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ENHANCING THE READING COMPREHENSION SKILLS OF GRADE 4 PUPILS IN SELECTED SCHOOLS IN CATANAUAN I DISTRICT THROUGH THE USE OF PRE-TEACHING VOCABULARY AND REPEATED READING METHODS

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ABSTRACT

Reading comprehension is necessary among pupils as it is the foundational skills for the overall academic success of elementary learners, particularly Grade 4 pupils. It is the ability to understand and engage with text passages which is critical for a lifelong learning and a foundation for education. Nonetheless, many pupils are struggling with comprehension due to limited vocabulary. This study therefore sought to enhance the reading comprehension skills of the Grade 4 pupils identified as struggling readers in selected schools in Catanauan I District by implementing pre-teaching vocabulary and repeated reading methods as reading intervention program. A quantitative-qualitative research was conducted to measure the reading performance of 371 pupils handled by 18 teachers in the said district. To measure the reading profile of the pupils, the Philippine Informal Reading Inventory (Phil-IRI) assessment from the Department of Education was used. Pre-test and post-test performance of students were analyzed using descriptive statistics to determine the effectiveness of the pre-teaching vocabulary and repeated reading method. Results indicated a significant improvement of the reading comprehension skills of the pupils as compared with previous reading performance. The findings suggest that the reading intervention program significantly enhanced the reading comprehension of Grade 4 pupils. It is recommended as classroom-based best practice for teachers and a strategy to improve literacy outcome.

KEYWORDS: *Pre-Teaching Vocabulary, Reading Comprehension, Repeated Reading Method, Vocabulary, Reading Intervention Program*

INTRODUCTION

Reading is one of the most essential abilities a pupil should develop (Peng & Kievit, 2020). Reading comprehension is way more profound than that. It is the ability to define word by word and create a profound idea from the talks given or read. Reading comprehension is a vital part of higher order thinking skills for fourth grade students when it comes to learning competencies. Reading comprehension involves the ability to not only read the lines but also the abstract step of "reading the lines, reading between the lines, and reading beyond the lines." Therefore, a learner should also be capable of understanding what they are reading. Particularly in the Philippines, students continue to struggle with the foundation of learning, especially in their reading skills. This concern is echoed in the Program for International Student Assessment (PISA) and Second Congressional Commission on Education (EDCOM2) where Filipino students from low to middle class showed below-average reading proficiency. The Department of Education (DepEd) has then encouraged the urgency to improve literacy outcome for the country's educational system.

In promoting quality education in the Philippines, DepEd's "Every Child a Reader Program" (ECARP) under the DepEd Memo No.173, s. 2019 states that the Department of Education is continuously fulfilling its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning. It makes every learner develop their reading skills needed to strengthen the reading proficiency of every learner and to nurture a culture of reading. Also further ratified by DepEd Order No. 50, series of 2012 is Every Child a Reader Program (ECARP). In the words of Burns (2022), this program is rooted in the Reading Recovery approach, which is a well-established early literacy intervention. ECARP focuses on providing targeted support to the poorest literacy learners,

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ensuring that effective interventions are scaled up without losing their impact. The program emphasizes the importance of teacher training and infrastructure to support literacy development in primary schools, drawing from the successful implementation of similar programs in other contexts which states that every child must be a reader at their grade level. It is supporting the attainment of Education for All (EFA) target of universal school participation and elimination of dropouts and repetition in the first three grades (Catuiran, 2022).

The provincial setting in the Division of Quezon, specifically in Catanauan I District, also reflects these challenges, which is having low reading performance in the beginning of academic school year 2024-2025. Based on the district data, out of 991 Grade 4 pupils, 19.27% are in the Independent level. This level is crucial as it indicates the students' ability to engage with reading materials on their own, fostering self-directed learning, and confidence in reading. Meanwhile, 27.34% of pupils are in the Instructional level, which is slightly above the students' comfort zone which is optimal for learning and provides enough challenge to promote skill development without causing frustration. Lastly, 53.39% of pupils are in Frustration level wherein text is too difficult for the student to read and understand, even with guidance and support. Engaging with texts at this level often leads to frustration and a lack of engagement, which can hinder learning and motivation. Based on the results, many students have low vocabulary when it comes to English and science subject. This could lead to struggles in learning and low achievement of learning competencies.
To address the struggling readers in the Instructional level and Frustration level, pre-teaching vocabulary and repeated reading methods as a reading intervention program can help bridge gaps in learning and give all pupils a more equal opportunity to achieve good learning outcome and gain higher order thinking skills. This is a classroom intervention program which enables learners to become equipped with reading skills and make them proficient. This study focused on pupils in the Instructional and Frustration levels as they represent the critical reading levels and considered not yet Independent readers. Grade 4 pupils' reading performance in below grade level are at risk of falling further behind in all subjects and an effective classroom intervention can prevent academic failure and improve long term educational outcomes.

Thus, this study aimed to investigate the effect of the pre-teaching vocabulary and repeated reading methods as an intervention program to enhance reading comprehension skills of Grade 4 pupils in selected schools in Catanauan I District. The study sought to have practical evidence-based data for enhancing reading instruction and learner outcomes as it could benefit the pupils who are at risk in reading and to help them through this reading intervention program.

Purpose of the Research

This research aimed to determine the effectiveness of pre-teaching vocabulary and repeated reading methods in improving the reading comprehension skills of pupils.
Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
   a. age?
   b. gender?
2. What is the Grade 4 pupils' level of reading comprehension based on the pre-test results?
3. What is the Grade 4 pupils' level of reading comprehension based on the post-test results?
4. Is there a significant difference between their reading comprehension based on the pre-test and post-test results?
5. What are the learners' learning experiences about the pre-teaching vocabulary and repeated reading intervention?
6. What are the class advisers/teachers' perspective about the pre-teaching vocabulary and repeated reading intervention?

