



Project 555: A silent reading intervention towards an improved reading comprehension in English

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Abstract

The study used descriptive research design to determine the effectiveness of Project 555 silent reading intervention to improve the reading comprehension of Grade Two pupils in a public elementary school in Laguna, Philippines. This was done through pre-testing and post-testing of two sections of class that served as control and treatment groups. It also assessed the level of knowledge, attitudes, and practices of teachers and administrators towards Project 555. Pre-test results revealed low level of reading comprehension among Grade Two pupils. Specifically, most of them belong to instructional, frustration and capacity level. But after the implementation of Project 555 silent reading intervention, the reading comprehension of the pupils showed improvement. The pupils' level of reading comprehension has reached to independent and instructional, and only one belongs to the lowest level i.e., capacity. Albeit the positive impact of this intervention in increasing the pupils' interest in reading, the study recommended for the enhancement of Project 555 implementation by regular monitoring of the progress of the pupils in terms of their reading comprehension. It is also suggested that the study be conducted throughout the school year so that there would be sufficient time to implement the intervention and thus have requisite basis on the effectiveness of Project 555 in improving the pupils' reading comprehension in English.

Keywords: attitudes, English language, knowledge, practices, intervention, reading comprehension

A. Introduction

Although many children can read, reading, and reading comprehension are two different things. While reading involves translating and decoding text into sounds and spoken words, 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.

Having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading. It helps one not only academically but also professionally and, in a person's, personal life. In a school environment, it is crucial that children have excellent comprehension skills. Reading comprehension can be used in other subjects such as science, math, and history (Irwan, 2020).

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow & RAND Reading Study Group, 2002). This process of interaction and involvement with the text is a function of both reader and text variables that take place within a larger social context (Snow & RAND Reading Study Group, 2002; Suhermanto, 2019).

Reading comprehension is a complex skill. It requires the successful development and orchestration of a variety of lower- and higher-level processes and skills (Istiqamah, 2016). As a consequence, there are a number of sources for potential comprehension failure and these sources can vary depending on the skill level and age of the reader (Keenan et al., 2008).

Reading is very important for pupils to be able to master English's skills. A pupil who wants to be a good writer needs to be a good reader. In addition, the pupils need to master reading to communicate and to receive some information (technology, science, sports, economic, business, news, etc.). The information is usually transferred in written materials like book, newspaper, magazine, journal, advertisement, article, short message, etc. To be able to get good comprehension from the written materials, the pupils need to read them well and effectively. Effective reading means to be able to read accurately and to understand as much of the passage to achieve the main purpose (Liao, 2011).

Reading comprehension is one of the most complex cognitive activities in which humans engage, making it difficult to teach, measure, and research. Despite decades of research in reading comprehension, international and national reading scores indicate stagnant growth for adolescents. Improving reading scores will require a concerted and collaborative effort by researchers, educators, and policy makers with a focus on long-term solutions. An early and sustained focus on developing background knowledge, vocabulary, inference, and comprehension monitoring skills across development will be necessary to improve comprehension (Elleman & Oslund, 2019).

In December 2019, Malacañang said the "poor reading comprehension of Filipino students is a reality." In a 2018 global survey called Program for International Assessment (PISA) among 600,000 students worldwide, Filipino students around the age of 15 got a rating of 340 points in reading comprehension, lower than the average of 487 points. Consequently, in the said study, the Philippines ranked last among 79 countries (Manaog, 2020). As time goes by, this problem still exists and believed to be getting worst. Lots of activities and intervention have been created in the past but believe to be not working.

This study was conceptualized by the researcher based on personal experience as reading comprehension teacher. Based on observation and experiences, the researcher observed that despite all the efforts of the Philippine Department of Education (DepEd) in addressing this issue on poor reading comprehension, the problem persists. The researcher also noted that there are some other factors to consider, which may affect the reading comprehension. First, the pupils had limited time. Second, teachers' attitude towards intervention, third is the inadequacy of instructional materials. Teachers have no choice but to use some reading materials not suited to the level of each pupil. Fourth, parents' attitude in guiding their children. Some parents are busy with their work, while some parents in public schools do not know how to read as well.

