



STRENGTHENING READING COMPREHENSION SKILLS OF GRADE 5 AND 6 LEARNERS THROUGH STRATEGIC INSTRUCTIONAL APPROACHES

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ABSTRACT

This study evaluates the performance of Grade 5 and 6 learners in reading comprehension skills through the integration of strategic instructional approaches like TechPlay Fusion Strategy, Graphic Organizer and Guided Reading Approach in Villa Mag-aso Elementary School, Baybay I District, Baybay City Division. Utilizing a quasi-experimental research design through pre-test and post-test evaluation, the 25 learners in Grades 5 and 6 were provided with intervention within four weeks after the pre-test. The researcher formulated or crafted lesson plans with integration of strategic instructional approaches in teaching reading comprehension skills. Each week, different strategic instructional approaches in teaching reading comprehension skills was used. These are TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach. The integration of these approaches highlight the intervention of the study. After the intervention, a post-test was administered. The findings revealed a significant improvement in the reading comprehension performance of the learners before and after the integration of strategic instructional

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approaches in teaching like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach. The active participation of the learners, their involvement of the activities and the enthusiasm of the teacher in providing the appropriate intervention activities contributed to the success of the study. To produce competent readers, teachers should utilize realistic instructional approaches to improve learners' general language competency and reading abilities and examples of these approaches are TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading. These helped in improving the reading comprehension performance of the learners based on the result of the pre-test and post-test. Implementation of the proposed improvement plan might also help in achieving independent reading levels of the students if implemented.

Keywords: *Strengthening Reading Comprehension Skills, Grade 5 & 6 Learners, Strategic Instructional Approaches*

INTRODUCTION

Reading comprehension is the ability to understand and make sense of what was read. It involves going beyond just reading the words rather it involves understanding the meaning, connecting ideas, and analyzing the text. In addition, reading comprehension plays a vital role in academic success, closely tied to overall performance of the learners. It enables them to grasp concepts, enhance their vocabulary, and foster critical thinking skills (Suson et. al., 2020). Thus, it forms the foundation for future learning across the curriculum, and without it,

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learners may struggle academically in various subjects, including English studies, Sciences, Mathematics, and even Social Studies (Requiso-Jimenez & Bascos-Ocampo, 2022).

The recent 2023 Programme for International Student Assessment (PISA) results found that in the Philippines, only 24% of learners achieved Level 2 or higher proficiency in reading. At this level, learners can identify main ideas, look at data based on factual evidence, and reflect on the given text as presented. This result may be significantly lower than the OECD average of 74%. In the Philippines, notably no recorded learner scored higher than level 5 in reading based on the OECD result average of 7%, indicating a lack of proficiency in comprehending lengthy texts, dealing with abstract concepts, and distinguishing between proper ideas and opinionated assumptions.

It was revealed during the pre-assessment of the Grade 5 and 6 Philippine Informal Reading Inventory (Phil-IRI) Assessment conducted at Villa Mag-aso Elementary School, that a significant insight into the reading capabilities of the 25 learners. Specifically, 13 learners, were identified as experiencing frustration, as evidenced by their withdrawal from reading activities and refusal to engage in reading tasks. Conversely, 5 or 20% of the learners were classified at the instructional level, suggesting that they could benefit from targeted instructional support. Only 7 or 28% were categorized as independent readers, capable of reading without assistance. These assessment findings underscore the challenges faced by learners in the Philippines regarding reading comprehension. And this is the reason why the Department of Education implementing the Aral Program in every school.

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Reading comprehension challenges have persisted despite various teaching methods and strategies being employed (Ligpitan et., al. (2024). Recent studies reveal that, even with government initiatives aimed at improving literacy in the Philippines, Filipino learners continue to face difficulties in reading comprehension (Idulog et al., 2023). Evidence suggests that learners' reading comprehension skills are indeed low and require significant improvement, which is a serious concern (as cited by Ligpitan et., al, 2024). Compe (2018) noted that while many learners struggle with English reading comprehension, their overall academic performance is improving. This highlights a strong correlation between reading comprehension abilities and success in other academic areas. A deficiency in reading comprehension adversely affects academic achievement in English and other subjects. Additionally, Nanda (2020) pointed out that low reading comprehension skills can lead to negative consequences, such as diminished learning outcomes, impaired problem-solving abilities, and limitations in future educational and career opportunities.

Strengthening reading comprehension skills of these grade 5 and 6 learners through strategic instructional approach have been the goal of this study. Utilizing varied and differentiated strategic instructional reading approaches in comprehension skills highlights the study. These strategic instructional approaches that the researcher is going to employ are the TechPlay Fusion Strategy, Metacognitive Strategy Routines, Graphic Organizers and Summarization Transfer, and Guided Reading Approach. Reading comprehension improves most when learners are explicitly taught a small set of cognitive and metacognitive strategies

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and given frequent, scaffolded practice with teacher modeling and guided transfer to the learners.

