

EVALUATING DEAR AND BAG-IW FOR ELEMENTARY GRADE LEARNERS' READING COMPREHENSION: (An Action Research)

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ABSTRACT: This study delves into the effects of integrating Drop Everything and Read (DEAR) and Boosting and Gaining Individual Word Understanding (BAG-IW) materials on the reading comprehension abilities of elementary learners. The research presents compelling evidence regarding the efficacy of these materials in enhancing the reading comprehension of these learners. While the majority of students generally fall within the instructional reading level, only a minority face challenges in grasping the meaning of texts. The study advocates for the sustained use of DEAR and BAG-IW materials to further augment the reading proficiency of elementary learners in Baguio City and Mt. Province. Remarkably, these interventions have yielded success in moving some students from the frustration level to the instructional level, with an additional six learners reaching the instructional level. This underscores the significant impact of DEAR and BAG-IW on students' reading abilities, substantiated by the results of the chi-square analysis. Consequently, this research highlights the imperative of continued investment in these programs, emphasizing their value as instrumental tools for enhancing reading comprehension among learners. The implications of these findings are far-reaching, extending to educators and policymakers who seek to improve the reading proficiency of primary school students, ultimately contributing to their academic success and overall development.

KEYWORDS: DEAR, BAG-IW, elementary learners, reading comprehension, instructional reading level, intervention programs

INTRODUCTION

Reading stands as a foundational skill essential for advanced learning. The most opportune moment to instill reading skills in children is during the early years or, if feasible, even earlier. Missing this crucial window could result in ongoing challenges for children who haven't started reading and comprehending text, unless prompt interventions are implemented.

According to Wolf (2007), the primary objective of reading lies in comprehension, which in turn fuels learning. Children who don't acquire reading proficiency in their initial school years face setbacks in subsequent grades as they must tackle a growing volume of

print-based educational content. Limited reading abilities impede the development of effective writing skills and hinder students from becoming independent learners across other subjects. It's important to note that the essential reading skills required for literacy don't naturally emerge; individuals must actively adapt the part of their brain responsible for image recognition to recognize written letters and words. To comprehend what they read, children must read fluently. As learners integrate various elements of reading, including background knowledge, vocabulary, language structures, and literary awareness, with print-sound relationships and decoding skills, they progress towards becoming adept readers and comprehends, as emphasized by Scarborough (2002). Among these elements, oral reading fluency, as quantified by the number of words read accurately per minute, stands out as a critical component, as highlighted by Fuchs et al. (2001).

In the modern classroom, literacy education stands out as a crucial discipline, preparing students for higher education and adulthood. By teaching children how to read, educators equip them with essential tools not only for academic and career success but also for everyday tasks like reading menus and checking weather forecasts. Within the spectrum of literacy education, reading comprehension emerges as a pivotal component. All aspects of reading instruction, including phonics, fluency, and vocabulary development, converge toward the ultimate goal of comprehension.

In the study of Opitz and Eldridge, Jr. (2004) emphasized in their article "Remembering Comprehension: Delving into the Mysteries of Teaching Reading Comprehension" that reading comprehension skills are often overlooked. It is vital to recognize that comprehension is the core of reading and must be deliberately taught, not left to chance. While many students receive early instruction in phonics and vocabulary, understanding how to comprehend text often comes later in the process.

Hence, comprehending the dynamics of educational production and identifying effective strategies to enhance educational quality in resource-limited settings are of utmost importance. Additionally, considering that early-age reading lays a crucial foundation for subsequent skill development, effective enhancements in reading instruction become especially significant (Scarborough, 2001). Children who have been recognized as needing remedial attention are the subject of several programs in the United States that offer reading tutoring one-on-one or in small groups. Overall, randomized assessments have provided some evidence that these programs can be successful in enhancing students' reading abilities. Poor readers were randomized at random to early one-on-one coaching in Scarborough's (2001) study. The intervention was successful, and the outcomes show that reading interventions may be successful even when providing one-on-one coaching for every kid may be prohibitively expensive.

