

# Effect of Supplementary Reading Materials to the Reading Comprehension of Grade 11 GAS Students

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## Abstract

This study aimed to find out the effect of supplementary reading materials on the reading comprehension of Grade 11 GAS students of San Cristobal Integrated High School for the school year 2020-2021.

This research used supplementary reading materials to the experimental group in teaching the 21st Century Literature subject to measure their reading comprehension level. The respondents are composed of 60 Grade 11- GAS students where mostly are female and are on the age bracket of 16 to 17. The respondents' reading comprehension level was measured using a thirty (30) item researcher-made pretest and posttest as the instruments of this research.

The following are significant findings of the study:

In terms of the respondents' reading level, the experimental group obtained a mean score of 4.00 in their overall reading level. This implies that they are in frustration level before using the supplementary reading materials. Meanwhile, a mean score of 5.54 was obtained by the control group before using the modular instruction which reveals that the overall reading level of the control group is in the instructional level.

After the implementation of the study, the experimental group's overall reading level turned to the instructional level having a mean score of 6.49; the control group, however, remains in the instructional level with an overall mean score of 6.40.

The results revealed that there is a significant difference between the pretest and post-test scores of the respondents in the experimental group after using the supplementary reading materials. However, a significant difference between the pretest and post-test scores of the respondents in the control group was also observed after using the modular instructions.

After comparing the post-test of the experimental and control group, it was found out that there is no significant difference in the reading comprehension of the experimental and control group after using supplementary materials and modular instruction.

Keywords: Supplementary Reading Materials; Reading Comprehension Level; Independent level; Instructional level; Frustration level

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## 1. Introduction

"The more you read, the more things you know. The more that you learn, the more places you'll go."

This is a famous quote by Dr Suess. And it's 100% accurate. The importance of reading skills cannot be stressed enough. Today, reading has become an essential asset for everyone because of life's fast pacing and of the great explosion of knowledge. Reading is now considered as the most critical 21<sup>st</sup>-century skill which has to be developed. It is important because society needs it in order to be able to communicate, to grow into smarter and kinder intellectuals, and also to be able to participate in civic government. It is a lifelong skill used both at school and throughout life; it has at all times and in all ages been a great source of knowledge.

In education, students need to be prepared with these 21<sup>st</sup>-century skills to ensure their competitive level in this century (Turiman & Fadzillah, 2012). Their reading ability is highly valued and is very important for their social and economic advancement. Reading is vital to life but reading without comprehension is nothing but only tracking

of symbols on a page with your eyes and sounding them out. When we read, we must understand it because, without comprehension, reading will not provide us with any information.

According to Bro. Armin Luistro, former Secretary of Education, it is important to assess the reading comprehension of students because reading is the foundation of all academic learning.

Thus, education needs to create and develop the reading skills of students so that they can achieve success both in their learning and in everyday life. As stated by Sweet & Snow, (2013), Reading comprehension becomes especially important to students in the later elementary grades since it plays a significant part in one's achievement and provides the foundation for further learning in secondary school and a student's academic progress is profoundly shaped by the ability to understand what is read.

Reading is an important capital for someone to develop himself, to live satisfactorily, and to participate actively in society (Gavin, 2016) and the importance of reading cannot be overemphasized. It is often assumed that academic success lies on the reading proficiency of an individual. It plays a vital role in raising the academic performance of every individual specifically high school students.

Teaching reading in junior high school students is different from children in elementary school because of their different characteristics of psychological backgrounds (Nurhayati, 2018). They are experiencing different difficulties in studying English. Junior high schools are the next level to learning English after elementary school but not only junior high school students face these difficulties, but also senior high school until university students.

Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. It is one of the most valuable skills that a person needs to develop. It is critical in the educational success of every individual. Without adequate reading comprehension skills, students can struggle in many subject areas.

Undoubtedly, the extent of the importance of reading cannot be underestimated. As shown in various literature, reading is considered a vehicle in understanding concepts across curricula and levels, and a fundamental element in the learners' ability to learn and be successful in school and beyond.

### 1.1 Background of the Study

Since the ability to read is considered as a fundamental goal, as well as a basic tool of education, the Department of Education (DepEd) has been applying varied reading interventions and innovations to respond to the growing demand of reading. Schools are implementing the DepEd programs such as the Phil-IRI for elementary and SRI for secondary; ECARP or Every Child A Reader Program; READ to LEAD Program and even observing the month of November as National Reading Month.

These are just some of the programs of DepEd which mainly aimed to promote reading and literacy among the learners, aside from the other programs that each school are implementing. But despite all of these, still, it is quite distressful to accept the fact that most of the students today are still experiencing difficulties in reading and comprehension.

These difficulties are evident in the result of the following cases: 2018 National Achievement Test (NAT), 2018 Programme for International Student Assessment (PISA) and in the academic performance of the students. The 2018 National Achievement Test (NAT) results in English have been declining in the last three years. Their score in 2014 is 53.77, 49.48 in 2015 and 43.93 in 2016. This result was not impressive because it placed them to low mastery descriptive level of the Department of Education.

This National Achievement Test was only given every end of the school year to the fourth-year students which is why these students graduated without receiving the necessary solution to solve their reading difficulties. And these problems create another problem when they move to higher education. Next is the result of 2018 Programme for International Student Assessment (PISA) where among the 79 participating countries, the Philippines ranked last in reading. The result was disastrous because this is the first time that Filipino students participated here and is the first time that they will be compared with their global peers using this well-known benchmark.

Aside from the aforementioned problems, the existence of COVID-19 brought another problem. It brought extraordinary challenges and has affected the educational sectors worldwide. Opening of schools has been a big challenge to DepEd because there is a need to consider education once again in light of emerging opportunities and challenges.

Before the start of the school year 2020-2021, the Department of Education conducted a survey through the Automated Learner Enrolment and Survey Form (LESF), this is the main enrolment tool used for SY 2020-2021. This concern of this form is not only on the learner's basic profile but also with the readiness of the student's household in terms of distance education. The data and information gathered were used by every region, school

division and school in designing their respective learning continuity plan especially in making decision on what learning modalities will be implemented. And based on the results, 8.8 M parents preferred modular instruction, 3.9M chose blended learning, 3.8M for Online learning, 1.4 M favored Educational TV, 900K voted on Radio-based instruction and around half a million preferred other modalities.

The results gave way on the release of Regional Memo no. 354 s. 2020, which reiterates the development, reproduction and distribution of Self-Learning Modules (SLMs). SLMs are student materials that contain lessons written in a way that is easy for the student to understand and do even without the teacher by his or her side. The knowledge that will be gained in SLMs will help to inculcate self-study habits and self-confidence among students which are very much essential for enhancing learning.

