



DEVELOPMENT AND EVALUATION OF AN INTEGRATED READING COMPREHENSION PROGRAM SY 2019-2020

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ABSTRACT: When it comes to English language comprehension, the students at Mallig Plains National High School's Grade 10 Emerald have problems. It is also difficult for them to look for textual clues that support or refute a proposition in question. The researcher has also discovered that a lot of individuals are able to detect words in printed materials but have difficulty understanding the implicit information contained within the printed content. As a result of their difficulty with reading comprehension, they received poor grades on exams in courses where English was the language of instruction. Following the events described above, the researcher decided to undertake a study in order to address the reading difficulties mentioned previously. It is possible that the reading comprehension of the G10 Emerald students at Mallig Plains National High School will be improved by the use of instructional assistance tools in reading. While focusing on (RC) Reading Comprehension, this instructional support material in reading integrates the six sub abilities of reading into a single cohesive whole. There were five teachers and five students that took part in this study, and they were all asked about the difficulties they faced when teaching reading comprehension. A total of eight sessions were conducted using instructional support material in reading for the entire part of G10 Emerald. Briefly summarized, all of the recommendations obtained under the instructional support resources in reading category were encapsulated and used as the foundation for the Mallig Plains National High School Proposed Learning Continuity Plan.

Keyword: *reading comprehension, instructional support material, sub skills of reading*

I. INTRODUCTION

Reading is a macro skill needed by the students to be successful in life. With the reading process, its purpose is to gain comprehension. Good readers are actively involved with the text, and they are aware of the processes they use to understand what they read.

Comprehending the text is one of the problems that the students face in reading. They cannot focus on what they read during the reading activity and still have difficulty to get the ideas of the text. (Asmawati, 2015.) Asmawati further emphasize that not being able to comprehend can impede students from retaining information that they read. It will also affect their self-actualization, which will have an impact with their success. It is for these reasons that schools provide reading programs.

The Philippine Informal Reading Inventory (Phil-IRI) was created to provide classroom

teachers a tool for measuring and describing reading performance. It is an assessment tool composed of graded passages designed to determine a students' reading level. Independent Reading Level is the level at which readers function on their own with almost perfect oral reading and excellent comprehension. Instructional Reading Level is the level at which readers profit the most from teacher directed instruction in reading. Frustration Reading Level is the level at which readers find reading materials so difficult that they cannot successfully respond to them (Flippo, 2014. (The Philippine Informal Reading Inventory Manual 2018, p. 1)

The Mallig Plains National High School has an existing reading program known as Developing Optimism to Readers who need Proficiency (DORP. The pretest results of PHIL- IRI for Mallig Plains National High School shows that 364 or 70.89 % of the 512 students belong to the independent reading level. This result shows that the majority of its students function on their own worth almost perfect oral reading and excellent comprehension. Nevertheless, there are still 140 students or 27.34 % who belonged to the instructional level and worst there still 9 or 1.76 % are in the frustration level. Considering that these students are already in the secondary level, it is an utmost concern of teachers to raise their level so they could cope with the challenges in high school and with the future college work.

Additional research needs to be completed in the area of how effective are the instructional support material in reading. Ideally, teachers and students could benefit on instructional support material because if the materials are effective, it would create a nation of proficient readers, then they will benefit from understanding the relationship between reading materials and reading comprehension.

In the first quarter of this school year, the researcher has observed that the students of Grade 10 Emerald have difficulty in understanding their lessons in English. They also have difficulty in examining textual details that affirm or refute a claim. Further, the researcher has observed that a number of them can recognize words in printed materials but still have difficulties in getting the implicit information in the printed material read. This problem on reading was evidently mirrored in the poor results of their exams in subjects where English is the medium of instruction.

To cater this concern, the present researcher believes that there is still a need for an instructional support material in reading that could address these reading problems. This instructional support material in reading has focused on (RC) Reading Comprehension and integrates the six sub skills of reading. Moreover, the instructional support material in reading focused on the reading fluency and comprehension of academically challenged students.

