



IMPROVING THE READING COMPREHENSION SKILLS IN ENGLISH OF GRADE 6 PUPILS THROUGH STORY TRANSLATION

Filart, Jovilory A.

Completed 2019



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

IMPROVING THE READING COMPREHENSION SKILLS IN ENGLISH OF GRADE 6 PUPILS THROUGH STORY TRANSLATION

JOVILORY AZADA-FILART

Capangpangan Elementary School, Capangpangan Vigan City, Ilocos Sur
DepEd-Vigan City Division

I. Title Page

Improving the Reading Comprehension Skills in English of Grade 6 Pupils
Through Story Translation

II. Abstract

For a child to perform well in the different learning activities in the classroom, he should have a keen understanding of what he is reading thus, comprehension is the key. This study aimed to provide intervention in improving the reading comprehension skills in English of the 24 Grade 6 pupils of Capangpangan Elementary School for SY 2018-2019. From the result of the PHIL-IRI (Oral and Silent) of Grade 6 pupils for the past four years (2014-2015 to 2017-2018) with an average of 82% in the frustration and instructional level and only 18% for the independent level, proved that the pupils could read English but they were very poor in comprehension. The researcher used a teacher-made module as an intervention and T-Test was the tool for analysis in order to interpret the result. The respondents underwent pretest wherein they read a selection and answered the 15-item test with comprehension questions in literal, interpretative, creative and critical (LICC) levels. The post test showed significant difference over pretest. The researcher found out that the use of story translation was an effective strategy in

upgrading the reading comprehension skills in English of grade 6 pupils, thus the intervention is commendable for utilization in the Division.

III. Acknowledgement

The researcher above all, wished to elevate her enormous and ceaseless appreciation to the Almighty Father for His Divine guidance, for Him impossible is nothing.

The researcher gratefully acknowledges the following office/s and people who in one way or the other have contributed much and extended their unselfish assistance and support in the successful conduct of this study:

To Schools Division Office (SDO), Vigan City manned by Mr. Anselmo R. Aludino, (SDS) for initiating a Division Training on the Conduct of Research which provided the researcher the necessary knowledge in order to come up with this research through the expertise of dexterous resource speakers in the persons of Professor Alfredo Fuentes and Dr. Flordeliza B. Dalumay.

To the Policy, Planning, and Research Division (PPRD) Team of Region 1 headed by Dr. Cecilia P. Rosido, Chief Education Supervisor, and other research adroit and advocates for their faith in my work.

To Mr. Rodrigo Q. Reyes Jr., the Education Program Supervisor in Science, for his priceless technical assistance and help in the interpretation of result of this research.

To Mr. Nelson Robiñol, Education Program Supervisor in English, for his valuable help in validating and suggesting new ideas that would enhance and improve the Module (intervention).

To Dr. Peter John Frial, Master Teacher II and Subject Group Head of Science, Technology, Engineering and Mathematics (STEM) Strand at Ilocos Sur National High School (ISNHS) for his generous assistance.

To Mrs. Leonora R. Argel, Head Teacher III of Capangpangan Elementary School, for her continuous encouragement and support; and being one of the validators of the Module.

To Mrs. Nora P. Paroligan, Principal III of Burgos Memorial School West and head of Cluster II for serving as one of the validators of the intervention.

To the respondents for being so cooperative in carrying out the objectives of this study.

And most importantly, to my family who serves as the source of strength and inspiration in achieving my goals in life.

To all of you, thank you for inspiring me....

IV. Context and Rationale

Many Filipino learners encounter various barriers in education and one of these obstacles is that our learners begin their schooling in a language where they do not comprehend well. They do not understand the language of education being used as a medium of instruction in the classroom (DepEd, 2011, Ricablanca, 2014).

Reading Comprehension skills of pupils play a very vital role in the successful implementation of the teaching-learning process, since comprehension is the act or action of grasping with the intellect and the capacity for understanding fully. Younger generation of school children assimilate well when they used words in their own dialect

and is able to express themselves fluently in their own native language-their mother tongue.