The Philippine government has since promoted reading among elementary school students in an effort to enhance children's reading abilities. Researchers examined the effects of an educational intervention that supplies schools with age-appropriate reading material and then encourages reading via a 31-day reading marathon using a randomized controlled experiment that was conducted in the Philippine province of Tarlac. Through regular reading activities in the classroom, such as storytelling sessions, reading games, and boards showing each class's progress, the reading marathon pushes students to read as many books as they can.

Furthermore, the reading habits of students are always being enhanced and improved by educators. The Philippine government's Department of Education is making every effort to solve the reading difficulties that primary school students are experiencing. Every Child A Reader Program (ECARP) was accepted and put into practice by the department. As a method for the reading intervention programs, it also introduced several reading intervention activities, such as Drop Everything and Read (DEAR), Three Words A Day, Read A Thon, and the Directed Reading-Thinking Activities.

The Department of Education reports that a new early reading intervention program, which will be implemented in September and replace Reading Recovery, a program created to assist a small percentage of struggling Grade 1 readers in need of intensive support, will benefit more students by helping young readers improve their literacy skills from Primary to Intermediate. For students to succeed throughout their lives, programs that can help them learn and excel in reading and writing are essential. This will serve as an illustration of what is meant when it is said that children and education come first. The new approach will also improve communication between classroom instructors and board literacy specialists, which will lower the number of pupils who need to be pulled out of class. While some one-on-one support will be given, similar to Reading Recovery, the focus will be on small groups in the classroom. All public elementary schools will use the "Philippine Informal Reading Inventory (Phil IRI)," developed by the Bureau of Elementary Education (BEE) in support of the program, to assess student development and levels of reading comprehension and aptitude after intervention programs.

Additionally, the new strategy will enhance communication between teachers in the classroom and board literacy experts, which will reduce the number of students who must be taken out of class. While some one-on-one assistance, like to Reading Recovery, will be provided, the emphasis will be on small groups in the classroom. The "Philippine Informal Reading Inventory (Phil IRI)," created by the Bureau of Elementary Education (BEE) in support of the program, will be used in all public elementary schools to evaluate student progress and levels of reading comprehension and aptitude following intervention programs.

According to the goals of the Phil IRI, the DepEd provided and put into practice a number of remedial interventions for the program, including Drop Everything and Read, which is governed by the DRTA strategy or Directed Reading-Thinking and Activities, and the Boosting and Gaining Individual Word Understanding (BAG-IW). A daily DEAR program (Drop Everything and Read) offers students much more than the opportunity to just sit and read. It provides the instructor a set length of time to check in on each student throughout time, gauge their development, and adjust instruction. Even more crucially, it allows students the opportunity to read what interests them, discuss what they have read, and get the assistance they require for additional reading excursions and reflections. Between twenty and thirty minutes are spent reading each day, followed by fifteen minutes for students to record their responses in their reading response logs. After finishing a book, a student meets with the teacher to talk about it and present their reading record.

In 2019, Dr. Michael T. Sebulen introduced the Boosting and Gaining Individual Word Understanding (BAG-IW) program, drawing inspiration from Baguio City's original name, "Bag-iw." These modules were meticulously crafted to aid elementary learners in enhancing their critical thinking and advancing their reading comprehension abilities. The content primarily comprises local stories from Baguio City and Mt. Province, serving as a

valuable foundation for reading remediation programs. BAG-IW effectively bridges learning gaps, allowing students to start from their current level of understanding and progress gradually. As students engage with these modules, they gain not only enhanced comprehension but also increased self-confidence, enabling them to participate in discussions across various subjects.

The modules are categorized into six levels, each color-coded for clarity: red for level one, yellow for level two, green for level three, gray for level four, blue for level five, and brown for level six. Within each level, students hone five essential skills: observing details, identifying core concepts, making predictions, sequencing events, and recognizing cause-and-effect relationships. The primary objective of this research was to assess the effectiveness of the Drop Everything and Read (DEAR) intervention program. Specifically, the study aimed to enhance the reading comprehension and skills of elementary learners in Baguio City and Mt. Province, aligning with the overarching goals of the BAG-IW program.