Significance of the Research

The study which focused on enhancing the reading comprehension skills of Grade 4 pupils using pre-teaching vocabulary and repeated reading methods would benefit the following:
Schools. The study could help schools in implementing effective classroom instruction and innovations to achieve positive learning outcomes for students. The results could provide them ideas on how they can enhance implementation of reading intervention programs as well as the teaching of reading among students, especially to those struggling readers.

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Teachers. Results of this study could help them enhance and adapt the pre-teaching intervention program in classrooms and in schools and thereby enhance students' learning. They could gain insights on how they can improve the vocabulary skills of struggling readers. They could also improve themselves in terms of personal and professional aspects as they could be capacitated to become effective reading teachers.

Students. This study could be a great help for them as they could benefit from the output of the study which is aimed at improving the implementation of the reading intervention program. This could help increase their interest, vocabulary, and performance to overcome reading difficulty.

Parents. This study would also benefit them as they could be enlightened on how they can support their children's understanding of lessons, leading to better performance in school and better academic outcomes.

Future Researchers. They could be inspired to focus on the classroom learning instructions and to use this study as a relevant reference in conducting a similar study focusing on reading performance of students and reading intervention program.

METHODS

Research Design/Research Instrument/Data Gathering Procedures

The study adopted quantitative and qualitative approaches in gathering data to gain a comprehensive understanding of how pre-teaching vocabulary and repeated reading method enhance the reading comprehension skills of Grade 4 pupils in selected schools of Catanauan I District. Specifically, a pre-experimental research design was used to assess the impact of the pre-teaching vocabulary and repeated reading methods on reading comprehension, vocabulary mastery, and reading fluency among early grade pupils. It focused on measuring the effectiveness of the reading intervention program through a pretest-posttest design method. A standardized reading comprehension tests was administered among Grade 4 pupils to obtain the target participants, those struggling readers, from selected schools in Catanauan I District. Each school was coded for data privacy.

Qualitative variable complemented the statistical findings which involved exploring the experiences and perceptions of both pupils and teachers. This was done through formal interviews and gaining deeper insights on how students responded to the pre-teaching vocabulary and repeated reading methods as a reading intervention. The data helped to explain the factors that influenced the outcomes or the results.

The research instrument used was the Revised Philippine Informal Reading Inventory (Phil-IRI) from the Department of Education which is an assessment tool to measure the learners' level in reading comprehension. Based on the Phil-IRI, a parallel pre-test composed of a six-item comprehension test that relies on a series of structured passages in English at the Grade 4 level was administered. This is a multiple-choice type of test that covers different levels of comprehension. It includes the literal, inferential, and critical comprehension. Literal comprehension addresses low-level understanding by only asking for information explicitly mentioned in the text. After that, the interventions were implemented. Then, the Phil-IRI post-test was administered quarterly using the same procedure as the pre-test.

Upon the approval of the district supervisor, school heads, and classroom adviser, the researcher used the Revised Philippine Informal Reading Inventory (Phil-IRI) as the main instrument (Abril et al., 2022). The Department of Education developed this classroom-based assessment tool. Phil-IRI is an assessment tool measuring the pupil's level of reading comprehension. The Phil-IRI Assessment Tool was created to be utilized as a classroom-based assessment tool to gauge and analyze students' reading proficiency (Libao, 2024). The instrument was based on the given reading materials from the Phil-IRI. There were four (4) different stories that have a different level for students from easy, medium, and hard. There were five items in the multiple choice questions used to measure the reading comprehension skill level of the pupils using paper and pencil test to identify the improvement of reading vocabulary among students. The Pre-Teaching Vocabulary and Repeated Reading Methods were implemented as the reading intervention program used to teach the pupils engaged with the reading material. This intervention program served as a best practice to support comprehension and reduce the difficulty of unfamiliar words during reading. The following are the step by step implementation of Pre-Teaching Vocabulary for a classroom reading intervention program: *Step 1* - The teacher has the picture as an instructional material made by the researcher. The instructional material focused on the difficult word to unlock difficulty and gain familiarity of the word that is essential for comprehension. *Step 2* - The teacher introduces each word with student-friendly definition easily understood by Grade 4 pupils and shows how each word

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is used in the upcoming text by providing an example. *Step 3* - Engaging pupils' interaction in activities and games, such as matching words with definitions and playing vocabulary games, and Think-pair-share, as a collaborative discussion of new words.

Meanwhile, the following are the step by step implementation of the Repeated Reading Methods as a classroom reading intervention program: *Step 1* - Building a strategy where a pupils read the same passage multiple times until fluency and comprehension by selecting 100 words or more as the student's instructional reading is achieved. *Step 2* - The teacher reads the passage a loud to emphasize expression, pacing, and accuracy on the text. *Step 3* - Pupils read the same passage aloud multiple times (3-4 repetitions are suggested). *Step 4* - After the repeated readings, the teacher discusses what the passage is all about and asks comprehension questions or pupils summarize the text.

Data gathering started starting with a personal visitation of the researcher to ask permission from the Public District Supervisor of Catanauan I District to conduct the study. Upon the approval of the PSDS, school heads and class advisers where personally visited by the researcher and targeted the Grade 4 sections with high rate of struggling readers. Their participation in the study is optional and voluntary, and confidentiality was observed to protect the privacy of the participants.

