

ASSESSMENT ON THE IMPLEMENTATION OF READING INTERVENTION PROGRAM IN THE NEW NORMAL

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Abstract

This study wanted to review the implementation of the reading intervention program to the comprehension skills of pupils in Lucban District so that necessary improvements could be made to enhance its effectiveness. Specifically, it envisions assessing the implementation of the Reading Intervention Program in the New Normal. The study sought to answer the following questions: What is the level of Implementation of the Reading Intervention Program with regards to: Attainment of Objectives, Reading Skills Developed, Teaching Strategies Used, and Adequacy of Resources/ Materials Used? What is the extent of Reading Comprehension Skills in terms of: Making Inferences, Predicting, Noting Details, Visualizing, and Questioning? Is there a significant effect of the Reading Intervention Program to the Reading Comprehension Skills? Is there a significant effect of the Reading Intervention Program to the Reading Comprehension Skills?

This study is also set to test the hypothesis formulated for the study: HO1: There is no significant effect on the Assessment of the Implementation of the Reading Intervention Program to the Comprehension Skills in the New Normal. This investigation used Likert Scale question - the questions used statements, and a respondent then indicates how much they agree or disagree with that statement. The study data were taken from a total of 76 Grades IV-VI teachers as respondents. The teacher respondents were purposively selected from different public elementary schools of Lucban District. The Hypothesis stating that there is no significant effect on the Assessment on the Implementation of Reading Intervention Program to the Comprehension Skills in the New Normal is partially accepted.

In view of the findings and conclusion of the study, the following recommendations were hereby presented for consideration; The reading intervention program may be systematically implemented and maintained in Lucban District; Results of the study would be presented in an academic forum to shed light on the processes and effectiveness of the reading intervention program in the Lucban District; To the School Administrators that they may consistently review the results of the study and present it in an academic forum to shed light on the processes and effectiveness of the reading intervention program in the Lucban District; It is also recommended that teachers themselves may continue to assess the results of the reading intervention program being implemented to achieve a not just some learners that can read but most learners that can comprehend what they are reading. Future researchers may use this study as their guide for other possible variables that may significantly correlate with the reading intervention program and its effectiveness.

Introduction

The teaching-learning process must never cease to exist even in disruptive and uncertain condition like pandemic. In upholding this noble mandate, the school institution and their dedicated educators must go an extra mile in determining courses of action that will lead to their continuous adaption and professional advancement. The emergence of the so-called "New Normal" in the language of the teaching and learning conditions brought about by the attack of the COVID-19 pandemic served as the basis for the school institution to rethink and re-interrogate their longstanding practices. In this extraordinary time, teachers are placed in a challenging situation where they need to adapt to the digital migration to facilitate learning, sustain their best practices in the new mode of learning and remain abreast in the trends and passion of the discipline to remain effective and efficient in their undertakings.

When educators work together to plan and implement disciplinary literacy practices over time, both reading/language standards and content standards are more likely to be met and students will develop a deeper understanding of the content. Reading is a complex and multifaceted process that involves learning a complicated and often confusing code of letters and sounds known as the alphabetic principle. Research has shown that some children struggle with this element of reading development because they have difficulty with phonemic awareness (Shanahan & Lonigan, 2013). With appropriate guidance and support, children's oral language will develop as they begin to use more complex grammar and vocabulary. Children's oral language skills serve as the foundation for both aspects of reading ability: Word reading and language comprehension.

Reading Intervention provides students with an opportunity to increase reading, writing, test taking, and study skills at their instructional level. In this sense, the implementation of the reading intervention is highly supervised to ensure that learning standards are met which are basically having a strong foundation on reading skills. Implementation of reading intervention despite of our uncertain condition posed by this pandemic must be indispensable in connection on the profound basis of catering quality education to the learners, especially on one of the basic competencies which is reading. There should be a continuous refining and cultivating learner's ability and potential when it comes to reading despite of pandemic.

