De La Salle University-Dasmariñas

De La Salle University
D A S M A R I Ñ A S

Vygotsky and Piaget Theory Based Grade VI
Reading Comprehension Curriculum for
Bautista Elementary School

An Undergraduate Thesis
Presented to the Faculty of
the College of Liberal Arts
De La Salle University – Dasmariñas

In Partial Fulfillment
of the Requirement for the Degree in
Bachelor of Arts Major in Psychology

Constantino, Jenara R.
de la Cruz, Catherine C.
Delector, Graciel C.

March 2012

De La Salle University-Dasmariñas

ABSTRACT

Name of Institution	De La Salle University – Dasmariñas
Address	Bagong Bayan, Dasmarinas City, Cavite
Title	Vygotsky & Piaget Theory Based Grade VI Reading Comprehension Curriculum for Baustista Elementary School
Authors	Constantino, Jenara R. de la Cruz, Catherine C. Delector, Graciel C.
Funding Source	Parents
Cost	Php 11, 000
Date Started	June 2011
Date Finished	March 2012

Scope & Coverage

The study was conducted at Bautista Elementary School Dasmariñas City, Cavite S.Y. 2011 – 2012 and the randomly selected Grade VI students were the respondents of the study.

The study focused on the reading comprehension skills of the Grade VI students of Bautista Elementary School on the English subject where they are having difficulties. The study intended to create a curriculum to improve the reading comprehension of the Grade VI students of Bautista Elementary School. The curriculum was validated by a public school teacher with 12 years of experience on curriculum making and works on Dasmariñas City vicinity.

The curriculum must be implemented for the whole school year to test its efficiency. The guidance and teaching strategies of the teachers in Bautista Elementary School may affect the improvement of comprehension level of the Grade VI students.

Methodology

The purpose of this research is to develop a program that will enhance the reading comprehension skills of the participants.

Research Design

The method used in this study is a descriptive research design. Descriptive research is the observation and description of the behavior, the situation it occurs in, or the individuals exhibiting it (Heiman, 2001).

Since the this study is descriptive, its quantitative information showed the current reading comprehension level of the respondents that were gathered after taking the Philippine Informal Reading Inventory (Phil-IRI) test.

Research Sampling

Since one of the researchers is an alumna of Bautista Elementary School, she is exposed of the difficulties of the students particularly on reading comprehension. Also, the school is accessible because it is located on Dasmariñas City vicinity. As part of the La Sallian family, the researchers aid to contribute in reaching the vision-mission of the institution to reach out for the poor.

The researchers decided to use the Grade VI students as the participants for the curriculum development. They are the focus of this study because of their problem in the English subject specifically on reading comprehension and also for the concern of the preparedness of the respondents on entering highschool.

The researchers used random sampling to obtain a sample of people who met some predetermined criterion. In random sampling, each member of the population has an equal chance of being selected. The

selection of a given person has no influence on the selection or exclusion of other members of the population from the sample.

From the ten (10) sections consisting of a minimum of forty-six (46) to a maximum of fifty-two (52) students per class the researchers choose 100 students as their respondents randomly. (Mark Mitchell, 2001) (Mark Mitchell, 2001)

Research Instrument

A demographic profile survey was provided by the researchers to the Grade VI students of Bautista Elementary School. The researchers used the Philippine Informal Reading Inventory (Phil-IRI) (see Appendix B) reading comprehension test level VI from Department of Education. This consists of two kinds: silent and oral reading. In (Phil-IRI)-Silent Reading Test, it assesses child's speed and comprehension skills. It consists of graded reading passages from Grade I to Grade VI. Each graded passage is followed by 7 comprehension questions for Grades I-III and 8 comprehension questions for Grades IV-VI. The questions are categorized into three dimensions namely literal, interpretive and applied, the time will be noted. The (Phil-IRI)-Silent Reading Test gives quantitative information about the pupils' silent reading capabilities. Quantitative information shows the reading levels namely: frustration, instructional and independent.

