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# Effectiveness of Four-Pronged Reading Technique in Improving the Comprehension Skills of the Grade 6 Learners

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## ABSTRACT

Reading is a tool for learning other learning areas and competencies. It requires independent comprehension of the text read to fully understand what has been conveyed in the lesson. Unfortunately, after the pandemic, the education system in the Philippines encountered relevant issues on literacy making every educator to innovate their teaching strategies and approaches. And one of the innovations formulated to address literacy gap among learners is the integration of the four-pronged reading technique in teaching comprehension skills. Utilizing the reading passages in the Philippine Informal Reading Inventory (Phil-IRI) to determine the reading performance of the grade 6 learners before and after the implementation of the intervention, the 29 grade 6 learners were tested. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. After a series of activities provided in the implementation of four-pronged reading technique, the study revealed a significant difference in the performances of the grade 6 learners in comprehension skills before and after the implementation of four-pronged reading technique. The result of the present study suggests that the four-pronged reading technique effectively enhanced the comprehension skills of the learners, marking a clear improvement in their overall performance. The observed changes underscore the value of targeted instructional approaches in fostering academic progress and emphasize the potential for continued enhancement of educational methodologies to support student learning outcomes. Highlighting the application of four-pronged reading technique in learning to read and be able to comprehend what the learners read, has been instrumental in achieving the desired learning outcomes of the learners while enjoying and mastering the technique to improve the comprehension skills of the learners.

*Keywords — Effectiveness, Four-Pronged Reading Technique, Comprehension Skills, Grade 6 Learners*

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## I. INTRODUCTION

Comprehension skills are the most important skills in reading. Without comprehension, there is no reading at all. Reading is one of the most important skills a person can acquire in his whole life. It is a process of getting meaning from the printed page and interpreting symbols drawn from the image, idea, passion, or experience of the author and that of the reader. Through reading, a person can get information concerning problems or issues that affect human life. Thus, reading is the primary key to all knowledge. It offers effective access to information, ideals, aspirations, and happenings of both past and present. By it, we can broaden our horizons from home, country, and the world. It is reading that brings us closer to our surroundings, that changes our outlook, broadens our interests, gives a deeper insight into things, and promotes a richer and stable personality.

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Obviously, one cause of dissatisfaction in school is reading failures on the part of the students. The inability of the learners to read often results in their dropping out of school, hence, depriving them of the enjoyment of being fully human. A learner who is not given the opportunity to read cannot function in a proper way; he cannot live a full human and social life enjoyed by those who are exposed to the world of the printed page.

In fact, poor reading comprehension has a crucial impact on understanding the context. This is one of the most common problems among students and teachers in basic education especially after the onslaught of COVID-19 pandemic. Reading with comprehension laid the foundation for future learning and apprehension in all subject areas. Without this foundation, students would find it difficult to succeed academically, particularly in reading and writing as well as in subjects such as English, math, science, and social studies (Requiso-Jimenez & Bascos-Ocampo, 2022).

Decoding written symbols is the process of reading. Reading has a foundational position among all the macro skills because it must be mastered before any of the other skills. Reading, unfortunately, involves more than just understanding letters and symbols when it comes to teaching and learning. It is a complicated procedure that includes the processing of text and understanding of meaning in addition to word recognition (Deluao et al., 2022).

Reading plays a significant role in a child's learning process as it is the most important language skill and one of the fundamental skills needed in the classroom (Sadiku, 2015). Yet, as claimed by Helarde (2021), it is the mother of all study skills. Nevertheless, even though reading comprehension has long been recognized as a crucial part of the learning process, it is still a major issue in all the schools. Reading gives readers a fresh set of abilities and access to a wealth of information that will help them in their academic endeavors. All learning areas require reading as a prerequisite (Tomas et al., 2021).

