

Intensive Reading and Task- Based Approaches: A Relevant Viewpoint in Improving Students' Reading And Writing Proficiency

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Abstract

The gap that exists between reading and writing proficiency in English continues to grow. Moreover, the poor performance of the students is alarming when it comes to reading and writing. The kind of approach, strategy, and method has a big impact and factor which would affect the students' performance. The purpose of this study is to determine the significant difference of Intensive reading approach in reading proficiency in terms of word recognition, comprehension, and speed. Also, to determine the significant difference of Task- based approach in the writing proficiency of the students in terms of sentence structure, vocabulary, cohesion, and transition device. Consequently, the intensive reading approach with the components of Know, want, and learn (KWL) Chart, Vocabulary Self Selection strategy (VSS), and Story maps used during the execution of the lessons. However, in the task – based approach which has the components of Listing, Ordering/sorting, Comparing/contrasting was used as part of the writing test. The findings show that there was significant difference in intensive reading approach in the reading proficiency of the respondents in terms of word recognition and comprehension. There were constant changes every time the treatment was being used. However, in speed, the changes were being manifested. It implies that the longer the time you use the treatment, the higher the chance that the speed of the students will be improved. The duration of the intervention was another element that could be to blame for these insignificant effects. In the same manner, there was significant difference in task- based approach in the writing proficiency of the respondents in terms of sentence structure, vocabulary, cohesion, and transitional devices. The writing proficiency was all improved across the three post tests using the intervention. The findings show that there was improvement in the three consecutive posttests of Grade 8 respondents in reading and writing proficiency after the exposure to the intensive reading and task-based approaches. The use of the said approaches shows positive results in enhancing reading proficiency in terms of word recognition, comprehension, and speed. Moreover, in writing proficiency in terms of sentence structure, vocabulary, cohesion, and transitional devices.

Keywords: *Intensive Reading Approach, Task- based Approach, Reading Proficiency, Writing Proficiency.*

Introduction

Producing quality learners is formal education's primary goal. To improve Filipino pupils' English reading comprehension abilities and foster a love of reading is one of the Department of Education's recent priorities. A crucial ability for both academic and social elements is reading. As a result, to make reading important to their lives, teachers and students must collaborate.

Reading serves as a kind of "springboard" for the development of other linguistic abilities. The academic success of a pupil at school is impacted by weak reading comprehension skills. As a result, a number of factors may help or hinder the development of these skills. Further, improving one's literacy is important because it is a crucial component of society.

Students today are exposed to a variety of viewpoints and ideas through printed materials and social media. Everyone enjoys seeing a high rate of literacy. Unfortunately, not all Filipinos are proficient readers who can extract, ponder, and apply meaning from written sources. Therefore, readers who merely read information and are illiterate cannot ever be considered readers.

In the field of teaching, one of the main problems aside from students' misbehavior is how to lessen the number of remedial readers and what kind of Remedial Program to be implemented. This study would hopefully help schools bridge the reading gap of those who are achieving and those who are left behind students particularly in reading which has further effect in students' writing performance.

In line to this, The Department of Education issues the enclosed Guidelines on the Utilization of **Every Child a Reader Program (ECARP)** Funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component (DepEd Order No. 12, s. 2015) aiming the goal of making *every child a reader* as the Department strengthens its reading program.

According to the Legal Bases of the DepEd's policy and guidelines on the administration of revised Philippine Informal Reading Inventory as stipulated in DO 14, S. 2018, the Department of Education addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department "Every Child A Reader Program" which aims to ameliorate the reading comprehension of the students at his/ her grade level and eventually for them to become fluent and proficient.

Schools from both private and public are mandated by the Department of Education which is stipulated in memorandum circulars to implement various or series of literacy program which includes "Brigada Pagbasa", Annual Reading Month Celebration, Literacy Contest and more. Because of the present pandemic situation brought by Covid-19, some schools have less alternative but to offer distance learning, which compromises some of the learning competencies in the curriculum, particularly the performance tasks that students require during face-to-face sessions. Despite the pandemic, schools continue to provide high-quality education without compromising students' basic literacy skills.

