

# READING REMEDIATION PROGRAM USING SUPERVISED PAIRING - UP READING: AN EXPERIMENTAL STUDY

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## ABSTRACT

*After implementing the Supervised Pairing-Up Reading program, significant advancements were observed in the experimental group compared to the control group, evidenced by substantial increases in mean scores across multiple assessments. This study investigates the impact of a Supervised Pairing-Up Reading intervention on students' word proficiency and reading comprehension skills within an educational context. Employing a quasi-experimental design, initial assessments revealed that both the control and experimental groups initially performed below expected levels in both abilities. However, while the mean scores improved, some students in the experimental group continued to show varying degrees of progress, indicating that individual differences and additional factors may influence the overall effectiveness of the intervention. The intervention centered on the structured pairing of students during reading activities, emphasizing collaborative learning strategies known to enhance language development and comprehension. This approach aligns with established research highlighting the pedagogical benefits of collaborative learning. Findings underscore not only improved academic outcomes but also heightened peer cooperation and participant engagement, crucial for fostering a supportive learning environment. Furthermore, the pivotal role of educators in facilitating effective pairing sessions, and providing immediate feedback and guidance. The Supervised Pairing-Up Reading intervention effectively targeted specific literacy weaknesses while positively influencing students' attitudes toward learning. In conclusion, this research contributes empirical evidence supporting the efficacy of the Supervised Pairing-Up Reading program in enhancing both word proficiency and reading comprehension among students. The study underscores the practical benefits of collaborative learning strategies in educational settings, suggesting implications for instructional practice and further research into long-term intervention effects and scalability across diverse educational contexts.*

**Keyword:** - Supervised Pairing-Up Reading, Collaborative Learning, Word Proficiency, Reading Comprehension, Educational Intervention, Academic Outcomes, Peer Cooperation, Student Engagement, Literacy Skills, Teacher Role

## 1. INTRODUCTION

In the realm of education, particularly in the development of reading skills among learners, significant attention has been directed towards understanding and addressing the challenges faced by students with reading disabilities. Suson [1] noted that these challenges not only affect academic performance but also impact overall learning and social integration. Additionally, Duke et al. [2] stated that effective interventions have been explored extensively, focusing on enhancing vocabulary, comprehension strategies, and motivation to improve reading outcomes. Furthermore, Oakhill et al. [3] mentioned that reading comprehension, a crucial component of academic success, is intricately linked to vocabulary development and the ability to infer and comprehend text structures. Metsala and David [4] underscored the importance of early intervention in developing these foundational skills, especially among struggling readers who require targeted support in both decoding and comprehension. Moreover, the role of teachers in fostering supportive learning environments cannot be overstated. Mardiah [5] highlighted the importance of constructive criticism, autonomy support, and structured teaching practices in enhancing students' self-efficacy and academic achievement. Similarly, Abramczyk and Jurkowski [6] stated that collaborative learning

approaches, such as peer tutoring and cooperative learning, have demonstrated positive impacts on student engagement and learning outcomes.

To contribute to the discourse on effective reading interventions by presenting findings from an experimental approach conducted at New Albay National High School, Maragusan, Davao de Oro is the goal of this study. Specifically, it explores a holistic reading intervention designed to address the diverse needs of Grade Seven learners with reading disabilities. The study investigates the efficacy of integrating various strategies, including vocabulary development, comprehension skills enhancement, and motivational techniques, to foster a conducive learning environment and support academic growth among struggling readers. Furthermore, recent studies highlight the multifaceted nature of reading difficulties and their impact on students' academic performance and well-being.

Torppa et al. [7] underscore the pervasive challenges faced by students with poor comprehension skills, emphasizing the need for targeted interventions to improve reading proficiency across different academic subjects. Similarly, research by Lovett et al. [8] highlights the critical role of intensive remediation during the middle school years in developing reading skills among adolescents facing reading impairments. This study also considers the broader educational context and the importance of socio-emotional development in enhancing learning outcomes. Greenleaf et al. [9] discuss how socio-emotional dispositions, nurtured through supportive teacher-student interactions, can significantly improve student engagement and confidence, thereby enhancing academic achievement. This paper further contributes to the body of knowledge on effective educational practices by proposing a comprehensive approach to reading intervention that integrates academic skill development with socio-emotional support. The findings aim to inform educators, school administrators, and policymakers about strategies that can effectively support students with reading disabilities in mainstream educational settings.

