

# ENHANCING READING COMPREHENSION SKILLS OF GRADE 9 LEARNERS: A STUDY ON EFFECTIVENESS OF 4RS STRATEGY

QUIMEN, DHANITZ

A Classroom-Based Action Research  
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**Abstract:** *This classroom-based action research explored the effectiveness of the 4Rs strategy (Reading, Retelling, Reacting, and Reflecting) in enhancing the reading comprehension skills of Grade 9 learners at Gordon Heights National High School. The study addressed a significant challenge that had been present in the Philippine education system, where students consistently ranked low in international assessments, especially in reading comprehension. By implementing the 4Rs strategy, the research aimed to improve learners' ability to critically understand, analyze, and evaluate texts. This study employed a one-group pretest-posttest design, involving 39 ninth-grade learners, identified as struggling readers. Pre-tests and post-tests were administered to measure the impact of the intervention. Statistical analysis using the Shapiro-Wilk and Wilcoxon Signed-Rank test evaluated the significance of the observed changes in comprehension levels. The results indicated a marked improvement in the learners' critical comprehension skills after implementing the 4Rs strategy intervention. The implications of this study suggested a need for broader implementation of the 4Rs strategy to develop reading comprehension skills among learners. This, in turn, could have contributed to improved academic performance and the ability to make informed decisions. The research thus contributed to the ongoing development of effective teaching methods by emphasizing the importance of innovative approaches, particularly the 4Rs, which equip learners with knowledge and skills needed for critical comprehension, allowing them to go beyond the text.*

**Keywords:** *4Rs strategy, reading comprehension, Reading, Retelling, Reacting, Reflecting, Reading intervention, Reading comprehension, and Pretest-posttest design.*

## Context and Rationale

Having the ability to comprehend is such an essential skill, especially in the context of reading. It is a constant process that requires anticipating, assessing main concepts, and challenging oneself to understand complex ideas, according to Liou (2023). Reading comprehension is understanding specific texts, ideas, symbols, or concepts. It also deals with receptive and expressive abilities – the capacity to receive and convey information effectively, which are the foundational skills of constructive communication. Enhancing comprehension skills is imperative, especially to readers and language learners, particularly for their academic performances or written outputs. Nowak (2022) also discussed in an article that the cruciality of acquiring these skills is having the benefits of developing reading comprehension and analytic skills, which helps in diverse facets of life, equipping individuals with the means to overcome challenges, make well-aware decisions, and actively contribute to both their personal and learning environment. Moreover, reading comprehension is associated with reading comprehension. Reading comprehension is associated with analyzing, evaluating, and interpreting information thoughtfully and discerningly. Reading comprehension involves actively engaging with the text and questioning its content. It goes beyond simply understanding the surface meaning of a text or information and involves a deeper level of engagement with the material. Readers can better understand the world around them and enhance their ability to think critically (Kelly et. al., 2023).

Pervasively, the Philippines has consistently ranked second to last out of 74 countries in the Program for International Student Assessment (PISA) results of 2022 and 2023, prompting researchers to dig deeper into the reasons behind the country's substandard comprehension level. According to Scispace (2023), there are several reasons why the expected level of comprehension is not being met in the Philippines. One of the primary factors is a lack of emphasis on crucial sub-skills necessary for reading comprehension, such as the ability to identify main ideas and make inferences. As indicated by Paz (2018) numerous factors may

impact their English comprehension proficiency; such as (1) the accessibility of literary reading materials at home; (2) the sufficiency of reading instruction; (3) the availability of reading materials in the school; and lastly (4) the learners' reading habits. The study also revealed specific areas of weakness in reading comprehension, particularly in interpretative, critical, and application skills, indicating the need for effective intervention programs to address these shortcomings. According to Imperial & Ong (2021), it is salient to identify the difficulty level of reading materials.

One of the addressable ways to improve comprehension skills is through the integration of teaching approaches, particularly the 4 R's: Reading, Retelling, Reacting, and Reflecting (Deluao et al. 2022). According to Banditvilai (2020), reading strategies are deliberate methods for understanding the author's message. These approaches are thought to impact readers by prompting adjustments in their reading behaviors based on factors, such as text difficulty, task requirements, and other contextual variables. Rudiawan and Jupri (cited by Deluao et. al., 2022) employed instructional methods centered around retelling to improve reading comprehension. According to their findings, there is a distinction in reading comprehension proficiency between learners who were instructed through the retelling strategy and those who were not. The study indicated that the utilization of the retelling strategy enhances student comprehension, leading to increased satisfaction and enjoyment among learners when using this approach. Much as learners have the initial reaction about what they have read and retell acknowledged as the reader's response. Reader Response is an approach that encourages an interactive relationship between readers and texts, allowing readers the autonomy to analyze literary works through the lens of their personal experiences, diverse cultures, and distinct perspectives. A focused examination of recent literature highlights the favorable impact of the reader response approach in secondary settings, illustrating how this method produces positive outcomes by guiding learners to become more discerning readers and thinkers (Woodruff & Griffin, 2017). On the other hand, according to Shatz (2017), reflective learning includes assisting learners in evaluating their circumstances and enhancing their learning methods, helping learners with self-discovery, developing their metacognitive skills, and boosting their sense of independence, control, and motivation.

In Gordon Heights National High School (GHNHS), the researchers observed how grade 9 learners are easily distracted, studying only for compliance, and disinterested due to a lack of understanding in language learning, particularly in comprehending the context of what they have read in textbooks, instructional materials, visual aids, etc., regardless of how concise the contents are. Many learners still ask for clarification or rephrasing of the teacher's explanations, even during activities such as recitations, written assignments, or performances. This occurred even when the instructions are presented clearly in the primary language of instruction which is the English subject. These learners also tend to use their phones for answers and translation during those times, although it is reasonable to use them at some point to aid them in learning and gathering information. Conversely, it has been noticeable how reliant they are on gadgets. The possible factors may be due to excessive usage of the internet and technologies as how accessible and fed to the learners with just one click or one touch. Consequently, it affects the comprehension skills of learners; instead of rereading and analyzing the context, they become dependent on the convenience of assessing such information, wherein the usefulness of information and technology tools should serve as an advantage for the reading comprehension skills of the learners and not as a factor for drawbacks. Studies have also shown that interactive materials that involve technology integration can affect reading comprehension. The study concluded that the influence on comprehension may not be attributed to the reading materials but to how learners interact with a particular medium (Lim et al., 2020).

