
Effectiveness of Pull-Out Reading Approach and Utilization of Teacher-Made Reading Materials in to the Test Performance of the Grade 1 Pupils in English

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ABSTRACT

This study aimed to Determine effectiveness of Pull-out Reading Approach and utilization of Teacher-Made Reading Materials to the Test performance of the Grade 1 Pupils in English. The findings of the study served as a basis of a proposed Enhancement plan. The method used to gather relevant data was Quasi Experimental Research Design for Grade 1 pupils to complete in the 2nd grading period and the performance of the respondents was based on their test scores before and after the Pull-out Reading Approach and utilization of Teacher-Made Reading Materials has been introduced and delivered in the classroom during the teaching and teaching and learning process. The output of this study is to provide Enhancement plan to help the teachers to create a more effective learning processes that would help the learners to improve their test performances as well as their literacy skills. The test of the difference between the pre- and post-test scores of the Grade 1 students who are the study's respondents is presented in Table 3. The responses to the pre- and post-validation questions, both before and after the integration of the pull-out reading approach and the use of teacher-made reading materials during the teaching and learning reading based on the various most important learning competencies in teaching, particularly during the second grading period which lasted for 4 weeks or 1 month, are shown in this table. The study's conclusions regarding the integration of the intervention with the pull-out reading approach indicate that there were favorable outcomes or noteworthy effects brought about by the intervention.

Based on the findings, it was discovered that the respondents' pretest score before they were exposed to the identified intervention, were significantly lower than after receiving the intervention and having it integrated into the teaching of reading skills. This was the case for Kindergarten students. Based on the Kindergarten learners' reading performance on the pretest and posttest, a computed T value was obtained. This value is higher than the critical t value. The hypothesis that there is no significant difference between the pretest and posttest performance of the grade 1 students before and after the integration of the pull-out reading approach and utilization of teacher-made reading materials in the delivery of the most essential learning competencies in reading is rejected in light of these results on the computed t and the critical t value.

The results in table 3 implied that indicating that the pre-test and post-test scores differ significantly and meaningfully, confirming the efficacy of the strategies that were put into practice. The null hypothesis was rejected, which further confirms the transformative power of teacher-made reading materials and the pull-out reading approach in addressing the particular reading difficulties noted in the pre-test. The statistical significance shows that the implemented interventions are what caused the observed increases in reading proficiency rather than just random variation. For educators looking for evidence-based strategies to improve literacy, this realization is essential. The study's conclusions offer empirical evidence in favor of the theory that interventions tailored to each learner's specific needs can significantly

improve academic performance. This affects Grade 1 learners as well as the larger pedagogical strategy for teaching literacy in the early years of education. The statistical significance supports the interventions' transformative effects and adds insightful information to the ongoing discussion on personalized learning strategies in early literacy education.

Keywords — Effectiveness Pull-out Reading Approach Performance Grade 1 Learners English

I. INTRODUCTION

Early English learning expands a child's vocabulary, allowing them to learn new concepts and build on their knowledge. Learning how to speak, pronounce, and write English words from the beginning is crucial to this process. In line with this, we need to teach early age in English using the appropriate strategy to catch up easily the target of the lessons and apply, familiarize it in their daily way of living. They can socialize their peers by talking, recognizing things surrounded by them in English names. Teaching English not only starts in school but at home.

Republic Act No. 10533 or otherwise known as Enhanced Basic Education Act of 2013 was enacted where the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment through allowing every student or learner to receive the quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. With that, the Department of Education (DepEd) is continuously fulfilling its mandate ensures to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills as stated in DepEd Memorandum No. 173, s. 2019.

In grade 1, English subject will be applied during the third quarter of the school year in public schools. It has only few months to teach the grade 1 learners for this. There must be a basis or techniques to attain the objectives of the lessons. Using the Reading Approach apply by the teacher we can evaluate if the learners learn something from the lesson.

The teacher can discover what are the possibilities he/she could plan or make the materials in teaching English in the classroom. It is hard in the beginning but time to time the learners can adjust and catch attention to them. The English teachers to young learners in elementary school, therefore, need to comprehend and to apply the theories of language teaching-learning to young learners and language classroom management. Besides, the English teachers are not only required to be able to teach well but also to be able to design materials so that they can apply approaches, methods, and techniques of teaching-learning English appropriately.