This study sought to answer the following questions:

1. What is the level of achievement of the pre-test scores of the control and experimental group in Word Proficiency and Reading Comprehension?
2. What is the level of achievement of the post-test scores of the control and experimental group in Word Proficiency and Reading Comprehension?
3. Is there a significant difference in the post-test of the Experimental and the Control group in word proficiency?
4. Is there a significant difference in the post-test of the Experimental and the Control group in reading comprehension?

### **1.1 Significance of the Research**

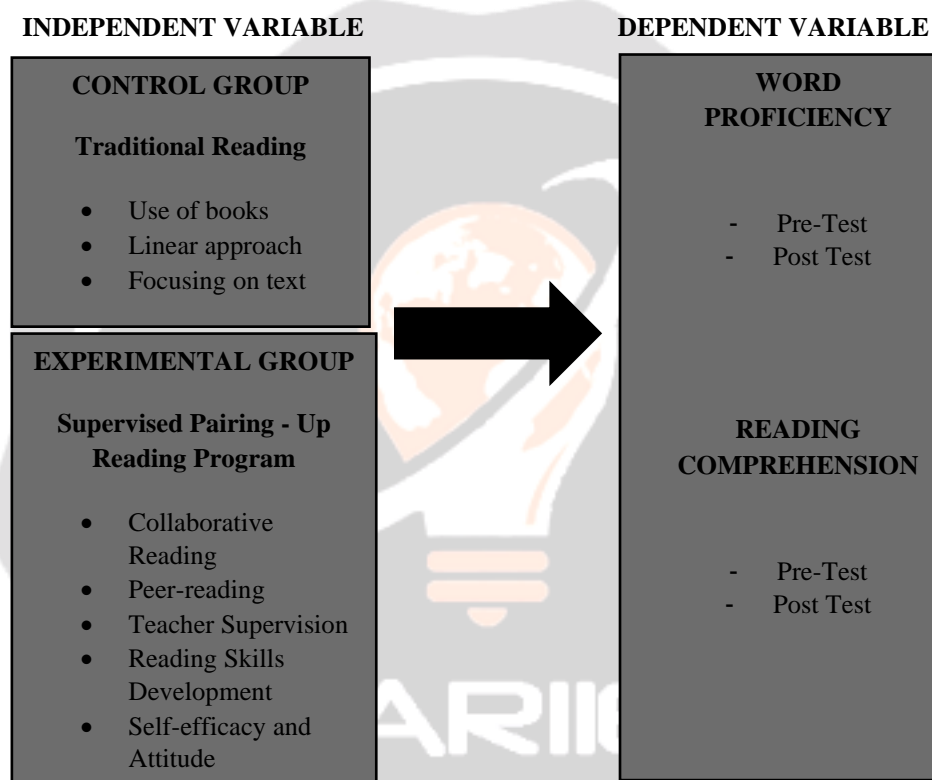
This study addresses critical educational challenges by focusing on improving learning outcomes for Grade Seven learners with reading disabilities at New Albay National High School. By enhancing reading comprehension skills crucial for academic success across subjects, the research aims to equip students with essential literacy skills, thereby improving overall academic achievement. Tailored interventions, including metacognitive strategies and peer tutoring were designed to boost reading proficiency and confidence among struggling readers, fostering a more inclusive learning environment. Insights from this study contribute to evidence-based educational strategies and curriculum enhancements that prioritize personalized learning approaches and inclusive practices. The integration of peer tutoring and collaborative learning underscores potential pedagogical innovations for deeper student engagement and enhanced learning experiences. Future research could explore the long-term effects and scalability of these interventions across diverse educational settings, aiming to benefit a broader population of students with varying learning needs.

