

**READING COMPREHENSION THROUGH EXPLICIT
INSTRUCTION AMONG GRADE TWO PUPILS**

**An Action Research Presented to the Division Research Committee
Division of City Schools Valenzuela**

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October 2017

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THROUGH EXPLICIT INSTRUCTION
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Keywords: *explicit instruction, comprehension skill*

ABSTRACT

This study aimed to determine the effectiveness of explicit instruction in improving reading comprehension of Grade Two pupils. The researcher utilized the experimental method using the one group pretest and posttest design of research. The 45 pupils of Grade Two-A from Luis Francisco Elementary School were taken as respondents. Statistical tools used were percentage, mean, standard deviation and paired t- test for the test of the significance in the result of the mean scores of the pretest and posttest. The researcher used a 20-item multiple choice type of test which was given as pretest and posttest to evaluate the reading comprehension skill of the pupils from the literal to applied level. Based on the findings, it was revealed that the pupils have improved their reading comprehension through the use of explicit instruction. It also registered a computed t-value of 20.13 which is greater than the critical t-value of 1.68. It was concluded that there was a significant effect in the use of explicit instruction for the improvement of reading comprehension among the Grade Two pupils. Therefore, the researcher encourages primary teachers to use explicit instruction in teaching reading comprehension to improve the comprehension skill of the pupils.

INTRODUCTION

Background of the Study

Reading Comprehension is one of the fundamental skills of overall academic success of pupils. Without this skill, pupil's academic progress is limited and frustrating.

The researcher had experienced poor reading comprehension among her grade two pupils. It reflected in the result of the PHIL-IRI pretest that most of them had very poor comprehension. This is the reason why the researcher was determined to conduct an action research using explicit instruction hoping to improve their reading comprehension skill.

A comprehensive study of Lencioni (2013) revealed that explicit instruction is a feasible reading strategy that could improved reading comprehension even among upper primary level .

Statement of the Problem

This action research aims to determine the effectiveness of explicit instruction in improving reading comprehension of grade two pupils.

Specifically, this study intended to answer the following questions:

1. What is the performance level of the respondents in the pretest and posttest?
2. Is the explicit instruction an effective strategy in improving the reading comprehension of the grade two pupils?

Hypothesis

The explicit instruction is not an effective strategy in improving the reading comprehension of the grade two pupils.

Scope and Limitation

This study focuses on the effects of the explicit instruction strategy on the reading comprehension of the grade two pupils for the school year 2016-2017. There are 45 respondents involved in this study.

Explicit Instruction is a teaching strategy that involves five specific procedures. This includes introduction, modeling, guided practice, group practice and independent practice which was used to improve the reading comprehension .

Moreover, the researcher used the Reading Comprehension Skills Test to assessed the child's mastery of the skills from literal level to applied level .

Theoretical Framework

Scaffolding technique and interaction with the teacher is very important in child's learning. Accordingly, this study supports the theory

of Vygotsky's (1978) Zone Proximal Development (ZPD) wherein learners were given opportunities to learn through interaction with others until they were given more opportunity to try out the newly learned skill on their own. Similar to Vgotzky, Bandura's Social Learning Theory (1977) expressed that learning happened in direct training and the child can acquire learning through modeling and social atmosphere.

Literature Review

Reading comprehension is something that is not easy to acquire by the pupils. It involves their knowledge, experiences and complex process of acquiring the skill.

According to the study of Ludivina and Lee (2011), it was stated that some indications a program featuring explicit instruction in the early elementary grades can improve the pupils' reading comprehension skills.

Some researchers like Eliers and Pinkley (2006) also recommended explicit instruction in the early years of reading development to aid pupil's comprehension skill.

Explicit Instruction is a teaching strategy that involves five specific procedures. This includes introduction, modeling, guided practice, group practice, independent practice to apply the strategies.

Each of the steps may have to be repeated until students have a thorough understanding of the newly learned skill .

