

# Efficacy of the Fuller Approach in Teaching Reading to Struggling Readers in a Multigrade Class

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**Abstract:-** This research study examined the effectiveness of the fuller approach as an intervention program for improving reading skills among selected grade 3-6 children who are struggling readers in a multigrade class. Using a quantitative quasi-experimental research design, this study employed a one-group posttest measurement approach to analyze a dependent variable after treatment or an altered independent variable. The statistical method of mean was used to evaluate the effectiveness of the broader approach in teaching reading to struggling readers in a multigrade class. The findings of this study demonstrated a notable reduction in the number of students classified at the Frustration Level, accompanied by a distinct transition towards the Instructional and Independent Levels. Most pupils have now achieved a level of learning where they can comprehend and utilize their knowledge autonomously. The study emphasized the progressive decline of reading readiness problems among kids in Grades 3-6 as a direct consequence of these promising outcomes. The Fuller Approach should be continued and improved, as it can significantly enhance this group's reading skills. The findings indicate that the Fuller Approach significantly improved pupils' reading proficiency. Thus, the study determined that using the Fuller Approach is advisable to enhance the student's reading proficiency.

**Keywords:-** Fuller Approach, Quasi-Experimental Research Design, Reading, Reading Level, Struggling Readers.

## I. INTRODUCTION

The Fuller Approach combines phonics and the alphabet with the whole word recognition approach to teaching (Eghbaria et al., 2022). This is by first requiring the readers to be able to learn the names and the sounds of the alphabet. Another objective of this strategy is to improve vocabulary. Thus enhancing the importance and meaning of reading materials. Emphasizing systematic and explicit instruction, this strategy guides children through highly structured lessons, which incrementally introduce new sounds, words, and skills. The method further uses phonics to help children decode high-frequency words automatically. Increased confidence helps children read fluently and handle other unknown words. It involves fluency-building activities such as rereading, timed reading, and group reading. The Fuller Approach aims to develop children's reading automaticity to focus on text comprehension rather than

decoding word by word. This is a versatile and flexible approach to accommodate children of any ability and a variety of learning styles, applied differently in different settings, which include the classroom and personalized one-to-one instructions, matching the needs of each child.

In a study conducted by Green (2010), Washington Elementary and Lincoln Elementary schools were chosen to increase the reading level of the low achievers in the second grade. The subjects in the study were two groups of students, one which was a guided reading group and the other which was an SRÄ Reading Mastery group. For the data analysis, a mixed model repeated measures ANOVA was used on the results, and the test of hypotheses proved that the two groups were statistically significant for students' reading achievement in favor of SRA Reading Mastery. The study also stressed that for the students categorized as low achievers in second grade, systematic and explicit methods of reading mastery are superior to guided reading. Concerning the strategies applied in the teaching, using humor in the process corresponds to the aims of the Fuller approach, which aimed at working with multigrade classes and making the lessons practical and entertaining.

At the Domnar-Lopez Copada Integrated Indigenous People School in Maasim 3 district, Division of Sarangani, Goyja (2023) found that the Fuller approach yielded significant improvements in the reading proficiency of Grade 3 students. Those instructed in this approach significantly improved reading fluency, accuracy, and comprehension. This suggests that the Fuller approach can be a valuable tool for educators who want to enhance elementary students' reading skills.

Based on the findings of the Phil-IRI Assessment conducted during the 2023–2024 school year at Malipayon Elementary School in Malipayon, Pag-asa, Sta. Josefa, Agusan del Sur, it was found out that 25 pupils in Grades 3-6 belong to the frustration level. The researcher saw that these students struggled with word decoding, understanding, fluency, and other issues that could have contributed to their difficulties. This presents an opportunity to address and reduce the discrepancy in academic performance, particularly in reading. Because some children are slow learners and emerging readers, teachers find it challenging to fulfill the target in the skills when pupils finish their work. However, these obstacles can be overcome with the right strategies and support, and their reading skills can be improved.

