

Effectiveness of Small Group Instruction in Improving the Reading Skills of Grade Six Pupils: Basis for a Reading Intervention Program

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Abstract

The study aimed to determine the effectiveness of small group instruction as a reading intervention strategy to develop the reading performance of the Grade 6 pupils. It utilized the quasi-experimental design specifically, one group pre-test posttest design. The study used Revised Phil-IRI Group Screening Test as the baseline in determining the participants of the reading intervention which highlighted the use of small group instruction. Graded Passages Pre-Test and Posttest was employed to identify whether the use of the intervention strategy used was effective. The study hypothesized that there is no significant difference between the performance of the participants in the PHIL-IRI Graded Passages Pre-Test and Posttest. There were 26 participants of the study who took the graded passages tests. They were grouped according to their actual reading profile. They were given reading remediation according to their capability. Results show that in terms of the reading performance in word recognition and comprehension, grade 6 pupils with grade 3 reading level have improved after the conduct of small group instruction. The same result was found with the grade 6 pupils with grades 4 and 5 reading levels. Further, evidence show that the reading intervention strategy employed, was effective. Thus, it is recommended that a reading intervention program which highlighted the use of small group instruction will be used by teachers to improve the reading performance of their pupils.

Index Terms

comprehension, PHIL-IRI, reading intervention program, reading performance, small group instruction

I. INTRODUCTION

Reading is performed for both pleasure and information. Reading skills are important for the individuals since they foster comprehension in texts or symbols. If students do not have knowledge of reading skills, they cannot be expected to be successful readers. Thus, they cannot achieve as well the level of comprehension required to pass exams in their own departments (Kaya, 2015).

Reading is not just translating and decoding text into sounds and spoken words. It definitely includes understanding of the texts called comprehension. Reading comprehension involves taking what was just read and deriving meaning from those words. In simpler terms, reading comprehension is the ability to read, understand, process, and recall what was just read (Rutzler, 2017).

For an individual to survive in today's world, it is a requirement for him to know how to read with understanding. He should be capable of understanding simple text such as transportation documents which includes travel directions and road instructions, bills, and contracts. The effect of not being able to comprehend could be disastrous like in the case of understanding the instructions on a bottle of medicine or chemical warnings (Lastrella in Umali 2012).

With the ability to comprehend a text, people are able not only to live safely and productively, but also to continue to develop socially, emotionally, and intellectually (Umali, 2012).

According to McNamara (2007), comprehension is not always effortless and fast. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. Hence, word recognition can significantly affect reading comprehension. In addition, Blachmann as mentioned by Denton & Otaiba (2015) pined that at the most basic level, beginning readers must become aware of individual sounds and groupings of sounds within the oral speech stream. Spoken language consists of words composed of syllables that are in turn composed of individual sounds; however, when a person listens to oral speech, these words and word parts tend to run together. The beginning reader must become aware that oral language is made up of these components, a competency commonly referred to as phonological awareness.

In recent years, there has been an increased focus on reading instruction in primary, secondary, and higher education (Lei cited by Cekiso 2012). Literature has shown that comprehension strategy instruction, including multiple reading strategies, have been justified in being beneficial to helping learners become strategic readers and improve their reading comprehension (Klapwijk as cited in Cekiso,

2012). Thus, it is necessary for teachers to provide learners with a reading strategy instruction that can help them become strategic readers.

It is on these foregoing premises that the researcher aimed to determine the effectiveness of a small group instruction which intends to improve the reading performance of the pupils and the results of which may serve as basis in designing a sound reading intervention program.

Research Framework

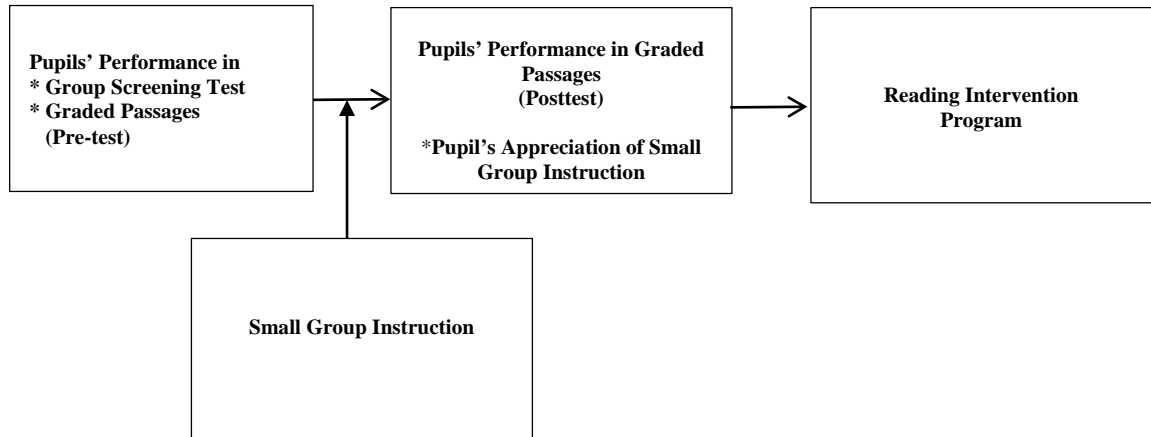


Figure 1: Schematic Diagram of the Study

Objectives of the Study

This study aimed to determine the effectiveness of small group instruction as a reading intervention strategy to develop the reading performance of the Grade 6 pupils. Specifically, it sought to achieve the following objectives.

