

# **THE EFFECTIVENESS OF THE CONDUCT OF INQUIRER IN EDUCATION PROGRAM TO THE GRADE VI-MERCURY PUPILS OF CATANING ELEMENTARY SCHOOL**

## **I.Situation:**

Inquirer in Education Program has been used as part of the English-Reading Program of Cataning Elementary School since 2011. This SY 2013-2014 is its third year of participation. The pupils are given free copies of the newspapers every Tuesday during the duration of the serial reading.

The teacher-researcher, who has been one of the partner-teachers of Inquirer since 2010, decided to conduct a study on its effectiveness to the pupils. She wanted to find out if the program could really increase her pupils' reading interest and if it would be helpful to develop their self-esteem through direct immersion to varied reading interactive activities which would give them a chance to be transformed by the text that they read.

## **II.Statement of the Problem:**

The Grade VI section Mercury which was composed of 27 boys and 20 girls, was the cream of the crop of Cataning elementary School yet, they could not perform well in the class.

The teacher-researcher found the following specific problems in her set of pupils:

1. The pupils are passive and uncooperative.
2. They could hardly express their ideas in class discussion.
3. There were manifestations of alliteracy too.
4. These pupils were very inactive in the class. They could hardly express themselves.
5. They were scared and reluctant to speak in English and
6. They had low learning motivation.

## **III. Solution:**

The study was conducted for seven consecutive weeks in a once a day basis per week. The IIE Serial-Reading were comprised of six chapters only. The Reading Interest Survey revealed that 89% of the pupils did not want to read and the PHIL-IRI result vouched that all the pupils could read already with comprehension.

The teacher-researcher used the results of the reading Interest Survey in preparing her lessons per chapter. It served as her basis for consideration in tapping the full potential of each learner through differentiated activities. The goal of the conduct of the study was to prove that certain program could improve the performance and attitude of the pupils.

The following were the solutions done to address the problems:

1. The teacher-researcher used the Directed Reading Thinking Activity (DRTA) which helped her to monitor if the pupils understood the story or not. Then, she asked the pupils to read silently for its second reading.
2. The class was divided in nine groups each member would have specific task to perform for the group namely: the Word Finder, Illustrator, Discussion Director, Story Connector and Summarizer.
3. The pupils were engaged in varied tasks which they showed interest and maximum participation

The teacher-researcher anchored her study to the Constructivist Approach in the classroom in helping the pupils construct meanings in their reading program. She also adhered to Maureen Mclaughin's belief on Social Constructivism that "all students have the right to engage in Social Constructivist nature of reading and understand how to successfully engage in higher order thinking." This means that the pupils must work cooperatively and must be given specific tasks which they accomplished for a given time.

The teacher just facilitated the activities and the pupils showed positive response in their seemingly immersion to a learning environment that was patterned on Constructivism. This also gave the teacher-researcher a quick eureka on what Monique De Vane, the Head of College preparatory School, believed that "Group discussions empower students through collaborative thinking and learning."

#### **IV. Actions Undertaken:**

In the course of data collection, the researcher immersed the pupils to varied group activities that prompted them to gradually express themselves in different creative performances like pantomime, drawing, writing, chants and jingle.

The following are the actions taken by the researcher to document the data gathering phase:

Objectives	Activity/ Intervention	Resources Requirement	Time Frame
1. To divide the class into groups using Literature Circle;	-The class was divided in nine groups each member would have specific task to perform for the group namely: the Word Finder, Illustrator, Discussion Director, Story Connector and Summarizer.	Literature Circle	1 hour

2. To use DRTA in reading	Read the chapters using Directed Reading Thinking Activities wherein the teacher-researcher could monitor the comprehension of the pupils and the pupils could right away answer questions related to the story	DRTA  Scaffolding Reading Comprehension to achieve maximum participation	Done for six weeks
3. to conduct retelling sessions every IIE session/ or during their remediation class in the afternoon	Retell the previous chapter or the chapter read following the Story Retelling Summary Sheet given to them	Retelling Protocol for Narrative Text	Done for six weeks
4. to perform specific tasks according to their group assignment	- Perform varied activities	Summarize Draw Word Find Story Connection to Real Life or to other Story	Done for six weeks
5. To participate in the preparation of chants, jingles or songs	Perform varied tasks	Engagement Activities from Lesson Plans	Done for six weeks
6. to discuss every event that happen in the story	- Discussion	Self-expression	Done for six weeks
7. to collect their creative outputs	Post their collective outputs on the walls	Creative Outputs Lesson Plans	Done for six weeks

#### V. Evaluation Criteria:

The researcher used Reading Interest Survey to determine the Reading Attitude of the pupils. The Observation Notes, Checklist and Interview using the questionnaires made by the

researcher were used to record the distinct behavior of the pupils as they were immersed in the program.

