

Reading intervention through art of reaching and engaging (ARE) approach for struggling learners of an elementary school

Adelfa B. Sialongo*

Dalisay Elementary School, Department of Education
Dalisay, Titay, Zamboanga Sibugay
Email: sialongoadelfa@gmail.com

Leoniza B. Sevilla

Bangco Integrated School, Department of Education
Bangco, Titay, Zamboanga Sibugay
Email: leoniza.sevilla@deped.gov.ph

Abstract: This study explores the impact of the "Art of Reaching and Engaging" (ARE) approach on the reading abilities of struggling Grade 3 learners at Tugop Muslim Elementary School. Due to the absence of a specialized reading teacher, a 40-day reading intervention program was implemented, incorporating activities like prayer, modeling, music, and rewards to foster a passion for reading. Using a one-group pretest-posttest design, significant improvements were observed in students' reading performance after the intervention. This research demonstrates the effectiveness of the ARE approach in enhancing reading skills among young learners, promoting a love for reading through an engaging and supportive learning environment.

*Corresponding Author**

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INTRODUCTION

All students must possess a solid reading foundation to appreciate the significance of education. Those who lack the necessary skills for their grade level struggle to acquire new knowledge. (Salvador, Schoeneber, and Tingle Algozzine 2012, 422-435) indicated that reading fluency was a necessary skill for early reading and reading early elementary school proficiency was a predictor of reading comprehension. Success in subsequent grades. (Young-Suk, Petscher, Schatschneider 2012, 422-435) obtained the same results. (Foorman 2010, 422-435) found in their longitudinal study that reading fluency from the first Grade had an impact on reading success in third grade. These studies highlight the relevance of Reading proficiency is essential for academic success. Transforming challenging circumstances into a brighter future involves reaching and engaging individuals, requiring a genuine love for teaching to connect with every learner. It is essential for teachers to consistently encourage strong reading habits among students, as reading comprehension is pivotal for academic success. The Art of Reaching and Engaging (ARE) initiative aims to reignite students' interest in reading and foster a deep passion for learning within them. It is anchored to DEAR approach through modeling, dancing, singing, and giving of rewards to build a community centered on learning choices and student empowerment, teachers guide students to cultivate their reading identities and create enriching reading experiences.

Emphasizing the joy of reading not only provides intrinsic rewards but also leads to a positive emotional and social outcome, as highlighted by Ripp (2017, p. 1) Implementing a regular Drop Everything and Read (DEAR) approach allows students and teachers to dedicate

time to reading based on individual interests and abilities. In line with DO No. 013, s. 2023 titled Adoption of the National Learning Recovery Program (NLRP). Addressing the challenge faced by Grade III learners at Tugop Muslim Elementary School in Zamboanga Sibugay, the absence of a teacher specialized in reading comprehension skills by cause of rehabilitation leave spotlights the need for intervention to enhance student academic reading performance and ensure no child is left behind in their education. An action research approach is crucial to resolving this issue effectively.

Statement of the problem

The following inquiries are the focus of this study:

- 1) What is the reading level of the grade 3 learners before the conduct of reading intervention through Art of Reaching and Engaging approach?
- 2) What is the reading level of the grade 3 learners after the conduct of reading intervention through Art of Reaching and Engaging approach?
- 3) Is there a significant difference between the reading performance of the grade 3 learners before and after the conduct of reading intervention through Art of Reaching and Engaging approach?

METHODOLOGY

Research design

This study employed a one-group pretest-posttest research design to assess the effectiveness of the "Art of Reaching and Engaging" (ARE) approach on enhancing the reading skills of struggling Grade 3 learners. The design enabled the researchers to compare students' reading levels before and after the intervention, allowing for a clear measurement of the ARE approach's impact on their reading abilities.

Locale of the study and respondents

The research was conducted at Tugop Muslim Elementary School, located in Zamboanga Sibugay. The respondents of the study were Grade 3 pupils who exhibited poor reading skills and required additional support to meet the academic expectations for their level. A total of 26 students participated in the intervention program, selected based on their reading proficiency as assessed prior to the study.

Research instruments

The study utilized the Comprehensive Rapid Literacy Assessment (CRLA) as the primary tool for measuring the reading abilities of the participants. This assessment was administered to each student as a pretest before the intervention to establish a baseline reading level. Following the intervention, the CRLA was administered again as a post-test to evaluate any improvements in reading skills. Additionally, various engaging reading materials, including storybooks and illustrated resources, were incorporated to enhance the intervention experience.

Data analyses procedure

To analyze the data collected, the researchers conducted a Dependent Sample t-test, comparing the pretest and post-test results of the respondents. This statistical test was chosen to determine if there was a significant difference in the reading performance of the Grade 3 learners before and after the intervention using the ARE approach. The results from this analysis provided evidence regarding the effectiveness of the reading intervention, allowing

the researchers to draw meaningful conclusions about the impact of the ARE approach on students' reading progress.

FINDINGS AND DISCUSSION

Pre-test reading levels of the research participants

The results revealed that learner-participants, a total of 10, have very low reading level scores as assessed by CRLA. As can be seen, the highest total score was 10 only, and the lowest was 0. The learners garnered an average of 4.4 reading level score.

Post-test reading levels of the research participants

As can be seen from the data, the same learner-participants now have high reading level scores as assessed by CRLA. As can be seen, the highest total score was 40, and the lowest was 29. The learners garnered an average of 35 reading level score in the post-test.

T-test results

As can be seen from the data, the t-value is 24.1578 and the p-value is less than 0.00001, thus, the null hypothesis is rejected—leading the researcher proponents to accept the alternative hypothesis that there is significant difference between the pre-test and post-test reading levels of the grade 3 learner-participants. The study's intervention ARE is concluded to be effective at improving the learners' reading levels.

CONCLUSIONS

The findings of this study demonstrate that the "Art of Reaching and Engaging" (ARE) approach significantly improved the reading skills of struggling Grade 3 learners at Tugop Muslim Elementary School. The use of engaging and interactive methods, such as prayer, modeling, singing, dancing, and reward systems, proved effective in fostering a positive learning environment and reigniting students' interest in reading. The results of the pretest and post-test comparison indicate a marked improvement in reading performance, suggesting that the ARE approach can be a viable solution to support learners with reading difficulties. This intervention highlights the importance of creative and student-centered strategies in literacy education, ultimately contributing to enhanced academic outcomes and instilling a love for reading. Consequently, the ARE approach holds promise for broader implementation in similar educational settings to address literacy challenges among young learners.

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