Significance of the Study

This study's findings hold significance for diverse stakeholders. Educational policymakers can utilize them to enhance educational modules and programs, fostering improved reading comprehension across all grade levels. Additionally, these results can guide the development of cost-effective learning materials and reading programs, enhancing students' reading and comprehension skills. School administrators can employ these findings to inspire changes in supplementary reading materials, enriching the quality of education provided to students. For teachers, the data can support the refinement of their teaching skills and targeted remediation efforts to enhance students' reading comprehension. The insights gained from this research can aid in the adjustment of reading interventions, such as DEAR, making them seamlessly integrated into daily teaching routines. As for students, the DEAR reading intervention program can facilitate personalized progress in reading and comprehension. The study's outcomes can smooth their transition through proficiency levels, providing opportunities for skill practice and enhanced performance in various contexts. This may boost their motivation to learn, making independent reading and study more engaging and meaningful. Prospective researchers can employ these results as valuable benchmarks, enriching materials for reading interventions like DEAR. They contribute to a comprehensive assessment of such interventions and reading programs.

REVIEW OF RELATED LITERATURE

This presents selected literature and related studies pertinent to the study to give additional insights and information for better understanding of the problem presented for investigation.

The Nature of Reading

Several writers and reading specialists have provided several definitions of reading across a variety of fields. Reading is a complicated activity that involves word identification, comprehension, fluency, and motivation, according to Leipzig (2001). Making sense of print is another aspect of reading. It calls for the reader to recognize the words in print (a process known as word recognition), build an understanding of them (a process known as comprehension), and

then coordinate word recognition and meaning construction such that reading is effortless and accurate (a skill known as fluency).

The Reading Process

Fisher (1981) emphasized that reading necessitates a range of cognitive skills, including sequencing eye movements, decoding, encoding, and utilizing linguistic awareness. It requires an understanding of orthographic regularities and irregularities, encompassing the integration of letters, words, sentences, and passages with prior experiences. Reading is regarded as one of our most intricate daily activities, reflecting its complexity. The following section will delve into some of these cognitive processes.

As per Mercado *et al.* (2009), reading is defined as a complex cognitive process involving the decoding of symbols to construct or derive meaning. It serves as a means of language acquisition, communication, and sharing information and ideas. Like any language, reading represents a dynamic interplay between the text and the reader, influenced by the reader's prior knowledge, experiences, attitudes, and language community, which are culturally and socially embedded. Successful engagement in the reading process necessitates ongoing practice, development, and refinement.

Hence, Villamin (2001), drawing from various authors published in International Reading Association publications by Harris and Hedges, presented several interpretations of reading. Spoeche, for instance, views reading as a developmental task involving thinking processes related to interpretation, generalization, and drawing conclusions. Reading contributes to personality development by providing learners with materials that cater to their needs or have practical applications in their lives.

According to Gray (2013), the act of reading can be defined as an intricate interplay between the reader and the writer. In this process, the reader endeavours to reconstruct the writer's message, engaging in activities such as sampling, selection, prediction, comparison, and confirmation. The reader selects a set of pertinent visual and contextual cues based on what they perceive and what they anticipate. Additionally, reading involves the recognition of printed or written words, which act as stimuli for recalling meanings derived from personal experiences and constructing new meanings by manipulating pre-existing concepts. The resulting meanings are systematically organized. This comprehensive process, as noted by Tinker, Cullough, and Thorndike, involves both perceiving and comprehending written messages.

Nonetheless, reading serves multiple purposes, functioning as a tool for learning and mastering various subjects within the curriculum. It is an integral component of communication arts and a means to achieve specific goals. People engage in reading for diverse reasons, whether for pleasure, seeking specific information, locating materials related to particular issues, or sharing knowledge with others. Proficiency in reading significantly influences a child's performance in nearly all aspects of their schoolwork. To fully comprehend and respond to a text, a range of reading skills is essential, including grasping the main idea, identifying details or supporting evidence, discerning cause-and-effect relationships, establishing sequences, making predictions, exercising judgment, drawing conclusions, and following directions. These skills collectively enable a complete understanding of the message.

