

Effectiveness of Guided Reading Interventions to The Test Performance of Grade 1 Pupils in Mother Tongue-Based Multi-Lingual Education

LIZA L. TABERARA

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

lizalagahit.99@gmail.com

Abstract — This study aimed to determine the Effectiveness of Guided Reading Intervention to the test scores performance of the Grade 1 Pupils in Mother Tongue-Based Multi-Lingual Education. The findings of the study served as a basis of a proposed Intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and posttest reading performances of the Grade 1 learners before and after the integration of the guided reading intervention in the delivery of the most essential learning competencies in teaching Reading. Based on the findings of the study, there was a positive result brought about by the Guided reading intervention which was focus on the initial sound identification, familiar word reading and oral passage reading. Based from the results, it shows that the initial sound identification the pretest is lesser than the result of the posttest which resulted to a computed t value higher than the critical t value. On the other hand, on the familiar word reading, the result on the pretest is lesser than the posttest and which resulted to a greater amount on the computed t value compared on the critical t value. Lastly, on the oral reading passage the result on the pretest is lower than the posttest is performance which resulted to the computed t value higher than the critical t value.

The result implied that in validating the different aspects in reading such as initial sound identification, familiar word reading and oral passage reading which resulted to a very good result of the grade 1 learners considering that there was increase on the pretest and posttest for all aforementioned aspects validated. Those results are resulted from the positive response from the respondents during the implementation of the guided reading intervention. They really love to learn the subject because they are motivated to the new learning brought about by the new strategies in learning or improving the skills of the learners. Moreover, the Hypothesis which states that there is no significant difference on the pretest and posttest performance before and after the integration of guided reading intervention is rejected thus, the integration of the intervention is very helpful in improving the reading skills of the learners particularly on the initial sound identification, familiar word reading and oral passage reading.

Keywords — Effectiveness Guided Reading Intervention Performance Grade 1 Pupils

I. Introduction

Learning how to read is one of the essential skills that needs to be developed within a child in order to have a strong foundation in reading. Reading does not only mean that being able to read a printed material but it has a deep meaning, reading means to have a full understanding on the text that the reader's read and can connect to the authors ideas and able to reflect in his/her life. In order to learn how to read, students undergo steps from recognizing letters to reading with comprehension.

In the year 2020 month of March, it is when the pandemic starts. All private and public schools closes in order to keep all people safe especially the students and to minimize the spread of CoVid-19. These time the learning of the students in schools also stop. All of the students are staying at home. The pandemic creates a big impact in the learning development of the students, as well as to the teachers.

In the opening of the new normal education, the modular distance learning is being implemented in which the teachers prepare and distribute the modules and after a week the parents return the modules with answers. During this time, parents became the teachers at home. Even the parents at home are struggling in teaching their children. Some parents are busy doing their work in order to buy the basic needs of the family and some of them can't even read or write. Other parents tried to get help from other people who has knowledge on the lesson of a certain subject.

When the pandemic starts, the schools close and the learning of the students in schools also stop. In the opening of the new normal education, modular learning or blended learning is implemented in which the teachers prepare and distribute the modules and after a week the parents return the modules with answers. During this time, parents became the teachers at home and the teachers, parents and students are struggling to make the teaching-learning effective. When the teachers conduct the home visitation and reading assessment, it is observable that mostly of the students have difficulty in reading the words in Mother tongue, Filipino or in English.

Both teachers, parents and students are struggling to make the teaching-learning effective. Teachers also permitted to conduct a home visitation and reading assessment to all of his/her students to determine the performance of their students. As a result, it is observable that mostly of the students have difficulty in reading the words in Mother Tongue, Filipino or in English and can't even recognize letters and its sounds. These is a great challenge for teachers on what strategies and interventions they should apply in order to minimize the problem on reading.

In the opening of the limited face-to-face classes last April 2022, the problem in reading is present in every classroom and grade level. As observed in the Grade 1 pupils in the limited face to face classes, many of them have difficulty in reading a simple word. Their basic foundation in

reading are not sharpened because some of them can't even recognize the letters and its sounds. It's very difficult for the students to read the words correctly if they lack the knowledge of the letter name and letter sound. In order to minimize the problem, the teacher aim to focus in teaching literacy and numeracy to the young learners. If the teachers will focus in teaching lessons, many of the students will be left behind because they lack the basic knowledge in reading.