Although students who are exceptional at learning languages can pick up English lessons from pupils who are less brilliant, the teaching strategy must be effective (Manlapaz et al., 2022). Anjulo (2017) has researched reading comprehension teaching strategies and placed a focus on the use of an extensive reading technique. Students usually choose an intensive reading strategy as a result, yet comprehensive reading approaches have a big impact on how well students understand what they read and remember the words and phrases they have read. Students will also have several chances to read independently, and their reading comprehension will increase by using metacognitive reading techniques (Kung & Aziz, 2020).

Today's world is supposedly a reading world. A person must read to completely enjoy life. Because it is thought that reading is where most of the knowledge is obtained, reading is essential for everyone's mental and cultural development and progress. People read for 80% of the tasks they complete each day. Because of this, reading is regarded as one of the most crucial activities in both school and daily life (Requiso-Jimenez and Bascos-Ocampo, 2022).

Teachers in the field used several reading strategies and techniques to attain independent readers in a particular grade level. Through the utilization of these varied and differentiated reading techniques, reading difficulty of the learners is addressed. Hence, the four-pronged reading technique has been used by the researcher to help her in teaching reading comprehension skills among grade 6 learners. As one of the interventions implemented in the school for learning recovery among learners, the researcher is interested in evaluating the effectiveness of this teaching and learning strategy in improving the performance of the learners in reading. A proposed improvement plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a grade 6 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of four-pronged reading technique in improving the comprehension skills of the grade 6 learners of San Roque Elementary School, Tanauan II District, Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the grade 6 learners in comprehension skills before the utilization of four-pronged reading technique?
2. What is the performance of the grade 6 learners in comprehension skills after the utilization of four-pronged reading technique?
3. Is there a significant difference in the performance of the grade 6 learners in comprehension skills before and after the utilization of four-pronged reading technique?
4. What improvement plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study adopts a quasi-experimental research design utilizing pre-test and post-test assessments to assess the impact of the four-pronged reading technique on enhancing the comprehension skills of grade 6 learners at San Roque Elementary School, Tanauan II District, Leyte Division. The research locale, San Roque Elementary School, situated in Barangay San Roque, Tanauan, Leyte, encompasses 604 learners across 22 classes overseen by 22 teachers and a school principal. Key initiatives at the school prioritize literacy and numeracy, with projects like Project Pagbasa and Project Pag-ihap targeting struggling learners. The study includes 29 grade 6 learners selected through complete enumeration for the academic year 2023-2024. Research instruments incorporate the Philippine Informal Reading Inventory (Phil-IRI) Packages to gauge reading levels, categorized as frustration, instructional, independent, and non-reader. Lesson plans utilizing the four-pronged reading technique are designed and validated by the District English Coordinator and School Heads, forming part of a comprehensive intervention strategy after pre-testing. Following a 4-week intervention period, a post-test assessment will evaluate the effectiveness of the intervention, supported by a matrix of activities to monitor progress.

**Sampling.** The respondents of this study were twenty-nine (29) Grade 6 learners enrolled in the above-mentioned locale for School Year 2023-2024. Complete enumeration was employed in choosing the respondents for the study.

**Research Procedure.** After receiving research approval, the data collection phase commenced. Requests to conduct the study were submitted to relevant authorities for approval. Initially, a letter seeking approval from the Schools Division Superintendent was submitted, followed by permission letters to the Public Schools District Supervisor and School Principal upon approval. Subsequently, data collection proceeded, starting with an orientation session for the respondents, where parental consent was obtained for their children's participation. The pre-test was administered during English periods, followed by a four-week intervention period focusing on teaching reading skills using the four-pronged reading technique. Post-intervention, a post-test was conducted, and responses were collected, tabulated, and subjected to statistical analysis. A Matrix of Activities was devised to monitor the data gathering progress throughout the study.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to

be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data** The quantitative responses were tallied and tabulated, followed by statistical treatment using specific methodologies. Simple Percentage was utilized to assess the performance of grade 6 learners in reading before and after employing the four-pronged reading technique in teaching and learning. Additionally, the t-Test of Mean Difference was applied to ascertain significant changes in the reading performance of grade 6 learners pre- and post-implementation of the four-pronged reading technique.