To address this issue, the Project "Read for five minutes, answer five questions, for five days or the Project 555 was launched by the DepEd. Project 555 is a silent reading intervention which aims to ensure that the learners acquire the necessary knowledge, skills, values, and attitude that the schools need to provide. Basically, the Project 555 will enhance the least mastered skills in the subject English, Science, Mathematics, Filipino and Araling Panlipunan, or even in the subjects Edukasyong Pantahanan at Pangkabuhayan or Technology and Livelihood Education, Edukasyon sa Pagpapakatao or Values Education and Music, Arts, Physical Education and Health (MAPEH) (DepEd, 2017). The Project is also a parallel test in preparation for the

National Achievement Test and to ensure that the learners acquire the necessary knowledge, skills, values, and attitude. Schools need to provide sufficient time for mastery of the concepts and skills through the provision of need-based learning opportunities to suit the varying capabilities and needs of the learners. It was started in Imus, Cavite, where it involved only the Grade Six pupils.

The school has been implementing the Project since 2017. But since then, there had been no studies conducted to assess its effectiveness as a silent reading intervention in developing the Grade Two pupils' reading comprehension. With that, this study aimed to evaluate the effectiveness of Project 555 towards improving the reading comprehension in English among Grade Two pupils in a public elementary school in Laguna, Philippines.

Specifically, the study sought answers to the following research questions:

1. How is the Project 555 being used and implemented to improve the reading comprehension of Grade Two pupils?
2. What is the level of reading comprehension of Grade Two pupils before and after the implementation of Project 555 in a public elementary school?
3. What is the level of knowledge, attitude and perception of the administrators, teachers and Grade Two pupils towards Project 555?

The study (i) described the reading comprehension level of Grade Two pupils before the implementation of Project 555; (ii) analyzed the effectiveness of Project 555 on the reading comprehension of Grade Two pupils; and assessed the knowledge, attitude and practices of the administrators, teachers and Grade Two pupils towards Project 555.

B. Methodology

1. Research Design

The study used a quantitative research approach in determining the effectiveness of the Project 555 as well as the knowledge, attitude and practices of the administrator and teachers towards this silent reading intervention. Descriptive research primarily focuses on describing the nature of a demographic segment, without focusing on "why" a certain phenomenon occurs. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, when, where when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them (McCombes, 2019).

2. Respondents

The study used randomly selected Grade Two pupils. The researcher chose two sections out of 10 sections of Grade Two pupils, the section – Peacock (treatment group) which has 33 Grade Two pupils and – Swan (control group) that has 33 Grade Two pupils to compare the effectiveness of the Project 555. Sixty-six pupils participated in the pre-test and post-test evaluation of the pupils' reading comprehension before and after implementing the silent reading intervention.

In addition to pupil-respondents, the researcher employed purposive sampling in selecting nine teachers and four administrators to participate in the study. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling (Crossman, 2020).

The biggest percentage of respondents is from 41 to 50 years old and from 51 to 60 years old with both 33%. The 22 % belongs to the 20 to 30 years old. While 11% is from 31 to 40 years old. Based on the computation of averages, it can be observed that the minimum age of respondents is 28 years old while the maximum is only 55 years old. Which relatively are young. This also shows that out of the nine respondents with 89% are females. Only one male with 11%. During the actual survey, the researcher did notice that the male teacher in the target school is outnumbered by females. While 78% of the teacher-respondents are married and 22% are single.

In terms of educational attainment, most of the respondents have finished bachelor's degree with 56%. Thirty-three percent have earned units leading to a master's degree. Eleven percent is a master's degree holder. In terms of years in service, 33% have been in service from one to 10 years. Another 33% are from 11 to 20 years and 33% also for

21 to 30 years. This means that majority of the respondents have sufficient experience as teachers.

The age bracket of administrator respondents, 50% belongs to the 41-50 age, while 25% belongs to 30-40 age and 25% belongs to 51-60 age bracket. While 100% of the respondents are female. This also shows that out of the four respondents, 75% are married and 25% are widow. For educational attainment, 50% are master's degree, 25% are bachelor's degree holder, and 25% are Doctor in Education Management (DEM) degree holder. The administrators are three master teachers and a principal. In terms of number of years in service, all respondents have been in service for a long time. It shows that the respondents have background knowledge about the different reading comprehension strategies that will work with the pupils.

3. *Instruments*

Using the learning competency in the Grade Two curriculum guide under the listening and reading comprehension domains, the table of specification was made. The objective of the pre and post-test is to allow the pupils to read the story carefully and note important details of the story. The pre-test used is a reading selection with 53 words, with five-item questions. This serves as a guide for the teachers to assess the pupil's level of reading comprehension. The post-test used is also a reading selection with 93 words and five-item test questions from Philippine Informal Reading Inventory (Phil-IRI) Manual. The post-test evaluates the effectiveness of the intervention.

