinosa	X		
5.	Gidoc			X
6.	Hernandez			X
7.	Landicho			X
8.	Las			X
9.	Leyrit			X
10.	Llanes			X
11.	Marasigan			X
12.	Mendoza			X
13.	Mercado			X
14.	Mosca			X
15.	Orola		X	
16.	Palomino, A			X
17.	Palomino, Z			X
18.	Salon		X	
19.	Umali			X
20.	Abanilla		X	
21.	Balat.		X	
22.	Dalangin		X	
23.	Gadingan	X		
24.	Landicho			X
25.	Las			X
26.	Leyesa			X
27.	Llanes			X
28.	Mendoza			X
29.	Moster			X
30.	Navarro			X
31.	Pader	X		
32.	Palomino, K	X		
33.	Pasahol, E		X	
34.	Pasahol, L			X
35.	Claveria			X
36.	Millave		X	
37.	April			X

Table 1 shows the Pretest Result of PHIL-IRI of Grade V pupils. Independent pupils got 4 or 11% of the total population. Instructional pupils obtained a score of 7 or 19% of the class. Frustration got the highest number of 26 or 70%. It shows that there is a need of intervention in reading since 70% of the children fell on the frustration level.

Table 2*Comprehension level of pupils in each reading sub-skills*

Name of Pupils	Noting details		Getting the main idea		Predicting outcome		Sequencing of events		Cause and effect	
	%	Com. Level	%	Com. Level	%	Com. Level	%	Com. Level	%	Com. Level
1.Apoya	78.86	I	75.29	I	84.57	I	84.29	I	79.86	I
2.Barles	64.00	F	76.27	I	83.45	I	79.71	I	73.43	F
3.Bilog	76.67	I	80.57	I	85.71	I	85.71	I	80.00	I
4.Espinosa	91.00	N	89.90	N	86.71	I	85.18	I	92.68	N
5.Gidoc	70.29	F	59.14	F	76.86	I	79.71	I	78.40	I
6.Hernandez	75.00	I	78.00	I	77.14	I	53.16	F	75.68	I
7.Landicho	76.29	I	82.00	I	75.43	I	78.60	I	61.71	F
8.Las	79.14	I	54.00	F	73.14	F	78.51	I	81.71	I
9.Leyrit	56.29	F	62.00	F	75.45	I	56.00	F	61.71	F
10.Llanes	78.00	I	75.71	I	77.14	I	76.04	I	79.43	I
11.Marasigan	79.43	I	79.86	I	75.13	I	79.43	I	68.57	F
12.Mendoza	84.86	I	89.43	I	77.71	I	62.00	F	63.71	F
13.Mercado	71.14	F	64.86	F	77.71	I	78.29	I	55.43	F
14.Mosca	76.00	I	76.57	I	66.57	F	59.14	F	53.71	F
15.Orola	85.71	I	87.14	I	88.57	I	88.57	I	82.57	I
16.Palomino, A	63.71	F	77.43	I	70.57	F	58.86	F	66.29	F
17.Palomino, Z	64.00	F	86.57	I	82.86	I	50.86	F	83.71	I
18.Salon	82.57	I	60.29	F	61.14	F	56.87	F	62.00	F
19.Umali	76.29	I	76.57	I	63.43	F	78.29	I	51.43	F
20.Abanilla	81.14	I	88.57	I	85.14	I	60.29	F	89.71	I
21.Balat	78.29	I	90.00	N	90.29	N	85.14	I	78.14	I
22.Dalangin	80.29	I	86.00	I	88.86	I	85.71	I	94.00	N
23.Gadingan	93.97	N	91.76	N	95.90	N	92.13	N	92.76	N
24.Landicho	77.14	I	82.86	I	84.57	I	82.57	I	94.86	N
25.Las	60.57	F	80.57	I	86.57	I	80.86	I	82.00	I
26.Leyesa	38.57	F	30.57	F	38.00	F	45.71	F	49.14	F
27.Llanes	44.29	F	38.29	F	50.29	F	51.43	F	49.71	F
28.Mendoza	80.86	I	85.71	I	80.86	I	80.57	I	81.14	I
29.Moster	82.00	I	88.00	I	62.29	F	89.43	I	61.43	F
30.Navarro	88.29	I	50.57	F	53.71	F	48.86	F	44.86	F
31.Pader	95.68	N	90.34	N	90.87	N	92.94	N	92.76	N
32.Palomino, K	94.67	N	92.19	N	93.45	N	91.89	N	95.13	N
33.Pasahol, E	87.14	I	87.43	I	78.86	I	78.59	I	83.71	I
34.Pasahol, L	80.29	I	80.29	I	80.86	I	78.00	I	81.43	I
35.Claveria	82.98	I	80.37	I	83.26	I	79.55	I	80.13	I
36.Millave	89.43	I	75.71	I	93.71	I	89.14	I	78.57	I
37.April	77.23	I	80.37	I	81.17	I	79.84	I	79.34	I

Note. I: Instructional, F: Frustration, N: Independent, Com: Comprehension.