Furthermore, it used predetermined set of criteria in identifying the reading levels of the pupils such as the reading speed and percentage of correct answers to comprehension questions. It has adapted the combination of bands of reading rate (words per minute) proposed by Morris and Gunning. While (Phil-IRI)-Oral reading tests assess the pupils' word identification, vocabulary and comprehension skills. It consists of graded reading passages from Grade I to Grade VI. Each graded passage has 5-7 questions that will measure their comprehension level. The questions are classified into three dimensions namely literal, interpretive and applied. The Phil-IRI oral Test gives both quantitative and qualitative information about the pupil's oral reading abilities. Quantitative information showed the reading levels namely: frustration instructional and independent. Qualitative information highlighted word recognition, patterns of word errors, comprehension strengths and difficulties as well as oral reading behaviors and attitudes.

Research Procedure

The research procedure plotted the flow of the program was created. The following steps below are the phases that the researchers made consequently:

Phase 1: Data Gathering

1.	The researchers gathered information and profile of public elementary students from different books, journals, newspapers, dictionaries, encyclopedia and other online references.

2.	The researchers coordinated with the Grade VI students of Bautista Elementary School teachers about their academic performance. It was found that the Grade VI students' weaknesses were on Mathematics, Reading Comprehension and Writing.

3.	A request letter was submitted to Mr. Jessie Layugan, Principal of Bautista Elementary School, did asked permission to interview for further data gathering.

Phase 2: Plan Formulation

4.	Based on the gathered information and interview, the researchers tabulated the significant statements, checked the common similarities, formulated the meanings, related on theories of education and this became the springboard of the developing a program to enhance the reading comprehension of the Bautista Elementary School Grade VI students.

5.   The researchers coordinated with the English teachers of Bautista Elementary School to get the instrument they are using and to determine the reading comprehension level of their Grade VI students.

Phase 3: Pre-test

6.   Results acquired by the random Grade VI students were tabulated by the researchers. The results used to determine the skills gaps for designing a reading comprehension curriculum.

Phase 4: Curriculum Development

7.   The researchers developed a reading comprehension curriculum with collaborative approach. The developed curriculum will be evaluated and validated by a professional from the field of education with specialization in curriculum development.

Data Analysis

Phase 1: Developed Curriculum

1.   The reading comprehension curriculum used a collaborative approach. The objectives of the reading program are improving the comprehension, and reading proficiency of the students.

Phase 2: Curriculum Program

2.   The developed program is implemented to the randomly selected

Grade VI students in a span of two weeks as approved by the professionals involved.

3.   Based on the two (2) weeks implementation of the reading comprehension curriculum, the researchers monitored if there is an improvement in the comprehension skills of the Grade VI students using the reading comprehension curriculum designed by the researchers.

Phase 3: Curriculum Effectiveness

4.   The results obtained from the pre-test and post-test of the Phil-IRI and on the implemented curriculum will be compared to assure its effectiveness.

5.   Using z-test for one sample, the results obtained from the Phil-IRI and the reading comprehension curriculum will endorsed to the Bautista Elementary School principal in the hope that the curriculum will be utilized.

Major Findings

The following findings resulted from the study:

1)   Majority of the respondents are female ranging from the ages of 11-13 years old.

2)   It shows in the result that the obtain value in Silent Reading test with a total of 9.837 has a significant difference in the reading comprehension of the Grade VI Students in Bautista Elementary School. Therefore, the

Vygotsky and Piaget's Theory Based Grade VI Reading Comprehension Curriculum is effective.

3)   It shows in the result that the obtain value in Oral Reading test with a total of 15.6 has a significant difference in the reading comprehension of the Grade VI Students in Bautista Elementary School. Therefore, the Vygotsky and Piaget's Theory Based Grade VI Reading Comprehension Curriculum is effective.

4)   The target skill gaps like mispronunciation, substitution, refusal to pronounce, reversal, omission, insertion and repetition has been lessen. The respondents have improvement in word recognition except in repetition.

