

Intervention Materials in Reading in English for Grade 4 Learners

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Abstract — This research delves into the assessment of Grade 4 students' reading proficiency at Bueno Integrated School, situated in the Capas West District of Tarlac Province, during the academic period of 2019-2020. Employing a quantitative-descriptive research methodology, this study pinpointed deficiencies in reading abilities through the administration of teacher-crafted examinations. Subsequently, intervention resources were devised and evaluated for suitability by English educators. Analysis uncovered a moderate level of performance among learners, highlighting specific shortcomings in competencies such as anticipatory comprehension and inference drawing.

The proposed intervention materials, tailored to address these identified weaknesses, garnered high approval ratings from teachers. Recommendations stemming from this research advocate for the integration of these materials into instructional practices aimed at augmenting reading proficiencies. Furthermore, suggestions include the undertaking of larger-scale trials to validate the effectiveness of the intervention, allocation of resources for the reproduction of materials, and exploration of similar interventions across various academic subjects and grade levels.

This study not only sheds light on the reading landscape of Grade 4 students at Bueno Integrated School but also provides actionable insights for educators and policymakers to enhance literacy instruction. By pinpointing specific areas for improvement and developing targeted intervention strategies, this research contributes to the ongoing efforts to bolster reading proficiency among elementary school students. Moreover, the endorsement of intervention materials by teachers underscores their potential efficacy in classroom settings, warranting further exploration and implementation.

Keywords — *Intervention, Reading, Instruction, Proficiency, Performance, Validity, Effectiveness*

I. Introduction

Reading is one of the most needed skills to be learned in school. It is considered as the most important subject in the curriculum because its mastery depends on the learning nearly all other subjects. On account of this reality, Filipino educators have in countless instruction channeled their effort towards developing strategies and approaches.

Learning to read is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement. Reading is one of the most important skills acquired during a lifetime. With the ability to speak effectively and to write in a variety of forms

and for a variety of purposes, reading competency can provide economic opportunity, social status, personal pleasure, and self-respect.

Being able to read is an avenue for personal and social growth. A child can fully view ever winding horizons and explores areas in the world of people, things and events through reading. The key to success is through reading; hence, proficiency in reading is vital to the continuous growth and development of the child. Completing the reading act involves perception, understanding, interpretation, and use. This means that an efficient reader must be able to recognize the word read and the letters which make up each word, understand what word stands in relation to the other words or its context, read the new knowledge which the word convey to his past experience and apply what he reads in appropriate situations.

According to Butterfuss and Kendeou (2020), understanding written text involves mentally organizing information coherently, comprising three interconnected elements: the reader, the text, and the activity, all influenced by broader sociocultural factors. Numerous models and frameworks have emerged to explain the intricate processes underlying reading comprehension, including activating prior knowledge and integrating new information with existing memory. Some models focus on decoding, vocabulary, and language comprehension as essential components. While many models historically centered on individual readers and texts, recent ones address the challenge of comprehending multiple texts simultaneously, necessitating strategies for managing diverse information sources, known as sourcing. These newer models aim to elucidate the processes involved when readers encounter conflicting information across multiple texts.

Generally, the significance of reading extends beyond mere consumption of content; it fosters a reflective mindset, guiding students from a traditional teacher-centric approach towards a more analytical and holistic perspective. Collaborative efforts between educators and learners are essential to imbue the reading process with personal relevance. This research delves into the effects of intensive reading on undergraduate students lacking exposure to reading strategies in their English coursework within their respective majors. Typically, these courses prioritize grammar, neglecting the essential language skills of reading, writing, listening, and speaking. Therefore, the introduction of intensive reading serves as a mechanism to enhance student learning. By engaging in reading activities, students are anticipated to refine both productive (speaking and writing) and receptive (reading and listening) skills, fostering literacy and empowering them as critical thinkers capable of articulating informed viewpoints (Insuasty Cárdenas, 2020).

The study was held in Bueno, Capas, Tarlac. In Spanish, “Bueno” translates to “good.” However, this barangay, situated 22.5 kilometers from the poblacion, derived its name from the expression “mucho bueno,” as conveyed by American visitors. Comprising four sitios, the barangay flourishes in rice, sugarcane, vegetable cultivation, and fishing. Despite being part of the Military Reservation and confirmed to harbor reserves of gold and manganese, Bueno remains the poorest barangay in Capas. Nevertheless, it holds considerable potential for local tourism and is famous for its hot springs (Bueno, n.d.).