1. To determine the level of pupils' reading performance in terms of:
 - 1.1 Phil-IRI Group Screening Test; and
 - 1.2 Phil-IRI Graded Passages before (pre-test) and after (posttest) the Small Group Instruction
2. To ascertain whether there is significant difference between the pre-test and posttest scores
3. To determine the level of pupils' appreciation to the small group instruction; and
4. To craft a reading intervention program.

Hypothesis

This null hypothesis is presented based on the result testes at 0.01 level of significance.

Ho1: There is no significant difference in the pupils' reading performance before and after the small group instruction.

II. METHODOLOGY

Research Design

This study utilized the quasi-experimental design, specifically, one group pre-test posttest design. The study used the Revised Phil-IRI Group Screening Test as its baseline in determining the participants of the reading intervention which was the small group instruction.

Sampling Design

The study employed the non-probability sampling technique particularly purposive sampling. The participants were chosen based on the Phil-IRI Group Screening Test. There were twenty-six (26) participants in this study wherein majority are female with 16 respondents or 62 % and 10 male respondents or 28% of the participants' population

Data Gathering Procedure

In the initial phase of the study, the researcher sought permission from the Public Schools District Supervisor, school principal, and head teacher was sought for the conduct the study. After the permission was granted, the researcher who at the same time a Grade 6 English teacher conducted the Phil-IRI Group Screening Test (STAGE 1) in her classes. Those pupils who scored 13 and below in the Test took the Graded Passages Pre-Test (STAGE 2) Individual Administration. The Word Recognition Scores of the pupils were identified. The teacher took note of the miscues of the pupil while reading the passage. The following miscues as described are noted. These were the mispronunciations, omissions, added words, substitutions, repetitions, insertions, and reversals. Aside from the word

recognition, the pupils' level of comprehension were also analyzed based on the pupils' answer after reading the passage. The grade level in which the pupil can register frustration, instructional, and independent level was recorded.

In the administration of the Phil-IRI Graded Passages (Pre-Test), Stage 2, the researcher was provided with four parallel sets (SETS A to D) from the Phil-IRI Manual that she can choose from. This stage of reading assessment further gave the teacher information not just on the weakness of the child in reading but also his or her strengths. It was conducted with the Oral Reading Test. Also, using the graded passages, the teacher identified the grade level in which the pupil can register independent, instructional and frustration level as his or her reading profile. This aided the teacher in designing reading remediation activities that are suitable for developing the pupil's reading skills. Further, this served also as guide for the teacher in choosing instructional materials that would address the needs of the pupil in developing his reading comprehension.

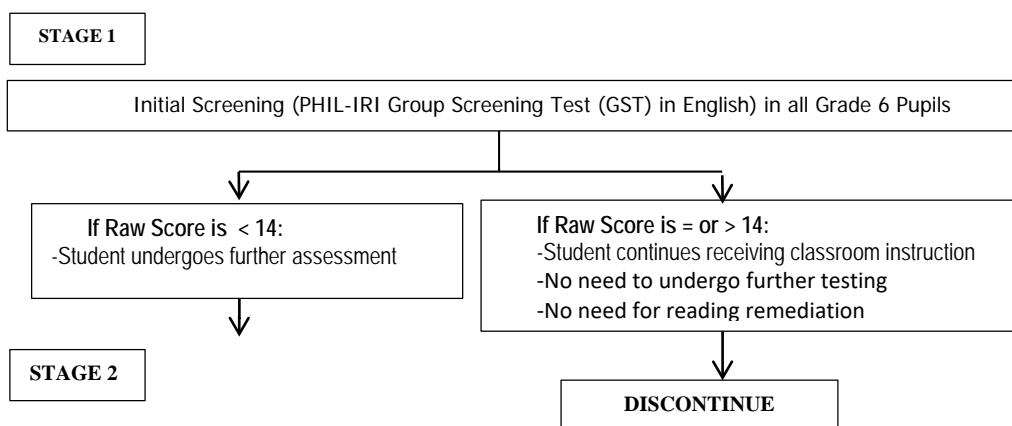
The first passage that the pupil had read aloud depended on the pupil's raw score. If the pupil's raw score in the GST is 0-7, he or she must be given a passage that is 3 grade levels below his or her current level. If the pupil's raw score in GST is 8-13, he must be given a passage that is 2 grades below his current level. Thus, if Pupil A is a Grade Six pupil and scores 6/20 in the GST, he or she must be given a passage at the 3rd grade level. If he or she scores 9/20 in the GST, he or she must be given passage from the 4th grade level. In the case of the participants of this study, all of the 26 pupils had score from 8 to 13 in the GST. Hence, the first graded passage introduced was the Grade 4 level.