Furthermore, the researcher found that these slow readers' and readers' still-developing readers' life stories are distinct from other readers.' Despite life's challenges, it is possible to obtain an education with dedication and diligence successfully. Nevertheless, deciding to enroll a child in school is predominantly a matter of parental discretion. They remain adamant that their children should attend school despite the obstacles they face in life. This motivated the researcher to investigate the effectiveness of the Fuller Approach in improving struggling readers' reading abilities. The researcher intended to explore and implement an alternative strategy beyond accepted practices to foster their interest in reading and learning.

The goal was to know if there is efficacy of a fuller approach in teaching reading to struggling readers, particularly those at the frustration level within a multigrade class at Malipayon Elementary School.

#### ➤ *Statement of the Problem*

This study aimed to investigate whether there is efficacy of the fuller approach in teaching reading to struggling readers particularly those at the frustration level within a multigrade class in Malipayon Elementary School. Specifically, it sought to answer the following questions:

- What is the reading competency of students before the intervention?
- What is the reading competency of students after the intervention?

#### ➤ *Scope and Delimitation of the Study*

This study was conducted in Malipayon Elementary School at Malipayon, Pag-asa, Sta. Josefa, Agusan del Sur. The subjects for this study consisted of 25 struggling readers, particularly those at the frustration level from Malipayon Elementary School during this school year 2023-2024, and they were identified as encountering difficulties in developing reading skills through the assessment known as Phil-IRI. The researcher used the Fuller technique to plan a rigorous four-week intervention for the subjects. As a result, every workday, students received 25-30 minutes of reading remediation using the Fuller technique. Furthermore, the primary goal of this study was to assess the usefulness of the Fuller technique in teaching pupils who are struggling to read.

## II. METHODS

#### ➤ *Research Design*

The research utilized a quantitative quasi-experimental method to collect data, as proposed by Donald T. Campbell in 1963. Moazami et. al., (2014) employed a study design with a one-group post-test measurement method. This method involved evaluating a dependent variable after applying a treatment or altering an independent variable.

For this study, 25 pupils belonging to the frustration level, 9 pupils for grade 3, 6 pupils for grade 4, 7 pupils for grade 5, and 3 pupils for grade 6, were included. The baseline for this was the Phil-IRI scores, which served as the

reference point for comparison. Following the intervention period, the respondents underwent a Phil-IRI post-test to determine if the intervention had brought about any change.

This design served as a method to assess the efficacy of the Fuller Approach in enhancing students' reading skills, particularly in decreasing frustration levels among struggling readers.

#### One-Group Post-test Design

Treatment	Post-test
X	O

where:

X : Treatment

O : Post-test

#### ➤ *Research Locale*

The study was carried out at Malipayon, Pag-asa, Sta. Josefa Agusan del Sur, at the Malipayon Elementary School. The landlocked province of Agusan del Sur contains the municipality of Santa Josefa. With a surface area of 341.80 square kilometers, or 131.97 square miles, the municipality makes up 3.42% of Agusan del Sur's total area. According to the 2020 Census, there were 26,432 people living there. This represented 0.94% of the population living in the Caraga region or 3.57% of the total population in the province of Agusan del Sur. These figures indicate that there are 77 people per square kilometer, or 200 people per square mile, in the population. Angas, Aurora, Awao, Concepcion, Pag-asa, Patrocinio, Poblacion, San Jose, Santa Isabel, Sayon, and Tapaz are the eleven barangays that make up this municipality.

In the fiscal year of 2016, Santa Josefa generated an annual average revenue of ₱110,540,919.32. In the 2015 Census, the population of Santa Josefa was 26,706, with 5,860 families. On average, each household had 4.56 individuals. The population of Santa Josefa experienced significant growth over 102 years, increasing from 393 individuals in 1918 to 26,432 individuals in 2020, resulting in a net increase of 26,039 people. The most recent census data from 2020 indicates a decline in population growth, with a negative growth rate of 0.23%. This corresponds to a loss of 297 individuals compared to the previous population of 26,729 in 2015. In 2019, the entire electorate in Santa Josefa was 18,596, comprising 9,531 males and 9,065 females.

