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## Reading Comprehension Skills in MTB-MLE of Grade 3 Pupils in Sta. Catalina District: Basis in Developing an Instructional Material

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### Abstract

**Aim:** This study aimed to determine and compare the reading comprehension skills of Grade 3 pupils in MTB-MLE and English in Sta. Catalina District.

**Methodology:** The researcher used a descriptive, correlational design, developed the checklist questionnaire and a 30-item teacher-made test, administered it during the COVID-19 pandemic, and interpreted the data.

**Results:** Respondents' parents are high school graduates, fathers are self-employed, mothers have no work, and their monthly income is Php5,000-Php10,000. The respondents speak Ilokano, have phones and Ilokano books, and sometimes use them at home. The respondents' level of reading comprehension skills is "Proficient" in MTB-MLE, while "Approaching Proficiency" in English also shows a significant difference. Reading comprehension skills are significantly correlated with fathers' educational attainment, monthly income, availability of computers, and the extent of using computers and tablets at home. Moreover, a worktext has been developed to enhance respondents' skills.

**Conclusion:** As a result, the parents and teachers should provide sufficient reading materials and exert more effort in developing "Sequencing of Events" in MTB-MLE and "Inferring" in English for the respondents; a similar study should be undertaken to validate the findings of the present study; future researchers can include Filipino and other reading comprehension skills; respondents should take the test simultaneously, and a developed worktext should be validated before utilizing it.

**Keywords:** Reading Comprehension Skills, MTB-MLE and English, Worktext

### INTRODUCTION

Reading is an active activity that involves selecting and comprehending the meanings contained in written materials. Rahim (2019) emphasized that reading activities are the most effective way of learning. Background knowledge, vocabulary, grammatical knowledge, text experience, and other strategies are commonly used by readers to understand written texts. According to the literature, reading is the introduction of written language symbols. This stimulus aids in memorizing what is read and developing understanding through experience (Smith & Feng, n.d.).

It is also defined as a collaborative experience. The reader's mind converses with the text through decoding, imparting meaning, and inferring. The reader establishes a connection between this act and prior world knowledge. There is a message that needs to be communicated or constructed. Skilled readers know the process and use various strategies at each stage. Content area teachers can enhance students' understanding of the process and engage practical reading skills through classroom activities called "instructional scaffolding."

When discussing reading, comprehension is an unavoidable outcome. Rombot, Boeriswati, and Suparman (2020) define reading comprehension as a complex interplay of automatic and strategic cognitive processes that permits the reader to construct a mental representation of the text. In this case, comprehension is influenced by reader characteristics like prior knowledge and working memory and language processes like basic reading skills,

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elaboration, vocabulary, sensitivity to text structure, irregularities, and motivation. It also necessitates the practical application of strategic methods like monitoring metacognition and comprehension. Readers proficient in their comprehension skills can progress quickly from the learning stage of reading to the end goal of reading.

Children who do not develop their reading skills at a certain point in their education find reading boring and challenging. Suppose children are not independent readers by the end of third grade; in this case, it is improbable that they will succeed in the middle grades and beyond and will almost certainly struggle to "catch up" with their peers. This reading failure phenomenon causes children to become inattentive, irritable, and complacent. Consequently, their failure in this area impairs their academic performance in other content areas. This could even result in a negative attitude toward education.

The Department of Education (DepEd) prepares them to meet the K-12 curriculum's trends, goals, and objectives. This program identifies reading comprehension skills as one of the early literacy domains for learners to develop. Teachers continually serve as a critical component of the teaching-learning process. Teaching techniques and devices have been enhanced, and in-service teacher training (INSET) programs have been established to keep teachers' professional competencies relevant. Reading is highly valued in the Philippines, as evidenced by the DepEd's various educational programs. These include the Basa Pilipinas Program, funded by the United States Agency for International Development (USAID), intending to improve the reading skills of every Filipino grade-schooler; the Every Child A Reader Program (ECARP), which should prepare elementary public school learners with the strategic reading; the Brigada Pagbasa, which is the by-product of Brigada Eskwela, aims to enhance the skills of Filipino children in reading and comprehension. Despite these numerous programs, there are still struggling and non-readers.

Educators are perpetually looking for reading interventions to implement in educational settings. It is because they must continue their efforts to promote literacy. According to the 2019 results of the 2018 Programme for International Student Assessment (PISA), the Philippines ranked last among 79 countries and economies regarding reading comprehension. The country's overall reading score was a pitiful 340 points, implying that more than 80% of Filipino students did not meet the minimum reading proficiency standard of fifteen (Vasquez-Cano, et al., 2020). Apart from this alarming discovery, the researcher, who previously worked as a private teacher, noticed that many of his learners struggled to comprehend the text. While this scenario is actual for private schools, they face similar challenges throughout the country, most notably in public schools.

