



# PROJECT SCHOOL INITIATIVE READING INTERVENTION (SIRI) USING GAME WORD APPLICATION IN ENHANCING THE READING COMPREHENSION IN FILIPINO

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Completed 2023



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## **ABSTRACT**

Title: **“PROJECT SCHOOL INITIATIVE READING INTERVENTION (SIRI)  
USING GAME WORD APPLICATION IN ENHANCING THE READING  
COMPREHENSION IN FILIPINO”**

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Date of T.A: May 12, 2023. TA session with Division Research Coordinator

The purpose of this action research is to determine the effectiveness of Project SIRI using game word application in reading performance of students of B.Titong High School. This intervention increases the reading ability and comprehension of students that identified as struggling readers during the conduct of reading assessment to all incoming students.

This study was conducted on 42 students of B.Titong High School. Data was collected by a valid and dependable questionnaire consisting of two stories and questions. The collected data were computed, analyzed, and interpreted.

The results of the study showed that the pre-test mean of the reading level scores of the 42 student respondents in the area of word recognition before the implementation of the project is 41.64 which shows that most of the respondents has very high difficulty in reading (reading miscues), but it can also be gleaned in the mean of the post-test results that the level of difficulty of reading of the respondents has decreased to 15.96 which simply means there is a significant improvement on the reading level of the respondents after implementing the Project SIRI. Also, the pre-test mean of the reading comprehension scores of the respondents before the implementation of the Project SIRI is only 4.9.

The result also showed that after the implementation of the Project SIRI, the post-test mean of the reading comprehension of the respondents is 12.5. It shows that there is a big mean difference of the reading comprehension skills

between the pre-test and post-test of the respondents equivalent to 7. 6, which further indicates that there is a big improvement in the reading comprehension of the students.

Based on the result of the Pre-Test and Post Test shows that there was a significant improvement in the Reading Ability and Reading comprehension skills of students because of the remarkable increased of the mean. The findings indicated that there is a significant impact of Project SIRI to the reading performance of the 42 students.

Therefore, it is highly recommended that other schools may adopt the developed Project SIRI game word application. Modifications or contextualization of this intervention are highly recommended.

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## **I. Context and Rationale**

Reading is simply understood by getting meaning from symbols that represent the language we speak. Among all living creatures, only human beings have learned to write and to read. People have learned to put their thoughts into symbols-marks, pictures, and letters so others can derive meaning and understanding from them through the act of reading. Centuries passed, researchers invented bunches of reading paraphernalia to be used but still there are students considered lagging in reading or reading is being taken for granted and one of the major reasons behind is due to the fast- evolving world and changing technology.

Reading plays a vital role in one's success in school since it is a prerequisite of all learning areas. It serves as a gateway for every learner to learn the different subjects because when a learner has difficulty in reading, he/she may also encounter difficulties in all subject areas. (Cimmiyotti, 2013) stated that reading is fundamental at all levels of the educational system because all subjects in the course involve reading and this will lead to better academic performance. (Palani, 2012) Present findings show that effective learning reflects the reading skills of the students. Moreover, when students take part in constant reading, it doesn't only improve their vocabulary but also contributes to their comprehension of concepts (Duru and Koklu, 2011), which are significant for understanding and overall performance in school. However, the educational system is challenged to produce effective readers. This hinders the schools to meet its goal to provide quality and well-informed individuals. (Van, 2009: Yaseen, 2013) noted that the ability to read and comprehend are essential skills for students to survive and understand how society works because most information is presented through text.

The 2018 Programme for International Student Assessment (PISA) Results revealed that among 79 participating countries and economies, the Philippines scored at the lowest in reading comprehension. PISA is a worldwide study by the Organization for Economic Co-operation and Development that examines students' knowledge in reading, mathematics, and science.