Since in this stage the teacher already determined the grade level in which the pupil can register his or her reading profile in independent, instructional and frustration level, it is expected that the pupil has read two or more passages and answered the questions that follow. The number of passages the pupil has read was dependent on the result of each test. In finding the independent level of the pupil's reading profile, the teacher gave a selection that was one lower level than the given selection until the pupil registered performance at 97%-100% in the word recognition and 80%-100% in comprehension. In finding the frustration level, the teacher gave a selection that was one higher level than the level in which the child has registered instructional level until the pupil registered the performance at 89% and below for the word recognition and 58% and below for the comprehension. This is important in order for the teacher to know the kind of reading material that the pupil is already able to perform well in. Once all the data which can be used to describe the pupil's reading performance were gathered, the teacher designed an intervention program and choose instructional materials to address the needs of the pupils in improving their reading performance.

After getting the reading profile of the pupils in terms of word recognition and comprehension, the researcher then proceeded the employment of the reading remediation (STAGE 3) which was through small group instruction. The teacher used the Developing Reading Power Books issued by the Department of Education. It has reading passages and comprehension checkup questions for exercises.

Prior to actual reading, the vocabulary development was undertaken first. Motivation and motive question were also given to prepare the pupil in the selection. The schema (prior knowledge of the pupil on the subject) was activated to prepare the pupil in interacting with the text. The first two steps were done through small group instruction to develop learning through socialization and interaction. The teacher employed varied teaching techniques in improving the pupils' reading comprehension. Explicit teaching as a strategy in improving the reading comprehension was delivered. This means that the teachers read the difficult words first and the pupil took his or her turn in reading the terms. Then, the teacher read the entire text followed by the pupil. This was designed to attain oral fluency in order to help the pupil to give less effort in the word recognition and give full attention in connecting the meaning of the words in the context thus attaining comprehension of the text. As soon as the oral fluency of the pupil progresses, the teacher asked the pupil to read the text by himself or herself without the modelling of the teacher. Pupils were also asked to read aloud and in some other time individually. After the reading activity, the pupils were asked to answer comprehension check-up questions. During the checking, some questions were discussed and the teacher added questions that activate the higher order thinking skills of the pupils. The reading remediation lasted for two and a half months.

Graded Passages Posttest (STAGE 4) was then administered at the last quarter of the school year. There were four parallel sets of Graded Passages. The results of Graded Passages Pre-Test and Posttest were compared to monitor the progress of the pupils. After taking the Graded Passages Posttest, the level of pupils' appreciation on the small group instruction was assessed to identify whether the pupils had appreciated on the remediation activity that they underwent.



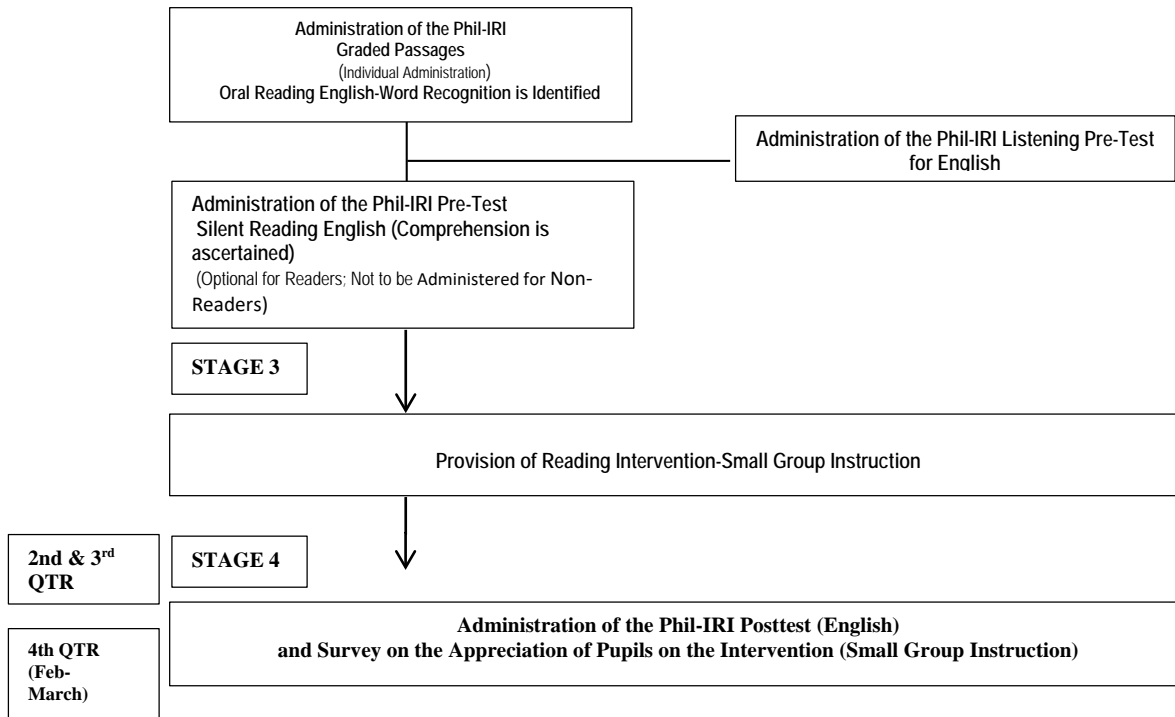


Figure 2. Stages of the Revised Phil-IRI Administration

III. RESULTS

Problem 1: The Level of Reading Performance of Pupils in terms of:

1.1 PHIL-IRI Group Screening Test

Table 1 Frequency Distribution of the Reading Performance of Grade 6 Pupils in PHIL-IRI Group Screening Test

Reading Level	F	%
At grade 6 level	54	67.50
Below level: Grade 5	9	11.25
Below level: Grade 4	5	6.25
Below Level : Grade 3	12	15.00
Total	80	100

As gleaned in the table, the results of the Group Screening Test, 54 pupils are at their expected level –grade 6 while 12 of them are at below level-grade 3, 5 are at below level-grade 4 and 9 of them are at below level-grade 5. This means that most of the pupils are at the grade-appropriate level while 26 of them still need intervention.

The Anne Casey Foundation (2010) explained that the ability to read in the elementary grade is critical to a child’s success in school, life-long learning potential and their ability to contribute to the nation’s economy and its security. Children can succeed at advancing to a higher grade reading level if policymakers focus on school readiness, school attendance, summer learning, family support and high-quality teaching.

Table 2 shows that during pre-test, out of 12 pupils who were given Grade 3 level reading material, 2 or 16.7 % of them are in instructional level and 10 or 83.3 % of them are in independent level. After the intervention, 12 or 100% are already registered in grade 5 independent level. This shows that the small group instruction has greatly improved the reading skill of the Grade 6 pupils with grade 3 reading level in terms of word recognition.

1.2 Graded Passages Before and After Small Group Instruction

Table 2. Pretest and Posttest Performance of Grade 6 Pupils with Grade 3 Reading Level in terms of Word Recognition

Grade Level Reading Test	Frustration				Instructional				Independent			
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
	f	%	f	%	F	%f	F	%	f	%	f	%
Grade 3					2	16.7			10	83.3		
Grade 4												
Grade 5											12	100

This is supported by Tyner as mentioned by Wilson (2012) that beginning readers benefit most from being taught explicit skills during intensive group discussion. The small-group differentiated reading model enables teachers to focus on specific skills. By integrating strategy instruction into word-study lessons and engaging students into guided practice to use what they have learned, educators support pupils' early literacy learning. In addition, Li and Creamer in Wilson (2012) posited that active responses during small group reading instruction increase student engagement and motivation to participate. Children actively create multiple words to demonstrate their understanding of words.

Table 3. Pre-test and Posttest Performance of Grade 6 Pupils with Grade 3 Reading Level in terms of Comprehension

Grade Level Reading Test	Frustration				Instructional				Independent			
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
	f	%	f	%	F	%f	F	%	f	%	f	%
Grade 3	3	25			9	75						
Grade 4												
Grade 5			2	16.7			2	16.7			8	66.7

As displayed in the table, 3 or 25 % of the pupils are in frustration level, and 9 or 75 % are in the instructional level. After employing the intervention, 2 or 16.7% are registered in grade 5 frustration level, another 2 or 16.7% are in instructional and 8 or 66.7% are registered in grade 5 independent level. This suggests that the reading performance of grade 6 pupils with grade 3 reading level has greatly improved after the conduct of the small group instruction.

This result is supported by Wasik as mentioned by Wilson (2012) that with five or fewer children in a group, teachers can focus needed attention on individual children and make sure that each child has opportunities to participate. Additionally, small-group time enables children to have high-quality interaction with teachers.

Teachers are able to observe pupils as they are learning and modify instruction, clarify misconception, and discuss material to meet the specific learning needs of each child in a small group. Each group receives high-quality reading instruction and children can be engaged in meaningful tasks that are related to specific instructional level according to Kiley mentioned by Wilson (2012).

Table 4 Pretest and Posttest Performance of Pupils in Grade 4 Reading Level in terms of Word Recognition

Grade Level Reading Test	Frustration				Instructional				Independent			
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
	f	%	f	%	F	%f	F	%	F	%	f	%
Grade 4					3	60.00			2	40.00		
Grade 5											5	100

As gleaned in the table, in terms of word recognition during pretest, 3 or 60% of the pupils with grade 4 reading level were in the instructional level while 2 or 40% of them were registered in the independent level. During posttest, 5 or 100% of the pupils were already in the grade 5 independent level.

This means that the reading performance of the grade 6 pupils with grade 4 reading level has improved after the conduct of small group discussion. In connection to the foregoing result, Moore (2000) posited that word recognition skill such as vocabulary

knowledge is a significant and constant predictor of overall reading comprehension irrespective of grade level. While significant, fluency effects diminish over grades, especially in the later grades.