To guide Grade 9 Learners, particularly section Gallium at GHNHS in developing stronger Reading comprehension, teachers can implement the 4Rs approach. This framework involves Reading, Retelling, Reacting, and Reflecting. The 4Rs approach has been shown to improve the comprehension. During reading, learners can identify key concepts and make predictions. Retelling can involve summarizing the main points in their own words. Reacting can include discussing the author's purpose or expressing personal opinions. Finally, reflecting can prompt learners to connect the text to their own experiences or consider broader implications. This approach can be integrated into concept teaching, thought-provoking questions, and various interactive activities that incorporate expressing learners' ideas as they explore learning in a particular context. Incorporating problem-solving exercises like sentence-based or situational tests, the 4Rs approach allows learners to apply their understanding to real-world scenarios.

### **Conceptual Framework**

This conceptual framework presented the structure of the processes involved in enhancing reading comprehension skills through the 4Rs strategy. It evaluated the pre-test, the teaching-learning process, and the post-test findings. This framework is used as a guide by researchers and educators who established and administered interventions intended to improve comprehension skills in educational contexts.

Hence, this framework was used to determine the comprehension level and effectiveness of the intervention used by the proponent with Grade 9 learners at GHNHS.

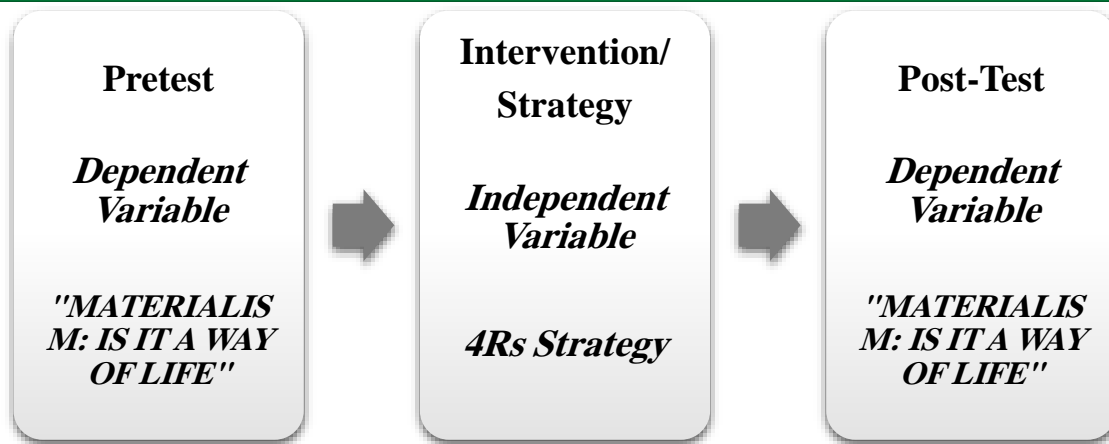


Figure 1. The Research Paradigm of the Study

### Research Questions

This classroom-based action research investigated the 4Rs strategy to enhance the reading comprehension skills of Grade 9-Gallium learners at GHNHS. It specifically sought to answer the following questions:

1. How may the reading comprehension skills of learners be described in terms of:
  - 1.1 pre-test score; and
  - 1.2 post-test score?
2. Is there a significant difference in learners' reading comprehension skills between pre-test and post-test scores after integrating the 4RS strategy?
3. What are the implications based on the results of the study?

### Null Hypothesis

There is no significant difference between the pre-test and post-test comprehension levels of Grade 9 Learners through the 4Rs strategy.

### Significance of the Study

This research offers valuable insights into the education sector, particularly in language teaching and developing innovative methods. The 4Rs strategy has the potential to significantly improve the reading comprehension skills of language learners by enabling them to analyze complex topics. The study benefits key stakeholders:

**Department of Education.** Findings can inform curriculum development and integrate innovative approaches to improve reading comprehension across schools while guiding teacher training focused on incorporating effective teaching strategies.

**Learners.** Implementing the 4Rs strategy can improve reading comprehension, enhance academic performance, deepen appreciation for reading, and development of comprehension skills beyond the classroom.

**Parents.** The study empowers parents to support their children's comprehension development at home by using similar techniques to encourage reading comprehension skills during reading activities, promoting collaboration with teachers.

**Teachers.** Gaining evidence-based insights into the 4Rs strategy's effectiveness allows educators to adapt their teaching methods, integrate the strategy into lesson plans, and develop questioning approaches to create a more interactive learning environment.

**School Administrator.** The study offers a comprehensive understanding of the 4Rs strategy's impact on Reading comprehension, informing decisions regarding resource allocation, professional development, and overall school improvement.

**Future Researchers.** This research provides a springboard for future exploration and contributes to the ongoing discussion on effective teaching methodologies, promoting continuous improvement in education, particularly in improving reading skills.

**Scope and Delimitation**

This research aimed to enhance reading comprehension among Grade 9 section “Gallium” learners at GHNHS during the school year 2023-2024, specifically in their third quarter, by implementing the 4Rs strategy (Reading, Retelling, Reacting, and Reflecting). It investigated the effectiveness of this teaching approach by analyzing the learning materials and instructional resources and implementing the 4Rs approach within the classroom.

The findings of this study are limited to GHNHS and Grade 9 Gallium learners in the school year 2023-2024, which restricted the generalizability to other educational contexts or grade levels. The study may have also been influenced by external factors beyond the scope of this study, such as student background or teaching methods. Time constraints may have limited the research depth, potentially restricting the capacity to evaluate the long-term effects of the 4Rs strategy on Reading comprehension.