There are factors that affects the teaching English in grade 1 learners. The variety of language used as the instruction in the class makes the learners disturbed and confused as the English subject will be implemented during the third quarter of the school year. Other thing, the learning resources in the class are limited. The time allotted for the English subject is only thirty minutes, so it is only short. The parents of my learners rely on the teacher, some are not monitoring the assignments of their child at home.

In this case, the teacher must communicate the parents through chats on messenger or conduct a short meeting to remind them to monitor their child at home if ever there are homework given to them. The teacher will apply the variety approaches appropriate in teaching English in the class. Produce learning materials to catch up the lesson well.

Based on the records gathered by the researcher, those are the reasons why the researcher is trying to pursue his study on finding strategies that could enhance the performance of the Grade 1 learners, specially those learners who are having difficulties in reading.

This study was conducted to determine the effectiveness of Pull-out reading Approach and utilization of Teacher-made reading materials to the test performance of the Grade 1 Pupils in English in Tinghub Elementary School in the Division of Leyte. The findings of the study were the bases for the proposed Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the test performance of the Grade 1 pupils before the integration of Pull-out reading Approach and utilization of Teacher-made reading materials in the delivery of the MELCs in the 2nd Grading period?
2. What is the test performance of the Grade 1 pupils after the integration of Pull-out reading Approach and utilization of Teacher-made reading materials in the delivery of the MELCs in the 2nd Grading period?
3. Is there a significant difference between the test performances of the Grade 1 pupils before and after the integration of Pull-out reading Approach and utilization of Teacher-made reading materials in the delivery of the MELCs in the 2nd Grading period? What enhancement plan can be proposed on the findings of the study?
4. What Enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the test performances of the Grade 1 pupils before and after the integration of Pull-out reading Approach and utilization of Teacher-made reading materials in the delivery of the MELCs in the 2nd Grading period.

II. METHODOLOGY

Research Design. This study adopts a mixed-methods approach, combining qualitative and quantitative data collection methods. Qualitative data will be gathered through interviews and focus group discussions with teachers, administrators, and students, allowing for an in-depth exploration of their perceptions and experiences related to transformational leadership practices. Quantitative data will be collected through surveys and academic performance records, enabling the assessment of the relationship between transformational leadership and measurable outcomes such as teacher effectiveness and student achievement.

Population and Sampling. The respondents to the study were selected employee and student of Osmena colleges such as, deans of different departments, program head, faculty members, students, and administrators. The researcher used purposive sampling.

Research Instruments. There are other ways on how the researcher gathered the data of this study: by using a combination of surveys questionnaire, interviews, document analysis, and academic performance data, the study can gather comprehensive and multi-dimensional data to explore the impact of transformational leadership on teacher performance and student achievement at Osmena Colleges.

Procedure. Surveys/Questionnaires: The questionnaires were constructed by the researcher herself through the help of related studies of Gina M. Chisum 2018 and Taly Dvir Dov Eden Bruce Avolio Boas Shamir 2002. The instrument consisted three parts, Part one was the demographic profile of the respondents. Part two focused on the factor influencing transformational leadership on teacher performance and the last part covered the impact of transformational leadership on teacher performance and student achievement. In addition, the survey asks respondents to rate their level of agreement using a five points likert scale.

Interview: Interview can be conducted with selected transformational leaders at Osmena Colleges to gain insights into their leadership approaches, values, and practices. These interviews can explore how leaders inspire, motivate, and support teachers, as well as their perspectives on the impact of their leadership on teacher performance and student achievement.

Treatment of Data. Simple Percentage and Weighted Mean. it was analyzed, tabulated, treated and interpreted using appropriate statistical tools by the researcher herself.

III. RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF GRADE 1 PUPILS IN READING

Score Range	Description	PRETEST	
		Frequency	%
21-25	Excellent	0	0
16-20	Very Good	0	0
11-15	Good	4	27
6-10	Fair	11	73
1-5	Poor	1	13
Total		15	100
Weighted Mean		8.93	Fair

Table 1 above shows the results of the English pretest for students in Grade 1. The responses were not exposed to these materials prior to being exposed to a variety of reading materials created by teachers that follow standards based on the interventions that the learners identified. To deliver the various learning competencies that the respondents should acquire or possess at the end of each session, the intervention concentrated on the pull-out reading session. The study's conclusions came from the respondents' answers to the validation that the teacher-researcher conducted during the pre-assessment that the teacher completed before the identified respondents received the chosen intervention, a pull-out reading session that will be conducted with the Master Coordinator or the School Head. Based on the learning competencies from the second grading period, the teacher evaluates the responders, giving special attention to the foundational knowledge that Grade 1 students should possess before starting formal reading at this level. Only what they have learned or acquired from teacher and learner instruction—where they were exposed to a variety of learning strategies during the delivery of the most crucial learning competencies—is what the learners are offering. Additionally, based

on this foundation, the teacher will concentrate on identifying the specific responders who will be monitored and confirmed in relation to their reading performance.