Children starts to learn how to read in an early age, it started at home and in the community. Learning how to read is the basic foundation in learning because reading develops the mind, imagination, creativity, communication and writing skills of a child. The 3R's which are reading, writing and arithmetic are interconnected with each other. If the skills in reading of the students is lacking, the other skills will not be able to develop.

Teaching reading needs a step by step process in order for the child to fully understand and apply what they have learned. Teachers need to have different strategies in teaching because students have different learning skills and multiple intelligences. Young leaners needs to learn by hand, by heart and by mind to be able to retain in their minds what they have learned and able to apply in their everyday life. It is very frustrating to the child if he/she can't read because it results to be unmotivated in learning. Students also has low attention span, so teachers needs to catch the attention of the students by using different strategies in teaching. Learning how to read also needs repetition in order for the students to retain in their minds what they have read and how to read the words correctly.

Guided reading is one of the method or strategies in teaching reading. Guided reading refers to a teacher that used a small-group instructional context that supports each reader's development in processing new text and increase the level of reading difficulty. This method in teaching reading can cater the diversity of the learners because the goal is to learn how to read. Through guided reading intervention, the problem on the reading development of the young learners can decreased or eliminated.

The problem on reading literacy is a major and critical challenge for the school, teachers and especially to the learners. It does not only affect the positive performance of the school and the teachers, but it also became a hindrance of the learning development of the students for they lack the basic and most important knowledge and skills that is needed to acquire in order to learn difficult lessons in any subject area. Students learn best when they know how to read and able to understand the text that they are reading. If the student have difficulty in reading it is really a big problem. These problem in reading should be addressed immediately because as the students proceed to another grade level, the problem in reading increases. The earlier we solve the problem, the larger impact we can make in the lives of the students.

Every young children shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools such as reading literacy. By taking the time to solve the problem in reading literacy with the help of guided reading

intervention, it can help to ensure students are getting the resources and attention they need to be strong readers and successful members in our society and be able to help our country. This can guarantee that the students will be equipped with fundamental literacy and in the future, we can also expect that our students will also become a proficient reader. Through this study, the school, teachers, parents, and the students can benefit from this.

This study evaluated the effectiveness of Guided Reading Intervention to the Performance of the Grade 1 Pupils in MTB-MLE in Visares Elementary School in the Division of Leyte. The findings of the study were the bases for a Proposed Improvement Plan.

Specifically, it sought to answer the following questions:

1. What is the test performance of the Grade 1 pupils in Mother Tongue-Based Multi-Lingual Education before the integration of Guided Reading Intervention in the delivery of MELCs (define full term) for 1st Grading?
2. What is the test performance of the Grade 1 pupils in Mother Tongue-Based Multi-Lingual Education before the integration of Guided Reading Intervention in the delivery of MELCs for 1st Grading?
3. Is there a significant difference in the test performance of the Grade 1 pupils in Mother Tongue-Based Multi-Lingual Education before and after the integration of Guided Reading Intervention in the delivery of MELCs for 1st Grading?
4. What improved intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the test performance of the Grade 1 pupils in Mother Tongue-Based Multi-Lingual Education before and after the integration of Guided Reading Intervention in the delivery of MELCs for 1st Grading.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine how effective is the Guided Reading interventions using the different reading materials that were carefully chosen by the teacher-researcher to the Performance of the Grade 1 pupils in the delivery of the most essential learning competencies in 1st grading period in Mother Tongue-Based Multi-Lingual Education subject. The main local of the study is the Visares Elementary School which is located under Capooacan District in the Division of Leyte. , the main respondents that was chosen by the teacher-researcher was the Grade 1 pupils which was underwent series of evaluation prior to the implementation of the Guided Reading Intervention. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 1 pupils before the implementation of the Guided Reading Intervention, The Posttest performance of the Grade 1 pupils after the implementation of the Guided Reading Intervention, as well as the significant

difference of the pretest and posttest before and after the implementation of the Guided Reading Intervention in the delivery of the most essential learning competencies in teaching Mother Tongue Multi-lingual Education for the First Grading Period. and after the aforesaid intervention was done In the Quasi- experimental research design, the researcher prepared different validated reading materials that were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that were subjected for decision making whether the results are significant in the study. The proposed Improvement was taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings.