But how will the SLMs serve its purpose if reading and comprehension is an issue with the students? Reality calls to bridge this gap using new and motivating activities. One of these activities is the provision of reading supplementary materials. The provision of supplementary materials was also supported by the Department of Education under DepEd Order No. 035 s. 2019. These supplementary learning materials shall be made available and accessible to teachers and learners in order to create a common reading culture and environment in public schools. As a result, learners and teachers will develop the ability to use these resources efficiently and effectively as tools for learning and teaching.

San Cristobal Integrated High School, which is on its 2nd year of offering Senior High School curriculum, is experiencing the same problems. Though the students are already in the later part of their High School years, some of them are still struggling when it comes to reading. Based on the result of their Secondary Reading Inventory last year, out of 105 students, only 30 of them were classified as independent readers, 40 are instructional readers and 20 are frustrated readers. Aside from this, based on the results of their completion rate in Reading and Writing Skills subject during the 1st Quarter, it proved that most of them are really having a hard time when it comes to reading. Only 15 out of 90 Grade 11 students were able to complete all the tasks.

Aside from the aforementioned problems, the researcher also observed other factors affecting the student's performance. Some of them are working, some are young parents, and some are having family problems. These factors caused most of the students to be inactive during the teacher's follow-up and to be unfocused in answering their modules. These scenarios lead for the researcher to come up in creating reading supplementary materials which can guide them in answering their module.

## 1.2 Statement of the Problem

This study investigated the effect of reading supplementary materials to the reading comprehension of Grade 11 GAS Senior High School students in San Cristobal Integrated High School, school year 2020-2021.

Specifically, this attempted to answer the following questions:

1. What is the mean pretest performance of the respondents in the experimental group using the supplementary reading materials in their reading comprehension in terms of:
  - 1.1 literal
  - 1.2 inferential
  - 1.3 evaluative?
2. What is the mean pretest performance of the respondents in the control group using modular instruction in their reading comprehension in terms of
  - 2.1 literal
  - 2.2 inferential
  - 2.3 evaluative?
3. What is the mean post performance of the respondents in the experimental group using the supplementary reading materials in their reading comprehension in terms of:
  - 3.1 literal
  - 3.2 inferential
  - 3.3 evaluative?

4. What is the mean post performance of the respondents in the control group using modular instruction in their reading comprehension in terms of:
  - 4.1 literal
  - 4.2 inferential
  - 4.3 evaluative?
5. Is there a significant difference between the pre-test and post-test scores of the respondents in the experimental group in their reading comprehension before and after using the supplementary reading materials?
6. Is there a significant difference between the pre-test and post-test scores of the respondents in the control group in their reading comprehension before and after using the modular instruction?
7. Is there a significant difference between the post-test scores of the respondents in the experimental and control group in their reading comprehension?

### 1.3 Research Hypotheses

After a careful study, the following were considered as hypotheses:

1. There is a significant difference between the pre-test and post-test scores of the respondents in the experimental group in their reading comprehension before and after using the supplementary reading materials.
2. There is a significant difference between the pre-test and post-test scores of the respondents in the control group in their reading comprehension before and after using the modular instruction.
3. There is a significant difference between the post-test scores of the respondents in the experimental and control group in their reading comprehension.

### 1.4 Conceptual Framework

Reading is the basic tool in learning. It is regarded as a vital skill for academic survival and success. And one of the reading competencies that every student must develop is the reading comprehension. A learner's reading comprehension may vary based on the materials read. Reading materials do not fit to all levels of learners, thus supplementary materials are used to bridge this gap. The conceptual framework of this study is shown in the research paradigm which illustrates the relationship between the use of reading supplementary reading materials (independent variables) and learners' reading comprehension (dependent variables).

#### Research Paradigm

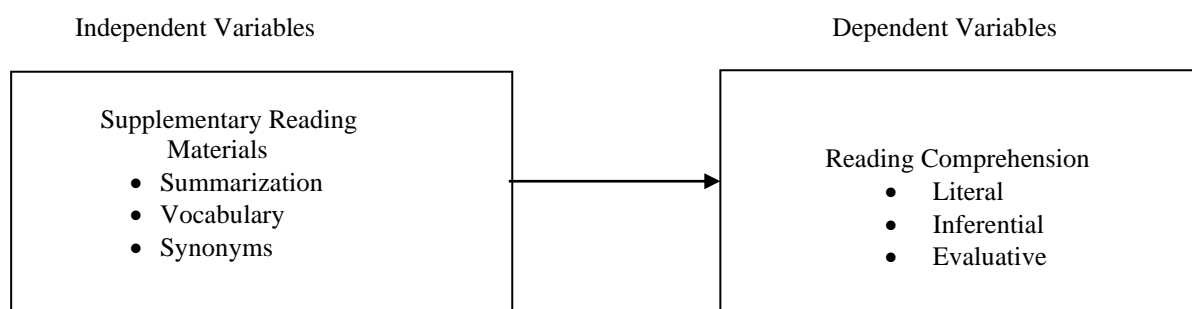


Figure 1. Research Paradigm of the study showing the relationship between the independent and dependent variables.

Frame 1 consists of the independent variable which is the supplementary reading materials

Frame 2 shows the dependent variable which is the learners' reading comprehension level

### 1.5 Scope and Limitation of the Study

This study focused on the effect of Supplementary Reading Materials in the Reading Comprehension Skills of Grade 11 GAS students in San Cristobal Integrated High School in the First Quarter of the second semester of the academic year 2020-2021.

Sixty students are the respondents of the study. The respondents are divided into two groups: one will be the control group and the other one will be the experimental group. The respondents are grouped according to their section. The control group will be the 11- Kalaw, where most of the students are on the average level of comprehension. While the experimental group will be the 11- Tamaraw where most of them are struggling readers.

A pretest was administered to both groups during the second week of the first quarter. Then, supplementary reading materials were given to the experimental group from week 3 to 5 in addition to their original lessons. On week 6, a posttest was given to find out if the supplementary reading materials given had an effect on the reading comprehension skills of the experimental group.

The supplementary reading material that was given is a teacher-made reading material consisting of the simplified/ summarized copy of the selection/text, the meaning of the unfamiliar words both in English and Tagalog and the most common synonym of the word being defined.

The analysis focused on the effect of the supplementary reading materials on the reading comprehension of the experimental group before and after the treatment.

### 1.6 Objectives of the Study

To find out the effect of supplementary reading materials to the reading comprehension of Grade 11 GAS students. At the same time, this study aims to emphasize the provision and use of supplementary reading materials, especially during this time of pandemic.