Table 1 presents the results, which indicate that the grade 1 students have achieved a fair level of performance. Their overall weighted mean is 8.93, indicating that they are having significant difficulties with the subject. Taking into account the results, which began with excellent performances with scores ranging from 21 to 25, it was discovered based on the information in Table 1 that, out of the 15 respondents who took the teacher-researcher's pre-assessment, none of the students fit into this performance level, or zero (0) percent of the total respondents being tested.

However, there were still none of the respondents, or zero percent, in the 16–20 score range, which is regarded as a very good level performance and the second to highest performance. This indicates that the learners have not yet improved their performance in CVC, which is a crucial skill for assessing their reading abilities. There were four respondents in total in the next performance level, which is in the good level and is thought to be on the average level of performance. Out of the 15 respondents, 11 achieved the Fair level of performance, which is comprised of a set of scores ranging from 6 to 10.

The result in table 1 implied that it is clear that a sizable portion of first-graders struggle with reading. This emphasizes how critical it is to put into practice workable solutions to close the achievement gap and raise students' proficiency levels. The lack of pupils in the Very Good and Excellent categories indicates a possible weakness in the current teaching strategies. According to the study, traditional methods might not be adequately addressing the varied learning requirements of first-graders. Consequently, a strategic move toward more individualized and flexible teaching techniques is provided by the pull-out reading approach and teacher-made reading materials. The significance of early intervention in the development of literacy is further highlighted by the pre-test results. Early identification and remediation of reading difficulties is essential to averting long-term academic difficulties. When used in conjunction with teacher-made resources, the pull-out reading strategy gives teachers the chance to spot and address these issues early on. Pupils who struggle with reading could become frustrated and possibly experience a drop in their self-esteem. With its emphasis on individualized attention, the pull-out reading approach seeks to increase students' confidence and excitement for learning in addition to improving academic outcomes. The point to a paradigm shift in favor of early intervention, personalized learning techniques, and an all-encompassing strategy for promoting students' academic and emotional well-being.

TABLE 2

POST TEST PERFORMANCE OF GRADE 1 PUPILS IN READING

Score Range	Description	POST TEST	
		Frequency	%
21-25	Excellent	7	47
16-20	Very Good	8	53
11-15	Good	0	0
6-10	Fair	0	0
1-5	Poor	0	0
Total		15	100
Weighted Mean		21.00	Excellent

The Grade 1 learners' post-test results are displayed in Table 2 above in relation to their test results following their exposure to the new learning strategy that the teacher-researcher introduced to them in order to deliver the essential learning competencies. After the integration of the pull-out reading approach and the use of teacher-made reading materials to the test performance of the Grade 1 English students, this type of learning strategy could have a positive impact on the learners' learning experiences, particularly on their reading performances as they learned the various learning competencies that they need to possess.

Table 2 presents the results, which indicate that the Grade 1 students have made excellent progress in their reading performance. Their average weighted mean is 21.00. This resulted in a specific level of reading performance that began with excellent performance, with scores ranging from 21 to 25, having already increased from zero percent to a larger percentage, or 47 percent, and having an equivalent number of respondents, or seven students out of the fifteen grade one students who participated in the study as respondents.. However, 8 respondents improved during the testing of their reading skills or performances, or it has an equivalent percentage of 53 percent, in the score range of 16–20, which is said to be in a very good level performance and considered to be the second to the highest performance. None of the respondents who completed the post-assessment evaluation provided by the teacher after receiving the intervention that was selected to help the Kindergarten students' reading performance fell into the good level of performance, which is also found in the middle of the performance range. The same circumstance occurs in the Fair level of performance, which is made up of a set of scores between 6 and 10. Out of the 40 respondents who took the evaluation in total, it has an equivalent percentage of 0%. Finally, none of the 15 respondents who completed the exam on the final performance level—the poor level, which has scores ranging from 1 to 5—did so.