Sampling. There are 34 total number of respondents who were chosen using universal sampling technique in order to include in the study. 19 respondents of the study were females and 15 were males and the primary means of reach is through Facebook account of their parents if there are times that during the gathering of data, they are in their respective homes. Another way of contacting them are through cell phones of their respective parents as well as during limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Mother Tongue Based Multi- lingual Education subject from the Self Learning Modules that were focused on the different competencies in the 1st grading period. The test questions were used before the Guided Reading Intervention were given to the Grade 1 pupils. (20 test items) After one month of the intervention, posttest was given to the grade 1 pupils with the same test questionnaire. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the Guided Reading Intervention together with the different Guided Reading materials which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and or School Heads and in coordination with the Learning Area coordinator was sought. Orientation of the participants was done. Answering and retrieval

of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study was conducted. Orientation of the respondents both the learners and the teachers including the School Principal were done.

Treatment of Data. The Effectiveness of Guided Reading Intervention to the test Performance of the Grade 1 pupils in Mother Tongue-Based Multi-Lingual Education is the area focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST-POST-TEST PERFORMANCE IN INITIAL SOUND IDENTIFICATION

Score Range	Description	PRETEST		POST-TEST	
		Frequency	%	Frequency	%
9-10	Excellent	5	15	29	86
7-8	Very Good	15	44	4	12
5-6	Good	8	24	1	2
3-4	Fair	1	2	0	0
1-2	Poor	5	15	0	0
Total		34	100	34	100
Weighted Mean		6.41	Good	9.62	Excellent

The table 1 above shows the pretest and posttest performances in initial sound identification of the Grade 1 pupils in Mother Tongue-Based Multi-Lingual Education who were not yet experience the Guided reading intervention in the delivery of the most essential learning competencies in teaching the subject. Based on the results in the pretest performances of the Grade 1 pupils which was focus on the initial sound identification in Mother Tongue-Based Multi-Lingual Education subject.

Based on the result in table 1 which fucoses on the pretest performance of the Grade 1 pupils in Initial sound identification before the integration of the Guided reading intervention as chosen intervention for the grade 1 pupils. Based from the results shown, it was revealed that from the score ranging from 9-10 in the excellent level, there were 15 or 29 percent while in the 7-8 scores which is considered as very good level of performances, there were 15 total number of respondents 44 percent. Furthermore, in the score ranging from 5-6 which is said to be in a good

level performance, there were 8 respondents or 24 percent. From the fair level performance having the score ranging from 3-4, there was only 1 respondent or 2 percent while in the last performance level which is in the poor level of performance having the score ranging from 1-2 there were 5 respondents or 15 percent out of the 34 total number of respondents tested having resulted to a weighted mean of 6.41 and considered to be a good level of performances in the pretest on initial sound identification.

The result implied that most of the Grade 1 pupils who took the pre- reading test on initial sound identification are belong in the good level of reading performances which means that the respondents have experiencing good initial sound identification considering that majority of the respondents are on the very good level of performance. Considering those learners who are belong to this level are those who are not experiencing the guided reading intervention shared by the researcher in determining the performance of the grade 1 pupils in initial sound identification. The results further explains that though the grade 1 pupils did not experience the face to face teaching using the intervention they still get the good performance this is maybe because they have brother and sisters who will teach them in identification of sounds or their parents or guardian thought them on how to identify sounds. Moreover, in order to improve more on their performance on initial identification of sounds, the teacher should introduce new learning strategies in teaching Mother Tongue-Based Multi-Lingual Education in order to further improve their performance.

Based on the result in table 1 which focuses on the posttest performance of the Grade 1 pupils in Initial sound identification after the integration of the Guided reading intervention as chosen intervention for the grade 1 pupils. Based from the results shown, it was revealed that from the score ranging from 9-10 in the excellent level, there were 29 total number of respondents which also considered as dominant number of groups having a percentage of 86 percent while in the 7-8 scores which is considered as very good level of performances, there were 4 total number of respondents or 12 percent. In the score ranging from 5-6 which is said to be in a good level performance, there was only 1 respondent or 2 percent. While none from the 34 respondents who belong to the fair and poor level of performances which resulted to the weighted mean of 9.62 or considered as Excellent level of performance.