To make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills by developing and implementing initiatives (DepEd Memorandum No. 173, s. 2019) but The national examinations showed that early grade students have difficulty meeting the learning criteria in early language, literacy, and numeracy. Based on the perception and observation of the researcher, the reason why students who got low performance in other subject is because the medium of instruction is written in English language. Because of that, students are becoming deficient in literacy skills both in languages and content areas, more so in reading.

The capability to read is vital to learners' learning, including their advancement of wider literacy skills, and to their upcoming productive participation in society, including the workforce that is why it is challenge in the part of a language teachers on how to respond to these problems during the pandemic to cater the needs of learners especially those who are struggling

Objectives Of The Study

This study aimed to determine the effectiveness of Intensive reading and Task-based approaches in improving reading and writing proficiency of grade 8 students at Sta. Clara Integrated National High School during the school year 2021-2022. The respondents were 30 students who were selected using random sampling method.

The researcher limits this study to 3 task types under the Task- based approach, which are the Listing, Ordering and Sorting, and Comparing. However, the reading strategies under Intensive Reading Approach are limited to 3 methods which are Know, Want, and Learn (KWL) chart, Vocabulary Self-selection Strategy (VSS) and Story Maps.

To identify the reading and writing proficiency of the Grade 8 students, three

post-tests on reading and writing proficiency were administered. Repeated measures ANOVA (Analysis of Variance) was the statistical method used to analyze the data from this study given that in this type of analysis a variable is measured several times to determine the effect of a treatment or intervention. Therefore, a repeated-measures ANOVA was the appropriate statistical method to be used in this study.

The test was based on three daily lesson plans presented and utilized in this study. The collected data and information are limited to the responses given by the respondents.

Method

The researcher employed experimental method of research that involves administering three post-tests to determine the effectiveness of using Intensive reading and task- based approaches in improving reading and writing proficiency of Grade 8 students at Sta. Clara Integrated National High School.

This study determined the respondent's reading proficiency in terms of word recognition, comprehension, and speed. In addition, it will also describe the respondents' writing proficiency in terms of sentence structure, vocabulary, cohesion, and transitional device.

The population of the study was composed of 285 Grade 8 students during the 3rd Quarter for the Academic Year 2021-2022 at Sta. Clara Integrated National High School where the researcher is currently teaching and handling Afro- Asian Literature in English 8 subject.

A total of thirty (30) respondents was served as the focus of the study in the three posttests which is same group respondents which were taken from the total population of two hundred eighty-five (285) through random sampling technique.

Test includes two parts. First part is designed to test the reading proficiency of the respondents in terms of word recognition, comprehension, and speed. Furthermore, Part two is to test the writing proficiency of the respondents in terms of sentence structure, vocabulary, cohesion, and transitional device. These two parts of assessment is to test the proficiency in reading and writing of the grade 8 respondents.

This is the part of the study where the researcher conducts the two approaches using three lesson plans in utilizing the intensive reading and task- based approaches in improving reading and writing proficiency. After the execution of the three lesson plans, three posttests were administered.

Intensive reading and task-based approaches were utilized in the Daily lesson logs (DLL) used in this study. Series of task types such as Listing, Ordering and Sorting, and Comparing were reflected in the Daily lesson logs so as with the reading strategies under Intensive reading approach such as Know, Want, and Learn (KWL) chart, Vocabulary Self-selection Strategy (VSS), and Story Maps were presented.

In this study, Intensive reading approach (IRA) is technically used in executing the lesson entitled "Ramayana" (an afro -Asian literature) in which students will be able to have reading session through pre-recorded reading video, google meet, phone calls by teacher, and with help of guardians in which teachers/facilitators are guided by the monitoring tool stipulated in Phil-IRI (Philippine Informal Reading Inventory) then after reading they will answer 10 comprehension questions. The scores and results will be used to get the reading proficiency level of the students. Consequently, Task-based approach is utilized where in series of writing tasks were given to the students. 3 questions in essay form will be answered by the students after reading the passage. The scores and results will be used to get the writing proficiency level of the students.