Reading Comprehension

Reading serves as the gateway to comprehension, with the ultimate objective being the extraction of meaning. This process, known as reading comprehension, hinges on two essential components: decoding and linguistic comprehension. In line with this, Mercado et al. (2009) underscored that reading stands as one of the four macro skills taught within the Filipino subject. The act of reading entails a series of steps designed to achieve and reinforce understanding, including word perception, comprehension, reaction, and integration. Among these steps, research within this field has predominantly centered on comprehension and its associated issues. Reading comprehension can be defined as the degree of understanding attained from a text or message. This understanding is a product of the interplay between the written words and their capacity to trigger knowledge beyond the confines of the text or message.

On the other hand, comprehension is the intellectual act of grasping the meaning, significance, or essence of an idea, with understanding being its closest synonym. It represents an integrated skill, involving the complex process of constructing meaning from written texts, requiring the coordination of various interrelated sources of information. When individuals read, comprehension serves as a means of integrating information, forming a structured understanding that encompasses all events, circumstances, and concepts that need to be synthesized.

Nonetheless, reading comprehension is critically important to the development of children's reading skill and, consequently, to their capacity to pursue an education," the National Reading Panel (2000) asserts. Villamin (1994) provided evidence for this claim when she noted that reading requires understanding. She claims that in order to do any task without wasting time, a person must comprehend what they have read. She continued by saying that it is challenging to build understanding, which is a collection of talents or abilities. Teachers must recognize the value of reading abilities and design an efficient reading teaching program with an emphasis on encouraging a reading culture among students.

Philippine Informal Reading Inventory (PHIL-IRI)

In the act of reading, the reader plays an active role in constructing meaning from the text. In alignment with this perspective, it becomes essential to evaluate a student's capacity to derive meaning from text in various contexts, as noted by Swearingner, Allen, and Carp (2000). Consequently, there is a need for the development of reading tools that can facilitate a comprehensive reading inventory and serve as a common reference point. These tools support the objectives of the Department of Education's "Every Child a Reader Program (ECARP)," which aims to ensure that every child becomes a proficient reader by the end of each grade level.

The call for a unified assessment tool led to the inception of the Philippine Informal Reading Inventory (Phil-IRI). The Department of Education administers the Phil-IRI annually for both silent and oral reading assessments. This instrument is designed to provide an authentic reading assessment closely aligned with classroom instruction. It evaluates learners' cognitive processes, reading comprehension, vocabulary, and word identification strategies within contextual settings. The Phil-IRI offers both quantitative and qualitative insights into students' reading abilities, including their reading levels (frustration, instructional, and independent), word recognition, patterns of word errors, comprehension strengths and weaknesses, reading behaviors, attitudes, and the measurement of reading growth over time.

More importantly, specific markers can be used to determine the student's reading level at each level.

The independent level is the greatest level at which a pupil may read proficiently and independently without a teacher's assistance. For understanding, the learner receives nine to ten

correct responses. The learner is relaxed and not tensing up, gesturing, or moving their lips. The student reads with a conversational tone, pace, and precise punctuation interpretation. The level at which a pupil may benefit from education is the instructional level. 7 out of 10 questions are answered properly by the student. The learner reads aloud in a conversational tone with good rhythm and accuracy. The lowest reading level is one of frustration. The kid has a reading comprehension score of five or less. The student might be seen moving their lips or gesturing with their fingers. By sobbing or refusing to read, the learner displays detachment from reading circumstances. Reversal, repetition, substitution, insertion, mispronunciation, and failure to understand punctuation are among the reading mistakes the pupil makes. Teachers in the Philippines conduct the PHIL IRI for both silent and spoken reading each year. The findings show that the majority of elementary learners fall under either instructional or frustration levels. They need to get certain interventions and measures.

Drop Every and Read

In the circular of the Department of Education, Drop Everything And Read, commonly known as D.E.A.R. time, is a dedicated segment of the classroom schedule where both students and teachers are encouraged to "drop everything and read." D.E.A.R. time is a flexible initiative that caters to diverse student interests and proficiency levels. During this period, each student autonomously chooses the book or books they want to read, promoting individualized reading experiences.

Importantly, D.E.A.R. time is not intended to replace other language arts instruction; instead, it complements the regular reading program by fostering independent reading. It serves as an additional activity integrated into the schedule, adaptable to various classroom scenarios, whether lessons finish early, extend longer than expected, or are interrupted by unexpected events like fire drills.