Reading was the main subject assessed among 15-year-old students in the 2018 PISA. The Philippines had an average reading score of 340, more than 200 points below China (555) and more than 100 points less than the OECD average (487). In the Philippines, boys' and girls' performances in reading both ranked lowest among PISA-participating countries. PISA 2018 results summarized that 80% of the Filipino students did not reach the minimum level of proficiency in reading. Luz (2007) stresses that many Filipino learners do not have the reading habit required in learning. The problem of non-reading lies at the heart of why the Philippines is so uncompetitive in the world economy and why so many Filipinos continue to live in poverty or barely escape by it.

That is why, DepED ordered schools to 'intensify' reading advocacy. To meet the learning standards in early language, literacy, and numeracy, the Department of Education (DepEd) has "strongly encouraged" all elementary and secondary public schools to intensify their advocacy particularly for reading. To strengthen the reading proficiency of every learner and help nurture a culture of reading which is considered a requisite skill in all content areas, Deped announced the "Hamon: Bawat Bata Bumasa" (3Bs) initiative.

Education Secretary Leonor Briones, in Deped Memorandum No. 173 s. 2019, said that 3Bs initiative will help strengthen Every Child a Reader Program (ECARP) which primarily aims to "equip learners with reading skills to make them proficient and independent readers in their grade level."

In compliance with Deped Memorandum No. 173. s, 2019, B.Titong High School religiously conducted Reading Assessment to all incoming students to assess their reading ability and reading comprehension because the school believes that reading is one of the important skills that one must master to succeed in life. It helps a student succeed in school, helps him build self-confidence, and helps him be motivated to learn further.

The basis of conceptualization of this action research was the results of the assessment conducted during the enrolment of Grade 7-10 students of B.Titong High School last August - October, 2021. The result of the assessment was very

frustrating because we found out that there were students that have poor comprehension skills in reading and there were some not able to read words and phrases even in Filipino.

It showed that Grade 7 has 21.62% or 8 out of 37, Grade 8 has 43.6% or 24 out of 55, Grade 9 has 16.67 % or 10 out of 60, and Grade 10 has 14.29% or 7 out of 49 students placed in Frustration level during reading assessment. Students who are in frustration level are classified into 2; students with poor comprehension skills in reading and students cannot read a word, phrases, much in sentences and paragraphs or they are non-readers in Filipino.

According to (Dawkins, 2017), Reading comprehension can play an important role in determining a student's academic performance. (Hashemi and Kew, 2020) Reading comprehension is one of the key strategies of reading skills that allow students to make written texts meaningful. Out of a desperate percentage of non-readers and readers without comprehension, Project SIRI was conceived. Project School Initiative Reading Intervention is an intervention using differentiated games. Differentiated instruction has been a "buzz word" in Philippine education for many years. In differentiated instruction, the learning goals are adjusted to the students' learning preference, so with Project SIRI, differentiated games is adjusted to the students' reading ability.

Educational games have been used in educational contexts for many decades (Pekalongan, et al. 2019) therefore, employing educational games is hoped to be beneficial for students. (khajavi, 2017) suggests that the combination of education and games can be both educational and entertaining. Educational games are quite advantageous, and they are effective in creating a friendly learning environment.

With that, Project SIRI seeks to decrease the number of students in the frustration level and at length increase the number of independent readers at the end of SY 2022-2023.



## **II. Proposed Innovation, Intervention and Strategy**

### **A. Innovation**

B. Titong High School puts premium on the outcome of the research that will be beneficial among students who lag behind in reading by increasing their reading ability and comprehension level through series of gameword applications.

Non-readers and with low comprehension skills are considered a common problem and issue of the school even before the pandemic. During this new normal set up of school, the concern arises due to fact that only guardians and elders are acting teachers to them during modular distance learning. Finding solutions to these concerns is more complicated to address the problem on non-readers, Project SIRI has been conceptualized. This intervention will use Gameword Application which is a card/board games such as:

BINGO BASA (BB) is inspired by the traditional card game bingo people used to play. In the standard bingo, there are 75 different letter-number combinations. Each letter-number combination corresponds with a square on the scorecards. The cards used in Bingo Basa (BB) are composed of

Step 1- 24 different letter-syllable combinations.