## **VI. Data Presentation, Analysis and Interpretation**

The pupils gradually improved in their class performance. As the series progressed, they had manifested maximum participation and ardent interest in their role in the group. They became articulate. Obviously, their confidence level increased and inhibitions were totally discarded from their personality.

The result of the Reading Attitude Survey revealed that the pupils were no reading interest at all but as the conduct of the study went on, the pupils exhibited high reading interest and they were in fact, excited to read the next chapter of the series.

The active involvement of the pupils in the activities already indicated that there was improvement in their performance. Their passivity was lessened because they became engaged and participatory. Their significant and unique task in their group boosted their ego and made them special.

Their creative outputs per charter in the series were collected and evaluated. Some of which were clipped in this study.

Following are the responses given by the pupils when they were interviewed about the series:

**"The Letters from Crispin is very engaging and exciting." (S1)**

**"I enjoyed reading the serialized story in chunks because it made the class wait for another week to know what would happen to the characters in the story" (S2)**

**" It actually improved our attendance because we didn't want to miss our class on Wednesday." (S3)**

**"I liked the different roles we assumed in our group." (S4)**

**" I liked most when we had to draw our most important event and our reason for choosing such and the part when we prepared our summary when all of the members would have to write a sentence to form our summary." (S5)**

**" I did enjoy the activities and I understood the story easily." (S6)**

**" I am a different pupil now upon completion of the series." (S7)**

**" I like chapter 3- the haunted house." (S8)**

**"My reading interest now is 10 in a scale of 10 which was so low before the series." (S9)**

**“ Yes, I am recommending this program to the next batch of grade six because it is something that you can look forward, to increase your reading interest as well as your comprehension with the guidance of course of the teachers.”(S10)**

In the conduct of the study, the pupils exhibited active involvement in all the activities given in the six chapters which they read for six Wednesdays . The pupils manifested gradual change as they adapted themselves to the tasks assigned to them and the activities given to them. Yet, there was no one among them who showed reluctance in doing their activities. Everybody contributed for the welfare of the group.

The teacher observed that the pupils’ interest in reading the chapters increased while the participatory rate also increased.

### **Results:**

#### **A. Teachers’ Changes in Instructional Approach**

In the six weeks of conducting the study, the serialized reading story, The Letters from Crispin, made the pupils excited in receiving the newspapers following the week when they read the previous chapters. They were curious as to the next event that the characters would have. Predicting outcomes came naturally from them.

The teacher-researcher used DRTA and Literature Circle to monitor comprehension and in maximizing pupils’ participation during the entire duration of the study.

The teacher-researcher also considered the results of the Reading Interest Survey in preparing the lesson plans for the discussion of each chapter. She prepared activities that would help the pupils in understanding the story.

#### **B. Recognizing the Problem @ Action Planning**

After determining the attitude of the pupils towards reading, the teacher-researcher already determined the reasons behind the apathy of the pupils towards reading and speaking. Both emanate from their lack of motivation, reading skills, communication skills and comprehension strategies.

This Action research answered the questions posed by the teacher-researcher prior to the conduct of this study and used them as her bases for determining accurate data and in deriving the right responses on the questions.

‘Is the IIE program effective in increasing participation?’

“Does it help in alleviating alliteracy in the class?

“What are the predominant reactions of the pupils in the conduct of this program in their class?”