Finally, the availability and accessibility of supporting materials may have restricted the scope of the intervention, potentially limiting the comprehensiveness of the findings. Considering these limitations is crucial when evaluating and applying the data gathered from this study.

**METHODOLOGY**

**Type of Research**

This research utilized a one-group pretest-posttest design, a type of experimental design as classified by Choueiry (2021). In this approach, the reading comprehension skills of a singular group, identified as the Grade 9 section Gallium learners, were assessed at two distinct time points. Additionally, the study employed a non-randomized sampling method, where the researcher selected an existing group for the intervention. Moreover, the study followed a quantitative research method, relying on the analysis of numerical data collected through pre-test and post-tests. Through this analysis, the researcher aimed to accurately gauge the effectiveness of the 4Rs strategy in improving the Reading comprehension skills of the target group.

**Respondents**

This research investigated the effectiveness of the 4Rs strategy (Reading, Retelling, Reacting, Reflecting) on the reading comprehension skills and overall language learning experiences of a specific section of Gallium learners at GHNHS. The study targeted 39 ninth graders who were purposefully selected due to their identification as having a high number of struggling readers as evidenced by the school reading inventory or the results of the Department of Education (DepEd) Project READER program implemented in their division, specifically Olongapo City.

By focusing on this group, the researcher aimed to assess the effectiveness of the 4Rs approach to enhance reading comprehension skills, specifically for learners who have historically encountered challenges in this area. The researcher closely monitors respondents’ engagement and participation throughout the study to ensure the intervention’s efficacy.

**Sampling Method**

This study employed purposive sampling, a non-random sampling method where the researcher deliberately selected respondents with specific characteristics relevant to the research question (Nikolopoulou, 2022). The study employed a predetermined set of criteria for participant selection. These criteria centered around identifying Grade 9-Gallium learners who exhibited characteristics indicative of challenges with reading comprehension. Respondents are selected based on assessing their reading comprehension skills through their pre-test and post-test scores. This set of criteria ensured alignment with the research objectives.

**Proposed Innovation / Intervention Strategy**

The illustrations below presented the concept of the 4Rs strategy and intervention plan for enhancing the Reading comprehension of grade 9 learners.

<b>Integration of 4Rs strategy in Detailed Lesson Plan (4As Format)</b>			
<b>Read</b>	<b>Retell</b>	<b>React</b>	<b>Reflect</b>
Activity	Activity Analysis	Application	Application Assessment

**READ:** input → **RETELL:** reinput → **REACT:** processing of information → **REFLECT:** output.

*Figure 1. Intervention Plan*

The researcher conducted close monitoring on implementing and measuring the reading comprehension skills of grade 9-Gallium learners. This plan included asking permission and informing the learners about applying the 4Rs strategy in their class. Since they are subject as the respondents, cooperation from their adviser and subject teacher is also necessary. After receiving results and approval, the proponent of the study proceeded with implementing the teaching strategy – Read, Retell, React, and Reflect.

Then, a posttest is administered to evaluate whether the strategy used to enhance reading comprehension skills had a significant impact on the learners.

### Instruments

The researcher used pre-test and post-test scores and reading materials from the School Division Office (SDO) Olongapo on Memorandum No. 168, s. 2018, also known as “Project: READER.” This approach ensured alignment with the research aim, comprehension level, and subject area (Grade 9-Gallium learners). It involved adjusting the difficulty or scoring rubric to reflect the 4Rs strategy-targeted skills. Using a validated reading assessment enhanced credibility and reliability, while the adaptations ensured that the instrument accurately measured the impact of the 4Rs strategy on their reading comprehension skills. This contained multiple-choice questions that asked learners to infer information from a passage, specifically: (1) Inference (questions 1, 3, and 8) requires students to use information in the passage to conclude that it is not explicitly stated; (2) Main Idea (question 2): Asks students to identify the passage's central idea or overall message; and (3) Vocabulary in Context (question 3): Requires students to determine the meaning of a specific word based on the context in which it appears in the passage.

### Data Collection Procedure

The researcher prepared a letter of permission to conduct the study and to use the Project READER’s results. This letter was submitted to the cooperating teacher, reading coordinator, head teacher, and school principal for oversight of data collection. After receiving approval from the school principal of the said school, the intervention was implemented to improve the Reading comprehension of the respondents in the study. The respondents were informed of the research procedures. The researcher distributed a consent form before administering the reading materials and post-test to the Grade 9-Gallium English learners through printed assessments. This was conducted either during their English class time or according to the approved schedule for this research proposal. Upon completion of data collection, the data was categorized in a Microsoft Excel spreadsheet for further analysis to determine the appropriate statistical treatment for the study.

### Ethical Considerations

Ethical considerations were crucial when conducting research with Grade 9-Gallium learners at GHNHS. Learners, their advisory teachers, subject teachers, and parents or guardians were apprised of the research purpose, potential risks, and benefits before participation, and their consent was required. To protect respondents’ identities, any information gathered was kept confidential (as mandated by the Data Privacy Act (DPA) of 2012, which safeguards personal data).

Monetary collection involving the research instruments was not permitted, adhering to the Department of Education’s rules and regulations. To guarantee learners’ well-being and rights, the research closely followed ethical guidelines. The researcher’s objective was to make a positive difference in their learning experience while respecting their individuality and confidentiality.

### Data Analysis

The researcher assessed the Reading comprehension of Grade 9-Gallium learners and evaluated the effectiveness of the 4Rs strategy by employing pre-tests and post-tests. To analyze the data, the researcher then utilized statistical analysis tools. One such tool was the Shapiro-Wilk test, which determined if the data was normally distributed (a high p-value indicated normality). When normality was in question, the researchers used the Wilcoxon Signed-Rank test, a non-parametric alternative to the t-test. This test assessed differences between paired scores from the same group to measure changes in comprehension. SPSS software, chosen for its ability to analyze social science data and generate visuals, served as the platform for these analyses. By comparing pre-test and post-test data using these statistical tools, the research aimed to determine the appropriateness and effectiveness of the 4Rs strategy for enhancing the reading comprehension skills of the target learners.