Based from the results in table on the posttest performance in initial sound identification implied that the grade 1 learners after the integration of guided reading intervention have improve their skills in identifying the sounds which should initially learned by them. One of the reasons for this positive result is that the intervention is considerably effective because they really be guided on how to pronounce correctly the letter sound thus they can learn how to identify those letters introduced to them with proper sound on it.

Table 2
PRE-TEST-POST-TEST PERFORMANCE IN FAMILIAR WORD READING

Score Range	Description	PRETEST		POST-TEST	
		Frequency	%	Frequency	%
13-15	Excellent	2	6	14	41
10-12	Very Good	3	9	20	59
7-9	Good	0	0	0	0
4-6	Fair	1	3	0	0
0-3	Poor	28	82	0	0
Total		34	100	34	100
Weighted Mean		1.91	Poor	12.23	Very Good

The table 2 above shows the pretest and posttest performances in familiar word reading of the Grade 1 pupils in Mother Tongue-Based Multi-Lingual Education before and after the integration of the Guided reading intervention in the delivery of the most essential learning competencies in teaching the subject. Based on the results in the pretest performances of the Grade 1 pupils which was focus on the familiar word reading in Mother Tongue-Based Multi-Lingual Education subject.

Based on the result in table 2 which focuses on the pretest performance of the Grade 1 pupils in familiar word reading before the integration of the Guided reading intervention. Based from the results shown, it was revealed that from the score ranging from 13-15 in the excellent level, there were 2 respondents or 6 percent while in the 10-12 scores which is considered as very good level of performances, there were 3 total number of respondents or 9 percent. Furthermore, in the score ranging from 7-9 which is said to be in a good level performance, there were none from the respondents belong to this level. From the fair level performance having the score ranging from 4-6, there was only 1 respondent or 3 percent while in the last performance level which is in the poor level of performance where majority of the respondents belong to this level having the score ranging from 0-3 having 28 respondents or 82 percent out of the 34 total number of respondents tested having resulted to a weighted mean of 1.91 and considered to be in the poor level of performances in the pretest on familiar word reading .

The result implied that most of the Grade 1 pupils who took the pre- reading test on familiar word reading are belong in the poor level of reading performances which means that the respondents have experiencing difficulty in familiarizing the word or in reading a particular word considering that majority of the respondents are on the poor level of performance Those learners who are belong to this level are those who are also not experiencing the guided reading intervention during the delivery of the most essential learning competencies in the first grading period

particularly on the familiar word reading. The results further explains that since the grade 1 pupils did not experience the face to face teaching using the intervention they really produce not good performance because other learners have no enough knowledge or skills in reading the letter or even familiarizing the letters in the alphabet due to lack of contact time between them and the teachers. Moreover, in order to improve more on their performance on familiar word reading, the teacher should introduce new learning strategies in teaching Mother Tongue-Based Multi-Lingual Education in order to further improve their performance particularly on the familiar word reading.

Based on the result in table 2 which focuses on the posttest performance of the Grade 1 pupils in familiar word reading after the integration of the Guided reading intervention as chosen intervention for the grade 1 pupils. The results shows that the score ranging from 13-15 in the excellent level, there were 14 total number of respondents which also considered as 2nd to the dominant number of groups having a percentage of 41 percent while in the 10-12 scores which is considered as very good level of performances, there were 20 total number of respondents or 59 percent. While none from the total number of 34 respondents who belong to the good, fair and poor level of performances which resulted to the weighted mean of 12.23 or considered as Excellent level of performance.

Based from the results in table 2 on the posttest performance in familiar word reading implied that the grade 1 learners after the integration of guided reading intervention have improve their skills in reading familiar word this is maybe because the guided reading intervention is merely on teaching the learners on how to familiarize letters in the alphabet. Which in return the learners can easily identify the different learning techniques on how to read the words. Moreover, the guided reading intervention is very effective in improving the learners reading performances.