### 1.7 Significance of the Study

The findings of the study would be helpful to the following:

- **School Administrators**  
This research is expected to provide ideas, to use innovative instructional strategies, to create and provide maximum results in the learning process which can contribute to policy and decision-making purposes relative to enhancing and improving students' reading comprehension which can lead to good academic performance.
- **Researchers**  
This study will be a great help for researchers for this is expected to provide rich literature regarding the development of supplementary materials. It can add insights and knowledge of strategies that will improve reading comprehension skills that can be applied in schools.
- **Teachers**  
This study will serve as a guide in selecting appropriate strategies to learn, especially in learning the English language to eliminate the problems that arise in the learning process. The results of this study will also serve as a good source of feedback and will serve as bases for diagnosing the strengths and weaknesses of students' reading comprehension.
- **Parents**  
This study could help parents by giving them feedback about what's needed to be improved by their children in terms of reading comprehension so that the school will be able to meet its objectives in the reading program.
- **Learners**  
This study may provide motivation for students to increase their interest in reading and continue to

improve language skills, especially reading comprehension skills

## 2. Related Literature

### Supplementary Materials

Wikipedia defines supplementary materials as materials designed to accompany or expand on the information presented on course textbooks. These can include printed materials, CDs, websites, or other electronic materials. Supplementary materials are designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items.

Tomlinson (2010) defines supplementary materials as any materials which are used in addition to a course book. These are those that deal more intensively with skills which a course book does not develop or address in detail. Developing supplementary materials is a common teacher activity (Tomlinson, 2010). Some teachers are providing supplementary materials to provide their students experience of extensive listening and/or extensive reading, not for productive. However, supplementary materials can be used to provide all skills which are not covered in the main course book in detail as well as to be used for learning in regular classes, enrichment purpose, or remedial purpose. Supplementation is done mainly because there is a gap between what students need to know or to be able to do and what is provided in their textbook (McGrath, 2013). In other words, it attempts to bridge a gap between a textbook and students' needs.

According to McGrath, (2013), teacher uses supplementary materials because there is a gap between the new knowledge that the students need to know or could do and the provided materials in their textbooks. It tries to bridge the cleft between learners' needs and their textbooks.

According to Satriani (2018), too difficult reading material is also one of students' problem in understanding the reading text. The material is unfamiliar to them and grammar is too complex that's why the students failed to comprehend the text correctly. The sentences in reading text are too long or having complicated sentences. New words and long texts are seen by the students as a major obstacle to comprehend a reading text. Supplementary materials increase the motivation of the students, which in-turn improves the learning possibilities of the students. The samples used exhibited the students' preferences for supplementary materials and confirmed the results that the use of certain supplementary materials increase the motivation, understanding and participation of the students in their English language classes (Dodd, et. al 2015).

Based on the study of Balquiedra (2019), it is concluded that supplementary materials enhanced skills of the students and have significant effect on academic performance of the students.

Chwo, Jonas, Tsai, and Chuang (2010) have analyzed the effects of adopting supplementary materials for the enhancement of vocabulary skills for L2 learners and concluded via a control and test group that supplementary materials both enhance the strategies and learning outcomes of learners.

Thakur (2015) suggests that the use of authentic materials has a definite place in language learning in ESL/EFL context. His paper claims that the use of supplementary materials provides the basis for the use of meaningful real language through interesting contents and extended contexts, which enables the learners to become more motivated and active in learning the target language and willingly participating in it.

On the study conducted by Picar (2008) as cited by Rabanes (2013), he was able to reveal a significant difference on the students' achievement in Geometry when they are taught with the use of modules as supplementary materials. This study is consistent with the results of the study of Bedaure (2012) regarding the effect of supplementary materials in the performance of students in Biology in Carlos Hilado Memorial State College. He found a significant difference between the post- test results of the controlled group using plain lecture- discussion in favor of the experimental group using modular instruction with supplementary materials.

And as revealed in the study of Cabardo (2014) a significant difference exists in the pre-test and posttest of the OHSP students after using the Enhanced Supplementary Learning Materials in Grade 8 Science.

### Summarization

Many approaches are used in teaching reading and comprehension, one of which is using summarization technique. Johnson (2010) defines reading as an activity of using texts to get comprehension and the meaning of the texts. To comprehend the texts, readers extract the information from the printed texts and make use their skills as well.

As stated on the article of Keyser (2021), a student is displaying comprehension skills when he read a book



and tried to summarize what the book is all about. He can answer questions about it, explain important events that happened in the story and have an opinion about why the events may have occurred.

Summarizing teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage, summarizing helps students learn to determine essential ideas and consolidate important details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text that are worth noting and remembering. Summarizing has many advantages in reading comprehension. The students will be creative to summarize the text with their own language and they will be motivated to study and read the material well (Nurhayati, 2018).

Based on the studies of Merhbi (2017) “summarization is not one just a strategy but a family of strategies”. Depending on the particular instructions given, students’ summaries might consist of single words, sentences, or longer paragraphs; whether it be limited in length or not; capture the entire text or only a portion of it; whether it be written or spoken aloud; or be produced from memory or with the text present.

This summary makes it easy for the readers to determine at first look the content and value of a piece of writing. In the case of a research abstract, it is the first thing that the readers examine to determine the suitability of the academic paper to their needs and preferences (Fuentes, 2020).

According to Ozdemir (2018), while the author transfers his own feelings, thoughts and designs to writing in different text types, summary is related to trying to understand and rephrasing the feelings, thoughts and designs of another author. Summarizing requires complex cognitive processes such as finding the main idea, associating secondary ideas with the main idea, omitting unnecessary details and organizing main and secondary ideas depending on the main text. Therefore, reading comprehension is the basic element in summary writing. Summarization provides a significant contribution to students in understanding information and transferring it to long-term memory, as well as improving memory and understanding by ensuring effective use of mental skills. Maligalig, et.al, (2010) states that summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.

And according to Zafarani & Kabgani (2014), it is found that the explicit instruction on summarizing strategy can effectively contribute to enhancing ability and aptitude of learners in comprehending reading and can help them build up a constructive attitude toward English reading. This was supported by the study of Martizano (2010), where they determined that summarizing strategies have a substantial average effect on student understanding of academic content. Across the 17 experimental/ control studies that teachers conducted, they found that using summarizing strategies, on average, increased students' understanding of content.

