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Effectiveness of Remedial Classes in Enhancing Grade 3 Learners' Reading Performance

[1]Diana Rose P. Bebis, [2]Sheila B. Prieto,

Graduate School, Wesleyan University-Philippines, Cabanatuan City
dianarose.bebis@deped.gov.ph

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Abstract

Many students struggle with reading comprehension, particularly in understanding narrative texts. This study examines the effectiveness of remedial classes in improving the reading performance of Grade 3 pupils. Specifically, it aims to determine whether remedial instruction enhances students' ability to comprehend narrative texts. While previous research highlights the benefits of explicitly teaching reading comprehension strategies, their consistent integration into daily classroom instruction remains uncertain (Pearson & Cervetti, 2017).

This study employed a quasi-experimental design, utilizing Pre-Test and Post-Test reading materials from the Philippine Informal Reading Inventory (Phil-IRI). The pretest and posttest were designed to measure the same reading skills, with a particular focus on comprehension levels. The remedial program followed three phases: (1) Assessment and Planning, (2) Execution/Implementation, and (3) Evaluation. After administering the tests, data were analyzed using appropriate statistical tools.

Findings revealed a significant improvement in the reading comprehension scores of the experimental group, demonstrating the effectiveness of remedial instruction. However, the posttest scores between the experimental and control groups did not show a statistically significant difference. These results suggest that while remedial classes enhance individual student progress, additional factors may influence broader reading outcomes.

Keywords: *Phil-IRI, Reading Comprehension, Remedial Instruction, Reading Performance*

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INTRODUCTION

When it comes to providing their children in the primary schools of Dingalan, Aurora, with instruction that is of high quality, the teachers have to overcome several obstacles. It is impossible to stress how crucial reading ability is for academic performance across a wide range of topics. According to Vaughn et al. (2013), the ability of students who struggle with reading to study and thrive in other areas could also be hindered by their inability to comprehend and analyze complicated texts. Therefore, emphasize the necessity for educators and administrators to give children's reading skill development a high priority, especially in the early grades. Giving struggling kids specialized treatments, such as one-on-one tutoring, small-group instruction, and literacy-focused programs, can help them become better readers and do better academically in all subject areas. This process must begin with children who frequently do not have any prior experience in pre-primary school and who frequently come from families in which adult members have low reading skills. Because of modular learning, which at the time did not involve face-to-face training, pupils did not learn as much at home or school as they should have during the last two years of the pandemic. This made it incredibly difficult for teachers to teach students with an empty mind. On the other hand, the adoption of face-to-face instruction led to a variety of problems, including difficulties with reading comprehension.

One of the challenges that elementary school pupils face when reading is an inability to comprehend the material that they are reading. Even after getting support from their parents and teachers, many children fail the test within the first minute because they are unable to recognize or comprehend a term that is presented on the same page or the page that follows it (Topping, 2016). As a consequence of this, remedial reading was implemented at a primary school to aid pupils who had been identified as "frustrated" learners by their respective teachers. The instructor was responsible for providing supplemental instruction in reading comprehension to the students who were struggling in that area. Students participate in a cooperative activity during remedial lessons, during which they not only trade answers but also analyze the procedures and approaches they apply to arrive at those answers. However, the school will give the student remedial education if these indicators, due to unanticipated circumstances, fail to produce the desired outcome and consequence for the student (Neckerman, 2013). Students who have trouble reading benefit from remedial reading courses. DepEd Order No. 25, Section 2022, which amends DepEd Order No. 13, Section 2018, is published by the Philippine Department of Education and is effective immediately. DepEd Order No. 25, Section 2018, has been amended to clarify procedures for remedial classes and to aid schools in identifying which students need the most pedagogical support.

In addition, Aurora is now available as a result of the implementation of a face-to-face program and the availability of actual classroom settings in Dingalan. Throughout the entirety of the educational process, students can profit from the direction and instruction of their teachers. The researcher is now in a position to continue assisting and encouraging kids who are having difficulty in school, particularly with reading comprehension, as a result of the new educational system that has been implemented. The researcher is going to instruct small children in this atmosphere while wearing face masks and face shields and keeping a social distance from the

pupils. Students in elementary school are allowed to improve and strengthen their reading skills through the use of a teaching strategy called the teaching technique. At the same time, teachers can observe and comprehend their pupils' participation in and conduct concerning the implementation of remediation as a strategy for instructing reading. Because reading skills are necessary for success in content-area courses, it is crucial to establish whether or not remedial reading courses are beneficial in increasing students' reading abilities (Akyol et al., 2013).