Step 2- 24 different letter-consonant-vowel-consonant (CVC) combination

Step 3- 24 different letter-word combinations and so on.

The goal of the game is to cover the squares in a vertical, horizontal, or diagonal row. Using THE HATS Application, the teacher will call the syllables or words to be covered. Students who got the winning pattern will read the winning combination of syllables, CVC, and the words she/he got.

READING MONKEY was based on the card game ungoy-ungoyan or pares-pares also known as Matching Memory Game. The game requires a player to remember where previous cards are positioned to make a match. This game helps the mind stay alert and improve the memory capacity and practice abstract thinking of the player. In applying this game in reading.

Step 1- Each card has a syllable, to be paired to another card to make a word.

Step 2- Each card has a word, to be paired to another card to make a compound word, identifying synonyms and antonyms or homonyms can be applied in this step.

Step 3- Each card has a phrase, to be paired to another card to make a sentence and so on.

Student who got all his/her Pares first will be declared as the winner or the Reading Monkey.

**SNAKE AND READER ON A LADDER (SRL)** was based on Snake and Ladder, a worldwide classic board game. It navigates your piece from start to finish, avoids the snakes, and takes shortcuts going up the ladders. The origins of this game are found in ancient India where it was known as 'Moksha-Patamu." A player moving up the board represented life's spiritual journey, complicated by virtues - the ladders, and vices - the snakes. Applying this game in reading, we need a board, each square on the board has a corresponding sentence from a story, Dice has 4 commands in it. *Una*, *Ikalawa*, *Ikatlo*, *Sunod* and *Huli* or Word Signals. A player will roll the dice, if he/she got *Una* she will move his/her piece to the square *Una* and read aloud the sentence corresponds to the square *Una*, same as to *Ikalawa*, *Ikatlo*, *sunod* and, *Huli* until she/he place in a square with a ladder and a snake. The reading implementer or researcher will ask a question/s regarding to the sentences of a short story/passage she/he has read, if the player answer the question/s she/he will take the ladder in order to play to the next level, but if the players did not answer the question/s correctly she /he will take the snake and go back to the beginning point to start again the game. The player that reaches the highest space on the board, wins the game.

**BASAPORTE** a checklist of the student-respondent how far or how many stories she/he had read and her/his scores in comprehension check-up in every place he/she goes. The reader will travel his journey using a map. The map will serve as his guide what place he may go. In this game, the proponent may

integrate contextualization and localization such as origins, cultures, traditions, and folklores that originate from the places. The readers who had read many stories and got the highest score in comprehension check-up will declare a “Basaphile” based on the Greek word “Hodophile”. Hodophile means a person loves to travel but, in this game, “Basaphile” means a student loves to read in every place he goes.

Through this series of games or gameword application, it is therefore projected that there will be positive results in the respondents’ performances in all subject areas, specifically in Filipino, because they fully develop their reading ability and comprehension skills.

## **B. Intervention**

The Project SIRI game word activities started with pre-test. The purpose of the pre-test was to determine the reading ability and comprehension level of the respondents.

The designed game word activities were contextualized to address the learning needs of the respondents based on the result of the pre-test. After the pre-test, the actual intervention started.

After the respondents explored and mastered the game word activities, post-test will be conducted to determine if the Project SIRI game word application is effective.

## **C. Strategy**

The process of implementing the Project SIRI Game Word Application started with assessment. The game word applications or activities are categorized according to the reading level of the student-respondents.

**TABLE 1**  
**Categorized Reading Level of the Respondents**

<b>CATEGORY/LEVEL</b>	<b>GAMES/STRATEGIES UTILIZE</b>
Non-readers	Level 1-Bingo Basa Level 2- The Reading Monkey Level 3- Snake and Reader on a Ladder
Frustration Level (Comprehension Skills)	Level 1- The Reading Monkey Level 2- Snake and Reader on a Ladder Level 3- Basaporte

Through this series of games or Game Word Application, it is therefore projected that there will be positive results in the respondents' performances in all subject areas, specifically in Filipino.

