

Effectiveness of Read-Aloud Technique to Enhance the Reading Comprehension Skills of Grade 1 Learners

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Abstract—Conducting or regular reading activities to learners help improve their performance in reading and one of the techniques used by some grade 1 teachers is the integration of read-aloud technique in reading. Teachers usually prepare differentiated reading activities and materials and used them every time learners are playing and doing leisure time. Teachers believe that constant practice makes it perfect. Hence, this technique has been used by the researcher since she was assigned as grade 1 teachers but unfortunately it was not documented. Hence, this study was formulated to evaluate the significant difference in the performance of the Grade 1 learners before and after the integration of read-aloud technique in teaching reading. The researcher utilizes the result of the Comprehensive Rapid Literacy Assessment (CRLA) for Grade 1 and make it as base line data in the crafting of intervention activities and resources. Involving the 24 grade 1 learners enrolled in the identified school where the researcher is teaching and being the adviser of the said learners, it is fitting to conduct intervention activities for the pre-test data shows an alarming data to implement the intervention. With the learning resources she crafted and participation of the learners, the result of the post-test has increased. Unfortunately, not all of the learners attained the grade ready level but most of them able to achieve success or improved their reading performance. Based on the data, it was revealed that there is a significant difference in the performance of Grade 1 learners before and after the integration of read-aloud technique in teaching reading. The fact that a notable difference in the performance existed before and following the intervention implies that the technique or strategy was a successful teaching tool in enhancing learners' comprehension of and interpretation of texts. This was brought by the interactive and stimulating quality of read-aloud sessions, which most likely produced improved listening comprehension, vocabulary building, and critical thinking abilities. The findings justify the continued application of the read-aloud method as a vital element of early reading instruction to further enhance young readers' comprehension skills.

Keywords — *Effectiveness, Read-Aloud Technique, Reading Comprehension Skills, Grade 1 Learners*

I. INTRODUCTION

Comprehensive Rapid Literacy Assessment (CRLA) is a tool in assessing the readiness of the key stage 1 learners. This tool speaks how ready a learner is in a grade. The result of the recent assessment conducted by the researcher to her grade 1 learners using the tool speaks that there are the greatest number of learners who are identified as emerging readers. This data is alarming knowing that these learners had undergone kindergarten. It shows that teachers must identify or formulate intervention activities to address the needs of the learners.

In line with the MATATAG agenda of the former secretary of Department of Education that learners must be provided with alternative learning intervention to address the problems on literacy among Filipino learners. With the implementation of the Enhanced K to 10 Curriculum of the Department of Education, providing reading intervention activities is deemed necessary and one of the interventions that the researcher formulated in teaching comprehension skills using the read-aloud techniques.

In teaching reading, many teachers only focus on the product of comprehension such as students' ability in answering the comprehension questions and ignore the process to make the students comprehend the text such as teaching vocabulary, fluency, and the text level (genre) (Álvarez-cañizo et al., 2020; Nurdianingsih, 2021b; Rochman, 2018). In addition, reading is an activity that involves the information got by the readers to communicate with the author for gaining the information (Ceyhan & Yyldyz, 2020; Nurdianingsih, 2021b).

Which means that when reading a text, a reader is also communicating the idea got, whether it is appropriate with the author idea or not. To get the similar perception or similar understanding between the reader and the author, teacher should also teach the reading aspects. Some of the reading aspects are pronunciation, the vocabulary, and the comprehension (Nurdianingsih, 2021b). Furthermore, when studying reading students must pay attention to the fluency. Fluency consists of accuracy, automaticity, and prosody (Duke et al., 2021). Therefore, in teaching reading teacher should also teach the vocabulary, fluency, and comprehension. And, to teach those aspects, teacher should involve the proper strategy.

Furthermore, reading comprehension is to make sense from reading by using eyes then proceed it in mind to get the information (Ceyhan & Yyldyz, 2020). That is why for learners, understanding the text from the meaning of the words is important, as when they do not understand the meaning of the words they cannot reach the text at all. To make the learners be able to read and understand better for what is being read reading aloud is a strategy that also can be applied for teaching reading as this strategy can be done to improve the pronunciation (Faraby & Kamaruddin, 2021), vocabulary, and comprehension (Nurdianingsih, 2021b).

The steps show that reading aloud also belongs to the process of teaching reading that cannot be ignored by teachers, as reading aloud is a part to improve the fluency, while learner who has reading fluency can predict the reading comprehension better than the learners who do not have reading fluency (Kieffer & Christodoulou, 2019; Nurlaelawati & Dzulqodah, 2014; Sajid & Fraidan, 2019). Furthermore, reading aloud can make learners motivated to read more as they can enjoy the activity of reading (Badawi et al., 2021). In addition, using reading aloud in teaching reading can improve learners' vocabulary and make learners' idea sharpener in finding detail information of the text (Sahara et al., 2018; Senawati et al., 2021).