In relation to this, the researcher will be going to find out the result of the assessment of the implementation of reading intervention program in the new normal at Paaralang Elementarya ng Lucban, Lucban District aligned with the Division Reading program SPOT2LiGHT (Strengthening Potentials of Teachers, Leaders and Learners Towards a Greater Height of Teamwork and Success) with the use of locally crafted reading materials especially in these trying times in the new normal.

Background of the Study

Reading extends individuals' experiences, giving them a glimpse of the world's excitement, pleasure, and wisdom (Caliwag, 2014). The man who reads well is the man who leads. Reading can be one of man's deepest pleasures. Reading transcends the mere transmission of information; It fosters an imaginative dialogue between the text and the reader's mind that helps people to think. Learning to read is critical to a child's overall well-being. (Stratford P. Sherman Author of "America Won't Win till It Reads More"). For those who struggle to read, there is a risk that the main purpose of being able to read becomes lost. The desired outcome is that children not only can read but want to read. For this reason, reading needs to be motivating and meaningful.

The significance of a reading program lies in the very nature of reading instruction. Teaching reading is no longer a teacher-led process in which students are called upon to read aloud then answer the questions at the end of the story. Any reading intervention, for that matter, must help students become metacognitive, that is, they are able to think about their thinking. This is a mostly abstract process in which the teacher must be able to guide the students so that they can read independently.

In the Philippines, the same fate is experienced by Filipino pupils who were not reading at their own level as reflected in Phil-IRI reports. As children need to know how to read. Improving children's reading ability has consistently been at the center of national and local initiatives, despite of the pandemic situation the goal of the Department of Education is to have a continuous quality education for all, which shows that improvement of education is still at stake.

In this premise, reading intervention program in elementary schools are necessary for they are the primary instructional tools that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. They are also associated with achievement change in several different content areas in grade level. School reading instruction increases achievement in the content areas of science, mathematics, and writing, because reading is intensive during class activities even in the new normal education. Consequently, students who rate higher in reading comprehension are likely to excel on all tasks.

In relation to this, the researcher is of the belief that provision for an effective reading intervention must be a vital part of any school system. A good reading intervention offers alternative ways to teach struggling students whose learning are disable most especially in the distance learning. Since these students may not learn at the same rate when physically attending school or with the most accepted methods, teacher must have the resources for intervention to be able to address the reading needs of pupils with diverse learning styles and needs in this new normal. In response, this research envisions to assess the implementation of the reading intervention program of Grades IV-VI pupils of Paaralang Elementarya ng Lucban, Lucban District.

However, there is a need to review its implementation so that necessary improvements could be made to enhance its effectiveness which became the focus of this study.

Statement of the Problem

This study aims to determine the implementation of Reading Intervention Programs in Grades IV-VI pupils of Paaralang Elementarya ng Lucban, Lucban District.

Specifically, the study sought to answer the following questions:

1. What is the level of Implementation of the Reading Intervention Program with regards to:
 - 1.1 Attainment of objectives;
 - 1.2 Reading skills develop;
 - 1.3 Teaching strategies use; and
 - 1.4 Adequacy of resources/ materials use?
2. What is the extent of Reading Comprehension Skills in terms of:
 - 2.1 Making inferences;
 - 2.2 Predicting;
 - 2.3 Noting details;
 - 2.4 Visualizing; and
 - 2.5 Questioning?
3. Is there a significant effect of the Reading Intervention Program to the Reading Comprehension Skills?

Research Methodology

The research design used in this study was descriptive survey research method. It was used in this study as it looks into the assessment of the implementation of Reading Intervention Program in Grades IV-VI pupils in Paaralang Elementarya ng Lucban, Lucban District during the school year 2021-2022. This type of research method was used in the study because of appropriateness to the nature of the study, particularly in describing a situation or area of interest factually and accurately.