The researcher also employed a five-point Likert scale type of survey questionnaire ranging from "strongly disagree" to "strongly agree. This scale allows the respondents to express their degree of agreement (strongly agree and agree) or disagreement (strongly disagree, disagree, no opinion) in relation to their knowledge, attitude, and practices towards Project 555. The questionnaire is composed of 18 item statements (i.e., six items for knowledge, six for attitude and another six items for practices. The questionnaire had undergone a validation from three subject specialist before it was distributed it to the master teachers, principal, and teachers as respondents.

Designing the Teaching Guide for Project 555 Silent Reading

This study used the **ADDIE** model for instructional material. The name is an acronym for the five phases it defines for building training and performance support tools: **A**nalysis, **D**esign, **D**evelopment, **I**mplementation, and **E**valuation. ADDIE is an instructional systems design (ISD) framework that many instructional designers and training developers use to develop courses (Morrison et al., 2019).

In the analysis phase, a pre-test was administered to Grade Two pupils to assess their level of reading comprehension. Based on this assessment, the Grade Two pupils have low comprehension level. Some Grade Two pupils do not have the interest to improve themselves. Teachers also used materials differently to each other. The learners need to improve their reading comprehension with this intervention Project 555 silent reading.

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection, (Quigley, 2019). Explicit strategy instruction is at the core of good comprehension instruction. "**Before**" strategies activate students' prior knowledge and set a purpose for reading. "**During**" strategies help students make connections, monitor their understanding, generate questions, and stay focused. "**After**" strategies provide students an opportunity to summarize, question, reflect, discuss, and respond to text, (Mazhar, 2018).

In the development phase, content was created. The development of the teaching guide involved the use of old development reading power book for and the copy of the said school. The guide was developed and checked by the principal and assigned master teacher.

The implementation of the teaching guide involved the section Peacock and Swan during the third quarter of the school year. The effectiveness of Project 555 silent reading was evaluated through a post test.

The Project 555 Implementation

A typical morning session in a Grade Two classroom in a public elementary school in Laguna, Philippines is filled with Mathematics, English (Reading and Language), Filipino, Mother Tongue, Edukasyon sa Pagpapakatao (Values Education), Araling Panlipunan (Social Studies), Music, Arts, Physical Education., Health, and of course recess. Included in that busy schedule is the Project 555 silent reading habits or Project “Read in five minutes, answer five questions for five days”. This is valuable time set aside to allow Grade Two pupils to utilize the skills they have learned and transfer them into this reading experience. The classroom teacher needs to know if this independent reading practice is being used to hone the strategies, skills and techniques learned through more formal instruction.

Every morning, Grade Two pupils are taught different strategies to aid them while they read stories aloud. They are shown how to decode unfamiliar words, find the beginning, middle and end of the story, and memorize high frequency sight words. When a pupil encounters a difficult word, or is having difficulty finding meaning, the teacher is right there to assist him/her in finding a solution. Then, the classroom teacher provides a short story or passage, followed with a process of read for five minutes, answer five questions and they will do this for five days from Monday to Friday.

The Grade Two pupils are allotted time to read a story silently. It is during this independent reading time that those skills learned earlier during the day should transfer to create meaningful, skill building experience. In line with the revised Philippine Informal Reading Inventory (Phil-IRI), all grade level teachers are to conduct a pre-test for their Grade Two pupils to assess the level of each pupil in the reading ability and comprehension. It is done during the opening of classes. Before the school year ends, the regional office sends another set of tests for the post-test to see if the Grade Two pupils have improved their reading ability and comprehension.

This Project read for five minutes, answer five questions for five days or Project 555 is a silent reading intervention that might help the teachers on how the Grade Two pupils improve their reading comprehension. The Project 555 silent reading is being implemented every quarter of the school year. The intervention has three parts, before reading, during reading and after reading. Before reading, the teacher will set the mood of the Grade Two pupils, and s/he will explain some difficult words from the story for their vocabulary development. Then, during reading each pupil will be given a copy of short story and the teacher will let the Grade Two pupils read it independently for five minutes. So, after reading, the Grade Two pupils are required to answer the five-item questions for them and for the teacher if the Grade Two pupils fully understand what they have read. This is being reflected on the score that they will get. The scores will be recorded as a basis if the Grade Two pupils had improved their reading comprehension. In this study the researcher conducted the Project 555 silent reading during the third quarter of the school year. However, it can be conducted whole year round so that all the Grade Two pupils can read all by themselves.