## RESULTS AND DISCUSSION

**Table 1**

*Reading Comprehension Skills of Learners According to Pre-Test Scores.*

Score	Frequency	Percentage	Descriptive Interpretation
1	1	2.6	Frustration
3	4	10.3	Frustration
4	9	23.1	Frustration



5	10	25.6	Instructional
6	8	20.5	Instructional
7	5	12.8	Instructional
8	2	5.1	Independent
Composite Mean Score	5.08		Instructional

Note: n = 39

Table 1 presents the reading comprehension skills of learners based on their pre-test scores. Most learners, 23 (58.97%), scored between 5 and 7, placing them in the “*instructional*” category, indicating a need for assistance in reading comprehension skill development. A considerable number, of 14 learners (35.90%), scored between 1 and 4, falling into the “*frustration*” category, which signifies significant difficulties in reading comprehension. Additionally, 2 learners (5.13%) scored an 8, placing them in the “*independent*” category, demonstrating strong reading comprehension skills. The composite mean score of 5.08 indicates an overall “*instructional*” level, underscoring the need for targeted guidance and support to enhance reading skills, especially for those in the “*frustration*” category.

The pre-test results reveal significant comprehension skills gaps among learners. Consistent with (Yang & Gu, 2020), most learners (23, or 58.97%) scored between 5 and 7, placing them in the “*instructional*” category. This suggests a need for focused assistance in developing Reading comprehension skills, as highlighted by (Shan & Liu, 2019). A significant number of learners (14, or 35.90%) scored between 1 and 4, falling into the “*frustration*” group, indicating substantial challenges in reading comprehension. Furthermore, two learners (5.13%) scored an 8, placing them in the “*independent*” group, demonstrating strong reading comprehension skills.

The composite mean score of 5.08 suggests an overall “*instructional*” level, highlighting the need for targeted guidance and support to improve comprehension skills, particularly among those in the “*frustration*” group. To create a more balanced and successful learning environment, educators should prioritize developing tailored programs and resources to elevate the Reading comprehension skills of all learners, particularly those in the “*frustration*” category. Reading comprehension skills, such as analyzing, evaluating, and synthesizing information, are required for learners to grasp and engage with complex texts, according to (Shan & Liu, 2019). These skills allow learners to identify deeper meanings, distinguish between facts and opinions, and draw judgments based on the content (Yang & Gu, 2020).

## Table 2

*Reading Comprehension Skills of Learners According to Post-Test Scores After Integrating the 4RS Strategy.*

Score	Frequency	Percentage	Descriptive Interpretation
4	6	15.4	Frustration
5	8	20.5	Instructional
6	16	41.0	Instructional
7	5	12.8	Instructional
8	4	10.3	Independent
Composite Mean Score	5.82		Instructional

Note: n = 39

Table 2 shows learners’ reading comprehension skills according to their post-test scores after integrating the 4RS strategy. The data indicate a notable improvement in comprehension skills compared to the pre-test scores. Most learners (n = 29) scored in the “*instructional*” category. This showed that 74.36% of the learners still require assistance developing reading comprehension skills but are progressing toward independence. Additionally, the number of learners in the “*frustration*” category has decreased to 6 (15.4%), which is a reduction from the pre-test scores. This indicates that the 4RS strategy has been effective in moving some learners out of the frustration category. Notably, the number of learners in the “*independent*” category has increased, with 4 (10.3%) demonstrating strong reading comprehension skills.

The composite mean score of 5.82, categorized as “*instructional*,” reflects an overall improvement from the pre-test mean score. This indicates that, while learners still need instructional support, they have made significant progress in their comprehension

skills. The results highlight the effectiveness of the 4RS strategy in enhancing learners' reading comprehension skills, suggesting that continued use of this strategy could further reduce the number of learners in the "frustration" category and increase the number of those achieving "independent" status.

The overall percentage of learners in the "independent" group has increased, with four (10.3%) appearing to have good reading comprehension skills. The result is consistent with research by Aydın and Bozkurt (2020), who showed that the 4RS approach could strengthen reading comprehension in EFL learners. The findings indicate the effectiveness of the 4RS strategy in enhancing learners' Reading comprehension skills, implying that continued use of this strategy may reduce the number of learners in the "frustration" category while increasing the number of those achieving "independent" status. These findings contribute to the expanding corpora of research on the benefits of instructional tactics for enhancing reading comprehension. Liu and Fu (2019) show that using certain methodologies, such as reciprocal teaching and question-answering tactics, (that is similar to the 4Rs Strategy) could also enhance EFL learners' reading comprehension skills.

**Table 3**

*Difference in the Reading Comprehension Skills of Learners After Integrating the 4RS Strategy.*

	n	Median	W	z	Asymp. Sig	Conclusion
Pre-test score	39	5				
			279.50	-3.215	.001	Significant
Post-test score	39	6				

Table 3 depicts the difference in the reading comprehension skills of learners after integrating the 4RS Strategy using the Wilcoxon signed-rank test. The test revealed that there is a significant difference between the pre-test score (Md = 5) and post-test score (Md = 6), with  $W = 279.50$ ,  $z = -3.215$ , and  $p = .001$  at the 5% significance level and a moderate effect size ( $d = .36$ ) according to Cohen's (1988) guidelines. This suggests that the increase in reading comprehension skills from the pretest to the post-test is not a result of random chance and is statistically meaningful. Integrating the 4RS strategy has resulted in a substantial enhancement in learners' reading comprehension skills. The result highlights the efficacy of the 4RS strategy in improving learners' reading ability to understand and evaluate complex texts. These results have significant implications for educators who are looking for evidence-based methods to enhance reading comprehension skills in learners. This suggests that the gain in reading comprehension skills from pretest to posttest is statistically significant ( $p = .001$ ). Integrating the 4RS strategy led to a significant enhancement of learners' Reading comprehension skills. These findings align with research by Oliver and Dembo (2019), which found that instructional strategies enhance Reading comprehension.