The descriptive method of research can involve the use of many different kinds of research methods to investigate the variables in question. It predominantly employs quantitative data, although qualitative data is also used sometimes for descriptive purposes. Descriptive type of research provides data about the population being studied. It can only describe the “who, what, when, where and how” of a situation, not what caused it. Therefore, descriptive research will be used when the objective is to provide a systematic description that is factual and accurate as possible. The method of research which concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships or trends invariably is termed as “descriptive survey study”. It will also look at the current status of the Reading Intervention Program with regard to attainment of the objective reading program, reading skills developed based on the reading program, teaching strategies used, and adequacy of resources/materials used; the extent of Reading Comprehension Skills of pupils which consist of Making Inferences, Predicting, Noting Details, Visualizing, and Questioning

Theoretical Framework

This study is anchored on the different theories like the Schema Theory, Theory of Constructivism, and the S-R (Stimulus-Response) Theory of Learning. It was stated that an important aspect of cognitive science is Schema Theory, a theory of how knowledge is acquired, processed, and retrieved. Schema is the technical term used by cognitive scientists to describe how people process, organize, and store information in their heads. Schemas, or schemata, are seen as cognitive constructs by which we organize information in our long-term memory. In the reading process, the reader is an active participant, making predictions and processing information. Background knowledge plays a significant role in promoting the reader to get information in the process. The role of background knowledge in language comprehension has been formalized as the Schema theory.

According to the Schema theory, a text only provides directions for listeners or readers as how they should retrieve or construct meaning of their own, namely acquired knowledge. This previously acquired knowledge is called the reader's background knowledge. For the previously acquired knowledge structures are called Schema Theory. The fundamental principle of the schema theory assumes that written text does not carry meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge (An, 2013). In relation to this theory, reading is a complex cognitive activity that is indispensable for adequate functioning in society. To enter the present literate society, students must know how to learn from reading. Successful reading includes critical thinking and studying. Students are required to understand the meaning of text, critically evaluate the message, remember the content, and apply the newfound knowledge flexibly. As students advance in their studies, they need to be able to rely on their ability to independently understand and use information gleaned from text. Text becomes the major, if not primary, source of knowledge; reading is a mediating process that involves composition of meaning. All of these point out that schema is related to reading ability and comprehension which are developed through constant training, study and enrichments which are focused on this study. Thus, the impact of the reading intervention programs is anchored on how students gain knowledge and skills through their schema.

Meanwhile, another theoretical basis of the study is the S-R (stimulus-response) theory of learning which was developed by Edward Thorndike. He noted that those responses (or behaviors) were strengthened or weakened by the consequences of behavior. The learning theory of Thorndike represents the original S-R framework of behavioral psychology: Learning is the result of associations forming between stimuli and responses. Such associations or “habits” become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was trial and error learning in which certain responses come to dominate others due to rewards. The hallmark of connectionism (like all behavioral theory) was that learning could be adequately explained without referring to any unobservable internal states. It is therefore important that teachers constantly assess the knowledge their students have gained to make sure that the students’ perceptions of the new knowledge are what the teacher had intended. Teachers will find that since the students build upon already existing knowledge when they are called upon to retrieve the new information, they may make errors. It is known as reconstruction error when learners fill in the gaps of their understanding with logical, though incorrect thoughts. Teachers need to catch and try to correct these errors, though it is inevitable that some reconstruction error will continue to occur because of innate retrieval limitations. Since reading intervention programs used materials in its implementations, this theory is very applicable in terms of planning, organizing, staffing, controlling, and evaluating and connecting the reading experiences and reading interventions provided in the schools.

The present research used these theories in reading and learning that, in turn, would influence decisions about the formulation of development plan of the Reading Programs in Paaralang Elementarya ng Lucban, Lucban District, Lucban, Quezon.

Results and Discussion

The organization, analysis, and interpretation of data were reported in accordance with the sequence of the subproblem presented in chapter 1.

Level Of Reading Intervention Program, What is the level of Reading Intervention Program in this study refers to the Attainment of objectives, Reading skills develop, Teaching strategies use and Adequacy of resources/materials use? The following table shows the statement, mean, standard deviation, and remarks.

