Project Book-Lat as A Reading Comprehension Intervention Strategy for Grade 7 Learners of Manguisoc National High School

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Abstract- The main objective of the study was to develop and evaluate a reading comprehension intervention strategy to address the reading comprehension difficulty of Grade 7 students of Manguisoc National High School in the Division of Camarines Norte. It utilized Descriptive-Inferential research method with sampling techniques. The researcher-made test and the adapted evaluation tool of LRMDS-DepEd were the primary research instruments. It involved respondents composed of one hundred fifty-five (155) Grade 7 students and ten (10) evaluator-teachers. Results of the study revealed that the reading comprehension difficulties of Grade 7 learners were at a critical level with the score of 46% interpreted as "average". This was the basis in developing the intervention strategy dubbed as Project BOOK-LAT: Bringing on Opportunity for Keeping Learners Achieve Reading Transformation which addressed the identified reading comprehension difficulties. The developed material was rated full compliant. Significant difference was also noted between the pre-test and posttest results of Grade 7 English students with an increase of test results from 58% MPL to 83% MPL. Partnership or collaboration with local government units and stakeholders towards the higher level of development and production of the reading materials for Grade 7 students was recommended.

Indexed Terms- Reading Comprehension, Literal Comprehension, Inferential Comprehension, Critical Comprehension, Intervention Strategy

I. INTRODUCTION

In most classrooms, English is a language used as a medium of instruction. Learners should be proficient in English language along its four main language skills namely reading, listening, speaking, and writing.

Knowing how to read with comprehension independently is one of the most crucial abilities that learners should be taught by most language teachers, yet it is frequently ignored. Multiple linguistic and cognitive processes, such as word reading ability, working memory, inference creation, comprehension monitoring, vocabulary, and prior knowledge, must operate together in order to understand what is being read (Perfetti et al., 2014).

In the most recent results of the national achievement test (NAT) for Grade 6 learners, it was revealed that many learners who entered secondary schools have no mastery and are not prepared for learning in the secondary level, thus DepEd Order No. 27 s. 2005 mandates the conduct of the remedial instruction for the least ready entrants to increase the chances that these learners finish high school with sufficient proficiency. The low achievement levels of early grade learners in English, Science and Mathematics were attributed to the identified learning gaps in learners reading comprehension, thus, most of them are still not proficient in literacy skills (DepEd Memorandum No. 73 s. 2019).

Furthermore, DepEd conducted numerous reading comprehension intervention programs. One of which was "Hamon: Bawat Bata Bumabasa (3Bs Initiative)" aimed to make every learner a proficient reader, thus, schools were tasked to help learners develop their reading skills. In addition, Boakye (2017) revealed that there has been a number of studies on reading interventions to improve learner's reading efficiency, yet the majority of these interventions are undertaken with the assumption that learners' reading challenges are obvious and generic in nature. The interventions do not take into consideration the diversity in students' reading backgrounds and the specific nature of the

challenges. Thus, intervention alone may not fully address learners' specific reading needs.

In the news article written by Tagupa (2019) on the assessment result of the Programme for International Student Assessment (PISA), out of 79 countries, Filipino students perform the poorest in math, science, and reading comprehension. These results coincided with NAT results from the last few years. The Grade 6 national mean percentage score on the NAT in 2018 was just 37.44, which is the lowest mark ever for NAT. This was significantly lower than the 70.88 score from 2015, which fell to 42.03 in 2016 and 39.95 in 2017. Additionally, Grade 10 results dropped from 53.77 in 2014 to 44.08 in 2017. 2018 saw a small increase to 44.59. The most recent NAT results, however, placed both grade levels in the "low mastery" group. The result of Phil-IRI reveals that out of 176 Grade 7 students of Manguisoc National High School, 90 or 51.14% students fell under frustration. Thus, the ultimate goal of developing intervention strategy is to provide students with an alternative tool or learning material that exposes them to instructional contents and activities centered on the improvement or enhancement of their literal, inferential, and critical comprehension skills.

