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ENHANCING THE READING COMPREHENSION OF SELECTED GRADE 10 LEARNERS USING 6-STEP CYCLED FRAMEWORK

PHILIP D. RIVERA & JULIE ANN O. RIVERA

Don Eufemio F. Eriguel Memorial National High School, Agoo, La Union
Division of La Union

Abstract

In this era where learning gaps are prevalent, it is imperative to implement programs that will help learners be competent in all aspects, especially in reading. Research also indicates that individuals who engage in regular reading are more likely to excel in academics and other areas of life compared to those who do not prioritize literacy. The lack of reading can hinder academic success and impede the development of new skills, extending beyond educational boundaries.

It is then important to consider crafting interventions through reading programs. The proposed program, following a 6-step Cycled Framework, was a supplemental reading program that focused on enhancing the comprehension of the selected grade 10 learners of Don Eufemio F. Eriguel Memorial National High School for the school year 2023-2024. The objective of this study was to ascertain how the intervention would affect the learner's reading comprehension before and after its implementation.

Moreover, the researchers used one-group pretest and post test research designs. The Phil-Iri Assessment Tool determined who were struggling readers during pretest. The researchers conducted a post-test to determine the significant difference in the reading comprehension of the learners after the intervention. Also, researchers collected the data from the respondents based on the objectives of the study. The study then employed descriptive statistics, such as frequency counts, the mean, and percentages. Furthermore, they utilized a t-test to significantly assess the difference in the mean scores of the respondents in pretest and post test. Consequently, it found out that the majority of the learners' reading comprehension significantly improved, therefore, the research concluded that the intervention was effective and contributed to improving the reading comprehension of the respondents. Thus, the study recommended that the teachers record the progress of learners through evaluation meetings along with the implementation of the intervention strategy.

Keywords: Reading Comprehension, Assessment, Post reading, Reading Interventions, Intervention Materials, 6-step Cycled Framework

1. Introduction

Studies claim that when it comes to inquiries of literacy, people who read often become better readers which leads to triumph in school and other areas of life.

Consequently, people who do not read fail to acquire academic success, which can lead to problems acquiring new skills and difficulties that go beyond the parameters of education.

Bugtong (2023) stated that one of the critical macro skills that can greatly impact a person's success and accomplishments is reading. With proper guidance and support from the parents and teachers, learners should not encounter various difficulties in understanding the text.

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Sinamo, Herman, & Marpaung (2023) postulates that reading helps the brain learn how to process and retain information by training it to do more than just comprehend words found in a book. As reading can expand our knowledge, it becomes vital.

Further, Mendoza & Cruz (2024) testified that reading comprehension is a vital skill that each learner needs to achieve success in reading and have a better understanding of the world around him/her. According to Mendoza, reading allows an individual to make meaning and make sense of each word in a text and make sense of what is happening.

Thus, Khalilova (2023) suggested that basic skill that is necessary for academic success is reading comprehension. Learners need to be able to comprehend, evaluate, and analyze written sources in order to increase their vocabulary, develop their critical thinking abilities, and learn new topics. The importance of reading comprehension as a critical skill for academic success, illustrating how it impacts all aspects of learning and providing methods to enhance this important aptitude.

Ordinarily, students learn how to improve and develop their reading comprehension with activities that engross them in reading English literature, such as poems, stories, anecdotes, legends, and novels. There must be an intrinsic motivation towards reading to improve their reading capacity, vocabulary, and grammar and discover new words and meanings in the contemporary context. (Bangoy 2023).

Subsequently, Dorado & Medina (2022) claimed that considering prior national assessments indicating that students still need to improve their literacy skills, DepEd's 3Bs initiative encourages offices at all levels of government, from central to division, and schools to step up their reading advocacy in order to make every student a reader at their grade level and to prepare teachers to become effective reading instructors.

Based on numerous research studies, the 3Bs initiative focuses on the needs of the learners and succeeding interventions for them to acquire reading comprehension skills. The study also suggests certain components of reading that students should comprehend and be able to apply collectively to acquire reading skills. Moreover, Memorandum No. 173 series of 2019 underscored the Department of Education's responsibility to develop responsible and productive citizens with the fundamental knowledge and abilities needed for lifelong learning. DepEd assigned teachers nationwide to assist students in enhancing their reading abilities in order to turn every learner into a fluent reader.

Clearly, it is indeed important to implement reading programs that will help the capacity of the learners. The role of reading in learning acquisition is important, especially in this era where learning gaps are prevalent. The use of the Simplified Reading Remediation Program is indeed a timely and relevant action to help the learners. This Simplified Reading Remediation followed a 6-step cycle framework that benefited struggling readers of the said school.

2. Research Questions

The main objective of this action research was to enhance the reading comprehension of selected grade 10 learners using the 6-step cycled framework for School Year 2023-2024. The study specifically provided answers to the following queries:

2.1. What is the reading comprehension level of the respondents based on pretest and post test?

2.2. Is the reading comprehension level of the respondents following the intervention significantly different from their pretest and posttest scores?

