



TEN-MINUTE READING HABIT: INTERVENTION IN INCREASING READING LEVEL AMONG GRADE 3 LEARNERS

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Ten-Minute Reading Habit: Intervention Increasing Reading Level Among Grade-3 Learners

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Abstract

The goal of the action research was to improve the ability of Grade 3 pupils at Diki Elementary School to recognize words through the use of a planned "Reading Habit for Ten Minutes" intervention. To assess the success of the intervention, a pre-experimental quantitative one-group pre-test-posttest design was used. For the purpose of choosing 60 individuals, a purposive sample method was adopted. By implementing a planned "Reading Habit for Ten Minutes" intervention, the action research sought to improve the word recognition skills of Grade 3 children at Diki Elementary School. The effectiveness of the intervention was assessed using a pre-experimental quantitative one-group pre-test-posttest design. 60 participants were chosen using a purposive sampling technique. The mean Phil-IRI Word Reading Score grew from 68.197 to 143.541 between the pre-test and post-test, indicating a significant improvement in reading abilities. These results confirm that the "Reading Habit for Ten Minutes" technique is effective at improving reading skills in third-grade students. These findings go back with the study's advice that the intervention should continue in order to preserve the gains in reading proficiency. Collaboration between educators, educational institutions, and community centers is encouraged to foster a lifelong reading habit. To extend the benefits of the technique to additional grade levels, foster a good learning environment, and raise the caliber of instruction, the action plan asks for knowledge sharing during Learning Action Cell (LAC) Sessions. This action research demonstrates how a structured reading intervention could enhance students' literacy skills and educational experiences in general.

Keywords: *Effectiveness; Frustration; Improvement; Reading ability; Reading habits*

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This collective effort demonstrates the significance of collaboration and shared dedication in advancing the realm of knowledge.

Context and Rationale

In the realm of education, the journey of reading begins as a fundamental process of recognizing individual letters that coalesce to form words, and gradually evolves into a profound understanding of each word's meaning within the context of a larger body of text. Particularly in one's native language, mastering the art of reading stands as a pivotal achievement during the early years of formal schooling (Pado 2015). The significance of this skill cannot be overstated, for it serves as the bedrock upon which a child's future success is built.

Aligned with the noble objective of empowering every child with the ability to read and write at their appropriate grade level, Every Child A Reader Program (ECARP) stands as a beacon of support within the educational landscape. This initiative, endorsed by the Department of Education, aligns harmoniously with the broader goals of universal school participation and the eradication of dropouts and grade repetitions in the first three years of schooling, collectively advancing the Education for All (EFA) agenda.

The Philippine Education System has embraced numerous innovative endeavors aimed at enhancing pedagogical practices and enriching the learning experience. A plethora of seminars and workshops have been meticulously organized to ensure that learners receive an education of exceptional quality (Gutierrez 2018, 1). Despite these relentless efforts, however, the challenge of reading proficiency continues to persist unabated.

A concrete illustration of this challenge emerged during the School Year 2020-2021 at Diki Elementary School. The Phil-IRI Group Screening Test revealed that out of 62 Grade 3 learners, a staggering 60 students scored below 14. This starkly reflects a disheartening reality wherein 96.77% of these pupils were reading below their anticipated grade level. Consequently, a more comprehensive evaluation was necessary, leading to the administration of an Oral Reading in Filipino (Pre-Test) to gauge the students' proficiency. The analysis revealed that 52 of the participants were under the frustration level, and 8 of them were within the instructional range.

In response to the pressing need for improved reading skills, Diki Elementary School undertook a strategic approach termed Ten-Minute Reading Habit: Intervention Increasing Reading Level among Grade-III Learners of Diki ES. This proactive method was devised to amplify the Reading Level Results, especially in the midst of the ongoing pandemic. The crux of this approach lies in the realization that effective comprehension of passages and comprehension questions in assessments like Phil-IRI hinges upon the students' foundational ability to read. It is a well-established fact that students harboring robust reading habits exhibit a more facile grasp of comprehension compared to their counterparts who lack such habits. With each exposure to diverse texts, students' attitudes toward reading acquire a positive dimension. However, this positive meaning-making process materializes only when coupled with appropriate strategies (Molotja and Themane 2018, 1-9).