In Bueno Integrated School in Capas West District, the presence of Grade 4 learners with reading difficulties remain a problem to teachers despite the teachers' effectiveness, concerns and dedication. Reading, being a potent tool for understanding and mastery of other subjects and school activities must be the immediate and major concern of the teachers.

In line with the aforementioned, this researcher decided to embark on the study to develop intervention materials in Reading in English for Grade 4 learners in Bueno Integrated School, Capas West District for school year 2019-2020 to address their difficulties.

STATEMENT OF THE PROBLEM

This study sought to assess the reading skills of the Grade 4 learners of Bueno Integrated School, Capas West District during the school year 2019 – 2020.

Specifically, it sought to answer the following sub-problems;

1. What is the level of performance in Reading in English of the Grade 4 learners based on the results of teacher-made tests?
2. What are the weaknesses in Reading in English of the Grade 4 learners in terms of the reading skills based on the analysis of the teacher-made test results?
3. What intervention materials to enhance the reading skills in English of the Grade 4 learners can be developed?
4. How acceptable are the developed intervention materials based on the evaluation of experts?

II. Methodology

This study sought to assess the level of performance in Reading in English of the Grade 4 learners of Bueno Integrated School in Capas West District during the school year 2019-2020 as basis for the development of intervention materials using the quantitative-descriptive-developmental research design. The study determined and analyzed the weaknesses in Reading in English of the Grade 4 learners in terms of reading skills based on the analysis of the teacher-made test results.

Based on the findings, intervention materials were developed to enhance the reading skills in English of the Grade 4 learners of Bueno Integrated School. The acceptability of the proposed intervention materials is likewise determined based on the evaluation of the English teachers.

SOURCES OF DATA

In this study, the sources of data were the English teachers with the Grade 4 learners in the researcher's class to whom the teacher-made tests were administered as subjects of the study. The same group of learners was utilized for the try-out of the proposed intervention materials.

INSTRUMENTATION AND DATA COLLECTION

To gather the data needed, the researcher used the results of the teacher-made tests during the school year 2019-2020. Based on the assessment of the level of performance in Reading in English of the Grade 4 learners, an analysis was made on their weaknesses in the subject, thereby leading to the development of the intervention materials in Reading in English.

A try-out of the materials was made to the target Grade 4 learners represented by those in the researcher's class. The English teachers evaluated the proposed intervention materials as to their acceptability.

TOOLS FOR DATA ANALYSIS

To answer the sub-problems, the following tools were used to treat the data statistically:

1. Mean Percentage Score (MPS)

This was the basis to answer sub-problem number 1.

To interpret the data, the following reference was used:

Percentage	Descriptive Equivalent
96-100%	Mastered
86-95%	Closely approaching mastery
66-85%	Moving towards mastery
35-65%	Average mastery
15-34%	Low mastery
5-14%	Very low mastery
0-4%	Absolutely no mastery

2. Weighted Mean

This was utilized to answer sub-problem number 4 on the acceptability of the proposed intervention materials in Reading in English in terms of the criteria based on the evaluation of English teachers.

The formula is:

$$WM = \frac{\sum fx}{N}$$

Where:

WM = Weighted Mean

$\sum fx$ = the sum of the products of the frequency of respondents' answers multiplied by the weight assigned to the variable

N = the total number of respondents

The following chart shows the point values, the statistical limits and the descriptive equivalents for the interpretation of the respondents' evaluation:

Point Values	Arbitrary Statistical Limits	Descriptive Equivalent (DE)
5	4.50 – 5.00	Highly Acceptable (HA)
4	3.50 – 4.49	Very Acceptable (VA)
3	2.50 – 3.49	Moderately Acceptable (MA)
2	1.50 – 2.49	Slightly Acceptable (SA)
1	1.00 – 1.49	Not Acceptable (NA)

III. Results and Discussion

Level of Performance in Reading in English of the Grade 4 Learners

This section presents the level of performance in Reading in English of the Grade 4 learners of Bueno Integrated School, Capas West District, Tarlac Province during the school year 2019 - 2020 based on the results of teacher-made tests to answer sub-problem number 1. The data are presented in Table 1.