## Vocabulary

Having a strong vocabulary has been linked with success in multiple areas, especially in reading. Students need strong receptive (comprehension) and expressive (production) vocabulary knowledge to become strong readers (Jalongo & Sobolak, 2011). Reading, specifically reading comprehension, impacts almost all areas of education. Gray and Yang (2015) stated that vocabulary knowledge plays an important role in the ability to understand both spoken and written sentences and it is likely that students who have low oral vocabulary knowledge will also have poor reading comprehension skills.

Vocabulary is recognized as a significant component of reading comprehension in second language acquisition. Recently, many empirical studies have proven that L2 vocabulary has a positive association with students’ understanding of written text and even has one of the strongest positive correlations with learning L2 reading comprehension (Jeon and Yamashita, 2014).

Over time, vocabulary was a key predictor for reading comprehension for early L2 learners (Lervåg and Aukrust, 2010). In addition, vocabulary enhancement was also beneficial for minority students in reading comprehension (Lesaux et al., 2010) in terms of understanding different texts (Rydland et al, 2012).

According to the study of Nurhayati (2018), students are experiencing different difficulties in studying English. First is that they have difficulty in reading English text. They also had trouble in pronunciation. Thirdly, they lack vocabularies. These difficulties arise when they are reading and understanding the text. They experienced these difficulties because they don’t know about the meaning of the text, how to pronounce and how to translate it manually. The same is true with the study conducted by Furqon (2013). His paper deals with the correlation between the students’ vocabulary mastery and their reading comprehension and the findings showed that there was a strong correlation between the students’ vocabulary mastery and their reading comprehension. Furqon concluded that

vocabulary mastery was contributive in helping the students to comprehend the texts.

It is true that vocabulary plays an important part in second language learning. In the past decade, the relationship between vocabulary and reading comprehension has attracted the attention of many scholars (Li & Kirby, 2014). And as revealed in the study of Anjomshoa (2014), vocabulary knowledge and its role in reading comprehension has been one of the main focus in second language research for the last twenty years. The study investigated the effect of vocabulary knowledge on EFL learners' reading comprehension performance. In the said study, data were collected by using questionnaire from 81 Iranian EFL undergraduate students of English. The results of Pearson Correlation analyses showed a significant positive relationship between vocabulary knowledge and reading comprehension. The findings suggest that giving awareness of vocabulary knowledge to the students along with making them conscious of their ability gives them a broader sense of the depth of reading comprehension texts and improves their reading ability.

The same findings were revealed in the study of Rahima (2015), the findings show that the participants' vocabulary test and reading comprehension test scores for the L1 text were significantly better than their scores for the EFL text. The results from the interviews indicate that the participants lacked vocabulary knowledge in the EFL compared to their native language. The findings provide evidence that a reader's level of vocabulary knowledge is one of the elements that plays an impacting role in determining reading comprehension performance in language.

There is a clear relationship between vocabulary knowledge and students' level of comprehension. Students need word knowledge to understand texts (Townsend, Filippini, Collins, & Biancarosa, 2012) and academic word knowledge helps students, especially ELs, gain access to academic texts (Townsend, 2010). Therefore, the lack of vocabulary affects reading comprehension and academic achievement. Difficulty of vocabulary affects comprehension in terms of recalling details and the order of events and understanding relationships between details in text. When students come across with unfamiliar texts consisting of too many difficult words, they may understand the main ideas of these texts; however, it is hard for them to comprehend the details in the texts. After analyzing function words and content words with which students were expected to fill deleted words in text, the researchers found that students had difficulty replacing the function words that signal relationship between the ideas in the text because difficult vocabulary impeded comprehension. This proved the statements of Hyso (2011), that teaching and applying a wide range of vocabulary learning strategies will help university students to be aware of the importance of vocabulary learning and enrich their own vocabulary. Teaching independent word-learning strategies, including the use of context clues, the use of word parts, and efficient use of the dictionary is useful even for advanced English university students. The conclusions reached are that direct teaching of vocabulary in university context is important and leads to better text comprehension.

## Synonyms

Reading requires skills. Students should have reading skills in order to be able to comprehend the materials or sentence they read. One of the reading skills is men-decode or decoding skill. When someone reads and answers a question, he or she decode the words to get their meanings. To attain comprehension, students should know the meaning of each sentence. However, there is a problem when students do not know the meaning of certain words that are not familiar to them. As a result, it is difficult for them to comprehend the sentence. Using synonym context clue strategy can be an alternative in order to improve student's reading comprehension ability (Fadilah, 2019).

The result of the study showed that synonym context clue strategy had positive role in improving the reading comprehension ability at the tenth grade of SMA Purnama Trimurjo. It was found out that students' average score from pretest to posttest improved which means that using of synonym context clue strategy in reading especially descriptive text can improve the students' reading comprehension ability at the tenth grade of SMA Purnama Trimurjo Central Lampung.

Kuswatun (2017) investigated the effectiveness of using synonyms in learning vocabulary for the eight grade students of SMP Islam At- Taqwa Pamulang. Based on the calculation of data, after using synonym, the mean score of the experimental class increased. This means that using synonyms is effective in learning vocabulary and based on t-test, using synonym has significant effect in the reading comprehension of the junior high school.

## Reading Comprehension

Reading Comprehension according to Goodman in Cahyono (2009), is as essential interaction between language and thought in which the writer encodes his thoughts as language and the reader decodes the language into thought. Therefore, reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one 's spoken language.



Comprehension on the other hand, is the process of making sense of word, sentence and connected texts. Without proper word recognition, comprehension will not take place. And reading comprehension is one of the most important components of reading to master. It requires students to move beyond decoding individual vocabulary and statements to constructing a solid understanding of the entire passage (Woolley, 2011).

According to Buehl (2011), reading comprehension was described more as a skill than as an active mental process. Reading is understood as the skill of recognizing letters, words, which lead to the ability to connect words into sentences, sentences into paragraph and paragraph into longer discourse that represented various themes or ideas. However, the vital idea of comprehension is that a reader constructs meaning from texts rather than merely reproducing the words on the page. Meaning is something that is actively created rather than passively received.

But Pretorious (2010) contends that decoding skill does not necessarily lead to gain an overall understanding of what is described in the text. There are readers who are able to decode text but are unable to find meaning in the written word. A reader who has good decoding skills but poor comprehension skills is essentially a poor reader because he is unable to find meaning on what they have read. In understanding read text information, children use developmental models, or representations of meaning of the text ideas during the reading process. Reading comprehension is therefore an interactive process between the writer and the readers with the expression and reception of meaning as the primary goal of both sides.

In the study of Tizon (2012) entitled "Reading Comprehension Ability of Grade V Pupils of Kinangay Sur Elementary School" she defined reading as the mother of all study skills and that it is one of the most valuable skills a person can acquire. Reading is a complex process. Hence, it cannot be taught in isolation. Likewise, reading is not merely an ability to recognize written or printed words, but it also refers to putting meaning to what you read and drawing a unified thought of what is read.