The DepEd Order No. 74, s. 2009 also known as Institutionalizing Mother Tongue-Based Multilingual Education (MLE) is intensifying further implementation under DepEd Order No. 16, s. 2012 popularly known as Guidelines on the Implementation of Mother Tongue-Based Multilingual Education (MTB-MLE), mandates the teaching of the first language or mother tongue in the Kindergarten, Grades 1, 2 and 3 pupils in all public schools, for them to fully understand what is being imparted to them. Former DepEd Secretary Brother Armin Luistro said that, the mother tongue as a subject, focuses on the development of reading and speaking from Grades 1 to 3 and as a medium of instruction, and it is being used in all learning areas from kinder to Grades 3 except in the teaching of Filipino and English subjects. This order bequeathed the use of dialect or mother tongue in classroom instruction (2012).

Reyes (2010), conducted a study entitled Using Filipino in the Teaching of Science which proved the effectiveness of mother tongue instruction in teaching Science that directed her to conclude that, Grade 4 pupils can grasp and express themselves better in Filipino than in English and that the respondents can react faster when asked, perform readily when told to do something, and get higher scores in a test. This study therefore indicates that it is extra effective to use Filipino in the teaching of Science in Grade 4 (Reyes, 2010).

The study of Ricablanca, (2014) also proved that the use of MTB-MLE instruction in Science and Mathematics yielded higher performance level of learners and hence carried out further study to examine the effectiveness of mother tongue based

instruction on the achievement of the Grade I pupils in Mathematics. Result of the study showed that there was no significant difference in the achievement of the pupils in Mathematics, nonetheless noted a significant difference that exists for those in the English instruction and observed a significant variance to have existed in the achievement of pupils in the English class. It is therefore, desirable and commendable for Grade I teachers to adopt the mother tongue instruction thus making learners learn well and easily (Ricablanca J. D., 2014).

In the study of BEKA (2016) he summarized that, students prefer their mother tongue to other languages for any communication and feel proud for chances to develop their linguistic and cultural identity. The researcher also noted that they write better in their mother tongues than in English or other languages. Moreover, he further pointed out that a recent evaluation of a mother tongue education program in Cameroon reveals that children who are being exposed in their mother tongue, performed revealingly better in multiple subjects (including Math and English) than a control group of peers who attended schools where English was the medium of instruction (Chuo & Walter, 2011). In Vietnam, 68% of grade one student in a mother tongue program achieved the level of excellent compared to only 28% of students not learning in their mother tongue (UNICEF, 2011) (BEKA, 2016).

Consequently, Reyes, R. L. (2010), Ricablanca, J. D. (2014) and BEKA (2016), figured out in their studies that, MTB-MLE instruction is efficacious in improving the performance and achievement of grade 4 pupils in Science and grade 1 pupils in English respectively in the country and even in other countries. Thereupon, the researcher speculated that Mother tongue-based instruction could also be an effective tool in

uplifting the reading comprehension skills of other grade levels particularly in grade 6, where the researcher found among her learners a difficulty in their reading comprehension skills in English.

Language can become an obstruction when learners are not familiar with the school language and this impacts negatively on their studies (Malone, 2012); as well as a bridge through the mother tongue (MT) to facilitate learning. International organizations like UNESCO have always promoted mother tongue education which is a powerful way to fight discrimination.

Previous findings of researchers serve as a great motivation for the researcher to conduct further study on the use of MTB-MLE instruction by exposing learners to English stories with corresponding Ilokano translation for them to understand well the stories being read and subsequently improve their comprehension skills in English.

NAKEM International (2017), which is a well-known association of Ilocano educators and writers, through its president Aurelio Agcaoili, lauded the new policy as ushering a new period of linguistic and cultural justice in the Philippines and therefore agreed that the guidelines protect children's right to acquire education in their own mother tongue and at the same time develop their love and appreciation to their first language.

In improving the reading comprehension skills of the 24 grade 6 pupils of Capangpangan Elementary School, in the City Division of Vigan, the use of story translation using mother tongue was an effective tool in augmenting their reading comprehension skills without compromising English as a language and as a subject.

This study will help pupils to comprehend well and headway in their ability to infer the meaning of borrowed words and content specific terms using context clues and other strategies; distinguish text-types according to purpose and language features through cause and effect and problem and solution; and evaluate narratives based on how the author developed the elements: setting, characters, plot and theme, thus increasing their reading comprehension level and in other English-related skills accordingly.