Table 2 reveals the results of the comprehension level of pupils in each reading sub-skills. The readings given revealed the pupils comprehension on the five English skills considered in the study. These skills were noting details, getting the main idea, predicting outcome, sequencing of events and giving cause and effect. These five sub-skills contained in the ABRC Module were considered in improving the reading comprehension of Grade V pupils.

The findings revealed in Table 2 that the comprehension level obtained in noting details were 4 or 11% independent, 24 or 65% instructional and 9 or 24% frustration. Comprehension level in getting the main idea obtained scores of 5 or 14% independent, 25 or 68% instructional and 7 or 19% frustration of the total score. In sub-skills, predicting outcome, 5 children or 14% got a comprehension level of independent, 23 or 62% belongs to instructional and 9 or 24% frustration. Sequencing events in the story obtained a comprehension level of 3 or 8% independent, 24 or 65% instructional and 10 or 27% frustration. The last skills which are cause and effect got 6 or 16% independent, 17 or 46% instructional and 14 or 38% frustration.

Table 3*Comprehension level of grade v pupils using PHIL-IRI post-test*

Name of pupils	Independent	Instructional	Frustration
1. Apoya	X		
2. Barles			X
3. Bilog		X	
4. Espinosa	X		
5. Gidoc			X
6. Hernandez		X	
7. Landicho	X		
8. Las	X		
9. Leyrit			X
10. Llanes		X	
11. Marasigan		X	
12. Mendoza		X	
13. Mercado		X	
14. Mosca		X	
15. Orola	X		
16. Palomino, A		X	
17. Palomino, Z	X		
18. Salon	X		
19. Umali			X
20. Abanilla	X		
21. Balat	X		
22. Dalangin	X		
23. Gadingan	X		
24. Landicho	X		
25. Las		X	
26. Leyesa			X
27. Llanes			X
28. Mendoza	X		
29. Moster	X		
30. Navarro		X	
31. Pader	X		
32. Palomino, K	X		
33. Pasahol, E	X		
34. Pasahol, L		X	
35. Claveria	X		
36. Millave	X		
37. April		X	

Table 3 shows the comprehension level of Grade V pupils using PHIL-IRI Test. This reveals that using ABRC module the comprehension level of Grade V pupils improved in the Post-test compared to Pretest of the PHIL-IRI before. Independent group obtained a score of 19 or 52%. Instructional got 12 or 32%. Frustration got the lowest score of 6 or 16%.

Table 4 presents the difference of Pre and Post Comprehension Level of Grade V pupils. The results revealed that 100% of the pupils increased their level comprehension. It was noted that almost half in the independent level which marked the study impressive. Though, there was still 16% of the class still fell under the frustration level, the teacher will continue giving intervention to these pupils during summer. They will be given reading materials to read by the pupil. While, Table 5 presents the Plan of Action addressed to the pupils' needs based on the findings met. Based on the results of the study, the use of modules in attaining high comprehension level in English V is very effective. The researcher encouraged to continue using other reading modules to improve their pupils' performance.