With these premises, the researcher aimed to develop and evaluate a reading comprehension intervention strategy to address reading comprehension difficulty of Grade 7 students of Manguisoc National High School. The researcher, being a K-12 teacher, personally witnessed and observed the extent of the comprehension problems of her students. Specifically, she determined: 1) the specific reading comprehension difficulties of Grade 7 students in terms of literal comprehension, inferential comprehension, and critical comprehension; 2) the intervention strategy that may be developed to address reading comprehension difficulty of Grade 7 students in Manguisoc National High School; 3) the evaluation of evaluators in the developed intervention strategy in terms of instructional design and organization, instructional quality, assessment, and readability; 4) the significant difference between the pre-test and posttest results of Grade 7 students; and 5) recommendations that can be proposed to be integrated to improve the developed intervention strategy.

II. METHODOLOGY

This study utilized the Descriptive-Inferential research method. The descriptive technique summarized the characteristics of the data set while the inferential technique helped in concluding and predicting based on the data (Fraenkel and Wallen, 2005). This was specifically applied in the discussion of the following focal points or concepts of the study: the specific comprehension difficulties of the students; the intervention strategy developed; the evaluation of the developed intervention strategy; significant difference between pretest and posttest results; and the recommendations from the evaluators integrated for the improvement of the intervention strategy.

The respondents of this study involved one hundred fifty-five (155) Grade 7 learners of Manguisoc National High School in Mercedes District in the Division of Camarines Norte. They are Grade 7 learners officially enrolled in the Learner's Information System (LIS). In addition, ten teachers with varied level of expertise in the district, specifically 1 Head Teacher, 1 Master Teacher, 1 School Head, and 5 Teachers, served as the jurors or the evaluators of the developed intervention strategy. They were asked to evaluate the proposed intervention using the evaluation tool adapted from Learning Resources Management and Development System (LRMDS) of DepEd.

The researcher-made test and the adapted evaluation tool of LRMDS-DepEd were the primary research instruments in this study. The researcher-made test is a multiple-choice type paper-pencil pre-test composed of 30-items test questions designed to determine the reading comprehension difficulties of Grade 7 learners along literal comprehension, inferential comprehension, and critical comprehension. The researcher also prepared a posttest to determine if a significant difference existed between these two variables. Meanwhile, the Adapted LRMDS-DepEd Evaluation Tool was anchored on the Guidelines on the Evaluation of DepEd-developed modules and learning materials which were released on May 2020.

The data were tabulated, computed, statistically treated, analyzed and interpreted using accurate statistical tools. The researcher used descriptive

analysis, frequency count and percentage technique and standard deviation for the specific comprehension difficulties of the students. These data were used as basis in developing the proposed reading comprehension intervention strategy. Weighted mean was used in evaluating the quality of the developed intervention strategy. T-test was specifically applied to find out if there existed a significant difference between the results of the pretest and posttest results of Grade 7 English students. All computations made use of Microsoft Excel and Simplified Statistics for Researchers (SSR).

III.   RESULTS AND DISCUSSION

This part presents the results of the data analysis in response to the problems covered by this study.

- Reading Comprehension Difficulties of Grade 7

The students' average score for the literal level was 73%, interpreted as "moving towards mastery". This means that Grade 7 students had a basic understanding of the text's explicit or surface-level meaning. For the inferential level, the score was 54%, interpreted as "average" which means that Grade 7 students had difficulty understanding the text's implicit meaning or drawing conclusions based on the information provided. For the critical level, the score was 46% interpreted as "average", which suggests that the Grade 7 students had difficulty analyzing and evaluating the text's information critically.   The overall mean percentage for all three levels of comprehension difficulty was 58%, indicating that the students had an average understanding of the text across all levels of comprehension.

Table 1
Reading Comprehension Difficulties of Grade 7

Category	Class Score	Pretest (Mean)	Interpretation
Literal Comprehension	114	73%	Moving Towards Mastery
Inferential Comprehension	83	54%	Average
Critical Comprehension	71	46%	Average
Overall MPL		58%	Average

Legend:

96%-100%	*Mastered*
86%-95%	*Closely Approximately Mastery*
66% -85%	*Moving towards Mastery*
35%-65%	*Average*
16% -34%	*Low*
5%-15%	*Very Low*
0%-4%	*Absolutely No Mastery*

The descriptive analysis in the table shows the mean performance level (MPL) of Grade 7 students before the implementation of a reading comprehension intervention strategy was 58%. This is below the expected level of performance for their grade. The standard deviation was 4.50, indicating that the students' performance level was somewhat spread out, but not extremely so.

