



EFFECTIVENESS OF PERFORMANCE TASKS IN IMPROVING THE READING COMPREHENSION OF LEARNERS IN FILIPINO: BASIS INSTRUCTIONAL SUPERVISION PLAN

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ABSTRACT

This study determines the effectiveness of performance tasks in improving the reading comprehension skills of Grade 6 learners in Filipino at San Antonio Integrated School, Ormoc City District II, Ormoc City Division. Utilizing a quasi-experimental research design through pre-test and post-test evaluation, the study involved 37 Grade 6 learners as participants. A researcher-made 30-item reading comprehension test aligned with the Most Essential Learning Competencies (MELCs) served as the main instrument, while performance tasks such as dramatization, read-aloud, debate, and storytelling were utilized as instructional interventions to enhance learners' comprehension. The pre-test results revealed a weighted mean of 9.27 (Fair), showing that most learners struggled with understanding reading texts. After the intervention, the post-test results showed a weighted mean of 23.03 (Very Good), demonstrating substantial improvement in learners' comprehension and analytical skills. Statistical analysis using a t-test produced a computed t-value of 22.46, which was higher than the critical t-value of 2.03 at the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates a significant difference between the pre-test and post-test scores, confirming that the use of performance tasks positively influenced learners' reading comprehension in Filipino. The study concludes that performance-based learning strategies are effective in improving literacy, promoting critical thinking, and enhancing engagement

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among learners. Based on these findings, an instructional supervision plan was proposed to guide teachers and school leaders in implementing performance task-based interventions to strengthen reading comprehension instruction in Filipino.

Keywords: *Effectiveness, Performance Tasks, Reading Comprehension, Learners, Filipino, Instructional Supervision Plan*

INTRODUCTION

In the advent of literacy gaps among learners in public schools, numerous intervention and remediation programs have been launched by the Department of Education particularly in schools to help students who struggle with reading. Reading proficiency is essential for academic success, and issues with reading will have an impact on all facets of a child's academic performance. Early literacy is crucial for this reason. Early readers go on to excel in their reading abilities and have more academic success in school. Students who are struggling in reading also suffer in other subject areas and have a hard time keeping up with their schoolwork. It turns into a downhill spiral as they grow demoralized, lose motivation, and fall further behind (Culaste-Quimbo, 2021).

DepEd has made programs available to help students with their reading needs. The DepEd Order No. 45 s was established. To ensure that every child is a reader by the end of third grade, Every Child A Reader Program (ECARP) was established in 2002. Teachers ran many intervention and remediation programs in response to the DepEd's demand. Most students who make it to grades four and above, however, still struggle with reading at a proficient level, according to the research.

As observed, based on the result of the oral reading conducted by the school, it was revealed that most of the learners find difficulty in understand Filipino language. In fact during Filipino lessons, seldom that teachers hear learners speaking the language. And this is the reason why the researcher conducted this study. As a grade 6 Filipino teacher, it is the hope

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of the researcher that when the learners finish the elementary education, all learners will be equipped with the knowledge and skills in Filipino. Not only to equip them but to master the skills and be able to use it in their day-to-day activities. Hence, this intervention program formulated by the researcher is come into realization to determine the effectiveness of performance tasks in improving the reading comprehension skills of learners in Filipino. A proposed instructional supervision plan will be formulated to guide the school heads and teachers the appropriate activities to be provided to the learners to help them improve their performance in Filipino most especially their reading comprehension.

Reading with comprehension lays the foundation for future learning and understanding across all areas of the curriculum. Without this foundation, pupils will struggle to achieve academically not only in reading and writing, but also in areas such as math, science and social studies. The Western world of today is said to be a reading world. To be able to enjoy life completely, an individual has to read. Everybody must read to have both mental and cultural growth for it is believed that most knowledge comes from reading. Eighty percent of the things we do every day involves reading. This is why reading is universally recognized as one of the most important activities in school as well as in life.

Nobody can deny that a pupil who is able to comprehend well has an advantage over the others who are unable to comprehend. A person who is good to read with comprehension has the very essential equipment for acquiring more knowledge. A pupil who cannot comprehend what his reading is blocked in his learning. It is a known fact that one of the most important problems in our school is the improvement of the quality of instruction. Improvement of the quality of instruction depends upon the children's ability to read and comprehend various printed materials. The child's feeling of inadequacy, fear and dread about his comprehension difficulties could be changed to a desire for power to explore, to attain success in school.