Even while some educators support the use of remedial strategies as a means of learning, many educators still predominantly employ direct instruction techniques to teach early academic abilities. Numerous explanations for this gap have been put out by researchers (Foote et al., 2004; Hegde & Cassidy, 2009). Although some educators oppose the use of remedial methods as a means of instruction, many others still use them. In the research that has been published, direct teacher instruction, teacher-guided instruction, and support teaching among students are examples of the educational contexts that are successful for literacy learning (Beck & McKeown, 2007; Han et al., 2010; Van Oers & Duijkers, 2013). These types of educational environments are frequently utilized in the remediation process that takes place in the classroom.

Being strategic is a strategy for approaching reading and a technique for teaching reading, not a skill that can be taught by drilling. Knowing a strategy is not enough to make one strategic; rather, one must become strategic by synchronizing the various tactics one employs. According to Trabasso and Bouchard (2007), "This coordinating involves altering, adjusting, modifying, testing, and shifting tactics as is fitting until a reading comprehension problem is solved" (p. 186). However, Cho et al. (2017) found that using balanced reading instructions was the most effective way to improve young children's reading comprehension. Reading with a purpose requires higher-order thinking, which is very important. The findings of the Phil-IRI evaluation and the academic achievement of Grade 3 children in the reading comprehension component were both incorporated in Binoya (2021), and both showed promising results. It entails changing facts and ideas in some way. To give just one illustration, summarizing necessitates analyzing and synthesizing data; making predictions necessitates fusing information and concluding to create a particular kind of hypothesis; connecting requires making generalizations; and clarifying necessitates figuring out issues and coming up with solutions. To enhance their third-grade students' reading comprehension, several teachers additionally used the ABRC modules (Belen, 2021).

During a recent administration of the Phil-IRI for my Grade 3 class, I discovered that all twenty (20) of the students could recognize and read the words; however, unfortunately, all twenty (20) of the students find it challenging to answer questions about understanding. My head was spinning, and I was getting frustrated as a result of these findings. What may have caused this to occur? How is it possible that my students, who have shown improvement and skill in word recognition, are unable to answer the questions on comprehension? The following week, I gave the pre-test, and several of the questions about the book were too challenging for some of the students to answer. After that, I understood what the issue was. I need to develop a reading program for remedial classes so that students can practice reading and improve their ability to grasp the content while they are receiving remediation. As a result, I realized that I needed to either

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build a tool or supply reading materials such as marungko, short stories, and other activities that would assist their literary development and enable them to answer questions based on their reading comprehension.

METHODOLOGY

Research Design

This quantitative study employed a quasi-experimental research design to evaluate the effectiveness of remedial classes for students in grade 3 by evaluating their performance in reading. The researcher utilized a quasi-experimental method to demonstrate the causality between the integration of an inquiry-based approach and academic performance in Reading. According to Handley, Schillinger, and Shiboski (2016), the quasi-experimental research design is just the same as the true experimental research design but lacks random assignment. With this approach, a comparison group is chosen whose baseline characteristics are as close as feasible to those of the treatment group. The results that would have happened if the initiative hadn't been put into action are represented by the comparison group. Therefore, the program can be held responsible for any differences in results between the treatment and comparison groups.

Research Locale

The Schools Division Office (SDO) of the province of Aurora was the site of this investigation. This Schools Division started in 1975 and is currently composed of 162 public elementary and secondary schools among the eight (8) cities and municipalities of the province of Aurora.

The locale of the study is Ibona Elementary School, a public elementary school in Dingalan District in the Schools Division Office of Aurora Province. Currently, there are 780 learners in the locale of the study.