- The Developed Intervention Strategy to Address Reading Comprehension Difficulty of Grade 7 Students in Manguisoc National High School

As can be seen from the flow chart, the teacher conducted pre-conference with the students to explain what the project is all about, its purpose, and how it will be utilized. After the conference, the teacher conducted and utilized the reading activities. The teacher gave one reading material for one day to the students and guided them as they answered the reading material given to them. After the activity, there was giving of feedback. Next, the teacher advised the students to proceed to the reading activity until all the activities in the materials were utilized. Then, the teacher conducted a post conference.
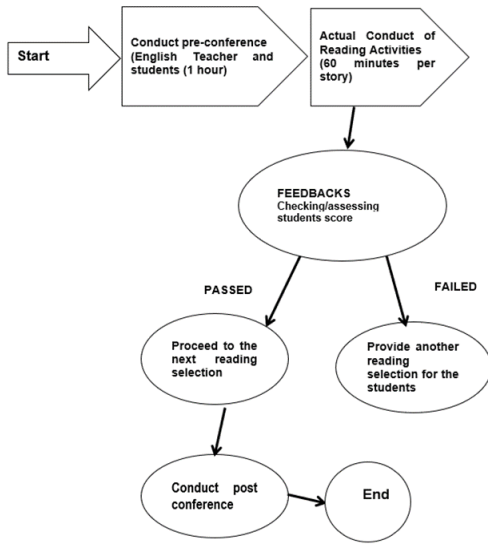
Figure 1: The Flow Chart of Project BOOK-LAT

The intervention strategy developed by the researcher is dubbed as "PROJECT BOOK-LAT: Bringing on Opportunity for Keeping Learners Achieve Reading Transformation. It was crafted primarily towards giving students localized and innovative learning materials which will help them develop and hone their reading comprehension skills. This material features reading passages and guide questions which are leaned towards facilitating improvements in the students' comprehension abilities.

- Evaluation of the Evaluators in the Developed Intervention Strategy

The results show that the parameter with the highest weighted mean is assessment, with a score of 4.93, indicating that the developed intervention strategy is fully compliant in terms of its assessment component. The parameter with the second-highest weighted mean is instructional design and organization, with a score of 4.92, indicating that the developed intervention strategy is also fully compliant in terms of its instructional design and organization. The parameter with the third-highest weighted mean is readability, with a score of 4.88, indicating that the developed intervention strategy is fully compliant in terms of its readability level, which is adapted to the target users' experience and understanding. Lastly, the parameter with the fourth-highest weighted mean is instructional quality, with a mean of 4.85, indicating that the developed intervention strategy is fully compliant in terms of its instructional quality.

Table 2
Evaluation Result on the Developed Intervention Strategy

Indicators	WM	Int.
Instructional Design and Organization		
The LR achieve specific objectives	4.90	FC
Sequencing of contents and activities within each lesson	4.80	FC
Content is suitable to the target learners	4.90	FC
Content leads to the mastery of the learning competencies	4.90	FC
Content is logically developed and organized	5.00	FC
Contains useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.	4.80	FC
Development of lessons allows for review, comparison, and integration with previous lessons.	5.00	FC
Motivational strategies are provided.	5.00	FC
Uses various teaching and learning strategies	5.00	FC
Develops higher cognitive skills	5.00	FC
Enhances the development of desirable values and traits.	4.80	FC
Grand Mean	4.92	FC
Instructional Quality		
Content and information are accurate.	4.90	FC

Content and information are up-to-date.	4.90	FC
The LR is free from any social content violations.	4.80	FC
LR is free from factual errors.	4.80	FC
LR is free from computational errors (if applicable)	5.00	FC
LR is free from grammatical errors.	4.70	FC
Grand Mean	4.85	FC
Assessment		FC
Provides useful measures and information	4.90	FC
Assessments are aligned with the specific objectives	4.90	FC
Provides comprehension checks and or guide questions.	4.90	FC
Provides variety of assessment types	5.00	FC
Assessments have clear demonstration and rubrics	5.00	FC
Variety of activities within the LR are utilized	4.90	FC
Grand Mean	4.93	FC
Readability		FC
Vocabulary level is adapted to target users' experience and understanding.	4.90	FC
Length of sentences is suited to the comprehension level of the target user.	5.00	FC
Sentences structures are varied and appropriate to the target user	4.90	FC
There is logical and smooth flow of ideas	5.00	FC
There is consistently good use of transition devices	4.80	FC
Lessons, are clear to the target user.	4.70	FC
Grand Mean	4.88	FC
Overall Mean	4.89	FC