This study evaluates the effectiveness of performance tasks in improving the reading comprehension skills of learners in Filipino of San Antonio Integrated School, Ormoc District

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II, Ormoc City Division. The findings of the study were basis for the proposed improvement plan.

Further, it seeks to answer the following sub-problems:

1. What is the performance of the Grade 6 learners in reading comprehension in Filipino before the utilization of performance tasks?
2. What is the performance of the Grade 6 learners in reading comprehension in Filipino after the utilization of performance tasks?
3. Is there a significant difference in the performances of the Grade 6 learners in reading comprehension in Filipino before and after the utilization of performance tasks?
4. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employs the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of performance tasks in improving the reading comprehension skills of learners in Filipino. The pre-test and post-test will be conducted before and after the utilization of performance tasks in teaching reading comprehension skills in Filipino. This study was conducted in San Antonio Integrated School, one of the schools of Ormoc City District 2, Schools Division of Ormoc City. The thirty-seven (37) grade 6 learners enrolled in the said locale for School Year 2025-2026 were involved in the study. The instrument used in this study will be a researcher-made test in Filipino for the first quarter. The test is composed of 30-item reading comprehension for grade 6 following the reading competencies found in the Most Essential Learning Competencies (MELCs) for the grade and subject. Moreover, the researcher prepared lesson plans for teaching reading comprehension

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skills utilizing the performance tasks. The researcher will prepare different performance tasks like dramatization, read-aloud, debate, and other activities which will emphasize the understanding of the text read by the learners. Differentiated reading passages and stories will also be crafted to be used by the learners during teaching-learning delivery. The differentiated learning materials and reading activities suited for the group of learners and the mastery of the teacher in implementing performance tasks highlights the delivery of the lesson. The learning materials and differentiated reading activities crafted were submitted to the District Coordinator and Quality Assurance Team for evaluation, validation, and adjustments before it was utilized by the learners in the classroom. A matrix of activities will also be formulated to track the progress of the intervention conducted.

Sampling. The thirty-seven (37) grade 6 learners were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the pre-test was administered face-to-face during Filipino period. After giving the pre-test, intervention will be provided within 4 weeks. The intervention focused on the integration of performance tasks in teaching comprehension skills in Filipino. The intervention provided by the researcher are different performance tasks like dramatization, read-aloud, debate, and other activities which emphasized the understanding of the text read by the learners. Differentiated reading passages and stories were also crafted to be used by the learners during teaching-learning delivery. The differentiated learning materials and reading activities suited for the group of learners and the

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mastery of the teacher in implementing performance tasks highlights the delivery of the lesson. After the intervention, a post-test was provided. Answers will be checked, collected, tabulated, and submitted for statistical treatment. A Matrix of Activities will be prepared by the researcher to track the progress of gathering the data.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage was employed to evaluate the performance of the grade 6 learners in reading comprehension skills before and after the integration of performance tasks in teaching and learning the skill in Filipino. t-Test of Mean Difference was used to determine the significant difference in the performances of the grade 6 learners in reading comprehension skills before and after the integration of performance tasks.

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RESULTS AND DISCUSSION

Table 1

Pre-test Performance of Grade 6 Learners in Reading Comprehension in Filipino Before the Utilization of Performance Tasks

Score Range	Description	Frequency	%
25–30	Excellent	0	0.00%
19–24	Very Good	1	2.70%
13–18	Good	7	18.92%
7–12	Fair	28	75.68%
0–6	Poor	1	2.70%
Total		37	100%
Weighted Mean		9.27	Fair

Table 1 presents the pre-test performance of Grade 6 learners in reading comprehension in Filipino before the utilization of performance tasks. The data show that the majority of the learners, 28 or 75.68%, obtained scores within the 7–12 range, which is described as Fair, indicating limited comprehension skills prior to the intervention. Meanwhile, 7 learners (18.92%) achieved scores between 13–18, interpreted as Good, and only 1 learner (2.70%) reached the Very Good category. Another 1 learner (2.70%) fell under the Poor range (0–6), while none achieved an Excellent rating. The weighted mean of 9.27, interpreted as Fair, reveals that the learners' overall performance in reading comprehension before the use of performance tasks was below satisfactory. This suggests that most learners had difficulty understanding and interpreting reading passages in Filipino, highlighting the need for innovative and engaging instructional strategies—such as performance-based tasks—to improve comprehension and critical thinking skills.