Table 1. Level of Implementation of Reading Intervention Program

READING INTERVENTION PROGRAM	MEAN	STANDARD DEVIATION	REMARKS	VERBAL INTERPRETATION
.....Attainment of Objectives	4.58	0.58	Strongly Agree	Highly Implemented
.....Reading Skills Developed	4.44	0.63	Strongly Agree	Highly Implemented
.....Teaching Strategies Used	4.48	0.60	Strongly Agree	Highly Implemented
.....Adequacy of Materials/Resources Used	4.55	0.57	Strongly Agree	Highly Implemented

Illustrated above is the level of implementation of reading intervention program in terms of Attainment of Objectives which attained a mean score 4.48 and a standard deviation of 0.58 and got a remark of “Strongly Agree”. The findings shown that teachers effectively implemented the reading intervention program regarding the attainment of its objective. Reading Skills Developed attained a mean score of 4.44 and a standard deviation of 0.63 and got a remark of “Strongly Agree”. The result showed that teachers highly implemented the reading intervention program as to develop the reading skills of pupils. Teaching Strategies Used attained a mean score of 4.48 and a standard deviation of 0.60 and got a remark of “Strongly Agree”. The findings showed that the implementation of reading intervention program of Lucban District with regards to the Teaching Strategies Used was effectively implemented even in the new normal. Adequacy of Materials/ Resources Used attained a mean score of 4.55 and a standard deviation of 0.57 and got a remark of “Strongly Agree”. The findings also revealed that teachers’ resources/materials used in the implementation of reading intervention program mostly in the new normal were suited to the needs of the pupils.

Ben Domingue (2021), an assistant professor at Stanford GSE and first author on the study, which was released by Policy Analysis for California Education (PACE), a nonpartisan research network housed at Stanford. “Reading is kind of a gateway to the development of academic skills across all disciplines,” said Domingue. “It’s a key that opens all of the doors. If a kid can’t read effectively by third grade or so, they’re 48 unlikely to be able to access content in their other courses.” In support to the finding, Pennington (2011) Various reading intervention models have been implemented in different educational settings to address the needs of remedial readers. Although the variables of budget, teacher expertise, staffing, room, and age of learner impact the design of a reading intervention program, the following generalizations, may assist in decision-making. According to Wiseman of Allington and Cunningham, to provide an example of an ineffective teaching strategy that decreases engagement: “When students spend more time on isolated skills instruction and extensive repetition, the end result is disengagement and frustration” (p. 257). Understanding this statement and seeking to teach in a manner with which all students can be successful, active participants in lessons, Wiseman identified interactive read-aloud to be an effective strategy that increases student engagement and literacy skills. Schools and then teachers within school have different philosophies on early reading instruction (Henbest & Apel, 2017). Training teachers on how to use a program is essential and builds teacher’s pedagogy which in turn has shown to increase the reading achievement in children (Anderson, 2017).. The teaching style also plays a part in how a teacher implements a program. Teacher as facilitator of learning plays a big part on how the learners comprehend to what they are reading.

Extent Of Reading Comprehension Skills

The extent of Reading Comprehension Skills refers to the Making inferences; Predicting; Noting details; Visualizing; and Questioning.

The following table shows the statement, mean, standard deviation, and remarks.

Table 2. Extent of Reading Comprehension Skills

READING COMPREHENSION SKILLS	MEAN	STANDARD DEVIATION	REMARKS	VERBAL INTERPRETATION
.....Making Inferences	4.30	0.69	Strongly Agree	Highly Implemented
.....Predicting	4.32	0.75	Strongly Agree	Highly Implemented
.....Noting Details	4.31	0.77	Strongly Agree	Highly Implemented
..... Visualizing	4.27	0.66	Strongly Agree	Highly Implemented
..... Questioning	4.44	0.61		Highly Implemented

Illustrated above is the Extent of Reading Comprehension Skills, in terms of Making Inferences which attained a mean score 4.30 and a standard deviation of 0.69 and got a remark of “Strongly Agree”. It implied that teachers employed the effectiveness of the implementation of the reading intervention program in the new normal.

