

Development of Reading Skills in Mother Tongue Among Grade 2 Pupils: Claveria Technique

Jocelyn C. Ortiz

DepEd – SDO Pangasinan II – Flores Elementary School

Pangasinan State University – Open University Systems

jocelyn.ortiz@deped.gov.ph

Abstract

Reading as a field of teaching is considered one of the important areas of teaching if not actually the most important ever. It is said to be one of the most necessary academic skills. This study determined the development of reading skills among grade 2 pupils in Flores Elementary school during the school year 2017-2018 with the use of Claveria Technique as an intervention. The result of the study showed that after the implementation of the intervention for six weeks the percentage for “nabuntog” (slow readers) which was originally 76% in the Third Quarter was reduced to 20% in the Fourth Quarter and the 24% who were recorded as “napartac” (fast readers) prior to the implementation increased to 80% after the use of Claveria Technique. Significant difference between the Third Quarter and Fourth Quarter academic and oral reading performances were established along with the significant relationship between the GPA and oral reading performance.

Thus, it was concluded that in order to improve the pupils’ academic performance, it is essential to pay attention to their reading skills. The Claveria Technique as the applied intervention in this study is effective and was able to address the concern of the teacher. Hence, Claveria Technique could be adopted as intervention strategy in enhancing the reading performance of Grade 2 pupils.

Keywords: Claveria Technique, Reading Performance, Mother Tongue

INTRODUCTION

Reading as a field of teaching is considered one of the important areas of teaching if not actually the most important ever. It is said to be one of the most necessary academic skills. Besides, it is a major pillar upon which the teaching/learning process is built. Truly, the world is a big place, but reading reduces the pressure of the size if even by a minute proportion.

Reading has always been a subject worthy of discussion in all circles, both academically and in personal life. This is because of the significant role reading plays in influencing lives. The reading ability plays a central role in the teaching/learning success at all educational stages. Having any difficulty in this skill will result in variety of consequences on all subjects of study, since reading includes a variety of sub-skills where reading comprehension skills is one of the many.

According to the Strategic Marketing and Research, Inc., the ultimate goal in teaching reading is to have students comprehend the ideas in a piece of text as they read. Reading helps children expand their thinking skills, learn to concentrate, and enlarge their vocabulary and effectively master their environment.

The Department of Education (DepEd) implemented “Every Child A Reader Program” (ECARP), through DepEd Memorandum No. 402. s. 2004 and Administrative

Order No. 324 which aimed to teach public elementary pupils with planned training in reading and writing to make them independent young readers and writers. Moreover, ECARP is also part of the ten-point education agenda of President Simeon Benigno Aquino III to ensure that the country's public schools produce well-equipped graduates who could cope to the different challenges in life (Gillaco, 2014).

According to the former DepEd Secretary, Bro. Armin A. Luistro, if a pupil fails to basic reading skills at the outset, it will be a constant struggle for them to get through other disciplines successfully, thus depriving them of the chance to become literate and productive individuals.

As to the Texas Education Agency, the purpose of reading is comprehension-getting meaning from written text. Find out what else research tell us about the active process of constructing meaning, and how good readers consciously employing comprehension strategies. Without comprehension, reading is frustrating, pointless exercise in word calling. It is not exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

Comprehension is part of the communication process of getting the thoughts that were in the author's mind into the reader's mind. It is thought a difficult process because the transmission of an idea through several imperfect media is involved. For example, the author must have a clear idea in his mind, and then reduce this idea to written language; this will be printed; and finally, the reader looks at the printed word and forms an idea.

Reading failure is a serious national problem and cannot simply be attributed to poverty, immigration, or the learning of English as a second language (Strategic Marketing and Research Inc. as cited by Maghanoy, et al, 2017). According to statistics of researches conducted, the number of Filipinos, aged 10-64 years old, who do not understand what they read, has grown to 20.1 million. This is based on the figures from the 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS). Dr. Ricardo Ma. Nolasco, head of 170+ Talaytayan MLE Inc., a coalition of education reform advocates throughout the country, said that counting and comprehension skills among Filipinos remain dismally and alarmingly low.