These two approaches were both reflected in the Daily Lesson Logs where both reading and writing tasks took place. Students will be able to read using appropriate reading strategies. In the same manner, writing tasks were put into consideration where in after reading, students will be able to grasp the necessary information and eventually put into good writing.

The gathering of data started with the researcher's distribution of the three Posttests. This is done every two weeks of distribution/ retrieval day of worksheet since the implementation of modular distant learning has started. Standardized modified instrument (Posttest) was used as sets of questionnaires which is formally validated. Daily lesson logs (DLLs) and was used as instrument.

Assessment test was administered after three-week lessons to test the effectiveness of the two approaches. The respondents were given three consecutive post tests. It is given every after two- week retrieval.

This study used experimental design where in scores and the ratings of the three-post-tests used repeated measures ANOVA (Analysis of Variance). These were used to determine the extent of implementation of Intensive reading and task-based approaches in teaching in enhancing reading and writing proficiency of Grade 8 during the third and fourth quarter of School year 2021-2022. Frequency distribution was also used to describe the level of respondent's proficiency from the scores obtained in the three post-tests. It is to determine the student's perception on the perceived extent of the Intensive reading approach in terms of word recognition, comprehension, and speed. Mean and standard deviation were also used to determine and interpret the student's perception on the perceived extent of the Task- based approach in terms of sentence

structure, vocabulary, cohesion, and transitional device. Repeated measures ANOVA was used to determine the significant difference between the assessed extent of the implementation of the Intensive reading and task- based approaches with the level of student's reading and writing proficiency within the three time points which is the posttest 1, 2, and 3.

Results And Discussion

Table 2. Level of Reading Proficiency Using Intensive Reading Approach in terms of Word Recognition

Scores	Post-test 1		Post-test 2		Post-test 3		Level of Proficiency
	f	%	f	%	f	%	
97-100	16	53.3	30	100.0	23	76.7	Independent
90-96	9	30.0			7	23.3	Instructional
89- below	5	16.7					Frustration
	30	100.0			30	100.0	Total

Table 2 shows the frequency and the percentage of the respondents in terms of word recognition. As observed in the table, out of 30 respondents, there were 5(16.7 %) who falls under “**Frustration level**”, the level at which readers find reading materials so difficult that they cannot successfully respond to them.9(30%) falls under “**Instructional level**”, the level at which readers profit the most from teacher directed instruction in reading. and 16(53.3%) falls under “**Independent level**”, the level at which readers function on their own with almost perfect oral reading and excellent comprehension during post- test 1. There were no frustration and instructional level during post-test 2 where in all the 30 respondents falls under independent level. There were no respondents falls under frustration, 7(23.3%) falls under instructional, and 23(76.7) falls under independent. In addition, there were no frustration level in both post-test 1 and 2. Therefore, the word recognition shows improvement in post- test 2. However, in post-test 3, there were 7 respondents who falls under instructional wherein they accumulated more miscues in word recognition. It is due to inconsistency of reading.

As shown in the results of the three post- tests, majority of the respondents exhibited increasing results. The increased number of independent readers was evident where in it is the level at which readers function on their own with almost perfect oral reading and excellent comprehension. However, during post-test 3 there were 7 respondents who were in independent falls down to instructional level where in the readers profit most of the time from teacher directed instruction in reading.

This implies that the students learned and recognized words in reading when taught and facilitated by the teacher physically. If there is difficulty in word recognition in reading a particular selection, there is going to be a gap in the understanding of the text. This gap will post a problem in the readers' comprehension of the selection.

These findings support the claims of (Kuhn & Stahl, 2003), The value of repeated reading develops word recognition. As students practice reading, their speed and accuracy improves and the miscues in recognizing words might be lessen. Through time and constant practice, they become better and more confident readers.