In recent months, most countries have temporarily closed educational institutions because of the spread of COVID-19 (UNESCO, 2020). This closure has affected over 1.2 billion learners worldwide, with over 28 million in the Philippines (UNESCO, 2020). In response to these circumstances, educational leaders adopted the new normal in education. The DepEd implemented the Learning Continuity Plan (LCP), which took effect in the School Year 2020-2021 (DepEd, 2020). Because of the COVID-19 pandemic's uncontrollable effects, schools in the Ilocos Sur Division used the modular approach to deliver instruction to the learners. Since face-to-face communication is prohibited between teachers and learners in the province because of the surge of the virus, learners, together with the assistance of their learning facilitators (parents/family relatives), will continue their education at home. Even though parents guide their children in their education, doing some reading activities at home is not guaranteed since parents are not trained on reading strategies and approaches. After two years of no instructional engagement in school, the learners' reading skills are degrading, which needs to be given full attention.

In the K-12 Curriculum, the Grade 3 level is the exit point of MTB-MLE. After a 3-year exposure to MTB-MLE, it is imperative to determine the reading comprehension skills in Ilokano of the Grade 3 pupils. Furthermore, the researcher will observe how these students perform in English. Most studies claim that MTB-MLE provides a strong foundation for acquiring second and third languages.

The results of the study will help learners understand the value and role of reading comprehension in their academic performance. Likewise, this study may provide teachers with information on learners' strengths and weaknesses in reading comprehension, which will aid them in delivering more relevant instruction. In addition, parents may use this opportunity to demonstrate their skills and instill their love of reading to their children now that they spend most of their time at home. Lastly, for the school heads, those findings may serve as bases for formulating a school-based reading program to benefit the learners. The findings of this study can be used as a springboard for future research writers to create reading comprehension instructional materials for various skills and disciplines. The following language theories were the foundation for this study: Social Interactionist Theory and Ricento and Hornberger's Language Planning and Policy Model.



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All subjects in the primary grades, specifically Kindergarten to Grade 3, are taught in their mother tongue except these two learning areas, Filipino and English, which explained and proved this theory. This demonstrates how effective and long-lasting pupils learn when combined with the above actors at every level.

Many relevant studies have been conducted on learners' reading comprehension skills in MTB-MLE. The difference in the present study is that variables such as language spoken at home and the extent of materials and gadgets usage are included as pupil-related factors that other researchers do not emphasize in their research papers. Moreover, reading comprehension skills are carefully selected based on the skills present in MTB-MLE and English, making this study unique. Furthermore, the study also developed instructional material to help learners enhance their skills, which obtained the lowest ratings.

### Objectives

This study aimed to determine and compare the level of reading comprehension skills in MTB-MLE and English of Grade 3 pupils in Sta. Catalina District, Division of Ilocos Sur during the School Year 2020-2021.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following pupil-related factors:
  - a) parents' educational attainment,
  - b) parents' occupation,
  - c) family monthly income,
  - d) language/s spoken at home,
  - e) available materials and gadgets at home, and
  - f) the extent of usage of Ilokano materials and gadgets at home?
2. What is the level of reading comprehension skills in MTB-MLE and English of Grade 3 pupils in Sta. Catalina District along with the following skills, taken singly and as a whole, namely:
  - a) noting details,
  - b) getting the main idea,
  - c) inferring, and
  - d) sequencing of events?
3. Is there a significant difference between the level of reading comprehension skills of Grade 3 pupils of Sta. Catalina District in MTB-MLE and English?
4. Is there a significant relationship between the level of reading comprehension skills in MTB-MLE and in English of Grade 3 pupils in Sta. Catalina District and the pupil-related factors?
5. What instructional material can be developed to enhance the reading comprehension skills of the Grade 3 pupils?

### Hypotheses

The researcher formulated the following hypotheses.

1. There is no significant difference in the level of reading comprehension skills in MTB-MLE and English of Grade 3 pupils in Sta. Catalina District, along with noting details, getting the main idea, inferring, and sequencing events, as a whole.
2. There is no significant relationship between or among any pupil-related factors and the level of reading comprehension skills, either singly or as a whole.