The TechPlay Fusion Strategy is a unique strategy that combines Technology-Based Learning and Game-Based Learning as it utilizes the power of technology and the engaging nature of games simultaneously in aiming to enhance the reading comprehension abilities of Grade 5 and 6 learners. With "Tech" representing Technology-Based Learning and "play" representing Game-Based Learning, this fusion strategy aims to create a dynamic and effective learning experience for the learners. According to the study of Iyake, James, and Amode (2018), they found that indeed there are positive effects of technology-based strategy for addressing reading comprehension. Meanwhile, Villacres and Rodriguez (2023) also discovered in their study that Game-based learning is advantageous for learners in enhancing their reading comprehension skills.

According to Kai Lai & Mukundan (2023), graphic organizers provide visual scaffolds that make text structure explicit, reduce working-memory demands, and support schema activation—mechanisms that enhance comprehension and retention. Recent systematic reviews and classroom trials indicate that when graphic organizers are aligned to text structure and taught explicitly (with gradual fading of prompts), students not only improve comprehension for taught texts but also transfer organizer-based strategies to novel texts, producing higher-quality summaries and requiring fewer teacher prompts. Therefore, integrating graphic organizers into a focused intervention is a research-supported way to promote independent reading performance.

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Another strategic instructional approach in teaching reading comprehension skills is the guided reading approach. Guided reading is a structured instructional approach that aims to provide tailored support to young readers based on their specific needs (Hall, et al., 2023). In this approach, small groups of students, typically ranging from three to six, work together with a skilled teacher who selects texts appropriate for their reading levels. During guided reading sessions, students are guided through the reading process, with the teacher offering support, scaffolding, and feedback as needed (Canubas, 2023). The primary goal of guided reading is to promote comprehension, fluency, and independence in reading.

Utilizing these strategic reading approaches in teaching comprehension skills in grades 5 and 6 has helped address the literacy gaps that learners are experiencing into. Hence, it is in this premise that the researcher decided to conduct this study to evaluate the performance of Grade 5 and 6 learners in reading comprehension skills through the integration of strategic instructional approaches. A proposed improvement plan was formulated based on the findings of the study. With this, it is the hope of the researcher that the reading comprehension levels of the learners were strengthened through the integration of strategic instructional approaches like TechPlay Fusion Strategy, Graphic Organizer and Guided Reading Approach in teaching the skills.

This study evaluates the performance of Grade 5 and 6 learners in reading comprehension skills through the integration of strategic instructional approaches in Villa Magaso Elementary School, Baybay I District, Baybay City Division. The findings of the study were basis for the proposed improvement plan.

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

1. What is the performance of Grade 5 and 6 learners in reading comprehension skills before the integration of strategic instructional approaches in teaching?
2. What is the performance of the Grade 5 and 6 learners in reading comprehension skills after the integration of strategic instructional approaches in teaching?
3. Is there a significant difference in the performances of Grade 5 and 6 learners in reading comprehension skills before the integration of strategic instructional approaches in teaching?
4. What improvement 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 evaluates the performance of reading comprehension skills of Grade 5 learners through the integration of strategic instructional approaches like TechPlay Fusion Strategy, Graphic Organizer and Guided Reading Approach. The pre-test and post-test were conducted before and after the integration of strategic instructional approaches in teaching reading comprehension skills. This study was conducted in in Villa Mag-aso Elementary School, Baybay I District, Baybay City Division. The twenty-five (25) Grade 5 and 6 learners enrolled in the said locale for School Year 2025-2026 were the subjects of the study. The study utilized the Philippine Informal Reading Inventory (Phil-IRI) for the grade. The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners' reading

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performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learners' independent, instructional and frustration levels. This tool is taken from DepEd Order No. 14, s. 2018 which is the "Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory". Further, the researcher formulated or crafted lesson plans with integration of strategic instructional approaches in teaching reading comprehension skills. Each week, the researcher utilized different strategic instructional approaches in teaching reading comprehension skills. These are TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach. The integration of these approaches highlight the intervention of the study. Learning resources were also crafted for each of the approaches used. The lesson plans, learning activities and resources undergone quality assurance before it was utilized by the learners in the lesson. These materials were submitted to the District English Coordinator, District and School Heads for validation. A Matrix of Activities was also formulated to track the progress of the intervention provided to the learners.