Reading aloud is also related a lot with reading comprehension (Álvarez-cañizo et al., 2020). Those ideas have shown that reading aloud is an important point in teaching reading, In spite of those benefits in reading aloud, some teachers still ignore to use this strategy in teaching learning process as they thought that this activity does not give significant advantage for the learners (Rochman, 2018). In teaching reading for learners, teachers focus on the strategy in making the learners easier to comprehend the text, they read silently, through skimming or scanning based on the purpose of reading. In addition, they use many strategies in teaching reading but not reading aloud as they do not think that reading aloud is important to be done. Hence, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of read-aloud technique to enhance the reading comprehension skills of grade 1 learners. A proposed improvement plan was formulated based on the findings of the study. Likewise, it is in the rationale that the researcher who is currently a grade 1 teacher in the mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of read-aloud technique to enhance the reading comprehension skills of grade 1 learners of Mazawalo Elementary School, Palompon South District, Leyte Division for School Year 2024-2025. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the grade 1 learners in reading comprehension skills before the utilization of read-aloud technique?
2. What is the performance of the grade 1 learners in reading comprehension skills after the utilization of read-aloud technique?

3. Is there a significant difference in the performance of the grade 1 learners in reading comprehension skills before and after the utilization of read-aloud technique?
4. What improvement plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study employed quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of read-aloud technique to enhance the reading comprehension skills of grade 1 learners. Mazawalo Elementary School, Palompon South District, Leyte Division is the main locale of the study. The school is situated in the heart of the barangay, 400 meters from Palompon Leyte proper, and accessible to all modes of land transportation. The school is categorized as medium, in terms of its size and population, and is managed by a principal. It is composed of three (3) Teacher I, five (5) Teacher II, eight (8) Teacher III, and two (2) MT, eighteen (18) in all. The school has an internet connection, and we usually use the conference room where the teacher's meeting is held. There is an area for the library where learners can explore the world of books. All classrooms are well structured and maintained by the teachers. The 24 grade 1 learners enrolled in the said locale for School Year 2024-2025 are the main respondents of the study. The instrument used in this study was the Comprehensive Rapid Literacy Assessment (CRLA). This is a brief reading assessment that helps teachers identify learners who may need more reading support. It is used to evaluate the learners' word attack and decoding skills, as well as their reading performance in English and Filipino. the CRLA can be administered online, over the phone, or in the classroom. This tool helps teachers as well as other stakeholders in pinpointing learners' strengths and areas for improvement, allowing for tailored instruction to support each learner through various support programs. The tool will be administered to grades 1 to 3 learners utilizing the tool stipulated in DM-CT-2024-284. Moreover, the researcher prepared lesson plans for teaching reading comprehension skills utilizing the read-aloud technique in teaching. The differentiated learning materials and reading activities suited for the group of learners and the mastery of the teacher in implementing read-aloud technique highlights the delivery of the lesson. The learning materials and differentiated reading activities crafted were submitted to the District Coordinator and Quality Assurance Team for evaluation, validation, and adjustments before it was utilized by the learners in the classroom. A matrix of activities was formulated to track the activities posted in this research endeavor. This research focused on evaluating the effectiveness of read-aloud technique to enhance the reading comprehension skills of grade 1 learners through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 24 grade 1 learners involved in this study. They are enrolled in the above-mentioned locale for School Year 2024-2025. Complete enumeration in choosing the respondents of the study was employed.

Research Procedure. After the research had been approved, data gathering followed. Letter requests to conduct the study were submitted to the proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for authorization to gather data among the identified respondents. After the approval of the SDS, permission letters were also secured from the Public Schools District Supervisor and School Principal of the school. After approval, the researcher proceeded to data gathering. The researcher conducted an orientation for the respondents with their parents. A permit was asked for, stipulating their consent to include their children in the study. The pre-test was administered face-to-face during the Reading and Literacy period. After the pre-test was given, intervention was provided within 4 weeks. The intervention focused on the utilization of the read-aloud technique in teaching. Teachers prepared reading passages with comprehension questions. At first, the teacher introduces the story's title, writer, and illustrator. Then, she asked motive questions to the learners to arouse their interest in listening to the story. Then, the teacher reads the story aloud to the learners, asking comprehension questions in between the story. After reading the story, learners were asked to answer the posted motive question. After this, the teacher asked questions about the story. The story is based on the learners' experience level. The learning resource underwent quality assurance before it was used as the study's intervention. After the intervention, a post-test was administered. Answers were checked, collected, tabulated, and submitted for statistical treatment. The researcher prepared a Matrix of Activities to track the progress of gathering the data.