Santa Josefa's municipal center is on Mindanao at 7° 59' North and 126° 2' East. The elevation at these locations is approximately 38.3 meters or 125.6 feet above the average sea level. According to the great circle distance, which is the shortest distance between two places on the Earth's surface, the cities nearest to Santa Josefa are Bislig in Surigao del Sur, Tagum and Panabo in Davao del Norte, Bayugan in Agusan del Sur, Malaybalay and Valencia in Bukidnon. The neighboring towns are Trento and Veruela in Agusan del Sur, Monkayo and Montevista in Davao de Oro, and Loreto and Bunawan in Agusan del Sur. The distance

between the location and the national capital is 915.15 kilometers (568.65 miles). Cultivating rice, calamansi, coconut, palm oil, falcata, bananas, and various fruits primarily supports the barangay's agricultural diversification.

The distance between Malipayon and Poblacion, Santa Josefa, is around 26 kilometers, and it is simple to reach Malipayon with any vehicle you choose. In addition to providing convenient access to the municipality, this role encompasses a significantly broader area. According to the census that will be conducted in the year 2020, it is predicted that 888 people are living in Malipayon, which is a part of Pag-asa. The fact that it is incorporated into the larger community is evidenced by the fact that this is the case.

During the 2023–2024 school year, Malipayon Elementary School would have a Head Teacher and four other staff members who would give instructional support to the school's 67 students. The school offers a comprehensive primary education program beginning with kindergarten and continuing through sixth grade. To a large extent, it contributes to the educational development of the community in which it is located.

➤ *Research Subjects*

The subjects of the study were the struggling readers, particularly those at the frustration level, in Grade 3-6 students of Malipayon Elementary School. These students were identified based on the Phil-IRI Assessment. The researcher used the purposive sampling technique which involves examining the identified group. The students were homogenous in composition, making them perfect subjects for the study.

➤ *Research Instruments*

The Phil-IRI tool was the baseline of the study as its research instrument. The researcher asked the adviser whose pupils were at the frustration level. Then the adviser replied that there were 25 pupils belonging to the frustration level: 9 pupils for grade 3, 6 pupils for grade 4, 7 pupils for grade 5, and 3 pupils for grade 6. Those students identified as

belonging to the frustration level became the respondents for the study. The Fuller Approach was the primary instructional method during the intervention period. It combined entire word recognition instruction with phonics, alphabet, vocabulary development, comprehension strategies, and fluency-building activities to enhance reading skills among struggling readers. The primary goal of the intervention was to address the frustration level among struggling readers. Following a four-week intervention period, a posttest was administered to measure the improvement in students' reading abilities.

Data were collected, arranged, totaled, and calculated to ascertain the impact of the Fuller Approach on struggling students in Grades 3-6.

The researcher utilized the following information to determine whether there was a significant difference between the student's performance in the two groups:

Oral Reading Score:

$$\frac{\text{The number of words} - \text{number of miscues}}{\text{number of words}} \times 100$$

Comprehension:

$$\frac{\text{No of correct answers}}{\text{No. of questions}} \times 100$$

The tool used by the researcher to determine word recognition and comprehension was the Phil-IRI Tool.

The researcher also employed the Phil-IRI table of Criteria in Oral Reading and Interpretation.

Phil-IRI Oral Reading Profile

Oral Reading Level	Word Reading Score (in %)	Comprehension Score (in %)
Independent	97-100%	80-100%
Instructional	90-96%	59-79%
Frustration	89% and below	58% and below

Table 1 Reading Profile Per Passage

Word Reading	Reading Comprehension	Reading Profile per passage
Independent	Independent	Independent
Independent	Instructional	Instructional
Instructional	Independent	Instructional
Instructional	Frustration	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration

➤ *Data Collection*

The researcher submitted the necessary documentation to the Research Ethics Committee (REC) to review ethical standards. Upon receiving authorization, the researcher wrote a formal letter to the Office of the Schools Division Superintendent of Agusan del Sur, seeking authorization to conduct the study. Upon receiving approval from the superintendent, the researcher submitted both the

authorized letter and the permission letter to the Head Teacher of Malipayon Elementary School. Similarly, the researcher notified the participants selected for the quasi-experimental study. In addition, the researcher adhered to appropriate ethical guidelines when carrying out the study. The subjects' names were not specified, and any crucial information was treated as confidential. Subsequently, the investigation was carried out.