### **III. Action Research Questions**

The research study aimed to determine the effect of the Project SIRI that will be used as a tool in remedial reading session to the students who lag behind in reading of B.Titong High School toward the improvement of the performance, school year 2022-2023. This study sought to answer the following questions:

1. What is the level of performance in Filipino of the students who lag behind in terms of Reading ability before and after Project SIRI implementation?
2. What is the level of performance in Filipino of the students that are lag behind in comprehension skills before and after Project SIRI implementation?
3. Is there a significant difference on the performance level of the students who lag behind in Filipino than in other subjects?

4. Is there any differences on the result of the performance level of students in Filipino when Project SIRI implemented?
5. What is the impact of Project SIRI to the performance of students in Filipino subject?

#### **IV. Action Research Methods**

##### **A. Participants and/or other sources of Data & Information**

Table 1 shows the participants of this research. The Participants of this research are the identified students from grade 8 -10 who are in frustration level of B.Titong High School for the school year 2022-2023. Forty- two out of 220 students from grade 7 -10 who need assistance to cope up with their lessons and raise their reading proficiency level. The respondents are identified based on their reading assessment using the PHIL-IRI Tool kit last school year 2021-2022. The participants are subject to be involved in Project SIRI to uplift their reading ability, comprehension skills and performance level in all learning areas specifically in Filipino.

**TABLE 2**  
**Participants of this Research**

<b>GRADE LEVEL</b>	<b>NON-READER</b>		<b>FRUSTRATION (COMPREHENSION LEVEL)</b>	
	<b>MALE</b>	<b>FEMALE</b>	<b>MALE</b>	<b>FEMALE</b>
7	3	0	10	4
8	0	1	1	6
9	3	0	5	0
10	3	1	4	1

## **B. Data Gathering Methods**

The researcher utilized a pre-test and post-test design using at least two (2) stories and constructed eight (8) comprehension questions for every story that was read and answered before and after project SIRI implementation. After the data has been gathered, tabulated, and analyzed, they are applied using the determined data analyzing tool to determine the outcomes of the study. The pretest and post-test tool are attached in the annexes.

## **VIII. Discussion of Results and Reflection**

The data presented in this part follows the arrangement of the problems as based in the Action Research Questions.

Upon the administration and after the conduct of the test, the researcher used Descriptive statistics such as the frequency, mean, rank and the dependent t-test in analyzing the data gathered and interpreted the comparison of the pretest and posttest result.

### **1. Level of Performance in Filipino of the Students who Lag Behind in Terms of Reading Ability Before and After Project SIRI implementation**

**TABLE 3**  
**Mean Between Pre-Test and Post-Test Results of the Respondents in Reading Level**

<b>Pre-Test (Mean)</b>	<b>Post-Test (Mean)</b>	<b>Mean Difference</b>
41.64	15.96	25.68

Table 3 shows that the pre-test mean of the reading level scores of the 42 student respondents in the area of word recognition before the implementation of the project is 41.64 which shows that most of the respondents has very high difficulty in reading (reading miscues), but it can also be gleaned in the mean of the post-test results that the level of difficulty of reading of the respondents has

decreased to 15.96 which implies that the reading miscues of the respondents has decreased. With these results, I can conclude that there is a significant improvement on the reading level of the respondents after implementing the Project SIRI.

**Table 4**  
**Significant Difference in the Reading Level Results of the Respondent**  
**Before and After Implementing the Project SIRI**

t Stat	t Critical (one- tailed)	n	df	$\alpha$	Decision rule	Comparison	Decision
16.46	1.753	42	15	0.05	Reject HO and Accept HA if t Stat $\geq$ t Critical, Accept HO and Reject HA if t Stat < t Critical	t Stat < t Critical	Accept HO and Reject HA

Ho: There is no significant difference in the average pretest and posttest scores of the respondents.

HA: There is a significant difference in the average pretest and posttest scores of the respondents.