It is a complex process that requires an active interaction between the students' background knowledge of the context, the purpose of the reading material, and the level of vocabulary and language used by the authors in order to gain meaning of a text (Woolley, et.al, 2011).

Therefore, reading comprehension is a skill that can be strengthened and improved through more reading practices (Rocero (2012). And Pressley (2013), as cited by Pardo (2014), stated that increasing vocabulary, extensive reading and critical reading are some of the practices that can be used to strengthen and refine the person's ability to comprehend any text.

### **Literal Level, Inferential Level and Evaluative Level**

Bilbao, Donguilla, & Vasay (2016) stated that comprehension is the heart of reading and without this it becomes meaningless. Comprehension has different levels: literal, inferential or interpretive and evaluative. Literal level is called as factual level. It refers to the readers' ability to decode words, give meaning in a context, and determine word relationship. In this level, learners are expected to identify fundamental information and follow basic instructions. Interpretive level, on the other hand, is higher order thinking as it requires the application and analysis process. In this level, readers are expected to look into the relationships among statements in the given text, understand the implications of the reading segment through inferencing as well as determine implicit or explicit ideas contained in the reading material. Meanwhile, the evaluative or critical level requires the readers to render "their" judgments of the reading material which, in turn, make them evaluate the texts being read.

It can be gleaned in the data collected that the respondents were good in literal level. This means that all of them were able to locate the answers from the given text. But they poorly performed with the inferential and evaluative level. It can be attributed to the fact that only skillful and efficient readers can easily draw logical inference from the text read. Cabardo (2015) posited that reading between the lines requires the readers to gather facts and ideas of the writer and combine them with his or her personal experience and knowledge to be able to arrive at a logical conclusion.

This was supported with the results of the study of Paz (2018), which stated that the respondents' literal level can be interpreted as Very Satisfactory. From this, it implies that most of the participants were able to comprehend the information from the questionnaire. The inferential level, on the other hand, can be interpreted as Fair. This implies that some of the participants were not able to infer what is being asked to some reading materials. And with the evaluative level, it can be interpreted as Satisfactory. From this, one can infer that the participants have to improve their skill in this level since this level requires them to read analytically.

The same result was shown in the study of Anggot, et.al (2015), most of the respondents got very good in literal level with the frequency of 38 comprising the 44.70 percent of total population of pupils which bracketed 81-100. 20 pupils or 23.53 percent belong to bracket 61-80 with an adjectival rating of good; 24 pupils totaled 28.24 percent belong to bracket 41-60 with an adjectival rating of average and only 3 pupils comprising the remaining 3.53

percent got poor.

This implies that the pupils were able to answer the questions in literal comprehension level very well since it is the simplest of all levels which only requires pupils to recognize and recall facts which are stated or can be found right in the selection.

### **Vocabulary**

According to Carroll (1993 as cited by Oakhill & Cain, 2012), adults' and children's vocabulary knowledge is strongly associated with their reading comprehension ability and adequate comprehension of a text could not take place without an understanding of the individual words.

Vocabulary knowledge and its role in reading comprehension has been one of the main areas of focus in second language research. In the study of Anjomshoa (2014), it is proven that there is a significant positive relationship between vocabulary knowledge and reading comprehension. That is why it is suggested to give awareness on the vocabulary knowledge of the students along with making them conscious of their ability.

The findings in the study of Sidek (2015), provide evidence that a reader's level of vocabulary knowledge is one of the elements that plays an impacting role in determining reading comprehension performance in that language.

Therefore, teaching independent word-learning strategies, such as the use of context clues, the use of word parts, and efficient use of the dictionary is useful even for advanced English university students. (Hyso, 2011)

### **Interactive Reading Model**

According to Rumelhart (1989, cited in Liu, 2010) this model should begin with the reader himself, looking at a place in his mind where all the words and their corresponding spelling are kept, which he calls a "visual information store." He then would extract characteristic features of those words and place them in the pattern synthesizer. Eventually, he arrives at the meaning by means of syntactic, semantic, orthographic and lexical knowledge.

Bilokuoglu (2012) explains that in the interactive model, "readers are expected to go through both bottom-up and top-down processing before eventually settling upon an interpretation of a text topic." Neither neglecting the textual information nor the prior knowledge of a reader, the interactive model stresses on what has already been printed or written and what the reader may bring to it by using both previously mentioned processing.

Gomez, et. al (2011) asserts that "both top-down and bottom-up processes are occurring in interactive reading ... depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about reading." As reading is an interactive process, readers use both top-down and bottom-up strategies to comprehend a text.

According to Stanovich (1980 as cited in Ahmadi & Pourhosein Gilakjani 2012), this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the meaning, but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts.

## **3. Methodology**

This chapter presented the methods of research that were used in the conduct of the study. Included also were the description of the research design, research setting, population and sample technique, data gathering procedure, research instrument, and statistical treatment of data.

### **3.1 The Research Design**

The researcher used a quasi-experimental research design. As Hernandez et al. (2014) explained, a quasi-experimental design is used when there is an existing control over at least one of the independent variables to confirm whether there is any relation or effect in the dependent variable. Furthermore, the design was quasi-

experimental since there was no random assignment of the respondents to the control and experimental groups (Creswell, 2012). In this study, it was not possible to randomize both groups because the two grade 11 classes were already grouped at the beginning of the school year, even before the start of the study.

In addition, quasi-experimental design must have a control group and pre- and post-test design. Moreover, this is an explanatory research because the effect of the intervention, the use of supplementary reading materials on the reading comprehension of the respondents was measured to test its effect (Hernandez et al., 2014).

The study is experimental because the researcher wants to measure the effect of supplementary reading materials in the reading comprehension of Grade 11 GAS of San Cristobal Integrated High School.

### 3.2 The Respondents of the Study

This study was conducted in San Cristobal Integrated High School located at Brgy. San Cristobal, San Pablo City which is 7 kilometers away from the city proper. It is an agricultural area where most of the families living here are farmers. The school is categorized as a medium-sized school.

The school started offering the Senior High School Curriculum last school year 2019-2020 through the collaboration of the school administration and the Sangguniang Barangay because of its observed urgency and need. Most of the students here belonged to poor families who cannot afford to continue studying in the schools in the city proper.