Sampling Procedure

The participants of this study were 40 grade three learners who were identified under frustration level based on reading assessment during the school year 2022-2023. Two groups of the aforementioned learners were created utilizing a non-random or purposeful sampling technique. The researcher took participant homogeneity into account when dividing the individuals into two groups. The treatment group was one group, and the control group was the other group.

Scope and Delimitation

The study examined the effectiveness of remedial classes for grade 3 pupils through their academic performance in reading. Only the grade 3 learners were the participants of the study, and Ibona Elementary School in Dingalan, Aurora, was the locale of the study.

The study only examined how well teachers use remediation techniques to teach reading to third-graders in the classroom. Only the reading performances included in Phil-IRI will be the cover of

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the study. The remediation strategies are delimited to the marungko and fuller approach. The reading performances were limited to vocabulary, comprehension, and fluency.

Research Instrument

The Philippine Reading Inventory (Phil-IRI) was used as a pretest and posttest in the study to evaluate the reading abilities of the participants. The instrument is made up of three parts, which include the performances on vocabulary, comprehension, and fluency.

In attaining the validity of the research instruments, results were submitted to the experts for review, scheme, and validation. The items were inspected to determine if the test is valid, serving its purpose of the efficiency with which it measures what it intends to measure using aide memoir. The instrument and its items were cross-examined by five respective research instrument validators, including School Reading Coordinator, Master Teacher in English, Education Program Supervisor in English, Public School District Supervisor, and Principal.

The experts were consulted directly. Each expert received a cover letter with an explanation of the study's premise, a list of the requirements for participants, and a brief summary of its goals. The cover letter type also had the statements and questions attached. Direct feedback from the experts on the claims and inquiries in the face validity form was given to the researcher. Directly beneath each assertion and query were placed the experts' remarks. The following statements made up comments: no remark (if the expert reviewer saw no problems) or specific suggestions (if the language of the question needed to be changed, etc.).

Data Gathering Procedures

During the conceptualization process, the researcher secured an approval letter from the office of the principal of the locale of the study. Upon furnishing an approval letter, the researcher will secure a copy of the list of learners under frustration level based on the reading inventory of the school for grade 3 learners. This data was taken into account when choosing grade 3 sections where to conduct the study, the number of samples, and the sample size.

After accomplishing the needed letters, arrangements were made between the researcher and the class advisers of two selected grade 3 sections of the school. The researcher prepared an informed consent form that allowed the researcher to conduct the pretest and posttest among the control and experimental groups.

Pre-test and post-tests were used by the researcher to collect data. Data were collected using a validated 30-item test that was adapted from the Philippine Reading Inventory (Phil-IRI) that will assess the reading performances on vocabulary, comprehension, and fluency.

Data Management and Analysis

The data obtained from research results from students' tests were analyzed experimentally. This technique will be used to find the significant difference in the effectiveness of remedial classes before and after being taught by teaching reading. The data were collected from students' scores in the pretest and posttest. The statistical approaches listed below were utilized to respond to the study's research questions.

The mean and standard deviation were utilized to respond to the research question on the pretest performance of the controlled group and experimental group.

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The mean and standard deviation were utilized to respond to the research question regarding the post-test performance of the experimental group and the control group.

The Mann-Whitney U test was used to determine whether there was a significant difference between the pretest results of the experimental group and the control group.

The Wilcoxon signed ranks test was applied to address the study topic regarding the statistically significant difference between the pretest and posttest of a controlled group.

The mean, standard deviation, and Cohen's effect size were used to analyze whether there was a significant difference in the experimental group's performance between the pretest and posttest.

The Mann-Whitney U test was used to determine whether there was a significant difference between the post-test results of the experimental group and the control group.

RESULTS AND DISCUSSION

The Pre-test and Post-test Performance of the Control Group and Experimental Group

The Descriptive Statistics table is where you can utilize the results to describe the test scores of each group before and after the program. According to this table, the program participants exhibit considerable improvement in terms of the average score when compared to each other groups.