TABLE 1
Level of Performance in Reading in English of the Grade 4 Learners

Testing Period	Mean Percentage Scores (MPS)	Descriptive Equivalent
First Quarter	60.23	Average Mastery
Second Quarter	63.28	Average Mastery
Third Quarter	64.39	Average Mastery
Fourth Quarter	67.25	Moving Towards Mastery
Average	63.79	Average Mastery
Legend:		
Percentage	Descriptive Equivalent	
96%-100%	Mastered	
86-95	Closely Approximating Mastery	
66-85	Moving Towards Mastery	
35-65	Average Mastery	
16-34	Low Mastery	
5-15	Very Low Mastery	
0-4	Absolutely No Mastery	

As presented in Table 1, the Grade 4 learners of Bueno Integrated School obtained mean percentage scores (MPS) of 60.23, 63.28 and 64.39 during the first, second and third quarters, respectively for a descriptive equivalent of “average mastery.” This means that the Grade 4 learners performed on the average for the three quarters and have mastered few of the objectives in Reading in English. There was an increase during the fourth quarter with MPS of 67.25 for a descriptive equivalent of “moving towards mastery.” This means that during the fourth quarter, the Grade 4 learners performed above average and have mastered many of the objectives in Reading in English. These results are similar to the findings of Ladines (2014) who also assessed the level of performance of elementary learners in Reading in English.

These results imply that there is a need to supplement the instructional materials being used at present for the Grade 4 learners to improve their level of performance in Reading in English.

Weaknesses in Reading in English of the Grade 4 Learners

This section presents the weaknesses in Reading in English of the Grade 4 learners of Bueno Integrated School in terms of reading skills based on the analysis of the teacher-made tests to answer sub-problem number 2. Table 2 presents the data.

TABLE 2
Weaknesses in Reading in English of the Grade 4 Learners

SKILLS/COMPETENCIES	Score Percentage*	Remarks
Predicting outcomes	63.98	Weakness
Sequencing events	68.91	Weakness
Cause-effect relationship	71.67	Weakness
Drawing conclusion	68.46	Weakness
Making inferences	72.46	Weakness
Extracting main ideas and supporting details using an outline	65.08	Weakness
Using context clues	73.02	Weakness
Improving oral reading skills	73.26	Weakness
Sharing sensory impressions	71.22	Weakness
Understanding and using colorful language	70.92	Weakness
*75 percent and above indicate strength; below 75 percent indicates weakness		

As presented in Table 2, the Grade 4 learners of Bueno Integrated School are weak in predicting outcomes (63.98%); sequencing events (68.91%); cause-effect relationship (71.67%); drawing conclusions (68.46%); making inferences (72.46%); extracting main ideas and supporting details using an outline (65.08%); using context clues (73.02%); improving oral reading skills (73.26%); sharing sensory impressions (71.22%); and understanding and using colorful language (70.92%). These results are similar to the findings of the studies of Ladines (2014) and Abalos (2013) since the weaknesses of the elementary learners were determined based on the results of teacher-made tests in English.

These data imply that there is a need for intervention materials in Reading in English for Grade 4 learners to further improve their level of performance.

Proposed Intervention Materials in Reading in English for Grade 4

This section presents the intervention materials in Reading in English that were developed to address the weaknesses of the Grade 4 learners to answer sub-problem number 3. The proposed intervention materials consist of those skills/competencies where the Grade 4 learners scored below 75 percent which indicates a weakness.

Acceptability of the Proposed Intervention Materials in Reading in English for Grade 4 Learners

This section is concerned with the acceptability of the proposed intervention materials in Reading in English for Grade 4 learners based on the criteria adopted from Espinar (2016). Table 3 presents the data.

TABLE 3
Acceptability of the Proposed Intervention Materials

CRITERIA	WM	DE
A. Content		
The vocabulary terms and content are suitable to the level of Grade 4 learners.	3.51	VA
The exercises are arranged in the order familiar to Grade 4 learners.	3.50	VA
The instructions are clear and easy to follow.	3.79	VA
The concepts are within the Grade 4 learners' level of experience.	3.62	VA
The number of exercises is limited so as not to overload or confuse the learners.	3.78	VA
Average WM	3.64	VA
B. Quality of Presentation		
The illustrations are clear and interesting.	3.51	VA
The lay-out of the materials can elicit children's attention.	3.55	VA
The materials are simple and possess imaginative quality.	3.60	VA
Average WM	3.55	VA
C. Physical Make-up		
The instructional design of individual tasks is carefully planned.	3.53	VA
The size of the type and print is proper for the age level of Grade 4 learners.	3.59	VA
The lay-out of the pages has combined attractiveness with utility.	3.53	VA
Average WM	3.55	VA
Overall WM	3.58	VA
Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Highly Acceptable (HA)
4	3.50-4.49	Very Acceptable (VA)
3	2.50-3.49	Moderately Acceptable (MA)
2	1.50-2.49	Slightly Acceptable (SA)
1	1.00-1.49	Not Acceptable (NA)

The results of the perceptions of the Grade 4 teachers show that in terms of content, the proposed intervention materials are “very acceptable” as evidenced by the average weighted mean ranging from 3.50 – 3.79 and by the average of such which is 3.64. These have something to do with the suitability of the vocabulary terms and content to the level of Grade 4 learners, the familiarity of the Grade 4 learners on the arrangement of the exercises, the clarity of the instructions being easy to follow, the concepts within the Grade 4 learners' level of experience, and limitation of the number of exercises so as not to overload or confuse the learners. The results imply that the proposed intervention materials can cater to the needs of the Grade 4 learners in terms of content.