Predicting attained a mean score of 4.32 and a standard deviation of 0.75 and got a remark of “Strongly Agree”. It inferred that teacher in this new normal led the pupils to develop more comprehension skills in reading. Noting Details attained a mean score of 4.31 and a standard deviation of 0.77 and got a remark of “Strongly Agree”. The result implied that the 60 extent of reading comprehension skills in terms of noting details was highly implemented. Visualizing attained a mean score of 4.27 and a standard deviation of 0.66 and got a remark of “Strongly Agree”. In this finding, the results showed that Visualizing in terms of retelling events, developing a clear picture, learning important points, creating mental images, and showing connections were highly implemented. Questioning attained a mean score of 4.44 and a standard deviation of 0.61 and got a remark of “Strongly Agree”. The result showed that in terms of questioning statement on the extent of reading comprehension skills was highly implemented in the reading intervention.

Given the importance of inference generation to reading comprehension (e.g., Ahmed et al., 2016), the efficacy of inference instruction in improving the inference generation skill of struggling readers (e.g., Elleman, 2017; Hall, 2016), and the value of inferential comprehension in today’s school’s workplaces, inference instruction may represent a significant opportunity to ensure students’ school and postsecondary academic achievement. It was supported by (Bailey, 2015), When making predictions, students envision what will come next in the text, based on their prior knowledge. It also encourages children to actively think ahead and ask questions. According to, Pearson, page 48, noting details “Focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge. Different studies which dealt with reading comprehension skills address the importance of different strategies that are exposed to develop the reading comprehension of the students. This was supported by the study on The Influence of Visualization Strategy on Reading Comprehension Ability; the researchers found some studies related to the use of visualization strategy in teaching reading, research was conducted by; Wisnu Wicaksono (2016), they found that the implementation of visualization strategy is effective in improving students reading comprehension achievement.

Significant Effect of Assessment of implementation on the Reading Intervention Program to the Reading Comprehension Skills in the New Normal

For the statement what the significant effect of the Reading Intervention Program to the Reading Comprehension Skills in terms of Making Inferences, Predicting, Noting Details, Visualizing, and Questioning. The table below shows the statement using t-test and regression analysis. Table 3 presents the significant effect of assessment implementation on the reading intervention program to the reading comprehension skills in the new normal in terms of Making Inferences, Predicting, Noting Details, Visualizing, and Questioning.

In terms of Making Inferences From the beta values, it is observed that whenever there is a unit increase in the Attainment of Objectives, Reading Skills Develop, and Teaching Strategies; there is an increase in Making Inferences based on the positive values. On the other hand, whenever there is a unit increase in the Adequacy of Resources/ Materials of Use; there is a decrease in Making Inferences. However, only the test for Teaching Strategies Use proved to be significant based on the p-value 0.001 which is less than the significance alpha 0.05; In terms of Predicting From the beta values, it is observed that whenever there is a unit increase in the Attainment of Objectives, Reading Skills Develop, and Teaching Strategies; there is an increase in Predicting based on the positive values. On the other hand, whenever there is a unit increase in the Adequacy of Resources/ Materials of Use; there is a decrease in Predicting. However, only the test for Teaching Strategies Use and Adequacy of Resources/ Materials Use proved to be significant based on the computed p-values of 0.001 and 0.014 which are less than the significance alpha 0.05; In terms of Noting Details, From the beta values, it is observed that whenever there is a unit increase in the Attainment of Objectives, Reading Skills Develop, and Teaching Strategies; there is an increase in Noting Details based on the positive values. On the other hand, whenever there is a unit increase in the Adequacy of Resources/ Materials of Use; there is a decrease in Noting Details. However, only the test for Teaching Strategies Use and Adequacy of Resources/ Materials Use proved to be significant based on the computed p-values of 0.001 and 0.013 which are less than the significance alpha 0.05; In terms of Visualizing, From the beta values, it is observed that whenever there is a unit increase in the Attainment of Objectives, Reading Skills Develop, and Teaching Strategies; there is an increase in Visualizing based on the positive values. On the other hand, whenever there is a unit increase in the Adequacy of Resources/ Materials of Use; there is a decrease in Visualizing. However, the tests for Reading Skills Develop, Teaching Strategies Use, and Adequacy of Resources/ Materials Use proved to be significant based on the computed p-values of 0.011, 0.000 and 0.000 which are less than the significance alpha 0.05; In terms of Questioning, From the beta values, it is observed that whenever there is a unit increase in the Attainment of Objectives, Reading Skills Develop, and Teaching Strategies; there is an increase in Visualizing based on the positive values. On the other hand, whenever there is a unit increase in the Adequacy of Resources/ Materials of Use; there is a decrease in Visualizing. However, the tests for Attaining Objectives, Teaching Strategies Use, and Adequacy of Resources/ Materials Use proved to be significant based on the computed p-values of 0.011, 0.000 and 0.000 which are less than the significance alpha 0.05.