Statement of Problem

Generally, this study aimed to assess the effectiveness of instructional support materials in reading as basis for proposed learning continuity plan.

More specifically, the study will seek to answer the following:

1. What are the problems/difficulties/ challenges encountered by the teachers in teaching Reading?

2. What are the problems/difficulties/ challenges encountered by the students in learning?
3. What reading comprehension materials can be developed to address the difficulties and challenges encountered by the teachers and students?
4. What is the reading comprehension level of the participants as measured by the pre-test in terms of Reading Skills?
 - 4.1 Noting Details,
 - 4.2 Drawing Inferences,
 - 4.3 Finding Main Idea,
 - 4.4 Synthesizing,
 - 4.5 Recognizing Writer's Purpose, Tone and Mood,
 - 4.6 Identifying Fact from and Opinion?
5. What is the reading comprehension level of the participants as measured by the post-test in terms of in terms of:
 - 5.1 Noting Details,
 - 5.2 Drawing Inferences,
 - 5.3 Finding Main Idea,
 - 5.4 Synthesizing,
 - 5.5 Recognizing Writer's Purpose, Tone, and Mood,
 - 5.6 Identifying Fact from and Opinion?
6. Is there a significant difference in the reading comprehension level of the participants as measured by the pre-posttest in terms of the reading skills?
7. What are the strengths and weaknesses in the developed instructional support material in reading?
8. What recommendations can be made for the enhancement of the developed instructional support material in reading?

II. METHODOLOGY

The One-Shot Experimental (Single Pre-Post Design method of research was utilized to of Grade 10 students of Mallig Plains National High School. It used the one-group pre-test posttest, wherein it is a quasi-experimental research design in which the same dependent variable is measured in one group of participants before the (pretest) and after (posttest) a treatment is administered.

The Instrument of Study

There were five research instruments used in the data collection process of this study to obtain the scores necessary to perform the indicated statistical analyses.

1. *Interview Guide*

This study used the interview guide in interviewing the teacher participants and student participants to know the problems/difficulties/challenges encountered by the students and teachers in learning and teaching of reading. The interview guide consists of ten questions.

2. *Pre-test-Teacher Made Test* was used to gather information on the reading levels of the participants in terms of reading comprehension. This test consist of 50 items. The test items were based in the result of the intensive interview and in the Table of Specifications made by the researcher, wherein it is based in the Department of Education Curriculum Guide Learning Competencies under the Domain of Reading Comprehension (RC). There is an inclusion of reading sub skills in each item. There are 9 items for noting details, 8 for drawing inferences, 8 for finding main idea, 9 for synthesizing, 8 for recognizing writer's purpose, tone, mood and attitude, and 8 for identifying facts from opinion.

3. *Post-test-Teacher Made Test* is parallel with the pre-test in terms of items, competency and target reading skills. It was used to gather information on the reading levels of the participants in terms of reading comprehension. This test consist of 50 items. The test items were based in the result of the intensive interview and in the Table of Specifications made by the researcher, wherein the Learning Competencies were based in the Department of Education Curriculum Guide under the Domain of Reading Comprehension (RC). There is an inclusion of reading sub skills in each item.

4. *Instructional Support Material in Reading.*

It is an eight-session intervention module developed to supplement remedial instruction primarily to address the difficulties and challenges encountered by teachers and to help Grade 10 Students who are having difficulty in reading comprehension. Furthermore, the module

integrates the following skills in reading: Noting Details, Drawing Inferences, Finding the Main Idea, Synthesizing Essential Information, Recognizing Writer's Purpose Tone and Mood, Identifying Text Type, Identifying Facts and Opinion, Comparison and Contrast, Finding the cause and effect relationship and Summarizing.