The class advisers with the researcher's supervision conducted a pre-test using the Phil-IRI reading assessment tool to measure the reading performance of the struggling readers in every level of the reading passage. Afterwards, the class advisers implemented the reading intervention program, pre-teaching vocabulary and repeated reading methods. The implementation was done within four (4) weeks and was conducted every day at three o'clock to four o'clock in the afternoon, based on the DepEd mandates of 3 O'clock Reading Habit and 3B's Bawat Bata Bumabasa.

At the final point, Phil-IRI comprehension test was administered. Through engaging questions, pupils reflected deeply on the content of the story they read and analyse and connect to context. The approach is essential to improve comprehension skills and promote critical and moral reasoning that is holistic for education.

The data were analyzed using statistical methods including the frequency, percentage, mean, and paired t-test to determine improvements in reading comprehension and assess the impact of intervention which is the pre-teaching vocabulary and repeated methods.

Consequently, qualitative data were gathered by conducting interviews among teachers and students to gain insights on the implementation of the reading intervention program.

Respondents of the Study

The respondents of the study were the teachers and pupils from the selected schools in Catanauan I District. The schools were identified as they have potential pupil respondents with low reading performance. These schools also have sections classified as heterogeneous and have the need for reading intervention program.

The pupil respondents from selected schools in Catanauan I District obtained low reading comprehension profile and identified to be at the Frustration level at the beginning of the academic school year based on the report of Catanauan I District. Also, the Grade 4 teachers handling low reading performance pupils reportedly under Instructional and Frustration levels for the academic school year 2024-2025 were also identified as respondents for the study.

This study involved 371 Grade 4 pupils handled by 18 class advisory teachers from selected public schools in Catanauan I District of Quezon which implemented a classroom-based reading intervention program. As part of the withdrawal criteria, if the grade four class adviser of the selected school refused to use the said classroom-based reading intervention program, they were excluded as respondents and their decision was respected. Professional and ethical considerations in the research were observed such as voluntary participation of class advisers and teachers to perform and making their responses confidential and taken anonymously. The respondents who agreed to participate in the study received a letter to be signed as part of the informed consent. The school or the respondent who withdrew from the study was replaced by another school or respondent within the research locale.

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Table 1
List of Target Schools in Catanauan I District

Schools	Number of Teachers	Number of Students in Instructional Level	Number of Students in Frustration Level
School A	2	25	15
School B	5	70	54
School C	4	39	48
School D	1	7	2
School E	2	22	13
School F	2	16	24
School G	2	20	16
Total	**18**	**199**	**172**

Sampling Design and Procedures

The study used purposive sampling as it focused on the Grade 4 pupils with low reading performance from the seven (7) schools in Catanauan I District. They were those who belonged to the Frustration and Instructional Level based on the pre-test administered. They were selected as samples from the schools that have low reading profile. The researcher coordinated with the School Heads (SH) and class advisers to identify the pupils to participate in the study. They were 371 students from selected schools, 192 male and 179 female pupils, that participated in the reading intervention program handled by 18 class advisers.

Subsequently, the researcher performed and administered a Group Screening Test (GST) to determine a whole class' reading level and to identify particular students who may need more assistance in performing reading task based on the Philippine Informal Reading Inventory Manual 2018. Among group of pupils, the test on the level passages and parallel test were used to identify the pupils who may need further individual assessment and to provide support for inclusion in a reading intervention program. After the GST was administered among pupils in Grade 4 level, pupils were identified as to Independent, Instructional and Frustration levels. Pupils who have been identified as needing support and belonging to the Instructional and Frustration Levels and classified as struggling readers were included in the reading intervention program.

These struggling readers were prioritized to be included in intervention program that aimed to enhance reading skills. The intervention program was scheduled regularly and aligned with the students' specific need as identified on the assessment. The instructional materials (IMS) were personally made by the researcher to be used for the intervention program. Furthermore, progress monitoring was conducted daily through parallel test and comprehension check to evaluate the effectiveness of the intervention program. The program aimed to enhance the reading comprehension skills of Grade 4 pupils.

Research Locale/Study Site

The study was conducted in selected schools in Catanauan I District of Quezon in the School Year 2024-2025. They were public schools located at the rural area in Catanauan, Quezon in the southern part of Bondoc Peninsula in the Third Congressional District of Quezon. The said schools have low rate of independent readers since year 2020 when the pandemic hit; a lot of learners are affected as there was no reading guidance from home. In the recognition of having a high percentage of frustrated readers, a reading intervention program through the use of pre-teaching vocabulary and repeated reading methods was implemented to help the pupils improve performance and enhance vocabulary skills.

Hypotheses

Based on the objectives, the hypothesis of the study is:
Ho: There is no significant difference between the pupils' reading comprehension level based on the pre-test and post-test results.

Research Paradigm/Conceptual Framework

The conceptual framework of this study focused on measuring the effectiveness of a reading intervention program. Figure 1 illustrates the systematic process followed in implementing the reading intervention program. The selection of the Grade 4 pupils involved the conduct of the Phil-IRI Group Screening Test (GST) as diagnostic tool to determine