The respondents of the study are the Grade 11 Senior High School students of San Cristobal Integrated High School during the academic year 2020- 2021. A total of sixty (60) students were the respondents of the study. They were divided into two groups according to their section. 11- Kalaw served as the control group where most of the students are average readers. On the other hand, 11- Tamarraw served as the experimental group and most of the students in this section were not average readers. They also have a different backgrounds. Some of them are working students, some are young parents, some have family problems and others have psychological problems.

### 3.3 Sampling Technique

Sixty (60) students were the respondents of the study using intact sampling, Intact sampling is a type of non-probability sampling used to produce results that can be generalized only by making very strong assumptions about the sample(s). An intact group is an already-formed group such as church groups, political organizations, or classrooms of students. No selection procedure is used in this type of sampling, but the entire group is used to represent some larger population. The validity of results from this kind of sample is determined by the process by which the group was formed.

In this study, the 60 grade 11 Senior High School students of San Cristobal Integrated High School represent the entire Grade 11. No selection of respondents was done, and they were categorized as control and experimental group based on their section. The Grade 11 Kalaw acted as the control group, while the grade 11 Tamarraw served as the experimental group. Such grouping was done to prove that there is a significant difference between the post-test scores of the respondents with regard to reading comprehension.

### 3.4 Research Procedures

After the construction of the instrument, the researcher sought for external validators who checked and gave their comments and suggestions to her instrument. Three teachers from other schools plus her school head, checked her instruments. After the validation, pilot testing was done. The validated instrument was administered to 12 other students who are not part of the respondents. This is done to check the index discrimination and index difficulty of the instrument.

The researcher also asked permission from the Schools Division Superintendent, Education Program Supervisor in English and School Head of San Cristobal Integrated High School through a letter of request to conduct the research. The researcher conducted the experimental study with the consent of the Principal.

The researcher administered a 30-item pretest on both the experimental and control group. The distribution of the copy of the pre-test was done by sending the soft copy on their group chat and the respondents were instructed to download the files and answer it on a sheet of paper, Once done answering, the students have to take a picture on their answer sheet and send it to their teacher. They were also instructed to send videos showing that they are reading and answering the pre-test. For the respondents who were not active in the group chat, the researcher delivered the hard copy of the pretest in their doorsteps and waited until the respondents were able to answer it. The

data gathered were collated and tabulated to get the result of the pretest for both groups. After getting the results of the pre-test, the researcher started using supplementary reading materials in teaching the experimental group while the control group used modular instruction. Before the start of the second semester, the respondents were already given copies of their modules for the 21st Century Literature subject. These modules were used by both groups except that the experimental group was provided supplementary reading materials in answering the said modules. Since the time frame of the experiment is under the ECQ period and students were not allowed to go outside, the researcher brought supplementary materials good for three weeks at the house of each respondent in the experimental group. Discussion and application of the said supplementary materials were done for 3 consecutive weeks. Aside from the hard copy provided by the researcher, constant monitoring was done since their mode of learning is modular. After 3 weeks of implementation, a post-test was given again on both the experimental and control group. A copy of the post-test was given to the respondents during the retrieval of their answer sheets on week 4. They have to answer it so that they can submit the post-test in the 5th week of retrieval. Respondents who failed to submit their post-test on the 5th week were then again followed up by the researcher by personally getting it from their house.

The results of the post-test were collected and sent to the researcher's statistician to give appropriate statistical treatment. When the researcher's statistician was done checking it, it was then sent to the Statistical Research Center for further validation of the results. The results of the tests and the result of the statistical treatment led to the interpretation and analyses of data.

### 3.5 Research Instrument

To get the data of the study, several instruments were used like the teacher-made test which served as the pre and post-test of the study; the lesson exemplar which serve as a guide on how the lessons will be delivered to the respondents and lastly is the supplementary reading materials which were used to assist the experimental group in answering their modules.

The teacher-made test was administered to get the mean pretest and post-test score of the respondents. It was also used to determine if there is a significant difference in the pretest and posttest of the experimental and control group with regards to their reading comprehension. This instrument was composed of 30-item questions and was divided into two (2) parts. Part I is all about the respondent's profile while Part 2 are questions from the selection that they read. Part II was divided into 3: Part II A was used to check their Literal level of comprehension; Part II B was used to check their Inferential Level and Part II C was used to check their Evaluative Level.

The lesson exemplar on the other hand, served as a guide on how the lessons will be delivered to the respondents since they are using modular learning. This lesson exemplar is just the same as the teacher's daily lesson plan which was patterned to the IDEA (Introduction, Development, Engagement and Assimilation) exemplar. The discussion of the lesson can be found in the Engagement part while the assigned activities to be accomplished for the lesson, can be found in the Assimilation part.

The Supplementary reading materials, which were only given to the experimental group, were used to assist the respondents since most of the respondents in this group belong to frustrated readers. This supplementary reading material was composed of 3 summarized/ simplified copies of selections taken from their lessons from week 3 to 5. In each selection, the researcher identified the most unfamiliar words that the respondents might encountered. Then, its definition both in English and Tagalog was given as well as the most familiar synonym of that unfamiliar word to help them easily understand texts. After the presentation of the selection, a 10-item quiz follows. This was divided into 3 parts; questions 1-4 are questions used to test their literal comprehension; questions 5-7 are used to test their inferential comprehension and questions 8-10 are used to test the respondents' evaluative comprehension. Aside from the above-mentioned parts of the supplementary reading materials, the researcher also included a section where the definition of the unfamiliar words from the questions itself was also given. The results from each assessment were taken and recorded and these were used as support in interpreting the result of their posttest.

### 3.6 Statistical Treatment

The data gathered in this study were subjected to the following statistical treatment: mean, standard deviation and t-test.

Mean refers to the average or the most common value in a collection of numbers. In statistics, it is a measure of central tendency of a probability distribution along median and mode. It is also referred to as an expected value. In this study, mean was used to get the average of the respondents' reading comprehension scores both in pre-test and post- test.

Standard deviation on the other hand, is a statistic that measures the dispersion of a dataset relative to its mean. It is calculated as the square root of variance by determining each data point's deviation relative to the mean. It is the summary measure of the differences of each observation from the mean.

To find out if a significant difference exists between the mean scores of the experimental and control group, T-test was employed.

A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features. It is one of many tests used for the purpose of hypothesis testing in statistics. Calculating a t-test requires three key data values: difference between the mean values from each data set (mean difference), the standard deviation of each group and the number of data values of each group.