**2. Level of performance in Filipino of the students that are lag behind in Comprehension skills before and after Project SIRI implementation.**

**Table 5**

**Mean Between Pre-Test and Post-Test Results of the Respondents in Reading Comprehension**

Pre-Test Mean	Post-Test Mean	Mean Difference
4.9	12.5	7.6

Table 5 showed that the pre-test mean of the reading comprehension scores of the total 42 respondents before the implementation of the Project SIRI is only 4.9. The table also manifested that after the implementation of the Project SIRI, the post-test mean of the reading comprehension of the respondents is 12.5. It shows that there is a big mean difference of the reading comprehension skills between the pre-test and post-test of the respondents equivalent to 7.6, which further indicates that there is a big improvement in the reading comprehension of the students.

**Table 6**

**Significant Difference in the Reading Comprehension Results of 42 Respondents Before and After Implementing the Project SIRI**

t Stat	t Critical (one-tailed)	n	df	$\alpha$	Decision rule	Comparison	Decision
66.38	1.671	42	60	0.05	Reject HO and Accept HA if t Stat $\geq$ t Critical, Accept HO and Reject HA if t Stat $<$ t Critical	t Stat $<$ t Critical	Accept HO and Reject HA



HO: There is no significant difference in the average pretest and posttest scores of the respondents.

HA: There is a significant difference in the average Pretest and Posttest scores of the respondents.

The t-test analysis of the average Pretest and Posttest scores of the respondents are shown in Table 4. The computed t Stat is 66.38 while the tabular or t Critical with 60 degrees of freedom and 5% level of significance is 1.671. Since the t Stat < t Critical, therefore, accept Ho and reject HA. Therefore, there is no significant difference in the average Pretest and Posttest scores of the respondents.

### **3. Significant Difference on the Performance Level of the Students who Lag behind in Filipino than in other Subjects**

The findings showed that there is no significant difference in the average Pretest and Posttest scores of the respondents.. But there is a big impact in other subject in terms of comprehension. Since the respondents improved their reading and comprehension skills in Filipino it's automatically improved the learning outcome not just in Filipino subject alone but also in other subjects.

### **4. Differences on the Result of the Performance Level of Students in Filipino when Project SIRI Implemented**

It shown in tables 4 and 6 that there was a significant improvement in the reading level and reading comprehension skills of students because of the remarkable increased of the mean after implementing the Project SIRI.

## **5.Impact of Project SIRI to the Performance of Students in Filipino Subject**

The above finding stressed that the result of Posttest have a significant impact to the performance of the student –respondent. The results explained that the levels of learning outcomes of the student-respondent had improve.

### **Reflection**

Pandemic brought us different challenges, from lifestyle to education system. When classes shifted from modular to modified face to face classes there were a lot of problems appeared and few of these is the reading ability and comprehension of the students. To enhance the reading ability and comprehension level of the identified struggling readers of our school, I decided to craft four (4) instructional reading materials that could be used during remedial classes.

As a classroom teacher, we must innovate something that we could use to uplift the learning performance of our students. I strongly believe that Project SIRI using game word application helped my student overcame their dilemma in reading.

## **VI. Advocacy, Utilization, and Dissemination**

Following the completion of this action research, the proponent will conduct 1-day training workshop to share the findings to fellow teachers in B.Titong High School. The training design and work and financial plan are presented in Table 7 and 8 respectively. As stated in the training design, the proponent will conduct a 1-day training workshop on Project (SIRI) School Initiative Reading Intervention using Gameword Application.

The findings of this study will be utilized and integrated in the school improvement plan (SIP) of B.Titong High School. The Proponent's main goal is for the result of the action research to be used as remedial reading's tools not just in B.Titong High School but in other schools of Division of Masbate City will also be topped and encouraged to adopt the innovation.