As shown in table 5, in terms of comprehension during pretest, 4 or 80% of the pupils are in frustration level while 1 or 20% is in the instructional level. However, after the conduct of small group instruction, 5 or 100% of them are already in grade 5 independent level. This means that in terms of the reading performance particularly comprehension, the grade 6 pupils with grade 4 reading level has improved after the conduct of small group discussion

Table 5. Pre-test and Posttest Performance of Grade 6 Pupils in Grade 4 Reading Level in terms of Comprehension

Grade Level Reading Test	Frustration				Instructional				Independent			
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
	f	%	f	%	F	%f	F	%	F	%	f	%f
Grade4	4	80			1	20						
Grade 5											5	100

The result above is in consonance with the Early Warning Executive Summary Report in The Anne Casey Foundation (2013) in which the assessment report affirmed that reading proficiency is crucial for continued academic success and to break the cycle of intergenerational poverty, and the key factors in addressing the problem. The knowledge base continues to grow. And with each new finding, one may gain more insight, resources and confidence for the challenge of helping more children, especially those from low-income families, read at their expected grade level by the end of the school year.

Table 6. Reading Performance of Grade 6 Pupils with Grade 5 Reading Level in terms of Word Recognition

Test	Frustration				Instructional				Independent			
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
	F	%	f	%	f	%	f	%	F	%	f	%
Grade5	9	100										
Grade 6											9	100

As displayed in the table, in terms of word recognition during pretest, 9 or 100% of the pupils in grade 5 reading level are registered in the frustration level while during posttest, 9 or 100% of the pupils are already in the grade 6 independent level. This means that in terms of their reading performance particularly word recognition, the grade 6 pupils with grade 5 reading level has improved after the conduct of small group instruction.

Anent to this result, Chard et.al. in Chaka and Booi-Ncetani (2015) mentioned that fluent oral reading in English is an essential skill for learners at any level of their learning career. In fact, most language teaching experts agree that efficient and effective word recognition skills are a *sine qua non* for becoming a successful reader.

In addition to the foregoing claim, word recognition is important in order for the learner to understand the text that he or she is reading. According to Granville in Chaka & Booi- Ncetani (2015), the meaning resides unproblematically in the text and the reader simply has to discover it as it is fixed and determined. The pupil therefore should master the mechanical reading skills such as word recognition, decoding, phonics, and reading aloud.

Table 7. Pretest and Posttest Performance of Grade 6 Pupils with Grade 5 Reading Level in terms of Comprehension

Grade Level Reading Test	Frustration				Instructional				Independent			
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
	F	%	f	%	f	%	F	%	F	%	f	%
Grade 5	9	100					1	11.1			5	55.56
Grade 6											3	33.33

As seen in the table, in terms of comprehension during pretest, 9 or 100% of the pupils in Grade 5 reading level are registered in the frustration level while during posttest, 1 or 11.1% of the pupils belongs to the instructional level and 5 or 55.56% of the pupils are already in the grade 5 independent level and 3 or 33.33% are registered in the grade 6 independent level. This means that in terms

of reading comprehension, the grade 6 pupils with grade 5 reading level’s performance has improved after the conduct of small group discussion.

The result above is in accordance to the findings of the study Perfetti and Hogaboam (2019) entitled Relationship between single word decoding and reading comprehension skills. It was found out that unskilled comprehenders may have failed to develop automatic decoding skills and that this failure may lead to diminished comprehension skills sharing a common processing capacity with non-automatic decoding.

Problem 3: Significant Difference between Pretest and Posttest Results of the Grade 6 Pupils’ Reading Performance

Table 8. Paired t-test between Pretest and Posttest Scores of Grade 6 Pupils with Grade 3 Reading Level

Test	Mean	SD	t	p-value
Pretest	10.91	1.375	3.546**	0.005
Posttest	13.09	2.119		

**significant at $p < .01$

It can be gleaned from the data that the analysis yielded t-value of 3.546 at $p = 0.005$, indicating a very significant difference of the scores. Thus, the null hypothesis is rejected. This means that there is a significant difference between the pretest and posttest scores of the pupils. Thus, the reading level of 6 pupils with Grade 3 reading level has significantly improved. The result also suggests that small group instruction is effective as a reading intervention strategy.

The result is supported by Amendum, et. al, in Wilson (2012) who posited that through social interaction and small-group learning activities, children begin to integrate and control specific knowledge and skills gradually, as they participate in meaningful, hands-on practice of those skills. Small-group reading instruction allows for this to happen with ease. Reading and literacy lessons provide a social context in which teachers and students meet and closely interact.

Table 9. Paired t-test between Pre-test and Posttest Scores of Grade 6 Pupils with Grade 4 Reading Level

	Mean	SD	t-value	p-value
Post GST Score	15.2000	.83666		
Pre GST Score	11.4000	1.51658	6.517**	0.003**

**significant at $p < .01$

The paired t-test between the pretest and posttest scores of the grade 6 pupils with grade 4 reading level resulted with a t-value of 6.517 at $p = 0.003$. Since the p-value is greater than the 0.05 level of significance set for analysis, the null hypothesis is rejected. This means that there is a significant difference between the pre-test and posttest scores of the pupils. Thus, the reading level of 6 pupils with grade 4 reading level has improved. The result also suggests that small group instruction is effective as a reading intervention strategy.