This study used a t-test because it aimed to find out if there is a significant difference between the pre-test and posttest mean scores of the respondents before and after using supplementary materials and modular instruction. It also sought to find out if there is a significant difference between the post-test scores of both the experimental and control group in terms of their reading comprehension. The quasi-experimental research design was used in the study. It is experimental because the researcher wants to measure the effect of supplementary reading materials in the reading comprehension of Grade 11 GAS of San Cristobal Integrated High School. This type of research design is used when there is an existing control over at least one of the independent variables to confirm whether there is any relation or effect in the dependent variable. Furthermore, the design was quasi-experimental since there was no random assignment of the respondents to the control and experimental groups (Creswell, 2012). In this study, it was not possible to randomize both groups because the two grade 11 classes were already grouped at the beginning of the school year, even before the start of the study.

In addition, quasi-experimental design must have a control group and pre-and post-test design.

Moreover, this is an explanatory research because the effect of the intervention, the use of supplementary reading materials on the reading comprehension of the respondents was measured to test its effect (Hernandez et al., 2014).

#### 4. Results and Discussion

To find out the effect of using supplementary reading materials to the reading comprehension of Grade 11 GAS students, the following result are hereby presented.

**Table 1. Pre-Test of Experimental Group before Using the Supplementary Reading Materials**

Reading Comprehension Level	Mean	SD	Verbal Interpretation
1. Literal	5.4	2.03	Instructional
2. Inferential	3.77	1.43	Frustration
3. Evaluative	2.83	1.56	Frustration
<b>Overall</b>	<b>4.00</b>	<b>1.67</b>	<b>Frustration</b>

Table 1 presents the results of the students' pre-test of the experimental group. It can be seen from the results that the students' literal comprehension belongs to the instructional level with a mean score of 5.4 and a standard deviation of 2.03. Instructional reading level is the level at which a reader is not independent, but has adequate background knowledge for a topic, and can access text quickly and with no or few errors.

In terms of inferential and evaluative comprehension, results show that the respondents belong to the frustration level of reading with a mean score of 3.77 and 2.83 and a standard deviation of 1.43 and 1.56, respectively. Frustration reading level is the level where a reader does not have an adequate background level for a topic and/or cannot meet the criteria for instructional levels of accuracy and rate (UURC, 2018).

This indicates that the respondents need the guidance and supervision of the teacher. The result also shows that the majority of the respondents need to improve their reading skills according to their grade level. Thus, supplementary materials are needed for them to improve.



**Table 2. Pre-Test of the Control Group before Using Modular Instruction**

Reading Comprehension Level	Mean	SD	Verbal Interpretation
1. Literal	6.87	1.61	Instructional
2. Inferential	5.50	1.93	Instructional
3. Evaluative	4.27	1.8	Frustration
<b>Overall</b>	<b>5.54</b>	<b>1.78</b>	<b>Instructional</b>

Table 2 shows the Pre-test of the control group before using the modular instruction. As shown in the table, it can be seen that the students' literal comprehension belongs to the instructional level with a mean score of 6.87 and a standard deviation of 1.61. The inferential comprehension of the respondents also belongs to the instructional level with a mean score of 5.5. and standard deviation of 1.93.

In terms of evaluative comprehension, results show that the respondents belong to the frustration level of reading with a mean score of 4.27 and a standard deviation of 1.8.

According to Paz (2018), it is common that most of the respondents got very good in the literal level because it only requires comprehension from the questionnaire but performed poorly when it comes to the evaluative level because this level requires the respondents to read analytically.

With the data collected, it indicates that the overall reading comprehension of the control group belongs to the instructional level.

**Table 3. Post-Test of the Experimental Group after Using the Supplementary Reading Materials**

Reading Comprehension Level	Mean	SD	Verbal Interpretation
1. Literal	8.13	1.33	Independent
2. Inferential	6.50	1.43	Instructional
3. Evaluative	4.83	1.93	Instructional
<b>Overall</b>	<b>6.49</b>	<b>1.57</b>	<b>Instructional</b>

Table 3 presents the Post-Test results of the experimental group after using the supplementary reading materials. As shown in the table, the respondents got a mean score of 8.13 and a standard deviation of 1.33 in the literal comprehension. This indicates that the respondents improved their literal comprehension after using the supplementary reading materials. From instructional reading level, the respondents now belong to independent level.

The inferential and evaluative comprehension of the respondents also improved. From being in the frustration level, they are now in instructional level with a mean score of 6.50 and 4.83 and a standard deviation of 1.43 and 1.93, respectively.

This indicates that the supplementary reading materials provided by the teacher is an effective way in improving the reading skills of the students. The used materials contain exercises that sharpen their vocabulary and comprehension skills.

The result supports the claim of Satriani (2018) that supplementary materials increase the motivation of the students, which in-turn improves the learning possibilities of the students.

In the same manner, results also show that the overall reading comprehension of the respondents now belongs to instructional level. Thus, the use of supplementary reading materials is an effective intervention to enhance students' reading comprehension.



**Table 4. Post Test of the Control Group after Using Modular Instruction**

Reading Comprehension Level	Mean	SD	Verbal Interpretation
1. Literal	7.83	1.34	Independent
2. Inferential	6.24	1.5	Instructional
3. Evaluative	5.14	1.81	Instructional
<b>Overall</b>	<b>6.40</b>	<b>1.55</b>	<b>Instructional</b>

Table 4 shows the post-test of the control group after using the modular instruction. The result shows that the literal comprehension of the respondents improved having a mean score of 7.83 and a standard deviation of 1.34. This indicates that the respondents still improved their literal comprehension after using the modular instruction. From instructional reading level, the respondents now belong to the independent level.

In terms of the inferential comprehension, the respondents got a mean score of 6.24 and standard deviation of 1.5. This indicates that their inferential comprehension does not change, and the respondents still belong to instructional level. But the evaluative comprehension of the respondents also improved. From being in the frustration level, they are now in instructional level with a mean score of 5.14 and a standard deviation of 1.81.

The results also show that the overall reading comprehension of the respondents remains in instructional level even after using the modular instruction. This explains the claim of McGrath (2013), that supplementary materials are used to provide other skills which are not covered in the main course book in detail.

**Table 5. Paired Differences of the pre-test and post- test scores of the respondents in the experimental group**

Reading Comprehension	Test	Mean	SD			95% CI of the Difference		t	Sig.	Interpretation
				Mean	SD					
						Lower	Upper			
Literal	Pre-test	5.40	2.03							Significant
	Post-test	8.13	1.33	-2.73	2.08	-3.511	-1.955	7.186	0.000	
Inferential	Pre-test	3.77	1.43							Significant
	Post-test	6.50	1.43	-2.73	1.78	-3.398	-2.069	8.411	0.000	
Evaluative	Pre-test	2.83	1.56							Significant
	Post-test	4.83	1.93	-2.00	2.10	-2.784	-1.216	5.214	0.000	

Table 5 presents the paired differences between the pre-test and post-test scores of the respondents in the experimental group. As shown in the table, it can be seen that there is a significant difference between the pre-test and post-test scores of the respondents after using the supplementary reading materials. The data revealed that the respondents got 0.000 level of significance in all reading comprehension levels with a t-value of 7.186 in literal comprehension, 8.411 in inferential comprehension and 5.214 in evaluative comprehension.