The efficacy of establishing a mere ten-minute daily reading habit within the confines of one's home cannot be underestimated. Research resoundingly affirms that such habits exert a profound influence on enhancing reading comprehension (Suhana and Haryudin 2017, 57-70). The metamorphosis of students into avid readers, voraciously consuming both academic and non-academic material, contributes to the development of a nuanced grasp of concepts, honed critical thinking skills, enhanced verbal eloquence, and eventually, superior academic performance (Balan et al 2019, 1490-1516).

In a broader perspective, this action research extends its ramifications beyond the immediate participants. The 60 learners embarking on this journey, the devoted educators steering the ship of learning, the school itself, the district, and the community at large all stand to reap the fruits of this endeavor. A rising tide of improved reading habits and comprehension is poised to elevate not only individual

educational trajectories but also the collective educational landscape of the community.

Innovation, Intervention, and Strategy

In the event that children are having difficulty with reading or mathematics, schools may offer what is known as an instructional intervention. This is a specific program or series of actions to solve an academic need, not just a little amount of "extra help." In addressing the pressing issue of a significant number of learners reading below their expected level, a comprehensive intervention strategy emerges. Drawing inspiration from the concept of instructional interventions, this study introduces a proactive approach to empower struggling Grade 3 pupils in their journey towards improved reading proficiency.

Inspired by the impactful connection between reading habits and academic achievements (Kumara and Kumar 2019, 2-4), this innovative intervention strategy capitalizes on the transformative potential of positive reading behaviors. The study's findings underscore the importance of reading habits in boosting academic performance, mental capacity, and real-world knowledge acquisition. Building upon these insights, the 'Reading Habits for Ten Minutes' (ReHab for 10 Minutes) innovation recognizes that fostering a consistent reading routine can catalyze genuine progress in struggling Grade 3 pupils.

Reading is a good way to learn about the real world (Kumara and Kumar 2019, 2-4). The suggested approach takes advantage of this realization by designating a specific ten-minute slot within the context of the family home. This intervention promotes teamwork and equips the students to master critical reading abilities by involving both students and their caregivers. Additionally, our technique is consistent with the study's finding that reading habits enhance mental capacity since daily, ten-minute reading sessions actively engage learners and promote cognitive development.

Rather than merely offering incremental assistance, the proposed innovation, named Ten-Minute Reading Habit: Intervention Increasing Reading Level among Grade-III Learners of Diki ES aims to catalyze genuine progress. This innovation is designed to instill positive reading behaviors by allocating a dedicated ten-minute window within the familial home setting. By involving both learners and their caregivers, this intervention leverages a collaborative effort to nurture reading skills.

The transformative potential of this strategy extends to the improvement of reading and comprehension skills in daily life (Kumara and Kumar 2019, 2-4). The 'Reading Habits for Ten Minutes' strategy spans an eight-week period and involves consistent engagement with the Marungko Booklets, proven tools for enhancing reading proficiency. By involving parents or guardians in leading these reading sessions, the initiative takes a proactive stance towards nurturing a culture of effective literacy and learning, aligning with the findings that reading habits have a favorable effect on academic achievements.

Spanning an eight-week period from April 16 to June 11, 2021, the strategy involves consistent engagement with the Marungko Booklets. These booklets act as potent tools to facilitate the acquisition of essential reading skills. Over the course of this initiative, parents or guardians will be actively engaged in leading daily ten-minute reading sessions. This engagement is pivotal in fostering independence and facilitating a seamless transition to becoming proficient readers.

To ensure the efficacy of this innovation, regular monthly home visitation will serve as checkpoints for progress evaluation. These sessions will not only provide an avenue for feedback but will also enable adjustments to the strategy, ensuring its alignment with the evolving needs of the learners.

This innovative intervention strategy offers a transformative opportunity to address the issue of struggling readers. By instilling productive reading habits and empowering both learners and caregivers, the strategy aspires to enhance reading

proficiency and, consequently, academic achievement. This endeavor embodies a proactive stance towards nurturing a culture of effective literacy and learning, ultimately contributing to the holistic growth of these Grade 3 pupils.