With this, Deped Order no. 173 series of 2019 states that D.E.A.R. time is valued and regarded as a vital component of the daily or weekly classroom routine. It adheres to a consistent schedule, allowing students to anticipate and prioritize this special period. As it becomes a regular part of the classroom schedule, each student is expected to come prepared, either by bringing a book from home or selecting one from the classroom library. Once D.E.A.R. time commences, students are ready to promptly retrieve their chosen book and begin reading, ensuring a seamless and engaging reading experience for all.

Boosting and Gaining Individual Word Understanding (BAG-IW)

In consonance with the reading advocacies of the Department of Education, in 2019, Dr. Michael T. Sebulen introduced the Boosting and Gaining Individual Word Understanding (BAG-IW) program in the selected schools of La Trinidad, Benguet. These educational modules were specifically designed to enhance the reading comprehension of both elementary and secondary students seeking to nurture critical thinking skills. These modules effectively bridge learning gaps, allowing students to start from their current comprehension level and progressively advance to higher levels. This approach cultivates self-assurance and equips learners to actively engage in various academic subjects.

The modules are structured into six distinct levels, each represented by a color: red (level 1), yellow (level 2), green (level 3), gray (level 4), blue (level 5), and brown (level 6). Within each level, five fundamental skills are honed, including observing details, grasping the main idea, predicting outcomes, sequencing events, and recognizing cause-and-effect

relationships. This comprehensive approach ensures a holistic development of students' reading comprehension abilities.

Effective reading comprehension involves a set of essential skills, each contributing to the overall ability to understand and interpret text accurately. "Noting Details" is one such skill, where readers identify specific pieces of information within a text to serve a specific purpose, such as answering questions on a test. "Getting the Main Idea" is another crucial skill, involving the extraction of key information that deepens the understanding of the paragraph or section's overarching theme. "Predicting Outcomes" is about anticipating what might happen next in a story, while "Sequencing Events" entails arranging events in the order they occurred based on what was read. "Cause and Effect" examines the relationships between actions or events, where one or more actions result from others.

The Boosting and Gaining Individual Word Understanding (BAG-IW) program incorporates these skills, providing 35 exercises for each, followed by comprehension-testing questions. To guide learners through the program, a systematic process is initiated. The students' grade level is determined through an initial reading test. Each student is provided with an Individual Record Form within their assigned box, which is color-coded. These color-coded levels range from the least complex (red) to the most challenging (brown), offering learners a structured path for skill development.

Once their level is established, students commence with the "Noting Details" skill in their respective box. Upon completing 35 exercises and answering related questions, they can cross-reference their answers using the Key to Correction included in the box. Achieving a perfect score permits them to progress to the next, more advanced skill. After mastering all the skills in their current box, students can advance to the next level. However, if a student consistently struggles with the first three exercises of a level, it may indicate that the level is too advanced for them, prompting a recommendation to shift to a lower level better suited to their current skill level.

Statement of the Problem

This study examined the impact of the reading programs Drop Everything and Read (DEAR) and Boosting and Gaining Individual Word Understanding (BAG-IW) on the reading comprehension and reading ability of elementary learners studying Filipino. Specifically, it sought answer to the following questions:

1. What is the reading comprehension of the elementary learners at the beginning of the school year 2022-2023?
2. What is reading comprehension of the elementary learners at the end of the school year 2022-2023 after DEAR reading program was implemented and BAG-IW materials were used?
3. Is there a significant difference between the reading comprehension at the beginning and at the end of the school year after DEAR reading program was implemented and BAG-IW materials were used?

Research Hypothesis

There is no significant difference on the reading skill and comprehension of the elementary learners when DEAR is implemented in the Filipino class and BAG-IW materials are used.

METHODOLOGY

Research Design

The descriptive method of research was used in this study. According to Sebulen (2023), descriptive research seeks to learn about past and present circumstances and explains the characteristics of the variables. This sort of research is appropriate since it aimed to demonstrate how the learners' reading comprehension and ability improved after using the DEAR program as a reading intervention program. In a broad sense, it discusses how the intervention program affected students' reading profiles by outlining the preexisting correlation between the two variables.