V. Innovation, Intervention and Strategy

The researcher used a Teacher-made Module as an intervention which is composed of different selections/stories taken from Developing Reading Power 5 book and localized workbook such as “I am a Bigueño.”

Prior to the intervention, the researcher conducted pretest in order to diagnose the reading comprehension skills of the respondents wherein they read a story and answered a 15-item teacher-made comprehension questions in different levels about the selection. The researcher administered the intervention after the interpretation of pretest result.

The researcher presented the intervention in Module form which is made of different selections/stories with corresponding mother tongue (*Iloko*) translation. Every selection has comprehension questions properly translated in Ilokano. The comprehension questions were in the Literal, Interpretative, Creative and Critical (LICC) levels, and presented in multiple choices and open-ended questions properly translated in Ilokano. After the implementation of the intervention, the researcher conducted a post test to find the significant difference in the reading comprehension skills of the pupils before and after the administration of the intervention.

The researcher interpreted the result subsequently after the conduct of pretest, implementation of the intervention and conducted the post test using the t-test in order to find the effectiveness of the strategy.

VI. Action Research Questions

This study aimed to test the effectiveness of Story Translation in improving the reading comprehension skills in English of the 24 Grade 6 pupils of Capangpangan Elementary School, in Capangpangan, Vigan City for the school year 2018-2019.

Specifically, it sought to answer the following questions:

1. What is the level of performance of the pupils before and after the intervention?
2. Is there a significant difference in the mean score in the pretest and post-test?
3. What is the percentage gain in the reading comprehension?

VII. Action Research Methods

a. Participants and/or other Sources of Data and Information

The participants of this study were the 24 Grade 6 pupils of Capangpangan Elementary School in Vigan City Division for SY 2018-2019, wherein the researcher choose them based from the result of the administered diagnostic test whose percentage in their reading comprehension was only 7.625%. Furthermore, the researcher informed the pupils and their parents about the research and secured permission through parent/guardian's consent and moreover voluntarily submit themselves to undergo the research.

b. Data Gathering Methods

The researcher adopted a one-group Quasi-experimental research design since it is a research design that involves only one group of research subjects

who participated in some treatment of interest. The researcher observed the respondents before and after the administration of treatment of interest and the observed changes in the outcome of interest causally attributes to participation in the treatment (Mitchell O., 2015). Practically, this design is appropriate for this study since it served to examine the effectiveness of story translation in improving the reading comprehension skills of the 24 grade 6 pupils which is a one-group respondent or dependent sample only.

The researcher followed correct procedures to give accurate analysis on the data collected and employed the Mean in determining the reading comprehension skills in English of the respondents before and after the intervention. The scores of the respondents were summed up, calculated and then divided it with the total number of respondents (Sirug, 2016). The researcher used the data below to analyzed and interpret the reading comprehension skills of the pupils.

Ranges of Scores	Descriptive Rating Equivalent
12.01-15.00	Very High
9.01-12.00	High
6.01-9.00	Fair
3.01-6.00	Low
0.001-3.00	Very Low

To determine if a significant difference existed between pretest and post test scores of the respondents, the researcher used t-test for dependent/correlated samples. Furthermore, to determine if meaningful contrast between pretest and post test existed, the researcher employed dependent t-test for dependent samples. (Batin 2013).

To determine the significant difference and percentage gain in the reading comprehension level of pupils, the researcher gave the respondents a story to read and after that, answered a 15-item teacher-made comprehension questions in different level about the selection. Two school administrators and an education supervisor in English validated the questionnaire that used to measure the reading comprehension skills of the respondents after which, the researcher personally distributed the questionnaires to the respondents and continuously monitored them until the entire duration of the study.