Sampling. The twenty-five (25) Grade 5 and 6 learners enrolled in the said locale for School Year 2025-2026 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

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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 researcher gathered the Phil-IRI results which was conducted during the opening of classes. This data served as the pre-test result. After which, intervention was provided within the four-week period. The intervention focused on the integration of strategic instructional approaches in teaching reading comprehension skills through TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach in teaching reading comprehension skills to learners. After the four-week intervention, post-test was administered. Data were checked, tabulated and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the pre-test and in developing learning activities and other resources, the researcher made sure that 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

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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 performances of the learners in reading comprehension before and after the integration of strategic instructional approaches in teaching like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach. t-Test of Mean Difference was used to determine the significant difference in the performances of the learners in reading comprehension skills before and after the integration of strategic instructional approaches in teaching like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach.

RESULTS AND DISCUSSION

Table 1

Performance of Learners in Reading Comprehension Skills Before the Integration of Strategic Instructional Approaches

Score Range	Description	Frequency	%
17 – 20	Excellent	0	0.00%
13 – 16	Very Satisfactory	11	44.00%
9 – 12	Satisfactory	0	0.00%
5 – 8	Fairly Satisfactory	0	0.00%
0 – 4	Needs Improvement	14	56.00%

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Score Range	Description	Frequency	%
Total		25	100%
Weighted Mean		3.72	Needs Improvement

Table 1 presents the pre-test performance of learners in Reading Comprehension Skills before the integration of strategic instructional approaches like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach. It was revealed on the table that during the pre-test, the learners received an average weighted mean of 3.72 which is interpreted as Needs Improvement. This data was so alarming taking into consideration that these learners were Grade 5 and 6. Hence, serious attention is deemed necessary to address the gap in reading comprehension. School intervention activities must be provided to these learners before they were promoted to the next grade level. Based on the data, there 11 learners or 44% got a score of 13-16 (Very Satisfactory) in comprehension questions. These learners have background knowledge in comprehension. They performed very satisfactorily in reading comprehension making them able to understand the passages they read. Unfortunately, 56% of the learners (14 out of 25) received a score of 0-4 which is interpreted as their reading comprehension performance needs improvement. This means that these learners need immediate attention and be provided with immediate intervention to address the gap in reading. The researcher had seen that integrating strategic instructional approaches like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach would help the learners in addressing the literacy gaps. Due to the urgent issue, reading

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comprehension issues in learners can be resolved by utilizing a range of reading strategies. It can be resolved through the teacher's learning process (Deluao, *et. al.*,2022). In their study, Suson, *et. al.* (2020) pointed out the need for varied instruction in basic education for teaching reading and fostering comprehension.

Table 2

Performance of Learners in Reading Comprehension Skills After the Integration of Strategic Instructional Approaches

Score Range	Description	Frequency	%
17 – 20	Excellent	8	32.00%
13 – 16	Very Satisfactory	17	68.00%
9 – 12	Satisfactory	0	0.00%
5 – 8	Fairly Satisfactory	0	0.00%
0 – 4	Needs Improvement	0	0.00%
Total		25	100%
Weighted Mean		15.92	Very Satisfactory

Table 2 presents the performance of learners in reading comprehension skills after the integration of strategic instructional approaches like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach in teaching. It was revealed on the table that the performance of the learners after the integration of strategic instructional approaches

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in teaching reading comprehension, the learners received a weighted mean of 15.92 which is interpreted as Very Satisfactory. Among these, 8 learners of 32% received a score of 17-20 which is excellent while 17 learners of 68% has a score of 13-16 (Very Satisfactory). This data shows great impact in terms of comprehension performance of the learners. Because of the integration of strategic instructional approaches like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach in teaching, the performance of the learners improved. These strategic intervention approaches supported and guided the learners in understanding the reading passages they are reading make them able to answer the comprehension questions correctly and critically. The use of digital texts, interactive graphic organizers, short comprehension games, using graphic organizer in identifying the parts or plot of the story in a structured, small group instructional method support the learners as they read leveled texts making them able to understand and achieve comprehension in reading.

