



# Impact of Guided Oral Reading Approach to Students' Reading Comprehension

<sup>1</sup>Junalyn P. Sacares, <sup>2</sup>Ma. Kye T. Apiado, <sup>2</sup>Lovely Mae T. Lucernas, <sup>2</sup>Niña Marie A. Mercado & <sup>3</sup>Jennilyn D. Geagonia

## Abstract

This study aims to determine the impact of guided oral reading approach to students' reading comprehension. A quasi-experimental design was used to track the difference between two groups of students at an elementary school in the Philippines, specifically the control group and the treatment group. This research is limited to one section of fourth-grade students. Based on the findings, most of the respondents in the treatment group got very high scores, while the majority of the control group got low scores. A *Vocabulary Enrichment Program for Better Comprehension* was developed and proposed for implementation. This program introduces fresh vocabulary to the students to improve their ability to comprehend text and their capacity for independent word learning. The vocabulary of students is closely connected to academic success because students with larger vocabulary sets comprehend new ideas and concepts faster than those with limited vocabulary sets. Reading is a complex process that only gets better with repetition. It is essential to have great reading comprehension abilities. It improves reading efficacy and enjoyment and benefits students' personal, professional, and academic lives in addition to their studies.

**Keywords:** *reading comprehension, guided oral reading, control group, treatment group, professional development*

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## About the authors:

<sup>1</sup>Corresponding author. 4th Year Bachelor of Elementary Education. Talisay City College. Email: [junasacares@gmail.com](mailto:junasacares@gmail.com)

<sup>2</sup>4th Year Bachelor of Elementary Education. Talisay City College

<sup>3</sup>Research Advisor. Dev.Ed.D. Talisay City College.



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## Introduction

The goal of education is to educate students on topics other than content, such as how to successfully learn, question, think, and function in modern society. Therefore, it stands to reason that good reading skills are an essential component of a student's education. However, students have been neglecting the importance of learning through the concept of reading comprehension.

In reality, many students are literate. However, reading and comprehension are not the same. One of these trends that has been growing in popularity over the past decade is guided reading. It is an approach to reading that is being used in classrooms by teachers and reading specialists; its purpose is "to build students' reading power—a strategy for processing texts" (Fountas & Pinnell, 2012, p. 272).

This study aims to determine the impact of guided oral reading approach to students' reading comprehension. When it comes to assisting students in developing their reading abilities, guided oral reading is quite effective. It is one of the best instruments for both enhancing a student's basic reading abilities and assisting in the development of advanced comprehension abilities.

This study focused on the fourth graders. According to Chall (1983) and Stanovich (1986), the reason for the fourth-grade slump may stem from a lack of fluency and automaticity (that is, quick and accurate recognition of words and phrases). Lack of fluency tends to result, ultimately, in children's reading less and avoiding more difficult materials. Children were still struggling to understand words and their meaning; they could read, but they had difficulty comprehending what they were reading.

This study will be helpful to a large portion of respondents for educational purposes. Teachers will benefit the most from this study because they will be able to help students develop and improve their oral reading strategies and foster positive relationships with their parents and teachers throughout this research. By utilizing this area of continuous learning, it allows teachers to communicate with students more effectively throughout the educational process.

This study tested the following hypotheses:

**Ho1:** There is no significant difference between the reading comprehension of the control group and the treatment group.

## **Methodology**

This study used a quasi-experimental design to track changes in the effectiveness of the guided oral reading approach on students' reading comprehension. The study used one class of students and divided the class into two groups, specifically the control group and treatment group. The control group was students not exposed to the treatment being tested. On the other hand, the treatment group was a group of students in an experiment that was exposed to the treatment being tested which is the guided oral reading approach. Simple random sampling method was used, wherein the researchers let the students count from one to two, alternatively. There was a total of sixty students inside the classroom. Thirty students were selected as the control group and the other half were selected as treatment group.

The study used survey questionnaire to gather information and data from the respondents. The research instrument is composed of two parts. Part I of the research instrument consists of the items which gathers respondents' profile such as their name, sex, and age. Part II of the research questionnaire consists of one story with 10 questions. It is a story-based to be answered by the respondents. The test requires 15- 20 minutes completion time. When performing the study, the researchers strictly adhered to the ethical guidelines approved by the Ethics Review Board in order to maximize the benefits for the respondents while minimizing their chances of harm. Respect for the study participant is the first and most important ethical standard followed throughout the study. Based on this ethical viewpoint, it is the participants' right to be recognized as human beings with the right to meaningful respect. The researchers did not use any hazardous substances that could harm the subjects if not handled properly. There were no monetary or tangible benefits to taking the poll, but they will be the initiative's primary goal. The respondents' information was completely confidential.

## **Findings**

This study shows that the treatment group got higher scores compared to control

group since the guided oral reading strategy was used. The respondents were able to have greater control in the reading process, with the researchers' assistance in reading and comprehending the text individually. There is a significant difference between the student's scores gained from treatment group and control group. The null hypothesis was rejected. Based on the results, the research proposed an intervention called "Vocabulary Enrichment Program for Better Comprehension" in which having a wide vocabulary acquisition may result to increase students' reading comprehension. This intervention program may help those frustrated readers to become an advanced reader.

## Conclusion

The guided oral reading approach is proven effective in improving students' reading comprehension. Guided oral reading is an instructional strategy that can help students improve a variety of reading skills, including fluency. Moreover, there is a significant difference between the reading comprehension of control group which has low scores compared to treatment group in which guided oral reading approach was applied. Therefore, the researchers proposed an intervention called "Vocabulary Enrichment Program for Better Comprehension" in which having a wide vocabulary acquisition may result to increase students' reading comprehension. This intervention program may help those frustrated readers to become an advanced reader.

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