### **1.2 Theoretical Framework of the Study**

This study is rooted in the Social Learning Theory, as proposed by Albert Bandura [10], which asserts that interaction, modelling, and observation contribute support learning. This theory suggests that cooperative reading activities with more skilled peers could help struggling readers improve their capacity to read. Social learning theory asserts that behavior modelling and observation, along with direct reinforcement, are important means of fostering learning. Furthermore, self-efficacy—a person's confidence in their capacity to do tasks—is emphasized by Bandura's Social Learning Theory. The self-efficacy of struggling readers concerning their capacity for reading is likely to improve through successful collaborative reading experiences with proficient peers. Supervised Pairing-Up Reading initiative makes use of this feature by promoting a helpful social setting. Peer partners provide help, comments, and encouragement to struggling readers in this setting, which improves their overall learning experience.

This theory is relevant to this study as the aim of this paper is to investigate the effectiveness of Supervised Pairing-Up Reading. To achieve its aim, struggling readers were paired with proficient readers. Varied tests were administered to students to determine the effectiveness of the approach.

This conceptual paradigm stresses the combination of qualitative (e.g., understanding participants' experiences with the intervention) and quantitative (e.g., measuring reading ability via standardized exams) techniques, which may aid in completely assessing the program's efficacy. The control group was the first independent variable, and traditional reading, including the usage of books, applying a linear approach, and focusing on text, was used. The second independent variable was the experimental group, which used the Supervised Pairing-Up Reading Program, which included collaborative reading, peer-reading, teacher supervision, reading skill development, and self-efficacy and attitude development. The dependent variables were word proficiency and reading comprehension, which were assessed both before and after the experiment. Linking the results of these studies leads to the conceptualized model shown in Figure 1.



**Fig -1:** Conceptual Framework

## 2. METHODS

This study utilizes a quasi-experimental research design to assess the effectiveness of the Supervised Pairing-Up Reading Program in enhancing reading skills among Grade Seven students with reading disabilities at New Albay National High School in Maragusan, Davao de Oro, Philippines. Participants will be stratified into two groups: a control group receiving traditional reading instruction and an experimental group involved in the program. Selection criteria include pre-existing reading ability assessments to ensure group comparability. Demographic data such as age and gender will be collected to account for potential variability. Informed consent will be obtained from participants and their guardians to uphold ethical standards throughout the study.

### 2.1 Data Collection

Data collection for this study will primarily involve both quantitative and qualitative approaches. Quantitative data will be gathered through pre- and post-tests assessing participants' reading proficiency and comprehension. These tests will include standardized reading assessments tailored to measure specific reading skills.

Qualitative data will be collected through participant observations and interviews aimed at understanding the experiences and perceptions of both students and teachers regarding the effectiveness of the Supervised Pairing-Up Reading Program. These methods will provide comprehensive insights into the program's impact on participants' reading abilities and their overall learning experiences.

## 2.2 Research Procedure

Before the study commenced, the researcher sought and obtained written permission from the Department of Education (DepEd) in Davao de Oro's Office of the Schools Division Superintendent. This approval was followed by the validation of research tools to ensure their accuracy and relevance. Additionally, a formal request was submitted to the school principal of New Albay National High School, who granted permission to conduct the study within the educational institution.

In adherence to school protocols, pre-tests were administered to establish baseline data. Students were subsequently briefed and oriented about the study's objectives and procedures before the main research commenced. The study was conducted following approved methodologies, and data collection adhered to ethical guidelines throughout the research process.

During the experiment, both the control and experimental groups followed the same sequence design but differed in their approach to reading intervention. Each group also underwent standardized testing. Data were collected from pre-test and post-test scores, and questionnaires, and were analyzed using appropriate statistical instruments.

## 2.3 Statistical Treatment of Data

In analyzing the collected data, two fundamental statistical tests, namely the paired t-test and independent t-test, were employed to assess the significance of variations within and between groups, respectively. The paired t-test was utilized to evaluate the significance of changes in reading proficiency within the same group before and after the intervention. An Independent t-test was utilized to determine whether there were statistically significant variations in reading proficiency scores between the experimental and control groups.

These statistical analyses were specifically chosen to rigorously evaluate the effectiveness of the intervention in improving reading proficiency among participants. The outcomes derived from these analyses bear substantial importance in addressing the study's objectives and furthering our comprehension of the intervention's impact. The insights gathered from participant narratives and observations offered valuable context and nuanced perspectives, contributing to a comprehensive understanding of the intervention's impact on participants' engagement, collaborative learning experiences, and attitudes toward reading.