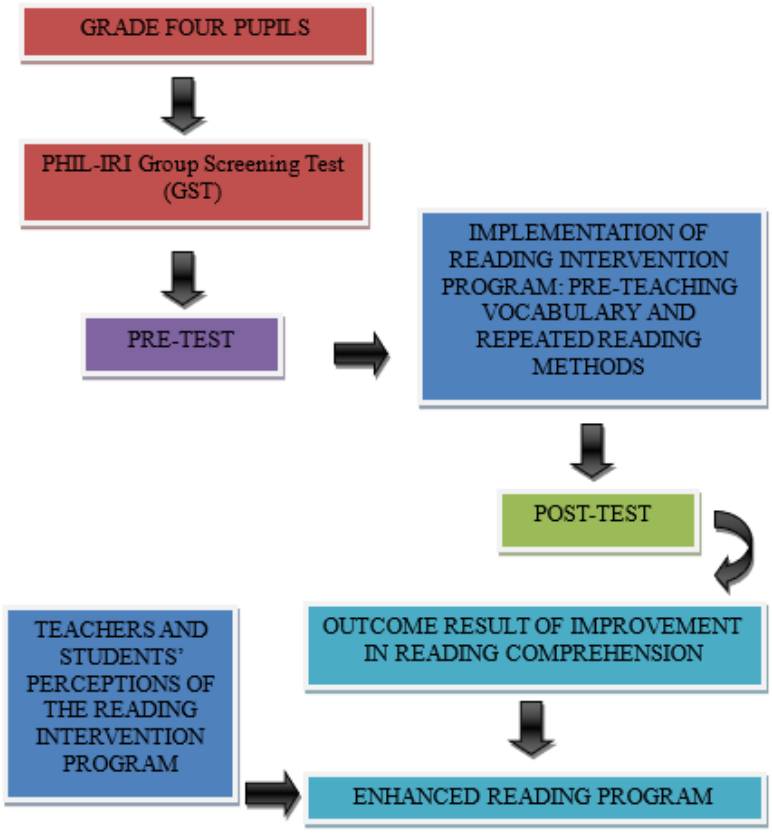
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the reading levels of students as to Independent, Instructional, or Frustration. Struggling readers were identified as those who fell under the Instructional and Frustration levels, indicating pupils who need reading support.

A pre-test was administered to identified pupils to establish as a baseline for learners' reading comprehension performance before the intervention started. Pupils who were in the Instructional and Frustration Levels participated in the reading intervention program called Pre-Teaching Vocabulary and Repeated Reading Methods as core treatment addressing struggling readers to improved their reading comprehension.

A post-test was conducted after the intervention program to evaluate the progress of the pupils as a result of the intervention. The improvement in their reading comprehension was analyzed by comparing their pre-test and post-test scores and thereby determined the level of progress of the Grade 4 pupils' reading comprehension.

Figure 1
Research Paradigm of the Study



RESULTS AND DISCUSSION

Table 2 shows the distribution of the respondents as to age and gender. As shown by the data, most of them were 9 years old (44%) and 10 years old (43%). Chi (2024) reported that 90% of Filipino children aged 9 struggle to read or understand simple text according to the World Bank's 2022 data on learning poverty. But even before the COVID-19 pandemic set back students' learning, the pre-pandemic figure pegged learning poverty in the Philippines at 70%.

In addition, some students in the age bracket of 11 to 14 years old who are still at Grade 4 level were those who are in Balik-Aral program and retained students who were not able to pass for the next grade level because of low comprehension and failure in some subjects.

In terms of gender, majority of the pupil respondents were male with 52%. According to the Department of Education (2020) Basic Education Learning Continuity Plan in the Time of COVID-19 on reading gaps during COVID-19 emphasized widening learning gaps, especially in literacy. Male students, particularly in Grades 4-10, were more at

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risk of falling behind due to socio-cultural expectations and lower engagement in reading-related activities. Reading intervention programs reflect DepEd's commitment to addressing reading challenges among students, with particular attention to male learners who have been observed to lag in reading proficiency.

Table 2
Respondents' Distribution as to Demographics

A. Age	**Frequency**	**Percentage**
9 years old	165	44%
10 years old	161	43%
11 years old	32	9%
12 years old	8	2%
13 years old	2	<1%
14 years old	3	1%
Total	**371**	**100**
B. Gender	**Frequency**	**Percentage**
Male	192	52%
Female	179	48%
Total	**371**	**100**

Table 3 reveals the reading comprehension level of pupils based on the pre-test results. Overall, majority of the pupils (54%) belonged to the Instructional Level while 46% was in the Frustration Level.

Instructional Level Pupils are still at risk and also require consistent support from a well-structured intervention. They still need guidance and support to fully understand texts and passage. Continued support reduces the risk of pupils falling and also helps in reading enhancement. Plotado (2024) emphasized that regular assessments and tailored interventions are essential for addressing reading comprehension challenges, leading to better literacy outcomes.

Majority of the pupils in School C and School F belonged to the Frustration Level, with 55% and 60%, respectively. Higher result of Instructional and Frustration based on the Phil-IRI reading comprehension means several students have poor reading comprehension skills when it comes to assessing what they read. The focus of the study were those pupils in Instructional Level and Frustration Level to help them become more skilled readers.

In the study of Natividad (2020), she suggested that teaching strategies would indeed help students' academic performance and inspire students to be more active in classroom discussions and develop good grades. This motivates students to participate more actively in class discussions, and, as a result, they are more likely to achieve good scores (Maryline, 2021).

Table 3
Pupils' Reading Comprehension Level Based on the Pre-test Results

School	**Instructional**	**Frustration**	**Total**
School A	25 (62%)	15 (38%)	40
School B	70 (56%)	54 (44%)	124
School C	39 (45%)	**48 (55%)**	87
School D	7 (78%)	2 (22%)	9
School E	22 (63%)	13 (37%)	35
School F	16 (40%)	**24 (60%)**	40
School G	20 (56%)	16 (44%)	36
TOTAL	**199 (54%)**	**172 (46%)**	**371**

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Table 4 discloses the reading comprehension level of pupils based on the posttest results. As can be seen, there is a marked increase in the reading comprehension level of pupils as majority (81%) of them fell under the Independent category. This connotes the effectiveness of the pre-teaching vocabulary and repeated reading methods as an intervention program.

