

# Effectiveness Of Differentiated Instruction To The Reading Performance Of Grade 8 Students In English

MARIJANE A. LUMBA

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

[marijane.lumba@deped.gov.ph](mailto:marijane.lumba@deped.gov.ph)

*Abstract* — This study evaluated the effectiveness of the Differentiated Instruction to the performance of the grade 8 learners in English. The findings of the study were the bases for a Proposed enhancement Plan. The study utilized the Quasi Experimental type of research Design to validate the effectiveness of the intervention. The researcher utilized Universal Sampling in identifying the respondents of the study.

The test of difference of the pre-test and post-test performance in English of the Grade 8 students after the integration of the intervention which is the differentiated instruction implied that giving of materials or exposing students different instructions during the teaching and learning process suited to their level, will really enhance or improve their academic performance because it address the needs of each individual, in the part of the teacher, she gave her best for all the preparations, different reading materials with different reading ability of her students and even spending time to reach out learners or proper guidance and constant follow up just to improve their performance in English and reading skills. In other words, teacher and students will continue adopting the learning technique to improve their skills, particularly in reading skills

*Keywords* — *Effectiveness, Differentiated Instruction, Reading Performance, Grade 8 Learners, English*

---

## I. Introduction

Teaching reading involves much more than expert knowledge; an effective teacher must teach in such a way as to engage the students' interest, challenge them, and spark their imagination. To meet these pedagogical challenges, teachers must have an awareness of the diverse abilities and backgrounds of students, including those with learning and behavior problems. With the increasing demands of our learners to attain quality teaching, in line with the K to 12 program and the goal of making every child should be a reader (DepEd Order No. 18 s. 2017).

---

Learners tend to comprehend little and lose focus of classroom instruction when the teachers fail to use instructional strategies that match their learning styles. If they repeatedly fail to grasp content, they will likely resort to non-academic pursuits. Teachers who are unaware of student learning styles will likely teach in a manner that prevents pupils from doing their best work (Morgan, 2014).

In researchers own point of view, good reading ability is very essential to every learner. It is their main tool in order to learn other subjects being taught in school. Learners who are poor in reading abilities tend to commit absences in classes because they lack interest listening to discussions. Lastly their self-confidence is also low because they know they are left behind by their classmates. They will become better students if they are well equipped with good reading ability.

Instilling a love of reading gives the children a good head start on expanding their vocabulary and building independence and self-confidence . As a teacher, it is easier to teach the concepts in a particular subject if they are good at reading. Struggling readers should be given interventions to save them from dropping from their class.

Struggling readers are less cooperative inside the class. It is because they lack self – confidence. They are always being addressed in the school’s PHIL-IRI report. Most of these learners wanted to discontinue their studies and find any job in order to earn. SARDO of the school will increase.

To address the aforementioned perspectives, the researcher is prompt to conduct a study on differentiated reading instruction to test the reading performances of the learners specially to the grade 8 students. This study will provide intellectually challenging and stimulating activities to encourage learners’ constructive classroom interactions in English.

The researcher is greatly motivated to use differentiated reading instruction with application of different tools in teaching, gearing towards modernization of today’s classroom for it has placed a great impact on the attainment of educational goals and targets towards a quality teaching and better learning experience as well as the most important thing in this time which is to improve the literacy skills of the learners.

This study aimed to determine the Effectiveness of the Differentiated Reading Instruction to the reading Performance of the grade 8 learners in Gabas Integrated School. The findings of the study served as basis of a proposed action plan.

Specifically, this study sought to answer the following questions.

1. What is the reading performance of the grade 8 learners in English before the integration of the Differentiated Reading Instruction?

2. What is the reading performance of the grade 8 learners in English after the integration of the Differentiated Reading Instruction?
3. Is there a significant difference in the reading performances of the Grade 8 learners in English before and after the integration of the Differentiated Reading Instruction?
4. What improvement plan can be proposed based on the findings of the study?

#### Statement of Null Hypothesis

Ho: There is no significant difference on the reading performances of the Grade 8 learners in English before and after the integration of the Differentiated Reading Instruction.

## II. Methodology

**Design.** This study utilized the quasi-experimental method of research to use Differentiated reading Instruction to the reading performance of Grade 8 learners in English. The results were the basis for an Action Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores in Gabas Integrated School in the Division of Baybay based from the different most essential learning competencies in first grading period delivered in English subject which purely focused on the different competencies. The main local of the study is in Gabas Integrated School which is located under the in the Division of Baybay City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 8 learners which was identified based on their test performances prior to the integration of Differentiated Reading Instruction in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 8 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of Differentiated Reading Instruction to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 8 learners before the implementation of the Differentiated Reading Instruction in identifying the performance of the respondents, The Posttest scores performance of the Grade 8 learners after the implementation of the Differentiated Reading Instruction as well as the significant difference of the pretest and posttest performances before and after the implementation of the Differentiated Reading Instruction in the delivery of the most essential learning competencies in teaching English for the first Grading Period. In the Quasi-experimental research design, the researcher prepared the different materials which integrating drill cards. The focus of this study was the Grade 8 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that

will be significant in the study; The proposed Enhancement Plan was taken based on the findings of the study.