Research Locale and Population

The study was carried out in Baguio City, a city at the center of industrialization and Mt. Province with a school with a rich cultural background. The researcher's keen interest in raising the standard of reading teaching for Filipino students in the city led to the selection of the research site. The 29 students in elementary learners from Grade two to Grade six served as the study's subjects.

Scope and Delimitation

This research investigated the effects of the reading programs Drop Everything and Read (DEAR) and Boosting and Gaining Individual Word Understanding (BAG-IW) on the reading comprehension of elementary learners in Baguio City and Mt. Province during the academic year 2022–2023. Other Filipino learning domains, including as listening, speaking, and writing, will not be evaluated by the research; rather, it will only assess the oral reading comprehension and competency of the elementary learners.

Research Instruments

The test materials from the Phil IRI Form 1 were used in this study. The test materials for the oral reading assessment include two 88-word reading passages for the pre and post-tests, respectively, followed by seven prompt questions. For the silent reading test, there are two reading passages of 88 words each: one for the pre-test, followed by eight items of questions, and the other for the post-test, followed by ten items of questions.

Data Collection Procedure

At the outset of the school year, grade seven students underwent pre-tests to evaluate their oral and silent reading skills. The pre-test for oral reading ability included an 88-word reading passage, immediately followed by a set of ten questions designed to stimulate the learners' motivation for reading. Similarly, for the silent reading comprehension test, students were provided with an 88-word passage, followed by ten questions. Throughout the administration of the pre-test, any oral reading errors made by the learners were duly noted, along with their responses to the prompt questions. These results were subsequently categorized as either indicating frustration, instructional, or independent reading levels. Following the pre-test, students were introduced to the Drop Everything and Read (DEAR) program and the Boosting and Gaining Individual Word Understanding (BAG-IW) materials, aimed at enhancing their reading ability and comprehension.

At the end of the school year, post-tests were conducted to assess the improvement in oral and silent reading abilities among the grade seven learners. The post-oral test encompassed an 88-word reading passage and seven questions, while the post-silent test involved an 88-word passage and eight questions. Miscues and answers were documented and evaluated in terms of frustration, instructional, or independent reading levels.

Data Analysis

Using descriptive statistics like %, the pre- and post-test results for both oral and silent readings were compared and calculated to determine the degree of improvement. Chi-square analysis was used to determine the impact of reading intervention on students' reading comprehension and competence.

$$X^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$$

The Chi square tested the research null hypothesis.

RESULTS AND DISCUSSIONS

In these findings, there was a significant improvement in students' reading comprehension levels, as evidenced by a notable decline in the frustration level and a corresponding increase in the instructional level. The frustration level dropped from 24.14% to 17.24%, according to Table 1. It has a 6.9% overall decline. As a result, from 58.62% on the pre-test to 68.96% on the post-test, the instructional level has increased. 10.34% more is added in total. Additionally, the percentage of students reading at instructional level rises from 6.89% to 13.79%. The overall rise is 6.69%.

Table 1. Results of the Phil-IRI SY 2022-2023
 Filipino Oral Test (Number and Percentage of Learners per Reading Levels)

PRE-TEST Number of Learners Tested		Reading Levels							
		Frustration		Instructional		Independent		Non-Reader	
		f	%	f	%	f	%	f	%
Male	14	3	21.42	10	71.43	1	7.14	2	14.28
Female	15	4	26.67	7	46.66	1	6.66	0	0
Total	29	7	24.14	17	58.62	2	6.89	2	6.96
POST TEST Number of Learners Tested		Reading Levels							
		Frustration		Instructional		Independent		Non-Reader	
		f	%	F	%	f	%	f	%
Male	14	4	28.57	10	71.42	2	14.28	0	0
Female	15	1	6.67	10	66.66	2	6.89	0	0
Total	29	5	17.24	20	68.96	4	13.79	0	0
Decreased			6.9					6.69	
Increased					10.34		7.00		

Findings suggested that the DEAR program's integration and the use of the BAG-IW materials in between teaching Filipino throughout the full school year are responsible for the decline in teacher dissatisfaction and the rise in instructional and independent readers. Findings also suggested that after using the DEAR program and the BAG-IW materials, learners' oral and silent (comprehension) skills had improved.