After the approval, the researcher immediately began preparing her plan for the beginning of classes. The timetable included 30 minutes for each two-grade level, with the first 30 minutes reserved for grades 5 and 6 and the remaining 30 minutes for grades 3 and 4. Subsequently, the researcher utilized the Fuller Approach for roughly four weeks of remediation, and the only respondents that were used were the selected individuals who were having difficulty reading. The researcher kept a record of everything that had occurred throughout every interaction with the pupils. The observations on the interaction and engagement of the pupils from grade three to grade six were documented and stored in a record. Following that, the respondents were given the posttest based on the Phil-IRI Tool, which served as the baseline for the study. Moreover, the posttest findings were tallied and computed with the assistance of the required statistical treatment.

#### ➤ *Statistical Treatment of Data*

The collected data were totaled and summarized. The statistical instrument was employed to guarantee precision in the analyses and interpretations of the results:

#### ✓ *Class Means*

This crucial technique for performing statistical analysis provides a standard measure of central tendency by displaying the average data. To compute it, sum up all the values in a data collection, then divide the result by the total number of items in the set. In statistics, the arithmetic mean is calculated by dividing the total number of observations by the total number of observations. A single value represents the core value of a data collection or distribution.

### III. RESULTS

This chapter discusses the presentation, analysis and interpretation of data in accordance with the sequence of the statement of the problem.

#### ➤ *Reading Competency of Students before the Intervention*

Table 2 Competency before the Intervention

Grade level	Total no. of Pupils	Reading Competency		
		Frustration	Instructional	Independent
III	13	9	2	2
IV	9	6	3	0
V	12	7	4	1
VI	6	3	2	1
Total	40	25	11	4

Table 2 presents the reading competency level of Grade 3 to 6 students before implementing the intervention. The data shows that most pupils, precisely 62.5%, were categorized as being at the frustration level. This suggests that they faced substantial difficulties in reading comprehension and skills. Only 27.5% of individuals at an instructional level require assistance, while 10% can read independently. It indicates that the students are at the frustration level and need to improve their reading skills.

#### ➤ *Reading Competency of Students after the Intervention*

Table 3 Competency after the Intervention

Grade level	Total no. of Pupils	Reading Competency		
		Frustration	Instructional	Independent
III	13	2	7	4
IV	9	1	5	3
V	12	0	8	4
VI	6	0	4	2
Total	40	3	24	13

As shown in Table 3, it presents the reading competency level of Grade 3 to 6 students after implementing the intervention program. In grade III, 2 students remain frustration, which is 15.38%; in instructional, 7 students or 53.85% and independent 4 students or 30.77%. In grade IV, 1 student remains frustration or 11.11%, instructional 5 or 55.56% and independent 3 students or 33.33%. In grade V, 8 students in Instructional or 66.67% and independent 4 students or 33.33%. In grade VI, 4 students in instructional or 66.67% and independent 2 students or 33.33%. Overall, out of 40

students, 3 students remain under frustration, which is 7.5%, and 92.5% under instructional and independent.

This data shows that the number of children classified as being in the frustration level recently decreased, indicating the effectiveness of the intervention used. The results confirmed the need to endorse the Fuller Approach to further boost a student's reading proficiency, particularly for those who are frustrated.

#### IV. DISCUSSIONS AND CONCLUSIONS

This chapter presents the discussions, conclusions, and recommendations.

##### ➤ *Reading Competency of students before the intervention*

The reading competency of 25 students out of 40 from grades 3 to 6 is at the Frustration level because many of them made mistakes in word reading, and their reading comprehension scores were low, resulting in their inability to keep up with their classmates. This implies that the teacher will conduct an intervention to improve their word reading and reading comprehension skills so they can catch up with their peers and stay engaged in discussions.