The result in table 2 implied after the pull-out reading strategy was put into practice and teacher-made reading materials were used for English-language of the Grade 1, This demonstrates the effectiveness of the pull-out reading strategy and emphasizes how it can help learners reach higher proficiency levels. In addition to raising overall proficiency, the intervention has eliminated all students falling into the lower proficiency categories. This suggests that the specific needs of struggling readers have been successfully met by the customized strategies put into practice, such as the use of teacher-made materials. This notable improvement is indicative of the transformative potential of personalized learning approaches, suggesting that the pull-out reading approach and teacher-made materials can contribute significantly to enhancing academic outcomes. A more positive attitude toward learning, more confidence, and increased engagement can result from improved reading skills, which can also set the stage for more positive educational experiences in the future. Moreover, learning can be significantly improved in both the academic and socioemotional domains through tailored, focused interventions.

TABLE 3

TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 1 PUPILS IN READING

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
GRADE 1 Pupils in Reading	8.93	21.00	1.221	0.426	Reject H ₀	Significant

The test of the difference between the pre- and post-test scores of the Grade 1 students who are the study's respondents is presented in Table 3. The responses to the pre- and post-validation questions, both before and after the integration of the pull-out reading approach and the use of teacher-made reading materials during the teaching and learning reading based on the various most important learning competencies in teaching, particularly during the second grading period which lasted for 4 weeks or 1 month, are shown in this table. The study's conclusions regarding the integration of the intervention with the pull-out reading approach indicate that there were favorable outcomes or noteworthy effects brought about by the intervention.

Based on the findings, it was discovered that the respondents' pretest scores, which were equal to 8.93 before they were exposed to the identified intervention, were significantly lower than their scores of 21.00 after receiving the intervention and having it integrated into the teaching of reading skills. This was the case for Kindergarten students. Based on the Kindergarten learners' reading performance on the pretest and posttest, a computed T value of 01.221 was obtained. This value is higher than the critical t value of 0.426. The hypothesis that there is no significant difference between the pretest and posttest performance of the grade 1 students before and after the integration of the pull-out reading approach and utilization of teacher-made reading materials in the delivery of the most essential learning competencies in reading is rejected in light of these results on the computed t and the critical t value.

The results in table 3 implied that indicating that the pre-test and post-test scores differ significantly and meaningfully, confirming the efficacy of the strategies that were put into practice. The null hypothesis was rejected, which further confirms the transformative power of teacher-made reading materials and the pull-out reading approach in addressing the particular reading difficulties noted in the pre-test. The statistical significance shows that the implemented interventions are what caused the observed increases in reading proficiency rather than just random variation. For educators looking for evidence-based strategies to improve literacy, this realization is essential. The study's conclusions offer empirical evidence in favor of the theory that interventions tailored to each learner's specific needs can significantly improve academic performance. This affects first-graders as well as the larger pedagogical strategy for teaching literacy in the early years of education. The statistical significance supports the interventions' transformative effects and adds insightful information to the ongoing discussion on personalized learning strategies in early literacy education.

IV. CONCLUSIONS

Based from the findings this study, the integration of the pull-out reading approach and utilization of teacher-made reading materials in teaching reading to the Grade 1 learners is significantly effective specially in improving the reading performance of the such as reading the basic words or letters (CVC). Furthermore, the integration of the aforesaid intervention demonstrates the effectiveness of the pull-out reading approaches and emphasized how it can help learners reach higher proficiency levels. In addition to raising overall proficiency, the intervention has eliminated all learners falling into the lower proficiency categories.

V. RECOMMENDATIONS

1. The Enhancement plan should be implemented by Grade 1 teachers and integrated into the delivery of various lessons or learning competencies related to the enhancement of Kindergarten students' literacy and reading performance, particularly for those students who are designated as struggling readers.
2. In order to improve and apply in the teaching and learning having a more comprehensive and useful and could positively create positive impact in improving the literacy performance of the learners, teachers should apply the best parts of the pull-out reading sessions and identify the weaker parts. They should also constantly look for ways

to find the strength of the intervention and continue to implement and clarify the weakness or gray areas of the intervention to perfectly according to norms that could address to the active and weaker ones.

3. The head of the school should lead a school-based Literacy and Assessment Conference (LAC) session that focuses on helping students improve their literacy. The head of the school should also continue to validate the various reading strategies that teachers use with their individual students in order to confirm the effectiveness of the intervention and identify the most effective ones that result in high-quality student performance, particularly for kindergarten students.
4. If the intervention was integrated into the various lessons, the school head should continuously monitor and validate the types of learning strategies used by the teachers. They should also ensure that the pull-out reading session is effective in addressing the specific lessons or competencies shared or delivered by the teacher.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results using the pull-out reading Approaches and utilization of teacher-made reading materials.

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