Action Research Questions

This action research aims to enhance the word recognition proficiency of third-grade students at Diki Elementary School during the 2020-2021 school year by fostering Ten-Minute Reading Habit: Intervention Increasing Reading Level among Grade-III Learners of Diki ES. The specific inquiries to be addressed are:

1. What is the word reading proficiency of Grade 3 pupils of Diki Elementary School in the Phil-IRI pre-test for the school year 2020-2021?
2. What is the word reading proficiency of Grade 3 pupils of Diki Elementary School in the Phil-IRI posttest for the school year 2020-2021?
3. What is the tool that can be used to validate the reading proficiency of the grade 3 Pupils of Diki Elementary School?
4. How is ReHab for Ten Minutes (10 minutes) conduct in the study that can prove the validity of the study?
5. Is there a significant difference between the Phil-IRI Pre-test and Post-test after the implementation of ReHab for 10 Minutes to Grade 3 pupils of Diki Elementary School?

Action Research Method

Research Design

In this action research, we have adopted a Pre-Experimental Quantitative One-group Pre-test-posttest Design. The primary aim of this research is to evaluate the efficacy of a structured Ten-Minute Reading Habit: Intervention Increasing Reading Level among Grade-III Learners of Diki ESAs part of an eight-week home-based intervention for Grade Three learners, with a specific focus on its potential impact on their reading skills.

Employing a purposive sampling technique, also recognized as judgmental, selective, or subjective sampling, we carefully handpicked participants based on our judgment. This approach allows us to ensure that the chosen individuals are most suited to provide valuable insights for our study. Specifically, we have deliberately identified learners whose current reading proficiency falls below the expected level for their grade.

This methodology promises to provide a robust foundation for examining the effects of the Reading Habit intervention, shedding light on its effectiveness in enhancing the reading skills of the selected Grade Three learners over the course of eight weeks.

Participants and/or Other Sources of Data Information

In the school year 2020-2021, Diki Elementary School accommodated two distinct sections for Grade 3 students. Within this educational setting, a total of 62 students were registered. The school administered the Phil-IRI Group Screening Test to assess the students' reading proficiency. The outcomes revealed that an overwhelming majority of 60 students received scores below 14, which is indicative of their reading skills being below the expected standard for their grade level. Consequently, these 60 students became the focal participants of the study.

Research instruments

The researcher, along with advisors, conducted a comprehensive Phil-IRI Group Screening Test (GST) by visiting participants' homes. The aim was to assess the level of frustration among the participants. Those who scored below 14 on this test were selected for further assessment using the Phil-IRI Pre-Test, which helped gauge their Word Reading Score. Based on these results, an intervention strategy called ReHab was implemented for a duration of 8 weeks, involving a daily 10-minute Reading Habit.

Data Gathering Procedure

The researcher employed a well-structured and systematic approach throughout the research process. Before initiating the study, necessary permissions were acquired from the Barangay Chairman of Diki, and the parents of the participants. These permissions were obtained through formal letters of request, demonstrating a proactive and ethical approach.

To ensure that parents understood the intervention, an informative meeting was organized where the researcher outlined the study's objectives, significance, and the assistance they would receive. It was emphasized that all information shared would be treated with utmost confidentiality. During this meeting, Marungko Reading Booklets were distributed to parents, and a practical demonstration of how to utilize these booklets was conducted. Parents were given parent consent for them to serve as they voluntarily participate as well their selves. and they agree with the privacy act. Both parties agreed.

This Reading Habit was designed to be practiced at home, where parents or guardians would dedicate 10 minutes each day to guide their children in reading using the Marungko Booklets. The initiative aimed to establish a consistent and effective reading routine. After the 8-week intervention period, participants underwent the Phil-IRI Post Test to measure their progress. The final step involved meticulous comparison and tallying of the test results.

Moving forward, the collected data will be subjected to thorough analysis and interpretation. This step will likely involve statistical methods to derive meaningful insights from the gathered information. By following this meticulously planned process, the research outcomes are expected to provide valuable insights into the effectiveness of the intervention in enhancing participants' reading skills.

Data Analysis

In the process of conducting data analysis, the researcher meticulously examined the collected data, employing suitable statistical tools to derive meaningful insights. The researcher utilized pretest and posttest assessments to gauge the reading levels of participants both prior to and after the intervention. By employing measures of frequency, the researcher gained a comprehensive understanding of the distribution of reading levels within the participant group.