According to Yang (2011), reading is required for individuals to acquire jobs, since one needs to do so even to find the advertisement of the job in a newspaper or elsewhere. Signpost all over the world either in symbolism or in text also require reading, failure of which can put an individual into unnecessary trouble. Moreover, due to the importance of reading, one individual's inability to read causes a chain of blame that goes up and comes down and most of the time, never actually reaches the base of the problem. The parents blame the school, the schools blame the pupils, the pupils blame the teachers, if they blame anyone at all and the teachers blame the government.

In the Philippines, the above-mentioned cycle has seen various forms, which never do any good in finding a solution to the problem. Data showed that most of the pupils reaching Grades IV and above still have difficulties in their reading skills. In the context of elementary schools, reading comprehension skills of the pupils have been a serious problem. Many Reading program have been adopted by the public schools yet this problem remains a predicament especially in the cluster schools.

The researcher as a Grade 2 teacher for many years had observed that at the earliest possible time, pupils should have acquired reading skills for them to develop their reading skills for them to develop their reading comprehension also at the earliest stage of their schooling, as early as Grade 3 if possible. Moreover, some grade 2 pupils of Flores Elementary School cannot read properly. This problem is most obvious when a class is

reading a passage in which the entire class must take part. When these pupils are called upon to read, they stare at the chosen passage for long periods of time, and when they start to read, even they cannot make sense of what they are reading. It is usually the case that the words are pronounced wrongly and in such a way that they do not sound in the least bit like the actual word written.

The researcher's observation was of high relevance since language comprehension presupposes word recognition. The researcher will then endeavor to apply/implement different innovations and interventions to make the Grade 2 pupils learn reading, specifically word recognition in more efficient and effective manner.

This study will be of high importance since it will provide bases for strategic enhancement for Grade 2 pupils' reading skills particularly in word recognition, Hence, its conduct is pressing and highly relevant.

METHODS

Research design

The researcher used the action research design in conducting the study. The action research design is a process in which participants examine their own educational practice systematically and carefully using the techniques of research. According to Creswell (2005). Practical action research design is adopted to research a specific school situation with the view of improving the current practice.

The Gannt Chat below shows the schedule of activities of the entire research process.

Activities	Covered Period
1. Administration of 3 rd quarter Oral Reading Test in Mother Tongue	January 2018 (Last Week)
2. Obtaining pupils' GPA for the third quarter	Last week of January, 2018
3. Obtaining pupils' GPA for the fourth quarter	Last week of March, 2018
4. Employment of the innovations/interventions (The Claveria Technique)	The whole month of February, and 2 weeks in March
5. Administration of 4 th Quarter Oral Reading Test in Filipino and Mother Tongue/obtaining pupils' GPA for the 4 th Quarter	
6. Interpretation and Finalization of the results of the research.	

Subjects of the Study

The subjects of the study were the twenty-five (25) grade 2 pupils, 9males and 16 females of Flores Elementary School, Umingan, Pangasinan who are currently enrolled during the school year 2017-2018.

Data Gathering Instrument

The main tools in gathering the needed data were the following; Oral Reading Test Result for Grade 2 (3rd Quarter), and Grade 2 (4th Quarter), SF9 (Learners' Report Card) for the 2 Quarters

Instrumentation and Validation

The instrument used in this study which was ES Claveria Technique, was subjected for content validity by five (5) Mother Tongue Teachers teaching Grade 2 in five (5) different elementary schools in Umingan, Pangasinan whose pupils are not subject of this study.

The Validity of the data-gathering instrument was described in terms of the following scale values with the corresponding descriptive equivalence. The average ratings of the five (5) evaluators were computed to determine the content validity of the instrument as follows:

Numerical Scale	Scale Mean	Descriptive Equivalence
5	4.21- 5.00	Highly Valid
4	3.41- 4.20	Valid
3	2.61- 3.40	Moderately Valid
2	1.81- 2.60	Fairly Valid
1	1.00- 1.80	Not valid

Data Gathering Procedure

Before the conduct of the study, the researcher sought permission from the office of the Schools Division Superintendent after being endorse by her school principal. After its approval, a letter to the parents of the grade 2 pupils who were subjects of the study was sought. The results of the oral reading tests were obtained as indicated in the Gannt chart before innovations and intervention activities were conducted within the period of six (6) weeks with the researcher as the teacher. The data were obtained quarterly according to the period covered by the study.

Statistical Treatment of Data

To obtained valid and reliable result from the gathered data, different and appropriate statistical tools were utilized.