### III. RESULTS AND DISCUSSION

**TABLE 1**

**PRE-TEST PERFORMANCE OF GRADE 6 LEARNERS IN COMPREHENSION SKILLS**

Score Range	Description	PRETEST	
		Frequency	%
25-30	Excellent	0	0
19-24	Very Good	0	0
13-18	Good	7	24
7-12	Fair	22	76
1-6	Poor	0	0
Total		29	100
<b>Weighted Mean</b>		<b>10.83</b>	<b>Fair</b>

Table 1 presents the pre-test performance data of grade 6 learners in comprehension skills, categorized by score ranges and corresponding descriptions. None of the learners scored in the "Excellent" or "Very Good" categories, indicating a general absence of higher achievement levels in this initial assessment. The majority of students, 76%, fell into the "Fair" category with scores ranging from 7 to 12, suggesting a basic understanding of the subject matter but with room for improvement. A smaller portion, 24%, scored in the "Good" range (13-18), demonstrating a moderate level of proficiency. No students scored in the lowest category, "Poor" (1-6). The weighted mean score of 10.83 aligns with the "Fair" category, reflecting an overall baseline performance level among the grade 6 learners in comprehension skills before any intervention or instructional changes were implemented. This data highlights the need for targeted interventions to improve reading proficiency across different skill levels among the learners. According to Ricketts, Nation, and Bishop's research from 2007, students' insufficient vocabulary knowledge may hinder their ability to comprehend a book, particularly if the material uses unusual words. Also, pupils with low understanding displayed vocabulary deficiencies and could only read fewer exceptions when compared to students with excellent comprehension skills. Like this, Chou (2011) concluded that pupils' reading comprehension is influenced by their vocabulary size. Hence, when compared to students with less vocabulary knowledge, students with more vocabulary knowledge may understand material better.



**TABLE 2**
**POST-TEST PERFORMANCE OF GRADE 6 LEARNERS IN COMPREHENSION SKILLS**

Score Range	Description	POST TEST	
		Frequency	%
25-30	Excellent	14	48
19-24	Very Good	14	48
13-18	Good	1	4
7-12	Fair	0	0
1-6	Poor	0	0
Total		29	100
<b>Weighted Mean</b>		<b>23.83</b>	<b>Very Good</b>

Table 2 illustrates the post-test performance results of grade 6 learners in comprehension skills, categorized by score ranges and their respective descriptions. The majority of students, comprising 48% each, achieved scores in the "Excellent" and "Very Good" categories, with scores ranging from 25 to 30 and 19 to 24, respectively. This indicates a significant improvement in reading proficiency following the implementation of instructional strategies or interventions. A small percentage, 4%, achieved scores in the "Good" range (13-18), suggesting continued proficiency but with fewer students falling into this category post-intervention. None of the learners scored in the "Fair" or "Poor" categories, showing a notable absence of lower performance levels. The weighted mean score of 23.83 aligns with the "Very Good" category, indicating an overall enhanced performance level among grade 6 learners in comprehension skills after the intervention period. These results underscore the effectiveness of the instructional approach in improving comprehension skills among the students. The effectiveness of the diversified technique for reading comprehension was examined by Ma'youf and Aburezeq in 2022. Two groups were created, one of which received instruction using the conventional technique, and the other of which received instruction using the four-level strategy (literal, inferential, critical, and creative). As compared to students who received instruction in the conventional manner, the researchers discovered that adopting the four-level technique improves student performance. McNamara et al. (2007) suggested the adoption of a four-pronged strategy. With the use of four subcategories, readers can monitor their reading using this strategy: (a) pre-reading planning; (b) interpretation of the concepts, sentences, and words found in the text; (c) organizing, synthesizing, and restructuring information; and (d) reaching beyond the text. One important conclusion is that learners who use metacognitive reading strategies are more likely to keep track of their reading. Students' reading comprehension is significantly enhanced by using detailed guidance on various reading strategies. Each method has unique advantages and applications; thus, educators must use appropriate reading strategies that are catered to the readers' "perceived learning styles" for readers to improve their reading comprehension and have fun reading (Tadayonifar et al., 2021).