Notably, 100% of the pupils in School E and School F belonged to the Independent level after the reading intervention program. Meanwhile, 70% of pupils in School C belonged to Independent level. The findings indicate that the pre-teaching vocabulary and repeated reading methods are indeed effective reading intervention program and could help improve the reading comprehension skills of pupils. This statistically significant improvement suggests that the educational strategies implemented specifically pre-teaching vocabulary and repeated reading positively impacted the students' reading comprehension skills (Magdale et al., 2024). Recent studies in the field of education support this finding. Research by Smith and Jones (2021) found that pre-teaching vocabulary significantly enhances students' comprehension by providing them with necessary background knowledge before encountering texts (Smith & Jones, 2021).

Table 4

Pupils' Reading Comprehension Level Based on the Post-test Results

School	Independent	Instructional	Total
School A	36 (90%)	4 (10%)	40
School B	93 (75%)	31 (25%)	124
School C	61 (70%)	26 (30%)	87
School D	8 (89%)	1 (11%)	9
School E	35 (100%)	0	35
School F	40 (100%)	0	40
School G	28 (78%)	8 (22%)	36
TOTAL	**301 (81%)**	**70 (19%)**	**371**

Table 5 presents the pre-test and post-test results in Level 1 of Grade 4 pupils who participated in the reading intervention program. As can be seen from the data, there is a notable improvement in pupils' performance after the implementation of the pre-teaching vocabulary and repeated reading methods in enhancing reading comprehension.

Before the intervention, the mean performance among the schools ranged between 1.11 to 3.28. This indicates that most pupils belonged to the Frustration and Instructional levels prior to the program. After the reading intervention program, the Mean Score rose significantly between 3.33 to 5.0. This marks a substantial increase in the overall mean performance of the schools as most of the pupils are now categorized as belonging to the Independent level.

The highest mean difference in performance was demonstrated by School G with 3.48. Pupils of Schools F and G achieved the highest mean performance of 5.0 while School E received the lowest mean performance of 3.33.

Based on the t-test values which are higher than the t-critical, the null hypothesis of no significant difference between the pretest and posttest results is rejected. It implies that there is a significant difference in the pupils' pretest and posttest mean scores. The p-values obtained which are all less than 0.05 level further show that the difference is indeed significant.

The findings indicate that the pre-teaching vocabulary and repeated reading methods help improved the reading comprehension skills of the pupils and that the program is a useful support for struggling readers.

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Table 5

Pre-test and Post-test Scores of Pupils in Reading Parallel Tests 1

School	Pre-test Mean (Variance)	Post-test Mean (Variance)	Mean Difference	t-test value	t critical	Sig. (*P*-value)	Decision/ Conclusion	Impression at 0.05 level of significance
A	3.28 (0.204487)	4.38 (0.204487)	1.10	-10.3562	2.0227	0.000	Reject Ho	Significant
B	1.58 (0.9173)	3.82 (0.3532)	2.24	-13.4741	2.0227	0.000	Reject Ho	Significant
C	2.52 (0.2514)	3.90 (0.5922)	1.38	-17.6426	1.9794	0.000	Reject Ho	Significant
D	2.46 (0.9955)	3.72 (0.8765)	1.26	-12.3109	1.9879	0.000	Reject Ho	Significant
E	**1.11** (0.3611)	3.33 (0.75)	2.22	-5.1215	2.3060	0.000	Reject Ho	Significant
F	3.23 (0.5933)	**5.00** (0)	1.77	-13.6059	2.0322	0.000	Reject Ho	Significant
G	1.52 (0.7173)	**5.00** (0)	**3.48**	-25.9497	2.0227	0.000	Reject Ho	Significant

Legend: If t > t critical, reject the null hypothesis; if *p* is less than .05, the result is statistically significant.

Table 6 reveals the pre-test and post-test results in Level 2 of Grade 4 pupils who participated in the reading intervention program. As shown by the table, there is a notable improvement in pupils' performance after the implementation of the pre-teaching vocabulary and repeated reading methods in enhancing reading comprehension.

In the pre-test, the mean performance of pupils ranged from 1.23 to 3.24, indicating that most pupils belonged to the Frustration and Instructional level prior to the implementation of the reading intervention program. After the use of the pre-teaching vocabulary and repeated reading methods, the Mean Scores increased with School F obtaining the perfect Mean Score of 5.0 and School B getting the lowest Mean Score of 3.62. Overall, the mean performance indicates that most pupils are now categorized as belonging to the Independent level.

The highest mean difference in performance was demonstrated by School F with 3.77.
Based on the t-test values which are higher than the t-critical, the null hypothesis of no significant difference between the pre-test and post-test results is rejected. It implies that there is a significant difference in the pupils' mean scores in the pre-test and post-test. The p-values obtained which are all less than 0.05 level further shows that the difference is indeed significant.

The findings indicate that the pre-teaching vocabulary and repeated reading methods helped in improving the reading comprehension skills of pupils and could be considered as effective reading intervention program. Research has also focused on the effectiveness of reading interventions for special populations, such as students with intellectual disabilities, dyslexia, and other reading difficulties. For example, shared text reading interventions have been found to be effective in improving the listening comprehension skills of students with intellectual disabilities (Dessemontet et al., 2024). Similarly, interventions that focus on word recognition and phonemic awareness have been found to be effective for students with dyslexia (Ruan et al., 2024; Akçamete, 2023).