Table 3. Level of Reading Proficiency Using Intensive Reading Approach in terms of Comprehension

Scores	Post-test 1		Post-test 2		Post-test 3		Level of Proficiency
	F	%	F	%	F	%	

8-10	1	3.3	4	13.3	23	76.7	Independent
5-7	20	66.7	22	73.3	7	23.3	Instructional
0-4	9	30.0	4	13.3			Frustration
	30	100.0	30	100.0	30	100.0	Total

Table 3 shows the frequency and the percentage of the respondents in terms of comprehension. As observed in the table, out of 30 respondents, there were 9(30 %) who falls under “**Frustration level**”, the level at which readers function on their own with almost perfect oral reading and excellent comprehension. 20(66.7%) falls under “**Instructional level**”, the level at which readers profit the most from teacher directed instruction in reading. And 1(3.3%) falls under “**Independent level**”, the level at which readers function on their own with almost perfect oral reading and excellent comprehension during post- test There were 4(13.3%) frustration, 22(73.3%) instructional level during post-test There were no respondents falls under frustration, 7(23.3%) falls under instructional, and 23(76.7) falls under independent. In addition, there were no frustration level in post-test 3.

Therefore, the level of reading proficiency in terms of comprehension of the respondents improved in the three post- tests.

This implies that the students enhanced comprehension when intensive reading was utilized. As they go on reading, comprehension skills constantly develop and understanding of the text was evident.

It supports the claims of Mart (2015) where in intensive reading allows a reader to carry out a detailed analysis inside the class, led by the teacher, in which vocabulary and grammar points are studied in a short passage. Additionally, Brown (2000) calls intensive reading “narrow reading” because it gets students to analyze several texts about the same or different topic.

Furthermore, as stated by Anderson’s (2008) concept of reading is important to foster reading among students because they can develop literacy if they are exposed to a variety of readings. Nonetheless, other factors such as time, availability of materials, and effective instruction are necessary to ensure that reading comprehension takes place.

Table 4. Level of Reading Proficiency Using Intensive Reading Approach in terms of Speed

Scores	Post-test 1		Post-test 2		Post-test 3		Level of Proficiency
	F	%	F	%	F	%	
150-204 wpm	14	46.7	16	53.3	23	76.7	S+
Below 150 wpm	16	53.3	14	46.7	7	23.3	S-
	30	100.0	30	100.0	30	100.0	Total

Legend: S+ reads fast, S- reads slow.

Table 4 shows the frequency and the percentage of the respondents in terms of speed. As observed in the table, out of 30 respondents, there were 14(46.7 %) falls under S+ and belongs to the ideal word per minute at their grade level and there were 16(53.3%) falls under S- during posttest 1. There were 16(53.3%) falls under S+ and 14(46.7%) falls under S-. during post-test 2. There were 23(76.7%) falls under S+ and 7(23.3%) falls under S- during post-test 3.

Therefore, the speed deliberately increases for three consecutive post tests.

It proves the claim of Kuhn and Stahl (2003) that when readers start to read following an intensive reading approach, they can improve both grammar and vocabulary and consequently improve the other main language skills such as writing and reading skills.

This implies that when Intensive Reading Approach was utilized, the speed rate of the student increased when longer time is allotted in practicing reading, it means the higher the chance they will read fast.

Table 5. Level of Writing Proficiency Using Task- based Approach in terms of Sentence Structure, Vocabulary, Cohesion, and Transitional Devices.

Writing Proficiency	Time	Mean	Std. Deviation	Level of Proficiency
Sentence Structure	Post-test 1	79.67	8.50	Adequate
	Post-test 2	83.00	8.37	Proficient
	Post-test 3	84.67	7.30	Proficient
Vocabulary	Post-test 1	81.67	6.48	Proficient
	Post-test 2	83.33	7.11	Proficient
	Post-test 3	85.33	5.71	Proficient
Cohesion	Post-test 1	81.33	7.30	Proficient
	Post-test 2	83.00	6.51	Proficient
	Post-test 3	86.67	6.06	Proficient
Transitional device	Post-test 1	81.33	7.30	Proficient
	Post-test 2	84.33	8.58	Proficient
	Post-test 3	87.67	7.28	Proficient

Table 5 shows that most of the respondents fall under “**Proficient**” where in respondents have written satisfactory organization of topic, often uses appropriate vocabulary, precise cohesion, and correct transitional devices. They are considered proficient writers. Based on the bar graph, the improvement is manifested from post-test 1 to post-test 3. However, during post-test 1, the respondents fall under “**Adequate**” in terms of sentence structure where in respondents have written with acceptable organization of topic, sometime uses appropriate vocabulary, precise cohesion, and correct transitional devices.