The following are the learning competencies with LC Codes taken from the Department of Education Curriculum Guide: Session 1: EN10SS-IVa-1.5: Use locational skills to gather information from primary and secondary sources of information EN10SS-IVb-1.7: Get vital information from various websites on the internet Session 2: EN10SS-IVc-1.8: Synthesize essential information about a chosen issue, EN10LC-IVc-3.18: Get different viewpoints on various local or global issues and Session 3: EN10RC-IVd-2.13: Distinguish facts from beliefs react to the falsity and soundness of an argument, Session 4: EN10RC-IVe-15.1: Evaluate the accuracy of given information Session 5: EN10RC-IVf-2.12: Draw conclusions from the set of details Session 6: EN10RC-IVf-2.12: Draw conclusions from the set of details (Finding the Main Idea) Session 7: EN10SS-IVh-1.8.1: Point out relationships among statements and Session 8: EN10RC-IVi-10.2: Distinguish between general and specific statements.

There are target skills in each session. In session 1: the target skill is weaving ideas in the content, session 2: Recognizing Writer's Purpose Tone and Mood, in Session 3: Drawing Inferences/conclusion, in session 4, noting details, outlining session 5: synthesizing essential information Session 6: Drawing conclusion, Session 7: sequencing details and Session 8: Finding Main idea & Summarizing.

5. **Observation Notes.** These were used for the researcher to have basis of the performances of the students. The observation notes were done every session by the researcher.

Statistical Tools

Qualitative Content Analysis (QCA)

a.Steps

Preparation of data

The researcher prepared the data wherein from the data the researcher has collected, and defined the data to be transcribed or not.

Defining the unit or theme analysis

The researcher classified the content into themes which can be a word, phrase or a sentence. The researcher made sure that the unit or theme should be based on reading comprehension problems of the students and teachers.

b.Coding Scheme

The researcher developed sub-categories and coding scheme for the analysis. More so, the researcher ensured consistency in the codes. Afterwards, the researcher presented the results under each theme

with conclusions. And the results were supported by secondary data and quotes from the developed code.

Quantitative Part

a. Frequency and Percentage Distribution

This was used in the tabulation of the quantitative data of the study specifically in the reading comprehension level of the participants as measured by their scores in the pre-posttest. Thus, the ratings/scores of the students in reading comprehension were interpreted using the arbitrary scale for reading comprehension level.

Table 1. Arbitrary Scale for Reading Comprehension Levels

Arbitrary Scale for Total Reading Scores	Descriptive Interpretation of Reading Level
7-9	Mastered
5-6	Nearly Mastered
0-4	Not Mastered

b. Content Validation Index

The content validation was conducted in a face-to-face approach to ensure the overall validity of the assessment. There are six number of experts who reviewed and critique the pre-posttest items.

Table 2. The number of experts and its implication on the acceptable cut-off score of CVI. (iCVI) Validity index for Items and Content Validity Index for Scale (sCVI)

Numb er of Experts	Acceptab le CVI Values	Source of Recommendati on
At least six experts	At least 0.83	Polit and Beck (2006), Polit et al.(2007)

c. t-test for Dependent Samples

This was used to determine if there is a significant difference in the reading comprehension level of the participants as measured by the pre-posttest; and if the reading program improved the participants reading comprehension level.

Frequency, percentage counts, and weighted mean were used to determine the result of the Learning Style Survey and the performance level of the students on the different macro skills. Likewise, the chi-square test was used in order to reveal whether there is a significant relationship between the learning modalities and the students' performance in five macro skills.

III. RESULTS AND DISCUSSIONS

1.1 Problems and Difficulties Experienced by Key Informants in Teaching Reading Comprehension.

TABLE 3. PROBLEMS ENCOUNTERED BY TEACHER PARTICIPANTS IN TEACHING READING COMPREHENSIONS

Underdeveloped Reading Comprehension Skills
Difficulty in Phonetic /Phonological Discrimination
Inadequacy of References/Materials
Students' Low Interest or Lack of Motivation
Inability to Express One's Self
Grammatical Lapses
Limited Vocabulary

Table 3 presents the problems encountered by teacher participants in the teaching of reading comprehension. The data reveal that the topmost difficulty or problem they experienced is on the underdeveloped reading comprehension skills of students. This result is supported by the claim of Akcamete et al. (2017) when they posited that "students with reading/comprehension difficulties are having problems in understanding and interpreting the questions and directives as regards the text". These findings indicate that reading comprehension of the students is important so that they can understand what they read. The following are manifestations of teachers' difficulty in teaching reading comprehension.