The facts above make it clear that reading is crucial and required for pupils. Idris (2019) asserts that students' capacity to read and comprehend is a significant factor in how well they do in school. A pupil struggling to read well is likelier to suffer academically or even fail. However, if they are proficient readers, they will have a better chance of completing their education.

The relationship between word recognition skills and reading comprehension is examined in Perfetti's (2007) study. According to him, reading comprehension can be affected by accurate and efficient word recognition, which is essential for reading proficiency. In order to enhance word recognition and reading comprehension, Perfetti emphasizes the value of developing lexical quality, which includes phonological decoding abilities, vocabulary knowledge, and orthographic processing.

Additionally, Stanovich (2016) influential research examines Matthew's effects on reading, which pertain to the accumulated advantages or disadvantages individuals experience in their reading skills. The author examines how variations in word recognition abilities among individuals can increase the disparity between proficient and struggling readers. Stanovich highlights the significance of early intervention and teaching to prevent and address word recognition challenges, as these challenges might impact the overall development of reading skills.

We must improve word reading and reading comprehension at all educational levels. Reading is a challenging, pointless, and fruitless human endeavor without the ability to read words well and comprehend what they imply.

##### ➤ *Reading Competency of students after the intervention*

Based on the post-test results using the Phil-IRI standard, almost all children belong to the Instructional and Independent levels. This implies that the increase in the students' word recognition and reading comprehension performance in the post-test has improved. This further indicates that the Fuller Approach would substantially support the development of reading skills, as observed by the researcher.

Nielo (2019) asserts that the remediation program's utilization of the fuller method proved as effective as the material employed. Eliminating the amount of frustration is a process that takes time to complete. Achieving the goal of every child being a reader with 100% parent involvement takes focus, collaboration, and dedication. For those still experiencing frustration, the researcher suggests carrying out the remediation program utilizing a more comprehensive approach. It is also advised to keep an eye on participants' reading progress even after moving up to the next grade level until they can read independently. Additionally, more reading research should be done to create a school that produces leaders and readers.

Torgesen et al. (2001) investigated the effectiveness of intense remedial education on word recognition skills in children with severe reading difficulties. This study compared a phonics-based intervention and a strategy-focused intervention. According to the study, both therapies significantly improved participants' word recognition skills. Nonetheless, there were some variations in the results based on the specific evaluations and traits of the pupils.

In addition, Denton and Mathes (2003) examine different strategies to assist readers facing challenges, particularly in recognizing words. They discuss the significance of delivering focused and unambiguous instruction in phonemic awareness, phonics, and decoding strategies. The authors also highlight the importance of continuous assessment and progress monitoring to customize interventions according to each student's specific needs and make any necessary modifications.

#### V. CONCLUSIONS

The reading approach used by the researcher for the participants was very successful. Before the intervention began, selected participants from grades 3 to 6 were categorized at the Frustration Level based on the Phil-IRI results, which served as the baseline. This categorization indicated that they had difficulty in word recognition and word comprehension. However, after the intervention, a post-test was conducted, and the results showed a significant decrease in the number of children categorized at the Frustration Level, with a clear shift toward the Instructional and Independent Levels. Most students can now learn at levels where they can independently understand and apply what they have learned. Overall, the data suggests that the intervention had a positive impact on improving the reading performance of the pupils.

#### RECOMMENDATIONS

The recommendations that follow are based on the conclusions drawn from the study's findings:

- Consider using the Fuller Approach in other grades, especially with students in their early education stages. Early assistance can help these youngsters who struggle to read avoid long-term academic issues.

- By offering workshops and seminars, DepEd will assist educators in assessing and updating the resources and instructional strategies they employ to help students become more proficient readers. Teachers should also evaluate and update the resources and instructional practices they use to improve their students' reading skills.
- Implementing the Fuller Approach as a reading intervention is recommended for future researchers due to its significant impact on students' reading skills.

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