VIII. Discussion of Results and Reflection

The percentage and frequency distribution on the level of reading comprehension skills and scores of the respondents as reflected in table 1 and figure 1 give a clearer illustration for easy reference and analysis. Eleven out of 24 pupils or 45.83 % of the respondents generated a fair level of reading comprehension in pretest while only one out of 24 or 4.17% garnered a very high level of reading comprehension. Moreover, the result of the post-test surpassed the result of pretest as indicated in the table, as evident 11 out of 24 or 45.83% build up a very high level of comprehension while 10 out of 24 or 41.67% acquired a high level of comprehension and only one out of 24 or 4.17% cultivated a fair rating. However, as viewed in table and figure 1, two respondents who scored 6 and 8 during pretest, both scored 4 in the post test nevertheless, it did not affect the overall percentage result of the reading comprehension skills of the respondents.

Table 1. The Level of Reading comprehension skills of the pupils before and after the intervention.

Scores	Performance	Pretest		Post test	
		f	%	f	%
13-15	Very High	1	4.17%	11	45.83%
10-12	High	4	16.67%	10	41.67%
7-9	Fair	11	45.83%	1	4.17%
4-6	Low	6	25.00%	2	8.33%
0-3	Very low	2	8.33%	-	-
	Total	24	100%	24	100%

Figure 1

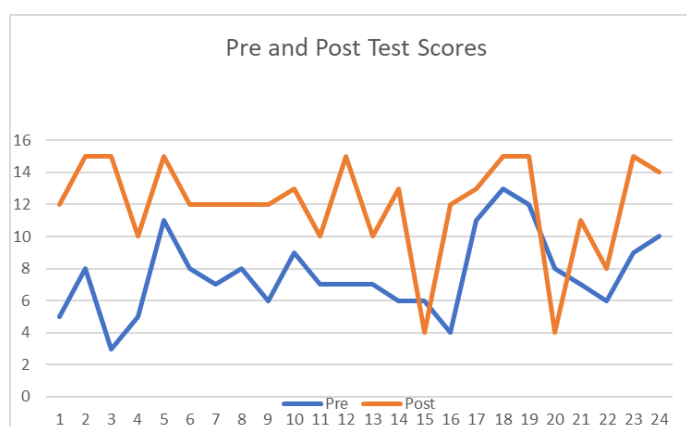


Table 1 showed evidence that the level of reading comprehension skills of the pupils in the post test has significantly improved over the result of pretest, and subsequently, the intervention which made use of story translation in mother tongue has a positive impact in the improvement of the reading comprehension skills in English of the respondents.

Table 2. The t-test of the significant difference in the mean score and gain ratio in the reading comprehension skills of pupils.

	Pretest	Post test
Mean	7.63	11.96
Mean Difference		4.33
Computed t-value		6.49
Gain Ratio		56.83

On the other hand, table 2 further clarifies that there was a great difference in the post test mean over the pre-test. The percentage gain in the post test generated a result of 56.83% as compared in pretest which means that the gain score in the post test is more than 50% over pretest scores, demonstrating that the scores in pretest showed development more than twice after employing the intervention.

Reyes (2010), conducted a study entitled Using Filipino in the Teaching of Science which proved the effectiveness of mother tongue instruction in teaching Science that directed her to conclude that, Grade 4 pupils can understand and express themselves better in Filipino than in English and that the respondents can react faster when asked, perform readily when told to do something, and get higher scores in a test. This study therefore implies that it is extra effective to use Filipino in the teaching of Science in Grade 4 (Reyes, 2010).

Ricablanca (2014), made a study that substantiate the application of MTB-MLE instruction which yielded higher performance level of learners in Science and Mathematics. Furthermore, he conducted a study to interrogate further the effectiveness of mother tongue based instruction on the achievement of the Grade I pupils in Mathematics and found out that, gender grouping gave no significant difference in the achievement of the pupils. In addition, considering also the socioeconomic status of the respondents proved no significant difference among groups for those who were in the mother tongue-based instruction, but a significant difference exists for those in the English instruction. In summation to the aforementioned citation, there was no significant difference in the achievement of the pupils in the mother tongue class when the researcher considers the ethnic origin grouping of the respondents, but noted a significant

difference in the achievement of pupils in the English class. The researcher therefore recommends that it is advisable for Grade I teachers to adopt the mother tongue instruction because this makes learners learn well and easily (Ricablanca J. D., 2014).