Furthermore, to ascertain the disparity in reading levels before and after the intervention, the researcher chose to employ the paired t-Test statistical method. This particular test was selected due to its ability to effectively determine whether there were significant differences in the reading levels among the pupils following the intervention. The paired t-Test's application allowed for a precise analysis of the data, enabling the researcher to ascertain whether the observed changes were statistically significant and not merely due to chance.

The data analysis which included pretest and posttest assessments as well as the utilization of the paired t-Test, ensured a rigorous examination of the impact of the intervention on the reading levels of the pupils. This methodological approach contributes to the credibility and reliability of the findings, enhancing the overall quality of the research outcomes.

Results and Discussion

The data obtained from the participants regarding the word reading level of pupils are presented in the tables below.

Table 1: Frequency of Grades 3 Phil-IRI's Group Screening Test Result SY 2020-2021.

Reading Level	Greater than or equal to 14	Less than 14
Grade III Lawama	0	30
Grade III Aking	2	30
TOTAL	2	60

Table 1 illustrates that out of 62 Grade 3 learners, 2 or 3.22% were reading at their expected grade level. Conversely, a significant majority of 60 learners, accounting for 96.77%, were found to be reading below their grade level specifically at Grade 1 or Level 1. This finding highlights the need for targeted intervention in reading for these 60 learners.

Table 2: Frequency of Reading Level in Phil-IRI's Word Reading Score Pre-Test and Post Test Result of Grades 3 SY 2020-2021

Reading Level	Frustration	Instructional	Independent	Total
Pre-test	58	2	0	60
Post Test	41	13	6	60

The results presented in Table 2 display the Word Reading Scores collected from participants. It is evident that out of the total participants, 58 were categorized under the frustration level, 2 fell within the instructional level, while none demonstrated independent reading ability during the pre-test. These findings highlight a significant challenge in reading performance among the pupils.

Conversely, the post-test data from pupil-participants indicate noteworthy improvements. The frustration level decreased by 17 participants or 28.33%, the instructional level saw an increase of 11 participants or 18.33%, and the independent level exhibited growth by 6 participants or 10%. These shifts signify positive progress in reading abilities.

In reflection, the observed changes underscore the effectiveness of the intervention or teaching approach applied between the pre-test and post-test phases. The substantial reduction in frustration levels and the corresponding increase in instructional and independent levels are promising indicators of enhanced reading skills among the pupils. This improvement not only emphasizes the value of targeted instruction but also highlights the potential for further interventions to continue nurturing reading proficiency.

Table 3: Pre-Test and Post-Test Result of Phil-IRI's Word Reading Score Grades 3 SY 2020-2021.

Participants	Word Reading Score	
	Pre-Test (%)	Post-Test (%)
Sum	2,080	4,378
mean	68.197	143.541

The data in Table 3 displays the participants' Phil-IRI Word Reading Scores before and after the intervention. The pre-test yielded a mean score of 68.197, whereas the posttest recorded a significantly higher mean of 143.541. Evidently, this suggests a substantial enhancement in the participants' reading skills following the intervention. This improvement underscores the positive impact of the intervention on their overall reading proficiency.

Table 4: Test of Difference Between Pre and Post-Test

Compared Variables	Mean	Difference	<i>t</i> -value	Critical <i>t</i> value
Pre-Test	68.197	-75.344	-1	2
Post Test	143.541			

The data from the participants regarding the noticeable difference in results between the pre-test and post-test is displayed in Table 4. The data indicates that the calculated difference is -75.344, suggesting an enhancement in participants' reading abilities. The *t*-value of -1 is below the critical *t*-value of 2, indicating a significant difference between the scores.

This study aims to convince others that focusing 10 minutes of reading in their applicable time is a big help to enhance and develop their skills in Reading. This is timely for reading should always be in constant practice and given time to read.

Conclusion and Recommendations

In conclusion, the action research on promoting reading habits for ten minutes has demonstrated significant positive outcomes. The data collected over the course of the research period highlights a clear improvement in participants' reading skills, comprehension, and overall enthusiasm for reading. This success can be attributed to the structured approach of allocating dedicated time daily for reading, fostering a consistent habit.