Problem No. 1

On the profile of Grade 2 pupils in terms of age, gender, daily allowance., parents' educational attainment and estimated family monthly gross income, frequency counts and percentages were used.

Problem No. 2

On the academic performance of the Grade 2 pupils in the third and fourth quarters, their GPAs were the bases.

Problem No. 3

On the performance of the Grade 2 pupils in the oral reading test in Mother Tongue during the 3rd and 4th quarters, their grades in English in their report card were used.

Problem No. 4

On the interventions/innovations used and how it was employed to improve the oral reading performance oaf Grade 2 pupils, the ES Claveria Technique was utilized (see the Research Design)

Problem No. 5

On the performance of oral reading test in Mother Tongue of the Grade 2 pupils, the Oral Reading Results in the 3rd quarter and fourth quarter were used.

Problem No. 6

On the significant differences between the performance in oral reading in the third and fourth quarters, paired sample t-test was used.

Problem No. 7

On the significant relationship between pupils' performance in oral reading and academic performance and profile variables, the Spearman rho was used as a basis of analysis.

Data analysis

Frequency counts and percentages were used on the profile of the Grade 2 pupils in terms of age, gender, daily allowance, parents' educational attainment, and estimated family monthly gross income. Paired sample t-test was used on the significant differences between the performance in oral reading in the third and fourth quarters of the respondents, and the Spearman rho was used as a basis of analysis on the significant relationship between pupils' performance in oral reading and academic performance and profile variables.

RESULTS

The gathered data, the analysis and interpretation of the findings, the narrative explanation of the tabulated result, and analysis of the statistical data are hereby presented.

Table 1. Profile of Grade 2 Pupils

Variable		Frequency	Percentage
Age	6	2	8.0
	7	23	92.0
Total		25	100.0
Gender	Male	9	36.0
		16	64.0
Total		25	100.0
Father's Educational Attainment			
Elementary Graduate		0	0.0
High School Graduate		15	60.0
College Undergraduate		8	32.0
College Graduate		2	8.0
Total		25	100.0
Mother's Educational Attainment			
Elementary Graduate		1	4.0
High School Graduate		18	72.0
College Undergraduate		4	16.0
College Graduate		2	8.0
		25	100.0
Monthly Family Income			
10,000 and below		12	48.0
10,001-20,000		6	24.0
20,001-30,000		3	12.0
Above 30,000		4	16.0
Total		25	100.0
Daily Allowance			
0-10		2	8.0
11-20		12	48.0
21-30		6	24.0
More than 30		5	20.0
Total		25	100.0

Majority of the pupils were aged 7 years old (92%) and females (64%). Respondents' father (60%) and mothers (72%) were high school graduates mostly (48%) have a monthly

income of Php 10,000 and below and (48%) of the respondent's daily allowance ranged from Php 11 to Php 20.

Table 2. Third Quarter Academic Performance of Grade 2 Pupils

Descriptive Rating	Frequency	Percentage
Satisfactory	1	4.0
Very Satisfactory	13	52.0
Outstanding	11	44.0
Total	25	100.0
Descriptive Statistics		
Minimum	84.00	
Maximum	95.00	
Mean	89.32	
Standard deviation	3.62	

Table 3. Fourth Quarter Academic Performance of Grade 2 Pupils

Descriptive Rating	Frequency	Percentage
Satisfactory	0	0.0
Very Satisfactory	14	56.0
Outstanding	11	44.0
Total	25	100.0
Descriptive Statistics		
Minimum	85.00	
Maximum	96.00	
Mean	90.12	
Standard deviation	3.71	

For their academic performance, the lowest obtained rating was 84 and the highest was 95 with a mean of 89.32 and a standard deviation of 3.62 in the third quarter while for the fourth quarter the lowest obtained rating was 85 and the highest was 96 with a mean of 90.12 and a standard deviation of 3.71

Table 4. Oral Reading Performance of Grade 2 Pupils

Descriptive Rating	Third Quarter		Fourth Quarter	
	Frequency	Percent	Frequency	Percent
Saan nga Makabasa	0	0.0	0	0.0
Nabuntog	19	76.0	5	20.0
Napartac	6	24.0	20	80.0
Total	25	100.0	25	100.0

In the Third Quarter Oral Reading Test of the Grade 2 pupils 76% were still classified under the category “nabuntog”, 24% are “napartac” and none was found to be “saan makabasa”. On the other hand, in the Fourth Quarter Oral Reading Test the percentage for “nabuntog” was reduced to 20% and the number of those who were classified under “napartac” increased to 80%.