The foregoing result is backed by Tyner in Wilson (2012) who posited that small group differentiated reading model enables the teachers to focus specific skills needed by varied groups of children. Allington in Wilson (2012) also added that struggling readers are often asked to read text that is far more difficult for them to read than the texts their better reading peers are assigned. Hence, small group instruction is an avenue for these struggling pupils to improve their reading performance.

Table 10. Paired t-test between Pretest and Posttest Scores of Grade 6 Pupils with Grade 5 Reading Level

	Mean	SD	t-value	p-value
Post GST Score	14.556	1.878		
Pre GST Score	11.444	1.235	5.776**	0.000

**significant at $p < .01$

It can be noted that the t-value obtained is 5.776 at $p = 0.000$ indicating very significant difference between the pretest and posttest scores. Thus, the null hypothesis is rejected.

This finding reveals that the pupils were able to raise their scores after the intervention. Thus it can be said that the intervention was effective in its objective to improve the reading performance of the pupils.

In connection to the result above, Foorman and Torgesen (2002) found out from an evidence-based research that there is a dramatic reductions in the incidence of reading failure when explicit instruction in phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing components are provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats. The argument is made that by coordinating research evidence from effective classroom reading instruction with effective small-group and one-on-one reading instruction, one can meet the literacy needs of all children.

Problem 5: Level of Grade 6 Pupils’ Appreciation on Small Group Instruction

As presented on the table, indicators 8 and 9 which state that the pupil can improve his or her diction in reading since they (with group mates) are asked to read in a small group or individually and he or she prefers to be in a small group when doing reading activities and answering reading exercises got the highest rating of 4.58 described as strongly agree.

Table 11. Mean Distribution of the Responses on the Level of Pupils’ Appreciation to Small Group Instruction

Indicators	Mean	VD
1. I enjoy doing reading activities when I am in a small group.	4.54	Strongly Agree
2. I can concentrate in doing reading activities in a small group.	3.81	Agree
3. I learn more in small group since my classmates can share their ideas with respect to the topic.	4.46	Strongly Agree
4. I get the chance to share my idea with my groupmates	4.38	Strongly Agree
5. I can best interact with my teacher and classmates in reading activities and materials when I am in a small group.	4.15	Agree
6. I am more prepared in reading when the teacher asks questions about the topic being read when I am in a small group	4.27	Strongly Agree
7. I can improve my vocabulary through reading in a small group since we are sometimes asked to define the word in our own words.	4.46	Strongly Agree
8. I can improve my diction in reading since we are asked to read in a small group or individually.	4.58	Strongly Agree
9. I prefer to be in a small group when doing reading activities and answering reading exercises.	4.58	Strongly Agree
10. The reading materials given in a small group are appropriate to my reading capacity.	4.50	Strongly Agree
Overall	4.37	Strongly Agree

Range of Means: 1.00-1.80 (Strongly Disagree); 1.81- 2.60 (Disagree); 2.61-3.40 (Uncertain); 3.41-4.20 (Agree); 4.21-5.00 (Strongly Agree)

On the other hand, the indicator 2 which states that the pupil can concentrate in doing reading activities in a small group got the lowest mean of 3.81 which signifies that the pupil still agree with the statement. The overall weighted mean of the level of pupils’ appreciation to SGI is 4.37 which means that the pupils strongly agree with the statement. Thus, they outstandingly appreciate the small group instruction. This also suggests that the pupils realized the advantages of being in a small group and that they somehow acknowledge the improvement of their reading performance which brought about by their participation in the small group instruction.

With regards to the result above, Hughes and Moody as cited in Young (2008) found in their a meta-analytic review that students in small groups or in peer tutoring made impressive gains in decoding, suggesting that small group instruction may be as effective as individual tutoring. Peer tutoring, they pointed out, can be used with an entire class (e.g., classwide peer tutoring), limiting the amount of teacher time and resources needed.

Realizing the effects of small group instruction, National Research Council (2010) explained that stumbling obstacles such as absence or loss of motivation and failure to develop deep appreciation to the rewards of reading activity should be minimized if not eradicated in reading classes since these will forfeit the aims to improve the reading competence of the learners.

Problem 4: The Reading Intervention Program

The findings of the study indicate that a reading intervention program if effectively implemented, can improve the pupils’ reading performance. Attached is the proposed reading intervention program for the Grade 6 pupils whose reading levels are in grades 3-5.

LOCALIZED READING INTERVENTION PROGRAM

Rationale

Excellent reading skill is exceptionally indispensable in the diverse learning areas. It is a paramount avenue of an individual in acquiring basic knowledge and life skills. It allows the pupil to access the breadth of curriculum. Further, the pupil’s language and communication skills are greatly harnessed through skillful reading. Posing these, a pupil can likewise develop self-confidence. Thus, developing the reading skills both in word recognition and comprehension must be given due attention by the educators.