4. Technique of Data Analysis

Descriptive statistics was used to describe the basic features of the data. In this study, the researcher obtained simple summaries about the sample and the measures. The main purpose of descriptive statistics is to provide a summary of the samples and the measures done on a particular study (Research Guide). The mean percentage scores (MPS) of the Grade Two pupils pre-test and post-test were compared, analyzed and graphically presented. The MPS indicates the ratio between the number of correctly answered items and the total number of the test questions (DepEd, 2008). The median scores of Knowledge, Attitude and Practices (KAP) of administrators and teachers were also analyzed.

Computing the Pupil's Comprehension of the Passage

The student must read the passage and answer the five questions. The teacher records the Grade Two pupils' responses (DepEd Order No. 14, s. 2018).

For instance, if Pupil 1 got four correct answers out of the 5 comprehension questions, his comprehension level is computed using the following formula:

$C = \frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 = \% \text{ of comprehension}$

No. of questions X 100 = % of comprehension

No. of correct answers: 4

Total no. of questions: 5

$\frac{4}{5} = 80$

Pupil 1's comprehension: 80%

Table 1. Percentage for comprehension scores

No. of items	Score in Comprehension	%
	5	100
5	4	80
	3	60
	2	40
	1	20

Oral Reading Level	Comprehension Score (in %)
<i>Independent</i>	80-100%
<i>Instructional</i>	59-79%
<i>Frustration</i>	58% and below

Source: DepEd Order No. 14, s. 2018

C. Findings and Discussion

Reading Comprehension Level of Grade Two pupils

Figure 1 shows the results of the pre-test conducted by the researcher to the two sections of class. The tests were intentionally administered to two sections to assess the level of reading comprehension before the intervention. For the discussion of findings, the researcher used the four indicators of reading comprehension as indicated in the Phil-IRI Manual: Independent, Instructional, Frustration and Capacity.

The pre-test result shows that, under the control group (Swan) 3% of the pupils belong to independent level, 67% belong to instructional level, 21% belong to frustration level and 9% belong to capacity level. While under the treatment group (Peacock), no one belongs to independent level, 39% belong to instructional level, 58% belong to frustration level and 3% belong to capacity level.

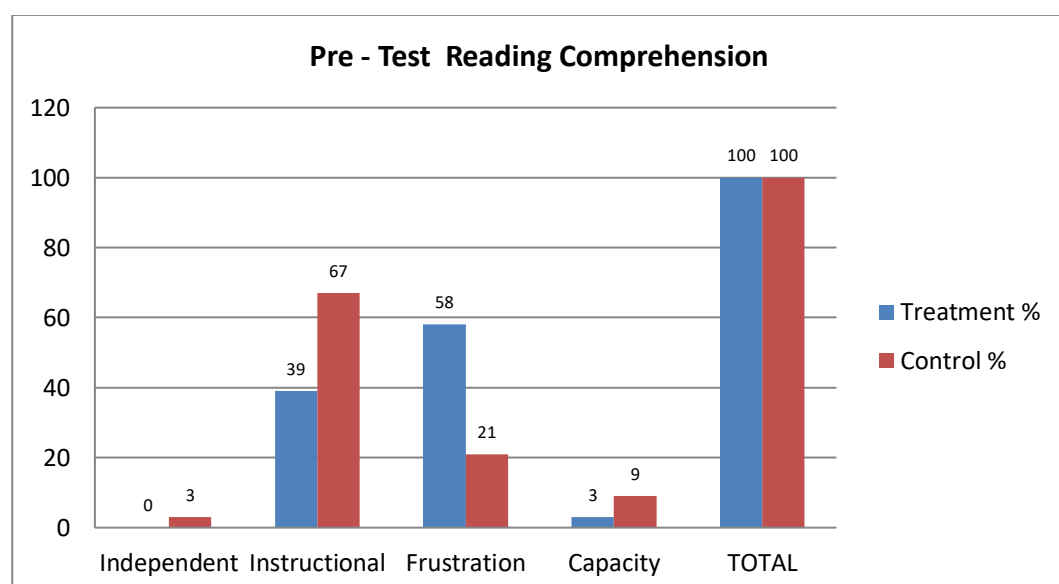


Figure 1. Pretest reading comprehension of pupils between treatment and control group

Figure 2 shows the result of the post-test. The independent and capacity level of the control group (Swan) decrease to zero percent, the instructional level increase to 82% and the frustration level decrease to 18% of the pupils. The treatment group (Peacock) increased

the independent level to 36% of the pupils, while 52% belong to instructional level, 12% belong to frustration level. and no one belongs to capacity. This means that the Project 555 silent reading has somehow helped improve the Grade Two pupils' reading comprehension level.