Table 4*Difference of pre and post comprehension level of pupils*

Name of pupils	Pre – Test		Post – Test		Increase/Decrease In %
	%	Description	%	Description	
1. Apoya	62.50	Frustration	100.00	Independent	Increased
2. Barles	50.00	Frustration	62.50	Frustration	Increased
3. Bilog	37.50	Frustration	75.00	Instructional	Increased
4. Espinosa	92.00	Independent	100.00	Independent	Increased
5. Gidoc	37.50	Frustration	62.50	Frustration	Increased
6. Hernandez	50.00	Frustration	75.00	Instructional	Increased
7. Landicho	25.00	Frustration	92.50	Independent	Increased
8. Las	37.50	Frustration	91.15	Independent	Increased
9. Leyrit	37.50	Frustration	62.50	Frustration	Increased
10. Llanes	25.00	Frustration	50.00	Instructional	Increased
11. Marasigan	50.00	Frustration	75.00	Instructional	Increased
12. Mendoza	62.50	Frustration	87.50	Instructional	Increased
13. Mercado	37.50	Frustration	75.00	Instructional	Increased
14. Mosca	50.00	Frustration	75.00	Instructional	Increased
15. Orola	87.50	Instructional	90.00	Independent	Increased
16. Palomino, A	50.00	Frustration	87.50	Instructional	Increased
17. Palomino, Z	50.00	Frustration	75.00	Instructional	Increased
18. Salon	75.00	Instructional	92.00	Independent	Increased
19. Umali	37.50	Frustration	62.50	Frustration	Increased
20. Abanilla	75.00	Instructional	100.00	Independent	Increased
21. Balat	87.50	Instructional	100.00	Independent	Increased
22. Dalangin	87.50	Instructional	100.00	Independent	Increased
23. Gadingan	92.15	Independent	100.00	Independent	Increased
24. Landicho	62.50	Frustration	92.00	Independent	Increased
25. Las	50.00	Frustration	87.50	Instructional	Increased
26. Leyesa	50.00	Frustration	62.50	Frustration	Increased
27. Llanes	37.50	Frustration	50.00	Frustration	Increased
28. Mendoza	62.50	Frustration	91.52	Independent	Increased
29. Moster	62.50	Frustration	92.00	Independent	Increased
30. Navarro	62.50	Frustration	87.50	Instructional	Increased
31. Pader	92.71	Independent	100.00	Independent	Increased
32. Palomino, K	91.67	Independent	100.00	Independent	Increased
33. Pasahol, E	87.50	Instructional	100.00	Independent	Increased
34. Pasahol, L	62.50	Frustration	87.50	Instructional	Increased
35. Claveria	62.50	Frustration	100.00	Independent	Increased
36. Millave	87.50	Instructional	100.00	Independent	Increased
37. April	62.50	Frustration	87.50	Instructional	Increased

Table 5*Plan of action: Using of ABRC module in English V*

Program	Objectives	Activities/strategies	Personnel involved	Target clientele	Time frame	Success indicator
Using of ABRC Module in English 5	I. Pupils 1. Raise the quality of performance of pupils in English V	Use of ABRC modules in English V Lessons	Teacher School Head	Grade 5 and 6 pupils	June to March	With at least 75% mastery level of performance of pupils
	2. Improve some more skills in English V	Use of ABRC Module in remedial classes which could be individual, pairing or in groups	Teacher School Head	Slow learner in Grade 5	1 st to 4 th quarter	With at least 75% mastery level of performance of slow learners
	II. Teachers Use of ABRC Module in English	Prioritize the use of modules	Teachers School Head	Teachers	June to March	100% of the teachers use ABRC Modules suited for the learners
	Develop a Module in developing skills of pupils in English	Use modules in developing the skills in English V and VI	Teachers School Head	Teachers	Year Round	100% of the teachers develop a module which can provide varied and challenging activities to develop pupils' skills in English V and VI

4. Conclusion

From the summarized findings, the following conclusions were drawn:

- Based on the study, the comprehension level of Grade V pupils in Tangway Loob Elementary School before the utilization of the ABRC Module is very low. Many children fall in frustration level which got a percentage of 70%.
- The pupil's comprehension level in noting details is 76.40, getting main idea, 76.52, predicting outcome, 77.78, sequencing events in the story 74.65 and giving cause and effect 74.62. The comprehension level of pupils in the five subs skills fall in the instructional level.
- The comprehension level of Grade V pupils after the use of ABRC module increased in the PHIL –IRI Posttest compared to its Pretest. Independent level before the utilization of ABRC module is 11% and it increased to 32%. Instructional level is 19% and it rose to 32%. Frustration level got a score of 70% and it decreased to 16%.
- There is a significance difference in the comprehension of the pupils before and after the utilization of the ABRC module. The independent level of pupils raised to 21%, instructional level 13% and frustration level decreased to 54%.

4.1 Recommendations

From the drawn conclusions, the following recommendations are hereby forwarded:

- A school-based seminar workshop on modules integrated with research should be conducted to improve the teachers' instructional and research skills and competencies.
- The future researchers may conduct similar studies or those related to the present study to determine and strengthen even more the findings of this present study.
- The researchers recommend that teachers teaching English V should make use of the ABRC module, and other schools may adopt the said module.

5. References

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