5)   The result of oral Post - Test in word recognition of the respondents shows that there is 9% who decreased their committed error on mispronunciation. In refusal to pronounce, it declines to 8% while in substitution, it falls down to 25% from 42%. In Omission, from 32% it reduced to 6%. There are 6% who decreased error in Insertion. However, in repetition it increased from 14% to 16% and in Reversal there are no respondents who committed error in this reading deficiency.

6)   The respondents have of 56 percentage of error that falls under the Frustration Level, 29 percent falls under Instructional Level, and 24 percent falls under Independent Level in oral reading.

7) The researchers found out that 80% of the respondents fall under the Slow Readers. The 12% falls under Average Readers, and 8 falls under Fast Readers as to speed level.

8) Also, the Grade VI students have a total of 68 percentage of error that falls under the Frustration Level, 26 percent falls under Instructional Level, and 6 percent falls under Independent Level in silent reading.

9) In Oral reading Test, fourteen (14) respondents improved from frustration to independent reading level and from frustration to instructional. Forty - six (46) of them remained in the frustration level. There are four (4) respondents who increased from instructional to independent level; four (4) of them remained in instructional level and six (6) of them regressed from instructional to frustration level. There are six (6) respondents who maintained in independent reading level. There are two (2) students relapse from independent to instructional and the remaining four (4) respondents regressed from independent to frustration.

10) In Silent reading Test 3 of the respondents improved from frustration to independent reading level; 15 of them also improved from frustration to instructional level. While 47 of them remained in the frustration level. Also, there are 3 respondents who increased from instructional to independent level; 9 of them remained in instructional level and 20 of them regressed from instructional to frustration level. 2 students relapse from independent

to instructional and the remaining 1 respondent regressed from independent to frustration.

Conclusions

In the light of the findings as summarized, the following conclusions were drawn:

1)   At 0.05 level of significance for oral reading, the obtain value of 15.6 which was greater than the critical value of 2 is giving way for the rejection of the null hypothesis. Therefore, there is a significant improvement in the reading comprehension among Grade VI Students of Bautista Elementary School Dasmariñas City, Cavite.

2)   At 0.05 level of significance for silent reading, the computed value of 9.837 which was greater than the critical value of 2 is also yield for rejection of the null hypothesis. Therefore, there is a significant improvement in the reading comprehension among Grade VI Students of Bautista Elementary School Dasmariñas City, Cavite.

3)   The proposed curriculum development has been effective in enhancing the reading comprehension level of the respondents.

4)   Mispronunciation is the common error committed by the respondents.

5) The appropriate guidance and teaching strategies of the teachers in Bautista Elementary School may affect the improvement of comprehension level of the Grade VI students.

6) There a significant improvement on the Word Recognition of the Grade VI students of Bautista Elementary School Dasmariñas City, Cavite.

7) There a significant improvement on the Comprehension Level of the Grade VI students of Bautista Elementary School Dasmariñas City, Cavite.

Recommendations

Teachers

1.) It is recommended to maintain the strategies and techniques of the teachers in teaching the students.

2.) It is recommended that the curriculum program must implement in a longer period of time.

3.) Mispronunciation is the common error committed by the respondents; therefore, the instructors must focus in giving remediation for this.

School Administrators

1.) It is recommended to use the curriculum program for the Grade VI

elementary students of Bautista Elementary School in improving their

reading comprehension skills.

Future Researchers

1.) It is recommended that another study should be conducted utilizing

this research as a source of valuable data.

2.) It is recommended that dry – run of the designed curriculum should be

done on a one – week continuous schedule.

3.) The curriculum that will be designed by the future researchers should

 be read and validated by educational psychologists.

De La Salle University-Dasmariñas

TABLE OF CONTENTS

Page No.

CHAPTER I: THE PROBLEM AND ITS BACKGROUND

CHAPTER II: THE REVIEW OF THE RELATED LITERATURE

APPENDICES

Page No.

LIST OF FIGURES

Page No.

LIST OF TABLES