- "Students have a hard time comprehending the text." T3 MU2
- "It is really stressful for both students and teachers, especially in the consistency of reading comprehension development." T2MU3

- “They can read but cannot comprehend especially in finding the main idea to reading text.” T3MU4
- “They have a difficulty comprehending in terms of noting details especially if the text is very long and not updated.” T3MU5
- “I would regard distinguishing facts and opinions as stressful one ma’am because students cannot comprehend the statement if it is a fact or opinion.” T3MU6

The second top most problem that the teachers encountered is on the difficulty in phonetic/phonological discrimination. The results indicate that students have difficulty in reading comprehension because they have not yet mastered a very basic skill in reading which is identifying letters and their sounds. According to Pressley (1998) the inability to sound out words can be attributed to phonological processing difficulties. Weak phonological processing accounts for the largest population of students classified as having dyslexia or individuals with severe word recognition difficulties.

In addition, (Ball & Blachman, 1991; Byrne & Fielding-Barnsley, 1993) assert that phonological awareness is a crucial component to becoming literate. This has been verified through studies that examined long-term effects of phonological awareness training in preschool and kindergarten on subsequent reading achievement performance of first, second, and third graders.

Marker (2017) also added that when a child substitutes words when reading, the miscue is as an opportunity to provide feedback. The following excerpts would illustrate the difficulty:

- “It is still challenging in the sense that some cannot read”
T1MU2
- “I have students who cannot read and recognize letters.” T2MU1
- “Some students mispronounce word; they also omit letters in reading.” T2MU2
- “Ahmm... we have this case of some students that they cannot easily recognize letters.” T4MU2
- “Some readers omit the important words or portion of words when reading.”
T5MU2
- “Substitutions ma’am, some students read another word instead of the words included in printed materials” T5MU3

The third topmost problem is the inadequacy of references or materials to be used by students. What is found in this study about the scarcity of instructional materials is in harmony with findings in the literature Abolade and Olumirin (2004). They reported that most of the produced instructional materials for teaching are usually very scarce to come by and where they are within reach, they are usually very expensive to buy.

These are extracts regarding their complaints. The following are the examples of statements

from the participants illustrating their problems in adequacy of supply or references to be used by students. The participants said that ample reading materials support students learning.

- “I think they must give more references.” T3MU3
- “And more books so the students or the learners must have another more prepared books to read.” T3MU4
- “There should be an opportunity to read a lot by providing more numerous books.” T5MU2
- “There should be ample materials for student needs.” T5MU3
- “The material should be suited to the students reading level.” T5MU1

The lowest two problems/ difficulties are on grammatical lapses and limited vocabulary.

Table 4 SKILLS DIFFICULTIES AND CHALLENGES IN READING
COMPREHENSION BY STUDENTS

Problems Encountered by Students	Frequency	Percentage
1.1 Noting Details	7	33.33
1.2 Identifying Text Type	3	14.29
1.3 Recognizing Writer’s Purpose Tone and Mood	3	14.28
1.4 Summarizing	2	9.52
1.5 Finding Problem and solution	2	9.52
1.6 Identifying Facts and Opinion	1	4.76
1.7 Understanding difficult words	1	4.76
1.8 Mispronouncing difficult words	1	4.76
1.9 Outlining	1	4.76
Total	21	100.00

Table 4 displays the problems/difficulties of students in learning reading comprehension. It would be noticed that the data reveal that the topmost difficulty for students while learning reading comprehension are noting details, identifying text type, recognizing the writer’s purpose, tone and mood, summarizing and finding problem and solution, while the skills like identifying facts and opinion, understanding difficult words and mispronouncing difficult words are the skills where they have a least likely to have problems on.

The highest frequency in the problem areas of students is noting details with 7 or 33.33 %. It is “a reading comprehension skill that involves picking out from a piece of text the particular piece or pieces of information to achieve a given purpose such as answering a question in a text” (studymode.com, 2020). Hence the following are statements from the participants indicating difficulty in noting details.