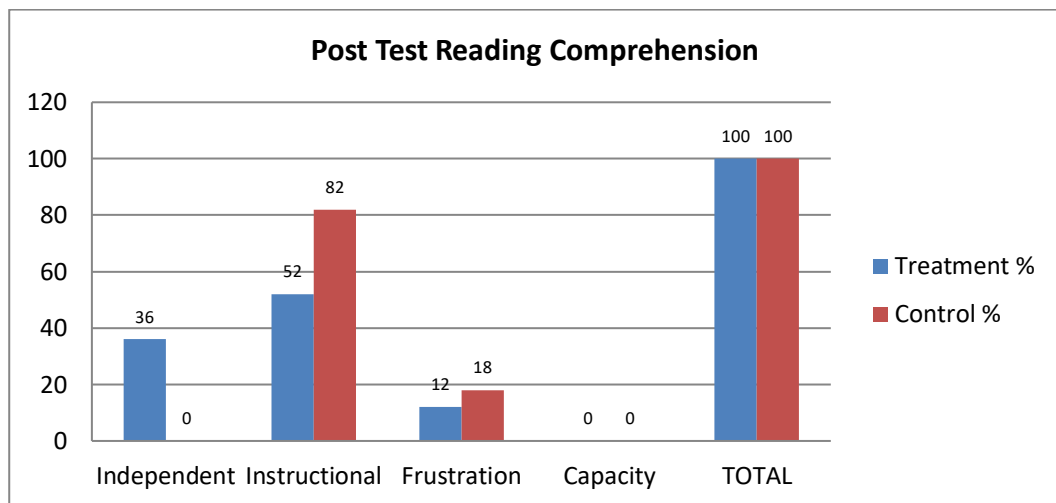


Figure 2. Posttest reading comprehension of pupils between treatment and control group

The same is true with the results shown in Figures 1 and 2. Figure 3 shows the comparative result of pre-test and post-test. The post-test aims to increase the independent level and decrease the capacity, frustration and even the instructional level. It seems that the Treatment Group meets the expected increase of independent level. This activity is one way of measuring and assessing the benefits of implementing Project 555 in improving the reading comprehension of Grade Two pupils.

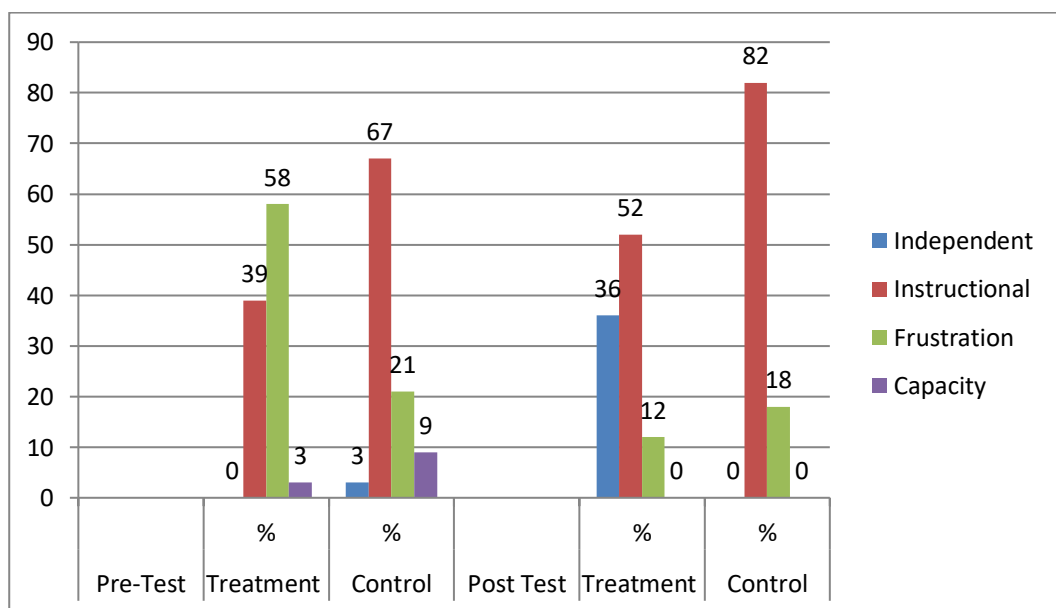


Figure 3. Pretest and posttest reading comprehension of pupils between treatment and control group