The statistically significant improvement achieved through the 4RS strategy contributes to the growing body of research supporting the use of instructional strategies. Meta-analyses, such as those conducted by Wainwright and Kiggel (2018), show that strategy instruction improves reading comprehension in general. The results of this research highlight the 4RS strategy's potential as a useful tool for educators.

### Conclusions

Based on the findings, the researchers made the following conclusions:

1. Most learners scored within the "instructional" category, indicating they require some support. A significant portion of learners fell into the "frustration" category, demonstrating substantial comprehension challenges. The pretest analysis and overall "instructional" mean score further emphasized the need for intervention in reading comprehension skills.
2. After implementing the strategy, a significant portion of learners showed improvement, moving into the "instructional" category. Notably, the number of students struggling ("frustration" category) decreased, and a small group even reached "independent" comprehension. While some students still require support, continued use of this strategy has the potential to further reduce frustration and increase independent comprehension.
3. This study provided compelling evidence for the effectiveness of the 4RS strategy in enhancing reading comprehension skills. The statistically significant difference ( $p = .001$ ) between pre-test and post-test scores, along with the moderate effect size ( $d = .36$ ), demonstrates improvement in learners' ability to understand complex texts.

### Recommendations

Based on the findings of the study, the researcher recommends the following:

1. DepEd may allocate resources for teacher training on the 4RS strategy and consider incorporating it into the national curriculum. Ongoing research can track its effectiveness in various settings.
2. The learners may actively participate in lessons using 4RS, practice independently, and seek assistance or reiteration

when needed.

3. Teachers may implement 4RS, adapt it to different learning styles, and monitor student progress to adjust instruction.
4. Support from parents 4RS with teachers, encourage practice at home, and read together, asking questions that promote critical thinking.
5. School administrators may provide teachers with time and resources to implement 4RS, support their professional development, and share the research findings with the school community
6. The researcher recommends future researchers investigate the long-term impact of 4RS, its effectiveness with different age groups, and schools, and how to support best learners who struggle with reading comprehension.

### Work Plan

The work plan started on the 22nd day of November and ended on the 4th day of March.

<b>Proposal of 4Rs Strategy</b>		
<b>Activities</b>	<b>Output</b>	<b>Date</b>
Letter to Parents	Approved permission from the school head to conduct interviews and assess the learners.	November 20, 2023
Interviewing Parents	Learners' Background and Learning Styles.	November 23, 2023
Formulation and Consultation of CBAR with the Cooperating Teacher	Title: Enhancing The Critical Comprehension Through 4rs Strategy of Grade 9 Learners in Gordon Heights National High School.	November 25, 2024
Approval of CBAR proposal	Improved title: Enhancing Reading Comprehension of Grade 9 Learners: A Study on The Effectiveness of 4rs Strategy	January 13, 2024
<b>Implementation of 4Rs Strategy</b>		
<b>Intervention</b>	<b>Innovation</b>	
Pretest	Reading Materials from the GHNHS' Project Reader. (Adopted)	September 27, 2023
Introduction/Orientation of the 4Rs strategy	<ul style="list-style-type: none"> <li>• Ask permission and inform the learners.</li> <li>• Through making the learners aware of the experimental research the researcher must conduct.</li> </ul>	February 1, 2024



Application	<b>READ:</b> providing reading or learning materials.	February 5, 2024
	<b>RETELL:</b> Let the learners retell what they have read in their own words.	February 7, 2024
	<b>REACT:</b> ask the learners what they have felt as they read the text.	February 8, 2024
	<b>REFLECT:</b> apply what they have learned from what they read, more expressively or constructively.	February 12, 2024
		February 13, 2024
		February 14, 2024
		February 15, 2024
		February 19, 2024
		February 26, 2024
		February 27, 2024
		February 28, 2024
		February 29, 2024
		March 4, 2024
		March 5, 2024
	March 6, 2024	
	March 7, 2024	
Post-test	Reading materials from the GHNHS' Project Reader.	March 14, 2024

Table 4. Work Plan on Formulation and Implementation of Intervention.

#### Cost Estimates

The cost estimates were derived from the calculated expenses for this study. The table below shows these estimates.

Activity/Materials	Estimated Budget in Php.
Printing of Manuscripts (proposal)	540
Printing of Final Manuscripts	720
Cost of Materials (IMs)	500
Transportation	500
<b>TOTAL</b>	<b>2,260</b>

Table 5 Cost estimates

### Plan for Dissemination and Utilization

The researcher submitted a research proposal for content critiquing and/or instrument adaptation, with a focus on enhancing the reading comprehension of Grade 9 Learners through the 4rs strategy. After receiving approval, the researcher submitted a letter requesting permission to conduct the research from both the learners and school heads. Reading materials were distributed to the concerned respondents. The data was then collected and tabulated. The responses of the learners were interpreted and analyzed thoroughly for reference by language teachers and future researchers.