**C. Presentation of the Results Gathered from the Research instruments used in this Action Research**

**Observation Form Accomplished**

Questions	One	Two	Three	Four	Five	Six	Seven
1. Participatory Rate	-	50%	85.10%	89.36%	91.45%	93.61%	97.87%
2. How would you assess the creative outputs of the class per group?	-	good	ok	VG	Superb	Wow	Stupendous
3. Are your pupils enjoying the activities or not?		Yes	Yes	Yes	Yes	Yes	Yes
4. Are you also satisfied seeing your pupils performing their work tasks?		Yes	Yes	Yes	Yes	Yes	Yes
5. Do you think the program is helpful in promoting literacy?		Yes	Yes	Yes	Yes	Yes	Yes
6. Do you think the pupils are able to construct meanings?		Yes	Yes	Yes	Yes	Yes	Yes
7. Can they write about the story?		Yes	Yes	Yes	Yes	Yes	Yes
8. Do the pupils show interest in reading the story?		Yes	Yes	Yes	Yes	Yes	Yes

9. Do you think the pupils find the series enjoyable? Why do you say so?		Yes	Yes	Yes	Yes	Yes	Yes
10. Do you think the pupils' reading interest improved through the series?		<b>Yes 80%</b>	<b>Certainly 90%</b>	<b>Absolutely 92%</b>	<b>Correct 98%</b>	<b>Yeah 99%</b>	<b>Definitely 100%</b>

*From this accomplished Observation Form, the teacher-researcher already had answers to her queries above. There were improvements in the pupils' participation. The pupils became so active, articulate and participatory.*

**“Is the IIE program effective in increasing participation?”**

Obviously, the answer is very certainly. The Inquirer in Education Program is effective.

**“Does it help in alleviating alliteracy in the class?”**

Absolutely because the pupils exhibited enjoyment in reading during the series. They became interested in reading.

**“What are the predominant reactions of the pupils in the conduct of this program in their class?”**

It kept them busy. Each of them had a role to fulfill for the group which made them active. They were all participative and articulate of their understanding of the story.

Questions	2nd	3rd	4th	5th	6 <sup>th</sup>	7th
Do you like the chapter?	VC-44 C-3	C-45 VC-2	C-47	VC-40 C-7	VC-47	VC-47
Can you name the characters?	VC	VC	VC	VC	VC	VC
Can you retell the events as they happened in the story?	VC	VC	VC	VC	VC	VC
Are you enjoying the series?	VC	VC	VC	VC	VC	VC
Is it better to read a story from the	VC	VC	VC	VC	VC	VC

newspaper than a textbook?						
Do you still want to read the next chapter?	VC	VC	VC	VC	VC	VC
Do you want to recommend the series to your siblings or to the next batch?	VC	VC	VC	VC	VC	VC
Can you identify the setting at once?	VC	VC	VC	VC	VC	VC
Can you relate to the characters?	VC	VC	VC	VC	VC	VC
Do you see yourself in the characters?	VC	VC	VC	VC	VC	VC

**Figure#2 Checklist**

**This checklist was answered by the pupils every after IIE class. It was accompanied by random selection of pupils who would undergo retelling session to support their answers for this checklist. Most of them had similar answers on the first two questions while the rest of the questions had the same answers.**

**OBSERVATION**

(for the teacher-researcher only)

1. What is the participation rate today?
2. How would you assess the creative outputs of the class per group? Use your rubrics in evaluating the outputs.
3. Are your pupils enjoying the activities or not? Why?
4. Are you also satisfied seeing your pupils performing their work tasks? Why?
5. Do you think the program is helpful in promoting literacy?
6. Do you think the pupils are able to construct meanings?
7. Can they write about the story?
8. Do the pupils show interest in reading the story? How?

9. Do you think the pupils find the series enjoyable? Why do you say so?

10. Do you think the pupils reading interest improved through the series?

**Following are the responses given by the pupils when they were interviewed about the series:**

"The Letters from Crispin is very engaging and exciting." (S1)

"I enjoyed reading the serialized story in chunks because it made the class wait for another week to know what would happen to the characters in the story" (S2)

" It actually improved our attendance because we didn't want to miss our class on Wednesday." (S3)

"I liked the different roles we assumed in our group." (S4)

" I liked most when we had to draw our most important event and our reason for choosing such and the part when we prepared our summary when all of the members would have to write a sentence to form our summary." (S5)

" I did enjoy the activities and I understood the story easily." (S6)

" I am a different pupil now upon completion of the series." (S7)

" I like chapter 3- the haunted house." (S8)

"My reading interest now is 10 in a scale of 10 which was so low before the series." (S9)