- “I have just encountered the problem in noting the details on my English class.”S1MU2
- “I have difficulty in noting the details of Romeo and Juliet because it was very long.” S2MU1
- “My difficulty in reading comprehension since I am grade 7 is sequencing details specifically how to use transition signals.”S3MU2

- “The reading skill that I have difficulty in reading comprehension is noting details especially using connectors.”S3MU3
- “I still have difficulties in noting details because of long stories.” S4MU5
- “Sequencing details give me a hard time.” S4MU7
- “I have difficulty in comprehending the details in the story Ibong Adarna.” S5MU4

This result is supported by the claim of Chou Hare and Smith (1982) that the use of Noting Details was reported significantly more often by monolinguals than ESL students and overall, English-speaking subjects used more strategies than ESL students. Students may not have had enough time to develop this skill and they do not have strong foundation of noting details.

The next problem area for students is finding the author’s purpose with three or 14. 28 %. This result is supported by the study of Hock M.F. et al.(2009) when he discovered that 61% of the struggling readers had significant deficits in reading comprehension specifically in finding the author’s purpose. This finding implies that the students got low score in that reading comprehension skill because they do not have firm foundation of the said skill.

The following are statements from the participants indicating problems about difficulty finding the author’s purpose.

- “If I’m reading, I will only get or catch what the author is trying to say when I’m in the middle of reading.” S1MU1
- “There are challenges that I have encountered like recognizing writer’s purpose.” S4MU1
- “The challenges that I encountered as a student in English specifically in reading comprehension is recognizing writer’s purpose”S3MU1

There are participants who also shared that they have difficulty identifying text types with 3 or 14.29 %. According to Kavcar and Oğuzkan (1999: 23) texts types are species that take place in literature and writings that have literary value. The following are manifestations of their difficulty in identifying text types. Johns (2008) stressed that students need to have genre awareness through which they learn the characteristics of a certain text type (genre) to help them interpret and produce that genre.

Here are the statements of the participants regarding their difficulty on the skill mentioned:

- “I am having difficulties on identifying text types especially if the paragraph is very long.” S1MU3
- “I have said, when I was on my lower years, identifying the kind of text type is not easy for me to understand.” S2MU1
- “In reading skills I have difficulty in identifying text type especially the texts in our English 10 book”.S4MU6

The participants also verbalized that they have a hard time in verifying statements which has 1 or 4. 76 percent total meaningful units. The statement below is a manifestation of their difficulty in verifying statements:

- “The problem that I hate most is my problem in distinguishing the facts or opinions because if you don’t have references you’ll never know if the information on the text is a fact or just an opinion.”S1MU4

The following excerpts from participants’ statements are manifestations that they have encountered problems with understanding difficult words with one or 4.76 % total meaningful units which affects their reading development. The statement below is a manifestation of difficulty understanding difficult words.

- “As a grade 10 student, it’s not easy for us to understand the word because we don’t know the right meaning of big words in the selection.”S2MU2

They have also verbalized that summarizing which has two or 9.52 % total meaningful units as one of their weaknesses as proven by the statements below:

- “In English specifically in reading comprehension there are challenges that I have encountered

like summarizing.”S4MU4

- “Ma’am Bulaong ask me questions, but I had hard time summarizing.”S5MU4

One participant shared that he has problem in outlining which has one or 4.76 percent total meaningful units. This support the study of Jimenez et al (2013) that 10% of the students do not have any idea of what an outline is or how to write it. Although some of them said that they had studied that part in the English composition course, they still have problems with that.

- I am also having a problem in outlining. S5MU3

One student also shared his problem in finding the problem-solution of the selection which has two or 9.52 % total meaningful units. Below is the statement from the participant indicating problems about finding the problem and the solution of the stories.