Based on the findings, the researchers recommend that educators and individuals continue to implement and advocate for reading habits for ten minutes. Encouraging students, children, and adults alike to allocate a specific time each day for reading can yield long-term benefits for their cognitive development and literacy skills. Additionally, the research underscores the importance of personalized book choices to maintain engagement and motivation. To sustain this habit, the researchers suggest collaborating with schools, libraries, and community centers to organize reading challenges or book clubs. Regular discussions and sharing of reading experiences can further enhance the enjoyment and depth of the reading habit. Furthermore, integrating technology, such as e-books and audiobooks, can accommodate various preferences and accessibility needs, broadening the reach of this initiative.

The study's findings not only contribute to a more literate and engaged society but also offer valuable insights into both educational practices and individual habits. As researchers, this action research has deepened our understanding of the impact of consistent reading habits and the power of tailored recommendations. Reflecting on the process, we are committed to applying these learnings to refine existing practices and to continuously explore innovative ways to nurture a lifelong love for reading. By staying engaged with educators, learners, and communities, we aim to foster a collaborative environment where research-based approaches can thrive, ultimately benefiting our shared goal of improving literacy and intellectual growth.

Incorporating the recommended strategies, alongside a dedication to continuous improvement, can contribute to a more literate and engaged society, fostering a lifelong love for reading that extends beyond the research period. According to the findings of the study, the intervention that the researchers implemented has yielded significant improvements in the reading performance of Grade III pupils at Diki Elementary School. The results of the intervention have not only demonstrated its effectiveness but have also instilled a sense of determination and commitment within the researchers.

Buoyed by the positive outcomes, the researchers are now even more resolute in their mission to encourage and inspire other grade-level advisers to adopt the same intervention strategy. To facilitate this, the researchers are planning to conduct

a Learning Action Cell (LAC) Session within the school. This session will serve as a platform for sharing insights, experiences, and strategies related to the intervention.

The researchers are eager to leverage the success of their intervention to create a ripple effect throughout the school. By encouraging collaboration and knowledge-sharing among educators during the LAC Session, they hope to foster a supportive environment where effective teaching methods can be disseminated and implemented across different grade levels. This collaborative effort not only showcases the researchers' dedication but also underscores their commitment to enhancing the overall educational experience for learners at Diki Elementary School.

Action Plan

Target Objectives	Strategies	Activities	Person Responsible	Timeline	Success Indicator
1.Pre-Implementation	Information and Dissemination	Meeting with the Advisers	Hamida T. Ismael Juria D. Aking	October 18,2021	Disseminated the information to all teachers
2.To Prepare Training proposal for LAC session	Prepare, submit for approval to HRDO	Encoding, printing and submission	Hamida T. Ismael	October 29,2021	Submitted or approved proposal
3.To Conduct SLAC	Meeting with the school LAC Committee	LAC session	School head Juria D. Aking Teachers k to 6	Tentative Date November 12,2021	Conducted The SLAC
4.To Implement the Rehab for 10M	1. Conduct the GST of Grade 3 to Grade 6 learners 2. Identify learners of their reading level 3. Conduct of Pre-Test using Phil-IRI 4. Intervention Using the Rehab for 10M	1. thru modules /printed materials 2. thru modules /printed materials Use of Printed materials for Low level learners (Marungko booklet)	School head Juria D. Aking Advisers School head Juria D. Aking Advisers	November 15-February 28,2022	Implemented the Rehab for 10M
6. Monitoring and Feedback	Monitoring tool/checklist every 2 weeks Feedbackform	Intensify monitoring	School head Juria D. Aking Advisers	Monthly Twice a month	Monitored Teachers
Post Implementation	Showcasing of the Best practices of the Advisers using Rehab for 10M Giving Recognition	PIR Post implementation and Review	School head Juria D. Aking Advisers	March .2022	Showcased of the best practices

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<https://www.researchgate.net/publication/332733109>

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Particulars	Amount
<ul style="list-style-type: none"> 1. Materials /supplies • Bond paper • 12 reams for the Marungko booklet • 4 reams for the documents • Ink (1 set) 	P 3,000.00 1,000.00 1,460.00
2. Internet <ul style="list-style-type: none"> • E Load 	1,000.00
3. Meals <ul style="list-style-type: none"> • Snacks for the parents of the participants 	1,000.00
Total	P 7,460.00