Legend:

4.20-5.00	*Full Compliant (FC)*
3.40-4.19	*Compliant (C)*
2.60-339	*Neither Compliant or Not Compliant (NeC/NoC)*
1.80-2.59	*Not Compliant (NC)*
1.00-1.79	*Fully Not Compliant (FNC)*

Overall, the descriptive interpretation of the results shows that the developed intervention strategy, "Project BOOK-LAT," is fully compliant in terms of its instructional design and organization, instructional quality, assessment, and readability. These findings suggest that the developed intervention strategy is effective in improving the students' reading comprehension skills.

- Significant Difference Between the Pre-test and Post-test Results of Grade 7 English Students

In terms of the Literal Level, the difference between the pre-test and post-test scores was 21%, which was found to be very highly significant with a p-value of 0.000048. Similarly, in the Inferential Level category, the percentage reflected a difference of 29%. The p-value for this difference was found to be less than 0.00001, indicating very highly significance. The Critical Level category also displayed a significant improvement in reading comprehension. The percentage reflected a difference of 29%. The p-value associated with this difference was also found to be less than 0.00001, indicating very highly significance.

Table 3
Significant Difference between the Pre-test and Post-test Results on the Reading Comprehension of Grade 7 Students

Category	Pretest (Mean)	Posttest (Mean)	Difference	t-value	Critical Value	Significance
Literal comprehension	73%	945	21%	6.629	1.822	**
Inferential comprehension	54%	83%	29%	10.423	1.833	**
Critical comprehension	46%	75%	29%	16.218	1.833	**

Legend:
**   *Highly significant (0.01)*
*   *Significant (<0.05)*
ns   *Not significant*

Overall, the data suggests that the intervention had a positive and significant impact on the reading comprehension skills of Grade 7 students. The post-test scores showed a significant improvement across all three categories, namely the Literal Level, Inferential Level, and Critical Level. These findings highlighted the effectiveness of the intervention in enhancing students' reading comprehension abilities.

- Recommendations Proposed to be Integrated to Improve the Developed Intervention Strategy

It was presented that among the mentioned recommendations of the jurors to improve Project BOOK-LAT, the leading was the proposal for the researcher or teachers to seek partnership with stakeholders, LGU, groups, agencies and community members for the production of reading materials, as suggested by 8 out of 10 evaluators. Moreover, it was revealed that jurors suggested to coordinate and collaborate with school stakeholders for the proper implementation and utilization of the developed strategy.

Table 4
Recommendations to Improve the Developed Intervention Strategy

Recommendations	f
The researcher should seek partnership to stakeholders, agencies, groups, LGU-MTDOC and community members for the production of reading material	8
The material should include all levels of grade.	10
The material should focus on what is happening in the community (for valuing and application)	7
The material should contain pictures based on stories presented.	10

The significant results of this study led to the implication about the valuable roles and contributions of the different stakeholders and partners of the school in the provision of innovative localized teaching-learning devices such as this developed reading comprehension intervention strategy dubbed as PROJECT BOOK-LAT.

CONCLUSION

On the basis of the findings of the findings of the study, the following conclusions were arrived at: 1) the identified difficulties of Grade 7 English learners were at critical level and interpreted as "average"; 2) the

developed intervention material addressed the reading comprehension difficulties of Grade 7 learners; 3) the evaluation of the jurors to the developed reading comprehension intervention material was "fully compliant"; 4) a significant difference was noted between the pre-test and post-test results of Grade 7 English students while the reading comprehension level of students significantly improved between the pre-test and post-test; and 5) recommendations made by evaluators and learners were incorporated in the developed intervention material.

RECOMMENDATION

The following recommendations to the area of research and development are hereby given: 1) teachers must encourage increased production and development of reading materials that can aid students in honing and improving their basic reading comprehension skills and competencies; 2) schools must conduct teacher-training programs that enrich educators' knowledge, trainings and proficiency in terms of development and utilization of innovative reading instructional materials; 3) schools must establish partnership or collaboration with local government units and stakeholders towards the higher level of development and production of reading materials for students; and 4) the developed reading comprehension intervention strategy must be adopted by other schools in the district or division for the students to improve their reading comprehension skills along literal, inferential, and critical levels.

ACKNOWLEDGEMENTS

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