As revealed in the study of Cabardo (2014) a significant difference exists in the pre-test and post-test of the OHSP students after using the Enhanced Supplementary Learning Materials in Grade 8 Science.

And as shown in the study of Balquiedra (2019), it is concluded that supplementary materials enhanced the skills of the students and have a significant effect on the academic performance of the students.

This implies that the use of supplementary reading materials has a great impact on the reading comprehension of the students.

**Table 6. Paired Differences of the pre-test and post- test scores of the respondents in the control group**

Reading Comprehension	Test	Mean	SD			95% CI of the Difference		t	Sig.	Interpretation
				Mean	SD					
						Lower	Upper			
<b>Literal</b>	Pre-test	7.00	1.46							Significant
	Post-test	7.83	1.34	-0.83	1.17	-1.272	-0.384	3.819	0.001	
<b>Inferential</b>	Pre-test	5.59	1.90							Significant
	Post-test	6.24	1.50	-0.66	1.17	-1.102	-0.209	3.007	0.006	
<b>Evaluative</b>	Pre-test	4.21	1.80							Significant
	Post-test	5.14	1.81	-0.93	1.33	-1.439	-0.423	3.757	0.001	

Table 6 presents the paired differences between the pre-test and post-test scores of the respondents in the control group. As shown in the table, it can be seen that there is a significant difference between the pre-test and post-test scores of the respondents after using the modular instructions with a t-value of 3.819 and 0.001 level of significance for literal skill. In the same manner, a significant difference is very apparent in the inferential and evaluative skills of the respondents when tested at 0.05 level of significance with a t-value of 3.007 and 3.757 at 0.006 and 0.001 significant level.

It can be drawn from the result that since the respondents are already average learners, which according to Woolley (2011), average learners can construct a solid understanding of the entire passage read, an improvement in their reading comprehension was still observed even what they used are just the modular instruction.

**Table 7. T-test for Equality of Means**

Skill	Group	Mean	SD	t	Sig.	Difference	95% CI of the Difference		Interpretation
							Lower	Upper	
<b>Literal</b>	Modular	7.83	1.34						Not significant
	Supplementary	8.13	1.33	-0.879	0.383	-0.306	-1.002	0.39	
<b>Inferential</b>	Modular	6.24	1.5						Not significant
	Supplementary	6.5	1.43	-0.677	0.501	-0.259	-1.024	0.507	
<b>Evaluative</b>	Modular	5.14	1.81						Not significant
	Supplementary	4.83	1.93	0.625	0.534	0.305	-0.671	1.28	

Legend: A p-value <0.05 is statistically significant.

A p-value > 0.05 is statistically not significant.

Table 7 presents the T-test for Equality of Means. As shown in the table, it can be seen that there is no significant difference in the reading comprehension of the experimental and control group after using supplementary materials and modular instruction. The p-value of the experimental group in their literal comprehension is 0.383, 0.501 in inferential comprehension and 0.305 in evaluative comprehension. The results reveal that the respondent's literal comprehension has 0.383 level of significance, 0.501 level of significance in inferential comprehension and 0.305 for evaluative comprehension.

As shown in the study of Abassi, et al (2015), the students using educational supplementary textbooks as treatment (experimental groups) performed significantly better than the group having traditional and only national academic textbooks (control group). The same result was revealed in the study of Dodd (2015), where the student's motivation, understanding and participation in their English language class increased after the use of certain supplementary materials.

Despite that the data collected showed that there is no significant difference in the result, still it can be concluded that the use of supplementary reading materials has contributed to the improvement of the reading comprehension skills of the experimental group. The use of the said supplementary reading materials made the experimental group to be of the same reading comprehension level with the control group. This also made the respondents in the experimental group improved their academic performance in their 21st Century Literature subject.

## 5. Summary of Findings

The study attempted to find the effect of supplementary reading materials on the reading comprehension of Grade 11 GAS students.

The respondents of the study are consisted of sixty (60) grade 11 GAS students of San Cristobal Integrated High School, school year 2020-2021, where most of them are female and are in the age bracket 16-17.

In terms of the respondents' reading level, the experimental group obtained a mean score of 4.00 in their overall reading level. This implies that they are in frustration level before using the supplementary reading materials.

Meanwhile, a mean score of 5.54 was obtained by the control group before using the modular instruction which reveals that the overall reading level of the control group is in the instructional level.

After the implementation of the study, the experimental group's overall reading level turned to the instructional level having a mean score of 6.49; the control group, however, remains in the instructional level with an overall mean score of 6.40.

The results revealed that there is a significant difference between the pretest and post-test scores of the respondents in the experimental group after using the supplementary reading materials. However, a significant difference between the pretest and post-test scores of the respondents in the control group was also observed after using the modular instructions.

After comparing the post-test of the experimental and control group, it was found out that there is no significant difference in the reading comprehension of the experimental and control group after using supplementary materials and modular instruction.

## 6. Conclusion

Based on the findings of the study, the following conclusions were drawn:

There is no significant difference between the pre-test and post-test scores of the respondents in the experimental group in their reading comprehension before and after using the supplementary reading materials. Therefore, the null hypothesis is **REJECTED**.

As to the reading comprehension of the respondents in the control group, there is also a significant difference between their pre-test and post-test scores before and after using the modular instruction. The null hypothesis stating that there is a significant difference between the pre-test and post-test scores of the respondents in the control group before and after using the modular instruction is **REJECTED**.

Since the results show that there is no significant difference between the post-test scores of the respondents in the experimental and control group in their reading comprehension, the researcher, therefore, **ACCEPTED** the null hypothesis.

## 7. Recommendations

In view of the findings and conclusions generated in this study, the following recommendations are specified for consideration:

1. Since the result of the study revealed that the use of supplementary reading materials in the experimental

group has a significant effect on their reading comprehension, therefore, using supplementary reading material may be used.

2. The researcher suggested the use of supplementary reading materials in all grade levels since the study proved that the use of supplementary reading materials has a significant effect on the reading comprehension of the respondents.

3. The school may provide technical assistance to the teachers with regard to constructing and reproducing supplementary reading materials.

4. Other researchers with a similar study using other variables which are not included in this study may use it to further investigate other factors that may affect the reading comprehension of the students.

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