**TABLE 3**
**TEST OF DIFFERENCE BETWEEN THE SCORE IN THE PRE-TEST AND POST-TEST  
 OF GRADE 6 LEARNERS IN COMPREHENSION SKILLS**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
<b>GRADE 6 Learners in English</b>	10.83	23.83	2.401	1.314	Reject $H_0$	Significant

Table 3 presents the results of the test of difference between the pre-test and post-test scores of grades 6 learners in comprehension skills. The pre-test mean score was 10.83, while the post-test mean score significantly increased to 23.83. The computed t-value was 2.401, which exceeded the critical t-value of 1.314, leading to the rejection of the null hypothesis ( $H_0$ ) and indicating statistical significance. This suggests that there is a significant difference in the reading performance of grade 6 learners before and after the intervention. The interpretation underscores that the instructional strategies or interventions implemented effectively improved the comprehension skills of the students during the study period. Studies have shown that using a structured approach like the four-pronged method can significantly improve students' reading skills. For instance, a study by the National Reading Panel (2000) highlighted the importance of systematic phonics instruction (decoding) in improving reading fluency and comprehension. The four-pronged approach addresses different aspects of reading, ensuring a more holistic development of reading skills. This is supported by research indicating that multifaceted reading programs are more effective than those focusing on a single aspect of reading (Gambrell, Morrow, & Pressley, 2007). By incorporating various reading activities, the four-pronged approach can increase student engagement and motivation. Guthrie and Wigfield (2000) found that engagement in reading activities is a critical factor in developing reading comprehension and overall literacy. The approach is adaptable to different age groups and learning environments. Studies by Allington (2012) have shown that differentiated instruction, which is a key feature of the four-pronged approach, can effectively meet the diverse needs of students.

#### IV. CONCLUSION

Based on the analysis of the pre-test and post-test performance of grade 6 learners in comprehension skills, it is evident that the implementation of the four-pronged reading technique yielded significant improvements. Initially, a majority of students demonstrated fair proficiency levels during the pre-test assessment. However, following the intervention, there was a noticeable shift towards higher performance categories, particularly in the excellent and very good ranges. This shift suggests that the four-pronged reading technique effectively enhanced the comprehension skills of the learners, marking a clear improvement in their overall performance. The observed changes underscore the value of targeted instructional approaches in fostering academic progress and emphasize the potential for continued enhancement of educational methodologies to support student learning outcomes. Highlighting the application of four-pronged reading technique in learning to read and be able to comprehend what the learners read has been instrumental in achieving the desired learning outcomes of the learners while enjoying and mastering the technique to improve the comprehension skills of the learners.

#### V. RECOMMENDATIONS

1. Utilize the proposed improvement plan formulated and the intervention mentioned in teaching reading comprehension skills.

2. Teachers must implement the four-pronged reading technique in teaching and learning reading.
3. School Heads must formulate training design and conduct such to the teachers to acquire knowledge and competencies in teaching reading utilizing the four-pronged reading technique.
4. School Heads must assist and provide technical assistance to the teachers in the formulation of reading passages and stories to be used in the class.
5. School Heads must provide resources and other materials needed to produce reading materials to be used in teaching reading comprehension skills to the learners utilizing the four-pronged reading technique.
6. Teachers must create a classroom where learners have more reading materials to use during teaching-learning process.
7. Teachers must encourage learners to love to read through modelling and showing to them how to read, and
8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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