- “I even had a hard time in finding the problem and the solution of the stories when I was G7.”S5MU6
- The challenges that I have encountered is summarizing.”S5MU2

It is supported by the claim of Ancheta (2018) that 78 percent of the students are poor in predicting outcomes and getting the main idea. Inferring (75.6 %) was also another skill that students are low garnering 75.6 percent. Followed by vocabulary building and noting details with 56.2 percent and 53.6 percent respectively. This implies that the students have not developed their higher order thinking skill in reading and that most of the L3 students are struggling readers. Their high comprehension ability needs to be reinforced.

Moreover, from the web page of Teaching Tolerance, entitled Understanding Text Types, it is stressed that knowledge of text type helps children organize their thoughts when receiving, retelling or reporting on a particular reading. Children unaware of text types may become confused or include unnecessary details in reports or retellings of a read aloud. Knowledge of text type aids reading comprehension and assists children in compartmentalizing texts. Explicit instruction of text type is vital to understanding how letters form words, words form sentences and sentences form paragraphs and they form meaning.

Reading comprehension materials that can be developed to address the difficulties and challenges encountered by teachers

Reading comprehension is affected by the quality of a reading material. Reading comprehension materials are effective tool to improve reading comprehension of the students. These materials are inexpensive source of knowledge and experience. It is important that teachers should developed materials that would improve student reading comprehension.

Snow, Burns and Griffin (1998) noted that no single reading instruction method works best for all children. If we have learned anything from this effort, it is that effective teachers are able to craft a special mix of instructional ingredients for every child they work with.

Significant difference in the reading comprehension level of the participants as measured by the pre-posttest

Table 7. Dependent t-Test on the Significant Difference in the Reading Level of the Participants as Measured by the Pre-post test

Variables	Mean	Standard Deviation	t-Value	Probability Value	Decision at 0.01
Noting Details	Pretest: 2.07	.778	2.891	.006	Reject Ho
	Posttest: 2.45	.670			
Drawing Inferences	Pretest: 1.76	.821	2.172	.036	Reject Ho
	Posttest: 2.07	.778			
Finding Main Idea	Pretest: 1.55	.705	3.563	.001	Reject Ho
	Posttest: 2.12	.772			

Synthesizing	Pretest: 2.00	.826	4.599	.000	Reject Ho
	Posttest: 2.64	.577			
Recognizing Writer's Purpose Tone and Mood	Pretest: 1.60	.857	3.766	.001	Reject Ho
	Posttest: 2.14	.751			
Identifying Facts From Opinion	Pretest: 1.48	.671	3.032	.004	Reject Ho
	Posttest: 1.95	.795			
Overall Score	Pretest: 27.21	8.910	7.469	.000	Reject Ho
	Posttest: 35.57	5.735			

Table 7 highlights the significant difference in the Reading Level of the Participants as Measured by the pre-post-test.

Noting Details

As seen in the foregoing table, in noting details the computed t- value is 2.891 which is greater than the p value is 0.006. Therefore, the null hypothesis is rejected and there is a significant difference in the reading communication level in the pre-post-test.

Dumanig et.al (2011) in their study that after exposing the students in the treatment which is reading mediated program, significant learning is acquired especially in noting details. Rahmat (2017) in his study “Small Group Discussion Strategy Towards Students’ Reading Comprehension of SMA Negeri 11 Bulukumba” concluded that there is a significant difference between the result of the students’ pre-test and post-test in terms of noting details where the students’ mean score of post-test in experimental class was higher than pre-test.

This finding means that the participants performed better in noting details during posttest if compared to pretest.

Drawing Inferences

In drawing inferences, the computed t- value is 2.172 which is greater than the p value 0.313. Therefore the null hypothesis is rejected and there is a significant difference in the reading communication level in the pre-post-test. This result is supported by Yuilly et al.(1988) when they detailed that less skilled learners in drawing inferences improved significantly after series of training and reading sessions. Also, Haneman and Daneman (1998) found in their study that integrating questions into the text combined with allowing longer reading time significantly improved the skill of inferencing. Moreover, Song (1998) posits that there is a strong effect of the strategy training on students' ability to answer inference questions more correctly during posttest Statistical analysis reveals significant difference on the reading comprehension level of the students.