Knowledge, Attitude, and Practices (KAP) of Administrators

Knowledge

Table 2 shows the level of agreement/disagreement of the four administrator-respondents on the given statements as indicators of knowledge on Project 555 silent reading. Results revealed that the respondents have high level of knowledge on Project 555 silent reading as the median value from 3.00 to 4.50. It also showed that respondents were in total agreement in the Project as observed in Statements 1, 2, and 3 showing the high ratings. However, there were some respondents who disagreed with some statements like

statements 4, 5, and 6 as indicated the lowest median value. This might be because some of the respondents have experienced similar Projects in the past. It could be Project 555 silent reading cannot produce short-term positive outcome. The students will need longer time to improve English reading comprehension.

Table 2. Knowledge of administrators about Project 555

STATEMENT	Frequency of Response								Median
	2		4		5				
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%			
Project 555 is a Project formulated to improve the reading comprehension of Grade Two pupils in public schools in CALABARZON area.		0	0		2	50	2	50.	4.50
Project 555 is developed to ensure that learners acquire the necessary skills, values, and attitudes.		0	0		2	50	2	50.	4.50
Project 555 can provide need-based learning opportunities to suit the varying capabilities and needs of the learners.		0	0		3	75	1	25.	4.00
Project 555 is a pilot test Project and is similar to other techniques already used by teachers even in the past.		1	25		3	75	0	0	4.00
Project 555 is a special program for the improvement of reading comprehension in CALABARZON area only.		2	50		2	50	0	0	3.00
Project 555 is developed to generate short-term positive outcomes among schools involved in partnerships which are enabling mechanism of effective schools.		1	25		3	75	0	0	4.00

It should be noted that all these statements are characteristic of the benefits that can be derived from Project 555 as espoused by Department of Education IV-A CALABARZON. The high level of knowledge of the respondents could have been brought about by the fact that the Project has been in operation since 2017.

On the other hand, lowest median value (3.00) was obtained for the statement "Project 555 is a special program for the improvement of reading comprehension in CALABARZON area only." This latter proportion 50 % among the administrators did not know that Project 555 is an initiative for CALABARZON only and excludes other regions.

Attitude

Positive attitude towards Project 555 is prevalent among majority of the respondents (Table 3). However, there was a statement which the respondent indicated negative attitude,

and this was for statement 5. It has the lowest median value of 2.50 since there were two respondents who disagreed with it, and one expresses no opinion. The weight being put to the English teachers as responsible for Project implementation might have been seen as too much hence this negative attitude. In contrast, highest median rating (5.00) was noted for the statement "I believe that the development, production, and distribution of all types of learning resources for Project 555 must be properly supervised and monitored."

Table 3. Attitude of administrators towards Project 555

STATEMENT	Frequency of Response										Median
			2		3		4		5		
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
I believe that the successful implementation of Project 555 can further improve the teaching of English reading comprehension.			0	0	0	0	2	50	2	50	4.50
I believe that the development, production, and distribution of all types of learning resources for Project 555 must be properly supervised and monitored.			0	0	0	0	1	25	3	75	5.00
I believe that a regular meetings and consultations are conducted to fully discuss the objectives and mechanics in implementing Project 555.			0	0	0	0	2	50	2	50	4.50
I believe that the schools can be able to improve the teaching of English reading comprehension through the help of Project 555.			1	25	0	0	1	25	2	50	4.50
I believe that the successful implementation of Project 555 is one of the major responsibilities of English teachers.			2	50	1	25	0	0	1	25	2.50
I believe that the Project 555 is similar to other techniques used by teachers in the past.			0	0	1	25	2	50	1	25	4.00

According to an article written by Nootens et al. (2019), several studies of reading attitudes in elementary or middle school have distinguished between reading goals (academic vs. leisure reading) and looked for sex-related differences. Several studies in this field have also distinguished between digital and print reading, as some authors argue that young people's literacy experiences, especially from adolescence onward, are not restricted to traditional print settings. Nevertheless, the results of these studies suggest that, as far as academic reading is concerned, reading attitudes remain the same, whatever the medium

(McKenna & Walpole, 2013). As far as leisure reading in digital settings is concerned, the very broad conception of digital literacy adopted in some previous studies, such as being on social websites during free time and reading e-mails from friends was rejected. Activities are not expected to come under the heading of digital literacy. It is therefore not necessary to distinguish between digital and print reading when addressing the question of attitudes. Rather, this study emulated previous studies on reading attitudes in elementary or middle school that distinguished between reading goals (academic vs. leisure reading) and looked for sex-related differences.