From the findings in Table 3, it can be inferred that at 0.05 level of significance, the null hypothesis “The Assessment of Implementation on the Reading Intervention has no significant effect to the Reading Comprehension Skills in the New Normal” is rejected. Thus, this calls for the acceptance of the alternative which incites that there is a significant effect. According to Shaby et al., (2019), maximum interaction between learners and learning tools is beneficial in teaching some complex concepts. To correctly comprehend such a skill, teachers provide immense guidance to students. The fidelity of implementation as aligned with a teacher’s belief system and philosophy of education can determine how they implement a program and create powerful learning environments (Irvine, 2020). One key to effective comprehension instruction lies in accurately identifying the genres or text structures students are able to read effectively as well as those that have more difficulty comprehending (Reutzel & Cooter, 2011). To help teachers plan effective instruction, we have identified informal text structure assessments for both narrative and expository text types (Stahl, 2009).

Table 3. Significant Effect of Assessment of implementation on the Reading Intervention Program to the Reading Comprehension Skills in the New Normal

Reading Intervention Program	Reading Comprehension Skills	Beta	t-value	p-value	Analysis
.....Attainment of Objectives	Making Inferences	0.049	0.284	0.777	Not Significant
	Predicting	0.205	0.960	0.341	Not Significant
	Noting Details	0.136	0.577	0.566	Not Significant
	Visualizing	0.041	0.221	0.825	Not Significant
	Questioning	0.348	2.044	0.045	Significant
.....Reading Skills Develop	Making Inferences	0.355	1.689	0.096	Not Significant
	Predicting	0.442	1.679	0.098	Not Significant
	Noting Details	0.441	1.518	0.133	Not Significant
	Visualizing	0.598	2.614	0.011	Significant
	Questioning	0.221	1.054	0.295	Not Significant
.....Teaching Strategies Use	Making Inferences	0.624	3.396	0.001	Significant
	Predicting	0.811	3.529	0.001	Significant
	Noting Details	0.888	3.494	0.001	Significant
	Visualizing	0.750	3.751	0.000	Significant
	Questioning	0.605	3.303	0.001	Significant
.....Adequacy of Resource/materials use	Making Inferences	-0.152	-0.905	0.369	Not Significant
	Predicting	-0.532	-2.530	0.014	Significant
	Noting Details	-0.595	-2.562	0.013	Significant
	Visualizing	-0.716	-3.912	0.000	Significant
	Questioning	-0.500	-2.987	0.004	Significant

Summary of Findings

The present study aimed to determine the Assessment on the Implementation of the Reading Intervention Program in the New Normal.

Specifically, it sought to answer the following questions: First, what is the Level of implementation of the Reading Intervention Program in terms of: Attainment of objectives of the program, reading skills develop based on the reading program, Teaching strategies use, and Adequacy of resources/ materials use. Second, what is the level of implementation of Reading Comprehension Skills in terms of: Making inferences, Predicting, Noting details, Visualizing, and Questioning. Third, Is there a significant effect of Reading Intervention Program on reading comprehension skills?