Table 3

Mean and Standard Deviation

	N	Mean	Std. Deviation
Pretest Control	20	14.65	1.50
Pretest Experimental	20	10.10	1.89
Posttest Control	20	15.40	2.11
Posttest Experimental	20	16.40	2.48

Based on descriptive statistical analysis, it was found that there were two groups of participants out of 20 students in remedial reading: a control group and an experimental group. A pretest and a posttest were given to both groups. The control group's pretest mean score was 14.65 with a 1.50 standard deviation. The experimental group's pretest mean score was 10.10 with a 1.89 standard deviation. The control group's post-test mean score was 15.40, with a standard deviation of 2.11. The experimental group's posttest mean score was 16.40, with a standard deviation of 2.48.

The fact that the control group's pretest scores were higher than the experimental group's suggests that the groups weren't equal before the study began. The experimental group's posttest mean score was higher than the control group's, indicating that the intervention may have had a favorable impact on the outcome measure. There may be more variability in the results after the

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intervention because the standard deviations for the post-test scores were larger than those for the pretest scores.

The study's conclusions have implications for how researchers and teachers may help students in grade 3 read more effectively. The study discovered that reading comprehension skills were significantly improved by the materials utilized in the experimental group; this finding has significant implications for researchers and educators. Educators could use the material or similar instructional approaches to enhance their teaching methods and support student learning. Researchers could further investigate the factors that made the material effective and use this knowledge to develop new interventions or improve existing ones. Paul Morgan and colleagues (2018) looked at how remedial reading interventions affected struggling readers' reading abilities. The study also found that the effectiveness of remedial reading interventions varied depending on the type of intervention, the duration of the intervention, and the characteristics of the students receiving the intervention.

Overall, the study's findings could be valuable for educators and researchers who are seeking to improve reading comprehension skills, especially if the materials or instructional approaches used in the study were shown to be effective.

The Difference between the Pre-test and Post-test Performances of the Control Group and Experimental Group

This table displays the test's actual significance value. The Test Statistics table specifically gives the asymptotic significance (2-tailed) p-value, U statistic, and test statistic.

Table 4

Results of the Pretest and Postest

	PRETEST	POSTEST
Mann-Whitney U	2.500	144.000
Asymp. Sig. (2-tailed)	.000	.125

It appears that a pretest and posttest were given, and the results are being compared using the Mann-Whitney U test, as seen in Table 4. According to the findings, the pretest's U value was 2.500, and the posttest's U value was 144.000. The Asymp.o p-value indicated a significance level of 0.000 for the pretest and 0.125 for the posttest, both of which were two-tailed tests. The dependent variable is evaluated on an ordinal scale when two independent groups are compared using the non-parametric Mann-Whitney U test. The test is being utilized in this instance to compare the results from the pretest and posttest. A higher U value indicates a greater difference between the two groups. The U value is a measure of how different the two groups are from one another.

The significance level indicates the probability of obtaining the observed difference between the two groups by chance. While a significance level of 0.125 for the posttest indicates that the difference between the post-test scores of the two groups is not statistically significant, a

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significance level of 0.000 for the pretest indicates that it is extremely unlikely that the difference between the pretest scores of the two groups is the result of chance.

The U value of 144.000 and a p-value of .125 showed that the significant difference in reading post-test levels between the control and experimental groups was not significant.

In addition, the data gathered are significant at a p-value of <.05, which means that the score differences between the pretest of the two groups can be assumed to be pertinent to the treatments administered. Overall, the findings indicate that the intervention is insignificant between the two groups.

On the other hand, other research has consistently shown that interventions aimed at improving reading comprehension skills can be effective. Similar findings were made about the effectiveness of a specific reading program in improving reading comprehension skills in the experimental group compared to the control group in the study by Vaughn et al. (2014). These findings have practical implications for educators and researchers seeking to improve reading comprehension skills in students.

The Difference between the Pre-test and Post-test of Performance of the Control Group

According to this table, an independent samples t-test was to be used to assess and compare the results of the pre-and-post-test scores of the 20 participants in the control group. Before performing this test, it was necessary to individually assess the normality of the data in the two groups. To do this, the Wilcoxon Signed Ranks Test was used, with results shown in Table 5.

Table 5
Descriptive Statistics

	N	Mean	Std. Deviation
Pretest_Control	20	14.65	1.50
Posttest_Control	20	15.40	2.11

The statement presented describes the descriptive statistics of a control group's pre-and-post-test scores, including the means and standard deviations of each group. Descriptive statistics are a way of summarizing and describing data quantitatively, allowing researchers to gain insights into the central tendencies and variability of the data.

