



Promoting Positive Discipline in Developing Love for Reading Using Comprehensive Analytical Reading Inventory (CARI): A Review Study

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ABSTRACTS

The reading performance of Grade Seven Students at Palapas National High school is low as reflected in the Pre Reading-Assessment conducted last May 2019. 48 students out of 136 were considered under frustration level. This study focused on the effectiveness of remedial reading to the students with learning disabilities in reading at Palapas National High School. It aimed to promote positive discipline in developing a love for Reading used in the conduct of remedial reading. It covered 48 students from Grade Seven as the respondents. They were composed of 29 males and 19 females. The research investigated the reading level of the respondents and the significant difference after the intervention. This study is a pretest and posttest experimental design. The total enumeration method was utilized, where all the grade seven were measured individually in terms of their reading skills to determine who among them was categorized under nonreader, frustration level, instructional, and independent. The findings indicated an increase from the results of the pretest to the posttest. The result of the posttest based on computed mean which is 30.1 as their reading level was found significantly higher than the pretest result which is 21.5. It is recommended that the conduct of remedial reading classes should be implemented consistently for the students to develop positive discipline in developing a love for reading, supported by varied instructional materials and appropriate teaching strategies.

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1. INTRODUCTION

A major stressor for teachers and parents is how to handle discipline both at home and in the classroom. The Positive discipline Approach provides a model that takes everyday challenges (or misbehavior) and turns these trying moments into opportunities to teach students the important life skills they need to be successful in the long term (Wurdinger & Rudolph, 2009; Camiré *et al* 2012). This approach makes discipline encouraging and helpful instead of discouraging and stressful.

Moreover, reading is a major factor that affects the performance of learners. Most of the cognitive activities inside the classroom require the ability to read and think. Learners must read before they give their reactions to certain articles or reading texts. Learners shall read something before they compose a paragraph to make it more comprehensive, detailed, in-depth. This ability to read is a basic requirement for the learner to gain understanding. Thus, teachers in school try their best to remediate students reading disabilities. However, based on observation, reading remains to be a problem up to now despite several studies conducted by teacher-researchers, writers, scholars. Some can read but cannot comprehend, others can read but cannot observe proper intonations, pausing, blending, and pronunciation.

Aside from the benefits, the learners can obtain from reading and the efforts of the teachers in developing the said macro- skills. it remains to be a pressing concern inside the classroom. However, reading is not only the concern of language teachers who are handling English and Filipino subjects. It is a collective responsibility of all teachers since reading is used in all learning areas inside the classroom and school.

Hence, reading is directly related to the English proficiency of the learners. In an article posted from the DepEd portal, the 2018 NAT revealed an increase in mean percentage score (MPS) of only 43.01 from 33.52 in 2017 which means an improvement of 9.49. This performance was equated to the reading skills of the students. The 9.49 increase in MPS is still a low score and it indicates a "poor mastery level". it can be concluded also in the article that the reading skill of the learners is a factor in taking examinations.

San Juan (2016) and Oducado (2020), claimed that the English Proficiency of Filipinos deteriorates due to the following reasons: the English proficiency of the educators not the language teachers but also other teachers who are handling different subjects. There are cases wherein due to a limited number of teachers in some schools, those who are teaching the subjects are not English majors or they lack the necessary training to develop said competency: and the aggravating situation regarding the abolition of English language as the medium of instruction, with the implementation of K to 12 Basic Education where mother-tongue is used in Kinder to Grade 3, and English is introduced in Grade 1 in the second semester.

The above-cited situations which highlighted the concern regarding reading are also experienced by the school administrator, teachers, and students of Palapas national High School. Based on the result of the Pre-Reading Assessment in English conducted last May 2018 using Comprehensive Analytical Reading Inventory (CARI), in Grade 7, there are 48 students out of 136 who were diagnosed under Frustration Level, 52 Instructional, and 36 independent Readers. For the school year 2018-2019, there are 48 students out of 136 Grade 7 students of Palapas National High School. This is one of the reasons why the researcher decided to conduct action research to provide a possible solution to the problem cited.

Furthermore, the data cited by the researcher is also supported by the observations of other teachers handling different subjects. The same 48 students were pointed out by the subject teachers who have reading difficulties. During the informal interview of the

researcher to the students as well as the subject teachers, the said students were also found inactive during classroom interactions and frequently absent in their respective classes. The reasons why they failed to attend their classes regularly include the need to help their parents in the household chores like taking good care of the younger siblings and helping them to earn a living through farming and tending domesticated animals. Parents limited time to do follow up as to let them practice reading at home; Poor study habits at home; Based on the observation of the subject teachers, the students have very limited initiatives to spend time reading books instead of a lot of time playing online games to their gadgets. They spent their vacant time jamming with classmates and friends or tinkering their cellphones, and tardiness is one of the reasons why students are under frustration level. If the students come to school late, they will miss the opportunity to learn. If there are vocabulary-building activities presented by the teacher, the students will be missing them.