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APPENDICES

Appendix A  
ASSESSMENT TOOL

READING INVENTORY FOR GRADE 9

Name: \_\_\_\_\_ Score: \_\_\_\_\_  
Section: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

**MATERIALISM: IS IT A WAY OF LIFE?**

“Life shouldn’t be printed on dollar bills”. This quote from Clifford Odets tells us that life does not necessarily revolve around money and material wealth. As time proceeds into a modern era, money and materialism have been one of the most influential forces in the world. Some may think that money and wealth is the way of life. They believe that everything luxurious in this world has a price and only by accumulating money and wealth can one enjoy them. In my opinion, I think that people really are becoming more materialistic. This essay will discuss how materialism has affected people, modern society, and the country’s economy. Materialism has geared individuals towards the path of making more money so that they can’t afford life’s indulgences like a spacious home and expensive delicacies. They are driven by the want to enjoy a carefree and luxurious lifestyle that seems so popular nowadays. In addition, people work hard to earn more income for the purpose of affording expensive and branded items such as Chanel handbags, iPhone, and tablet personal computers. As people become more focused on wealth and improving living standards, they tend to forget matters that are substantial in life, namely, health, family, and friends. A materialistic mind-set can drive people to overspend or buy things that they cannot afford yet. This will give a domino effect on the country’s economy. Of course, the spending power of the society can help to boost the economy, as they increase sales and business opportunities. However, when people overspend to extreme ends using plastics money or credit cards and take loans that they cannot afford to reimburse them, the country’s debt margin will surely rise. For instance, in America, banks are giving loans to individuals who aspire to own big houses that they cannot pay for. Their inability to pay for it became one of the factors that caused the collapse of America’s economy. Materialism has also affected people’s spiritual and moral beliefs. Some people are fortunate enough to have a proper occupation that they can work hard for, but some people who are jobless or have low income can also develop avaricious characteristics. Since they cannot afford the treats in life yet desire it, they can turn to a life of crime for the resolution to satisfy their materialistic needs. This can be observed through the increasing crime rates for theft, break-ins, snatch thefts, frauds, blackmail, kidnapping for ransom, and bank account hacking. Those who commit these crimes are materialistic criminals that lost sight of moral and spiritual values as they are blinded by greed and wealth. Besides that, parents may neglect their children’s emotional and spiritual needs because they are fully engrossed in money-making activities. Despite all the comforts and extravagance, the children can become lonely and crave for parental affection, and thus indulge in bad habits like smoking or vandalizing public property as an act to eradicate the loneliness or seek attention. In conclusion, materialism is becoming a common quality in the 21st century. People are compelled to work harder to afford indulgences beyond their reach. Even though materialism may spur individuals to strive in life to improve their way of living, the act of overspending can lead to the downfall of the one’s well-being and the economy. For me, I believe that money is not everything in life. It is undeniable that without money, one cannot survive in this harsh world, but having money in abundance is meaningless when one is unhappy. As quoted from Virgil, “The greatest wealth is health.” I think that there are more significant things in our lives that seem to be overshadowed by our busy daily lives and worldly delights, and they are family, friends, health, and true happiness.

Direction: Choose only the letter of the correct answer.


1. “Life shouldn’t be printed on dollar bills” means \_\_\_\_\_.  
a. Life does not revolve around money and material wealth.  
b. People tend to value dollars than the local monetary unit.  
c. Money alone is the most influential factor in the world. d. Without money, life would not go on.
2. The statement “Money and materialism have been one of the most influential forces in this world”, is found in paragraph \_\_\_\_\_.  
a. two                      b. three      c. one                      d. four
3. Materialism has geared individuals towards the path of making money but \_\_\_\_\_.  
a. They can afford life’s indulgences like spacious home and expensive delicacies.  
b. They can enjoy a carefree and luxurious lifestyle.  
c. They can earn more income to buy branded items.  
d. They tend to forget matters that are substantial in life, like health, family, and friends.
4. This is the only advantage of having a materialistic mind-set.  
a. overspending      c. increasing sales/business opportunities      b. using credit cards      d. rise of debt
5. According to the text, “Plastic money” means \_\_\_\_\_.  
a. fake money                      b. play money                      c. bounced check      d. credit card
6. The text mentioned that the most influential factors in the modern era are \_\_\_\_\_.  
a. Money and materialism      c. Friends and life’s indulgences  
b. Materialism and family      d. Friends and life’s indulgences

7. This word in the fourth paragraph is synonymous to greedy. a. dissatisfied b. jobless c. extravagant d. avaricious
8. Parents may neglect their children’s emotional and spiritual needs because they are fully engrossed in money making activities. This statement is \_\_\_\_\_ in the text. a. impliedly mentioned c. directly mentioned b. not mentioned d. mentioned many times
9. The best reason in the collapse of America’s economy was due to \_\_\_\_\_.  
a. increase in the purchasing power of people b. excessive use of credit card c. inability of the people to pay debt d. changes in lifestyle
10. The last paragraph concludes by stating \_\_\_\_\_.  
a. a suggestion b. an opinion c. a prediction d. judgment

Sample Lesson Plan

**A DETAILED LESSON IN ENGLISH  
THIRD QUARTER**

<b>School</b>	Gordon Heights National High School	<b>Grade Level</b>	9
<b>Student Teacher</b>	Dhanitz Quimen	<b>Subject</b>	English
<b>Cooperating Teacher</b>	Ms. Shiela Mae Y. Abellon	<b>Date</b>	February 28, 2024
<b>I. Grade Level Standard</b>			
<i>a. Content Standard</i>	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of connecting to the world; also how to use ways of analyzing one-act play and different forms of verbals for him/her to skilfully perform in a one-act play.		
<i>b. Performance Standard</i>	The learner skilfully performs in one-act play through utilizing effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery, and Dramatic Conventions.		
<i>c. Learning Competencies</i>	<p>MELC2: Determine the relevance and the truthfulness of the ideas presented in the material viewed (<b>EN9VC-IVa-10</b>).</p> <p>At the end of the 50-minute discussion, 85% of the learners will be able to perform the following activities with 80% proficiency level:</p> <p>a. determine the relevance of the song through dream matrix;</p> <p>b. realize the importance of the song to real-life context; and</p> <p>c. create a personal letter to a future self.</p>		
<b>II. Topic</b>			
<i>Specific Topic</i>	A Million Dreams by The Greatest Showman		
<i>Instructional Material/s</i>	Laptop, Smart TV, PPT, and Printouts.		
<i>Learning Strategies</i>	Inquiry-Based Learning, Independent Learning, Collaborative Learning, and 4R’s Strategy (Read, Retell, React, and Reflect).		
<i>Reference/s</i>	Department of Education-Region 3. (2021). In <i>English – Grade 9 Alternative Delivery Mode Quarter 3 – Module 2</i> (1st ed.)		
<b>III. Procedures</b>	<b>Teachers’ Activity</b>	<b>Students’ Activity</b>	
<i>A. Preparatory Activity</i> 1. Greetings & Prayer	<p>Good afternoon, class.</p> <p>How is everyone so far?</p> <p>I’m really glad to hear that. Before anything else, let us start this class with a prayer. _____, kindly lead the prayer for us.</p>	<p>Good afternoon.</p> <p>We’re doing great.</p> <p>Dear Heavenly Father, we thank you for this brand new day that you have given us; it’s another day for us to learn new lessons and we are humbly asking for your guidance and please give us the wisdom and knowledge that we need. Bless us oh Lord, in Jesus name, we pray. Amen.</p>	