METHODOLOGY

Research Design

The study utilized experimental method of research using the one group only pretest and posttest experimental design.

This research design is commonly used in educational research that is attempting to test the effectiveness of a certain strategy.

Respondents of the Study

The 45 pupils of Grade Two from Luis Francisco Elementary School during the school year 2016-2017 were taken as respondents. These were the pupils who have poor reading comprehension.

Sampling Plan

This study used the cluster sampling. Cluster sampling is a sampling technique using the whole class or group. The respondents chose on the basis of the researcher's knowledge in the information desired or needed. All the pupils in Grade Two-A were involved in the study.

Instrument Used

The main instrument used in this study was a 20-item multiple choice type of test that was given as pretest and posttest. This assessed their reading comprehension skill from literal to applied level. Literal level was about answering questions such as who, what, when, where, why and how questions while applied level involves questions that require pupils to use their higher order thinking skills.

Data Collection Process

The researcher conducted the pretest on the reading comprehension skills of the pupils. After the pretest, the researcher introduced a lesson on reading comprehension using the explicit instruction. Then, the posttest was given.

The results were checked, analyzed and interpreted.

Statistical Tests

The data gathered was statistically treated using percentage mean, standard deviation and paired t-test for the test of significance in the result of the mean scores of the pretest and the posttest.

RESULTS AND DISCUSSION

Performance Level of the Respondents in the Pretest and Posttest

Table 1 presents the performance level of the respondents. It shows that the respondents got a mean of 6.49 or 32.45% in the pretest which indicates a performance level of below standard. On the other hand, the posttest has a mean of 15.55 or 76.1 which indicates a performance level of meeting standard. This means that the performance of the respondents has a great improvement in the posttest.

Moreover, standard deviations of 2.35 for pretest and 2.37 for posttest was obtained. This indicates that distribution of scores in both tests are notably similar.

Table 1

Performance Level of the Respondents in the Pretest and Posttest

	Mean	MPS	SD	Performance level
Pretest	6.49	32.45	2.35	Below Standard
Posttest	15.22	76.1	2.37	Meeting Standard

Legend:

90%-100%

S-Superior

75%-89%

MS-Meeting Standard

35%-74%

BS-Below Standard

0%-34%

P-Poor

Test of the Significant Difference Between the Pretest and Posttest of the Respondents

Table 2 presents the test of the significant difference between the pretest and posttest of the respondents. It displays that a computed t-value of 20.13 is greater than the critical t - value of 1.68. This means that there is a significant difference between the mean of the pretest and posttest of the respondents after the explicit instruction was used. It infers that the use of explicit instruction has a positive impact on the reading comprehension of the pupils. This further stated that pupils after exposing to explicit instructions perform significantly better as evidenced of the acquired mean difference (8.73).

This validates further the study of Ludivina and Lee, (2011) which states that pupils who are exposed to reading strategies like explicit instruction may improve their reading comprehension skill.

Table 2
Test of the Significant Difference Between the Pretest and Posttest of the Respondents

Mean		Mean Difference	com t-value (CV=1.68)	Decision	Remark
Pretest	Posttest				
6.49	15.22	8.73	20.13	Reject Ho	Significant

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study is to determine the effectiveness of explicit instruction in improving the reading comprehension among grade two pupils.

Apparently, after using explicit instruction, the pupils were able to show improvement in their reading comprehension as revealed by a mean difference of 8.73 in the pretest and posttest. This validates the current research that, pupils need to be taught explicitly to better comprehend and appreciate what they read.

The researcher recommends that teachers, especially teaching in the primary grades, should use explicit instruction in teaching reading to develop further the pupils' comprehension and helps to create better readers. This will help pupils understand the story little by little until they can fully grasp the content of the text. Furthermore, choosing appropriate books for the pupils will be a great help to develop their comprehension skill and boost their interest to read.

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