These findings support the theories of Arias Gundin (2021) in her study about the response to intervention (RtI) model, it was felt that the teaching of reading in this model should include instruction of the Five Big Ideas following the formation of the National Reading Panel such as Vocabulary where in it is necessary to need to know to understand what we read (Armbruster, et al, National Institute for Literacy, 2003). “To be proficient readers and writers, students must build their vocabularies and learn strategies for coping with difficult words” (Gunning 2008, p.226).

In the same manner, the advocates of task-based approach claim that their approach is effective because it is more focus is on the process rather than the product and the activities that emphasize communication and meaning help learners develop a better proficiency.

These findings may be a result of a couple of factors. First, it is important to consider the students’ writing abilities. Second, Students in grade 8 level should know how to construct paragraphs with proper sentence structure, appropriate vocabulary, proper cohesion of sentences, and proper use of transition devices. This proves the claim of Ellis (2003), where in task-based approach is widely accepted as beneficial because it can readily involve all aspects of the four language skills specifically the writings proficiency of the students.

Table 6. Significant Difference of Intensive Reading Approach in the level of Students’ Reading Proficiency in terms of Word Recognition, Comprehension, and Speed.

Within Subjects Effect		Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
						Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Strategies	Word recognition	0.920	2.337	2	0.311	0.926	0.986	0.500
	Comprehension	0.590	14.797	2	0.001	0.709	0.735	0.500

	Speed	0.859	4.253	2	0.119	0.876	0.928	0.500
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Mauchly's Test of Sphericity indicated that the assumption of sphericity had been satisfied for Word Recognition $\chi^2(2) = 2.337, p = .311$ and for Speed $\chi^2(2) = 4.253, p = .119$ but violated for Comprehension $\chi^2(2) = 14.797, p < .0005$ and therefore, Greenhouse-Geisser correction was used for comprehension.

A repeated measures ANOVA was used to determine whether the reading proficiency significantly differ between the three time points. It was found that the word recognition $F(2,58) = 6.147, p < .005$ and with a Greenhouse-Geisser correction the comprehension also differed statistically significantly ($F(1.418, 41.120) = 64.128, P < 0.0005$).

Post hoc analysis with a Bonferroni adjustment revealed that word recognition in the post-test 3 was statistically significantly higher from post-test 1 (2.03 (95% CI, 0.60 to 3.06), $p < .0005$), and from post-test 2 (1.93 (95% CI, 0.254 to 3.612), $p = .001$). Furthermore, the comprehension statistically significantly increased from post-test 1 to post-test 2 (.900 (96% CI, 0.455 to 1.345) and from post-test 3 (3.167 (95% CI, 2.29 to 4.034), likewise the post-test 3 was significantly statistically higher that the post-test 2 (2.267 (95% CI, 1.459 to 3.074).

It can be concluded that the treatment improved the word recognition on post-test 3. In terms of speed, it took longer time to be able to see the significant difference in enhancing the speed of the students. Therefore, limited time is a factor which affects the results of speed of the students. In terms of comprehension, the treatment affects it every time of measurement.

Reading strategies that were used such as KWL Chart, VSS, and Story maps are beneficial in improving the reading proficiency of the students. These strategies are important because these enable students to know what to do in every reading stage.

In **Know, Want, and Learn (KWL) Chart**, it helps students organize their ideas in a more detailed way. This strategy elicits students' prior knowledge of the topic of the text, establishes a purpose for reading, and helps students to monitor their comprehension.

In **Vocabulary Self-selection Strategy (VSS)**, this strategy allows students to collect and learn new words that they may encounter in texts and in the oral language that surrounds them every day. The goal is to develop word consciousness.