2. <i>Classroom Management</i>	Before you sit down, kindly arrange your chair, and pick up the pieces of trash under and around your seats.	(Students arrange their chairs and pick up trash.)
3. <i>Checking of Attendance</i>	Class secretary, are there any absentees today? Kindly pass the list of their names.	The class secretary compiles the list of absentees before handing it over to the teacher.)
<b>IV. Discussion</b>		
<b>A. Reviewing yesterday's lesson or presenting the new lesson</b>	What was the topic or what can you recall about our activity yesterday?  What is "A Million Dreams" all about?	About dreams.  It is about pursuing dreams.
<b>B. Establishing a purpose for the lesson (ACTIVITY)</b>	Very good. Since we are talking about the thought of dreams, I have this question in my mind that I would like to ask you as well:    <i>(Inquiry-based learning.)</i>	Friends Family Crush Dreams Myself
<b>C. Presenting examples/ instances of the new lesson (ACTIVITY)</b>	As you have mentioned you are getting up for friends, family, for yourself, or crush and other reasons. Why do you think we get up for these reasons?  <i>(Reflecting strategy.)</i>	We get up for different reasons because each reason is important to us in its own way. Whether it is for family, personal goals, or spending time with loved ones, these reasons give meaning to our day and help us feel fulfilled.
<b>D. Discussing new concepts and practicing new skills #1 (Leads to Formative Assessment 1) (ANALYSIS)</b>	Then, how does understanding the reason for your dreams or goals in life affect your sense of purpose?  <i>(Reflecting strategy.)</i>	Understanding the importance of your dreams or goals in life gives you a clear direction and motivation. It helps you see the bigger picture and stay focused on what truly matters to you.
<b>E. Developing mastery (Leads to Formative Assessment 3) (ABSTRACTION)</b>	Therefore, how does it make sense to you the line from the song, "A million dreams are keeping me awake" for your family, friends, and for yourself?  Very good. For those who participated, here is your tix for additional points. <i>(React and retelling strategy.)</i>	The line "A million dreams are keeping me awake" resonates with my personal goals because it reflects the excitement and passion I feel about achieving my goals for others and for myself.
<b>F. Finding applications of concepts and skills in daily living (APPLICATION)</b>	Relating your answers with the importance of our dream, with your group, kindly accomplish this task. Instructions: Complete the dream matrix below: Group 1:	



Do you know the topic?	Specific domain area?	Problem solving or application in practice?	How well you understand the concept?

Group 2:

Do you know the topic?	Specific domain area?	Problem solving or application in practice?	How well you understand the concept?

Group 3:

Do you know the topic?	Specific domain area?	Problem solving or application in practice?	How well you understand the concept?

Group 4:

Do you know the topic?	Specific domain area?	Problem solving or application in practice?	How well you understand the concept?

Group 5:

Do you know the topic?	Specific domain area?	Problem solving or application in practice?	How well you understand the concept?

This is how you will be graded:

Relevance - 10 pts.

Content - 10 pts.

Originality - 5pts.

Overall Presentation - 5pts.

Is the instruction clear?

You may start doing your tasks.

Time is up. Kindly post your outputs and share your answer with the class.



(The teacher rates students' performances.)

*(Retelling and reacting strategy, and collaborative learning.)*

Yes.

(Students answer their output and prepare for their presentation.)

(Students present their output.)

<p><b>G. Evaluating learning (ASSESSMENT)</b></p>	<p>Bring out ½ sheet of crosswise.</p>  <p>Please be guided on how you will be graded:</p>  <p>Time is up. Kindly pass your papers forward. <i>(Independent learning and reflecting strategy)</i></p>	
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**Appendix B**

**DECLARATION OF ANTI-PLAGIARISM AND ABSENCE OF CONFLICT OF INTEREST**

I, Dhanitz Quimen, understand that plagiarism is an act of taking or using another’s ideas and works and passing them off as one’s own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgement and referencing.

I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.

I understand that violation of this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

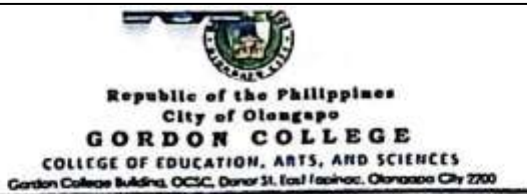
Proponent: Dhanitz Quimen

Signature: \_\_\_\_\_

Date: May 15, 2024

Appendix C

CONSENT/ASSENT LETTER



Date: November 13, 2023

DR. ESPERIDION F. ORDONIO  
Principal IV  
Gordon Heights National High School

Sir,

Greetings in Christ name!

We, the fourth-year students taking Field Study course, were deployed at Gordon Heights National High School would like to request your good office to allow us conduct series of interviews from you as the principal of the institution, different heads of different majors, resource teachers, parents, and students as part of our requirement in the said course.

If approved, we would like to conduct the interview on the following dates:

Principal	November 14, 2023
Heads	November 14, 2023
Resource Teachers	November 15, 2023
Parents and Students	November 15 – 29, 2023

Attached herewith is the interview guide that we will be using for you as the principal, for the heads and the cooperating teachers. The data that will be collected will be treated with utmost confidential and will be used solely for learning and part will be included in our portfolio.