Finding Main Idea

Likewise, in Finding Main Idea, the computed t- value is 3.563 which is greater than the p value 0.001. Therefore, the null hypothesis is rejected. Dararat (2012) indicated in his study to 25 Mattayom Suksa 1 students ‘achievement on reading comprehension the result is that reading skill for main idea were significantly higher at the .05 level during posttest. Also, De Peralta (2014) found that there is significant relationship existed between some teacher-related variables particularly with the extent of use of instructional materials in getting the main idea. Lunzer et al. (1979) devised a reading comprehension test which has a significant increase in finding salient or main ideas. Of the readers. Song (1998) in his study “Teaching Reading Strategies in an Ongoing EFL University Reading Classroom” it revealed that the students' ability of grasping main ideas from given passages was significantly enhanced. It suggests that students were able to answer the main idea questions more correctly in the post-test than in the pre-test. These findings suggest that strategies can be taught, which will help tertiary students improve their reading comprehension ability.

Synthesizing

Synthesizing skills yielded the computed value t- value of 4.599 which is greater than the p value is 0.000. Therefore, the null hypothesis is rejected. Mason (2004) concluded in his study “Explicit self-regulated strategy development versus reciprocal questioning: Effects on expository reading comprehension among struggling readers” that students developed the skill in synthesizing the information after reading. The effects of the intervention were higher at posttest for the synthesizing. Rich et al. (1994) also implemented a comprehension intervention about synthesizing expository texts. The authors reported that all students made improvements in synthesizing from the pretest to the posttest, with scores ranging from 63–100% on the posttest measure (1 student below 75% on posttest).

Recognizing Writer’s Purpose, Tone and Mood

In recognizing writer’s purpose, tone and mood, the computed t-value is 3.766 which is greater than the p value 0.001. There the null hypothesis is rejected. An important skill identified by a number of educators involves following the author’s purpose, tone and mood and organization. (Meyer, 1984). He also found out that the study of Meyer, with 50 readers, 84% was able to recognized and utilized the author’s purpose, tone, and mood in the texts that they have read. With the above result, it can be inferred that the participants significantly improved in terms of recognizing writer’s purpose, tone, and mood.

Identifying Facts from Opinion

Identifying Facts from Opinion yielded a computed value of 3.302 which is greater than the p value 0.004. Therefore, the null hypothesis is rejected. Rogers et al. (1985) in his study “Teaching a Reading Comprehension Skill: Fact and Opinion” to thirty-seven fourth grade students from midwestern university town, the results indicated that the reading instruction play a significant role for poorer readers in improving the skill in identifying facts and opinion. It can be noted that the students performed at a significantly higher level on the posttest. Considering the results of the present study, it is obvious that the reading program is effective in improving reading comprehension skills of learners. The overall finding of the present study support the findings of various other studies carried out through reading comprehension and reading program (Adams,1995; Ghaith, 2003; Güngör and Açıkgöz, 2005; Stevens, 2003). Moreover, the students expressed that they had fun during experimental studies; they did not get bored since they were active during almost the whole lesson, and finally they got to know their classmates more thanks to these activities.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn:

1. The teacher-participants’ common problems as reflected in the interview is teaching reading comprehension, while the students’ majority problem is noting details. Likewise, with the students’ posttest results, they have difficulty in identifying facts and opinion.
2. The INTEGRATED READING COMPREHENSION PROGRAM materials must focus more on the activities which will enhance the skill in identifying facts and opinion and drawing inferences. For the mastered reading skills; synthesizing and noting details, it must be enhanced with cumulative activities.

In the light of the findings of the study, the following are recommended:

1. The English teachers must use reading comprehension materials which are beneficial to students and teachers.

- 2.The teachers need to constantly evaluate the reading progress of the students in terms of reading skills.
- 3.The researcher may consider presenting the results of the study and the proposed action plan to the Mallig District Quality Assurance team to make it as standardized Instructional Material in the Department of Education- Mallig District.
4. The future research may expand the research by covering a wider scope and applying all the learning competencies from quarter 1, quarter 2 and quarter 3.

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