As cited by the school administrator of Palapas National High School during the informal interview conducted by the researcher, there are also teacher-related causes that can be a factor. First, inappropriate teaching strategies, if the teacher uses strategies that are not suited to the interests and level of the learner, the students will be bored. Secondly, the classroom condition can also affect the acquisition of the information of the students. Therefore, teachers are encouraged to keep their classrooms conducive to learning. Lastly, the consistency of providing remediation to the learners. As stated in DepEd Order No. 8, series of 2015 otherwise known as Classroom assessment, the remediation should be provided every fifth week of the quarter to help the learners cope with the lesson.

In the past few years, Palapas National High School adopted the 15-20 minutes remedial reading session during their vacant time. However, the said practice did not become successful due to the following reasons: the period is not enough to aid the reading level of frustration level. Also, the reading teacher uses board and chalk in remediating the students with learning disabilities in reading. Sometimes, teachers prepare a few charts for their students, and these are not enough. These do not motivate students to learn. Lastly, remedial reading is not being done seriously. This prompted the researcher to conduct a study to redirect the efforts of the teachers in the said school in promoting positive discipline in developing a love for reading.

2. METHODS

2.1. Research Design students

The design used by the researcher in this study is quasi-experimental, using pretest and posttest. The technique used in this study is the total enumeration method, where all Grade -Seven students were measured individually in terms of their reading levels to be able to determine who among them belonged to the non- reader, frustration, instructional, and independent. This is appropriate for this study since it endeavored to investigate the effectiveness of the identified intervention.

2.2. Participants

The respondents of the study were the 137 Grade Seven students of Palapas National High School. And 48 of them were concluded to belong to the frustration level. They were composed of 29 males and 19 females. They were identified under frustration level because they can recognize some words, but they lack comprehension.

2.3. Instrumentation

The researcher sought permission from the School Head of the school to administer the research. The researcher gathered the 48 students who belonged to frustration level and explained to them that they will be pulled out from their regular class to have remedial reading activity by the research every 2:00- 2:30 in the afternoon of Tuesday and Thursday to help them read and improve their reading ability. Also, the researcher called parents' attention and asked permission about the remedial reading. After that implementation of the reading intervention happened upon the approval of the School Head and the parents.

The researcher used a passage from the compilation of reading texts from the seminar in Reading using Comprehensive Analytical Reading Inventory (CARI), from there the students were categorized into their reading levels.

The pre-reading assessment was administered to all the Grade Seven students by the language teacher. The result of the assessment was used then by the researcher as the respondents and subjects of the study.

In this study, the remedial reading classes were conducted 30 minutes every Tuesday and Thursday to ensure the concept of consistency, continuity, and conditioning of the students. At the same time, varied reading texts were provided by the remedial reading teachers. After the session, the students were provided another set of reading material that they can bring home to promote positive discipline and develop a love for reading. The said materials were read and checked the next session. So, the students need to practice reading them. Moreover, varied instructional materials were utilized like flashcards, charts, hand-outs. Books and the like. The students were also instructed to ask for assistance or help from their family members.

After a series of intervention activities, the post-reading assessment was administered by the language teachers.

2.4. Data Analysis

The data gathered were analyzed, interpreted, and evaluated by the researcher using the appropriate statistical tool.

To determine the reading levels of Grade Seven students before and after the intervention, pretest and posttest were used, particularly the measures Mean Percentage Score (MPS).

To determine the significant difference in the frequency of frustration levels the MPS during the posttest was compared to the MPS of the pretest.

3. RESULTS AND DISCUSSION

The data obtained from the respondents regarding the reading level of the students was presented in Table 1. It can be inferred from the data that the 48 student- respondents were diagnosed to belong to frustration level and showed a positive result in the posttest where 37 out of 48 remain in the frustration level.

Table 1 presents the result of the assessment test of students with learning disabilities under frustration level before and after the remedial reading activities that were administered to Grade Seven students. As seen in Table 1, the students were divided into males and females with the corresponding frequency under frustration level.

After the intervention, the post-reading test was given to the 48 students subjected to the study generated a mean score of 18.

This explains that the efforts of the remedial teacher to let the students read with comprehension were not in vain. 11 students were no longer under frustration level, thus, can be categorized as instructional or dependent as the case may be.

The difference value between pretest and posttest is shown in **Table 2**. As shown in this table, the test difference of 6 from 24 in in the pretest to 18 in the post-test.

Table 1. Results gained from pretest and posttest.

Reading Level	Gender	Grade 7 Love		Grade 7 Hope		Grade 7 Faith		Frequency	
		Pretest	Posttest	Pre-test/Posttest		Pre-test/Post test		Pretest	Posttest
Frustration	Male	12	9	12	9	5	3	29	21
	Female	8	7	8	7	3	2	19	16
	Total	20	16	20	16	8	5	48	36

Table 2. Test of difference between pre and post-test.

Compared Variables	Mean	Differences
Pretest	24	6
Posttest	18	

4. CONCLUSION

The 11 Grade Seven students of Palapas National High School under frustration level were no longer in the same reading level after they went through remedial reading for 28 hours. The remedial reading helped the students cope with their learning disabilities.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. REFERENCES

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