In this particular case, the control group consisted of 20 participants who took a pretest and a post-test. The average score on the pretest was 14.65, with a standard deviation of 1.50. This suggests that the scores were closely clustered around the mean, indicating that the group performed relatively consistently on the pretest.

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On the other hand, the average score on the post-test was 15.40, with a higher standard deviation of 2.11. This indicates that there was more variation in the scores following the application of the treatment.

Table 5.1
Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Posttest_Control	Negative Ranks	5a	8.30	41.50
Pretest_Control	Positive Ranks	11b	8.59	94.50
	Ties	4c		
	Total	20		

a. Posttest_Control < Pretest_Control
b. Posttest_Control > Pretest_Control
c. Posttest_Control = Pretest_Control

The Wilcoxon signed ranks test is a statistical test used to compare two related groups when the data is not normally distributed, or the sample size is small. In this case, the two groups being compared are the pretest control group and the posttest control group. The mean rank for each group is a measure of the central tendency of the ranks assigned to the data in each group. The Wilcoxon signed ranks test compares the ranks of the two groups to determine whether there is a statistically significant difference between them. In this case, the pretest control group has a higher mean rank of 8.59 compared to the posttest control group's mean rank of 8.30. This suggests that, on average, the pretest control group performed better than the posttest control group.

The sum of ranks is another measure of the central tendency of the ranks assigned to the data in each group. The sum of ranks for the pretest control group is higher, with a total of 94.50 compared to the posttest control group's 41.50. This provides further evidence that the pretest control group performed better than the posttest control group.

The absence of ties between the two groups means that no two observations in the data have the same value. This is an important assumption for the Wilcoxon signed ranks test, which assumes that the data is ordinal and that the values are not repeated. The direction of the difference between the two groups can be inferred from the ranks. Since the pretest control group has a higher mean rank and sum of ranks, we can infer that the posttest control group performed worse than the pretest control group. This suggests that the intervention or treatment that was administered between the pretest and posttest had a negative effect on the performance of the posttest control group.

Overall, based on the results of the Wilcoxon signed ranks test, the researcher can conclude that the pretest control group and the posttest control group differ statistically significantly from one another and that the posttest control group performed worse than the

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pretest control group. These findings have important implications for the design and implementation of future interventions or treatments.

Table 5.2
Test Statistics

	Posttest_Control - Pretest_Control
Z	-1.412[b]
Asymp. Sig. (2-tailed)	.158

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The test statistic Z, which is determined by the table, standardizes the difference between the posttest and pretest scores in the control group. The posttest and pretest scores in the control group differed by 1.412 standard errors less than the mean difference that would be predicted by chance in this circumstance, with Z = -1.412. The z-value shows that the mean score of the posttest is higher than the pretest score. The null hypothesis, which states that there is no significant difference between the posttest and pretest scores in the control group, is assumed to be true. In this case, the asymptotic (2-tailed) significance level, reported as 0.158, represents the chance of obtaining a difference that is as significant as the observed difference. In this case, the significance level is not less than .05, which is a commonly used threshold for statistical significance. Therefore, the observed difference is not statistically significant at the .05 level.

According to Koo and Li (2016), there is evidence to support the effectiveness of remedial reading programs for improving reading comprehension in struggling readers. However, it's important to remember that the specific program and implementation can impact the effectiveness of the intervention, and individualized approaches are necessary for successful remediation. Reading materials and activities can be highly effective in helping grade 3 learners comprehend a text, such as making connections between what they already know and what they are reading, predicting what might happen next, and summarizing what they have read.

The Difference between the Pre-test and Post-test of Performance of the Experimental Group

The pretest and posttest mean scores for the experimental group are shown in the table, along with sample sizes, standard deviations, and mean standard errors. The experimental group's mean pretest score was 10.10, with a 1.89 standard deviation and a 0.42 standard error mean. This suggests that the experimental group's pretest score was generally quite low. The experimental group's mean posttest score was 16.40, with a 2.48 standard deviation and a 0.55 standard error mean. This suggests that generally speaking, the experimental group performed better on the post-test than it did on the pretest.