On the quality of the presentation, the average weighted mean is 3.55 which means “very acceptable”. This particular criterion includes the picture being clear and interesting, capability of the materials and their possessions of imaginative quality. Thus, the results imply that the proposed intervention materials meet the criteria for quality of presentation.

As to physical make-up, the average weighted mean is 3.55 for a descriptive equivalent of “very acceptable.” This includes careful planning of the instructional design of individual tasks, proper size of the type and print for the age level of Grade 4 learners and combined attractiveness with utility of the layout of the pages.

Overall, the average weighted mean is 3.58 which means that the proposed intervention materials are “very acceptable” as perceived by the Grade 4 teachers.

Based on the results, the developed intervention materials are accepted by the English teachers. This implies that the materials could be used as a tool in enhancing the Grade 4 learners’ performance in Reading in English.

SUMMARY

This study sought to assess the level of performance in Reading in English of the Grade 4 learners of Bueno Integrated School in Capas West District, Tarlac Province during the school year 2019 - 2020 as basis for the development of intervention materials using the quantitative-descriptive research design. The study determined and analyzed the weaknesses in Reading in English of the Grade 4 learners in terms of reading skills based on the analysis of the teacher-made test results. Based on the findings, intervention materials were developed to enhance the reading skills in English of the Grade 4 learners of Bueno Integrated School. The acceptability of the proposed intervention materials was likewise determined based on the evaluation of the English teachers.

In this study, the sources of data were the English teachers with the Grade 4 learners in the researcher’s class to whom the teacher-made tests were administered as subjects of the study. The same group of learners was utilized for the try-out of the developed intervention materials.

Findings

1.0 Level of Performance in Reading in English of the Grade 4 Learners

- 1.1 The Grade 4 learners obtained mean percentage scores (MPS) of 60.23, 63.28 and 64.39 during the first, second and third quarters, respectively for descriptive equivalent of “average mastery.”
- 1.2 During the fourth quarter, the MPS was 67.25 for a descriptive equivalent of “moving towards mastery.”

1.3 The average MPS was 67.39 for a descriptive equivalent of “average mastery.”

2.0 Weaknesses in Reading in English of the Grade 4 Learners

The weaknesses in Reading in English of the Grade 4 learners are the following:

- 2.1 Predicting outcomes (63.98%);
- 2.2 Sequencing events (68.91%);
- 2.3 Cause-effect relationship (71.67%);
- 2.4 Drawing conclusions (68.46%);
- 2.5 Making inferences (72.46%);
- 2.6 Extracting main ideas and supporting details using an outline (65.08%);
- 2.7 Using context clues (73.02%);
- 2.8 Improving oral reading skills (73.26%);
- 2.9 Sharing sensory impressions (71.22%); and
- 2.10 Understanding and using colorful language (70.92%).

3.0 Proposed Intervention Materials in in Reading in English

The proposed intervention materials in Reading in English for Grade 4 learners can address their weaknesses in the subject.

4.0 Acceptability of Proposed Intervention Materials

Based on the evaluation of the English teachers, the proposed intervention materials meet the criteria for acceptability in terms of content, quality of presentation and physical make-up with the range of 3.50 – 4.00 with descriptive equivalent of “very acceptable.”

IV. Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. Generally, the Grade 4 learners performed on the average and have mastered few of the objectives in Reading in English.

2. Generally, the Grade 4 learners are weak in predicting outcomes, extracting main ideas and supporting details using an outline and drawing conclusion.
3. The proposed intervention materials feature exercises and activities based from the weaknesses manifested by the learners in Reading in English.
4. Generally, the proposed intervention materials meet the criteria for acceptability in terms of content, quality of presentation and physical make-up.

V. Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations are offered:

1. The proposed intervention materials should be considered for implementation to strengthen the identified weaknesses in Reading in English of the Grade 4 learners.
2. The proposed intervention materials should be tried out on a bigger scale for their future improvement.
3. School administrators should source out funds for the reproduction of materials for use of the learners.
4. Further studies could be conducted relative to the development of intervention materials in other learning areas and grade levels.

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