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3. Methodology

3.1 Research Design

The researchers selected learners based on their reading comprehension level and utilized a one-group pretest and post test research design.

3.2 Participants

The participants of the study were the selected Grade 10 learners of Don Eufemio F. Eriguel Memorial National High School whose reading abilities are at the frustration and instructional level where the study considered a total of 25 learners out of 44 learners, however, it excluded the independent level learners, learners who moved to the Open High School Program, marked as Dropped Out, and those who committed habitual absenteeism. Notwithstanding, learners under the independent level helped and assisted the respondents during the intervention.

3.3 Intervention

After identifying the learners' reading comprehension level, the researchers administered the intervention activities. At Getting Ready stage, the researchers demarcated expectations for the selected grade 10 learners' reading comprehension in their school. For them to set up an effective remedial instruction program, the researchers collected data through the conduct of the Phil-Iri Assessment Tool. After which, they conducted Step 3 where they Group Learners as Level 1- Frustration, Level 2- Instructional, and Level 3- Independent. It subsequently followed Step 4 which was Remedial Lesson Content. The researchers must propose and plan how to address the identified learner's needs for each group. The crucial stage was Step 5 which was Teaching Remedial Class. In this, the teacher researchers established and achieved a positive and supportive remedial classroom atmosphere including lots of individual practice through one-on-one, pair practice, and small group work (*i.e., Word Board Games, Vocabulary Building through Card Flipping, Syllable Reading for frustration readers, Picture reading, Informal talk / Storytelling, Mind Map, Rhyming-word parts, Word-building, Simple paragraph reading, and Crossword Puzzle Activities.*) after entering the final step where they evaluate the learners' progress.

After the intervention, the researchers reassessed each learner to monitor if learners had achieved progress or stayed stagnant. Excluded learners at independent level assisted their classmates in performing and accomplishing the given tasks.

3.4 Instrumentation and Data Collection

Before the conduct of the study, the target population undertook a 10-point Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool (Pretest). The result of pretest was the basis of the researchers in identifying the respondents. The researchers analyzed the respondents based on the statistical scale. After the intervention, the researchers then conducted a post test to reassess the learners' reading comprehension level. The researchers then tabulated, computed, and compared the results.

3.5 Data Analysis

The study employed descriptive statistic, such as frequency counts, the mean, and percentages. Furthermore, the study utilized a t-test to significantly test the difference in the mean scores of the respondents in pretest and post test. The software used in the study was Microsoft Excel 365, specifically, data analysis under the data tab. To address the first objective of the study, the researchers used frequency count and mean to determine the reading

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comprehension level of the respondents. To determine the reading comprehension level of the respondents, the researchers used a rating scale found in the assessment tool. The study made a comparison to see the reading comprehension level of the respondents based on their pretest scores and post test scores. Thus, to address the last objective of the study, the researchers used t-test paired two sample for means to determine if there was a significant difference between pretest and post test.

4. Results

4.1. *The respondents' reading comprehension level during pretest.*

Table 1 shows the level of reading comprehension of the selected grade 10 learners based on pretest scores. A total of 25 respondents, based on the Philippine Informal Reading Inventory Assessment Tool (Pretest), got a total mean rating of 5. The highest recorded frequency count was 22 within the range of 5-8, which means that majority of the respondents reading comprehension level were instructional. Likewise, the lowest recorded frequency count was 3 within the range of 1-4, which means that learners reading comprehension level were frustration. Total mean score of the respondents were 5, which means that majority of them fall in instructional level of comprehension.

Table 1. The respondents' reading comprehension level during pretest.

Range	Frequency	Percentage	Reading Comprehension Level
9-10	0	0%	Independent
5-8	22	88%	Instructional
1-4	3	12%	Frustration
0	0	0%	Non-Reader
Total	25	100%	
Total Mean	5.00		Instructional

4.2. *Reading comprehension level of the respondents along post test.*

Table 2 exhibits the level of reading comprehension of the selected grade 10 learners after the implementation of the reading program. As shown in the table, 25 respondents took the Philippine Informal Reading Inventory Assessment Tool (Post test) and got a mean rating of 7.76. The highest recorded frequency count was 16 within the range of 5-8, which means that the majority of the respondents' reading comprehension levels were instructional. The lowest recorded frequency count was 1 within the range of 1-4, which means that learner reading comprehension levels were frustration. However, 8 learners are within the range of 9-10, which means that the reading comprehension level of the learners was independent. This implies that the learners have had an improved rating performance after the implementation of the reading program.

Table 2. Reading comprehension level of the respondents along post test.

Range	Frequency	Percentage	Reading Comprehension Level
9-10	8	32%	Independent
5-8	16	64%	Instructional
1-4	1	4%	Frustration
0	0	0%	Non-Reader
Total	25	100%	

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Total Mean	7.76	Instructional
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4.3. Comparison of reading comprehension level between pretest and post test.