Annually, the Philippine Informal Reading Inventory is conducted to assess the reading level of the school children. Data show that there are pupils whose reading level is below from the grade level that they are in. It remains to be a challenge to the

classroom teachers on how to help these pupils attain good reading skills. To address this concern, reading intervention must be effectively done.

Based on researches, small group instruction is an effective strategy to respond to the pupils' difficulty in reading. In this strategy, the teacher can employ varied teaching techniques to carry out small group instruction. To mention, he can administer brainstorming, think pair and share, and cooperative learning activities. Pupils may be allowed to read aloud or silently, in a group or individually. Vocabulary-building can also be achieved through unlocking of difficulties. With this strategy, the pupil is given intervention based on his reading level with his classmates who belong to the same level. He will be given appropriate reading materials which can easily activate his schema making him ready to interact with the text.

Objective: To improve the reading performance of Grade 6 Pupils with Grade 3 Reading Level through Small Group Instruction

PROGRAMME MATRIX for Grade 3 Reading Level

Activities	Persons Involved	Time Frame	Materials Needed	Source of Fund	Performance Indicator
Conduct of Group Screening Test	School Reading Coordinator, Teacher, Pupils	June	Printed Materials for Group Screening Test	School MOOE	100% of the Pupils had taken the Group Screening Test for Grade Six in English
Conduct of Graded Passages Pre-Test	School Reading Coordinator, Teacher, Pupils	July	Printed Materials for Graded Passages Pre-Test	School MOOE	100% of the Pupils who scored 0-13 in the Group Screening Test had taken the Graded Passages Pre-Test
Conduct of Reading Intervention Program through Small Group Instruction (Explicit Teaching)	Teacher, Pupils	August (Monday and Tuesdays)	CAI/Printed Materials from the Developing Reading Power 3, Skill A Noting Details Exercises 9-24	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
	Teacher, Pupils	September (Monday and Tuesdays)	CAI/Printed Materials from the Developing Reading Power 3, Skill A Noting Details Exercises 25-40	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Reading Intervention Program through Small Group Instruction (Think, Pair, and Share)	Teacher, Pupils	October (Monday and Tuesdays)	CAI/Printed Materials from the Developing Reading Power 3, Skill B Getting the Significance of a Selection Exercises 1-12	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Reading Intervention Program through Small Group Instruction (Brainstorming)	Teacher, Pupils	November Week 1 &2 (Monday and Tuesdays)	CAI/Printed Materials from the Developing Reading Power 3, Skill B Getting the Significance of a Selection Exercises 13-20	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
	Teacher, Pupils	November Week 3 &4 (Monday and Tuesdays)	CAI/Printed Materials from the Developing Reading Power 3, Skill C Predicting Outcome of a Given Event and Making Inferences Exercises 1-8	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises

Conduct of Reading Intervention Program through Small Group Instruction (Cooperative Learning)	Teacher, Pupils	December Week 1 & 2 (Monday and Tuesdays)	CAI/Printed Materials from the Developing Reading Power 3, Skill C Predicting Outcome of a Given Event and Making Inferences Exercises 9-16	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Reading Intervention Program through Small Group Instruction (Independent Reading)	Teacher, Pupils	January (Monday & Tuesdays)	CAI/Printed Materials from the Developing Reading Power 3, Skill D Reading to Follow Precise Instruction Exercise	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Phil-IRI Graded Passages Post Test	Teacher, Pupils	February	Printed Materials on Graded Passages Post-Test	School MOOE	100% of the Pupils had taken the Graded passages and had improved their reading skills.

Objective: To improve the reading performance of Grade 6 Pupils with Grade 4 Reading Level through Small Group Instruction

PROGRAMME MATRIX for Grade 4 Reading Level

Activities	Persons Involved	Time Frame	Materials Needed	Source of Fund	Performance Indicator
Conduct of Group Screening Test	School Reading Coordinator, Teacher, Pupils	June	Printed Materials for Group Screening Test	School MOOE	100% of the Pupils had taken the Group Screening Test for Grade Six in English
Conduct of Graded Passages Pre-Test	School Reading Coordinator, Teacher, Pupils	July	Printed Materials for Graded Passages Pre-Test	School MOOE	100% of the Pupils who scored 0-13 in the Group Screening Test had taken the Graded Passages Pre-Test
Conduct Reading Invention Program through Small Group Instruction (Explicit Teaching)	Teacher, Pupils	August (Wednesdays)	CAI/Printed Materials from the Developing Reading Power 4, Skill A Noting Details Exercises 9-24	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
	Teacher, Pupils	September (Wednesdays)	CAI/Printed Materials from the Developing Reading Power 4, Skill A Noting Details Exercises 25-40	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Reading Intervention Program through Small Group Instruction (Think, Pair, and Share)	Teacher, Pupils	October (Wednesdays)	CAI/Printed Materials from the Developing Reading Power 4, Skill B Getting the Significance of a Selection Exercises 1-12	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Reading	Teacher, Pupils	November	CAI/Printed Materials from the Developing	HRPTA Fund,	100% of the Pupils had attended the Reading Intervention through