Practices

In terms of practices (Table 4), high median value (3.50 – 4.50) were computed for all the leading statements suggesting that the school administrators should strictly implement what are mandated to do regarding Project 555. Lowest rating (3.50) was noted for “I conducted quarterly meetings with school heads” and this was because two out of four administrators have been doing this. There were two respondents who did not give their opinion.

Highest median rating of 4.50 was noticed for the statement “I randomly monitored schools to ensure that were able to attain any of the short-term outcomes at the end of the school year.” The rest of statements were given the high rating of 4.00.

Table 4. Practices of administrators in relation to Project 555

STATEMENT	Frequency of Response									Median
				3		4		5		
				<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
As administrator/ supervisor, I gathered all school heads in one meeting to discuss the implementation of Project 555.				0	0	3	75	1	25	4.00
I reviewed and validated the crafted action plan for the implementation of the Project.				0	0	4	100	0	0	4.00
I conducted quarterly meetings with school heads.				2	50	2	50	0	0	3.50
I conducted pre and post-test.				0	0	3	75	1	25	4.00
I conducted progress monitoring, coaching, mentoring and technical assistance to both leader and partner school.				0	0	3	75	1	25	4.00
I randomly monitored schools to ensure that were able to attain any of the short-term outcomes at the end of the school year.				1	25	1	25	2	50	4.50

Reading comprehension research has a long and rich history. If being given importance, there is so much can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction (Duke & Pearson, 2009).

In their article, Duke and Pearson (2009) stressed further that most of what people know has been learned since 1975 but still there has been no fast progress. It is perceived that part of the reason behind this steep learning curve has been the lack of controversy about teaching comprehension. Unlike decoding, oral reading, and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other aspects of reading. As it should be, much work on the process of reading comprehension has been grounded in studies of good readers. The authors identified some good readers do when they read, the researcher believes that the following will help in shaping the practices related to reading comprehension:

Good readers are active readers. They have clear goals in mind for their reading. They continually make decisions about their reading. Good readers construct, revise, and question the meanings they make as they read. They also try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed (Duke & Pearson, 2009).

Knowledge, Attitude, and Practices (KAP) of Teachers towards Project 555

Knowledge

Results revealed that teachers have high level of knowledge on Project 555 as the median value from 4.00 to 5.00 (towards strong agreement) (Table 5). It also showed that respondents were in total agreement in the Project as observed. All of them knew that the Project is meant to improve the reading comprehension skills of Grade Two pupils in public schools in CALABARZON.

Table 5. Knowledge of teacher respondents about Project 555

Indicators	Frequency of Response										Median
					3		4		5		
					<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Project 555 is a program in CALABARZON to ensure that the learners acquire the necessary skills, values, and attitudes.					0	0	5	55	4	44	4.00
Project 555 is a special program for the improvement of reading comprehension in CALABARZON area only.					1	11	4	44	4	44	4.00
There are available orientation program and trainings for teachers and supervisors regarding proper implementation of Project 555.					0	0	5	55	4	44	4.00
Our school head/supervisor is fully supportive in the implementation of Project 555.					0	0	4	44	5	55	5.00

Project 555 can improve the teaching of reading comprehension to the Grade Two pupils.					0	0	5	55	4	44	5.00
Project 555 supervises the development, production, and distribution of all type of learning resources in the school.					0	0	6	67	3	33	4.00

Attitude

Results revealed that teachers have positive attitude towards Project 555 (Table 6). It indicates that teachers are willing to use Project 555 in their class to improve the English comprehension skills of their pupils. Respondents also believed that Project 555 supervises the development, production, and distribution of all type of learning resources in the school.