**Sampling.** There are 10 who are included in the study. The respondents or the grade 8 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

**Research Procedure.** The researcher prepared the research design which is the quasi-experimental research design and tools which are the different learning materials embedding the Differentiated Reading Instruction based from the numeracy test given to the respondents . The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Baybay City Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for his awareness.

The researcher conducted the pretest before the integration of Differentiated Reading Instruction in teaching English After conducting the pretest, the researcher now integrating the Differentiated Reading Instruction to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Differentiated Reading Instruction to the lesson, the posttest was conducted to validate the learning of the Grade 8 learners..

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. 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 where the school is located. 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 in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource 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 Enhancement Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

**Treatment of Data.** The following statistical formulas were used in this study:

The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following statistical tools.

The responses of the Grade 8 pupils in will be tallied and tabulated and treated using the Weighted Mean.

T-Test for Mean Difference- This tool was used to calculate the significant difference between the pretest and posttest performances.

### III. Results and Discussion

**Table 1**  
**PRE-TEST PERFORMANCE OF THE GRADE 8 LEARNERS IN ENGLISH**

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	6	15
17-24	Good	20	50
9-16	Fair	14	35
1-8	Poor	0	0
Total		40	100
<b>Weighted Mean</b>		<b>19.05</b>	<b>Good</b>

Table 1 shows the pre-test performance of Grade 8 students in English before the integration of Differentiated instruction in the delivery of most essential learning competencies. Table 1 giving us an idea on the performance of the Grade 8 students in English before a specific intervention to be given to the students. Based on the table above, 40 Grade 8 students were the total respondents, from score ranging from 33-40 with the description of excellent level, none from

the 40 students achieved this level of performance, with the description of very good level of performance with a score ranging from 25-32 there were six (6) students of 40 or 15% of the total respondents achieved this level. The description of good level of performance with a score ranging from 17-24, there were 50% or 20 out of 40 students achieved this level of performance considered to be the dominant score or most numbered of Grade 8 students achieved this level. From the score ranging from 9-16 with the description of fair level of performance there were 35% or 14 out of 40 students achieved this level of performance. On the other hand, score ranging 1-8 with poor level of performance none or 0% of the Grade 8 students achieved this level.

The results in table 1 regarding pre-test performance of Grade 8 students in English before the integration of the differentiated instruction to improve the performance of Grade 8 students, the pre-test result implied that the Grade 8 students who are the main respondents of the study are showing an average performance level when it comes to the different learning competencies delivered in English subject. In this time of the delivery, the Grade 8 students are not yet exposed to the intervention mentioned by the researcher which is the differentiated instruction that will be applied in the English subject particularly the Grade 8 students. From the results shown above, it is evident that the students really gave their best to learn the subject based on their own understanding or based from their stock knowledge from the previous topics they have encountered. The above findings is a manifestation that the students motivated themselves to provide correct answers in every activity sheets in English provided by their teacher, the pre-test of Grade 8 students gained a good level of performance with an equivalent average weighted mean of 19.05. 50% or 20 out of 40 Grade 8 students belongs to good level of performance a manifestation that they have a background knowledge from their previous grade level with exposure to different worksheets or activity sheets and students now a days are exposed to some gadgets and can access different applications (apps)to understand more basic English.

The table 1 implies that the Grade 8 students needs intervention suited to their level in order to achieve high score with the description of very good and excellent level of performance

**Table 2**  
**POST TEST PERFORMANCE OF GRADE 8 LEARNERS IN ENGLISH**

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	38	95
25-32	Very Good	2	5
17-24	Good	0	0
9-16	Fair	0	0
1-8	Poor	0	0
Total		40	100
<b>Weighted Mean</b>		<b>36.70</b>	<b>Excellent</b>

Table 2 presents the post-test performance of Grade 8 students in English after the integration of differentiated instruction to the reading performance in English subject. The results in table 2 showed positive results after weeks of integrating the planned intervention which is the differentiated instruction. Based from the results above, 95% or 38 out of 40 Grade 8 students achieved the level of performance of excellent with the score ranging from 33-40 which is the most numbered of Grade 8 students. In the score ranging from 25-32 with a descriptive performance of very god level there were 2 respondents with an equivalent percentage equal to 5. On the other hand, the results from good level with a score ranging from 17-24, fair level of performance having a score of 9-16 and lastly, the poor level of performance with a score ranging from 1-8 have no percentage of respondents belong to the aforementioned performance level or zero (0) percentage.

The results in table 2 which focuses on the post-test performance of Grade 8 students in validating the reading performance of the students. The results implied that integrating intervention changes the level of performance of the Grade 8 students form good level to excellent level f performance, which could mean that differentiated instruction is effective enough considering the results of pre-test weighted mean of 19.05 interpreted as good to post-test weighted mean of 36.70 interpreted as excellent level of performance. Some of the reasons for this finding were the Grade 8 students have the tendency that they already gained knowledge before they were exposed to the intervention and the Grade 8 teacher has the tendency that gave her 100% best to make the teaching and learning process easy and attainable by students. The teacher in this case, really showcasing her talent to craft or create different materials, with different level of abilities suited to the Grade 8 students. Differentiated instruction takes time and need enough time to create materials that will be suited to the learning capacity of each student.