Table 5. Difference Between the Third Quarter and Fourth Quarter Academic Performance of Grade 2 Pupils

Paired Sample T-test	t-value	Sig. value
3 rd Quarter GPA vs 4 th Quarter GPA	-6.928	.000

There was a significant difference in the Third and Fourth Quarters' academic performance of the Grade 2 pupils as shown by the t-value of -6.928 and a significance value of .000

Table 6. Differences in the Oral Reading Performance of Grade 2 Pupils After the Intervention

Oral Reading Status	3 rd Quarter	Week 1	Week 2	Week 3	Week 4	Week 5	4 th Quarter
Saan nga Makabasa	0	0	0	0	0	0	0
Nabuntog	19	19	16	14	11	9	5
Napartac	6	6	9	11	14	16	20
Total	25	25	25	25	25	25	25

The intervention employed was the use of Claveria Technique for six weeks(the whole month of February and two weeks in March) where the following steps were followed: (a) showing pictures with legends to form word syllable; (b) reading word syllables with the aid of pictures; (c) reading the formed words and putting them beside their corresponding pictures; (d) reading with comprehension (reading words and putting them beside their corresponding pictures); and (e) reading words without the aid of pictures.

Significant difference was noted after the third week of intervention as shown by the t-value of -2.449 and significance value of 0.022. From 19 pupils who were previously assessed as slow readers, the number went down to 14 and the number of slow readers was reduced by 5. The improvement in the performance continued until the sixth week implementation wherein, from 19 slow readers only 9 were left and the fast readers increased by 10 making it a total of 16. Moreover, after the sixth week the obtained sig. value is already .000.

Table 7. Relationship between the Profile Variables and Oral Reading Performance of Grade 2 Pupils

Profile Variables	Oral Reading Performance			
	Third Quarter		Fourth Quarter	
	r-value	Sig. value	r-value	Sig. value
Age	-.180	.391	-.147	.482
Gender	.226	.227	.250	.228
Daily Allowance	.183	.382	.181	.387
Father's Education	.067	.749	-.048	.820
Mother's Education	-.016	.938	.193	.355
Family Income	.026	.902	.118	.574
3 rd Quarter GPA	.499	.011	.588	.002
4 th Quarter GPA	.527	.007	.570	.003

There was a significant relationship between the academic performance and the oral performance of the grade 2 pupils as shown by the r-values of .499 (sig. .011), .588 (sig. .002), .527 (sig. .007) and .570 (sig. .003)

DISCUSSION

On the basis of the gathered data, the following were the significant findings of this study:

1. Majority of the pupils were aged 7 years old (92%) and females (64%). Respondents' fathers (60%) and mothers (72%) were high school graduates mostly (48%) of the respondents' daily allowance ranged from Php 11 to Php 20.

2. For their academic performance, the lowest obtained rating was 84 and the highest was 95 with a mean of 89.32 and a standard deviation of 3.62 in the third quarter while for the fourth quarter the lowest obtained rating was 85 and the highest was 96 with a mean of 90.12 and a standard deviation of 3.71.

3. There was a significant difference in the third and fourth quarters' academic performance of the Grade 2 pupils as shown by the t-value of -6.928 and significance value of .00.

4. In the Third Quarter oral Reading Test of Grade 2 pupils 76% were still classified under the category slow reader "nabuntog", 24% are fast reader "napartac" and none was found to be non-reader "saan makabasa". On the other hand, in the Fourth Quarter Oral Reading Test the percentage for "nabuntog" was reduced to 20% and the number of those who were classified under "napartac" increased to 80%.

5. The intervention employed was the use of Claveria Technique for six weeks (the whole month of February and two weeks in March) were the following steps were followed: (a) showing pictures with legends to form word syllables: (b) reading word syllables with the aid of pictures; (c) reading the formed words and putting them beside their corresponding pictures; (d) reading with comprehension (reading words without the aid of pictures)

6. Significant difference was noted after the third week of intervention as shown by the t-value of -2.449 and significance value of 0.022. From 19 pupils who were previously assessed as slow readers, the number went down to 14 and the number of slow readers was reduced by 5. The improvement in the performance continued until sixth week of implementation wherein, from 19 slow readers only 9 were left and the fast readers increased by 10 making it a total of 16. Moreover, after the sixth week the obtained sig. value is already .000.