In the study of BEKA (2016) he summarized that, students prefer their mother tongue to other languages for any communication and feel proud for chances to develop their linguistic and cultural identity. The researcher also noted that they write better in their mother tongues than in English or other languages. Moreover, a recent evaluation of a mother tongue education program in Cameroon reveals that children who are being exposed in their mother tongue, performed significantly better in multiple subjects (including Math and English) than a control group of peers who attended schools where English was the medium of instruction (Chuo & Walter, 2011). In Vietnam, 68% of grade one student in a mother tongue program achieved the level of excellent compared to only 28% of students not learning in their mother tongue (UNICEF, 2011) (BEKA, 2016).

Subsequently, in the study of Reyes (2010), Ricablanca (2014) and BEKA (2016) have proven the effectiveness of the use of Mother Tongue-Based Instruction in the teaching of Science, Mathematics and English respectively which goes to show that previous and present studies have a positive impact in the improvement in the comprehension skills of respondents at different times and in different countries.

Based from the stated analysis of the results, the researcher can therefore conclude that the use of story translation which is providing sub-titles of English stories in the mother tongue or native language of the pupils is an effective strategy in upgrading the reading comprehension in English of grade 6 pupils of Capangpangan Elementary School.

Studies of other researchers showed that the use of MTB-MLE or mother tongue instruction has a significant effect in the improvement of the learning ability and reading comprehension of a learner, as stated and proven in the study of BEKA, he summarized that, students prefer their mother tongue to other languages for any communication and feel proud for chances to develop their linguistic and cultural identity. He further mentioned and reported in his study that the respondents express themselves well in their mother tongues than in English or other languages. He also added that, a recent evaluation of a mother tongue education program in Cameroon reveals that children being taught in their mother tongue, performed significantly better in multiple subjects (including Math and English) than a control group of peers who attended schools where English was the medium of instruction (Chuo & Walter, 2011). Another study conducted in Vietnam that supports the findings of previous researchers which proved that 68% of grade one student in a mother tongue program achieved the level of excellent compared to only 28% of students not learning in their mother tongue (UNICEF, 2011) (BEKA, 2016).

The respondents might have improved in their ability in inferring the meaning of borrowed words and content specific terms using context clues and other strategies; distinguishing text-types according to purpose and language features through cause and effect and problem and solution; and evaluating narratives based on how the author developed the elements: setting, characters, plot and theme. Notwithstanding, some pupils might have improved well in other competencies like composing clear and coherent sentences using appropriate grammatical structures; and using various types and

kinds of sentences for effective communication of information or ideas, thus snowballing their reading comprehension level.

Instruction flourish well in teaching-learning process when pupils can fully understand what is being imparted to them and can carry out a given task when their ability to comprehend is high. Furthermore, transfer of knowledge is easier, faster, and conveyed with ease in one's own mother tongue because pupils can grasp well when delivery of the lesson is in their native language. The researcher, therefore concludes that the use of story translation is an effective way of improving the reading comprehension skills of the grade 6 pupils of Capangpangan Elementary School. Twenty-one out of 24 pupils or 88% of the respondents scored high to very high in the post test after the administration of the intervention. Therefore, the researcher can conclude that the use of mother tongue is an effective tool in enhancing the reading comprehension skills in English of the Grade 6 pupils without overlooking English as a language and as a subject. Furthermore, this study will also serve as mechanism that rekindle pupils' interest to learn more, develop keener love, deeper understanding and appreciation of their own dialect, thus preserving their cultural identity. Moreover, this study is commendable for utilization.

IX. Action Plan

Since this study have been found effective, the intervention will be utilized by the Grade 6 pupils of Capangpangan Elementary School in the incoming school years. The result will be disseminated to my co-teachers during our LAC session and eventually to my colleagues in our cluster and division.