This investigation used Likert Scale question - the questions used statements, and a respondent then indicates how much they agree or disagree with that statement. Likert scale survey questions are essential in measuring a respondent's opinion or attitude towards a given subject and is an integral part of market research. It also aimed to assess the level of implementation of the reading intervention program in the new normal in Grade IV-VI pupils of Paaralang Elementary ng Lucban, Lucban District., specifically on attainment of objectives of the program, reading skills develop based on the reading program, teaching strategies use, adequacy of resources/ materials use

The study also explored the level of implementation of Reading Comprehension Skills in terms of making inferences, predicting, Noting details, visualizing, and questioning. The findings of the study were used to assess and eventually establish a reading intervention to better facilitate the present implementation of the reading intervention program with an end goal of enhancing the reading competence of the selected Grade IV-VI pupils of Paaralang Elementary ng Lucban, Lucban District.

The present study data were taken from a total of 76 grades four to six teachers as respondents. The teacher respondents were purposively selected from different public elementary schools of Lucban District. The main instrument used to assess the level of implementation of the reading intervention program was a questionnaire developed by

the researcher and subjected for expert validation. It consists of 2 parts. Part I composed of items on the attainment of objectives of the program, reading skills develop based on the reading program, teaching strategies use, adequacy of resources/ materials used, and Part II consists of reading comprehension skills in terms of making inferences, predicting, Noting details, visualizing, and questioning. The findings were used to assess and eventually establish a reading intervention to better facilitate the present implementation of the reading intervention program with an end goal of enhancing the reading competence of Grade IV-VI pupils of Paaralang Elementary ng Lucban, Lucban District.

The data gathered were computerized through the assistance of Laguna State Polytechnic University in the Graduate Studies with our thesis adviser and statistician. To determine mean analysis, and analysis of significant difference (t-test) using Spreadsheets were the statistical tool used to determine the level of the implementation and the differences in the respondent's perception/Observation on the implementation of the reading intervention program.

The study arrived at the following findings: In terms of the reading intervention program regarding the Attainment of Objectives was Highly Implemented among the respondents. In terms of the level of implementation of reading intervention program with regards to Reading Skills Developed was Highly Implemented among the respondents. In terms of the level of implementation of reading intervention program with regards to Teaching Strategies Used was Highly Implemented among the respondents. In terms of the level of implementation of reading intervention program with regards to Resources/ Materials Used attained a mean score was Highly Implemented among the respondents.

In terms of the reading comprehension skills about Making Inferences was Highly Implemented among the respondents. In terms of the extent of reading comprehension skills in terms of Predicting was Highly Implemented among the respondents. In terms of the extent of reading comprehension skills in terms of Noting Details was Highly Implemented among the respondents. In terms of the extent of reading comprehension skills in terms of Visualizing was Highly Implemented among the respondents. In terms of the extent of reading comprehension skills in terms of Questioning was Highly Implemented among the respondents.

Is there a significant effect of Reading Intervention Program on reading comprehension skills? From the following findings, it can be inferred that at 0.05 level of significance, the null hypothesis "The Assessment of Implementation on the Reading Intervention has no significant effect to the Reading Comprehension Skills in the New Normal" is partially accepted. Thus, this calls for the acceptance of the alternative which incites that there is a significant effect.

Conclusion

Based on the findings of the study, the following conclusions were drawn: The Hypothesis stating that there is no significant effect on the Assessment on the Implementation of Reading Intervention Program to the Comprehension Skills in the New Normal is partially accepted.

Recommendations

Given the findings and conclusion of the study, the following recommendations are hereby presented for consideration.

1. Pupils may continue to use the reading intervention program as it must be systematically implemented and maintained in Lucban District.
2. School Administrators may consistently review the results of the study and present it in an academic forum to shed light on the processes and effectiveness of the reading intervention program in the Lucban District.
3. Teachers themselves may continue to assess the results of the reading intervention program being implemented to achieved a not just a learners that can read but mostly learners that can comprehend what he/she is reading.
4. Future researchers may use this study as their guide for other possible variables that may significantly correlate with the reading intervention program and its effectiveness.

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