Table 3
PRE-TEST-POST-TEST PERFORMANCE IN ORAL PASSAGE READING

Score Range	Description	PRETEST		POST-TEST	
		Frequency	%	Frequency	%
144-178	Excellent	5	15	23	68
107-143	Very Good	0	0	11	32
71-106	Good	0	0	0	0
36-70	Fair	1	3	0	0
0-35	Poor	28	82	0	0
Total		34	100	34	100
Weighted Mean		26.61	Poor	52.41	Excellent

The table 3 above shows the pretest and posttest performances in Oral Passage Reading of the Grade 1 pupils in English before and after the integration of the Guided reading intervention in the delivery of the most essential learning competencies in teaching Mother Tongue-Based Multi-Lingual Education in which in this case it focuses on the oral passage. Based on the results in the pretest performances of the Grade 1 pupils which was focus on the Oral Passage Reading in Mother Tongue-Based Multi-Lingual Education subject.

Based on the result in table 3 which focuses on the pretest performance of the Grade 1 pupils in Oral Passage Reading before the integration of the Guided reading intervention. Based from the results shown, it was revealed that from the score ranging from 144-178 in the excellent level, there were 5 respondents or 15 percent while in the 107-143 scores which is considered as very good and good level of performances, there were none from them belong to this levels. From the fair level performance having the score ranging from 36-70, there was only 1 respondent or 3 percent while in the last performance level which is in the poor level of performance where majority of the respondents belong to this level having the score ranging from 0-35 has 28 respondents or 82 percent out of the 34 total number of respondents tested having resulted to a weighted mean of 26.61 and considered to be in the poor level of performances in the pretest on Oral Passage Reading.

The results in Table 3 implied that the respondents really not improving their oral passage reading maybe the results cause from the past modular implementation which leads to the learners on the difficulty in their performances on the oral reading passage validation after every quarter. Some of the reasons maybe are, learners have not really developed their oral passage reading skills because there was no teacher who will be guiding them to properly teach on how to validate or improve their oral passage reading skills.

Based on the result in table 3 which focuses on the posttest performance of the Grade 1 pupils in oral passage reading reading after the integration of the Guided reading intervention as chosen strategy to test whether it will improve the performance of the grade 1 pupils. The results shows that the score ranging from 144-178 in the excellent level, there were 23 total number of respondents which is dominant number among the groups having a percentage of 68 percent while in the 107-143 scores which is considered as very good level of performances, there were 11 total number of respondents or 32 percent. While none from the total number of 34 respondents who belong to the good, fair and poor level of performances which resulted to the weighted mean of 52.41 or considered as Excellent level of performance.

Based from the results in table 3 on the posttest performance in Oral Passage Reading implied that the grade 1 learners after the integration of guided reading intervention have improve their skills in oral passage reading because based from the results, they love guided reading intervention because it can assess the learners using their grading passages with proper receiving the instruction from the teacher and they also have the proper execution on how to properly manage the oral passage reading. In this case, learners really benefited from the strategies given because

for them learning the subject through oral reading passage are systematic with an explicit instruction in phonics and word-level reading accuracy.

Table 4
Test of Difference Between the Scores in the Pre-test and Post-test

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Initial Sound Identification	06.41	09.62	1.826	0.946	Reject H _o	Significant
Familiar Word Reading	01.91	12.23	3.734	0.146	Reject H _o	Significant
Oral Passage Reading	26.61	52.41	4.291	0.085	Reject H _o	Significant

The Table 4 Presents The test of difference between the scores in the pre-test and posttest reading performances of the Grade 1 learners before and after the integration of the guided reading intervention in the delivery of the most essential learning competencies in teaching Reading. Based on the findings of the study , there was a positive result brought about by the Guided reading intervention which was focus on the initial sound identification, familiar word reading and oral passage reading. Based from the results in table 4, it shows that the initial sound identification the pretest has 06.41 while the posttest is 09.62 which resulted to a computed t value of 1.826 and having the critical t value of 0.946. On the other hand, on the familiar word reading, the result on the pretest which is equal to 01.91 is lesser than the posttest which has an equivalent result of 12.23 which resulted to 3.734 on the computed t value while 0.146 on the critical t value. Lastly, on the oral reading passage the result on the pretest is 26.61 and the posttest is 52.41 which resulted to the computed t value of 4.291 and critical t value of 0.085.

The result implied that in validating the different aspects in reading such as initial sound identification, familiar word reading and oral passage reading which resulted to a very good result of the grade 1 learners considering that there was increase on the pretest and posttest for all aforementioned aspects validated. Those results are resulted from the positive response from the respondents during the implementation of the guided reading intervention. They really love to learn the subject because they are motivated to the new learning brought about by the new strategies in learning or improving the skills of the learners. Moreover, the Hypothesis which states that there is no significant difference on the pretest and posttest performance before and after the integration of guided reading intervention is rejected thus, the integration of the intervention is very helpful in improving the reading skills of the learners particularly on the initial sound identification, familiar word reading and oral passage reading.