ACTION PLAN

Activities	Objectives	Strategy/ies	Person/s Involved	Time Frame	Resources	Success Indicator
Information dissemination	1. To inform and disseminate the result of the AR to respondents, administrator, teachers, parents and pupils.	1. Announce the result of the AR to the respondents, administrator, teachers, parents and pupils during PTA conference.	1. Researcher, Administrator, Teachers, parents and pupils	June 27, 2019	Slide decks	Respondents, administrator, teachers, parents and pupils shall have been informed on the Result of the action research.
	2. To discuss the positive result of the AR to colleagues for possible adaption of the technique or intervention	2. Present and explain the result to colleagues during LAC	2. Researcher, administrator and teachers	July 4, 2019	Slide decks	1. Administrator and colleagues shall have been informed of the positive result of the AR for possible endorsement and adaption.
Mentoring	1. To mentor colleagues on how to make an AR proposal	1. Presentation of sample AR proposal and discussing its parts and contents.	School Head Researcher Teachers	July 11, 2019	Slide decks and hand outs	1. Colleagues shall have been made aware of the positive result of the research.
	2. To assist colleagues in making an AR title	2. Making of AR title proposal writeshop		July 18, 2019		2. Colleagues shall have made an AR title proposal
Implementation	Implementation of the	Conduct of AR	Teacher Researcher	Aug. to	Module,	Grade 6 pupils shall

	intervention to Grade 6 pupils to improve their reading comprehension in English	intervention to improve the reading comprehension in English of Grade 6 pupils	Grade 6 pupils	Dec. 2019	testing materials	have improved their reading comprehension in English after the implementation of the intervention.
Cluster/ Division wide Dissemination	Information dissemination on the background of the research or study to colleagues in the cluster or division for possible adaptation of the intervention or technique	Presentation of result of the AR to the Division Research Committee, EPS in English and MTB, School Administrator, and teachers during the INSET	Division Research Committee, EPS in English/MTB, School Administrators and Teachers	Oct. 2019	Slide decks	Colleagues in the division shall have been informed on the background of the research for possible adaption of the intervention or technique

X. References

- Agcaoili, A. S. (2017). November 10). *NAKEM 2017*. Retrieved from <http://aureliosagcaoili.com/2017/11/10/nakem-2017-12th-nakem/>
- Batin, D. (2013). *Determinants of the performance in college algebra of the first year students in north luzon philippines state college*. (Unpublished masteral thesis). University of Northern Philippines, Vigan City
- Beka, M. B. (2016). *Mother tongue as a medium of instruction:benefits and challenges*. Retrieved from <http://seahipaj.org/journals-ci/mar-2016/IJILLAS/full/IJILLAS-M-2-2016.pdf>
- Deped order no. 74, s. 2009 *Institutionalizing mother tongue-based multilingual education (MLE)*. (2009). Retrieved from Department of Education: <https://www.deped.gov.ph/2009/07/14/do-74-s-2009-institutionalizing-mother-tongue-based-multilingual-education-mle/>
- Deped order no. 16, s. 2012 *Guidelines on the implementation of the mother tongue-based multilingual education (MTB-MLE)*. (2012). Retrieved from <https://www.deped.gov.ph/2012/02/17/do-16-s-2012-guidelines-on-the-implementation-of-the-mother-tongue-based-multilingual-education-mtb-mle/>

Mitchell, O. (2015). Experimental research design. *Wiley online library*. Retrieved from <https://doi.org/10.1002/9781118519639.wbecpx113>

Reyes, R.L. (2010). Using Filipino in the teaching of science. *Multilingual Philippines*. Retrieved from <https://mlephil.wordpress.com/2010/02/26/>

Ricablanca, J.D. (2014). *Effectiveness of mother tongue-based instruction on pupils' achievement in mathematics*. Retrieved from <https://www.academia.edu/10401349/>

Sirug, W.S. (2015). *Basic probability and statistics: A step by step approach*. Manila, Philippines *Mindshapers Co. Inc.* Retrieved from <http://pcclib.pinnacle.com.ph/cgi-bin/koha/>

XI. Financial Report

BASIC EDUCATION RESEARCH FUND (BERF) 2018 FINANCIAL REPORT As of January 10, 2019

Grant Received		30,000.00
Expenses		
a) Call card for communication/internet access	4,900.00	
b) Printing and soft binding	21,625.00	
c) Photocopy of test materials	680.00	
d) Travel Expenses	<u>2,795.00</u>	<u>30,000.00</u>
Balance		-

Prepared by:

JOVILORY A. FILART
(Researcher)