" Yes, I am recommending this program to the next batch of grade six because it is something that you can look forward, to increase your reading interest as well as your comprehension with the guidance of course of the teachers."(S10)

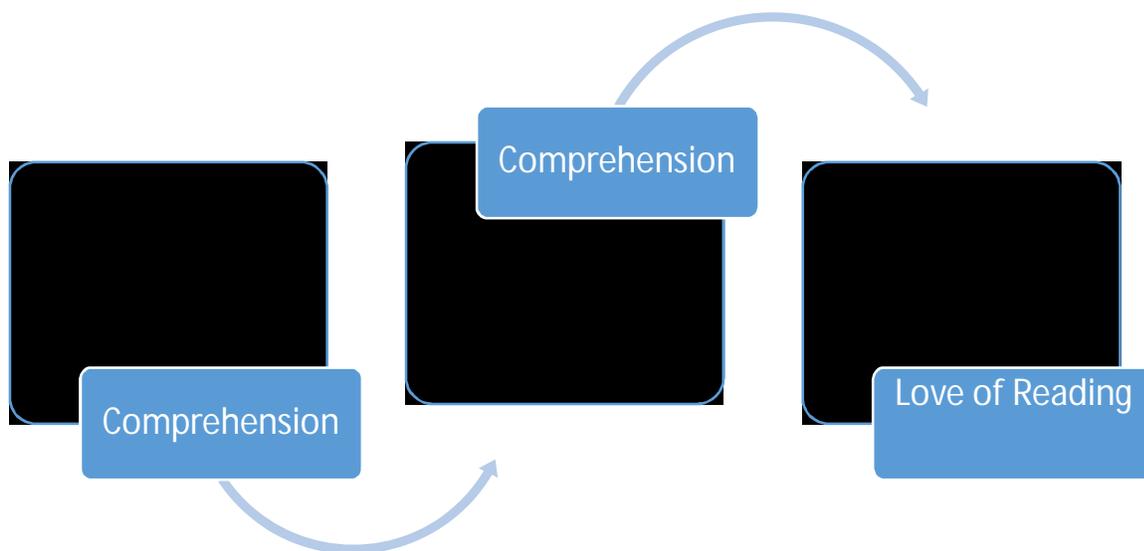
## **VII. Conclusion:**

The study delve on the Social Constructivist's theory which suggests that humans construct knowledge and meaning from their experiences. The data collected from the grade VI class proved this theory to be very true. The pupils who used to be passive and reluctant to join the activities became so active in the class discussion and in participating in all the activities given.

The teacher-researcher supported other studies which suggest that poor thinkers actually possess the skills they need but, they fail to use them in certain tasks or situations. It is just

right to search answers to the problems found in the classroom through Action Research. The teacher-researcher proved that the IIE Program improved the pupils' performance.

The activities done and the data collected from the seven weeks of its conduct supported what Brazo and Flynt (2008) believed that pupils who are motivated to read will lead to engage and connect with texts and they will have greater chance in becoming life-long readers.



The study is linear in its framework because it is continuously moving towards its goal. The phase is similar in its components-Read-Do Activities-Comprehension, Read-Do Activities-Comprehension and Read, Do activities-Comprehension until love of reading was achieved. Yet, they were interlocked and moving because comprehension would be achieved through varied activities which would motivate the pupils to read more. The teacher-researcher believed that they would have lifelong learning when it encompasses motivation, integration of learning, collaboration, affective and metacognitive skills. These were exactly what the pupils did during the entire series.

## **V. Reflection:**

The findings of this study suggest that the IIE Program is very effective in enticing the pupils to be creative, articulate and active. Therefore, it is just apt to recommend its use to the next batch of Grade VI and other intermediate grade level.

Since the evaluation instruments used in this study were mostly authentic, everyone in the class made their outputs good if not the best. The teacher-researcher, therefore, recommends the use of authentic assessment tools in the classroom.

Directed Reading and Thinking Activity and Literature Circle were used in all the reading lessons here. The teacher-researcher recommends the use of these two strategies in teaching reading because they were found very effective in monitoring comprehension and in maximizing participation.

The teacher-researcher recommends the use of the other serialized reading stories that she had previously in the Remediation time of her class so that the reading interest of the pupils will be sustained until the pupils become used to reading a story to improve their