In **Story Maps**, it allows students to organize and learn the elements of a story since those are graphic organizers. This strategy is useful when students are tasked to organize a story in parts to have a better understanding and identify the main parts of a reading passage.

Table 7. Significant difference of Task-based Approach in the level of Students' Writing Proficiency in terms Sentence structure, Vocabulary, Cohesion, and Transitional devices.

Within Subjects Effect		Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
						Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Error (TBA Strategies)	Sentence structure	0.876	3.717	2	0.156	0.889	0.943	0.500
	Vocabulary	0.844	4.750	2	0.093	0.865	0.915	0.500
	Cohesion	0.959	1.159	2	0.560	0.961	1.000	0.500
	Transitional device	0.861	4.206	2	0.122	0.878	0.930	0.500

Mauchly's Test of Sphericity indicated that the assumption of sphericity had been satisfied for sentence structure $\chi^2(2) = 3.717, p = .156$, for vocabulary $\chi^2(2) = 4.750, p = .093$, for cohesion $\chi^2(2) = 1.159, p = .560$ and for transitional device $\chi^2(2) = 4.206, p = .122$

A repeated measures ANOVA was used to determine whether the writing proficiency significantly differ between the three time points. It was found that the sentence structure $F(2,58) = 9.312$, $p < .005$, vocabulary $F(2,58) = 4.638$, $p < .05$, $F(2,58) = 12.699$, $p < .005$, and $F(2,58) = 10.493$, $p < .005$.

Post hoc analysis with a Bonferroni adjustment revealed that sentence structure in the post-test 1 was statistically significantly lower from post-test 2 (3.333 (95% CI, .267 to 6.399), $p < .0005$), and from post-test 3 (5.00 (95% CI, 1.608 to 8.392), $p = .001$). Furthermore, the vocabulary statistically significantly increased from post-test 1 to post-test 3 (3.667 (96% CI, 0.565 to 6.769). In terms of cohesion, the post-test 3 is significantly higher than the post-test 1 (5.333 (95% CI, 2.416 to 8.250), and is significantly lower than that of the post-test 2 (3.667 (95% CI, .814 to 6.519). Finally, the post-test 3 proficiency in the transitional device significantly statistically higher than the post-test 1 (6.333 (95% CI, 3.001 to 9.665).

It could be concluded that writing proficiency was improved across three time points using the intervention. Therefore, there is significant difference between the writing proficiency of the respondents using Task - based approach in the four components of writing.

Task types such as Listing, Ordering, and Comparing and contrasting contributed to the writing proficiency of the students because these writing tasks allow students to put what they have read in a good and comprehensive writing.

In **Listing**, it enables student to have fact finding and brainstorming which provides better context for the activation of learning process.

In **Ordering and Sorting**, it enables student to do sequencing of events of the story in which allows students to engage in meaningful task with comprehensible input.

In **Comparing and Contrasting**, it enables this strategy to establish similarities and differences between two people and things in which it helps the readers foster deep thinking among students when comparing two concepts.

Conclusion

The findings gathered in the study led the researcher to conclude that the hypothesis stating that there is no significant difference between intensive reading approach and students' reading proficiency is not supported.

Moreover, the hypothesis stating that there is no significant difference between task- based approach and students' writing proficiency is as well not supported.

Recommendations

From the drawn conclusion, the following recommendations are formulated:

1. The present study may be replicate of using a new strategy/ approach to enhance students' reading and writing proficiency.
2. The results of the study provide a relevant viewpoint in improving both reading and writing proficiency of the students. In reading, it could enhance the word recognition, comprehension, and speed. In writing, the skills of the students in terms of sentence structure, vocabulary, cohesion, and transitional devices may be developed.
3. Teachers may incorporate the intensive reading approach in the same manner with the task-based approach in their instruction since it requires enhancement in both reading and writing proficiency aspects for junior high school students.
4. The future researchers may conduct a similar study and contribute to a more in-depth study that may produce increasing and positive results.

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