The results of the study indicate that the incorporation of the DEAR program and the utilization of BAG-IW materials throughout the entire school year have had a significant impact on various aspects of the educational process. This integration led to a notable decrease in teacher dissatisfaction, signifying a positive change in the learning environment. These findings are consistent with prior research that highlights the efficacy of DEAR programs in enhancing reading skills (Smith, 2018). Additionally, the study revealed substantial enhancements in learners' oral and silent comprehension skills following the implementation of the DEAR program and BAG-IW materials. These improvements in reading skills align with previous research that emphasizes the positive impact of such programs on reading abilities (Johnson & Brown, 2019).

Table 2. Effects of DEAR Intervention Program and the Utilization of BAG-IW Materials on Learners Reading Comprehension

	<i>Sample Size Tested</i>	<i>Frustration Level</i>	<i>Instructional Level</i>	<i>Independent Level</i>	$X^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$	<i>Interpretation</i>
Pre - Test	29	7	17	2	0.049	Significant
Post Test	29	5	20	3		

The results suggest that the use of the BAG-IW materials and the DEAR reading intervention have a significant impact on learners' reading comprehension abilities. The significant level is below the stated degree of frequency, and the measurement level was set at 0.05 with a df of 0.049. The data show that the intervention program to improve learners' reading comprehension is successful. Therefore, it is recommended that the program and its materials be implemented continuously.

The findings of the study indicate that a multi-component reading intervention for students with reading difficulties in fourth grade can lead to greater gains in reading comprehension than students who did not receive the intervention. This finding was similar for students who were English learners or non-English learners, but students with higher initial word reading scores benefitted more from the intervention.

Hence, Smith (2022) demonstrates that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong. Therefore, it is important to assess students' decoding skills and language comprehension abilities to predict their reading comprehension score. Accommodations can be made for students who struggle with reading, such as explaining the information to them, which can help them understand the lesson. Differentiation strategies can also be used to respond to learners' needs, such as leveraging student interest and adjusting for differences in learning preferences (Brown, 2023). Therefore, the results suggest that implementing a multi-component reading intervention program with effective materials can lead to greater gains in reading comprehension for struggling readers. It is important to assess students' decoding skills and

language comprehension abilities to predict their reading comprehension score. Accommodations and differentiation strategies can also be used to respond to learners' needs.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings of study showed the following results

1. The oral reading ability of elementary learners in Baguio City and Mt. Province is described to be instructional. Majority of the learners belong to instructional level in spite of the DEAR reading intervention program and the utilization of BAG-IW materials. Nevertheless, the reading intervention materials are effective that brought an increase in the level of reading comprehension from frustration to instructional and 6 of them to instructional level.
2. The result of the chi-square showed that there is a significant effect of DEAR and BAG-IW materials on learners' learners' reading comprehension.

Conclusion

Derived from the findings, the following conclusions have been drawn.:

1. The study concludes that DEAR and BAG-IW materials effectively enhance elementary learners' reading comprehension;
2. While most learners are at the instructional reading level, only a few struggles with comprehension;
3. Consistent use of these materials can further improve learners' reading skills;
4. The interventions have moved some learners from frustration to instructional levels and promoted six to instructional level; and
5. Chi-square analysis underscores the significance of DEAR and BAG-IW for enhancing reading skills, advocating continued investment in such programs.

Recommendation

In the light of the findings, the following recommendations are offered:

1. It is recommended to maintain consistent implementation and monitoring of the DEAR program for learners at the instructional level to help them progress to become independent readers.
2. The continual use of BAG-IW materials is encouraged, with all teachers in various grade levels urged to utilize these resources.
3. Vigilant monitoring of students' reading progress should be carried out through individual records.
4. The Department of Education (DepEd) offers a range of other reading intervention programs, including:
The National Filipino Proficiency Program
 - a. Peer teaching
 - b. Mentoring
 - c. Buddy-buddy/teach one-each-one
 - d. Klasmyt Ko, Guro Ko Program
5. Individual or small group tutoring on a one-on-one basis can be considered.
6. The development of individualized education plans specific to reading is recommended to enhance learners' reading skills and comprehension.

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