**TABLE 3**  
**Test of Difference Between the Scores in the Pre-test and Post-test of Grade 8 Students in English**

Aspects	Test Scores		Computed	Critical	Decision	Interpretation
			T	T		
<b>GRADE 8 Students</b>	Pre	19.05	2.641	1.213	Reject H <sub>0</sub>	Significant
	Post	36.70				

Table 3 shows the test of difference between the scores in the pre-test and post-test performance of the Grade 8 students in English subject before and after the integration of differentiated instruction in the reading performance. Based on the result of table 3, it shows that the Grade 8 students performance in English particularly in pre-test is 19.05 which is below the post-test result which is equal to 36.70. Based from the pre-test and post-test performance of the grade 8 students after the integration of the differentiated instruction, it boils down to the result of the computed t value of equal to 2.641 and critical t value of 1.213 level of significance after applying the specific statistical tool that was the bases whether the hypothesis will be rejected on a significance level of degree of error which is equal to 1.213. Based from the results in table 3, the hypothesis states that there is no significant difference between the pre-test and post-test performance of the Grade 8 students in English before and after the integration of the differentiated instructions is rejected.

The results in table 3 above, regarding the test of difference of the pre-test and post-test performance in English of the Grade 8 students after the integration of the intervention which is the differentiated instruction implied that giving of materials or exposing students different instructions during the teaching and learning process suited to their level, will really enhance or improve their academic performance because it address the needs of each individual, in the part of the teacher, she gave her best for all the preparations, different reading materials with different reading ability of her students and even spending time to reach out learners or proper guidance and constant follow up just to improve their performance in English and reading skills. In other words, teacher and students will continue adopting the learning technique to improve their skills, particularly in reading skills.



#### **IV. Conclusion**

Based from the findings of this research, it can be concluded that there is a significant difference between the pre-test and post-test scores of grade 8 students in English. Therefore; Differentiated Instructions is an effective strategy for improving the performance of students in reading skills.

#### **V. Recommendations**

1. The proposed action plan should be used.
2. Supervisors and Administrators should initiate trainings and workshops may it be f2f or in virtual platforms on how to craft differentiated instruction materials in English and other subjects to be taken by the learners in all grade levels.
3. School Heads should encourage teachers in all subject areas to apply or research suitable strategy for all subjects handled in every competency that were not mastered by the learners.
4. English Teachers should develop Differentiated Instructions materials to improve the reading skills of the learners.
5. Based from the results of the study having the excellent and good performances level, teachers should continue to adopt the activities to maintain the performance of Grade 8 students.
6. In order to maintain the performance of the students in integrating the differentiated instruction in teaching English, the School Head should monitor the utilization and implementation of DI.
7. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

### ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Dean of Graduate School, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Dr. Ma. Perla G. Lapiceros Schools District Supervisor, for giving permission to conduct the study in Gabas Integrated School in Baybay City District 7.

To the respondents of Gabas Integrated School students, for their honesty and cooperation in completing the data needed.

The researcher's family, her husband Belmer and kids Bemy and Biansey whose unconditional love and understanding inspired her to finish this book;

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

### REFERENCES

- [1] Benjamin, A., (2006) Valuing differentiated instruction. *Education Digest*, 72(1), pp.57-5
- [2] Dep.Ed. Order No. 34 s. 2022 "School Calendar and Activities for the School year 2022-2023."
- [3] DepEd Order No. 07 s. 2020. Policy Guidelines On The Implementation Of Learning Delivery Modalities For The Formal Education
- [4] Dep.Ed. Order no. 31 s. 2020 "Interem Guidelines for Assessment and Grading in the light of the basic education Learning continuity Plan."

### AUTHOR'S PROFILE

---



**MARIJANE A. LUMBA**

The author is born on June 3, 1984 at Baybay City, Leyte, Philippines. She finished her Bachelor's degree in Agribusiness Major in Business Management at Visayas State University – Main Campus. After almost seven years in working as a pharmacy stock analyst she decided to earn units in education to qualify for Licensure examination for teachers. After two years of hardship in managing her time for her family, work, and school she successfully earned 42 units of Bachelor in Secondary Education Major in English at Saint Michael College- Hindang Leyte. Never had a chance to take formal review for LET due to her busy schedule but in God's grace she passed the said examination during the first try. Successfully entered DepEd and she has been assigned as officer in charge and department head for how many years. Then she realized that she was really into the supervision field. Her experiences made her made up her mind to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher I in the Department of Education and a Grade 8 and Grade 9 English Teacher at Gabas Integrated School at Barangay Gabas Baybay City, Leyte, Philippines. She is assigned as School Paper Adviser of the secondary department of their school. She believes that supervising the young is the foundation of understanding how to supervise the old.