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Table 6

Pre-test and Post-test Scores of Students in Parallel Tests 2

School	Pre-test Mean (Variance)	Post-test Mean (Variance)	Mean Difference	t-test value	t critical	Sig. (*P*-value)	Decision/ Conclusion	Impression at 0.05 level of significance
A	3.08 (0.5327)	4.20 (0.5231)	1.12	-10.3658	2.0227	0.000	Reject Ho	Significant
B	2.00 (0.8205)	3.62 (1.2660)	1.62	-9.9781	2.0227	0.000	Reject Ho	Significant
C	2.40 (0.5028)	3.92 (0.5951)	1.52	-20.0780	1.9794	0.000	Reject Ho	Significant
D	3.24 (0.4876)	3.97 (0.7779)	0.73	-10.8416	1.9879	0.000	Reject Ho	Significant
E	1.89 (0.3611)	4.00 (0)	2.11	-10.5393	2.3060	0.000	Reject Ho	Significant
F	**1.23** (0.2992)	**5.00** (0)	**3.77**	-40.7933	2.0322	0.000	Reject Ho	Significant
G	1.85 (0.9)	4.90 (0.0923)	3.05	-20.6901	2.0227	0.000	Reject Ho	Significant

Legend: If t > t critical, reject the null hypothesis; if *p* is less than .05, the result is statistically significant.

Table 7 illustrates the pre-test and post-test mean scores of the Grade 4 pupils in Level 3 from the different schools. As shown by the data, there is a marked increase in the pupils' mean performance after the implementation of the pre-teaching vocabulary and repeated reading methods in enhancing reading comprehension. Pupils of School F demonstrated the highest increase in mean performance with 3.89 mean difference.

Based on the pre-test results, the mean performance of pupils ranged from 1.11 to 2.52 only, indicating that most pupils belonged to the Frustration level prior to the implementation of the reading intervention program. After the use of the pre-teaching vocabulary and repeated reading methods, the Mean Scores increased significantly as shown by the computed mean difference. Their Mean Scores ranged from 3.95 to 5.00. Pupils of Schools F and G obtained the perfect Mean Score of 5.0 while those from School D got the lowest Mean Score of 3.95.

Based on the t-test values which are far higher than the t-critical, the null hypothesis of no significant difference between the pre-test and post-test scores is rejected. It means that there is a significant difference in the pupils' mean performance in the pre-test and post-test. The p-values obtained which are less than 0.05 level further indicates that the difference is indeed significant.

The findings reveal that the pre-teaching vocabulary and repeated reading methods are effective in improving the reading comprehension skills of pupils. The results revealed that prior to the program's implementation, most pupils were at the frustration and instructional level in their reading abilities. However, after the program was implemented, there were significant improvements in their oral reading competence. This highlights the effectiveness of the intervention program in enhancing students' reading skills.

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Table 7
Pre-test and Post-test Scores of Students in Parallel Tests 3

School	Pre-test Mean (Variance)	Post-test Mean (Variance)	Mean Difference	t-test value	t critical	Sig. (*P*-value)	Decision/ Conclusion	Impression at 0.05 level of significance
A	1.75 (0.6538)	4.25 (0.5)	2.5	-15.6125	2.0227	0.000	Reject Ho	Significant
B	1.95 (0.7154)	4.08 (0.3276)	2.13	-12.8934	2.0227	0.000	Reject Ho	Significant
C	2.52 (0.5282)	3.98 (0.4550)	1.46	-19.9119	1.9794	0.000	Reject Ho	Significant
D	2.44 (0.3186)	3.95 (0.3932)	1.51	-20.3175	1.9879	0.000	Reject Ho	Significant
E	2.11 (0.1111)	4.67 (0.25)	2.56	-14.5465	2.3060	0.000	Reject Ho	Significant
F	**1.11** (0.1630)	**5.00** (0)	**3.89**	-56.9348	2.0322	0.000	Reject Ho	Significant
G	1.85 (0.8487)	**5.00** (0)	3.15	-21.6251	2.0227	0.000	Reject Ho	Significant

Legend: If t > t critical, reject the null hypothesis; if *p* is less than .05, the result is statistically significant.

Table 8 displays the pre-test and post-test results of the Grade 4 pupils in Reading Level 4. As can be seen from the table, there is an increase in the pupils' mean performance after the implementation of the pre-teaching vocabulary and repeated reading methods. School F obtained the highest mean difference of 4.31 when pre-test and post-test results are compared.

Based on the pre-test scores, the mean performance of pupils ranged from 0.69 to 2.90, indicating that most of them belonged to the Frustration level prior to the implementation of the reading intervention program. After the use of the pre-teaching vocabulary and repeated reading methods, the Mean Scores increased and ranged between 3.75 to 5.00, with Schools F and G both obtaining the perfect Mean Score of 5.0. School B got the lowest Mean Score of 3.75.

Based on the t-test values which are far higher than the t-critical, the null hypothesis of no significant difference between the pre-test and post-test scores is rejected. It means that there is a significant difference in the pupils' mean performance in the pre-test and post-test. The p-values obtained which are less than 0.05 level further indicates that the difference is indeed significant.

The interventions or instructional strategies implemented across all schools were effective in improving reading levels, as evidenced by the significant increase in post-test scores. The consistency of results, especially in School F and School G, suggests not just effectiveness but possible best practices that could be adopted by other schools. Salalahi (2023) mentioned that technique proved to be an effective strategy for teaching reading comprehension. It specifically supports students in understanding factual texts, which is crucial for their academic success. The structured approach of this technique likely contributed to the observed improvements in comprehension.