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Table 2

Post-test Performance of Grade 6 Learners in Reading Comprehension in Filipino After the Utilization of Performance Tasks

Score Range	Description	Frequency	%
25–30	Excellent	11	29.73%
19–24	Very Good	19	51.35%
13–18	Good	7	18.92%
7–12	Fair	0	0.00%
0–6	Poor	0	0.00%
Total		37	100%
Weighted Mean		23.03	Very Good

Table 2 presents the post-test performance of Grade 6 learners in reading comprehension in Filipino after the utilization of performance tasks. The results show a remarkable improvement in learners' reading comprehension skills compared to their pre-test performance. Most of the learners, 19 or 51.35%, scored within the 19–24 range, interpreted as Very Good, while 11 learners (29.73%) achieved scores in the 25–30 range, classified as Excellent. Additionally, 7 learners (18.92%) obtained scores within the 13–18 range, described as Good, and notably, no learners fell under the Fair or Poor categories. The weighted mean of 23.03, interpreted as Very Good, indicates that the learners' overall reading comprehension performance significantly improved following the implementation of performance tasks. This suggests that performance-based learning activities effectively enhanced students' engagement, critical thinking, and ability to analyze and understand reading materials in Filipino.

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Table 3

Test of Difference Between the Pre-test and Post-test Scores of Grade 6 Learners

Aspects	Test Scores (Mean)	Computed t	Critical t (0.05)	Decision	Interpretation
Pre vs Post	Pre = 9.27 Post = 23.03	22.46	2.03	Reject Ho	Significant Difference

Table 3 presents the test of difference between the pre-test and post-test scores of Grade 6 learners in reading comprehension in Filipino. The data show a pre-test mean score of 9.27 and a post-test mean score of 23.03, indicating a substantial improvement in learners' performance after the utilization of performance tasks. The computed t-value of 22.46 is significantly higher than the critical t-value of 2.03 at the 0.05 level of significance, leading to the rejection of the null hypothesis (Ho). This result confirms that there is a significant difference between the learners' pre-test and post-test scores. The findings suggest that the use of performance tasks had a positive and statistically significant effect on improving learners' reading comprehension in Filipino. Thus, integrating performance-based learning strategies in reading instruction can effectively enhance students' understanding, analytical skills, and overall engagement with textual materials.

Conclusion

The findings of the study revealed a significant improvement in the reading comprehension performance of Grade 6 learners in Filipino after the utilization of performance tasks. The pre-test results showed that most learners performed at a Fair level (weighted mean = 9.27), indicating limited comprehension and difficulty in analyzing reading texts. However, after the implementation of performance-based learning activities, the post-test results demonstrated a remarkable increase, with a weighted mean of 23.03 (Very Good), signifying substantial gains in comprehension and critical thinking. Furthermore, the statistical analysis yielded a computed t-value of 22.46, which exceeded the critical t-value of 2.03,

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leading to the rejection of the null hypothesis. This confirms that there was a significant difference between the pre-test and post-test scores. The study concludes that the integration of performance tasks in teaching reading comprehension effectively enhances learners' understanding, engagement, and mastery of the Filipino language. Therefore, the use of performance-based strategies is a highly beneficial instructional approach to improve literacy skills and promote active learning among Grade 6 students.

Recommendations

1. Teachers should continuously integrate performance tasks in teaching reading comprehension to provide learners with more meaningful, interactive, and application-based learning experiences.
2. The Department of Education (DepEd) and school administrators should encourage the use of performance-based assessments in Filipino and other learning areas to promote deeper understanding and critical thinking among students.
3. Regular training and capacity-building programs should be conducted for teachers to enhance their skills in designing, implementing, and evaluating effective performance tasks aligned with learning competencies.
4. Teachers are encouraged to combine traditional reading activities with performance tasks—such as dramatization, storytelling, project-based learning, and reflective writing—to strengthen comprehension and engagement.
5. Schools should provide adequate instructional materials and resources, such as rubrics, reading modules, and multimedia tools, to support the consistent use of performance-based learning strategies.

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6. Learners should be given opportunities for self-assessment and peer evaluation to develop responsibility, collaboration, and metacognitive skills while performing reading-related tasks.

7. Regular monitoring and evaluation should be done to measure the impact of performance tasks on learners' comprehension and to identify best practices for continuous improvement.

8. Parents and guardians should be encouraged to support performance-based learning at home by engaging their children in reading discussions, storytelling, and creative projects.