Table 3

Test of Difference in the Performances of Learners in Reading Comprehension Skills Before and After the Integration of Strategic Instructional Approaches

Variables Correlated	t-Test	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Pre-Test (3.72) and Post-Test (15.92) Reading Comprehension	0.94	18.23	2.06	Reject Ho	Significant Difference

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Table 3 presents the test of difference in the performances of learners in reading comprehension skills before and after the integration of strategic instructional approaches in teaching like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach. It was revealed on the table that the pre-test of 3.72 and post-test of 15.92 received a computed t of 18.23 which is higher than the table value of 2.06 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the performances of learners in reading comprehension skills before and after the integration of strategic instructional approaches in teaching like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach. The t-Test value of 0.94 shows significant difference, making the intervention effective in addressing the reading performance of the learners. The active participation of the learners, their involvement of the activities and the enthusiasm of the teacher in providing the appropriate intervention activities contributed to the success of the study. According to Andrés (2020), instructors should abandon their old approaches in favor of more analytical ones to promote classroom reading and develop learners' independence as readers. Providing appropriate intervention based on new trends and approaches in learning guided the learners to achieve desired learning outcomes. According to Anggraini (2022), approaches is defined as something that the teachers use to impart information to their learners; these methods rely on the demands of the learners and the teacher's inventiveness. The teacher should choose the proper approach to accomplish the learning objective. To produce competent readers, teachers should utilize realistic instructional approaches to improve learners' general language competency and reading

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abilities and these approaches like the TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading has helped in improving the reading comprehension performance of the learners based on the result of the pre-test and post-test.

CONCLUSION

The findings of the study revealed a significant improvement in the reading comprehension performance of the learners before and after the integration of strategic instructional approaches in teaching like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading Approach. The active participation of the learners, their involvement of the activities and the enthusiasm of the teacher in providing the appropriate intervention activities contributed to the success of the study. To produce competent readers, teachers should utilize realistic instructional approaches to improve learners' general language competency and reading abilities and examples of these approaches are TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading. These helped in improving the reading comprehension performance of the learners based on the result of the pre-test and post-test. Implementation of the proposed improvement plan might also help in achieving independent reading levels of the students if implemented.

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RECOMMENDATIONS

1. Teachers should implement the proposed improvement plan of the study to help achieved the desired reading level of the learners in their grade levels.
2. Teachers should continuously integrate strategic instructional approaches like TechPlay Fusion Strategy, Graphic Organizers Approach, and Guided Reading in teaching reading comprehension skills.
3. Teachers should provide interactive learning resources that will guide the learners in providing hints in answering comprehension questions about the passages read.
4. Regular monitoring in the delivery of the lessons should be provided by the school head to examine the instructional approaches of the teachers in teaching reading comprehension skills.
5. School Head should provide appropriate feedback and technical assistance especially in the teaching and learning process and in the formulation of activities to be given to the learners during the delivery of the lesson.
6. Regular conduct of reading assessment to the learners and make use of the data in formulating plans for improvement and school intervention project.
7. Future researchers are encouraged to replicate and expand this study in other grade levels, or schools to validate the findings and further explore the long-term effects of the intervention studied for the improvement of literacy among learners.

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AUTHOR'S PROFILE



MS. ARMI PRECIOSA V. GOLES

Armi Preciosa V. Goles was born on December 10, 1982. She spent her early years in Baybay, where she began developing her passion for learning and teaching. She completed her elementary education at Baybay North Central School and continued her secondary studies at Baybay National High School. These formative years helped shape her discipline, perseverance, and strong interest in education.

After finishing high school, Armi pursued higher education at Visayas State University. In 2003, she earned her degree of Bachelor of Science in Agricultural Education, major in Teaching Agriculture in Elementary School. Her dedication to her chosen field motivated her to prepare for the Licensure Examination for Teachers (LET), which she successfully passed in 2004, officially beginning her professional journey as a licensed educator.

Armi's teaching career started when she applied for a teaching position at Immaculate Conception Angelicum. She was hired and served as a teacher for six years, where she gained valuable classroom experience and honed her teaching skills. During this time, she developed

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a deep commitment to nurturing young minds and guiding students toward academic and personal growth.

In 2010, a friend encouraged her to explore teaching opportunities abroad. Armi took the challenge and applied for a teaching job in China, where she was hired at Dadi International Kindergarten in Shenyang City. From October 2010 to January 2020, she taught young learners, gaining international teaching experience and cultural exposure. However, due to the global pandemic, she was unable to return to China, prompting her to seek new opportunities in the Philippines.

Determined to continue her teaching career, Armi applied to the Department of Education through the DOLE SPIMS program, also known as "Sa 'Pinas, Ikaw ang Ma'am at Sir." This initiative supports licensed teacher-OFWs in returning home and working in public schools. Through this program, she was successfully hired by the Department of Education on August 22, 2022, allowing her to continue her mission of educating Filipino learners.

Committed to lifelong learning and professional growth, Armi enrolled in the Master of Arts in Education (MAEd), major in Elementary, at Western Leyte College of Ormoc, Incorporated in 2024, and she continues her studies to this day. Currently, she serves as a Grade 6 adviser and teacher at Villa Mag-aso Elementary School. Her dedication, perseverance, and passion for teaching continue to inspire her students and colleagues alike.

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