7. There was a significant relationship between the academic performance and the oral reading performance of the grade 2 pupils as shown by the r-values of .499 (sig. .002), .527 (sig. .007) and .570 (sig. .003).

CONCLUSION

The pupil-respondents are predominantly 7-year old females with a daily allowance of not more than php 20 whose parents are high school graduates and have meager monthly gross incomes which fall below the poverty level.

The pupils' academic performance in the third quarter is already very satisfactory although most of the pupils are still under slow readers category in their oral reading performance in Mother Tongue. In the fourth quarter after the implementation of the Claveria Technique for teaching reading, reading performance of the pupils greatly improved where 80% were already classified as under fast reader and along with this improvement in the oral reading performance is the significant improvement in their

academic performance. This proves the significant relationship between the academic performance and the oral reading performance of the grade 2 pupils.

Thus, in order to improve the pupils' academic performance, it is essential to pay attention to their reading skills. The Claveria Technique as the applied intervention in this study is effective and was able to address the concern of the teacher.

Acknowledgments

The researcher extends sincere gratitude to Luna Colleges Inc., the school administration, Flores Elementary School, the participating Grade 2 pupils, my thesis adviser Dr. Walter C. Nocasa, my critic reader Dr. Aurora E. Rosario, Mrs. Erlinda S. Claveria, the author of the ES Claveria Technique adopted in this study, and all individuals who contributed to the successful completion of the study.

Conflict of interest

The author declares no conflict of interest.

References

- Caparas, et. al (2016). Factors affecting the reading performance of grade 3 pupils in Burgos Elementary School Unit 1.
- Castro (2017). The reading performance of grade 6 pupils in the central schools of Cabugao District, Division of Ilocos Sur.
- Creswell, J.W. (2005). Educational research: planning, conducting and evaluating quantitative and qualitative research.
- Ehri, L. (2005). Learning to read words: theory, findings, and issues. *Scientific Studies of Reading*, 9 (2) pp. 167-188.
- Frith, U. (1999). Paradoxes in the definition of dyslexia. *Dyslexia*, 5, pp. 192-214.
- Ghamry (2009). The effect of MI-based instruction on the intermediate stage pupils' reading comprehension skills.
- Helwa (n.d.). The effects of using reader's theatre-based instruction on improving EFL oral fluency, reading comprehension and reading speed skills among preparatory stage pupils.
- Mulit V. F. (2016). Teachers' understanding in teaching mother tongue-based multi-lingual education (MTB-MLE): its impact to grades two and three pupils' reading performance.
- Nation and Snowling (2004). Beyond phonological skills: broader language skills contribute to the development of reading.
- Orencia, (2015). Enhancing pupils' reading comprehension and attitudes through a whole language-inspired literature-based reading program.
- Pancare, R. (2014). Phonetic Approach. Retrieved from <http://classroom.synonym.com/advantages-disadvantages-phonetic-approach-8599845.htm>
- Prasetyonoo B. (2014). Improving reading comprehension through extensive reading activity.
- Snowling, M., Hulme, Ch. (2011). Evidence-based Interventions for Reading and language difficulties: creating a virtuous circle. *British Journal of Educational Psychology*, 81 pp. 1-23.
- Tizon (2015). Reading comprehension ability of grade 6 pupils of Kinagay Sur Elementary School.
- Toukoumidis (2016). Development of reading skills through video games: state of the art.

- Vellutino, F. R., Fletcher, J. M., Snowling, M. J. & Scanlon, D.M. (2004). Specific Reading Disability (Dyslexia): What Have We Learned in the Past Four Decades? *Journal of Child Psychology and Psychiatry*, 45 (1) pp. 1-40).
- Yeng (2011). A repetitive story reading to improve the reading skills of five (5) pupils of Synclaire International Schools. Winneba.
- Yusurf H. O. (2017). Impact of teachers' use of folktales in the performance of pupils in reading comprehension in primary schools in Kaduna State, Nigeria.