Table 6. Attitude of teacher respondents towards Project 555

Indicators	Frequency of Response							Median
	4		5					
	<i>f</i>	%	<i>f</i>	%				
I am interested to learn more about Project 555 by attending seminars and trainings related to its proper implementation.				6	67	3	33	4.00
I will be using the Project 555 techniques and strategies in my other classes and grade levels.				5	55	4	44	4.00
I am confident I have sufficient knowledge about the mechanics in implementing Project 555.				6	67	3	33	4.00
I believe the needs the necessary and required learning resources needed for the implementation of Project 555.				6	67	3	33	4.00
I believe that the school can be able to improve its reading comprehension teaching with the help of Project 555.				5	55	4	44	4.00
I believe that regular use of Project 555 techniques can help me acquire mastery of teaching English reading comprehension to my Grade Two pupils.				5	55	4	44	4.00

Practices

When it comes to practices of the teachers, high median value was computed for all the leading statements with ratings of 4.00 (Table 7). Results show that teachers are strictly implementing Project 555 in their classroom/class. In general, respondents' practices are in accordance and strictly followed by all the nine teachers.

Table 7. Practices of teachers in relation to Project 555

Indicators	Frequency of Response						Median
	3		4		5		
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
I always make sure that I implemented in my classroom the action plan for Project 555.	0	0	6	67	3	33	4.00
I always attend all orientation and training about Project 555.	1	11	5	55	3	33	4.00
I always conduct my English reading activities following the Project 555 technique.	0	0	6	67	3	33	4.00
I always review and familiarize myself with Project 555 techniques and implement it inside my classroom.	0	0	6	67	3	33	4.00
I always find ways to help in generating short term impact for Project 555 based on evaluation and comparative analysis.	0	0	6	67	3	33	4.00
I always conduct self-assessment about the effect and factors affecting the implementation of the Project in my own classroom/classes.	0	0	6	67	3	33	4.00

D. Conclusions

The study discusses the use of Project 555 as a silent reading intervention in improving the reading comprehension of Grade Two pupils in a public elementary school. The Project 555 used a teaching guide that was developed using ADDIE model. It also determines the knowledge, attitudes and practices of the administrators and teachers about the Project 555. The level of pupil's reading comprehension was based on the Phil-IRI manual. Pre-test results revealed low level of reading comprehension among Grade Two pupils. Specifically, most of them belong to instructional, frustration and capacity level. But after the implementation of Project 555 silent reading intervention, the reading comprehension of the pupils showed improvement. The pupils' level of reading comprehension has reached to independent and instructional, and only one belongs to the lowest level i.e., capacity.

Since the teachers are fully aware of Project 555 and they somehow appreciate the program, this can be made as a basis for formulating additional guidelines for evaluating and monitoring the student progress in reading comprehension.

The implementation of Project 555 silent reading intervention encouraged the pupils to be more interested in reading. Pupils are also aware that they need to improve the level their reading comprehension. Teachers and pupils are also motivated to use this intervention and create positive environment in the classroom in which pupils were actively and confidently engaged. Sustaining an effective silent reading intervention is everybody's business. It requires well-designed and ongoing professional development to equip educators with the knowledge base they need for effective reading instruction. It requires the selection of appropriate tools that are tightly linked to the research. And, finally, it requires support systems initiated by the local leadership to ensure smooth implementation and enduring effects.

Based on the findings of the study, the following are hereby recommended by the researcher:

Project 555 can be used as a permanent and regular activity of the school with regard to improving the reading comprehension levels and abilities of the learners. Results of these measuring instruments can be used as basis for further enhancement of the program.

Encourage students to re-read the passages. They will be able to read with increased speed and fluency, which will allow them to extract more knowledge from what they had read. Before the teachers can design and provide appropriate reading instruction, reading assessments must be administered regularly so the teachers will be armed with accurate information about the learners' current reading levels and abilities.

The involvement of the parents had an impact in the improvement of pupil's reading comprehension. Parents are needed to be motivated and actively involved in the reading intervention for them to improve the reading comprehension of their child. Parents must understand that they also have important role to their children when they are at home.

The school with the support of the teachers must formulate a specific and appropriate action plan for the learners and this plan must be made as a ready reference for the educators. The action plan must be strictly followed and monitored to ensure the success of implementation and attainment of pre-determined objectives. Project 555 must be implemented and practiced not only in CALABARZON but also in other public and private schools in the country. But this can only be realized after assessing the success of the program regarding the attainment of its goals and specific objectives.

For the future research, it is recommended that the study must be conducted in the year-round period so that there would be sufficient time to implement the intervention. It is also recommended to add more respondents and implement not only for Grade Two pupils but also to other grade levels to see how the Project 555 will work on different setting in improving the reading comprehension in English.

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