Table 3 indicates the score of learners' performance in pretest and post test. The table revealed that from among the 25 target respondents, 32% of them became independent readers after the intervention. After the intervention, only 1 out of 3 frustration readers remained within its level and the 2 leveled up based on their score in post test.

Table 3. Comparison between pretest and post test reading comprehension level of the respondents after the intervention.

Range	PRETEST		Reading Comprehension Level	POST TEST		Reading Comprehension Level
	Frequency	%		Frequency	%	
9-10	0	0%	Independent	8	32%	Independent
5-8	22	88%	Instructional	16	64%	Instructional
1-4	3	12%	Frustration	1	4%	Frustration
0	0	0%	Non-Reader	0	0%	Non-Reader
Total	25	100%		25	100%	
Total Mean	5.00		Instructional	7.76		Instructional

4.4. Levels of reading comprehension both before and after the treatment.

Table 4 unveiled the reading comprehension level of the respondents before and after the intervention. The table suggests that the learners' mean performance before the intervention was 5, which denotes instructional reading comprehension level. Along with, this means that majority of the respondents were in the lowest range of instructional level of reading comprehension. Nevertheless, the total mean of the reading comprehension of the respondents after the intervention was 7.76. This means that their score improved after the treatment. The difference of 2.76 in mean is significant as attested by the t-stat of 15 versus the t-critical 2.06, at 0.05 level of significance.

Table 4. Comparison of the Reading Comprehension Level Before and After the Intervention.

Comprehension Level	Mean	Mean Difference	t-value	t-critical	Remarks
Pretest	5	2.76	15	2.06	Significant
Post test	7.76				

5. Discussion

5.1. The respondents' reading comprehension level during pretest.

Table 1 reflected the reading comprehension of the 25 respondents in pretest. As a result, the majority of the reading comprehension of the respondents is within the range of 5-8 which indicates instructional readers. Pretest is necessary to assess the prior comprehension skills of the respondents.

Accordingly, the said verdict was in support to the study of Deluao, Bernal, Padillo, & Lim (2022) wherein they conducted first pretest using the Phil-IRI tool to assess the entry reading comprehension level of the participants.

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5.2. Reading comprehension level of the respondents along post test.

The result indicated that the respondents exhibited good performance post test. As a result, the strategy promoted 8 respondents to independent level after the exposure to the intervention. Conversely, the intervention promoted 2 respondents from frustration level to instructional level. Moreover, there was an increase in post test scores of the respondents after the 6-step cycle framework. The results are consistent with the research conducted by Yahni, Juliari, & Susila (2024) that most of the students increased their scores gradually at the end of the cycle.

5.3. Comparison of reading comprehension level between pretest and post test.

Table 3 replicated the mean difference of 2.76 between pretest and post test. Majority of the learners have improved in their post test scores after the intervention. The finding of this research justifies the study of Deluao, Bernal, Padillo, & Lim (2022) wherein the results implied that reading comprehension improved after the implementation of the 4Rs Strategy. To raise learners' reading comprehension levels, the Read, Retell, React, Reflect Strategy is a useful intervention.

5.4. Levels of reading comprehension both before and after the treatment.

The significant difference between the mean differences of pretest and post test indicated that using 6-step cycle framework as a modality for enhancing reading comprehension had a significant effect on the target learners' performance. Meanwhile, the result of the 6-step cycled framework was parallel to the study of Deluao, Bernal, Padillo, & Lim (2022) resulting in a positive figure representing each student's difference between their pretest and post test results. This suggested that every student thought the 4R approach was useful for raising their reading comprehension levels.

6. Conclusion

The prominent findings of the study lead to the following conclusions: The results obtained in the research proved that there is a significant difference between pretest and post test assessments which means that the 6-step cycled framework intervention demonstrated efficient in improving the reading comprehension of the selected grade 10 learners, the study also noted that several strategies and activities employed were effective in the enhancement of the learners' reading comprehension. Moreover, many circumstances can affect the reading comprehension of the learners, nonetheless, anyone who desires to attain effective techniques and strategies can make a proactive and competent readers of tomorrow. In addition, the results of this study endow teachers and school administration with in-depth implications to crafting profound variety of reading remedial techniques that would be relevant to help the learners in all grade levels. As such, the grade 7 learners would seriously benefit from these interventions for the reason that the teachers and facilitators of the program can monitor and evaluate the learners under frustration level at an early stage of their lives, and then eventually develop as good readers in the future. With these conclusions, the researchers recommend that the teachers monitor their progress, and involve the community and stakeholders in the implementation of the reading remediation program.

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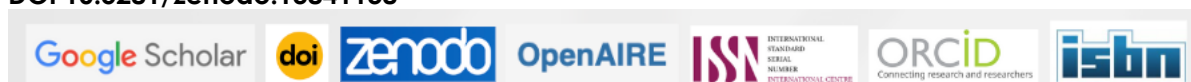
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