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Table 8

Pre-test and Post-test Scores of Students in Parallel Tests 4

School	Pre-test Mean (Variance)	Post-test Mean (Variance)	Mean Difference	t-test value	t critical	Sig. (*P*-value)	Decision/ Conclusion	Impression at 0.05 level of significance
A	1.05 (0.6128)	4.28 (0.3583)	3.23	-20.9478	2.0227	0.000	Reject Ho	Significant
B	1.92 (0.7378)	3.75 (0.6026)	1.83	-11.728	2.0227	0.000	Reject Ho	Significant
C	2.47 (0.5437)	4.01 (0.3820)	1.54	-19.3349	1.9794	0.000	Reject Ho	Significant
D	2.90 (0.1403)	3.94 (0.3803)	1.04	-13.9913	1.9879	0.000	Reject Ho	Significant
E	1.67 (0.75)	4.67 (0.25)	3.00	-12.7279	2.3060	0.000	Reject Ho	Significant
F	**0.69** (0.4571)	**5.00** (0)	**4.31**	-37.75	2.0322	0.000	Reject Ho	Significant
G	2.10 (0.5538)	**5.00** (0)	2.90	-24.6453	2.0227	0.000	Reject Ho	Significant

Legend: If t > t critical, reject the null hypothesis; if *p* is less than .05, the result is statistically significant.

Table 9 shows the learners' perspective on the implementation of reading intervention program pre-teaching vocabulary and repeated reading methods for struggling readers. Their responses significantly show that the reading intervention program has evidently improved readers' understanding of texts and meanings, as well as engagement, which contributed to their growth in reading comprehension.

Students 1, 2, 6 and 8 said that they now understand text better, indicating the intervention helped them make sense of what they read. The reading intervention program was found as an effective tool to improve reading comprehension of the students. The use of the intervention program was successful in engaging pupils in improving reading performance and learning outcome. Vocabulary helps the students with their reading comprehension. When students meet a new word, they may refer to their vocabulary and find some context clues that can help them decode the meaning of a word and use it in a context. Students with a wide range of vocabulary are sound readers and very confident in public speaking (Caraig & Quimbo, 2022).

Overall, the reading intervention program is significantly effective in improving students' reading comprehension. The improvement in reading performance and learning outcomes demonstrates that the intervention was not only efficient but also engaging for the pupils to enhance reading skills.

Table 9

Learners' Experiences on the Implementation of Pre-teaching Vocabulary and Repeated Reading Methods

Question	Statement	Codes or Categories
What are your learning experiences and perspective about the pre-teaching vocabulary and repeated reading intervention?	**Student 1**: *"Know how to read and comprehended words by words".*	Improves reading comprehension
	Student 2: *"I also know how to read and comprehended vocabulary words".*	Improves reading comprehension
	Student 3: *"Seeing some passages and words multiple times make it easier to remember".*	Responds thoughtfully to reading material
	Student 4: *"I learned how to understand difficult words."*	Understands the reading passage
	Student 5: *"I can now read words and sentences".*	Enhances decoding skills

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	Student 6: *"I can answer the difficult questions. It helps me learn key vocabulary before reading to make it easier to understand the text".*	Improves reading comprehension Increases reading proficiency
	Student 7: *"I understand what the questions about".*	Increases understanding of text
	Student 8: *"I know how to comprehend. It really helps me to improve reading comprehension".*	Improves reading comprehension
	Student 9: *"Repeating the same story, I noticed that I make fewer mistakes and understand each story".*	Enhances understanding texts
	Student 10: *"I understand what the meaning of the text".*	Increases understanding of texts
	Student 11: *"I learned to decode words quickly. I understand and know the meanings of words."*	Enhances decoding skills Improves comprehension
	Student 12: *"I can read words easily. Learning new words before reading makes it easier for me to understand each story".*	Increases understanding of texts
	Student 13: *"It helps me improve my reading skills and I enjoy reading and understand what I was reading.""".*	Increases reading engagement
	Student 14: *"Using pre-teaching vocabulary has made reading easier and more engaging for me".*	Increases engagement in reading
	Student 15: *"I understand what the questions about. I've noticed that I recognize words more quickly and struggle less with difficult passage".*	Strengthens comprehension abilities

Table 10 shows the insights of class advisers/teachers on the implemented reading intervention program, pre-teaching vocabulary and repeated reading methods, for struggling readers among grade 4 pupils.

Their responses show that they find it as an effective tool to improve reading comprehension of students. Evidently, it reflects the effectiveness of the use of the intervention program in engaging pupils and in improving their reading performance and learning outcome.

Teacher 12 said that students significantly improved their comprehension skills as it was easy for them to understand difficult words. This improvement is likely directly related to the pre-teaching of vocabulary, which prepares pupils by giving them a framework to understand the texts before engaging with them in-depth. Familiarity with vocabulary reduces cognitive load during reading, allowing for better comprehension and retention of material (Magdale et al., 2024). Teachers' positive responses on the implementation of the pre-teaching vocabulary and repeated reading methods as reading intervention significantly show that they are an effective tool for improving pupils' reading comprehension skills.