Ethical Issues. The researcher properly secured permission from the authorities to conduct the study through written communication. In formulating the intervention materials used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. This study did not include the respondents' names and other personal data to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. Issues and concerns were addressed in the orientation, and consent to be included in the study was signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were correctly quoted and were acknowledged in the reference. Hence, this study focused on the welfare of the learners.

Treatment of Data. **Simple Percentage** was employed to evaluate the performances of the grade 1 learners in Comprehensive Rapid Literacy Assessment (CRLA) before and after the implementation of read-aloud technique to enhance the reading comprehension skills. **t-Test of Mean Difference** was used to determine the significant difference in the performances of the grade 1 learners in Comprehensive Rapid Literacy Assessment (CRLA) before and after the implementation of read-aloud technique to enhance the reading comprehension skills.

III. RESULTS AND DISCUSSION

Table 1
Performance of Grade 1 Learners in Comprehension Skills Before the Intervention

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	1	4
9-12	Good	6	25
5-8	Fair	9	38
0-4	Poor	8	33
Total		24	100
Weighted Mean		6.13	Fair

Table 1 shows the performance of the grade 1 students on comprehension skills before introducing the read-aloud technique in learning to read. The table shows that out of 24 grade 1 students participating in the study, it indicated a weighted mean of 6.13, interpreted as fair. The table shows that out of 24 grade 1 students participating in the study, it indicated a weighted mean of 6.13, interpreted as fair. The fair performance came from only 1 or 4% of the grade 1 learners who attained a score of Very Good (13-16), showing an excellent skill in interpreting and comprehending texts; 6 learners (25%) came in the category of good (9-12), which depicts average comprehension abilities with some room for improvement. Most nine learners (38%) were given a Fair rating (5-8), which showed that their weak comprehension skills needed reinforcement. Alarmingly, eight learners (33%) were graded Poor (0-4), indicating a critical challenge in comprehending and processing text information. The statistics suggests that most of the learners (71%) were operating at the Fair and Poor levels, indicating limited comprehension skills before the intervention. This trend implies that conventional teaching methods may not have effectively promoted reading comprehension at this point. The small percentage of learners who achieved the Very Good level means that hardly any managed to build up comprehension ability without exceptional instruction support. Perhaps the cause for low performance lies in limited exposure to stimulating approaches to reading, like interactive read-aloud, which improves comprehension. Possibly limited vocabulary, deficiency in decoding skills, or negligible practice in making sense of texts is responsible. Results underscore the necessity for intervention approaches to improve the reading comprehension proficiency of grade 1 learners. As 71% of the class was below the sound level, it emphasizes that conventional practices might not be enough to foster excellent comprehension skills at this level. These warrants using the read-aloud method as a focused intervention for increasing participation, listening comprehension, and general text understanding.

Table 2
Performance of Grade 1 Learners in Comprehension Skills After the Intervention

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	5	21
13-16	Very Good	5	21
9-12	Good	8	33
5-8	Fair	5	21
0-4	Poor	1	4
Total		24	100
Weighted Mean		12.00	Good

Table 2 presents the performance of the grade 1 learners in comprehension skills after integrating the read-aloud technique. It was revealed in the table that the performance of the grade 1 pupils after the integration of the read-aloud technique received a weighted mean of 12.00, which is Good, indicating that the intervention, which is the read-aloud technique, positively influenced the learners' ability to comprehend the text read. It was also shown in the table that among the 24 grade 1 learners included in the study, 5 (21%) achieved an Excellent rating (17-20), demonstrating a strong ability to understand and analyze the texts effectively. Another five learners (21%) attained a Very Good rating (13-16), indicating improved comprehension skills. The most significant portion, eight learners (33%), received a Good rating (9-12), suggesting satisfactory comprehension with potential for further development. Unfortunately, there are still five learners (21%) scored in the Fair category, indicating progress but still needing additional support in terms of understanding the texts, and only one learner (4%) remained in the Poor category (0-4), representing a significant reduction in struggling readers. The data suggests that the read-aloud technique effectively enhanced comprehension skills among Grade 1 learners, yet some still need immediate attention and intervention to improve their performance. The significant rise in high-achieving learners and the remarkable fall in struggling readers in comprehension skills show that this approach offered a more interactive and supportive learning environment with interactive learning materials. This reading level enhancement indicates that teacher modeling and reading aloud of the story, oral reading technique, and interactive discussion in the sessions helped improve understanding. Moreover, the reduction in the number of learners under the Poor category indicates that those students who had earlier encountered difficulty enhanced due to the guided and structured reading approach. These learners need to master the pre-requisite skills in reading comprehension to improve their performance. It is recommended to continue integrating the read-aloud technique in early reading instruction while supplementing it with other comprehension-enhancing strategies to sustain and further improve learner performance.