9. Future researchers are encouraged to replicate and expand this study in other grade levels, subject areas, or schools to validate the findings and further explore the long-term effects of performance tasks on learners' academic achievement and literacy development.

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AUTHOR'S PROFILE



PAULA APRIL SOTTO TOLEDO

James C. Villanueva, born on September 03, 1987, in Brgy Can - untog, Ormoc City, Leyte, is a dedicated educator known for his commitment to nurturing continuous learning and empowerment among his students. His journey in education began at Can - untog, Elementary School. Followed by his secondary education at Seguinon National High School.

Throughout her early years, James was serving as Lectors Ministry at Immaculate Conception Parish, Ipil Ormoc City. Serving in the ministry will serve as a guidance to pursue higher education, providing significant support in finishing his degree and molding his character. His interactions with various groups, academic pursuits, and community events enriched her experience, fostering her growth and resilience.

James continued his academic journey at Eastern Visayas State University - Ormoc City Campus (EVSU - OCC), where he earned his Bachelor of Teaching Home Economics & Livelihood Education, specializing in Home Economics, in 2011. That following year, he passed the Licensure Examination for Teachers (LET), marking the official start of his teaching career.

Despite the demands of being a bread winner of the family, James has consistently pursued professional growth. His commitment to lifelong learning led her to enroll in Master of Arts in Education (MAEd) program, majoring in English at Franciscan College of the

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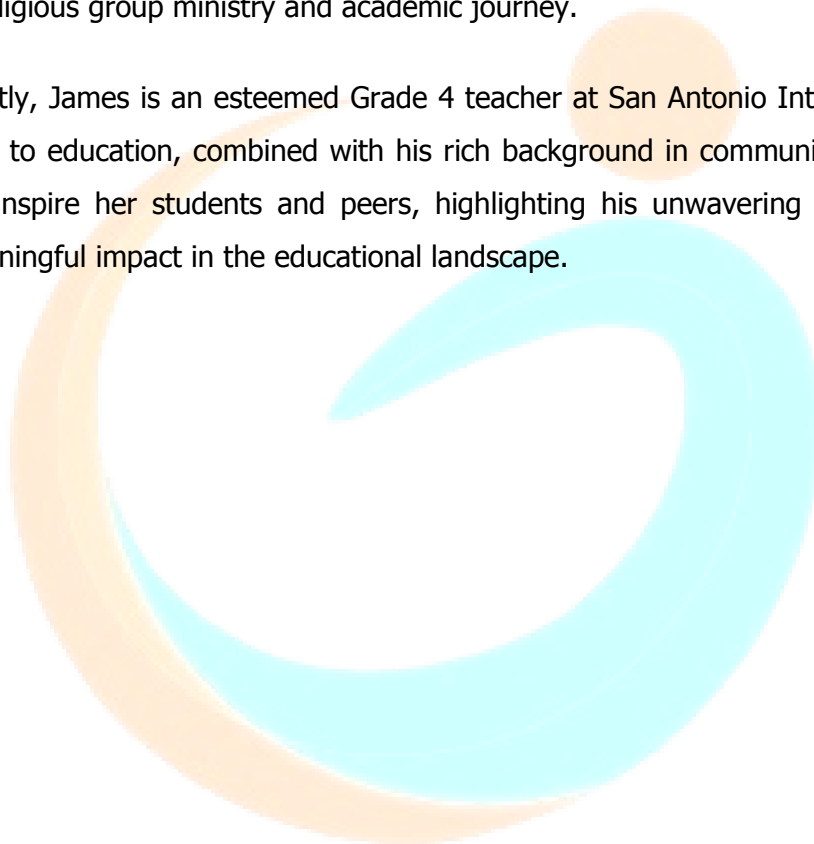
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Immaculate Conception, Baybay City, Leyte. Right after he took & completed his Academic Requirements in Franciscan College. And then he decided to enroll another field of Masters Degree, he took & finished his Academic Requirements of the degree of Master of Arts in Education major in Schools Administration & Supervision at Western Leyte College of Ormoc, Incorporated. He successfully completed the academic requirements for his MAEd in May 2024, driven by his diverse experiences and the support of different groups he encountered through his religious group ministry and academic journey.

Currently, James is an esteemed Grade 4 teacher at San Antonio Integrated School. His dedication to education, combined with his rich background in community involvement, continues to inspire her students and peers, highlighting his unwavering commitment to making a meaningful impact in the educational landscape.



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