**Table 7**  
**1- DAY TRAINING- WORKSHOP ON PROJECT SCHOOL INITIATIVE**  
**READING INTERVENTION (SIRI)**

**Training Design**

JUNE 16, 2023

B.Titong High School, B.Titong, Masbate City

TIME	TOPIC
8:00-9:00	Registration and Opening Program
9:00-9:30	Expectation and Protocol
9:30-10:15	Overview of Project School Initiative Reading Intervention (SIRI)
10:15-10:30	HEALTH BREAK
10:30-11:00	Crafting of Bingo Basa (BB) materials
11:00-11:30	Workshop no. 1
11:30-12:00	Crafting of Reading Monkey (RM) materials
12:00-1:00	LUNCH BREAK
1:30-2:00	Workshop no. 2
2:00-2:30	Crafting of Snake and Reader on a ladder (SRL) Material
2:30-3:00	Workshop no. 3
3:00-3:30	Crafting of Basaporte
3:30-4:00	Workshop no. 4
4:00-4:30	Closing Program
4:30-5:00	Home Sweet Home

**Table 8**

**Work and Financial Plan**

**1- DAY ON PROJECT SCHOOL INITIATIVE READING INTERVENTION (SIRI)**

General Objective: To train the teachers in crafting Project SIRI learning materials

OBJECTIVES	PROGRAMS	ACTIVITIES	PARTICIPANTS	PERFORMANCE INDICATORS	MOV's	DATE OF IMPLEMENTATION	BUDGET	SOURCE OF FUND
To capacitate teachers in crafting Project SIRI learning materials	School-based Training-Workshop	1-Day Training-Workshop on Project School Initiative Reading Intervention (SIRI)	7 Teachers, 1 School Heads and 3 school staffs	No. of participants who attended the training-workshop	-training proposal - memos, attendance, pictorial, online M&E tool	June 26, 2023	3,000.00	BERF

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[https://www.researchgate.net/publication/335609330 CHANGES IN KNOWLEDGE BEHAVIOR AND ENVIRONMENTAL CONTROL FOR FILARIASIS PREVENTION WITH MANDIRI POCKET BOOK IN PEKALONGAN CITY SOCIETY A LONGITUDINAL STUDY](https://www.researchgate.net/publication/335609330)

Phil IRI Full Package v1

## VIII. Financial Report

**TABLE 9**

**Cost Estimates**

ACTIVITY	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL AMOUNT
<b>A. Conceptualization of the Research Proposal</b>				
1. Materials	Short Bond Paper	2 reams	275	550.00
	Black Ink	1 bottle	490	490.00
	Regular load for internet		1000	1,000.00
<b>B. implementation of research</b>				
1. Supply and Materials	Long worx paper	10 sets	59	590.00
	long book Paper	5 reams	315	1,575.00
	long colored paper	2 reams	325	650.00
	Epson Ink	2 red	490	980.00
		2 yellow	490	980.00
		2 blue	490	980.00
2. Snack for student-respondents		8 boxes juice	47	376.00
		8 bags biscuits	72	578.00

2. Transportation Cost	Roundtrip fare of teacher going to SDO and student-respondents houses	Tricycle fare <i>"Habal-habal"</i> fare	500	500.00
<b>C. Data gathering, interpretation of data, gathered and preparation of completed research report</b>				
1. Reproduction of Final Copy of the Research Paper	Short Bond Paper	3 reams	275	825.00
2. CD and Book bind	Epson Black Ink	1 bottle	490	490.00
		2 copies	686	686.00
<b>D. Dissemination of Action Research</b>				
1. Materials	Tarpaulin	3x5	450	450.00
2. Meals		11	300	3,300
<b>TOTAL</b>				15,000.00



**TABLE 10**  
**BERF Financial Report**

<b>ACTIVITY</b>	<b>CASH OUT</b>	<b>BALANCE</b>
BASIC EDUCATION RESEARCH FUND (BERF) FACILITY GRANT		Php 15,000
Crafting and preparation of research proposal	2,040	12,960
Production, Printing and conduct of pretest and posttest	1,500	11,460
Production of Project Siri Gameword Application tools	4, 209	7, 251
Communication expenses	1,500	5,751
Completion of Action Research	2,001	3,750
Dissemination of action research	3,750	0