## 2.4 Research Instruments

Phil-IRI Manual 2018 was the source of pre-test and post-tests used by the researcher. The first thing that was done is conduction of Group Screening Test (GST) which enabled researchers to identify who needs more attention. For each passage, there were eight questions assessing literal, inferential and critical reading levels. The learning modules English Seven provided appropriate texts for teaching struggling readers while those of various sources were in line with their proficiencies. In addition to that, questionnaires were validated before they were given out by experts.

**Table -1:** Competency Scaling

Rating	Description
Below 75	Did not meet the expectation
75-79	Fairly Satisfactory
80-84	Satisfactory
85-89	Very Satisfactory
90-100	Outstanding

Table 1 presents the rules specified in DepEd Order No. 8, s. 2015 observed the implementation of a scaling system that outlines the proficiency levels for the defined competencies outlined in the curriculum. This system ensures a clear, standardized assessment process that is in line with the goals of the K-12 Basic Education



Program and permits a thorough evaluation of students' knowledge, skills, and application abilities. The research instruments underwent comprehensive evaluation to ensure their validity, reliability, and suitability for the study, including rigorous pilot testing. In addition, standardized assessments were gathered through surveys assessing their experience with the intervention.

### 3. RESULTS

#### 3.1 Presentation of Data

The pre-test and post-test scores for word proficiency and reading comprehension for both the control and experimental groups are summarized in Table 2, which outlines the mean scores and corresponding descriptions for each group.

**Table -2:** Pre-Test and Post-Test Scores of Word Proficiency and Reading Comprehension

Group	Test Type	Word Proficiency Mean Score	Description	Reading Comprehension Mean Score	Description
Control Group	Pre-Test	64.5	Did not meet the expectation	30.6	Did not meet the expectation
	Post-Test	73.1	Did not meet the expectation	32.48	Did not meet the expectation
Experimental Group	Pre-Test	70	Did not meet the expectation	34.3	Did not meet the expectation
	Post-Test	87.04	Very Satisfactory	63.31	Did not meet the expectation

The significant improvement in both word proficiency and reading comprehension scores for the experimental group, compared to the control group, indicates the effectiveness of the Supervised Pairing-Up Reading strategy. Pre-test and post-test scores for word proficiency showed that while both groups benefited from some form of instruction or engagement, the experimental group, which utilized the Supervised Pairing-Up Reading strategy, showed a much more substantial improvement. Their mean post-test score of 87.04 was classified as very satisfactory, compared to the control group's 73.1.

Similarly, in reading comprehension, the experimental group demonstrated a significant improvement from the pre-test to the post-test, while the control group's progress was not substantial. The experimental group's mean post-test score of 63.31 was significantly higher than the control group's mean score of 32.48. This notable difference in gain scores between the two groups underscores the effectiveness of the Supervised Pairing-Up Reading strategy in enhancing both word proficiency and reading comprehension.

#### 3.1 Summary of Findings

Performance in word proficiency and reading comprehension was initially poor for both groups (Tables 2 and 3). Post-intervention, the experimental group showed significant improvement in both areas (Tables 4 and 5). The experimental group's mean scores in word proficiency and reading comprehension were significantly higher (Tables 6-11). The study suggests that incorporating collaborative learning into instructional programs effectively supports language development and comprehension (Tables 12-17). This aligns with previous research on the benefits of collaborative learning of Williams & Lee [11] and supports Nur Isnaini's [12] findings on the effectiveness of paired reading.

### 4. CONCLUSION

The word proficiency and reading comprehension skills research subjects shows significant improvement by the Supervised Pairing - Up Reading Program. The findings further indicate that the intervention is able to improve student's reading skills and their attitudes toward learning and support its effectiveness in addressing particular literacy weaknesses. The data from several tables also highlight the positive impact of the program on

learning outcomes, peer cooperation and participant engagement, both in terms of effectiveness and potential to improve. In conclusion, the Supervised Pairing-Up Reading intervention significantly enhanced students' word proficiency and reading comprehension.

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