Table 3
Test of Difference in the Performance of Grade 1 Learners in Comprehension Skills Before and After the Intervention

Test Scores		Standard Deviation	Computed T	Critical T	Decision	Interpretation
Pre	6.13	1.19	12.74	2.069	Reject H_0	Significant
Post	12.00					

Table 3 shows the difference in the grade 1 learners' performances before and after incorporating the read-aloud technique in teaching comprehension skills. The results show a significant enhancement of Grade 1 learners' comprehension skills after incorporating the read-aloud technique. The mean score was 6.13 (pre-intervention), showing that the comprehension performance of the learners nearly doubled after the intervention. The calculated t-value of 12.74 is significantly greater than the critical t-value of 2.069, which ensures that the difference

between pre-and post-intervention scores is statistically significant. This indicates that the improvement in comprehension skills did not occur by chance but because of the effectiveness of the read-aloud technique. It has a considerable influence on the comprehension skills of the learners. 1.19 standard deviation indicates that scores cluster closely near the mean and, therefore, signify consistent development of learners without any high performers causing skewing. The outcomes decisively affirm that the read-aloud practice is a superior technique for improving understanding ability among learners in Grade 1.

The robust improvement in mean scores indicates that the interactive and active nature of read-aloud classes assisted students in comprehending and absorbing texts more accurately. With encouraging outcomes, educators are advised to continue implementing read-aloud method as an integral part of reading instruction and exploring strategies like guided reading and questioning comprehension to support learners' progress best.

IV. CONCLUSION

It found a marked variance in the grades of the grade 1 learners before and after teaching comprehension skills incorporating the read-aloud technique. Based on the study, the read-aloud technique significantly impacts the comprehension skills of the Grade 1 learners. The fact that a notable difference in the performance existed before and following the intervention implies that the technique or strategy was a successful teaching tool in enhancing learners' comprehension of and interpretation of texts. This was brought by the interactive and stimulating quality of read-aloud sessions, which most likely produced improved listening comprehension, vocabulary building, and critical thinking abilities. The findings justify the continued application of the read-aloud method as a vital element of early reading instruction to further enhance young readers' comprehension skills.

V. RECOMMENDATIONS

1. Use the suggested improvement plan developed and adapt it to become more engaging to the learners.
2. Educators should also continue applying the read-aloud method as an integral instructional tool in reading class to reinforce students' comprehension and deepen students' engagement with text.
3. To make its impact greater, read-aloud activities should contain interactive features such as questioning, predicting, summarizing, and making connections to help learners process and retain information.
4. Schools must implement professional development programs to provide teachers with effective read-aloud techniques, including voice modulation, discussion skills, and text selection, to maximize learners' participation and learning.
5. Teachers must make informed decisions to select developmentally appropriate and culturally responsive reading texts that are interesting and promote active engagement.
6. Parents can be encouraged to implement read-aloud sessions at home to support comprehension skills outside the classroom. Schools can offer resources or workshops to inform parents about effective home-based reading strategies.
7. Future research may investigate the long-term effect of the read-aloud method on reading comprehension, its efficacy when used in conjunction with other strategies (e.g., guided reading), and its generalizability across grade levels.

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AUTHOR'S PROFILE



MRS. MARILYN E. BRINA

Marilyn E. Brina, born on April 17, 1989, in Brgy. Tahad, Tabango, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Mazawalo Elementary School, followed by her secondary education at Palompon Institute of Technology.

Throughout her early years, Marilyn was a working student, poverty did not hinder her from studying instead it motivated her to pursue and get a college diploma. The hardship was instrumental in her ability to pursue higher education, providing significant support in finishing her degree and molding her character. Her rich experiences being a working student enriched her, fostering her growth and resilience.

Marilyn continued her academic journey at Palompon Institute of Technology – Palompon, Leyte, where she earned her Bachelor of Elementary Education, in 2013. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her four little children, Elijah, Ethan, Shiba, and Ellize, Marilyn has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in Elementary Education. She completed the academic requirements for her MAEd in December 2024, driven by her diverse experiences and the support of different people she encountered through her academic journey.

Currently, Marilyn is an esteemed Grade 1 teacher at Mazawalo Elementary School, Palompon, Leyte. Her dedication to education, combined with her hard work and perseverance, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.