Intervention Program through Small Group Instruction (Brainstorming)		Week 1 & 2 (Wednesdays)	Reading Power 4, Skill B Getting the Significance of a Selection Exercises 13-20	School MOOE	Small Group Instruction and had answered 80% of the reading exercises
	Teacher, Pupils	November Week 3 & 4 (Wednesdays)	CAI/Printed Materials from the Developing Reading Power 4, Skill C Predicting Outcome of a Given Event and Making Inferences Exercises 1-8	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Reading Intervention Program through Small Group Instruction (Cooperative Learning)	Teacher, Pupils	December Week 1 & 2 (Wednesdays)	CAI/Printed Materials from the Developing Reading Power 5 Skill C Predicting Outcome of a Given Event and Making Inferences Exercises 9-16	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Reading Intervention Program through Small Group Instruction (Independent Reading)	Teacher, Pupils	January (Wednesdays)	CAI/Printed Materials from the Developing Reading Power 5, Skill D Reading to Follow Precise Instruction Exercise	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Phil-IRI Graded Passages Post Test	Teacher, Pupils	February	Printed Materials on Graded Passages Post-Test	School MOOE	100% of the Pupils had taken the Graded passages and had improved their reading skills.

Objective: To improve the reading performance of Grade 6 Pupils with Grade 5 Reading Level through Small Group Instruction

PROGRAMME MATRIX for Grade 5 Reading Level

Activities	Persons Involved	Time Frame	Materials Needed	Source of Fund	Performance Indicator
Conduct of Group Screening Test	School Reading Coordinator, Teacher, Pupils	June	Printed Materials for Group Screening Test	School MOOE	100% of the Pupils had taken the Group Screening Test for Grade Six in English
Conduct of Graded Passages Pre-Test	School Reading Coordinator, Teacher, Pupils	July	Printed Materials for Graded Passages Pre-Test	School MOOE	100% of the Pupils who scored 0-13 in the Group Screening Test had taken the Graded Passages Pre-Test
Conduct Reading Invention Program through Small Group Instruction (Explicit	Teacher, Pupils	August (Thursdays))	CAI/Printed Materials from the Developing Reading Power 5, Skill A Noting Details Exercises 9-24	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
	Teacher, Pupils	September	CAI/Printed Materials from the Developing	HRPTA Fund,	100% of the Pupils had attended the Reading Intervention through

Teaching)		(Thursdays)	Reading Power 5, Skill A Noting Details Exercises 25-40	School MOOE	Small Group Instruction and had answered 80% of the reading exercises
Conduct Reading Invention Program through Small Group Instruction (Think, Pair, and Share)	Teacher, Pupils	October (Thursdays)	CAI/Printed Materials from the Developing Reading Power 5, Skill B Getting the Significance of a Selection Exercises 1-12	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct Reading Invention Program through Small Group Instruction (Brainstorming)	Teacher, Pupils	November Week 1 & 2 (Thursdays)	CAI/Printed Materials from the Developing Reading Power 5, Skill B Getting the Significance of a Selection Exercises 13-20	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
	Teacher, Pupils	November Week 3 & 4 (Thursdays)	CAI/Printed Materials from the Developing Reading Power 5, Skill C Predicting Outcome of a Given Event and Making Inferences Exercises 1-8	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct Reading Invention Program through Small Group Instruction (Cooperative Learning)	Teacher, Pupils	December Week 1 & 2 (Thursdays)	CAI/Printed Materials from the Developing Reading Power 5, Skill C Predicting Outcome of a Given Event and Making Inferences Exercises 9-16	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct Reading Invention Program through Small Group Instruction (Independent Reading)	Teacher, Pupils	January (Thursdays)	CAI/Printed Materials from the Developing Reading Power 5, Skill D Reading to Follow Precise Instruction Exercise	HRPTA Fund, School MOOE	100% of the Pupils had attended the Reading Intervention through Small Group Instruction and had answered 80% of the reading exercises
Conduct of Phil-IRI Graded Passages Post Test	Teacher, Pupils	February	Printed Materials on Graded Passages Post-Test	School MOOE	100% of the Pupils had taken the Graded passages and had improved their reading skills.

IV. CONCLUSIONS

The central theme of the study is the effectiveness of the small group instruction as an intervention given to pupils who fell below their expected reading level. Evidence shows that a number of pupils in grade 6 level need reading remediation which as proposed in this study is the small group instruction.

Before the intervention, it was alarming to note that there were grade six pupils whose reading levels are still in grades 3, 4 and 5. However, after the intervention, the pupils' reading levels had improved in terms of their reading performance in word recognition and comprehension.

The participants of the reading intervention activity outstandingly appreciate the small group instruction. The pupils realize the advantages of being in a small group and they somehow acknowledge the improvement of their reading performance which brought about by their participation in the small group instruction.

Based on the results of the study, the researcher crafted a reading intervention program which highlighted the use of small group instruction activities. This program hopes to improve the reading performance of the pupils not just in grade six classes but it can also be used as basis in designing reading programs for all grade levels as its effectiveness was already confirmed.

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