We are hoping for your approval regarding the matter. Thank you and God Bless.

Sincerely Yours,

  
Zarrina Alibon Antigo Alcantara  
BSED FILIPINO

Noted:

  
ANNA NERESIA AMARILLE, MASE  
Assistant Dean, CEAS

*Noted:  
Dr. G. Ordonio  
11-16-2023*



Rm. 309, 3<sup>rd</sup> Floor, Gordon College Building  
047-222-4080 loc. 322  
[www.gordoncollege.edu.ph/](http://www.gordoncollege.edu.ph/)

Page 1 of 8



Republic of the Philippines  
City of Olongapo  
**GORDON COLLEGE**  
College of Education, Arts and Sciences



**LETTER OF REQUEST FOR CLASSROOM-BASED ACTION RESEARCH**

**ORVEN O. DANUGRAO**

OIC - School Principal  
Public Schools District Supervisor II-B  
Gordon Heights National High School

**Through: JENNIFER P. CHING**

Teacher III / Reading Coordinator

**Sir/ Ma'am:**

Greetings!


I hope this letter finds you well. I am writing to request permission to utilize the **pre-test and post-test results**, as well as **assessment tools** from the **Project READERS at Gordon Heights National High School** for the action research as a partial requirement for the Teaching Internship Subject in Gordon College.

As part of my ongoing commitment to continuous improvement and effective teaching practices, I am also initiating the implementation of my action research, aimed at **Enhancing the Critical Comprehension of Grade 9 Learners (Gallium) Through 4 R's Strategy (Read, Retell, React, Reflect)**. Furthermore, I am committed to complying with all relevant school policies and procedures regarding data usage and research protocols as we assure you that all data obtained will be treated with the utmost confidentiality and used solely for research.

Your support in granting permission to access the pre-test and post-test results, as well as assessment tools, would be greatly helpful and appreciated.

Thank you for considering my request. I eagerly await your positive response.

Respectfully,

  
**DHAIVT QUIMEN**  
Practice Teacher, English

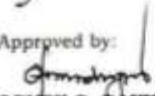
Checked by:

  
**SHIELA MAE Y. ABELLON**  
Cooperating Teacher/ JHST III, English

Noted by:

  
**JANETTE O. PIELAGO**  
Head Teacher I, English

Approved by:

  
**ORVEN O. DANUGRAO**  
OIC - School Principal  
Public Schools District Supervisor II-B  
Gordon Heights National High School

Dear Dr. Lim,

Greetings! I hope this finds you well. My name is Dhanitz Quimen, and I am an English practice teacher at Gordon College in Olongapo City. I am writing to seek your permission to utilize the 4RS strategy you developed for my Classroom-Based Action Research.

I am impressed by the potential of the 4RS strategy to Enhance the Critical Comprehension of Grade 9 Learners in my cooperating school at Gordon Heights National High School. I believe implementing this intervention in my classroom will provide valuable data for my research and ultimately benefit my students' learning, particularly in the context of reading.

I have thoroughly reviewed your research paper, "IMPROVING THE READING COMPREHENSION OF GRADE 8 LEARNERS USING 4RS (READ, RETELL, REACT, REFLECT) STRATEGY," and fully understand the approach and procedures involved. I am confident that I can effectively implement the 4RS strategy in my classroom setting while adhering to your outlined methods.

I would be grateful if you could grant me permission to utilize the 4RS strategy in my research. I am happy to provide you with a copy of my research proposal for your reference and keep you updated on the progress of my study.

Thank you for your time and consideration.

Sincerely,

Dhanitz Quimen

Gordon College, Olongapo City

 Enhancing the Critical Co...rade 9 Learners docx.docx



**Rex Alima Lim** to you

8 days ago

Dear Dhanitz,

I am pleased to receive this message. Go ahead and enjoy your academic journey.

Looking forward to the success of your research,

Rex

**Appendix D**  
**STATISTICAL TOOLS**

*Result of the Test of Normality of Pre- and Post-Test Score*

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre	.955	39	.119
Post	.905	39	.003

*Results of the Wilcoxon Signed*

*Ranks Test*

NPar Tests								
Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre	39	5.0769	1.51109	1.00	8.00	4.0000	5.0000	6.0000
Post	39	5.8205	1.16691	4.00	8.00	5.0000	6.0000	6.0000

Wilcoxon Signed Ranks Test				
Ranks				
		N	Mean Rank	Sum of Ranks
Post - Pre	Negative Ranks	5 <sup>a</sup>	9.10	45.50
	Positive Ranks	20 <sup>b</sup>	13.98	279.50
	Ties	14 <sup>c</sup>		
	Total	39		

a. Post < Pre  
b. Post > Pre  
c. Post = Pre

Test Statistics <sup>a</sup>	
	Post - Pre
Z	-3.215 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.



## CURRICULUM VITAE

### Personal Information

**Name:** Dhanitz Quimen

**Student Number:** 202011315

**Age:** 22

**Sex:** Female

**Birthdate:** March 5, 2002

**Birthplace:** Del Pilar, Castillejos, Zambales

**Contact Number:** +639949288153

**Email Address:** [dhanquimen@gmail.com](mailto:dhanquimen@gmail.com) / [202011315@gordoncollege.edu.ph](mailto:202011315@gordoncollege.edu.ph)

**Course, Block, and Year:** Bachelor of Secondary Education - English 4F

**Mother's Name:** Divina S. Quimen

**Occupation:** Social Worker

**Father's Name:** Danny P. Jones II

**Occupation:** N/A



### Educational Background

**Elementary** : Mabayan Elementary School (2008 - 2014)

**Junior High School** : Olongapo City National High School (2014 - 2017)  
(Special Program in Sports - Badminton)

**Senior High School** : Mabayan Senior High School (2017 - 2020)  
(Humanities and Social Sciences)

**Tertiary** : Gordon College (2020 – 2024)