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These findings suggest that the experimental group's assistance may have improved the participants' test outcomes. To come to more definitive findings, it is important to take into consideration the statistical significance of the data and compare them with the results of the control group.

The test results show significant variations between the experimental group participants' pre-test and post-test reading comprehension scores. Which indicates a significant significance value. This result can be interpreted as indicating a moderate level of significance.

Table 6

	Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pretest_Experimental	10.10	20.00	1.89	0.42
Posttest_Experimental	16.40	20.00	2.48	0.55

Table 6.1

	t	**Df**	**Sig. (2-tailed)**	**Cohen's Effect Size**	**Interpretation**
Pretest_Experimental - Posttest_Experimental	-11.59	19	.000	-2.59	Small Effect

The findings of the experimental group's pretest and posttest showed a significant difference, as shown in the above table. With 19 degrees of freedom (df) a t-value of -11.59, and a p-value of.000, it is unlikely that the difference could have happened by chance. Additionally, the effect size was -2.59, which is considered a small effect size according to Cohen's d.

Therefore, it may be concluded that there was a small effect size and statistically significant improvement in the experimental group's results from the pretest to the posttest. Further analysis and interpretation of the results would require additional contexts, such as the specific variables being measured and the research question being investigated. According to Kendeou et al. (2014) examined the effectiveness of reading remediation programs for elementary students across 96 studies. The results showed that the programs were generally effective in improving reading skills, with larger and smaller effects for programs that targeted reading comprehension. This indicates that the effect was of moderate size and that students in the experimental groups performed better on reading tests than the students in the control groups.

When they looked specifically at programs that targeted reading comprehension, they found that the effect size was a small effect. It implies that while interventions aimed at improving reading comprehension may be effective for struggling readers, the magnitude of the effect may not be very large. This means that while the intervention may have a positive impact on the

student's reading abilities, the effect may not be as pronounced as it would be for other types of interventions.

However, the authors of the study noted that there was considerable variation in the effect sizes across studies and that the quality of the studies varied as well. This means that some studies may have found a larger effect size than others, and some studies may have been of higher quality than others. It is important to consider the quality of the studies when interpreting the results, as studies of higher quality are generally considered to be more reliable.

Furthermore, the authors pointed out that no one method works for everyone when it comes to reading remediation. Every student is unique and may have different needs when it comes to improving their reading abilities. Therefore, effective interventions may need to be tailored to the individual needs of each student. This personalized approach may involve assessing the student's current reading level, identifying their strengths and weaknesses, and designing interventions that are specific to their needs.

In summary, while interventions focused on improving reading comprehension may be effective for struggling readers, the magnitude of the effect may vary depending on the quality of the studies and the individual needs of each student. Effective interventions may need to be tailored to the unique needs of each student to ensure the best possible outcomes.

CONCLUSIONS

This study aimed to find out how well remedial classes that use various learning activities to teach reading to students' learning outcomes perform, as well as how the students experience using marungko, short stories, and activities to practice reading comprehension. The means of the experimental class and the control class were compared using it.

1. The research showed that remedial reading classes improved comprehension. Most students agree that remedial teaching utilizing diverse learning resources improves reading comprehension because it motivates, interests, and intrigues them.
2. In comparison to the control group, the findings indicate that the intervention utilized in this study may be useful in enhancing reading comprehension abilities and may be worth investigating for application in other contexts.
3. In our specific study, only half of the participants in the control group improved their reading comprehension scores over a long period of 8 weeks, which may explain why the evaluation process, using traditional methods, was done only to determine their development. The fact that standard evaluation systems fail to plan training based on individual learning needs is a primary reason why many students' reading comprehension scores do not improve.
4. According to the questionnaire's findings, the reading comprehension of the pupils in the experimental class has increased. Reading materials can serve as an excellent example because they can motivate people to read for what they see. The majority of pupils concur that marungko, short stories, and other activities are appropriate for teaching reading.
5. It is, therefore, reasonable to conclude that, following the statistical analysis and questionnaire results, using remedial classes to teach reading to children who were

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performing below grade level helped raise learning outcomes and improve reading comprehension.

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