Table 10

Class Advisers/Teachers' Perspective about the Pre-Teaching Vocabulary and Repeated Reading Methods

Question	Statement	Codes or Categories
What are your experiences and perspective about the pre-teaching vocabulary and repeated reading intervention?	**Teacher 1**: *"This method helps the learners to enhances comprehension, boost confidence and encourage active learning…when used together these strategies are powerful for reading success".*	Improves reading comprehension and confidence of the pupils
	Teacher 2: *"My learning experiences as a teacher/class adviser… the pre-teaching vocabulary and repeated reading methods are both effective instructional strategies, especially in supporting reading comprehension development".*	Supports reading comprehension development

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Teacher 3: *"These two strategies help my pupils to provide the foundation and reading reinforces fluency and comprehension".*	Provides foundation for reading Reinforces reading fluency
Teacher 4: *"Most of the learners that are slow readers and without comprehension can read better and can comprehend now, because of repeated reading".*	Helps read better
Teacher 5: *"I learned a lot when I started to teach "Pre-teaching vocabulary and Repeated Methods" and it was useable in every lesson".*	Aids in effective teaching of reading
Teacher 6: *"The students learn the unfamiliar words in the story/paragraph. They are encouraged to understand what happened in the story".*	Makes students familiar with words Encourages engagement in reading
Teacher 7: *"I observed that most of my pupils, when they re-read the story, they almost memorized the correct answer, that's why they got the perfect score".*	Improves retention skill of students
Teacher 8: *"Pre-teaching vocabulary and repeated reading methods develop comprehension of the learners. Repeated reading method helps develop fluency because readers quickly recognized words, they can easily decode and understand texts".*	Helps improve reading comprehension and fluency Enhances decoding and understanding of texts
Teacher 9: *"The method enhances the understanding of students to read and help them comprehend the reading. Both are highly effective methods for enhancing reading comprehension".*	Improves reading comprehension
Teacher 10: *"Using the reading intervention help my students to understand easily the difficult words and understand the story very well by the pre-reading vocabulary. It enhanced their comprehension by the follow up questions"*	Helps understand difficult words Increases understanding of a story
Teacher 11: *"The experience was great using this kind of reading tool. Because in every passage we used had a lesson to learn. Then the learners also enjoyed and entertained while learning."*	Improves reading enjoyment
Teacher 12: *"Pre-teaching method significantly improves comprehension. When my students encounter familiar words, they can grasp the meaning of the test more easily."*	Improves reading comprehension Helps grasp the meaning of message
Teacher 13: *"Knowing the vocabulary before boost the learner's confidence making them more willing to engage with challenging text."*	Increases confidence in reading Increases interest in reading
Teacher 14: *"Pre-teaching allows for a deeper understanding of the nuances of word meaning including synonyms and antonyms and contextualized variations."*	Improves understanding of words
Teacher 15: *"By pre-teaching, the time spent for reading and understanding the materials is reduced."*	Enhances reading fluency

CONCLUSIONS

Based on the results, the following conclusions are formulated:

The demographic data reveals that majority of the respondents were between the ages of 9 to 10, indicating that age range of struggling readers in the grade 4 level. The study largely signifies younger pupils as struggling or non-readers and delay in their language development. More male pupils were identified as non-readers with language and literacy skills slightly slower than female pupils.

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The pre-test results show that majority of the pupils were struggling readers. Having higher percentage of pupils in the Frustration Level is concerning as it indicates that they were unable to understand grade-level texts independently. This means that most of them need to improve their reading comprehension skills, especially those in schools with high frustration rates.

The post-test results show a significant improvement among pupils' reading comprehension performance, which is marked as a progress highlighting the effectiveness of the implemented reading intervention program, particularly the use of pre-teaching vocabulary and repeated reading methods. The pre-test and post-test results in all levels of PHIL-IRI assessment show significant improvements in reading performance across schools. The comparison between the pre-test and post-test implies the improvement of reading performance and indicates that the reading intervention program used were highly effective in improving pupils' reading comprehension.

Based on the results, the use of pre-teaching vocabulary and repeated reading methods as an intervention program is effective in enhancing the reading comprehension skills of the grade 4 pupils. There was a significant difference in their reading performance before and after the implementation of the reading intervention program. Overall, the program significantly enhanced pupils' reading comprehension skills.

The Grade 4 pupils found the reading intervention program as effective in improving reading performance as it effectively addressed their reading difficulties, made them engaged in meaningful learning, and enhanced their reading comprehension. They have developed better understanding of texts and greater engagement that helped them identify unfamiliar words and comprehend meanings.

The teachers express a positive experience with the implementation of pre-teaching vocabulary and repeated reading methods as a reading intervention program. They found the methods as effective tools for supporting struggling readers and in fostering improvement in reading success among struggling readers.

RECOMMENDATIONS

The study revealed the effectiveness of pre-teaching vocabulary and repeated reading methods as reading intervention program in enhancing students' reading performance in selected schools in Catanauan I District, Division of Quezon. Thus, the following recommendations are made:
Pupils identified as struggling readers, particularly in frustration level, should be given additional reading support and classroom intervention programs to ensure their progress in improving reading proficiency which is the goal of K-12 Curriculum No Child Left Behind policy.

As the post-test results significantly demonstrate the improvement of reading comprehension among struggling readers, the pre-teaching vocabulary and repeated reading methods as a reading intervention program should be continually used to improve reading progress.

The effectiveness of the reading intervention program should be continuously and regularly monitored to sustain pupils' progress and to ensure it is consistently implemented. Teachers should also adopt other innovative reading intervention approaches based on the students' needs to ensure the impactful progress on reading performance.

On the positive outcome of the reading intervention program for Grade 4 pupils, it is recommended to continue the implementation of classroom-based best practices. Schools heads should consider integrating these methods to enhance reading comprehension skills as an impact of supporting students' long-term literacy development.

Teachers should be given trainings and seminars to identify and effectively implement classroom-based intervention programs like pre-teaching vocabulary and repeated reading methods. This could ensure that they are equipped with knowledge and skills in effectively implementing classroom interventions for struggling readers.

Future studies focusing on other reading intervention programs should be conducted to determine how they compare with other strategies.

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