IV. Conclusion

Based from the findings of this study in integrating the guided reading intervention is significantly effective in improving the reading skills or performance of the grade 1 learners in Mother Tongue-Based Multi-Lingual Education. Furthermore, the guided reading intervention could create positive manifestation in increasing the different aspects in reading such as initial sound identification, familiar word reading and oral passage reading.

V. Recommendations

1. The proposed improvement plan should be utilized by the grade 1 Teachers to the respective grade 1 learners so that they can assess their reading skills and evaluate their capacity in reading.
2. The teachers in reading should integrate and practice the use of guided reading intervention through the use of the different aspects with the different learning materials based to the most essential competencies to monitor and validate the learners' reading skills.
3. The school head should conduct LAC Session during 11 weeks of every grading period in order to properly implement the plan and execute the different activities stipulated in the plan.
4. The School Head should closely monitor the teacher's performance through the conduct of the COT focusing on the giving of TA to improve the learning literacy and numeracy of the learners.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the effectiveness of the guided reading intervention among the grade 1 learners.

ACKNOWLEDGMENT

First and foremost, my heartfelt praise and thanks, to the God Almighty, who has granted me countless of blessings, for His gift of life, unending love, knowledge and opportunity to be able to pursue my graduate studies.

I take this opportunity to express my gratitude to the people who have been an instruments in the successful completion of this thesis.

I wish to extend my special thanks to Dr. Bryant C. Acar, chairman of the Panel members, for his motivation and immense knowledge in helping to improve the study.

I would like to express my deep and sincere gratitude to my research adviser Dr. Elvin H. Wenceslao for the continuous support, patience, encouragement, enthusiasm and guidance throughout this research and writing of this thesis. I am so grateful that he became my thesis

adviser. His dedication and his professional and fruitful feedback has impacted my personality to always do my best. It is my great privilege and honor to study under his guidance. I can't say thank you enough for his tremendous help.

The researcher also would like to extend her thanks and appreciation to the Dean of Graduate School, Dr. Sabina S. Conui.

I would like to thank the rest of the thesis committee Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao for giving their assistance, brilliant comments and recommendations toward the realization of this study.

I would also to extend my heartfelt gratitude to the parents, students, and teaching staff of Visares Elementary School for supporting me throughout my research, no words can express how very thankful I am for your support and kindness.

Last but not least, I will forever be thankful to my family for their moral encouragement, economic support as well as spiritual support throughout my studies. Also, thanks to my college friends who always cheer and encourage me.

REFERENCES

- [1] Dep.Ed. Order No. 34 s. 2022 "School Calendar and Activities for the School year 2022-2023."
- [2] Dep.Ed. Order no. 31 s. 20201 "Interem Guidelines for Assessment and Grading in the light of the basic education Learning continuity Plan."
- [3] DepEd Memorandum No. 162 s. 2020 " Suggested Learning Modality"
- [4] Vernon-Feagans, L., Kainz, K., Hedrick, A., Ginsberg, M., Amendum, S., and the Society for Research on Educational Effectiveness. (2010). The Targeted Reading Intervention: A Classroom Teacher Professional Development Program to Promote Effective Teaching for Struggling Readers in Kindergarten and First Grade. Society for Research on Educational Effectiveness.

AUTHOR'S PROFILE**MISS LIZA L. TABERARA**

The author was born on August 6, 1999 at Capoocan, Leyte Philippines. She finished her Elementary Education at Visares Elementary School, Visares, Capoocan Leyte in the year 2011 and finished her Secondary Education at National Heroes Institute, Kananga Leyte in the year 2015. She enrolled and finished her Bachelor in Elementary Education major in General Education at Visayas State University, Baybay City Leyte in the year 2019. She continues her graduate study and currently enrolled at Western Leyte College, Ormoc City Leyte taking up her Master of Arts in Education major in School Administration and Supervision.

She is currently a substitute teacher at Visares Elementary School, Capoocan I District. She was a Learning Support Aide Volunteer before she became a substitute teacher.