

**RAC (Read Answer Comprehend) An Approach to Improve the Reading Comprehension
in English of Grade IV-Aries of Dr. M. Z. Batista Memorial Elementary School**



HEIDI N. RARA
Teacher III



RUTH L. OLIVEROS
Teacher II



GLEN MARK S. ESPAÑOLA
Teacher I

Dr. Marcelino Z. Batista Memorial Elementary School

ABSTRACT

One of the big challenge for teachers today is that how they can produce learners who can read with comprehension. As a teacher, I am aware that many Filipino learners today are capable of reading but still find difficulty in understanding the content of what they read especially in English. The need to improve their reading comprehension is what the objective and goal of this research RAC (Read, Answer, Comprehend)

The research was conducted to only small group or population which is 75% or 27 pupils of Grade IV Section Aries of Dr. M. Z. Batista Memorial Elementary School. This section undergone pretest using the reading materials made by teachers. Result of the Phil Iri was used as basis in conducting this research. Pretest was followed by printed reading text/stories a week, which were given for 6 weeks. Reading materials were given to parents during the distribution of Weekly Home Learning Plan and retrieval of outputs. Answers were checked and recorded. Since all are in the modular distance of learning, videos of learners while reading the provided materials were sent. Posttest was also administered at the end.

Results showed that reading materials helped them improved or developed their reading comprehension in English. Thus, positive effects on learners' academic performance was increased as seen from the outputs on the different learning tasks in English.

Keywords: reading comprehension, reading materials

INTRODUCTION

The world is currently facing a very critical situation nowadays. The Health system of most countries has been tested due to Covid-19 pandemic. A pandemic that brought a great impact to all mankind. Millions of people all over the world have been affected. Many have lost their lives and jobs. Even the condition of the countries' economy has been placed and risk globally.

In the Philippines, not only our health and economic system brought a big challenge to us but also in our own educational system. But gladly, the Department of Education continuously never hesitates to find ways on how to bring best education to the youth even in a midst of fear that we all facing right now because of the pandemic.

At present, Filipinos are practicing to adapt their selves into a new normal set-up of education. We are using distance learning because face to face is restricted as the moment .The Department of Education bridge the gap between teacher and learners by using different learning modalities.

The main focus of the education today is to address the problem when it comes to the totality of learning. As a matter of fact, the goal on how to make each child literate is one of the main concerns that the Philippines's Educational System need to be addressed in the society today. That is why the K-12 program of the Department of Education is trying to enforce zero illiteracy in all schools all over the Philippines. The understanding of

learning will happened only if we come up with an effective approach to improve the poor reading comprehension among the pupils.

It is expected that no pupils will be promoted to the next higher grade level unless he/she manifests mastery of the basic literacy skills in a particular grade level. However, a child must also develop or improve his comprehension because reading without understanding is useless . The need to produce competent and competitive learners is a must. It is the school's responsibility to produce excellent 21st century learners.

In response to the Hamon: Bawat Bata Bumabasa, the External Partnership Service has committed to make every learner a reader by engaging partners and stakeholders to promote the culture of reading. Brigada Pagbasa is a nationwide reading movement for the Filipino children and will serve as a platform to synergize efforts and resources to address education-related challenges especially on literacy and numeracy.

As stated in DO 173,S 2019,Hamon:Bawat Bata Bumabasa ((3 B's Initiative)In support of the implementation of the K to 12 Basic Education Program, the Department of Education is continuously fulfilling its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning.

It was stated in DO 47,S.2017,Amendments to DepEd Order No.18,S.2017,Gudelines on the utilization of 2017,Every Child a Reader funds for the Early

Language, Literacy and Numeracy Program. This program focuses on capacitating the Kindergarten to Grade 3 teachers in improving reading and numeracy skills of learners.

As stated in the K to 12 Curriculum Guide in English 2013, successful language learning involves viewing, listening, speaking, reading and writing activities. Language learning should include a plethora of strategies and activities that helps students focus on both **MEANING** and **ACCURACY**. Through language learning, learners develop functional and critical literacy skills. They learn to control and understand the conventions of the target language that are valued and rewarded by society and to reflect on and critically analyze their own use of language and the language of others.

These made the researchers to conduct this study which aims to improve the reading comprehension in English using the RAC Approach.

METHODOLOGY

The participants of this research were Grade IV- Aries of Dr. Marcelino Z. Batista Memorial Elementary School. Only 75% or 27 pupils were included. The baseline used was the result of Phil-Iri last School Year 2019-2020. Consent letters were made for parents of respondents for allowing their children to participate in this research. An interview to all Grade IV teachers were first made concerning status of learners in some assessment like summative tests and performance tasks or outputs specifically in English.

Reading materials were collected, checked and analyzed every week. Videos while reading the selection were sent by parents. Frequency distribution was used in analyzing the score of each pupil. Scores of each pupil weekly is being compared to previous week to monitor their progress. Pre Test results were compared to the result of Post Test.

RESULTS

The approach tested the significant help of reading materials to the comprehension skills of learners.

Mean and standard deviation were used in the analysis of data, since pre-test were made and weekly scores were computed. Pre test scores were computed together with post test results.

In pre-test, the obtained mean score is 5.58 while post-test has a mean of 8.96. Post-test scores were higher compared to pre-test. An increased in mean showed that reading materials had a great impact on pupils reading comprehension. Reading exercises given between pre-test and post-test has the mean of 5.60, 6.31, 7.23, 7.46, and 8.42 respectively.

Pre-test obtained a standard deviation of 0.48, while the post-test had 0.35. This indicates that the scores of the respondents are not scattered.

After conducting this action research, **RAC** (Read, Answer, Comprehend), results showed that there were improvements in the reading comprehension of 27 pupils of Grade IV-Aries. Reading materials

with 10 item questions made them developed skills in noting details, vocabulary, sequencing events, predicting outcomes and inferring. Approach RAC helped them improved their skills in understanding the content of texts/stories they read. They were able to cope up to the lesson that requires comprehension skill especially in the English subject. Most importantly, they were able to develop among themselves the love and joy for reading.

DISCUSSION

In a 2018 global survey called Program for International Assessment (PISA) among 600,000 students worldwide, Filipino students around the age 15 got a rating of 340 points in reading comprehension, lower than the average of 487 points. Consequently, in the said study, the Philippines ranked last among 79 countries.

Although many children can read, the act of reading and the act of comprehending what you read are two very different things. Reading requires the fluent parsing and blending various phonetic sounds to create words. Reading comprehension, on the other hand, involves thinking about the words that were just read and deriving a meaning, for just those words and the text as a whole.

When students have trouble in reading, it can affect their performance in many subjects. Poor reading skills and comprehension can lead to frustrations, low self-confidence, and poor grades. But difficulty with reading comprehension is something that can be improved with regular practice.

Comprehension refers to the ability to understand written words. It is different from the ability to recognize words. Recognizing words on a page but not knowing what they mean does not fulfil the purpose or goal of reading, which is comprehension. When a teacher gives a child a passage to read. The child can read the entire passage, but he or she knows nothing when asked to explain what he read. Comprehension adds meaning to what is read. It occurs when words are not just mere words but thoughts and ideas.

Comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.

Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no 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.

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