### METHODS

#### Research Design

This study used the descriptive, correlational research design. The questionnaire was based on the MTB-MLE and English Grade 3 books as the primary tools for gathering data. Further, the study described the relationship between the level of reading comprehension skills in Mother Tongue and English of Grade 3 pupils and each of the pupil-related factors such as parents' educational attainment, parents' occupation, family monthly income, language/s spoken at home, availability of materials and gadgets at home, and extent of usage of Ilokano materials and gadgets at home taken singly and as a whole. Reading comprehension skills in MTB-MLE and English of the Grade 3 pupils, such as noting details, getting the main idea, inferring, and sequencing events, were determined.

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## Population

There were 182 Grade 3 pupils in Sta. Catalina District, Division of Ilocos Sur during the School Year 2020-2021, who served as the respondents of this study.

## Instrument

This study used a checklist questionnaire and a 30-item teacher-made test to collect the necessary data. Experts in the field validated said instruments.

## Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

## Statistical Treatment of Data

The data collected for this study were treated statistically through the following tools:

*Frequencies and Percentages* were used to describe the profile of Grade 3 pupils in terms of pupil-related factors.

*Mean* was used to describe and compare the level of reading comprehension skills in MTB-MLE and English of Grade 3 pupils in terms of skills such as noting details, getting the main idea, inferring, and sequencing events.

*t-test* was used to determine if there is a significant difference in the level of reading comprehension skills of the Grade 3 pupils in MTB-MLE and English.

*Simple Correlation Analysis* was used to determine the relationship between the level of reading comprehension skills in MTB-MLE and English and the pupil-related factors taken singly and as a whole.

## Ethical Considerations

This study was subjected to the University's Ethics Review Committee. The researcher in this study took responsibility for keeping the legal and moral rights of the respondents. Throughout the study, the researcher was guided by the following ethical considerations:

*Conflict of Interest.* There was no risk of a conflict of interest in the conduct of the study, as the researcher was only interested in the respondents' concepts and experiences for research purposes.

*Anonymity and Confidentiality.* The researcher ensured that unauthorized access to the data shall be protected, and that the respondents' anonymity and confidentiality shall be safeguarded. This addressed and was carried through but not limited to: a.) assigning code names or numbers of respondents that were used on all research notes and documents, b.) survey forms and any other personally identifiable information about respondents shall be stored in a locked file cabinet in the researcher's possession, and c.) the data from the study were disposed of through tearing after bounding, presenting, and publishing the research study. Data from this study was kept on a password-protected computer and in a secured box for one year. Only the researcher, the Ethics Committee Panel, and the advisory panel had access to the information.

*Informed Consent.* The researcher provided an orientation to the respondents regarding the purpose of the study. They were informed of the benefits of the research. They gave informed consent by responding to the questionnaire and indicating their willingness to participate in the study.

*Vulnerability.* The respondents of the study were Grade 3 pupils. The participation of the respondents in this study was voluntary. They had the option of declining to participate in this study. If they choose to participate, they should sign an assent form. After signing the form, they had the right to withdraw their consent without giving a reason. Their withdrawal from the study had no bearing on the researcher's relationship with them.

*Recruitment.* Voluntary participation was solicited from the respondents. They were notified that they could withdraw their participation anytime.

*Risk.* The researcher ensured the protection of the respondents from social, behavioral, and psychological harm.



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*Benefits.* This study's results helped respondents raise their awareness of the importance of developing their reading comprehension skills. Furthermore, it guided administrators, teachers, and parents in improving pupils' reading comprehension skills.

*Compensation.* No compensation was given to the respondents for answering the questionnaire.

*Justice and Fairness.* The respondents were treated fairly. Each of them was given equal treatment without judgment or prejudice.

## RESULTS AND DISCUSSION

### Profile of the Respondents in Terms of Pupil-Related Factors

On Father's Educational Attainment. The majority of fathers (95 or 52.20%) are high school graduates, while only one (0.55%) is an MA degree holder.

On Mother's Educational Attainment. A great percentage of mothers (78 or 42.86%) are high school graduates, and only one (0.55%) is an MA degree holder.

On Father's Occupation. The majority of fathers (126 or 69.23%) are self-employed, while six (3.30%) are government employees.

On Mother's Occupation. The majority of mothers (94 or 51.6%) have no work, while 13 (7.14%) are government employees.

On Family Monthly Income. Half of the respondents (91 or 50.0%) have a family monthly income ranging from PHP5, 000-PHP10, 000 while eight (4.40%) have PHP20, 001 and above as their family monthly income.

On the Language/s Spoken at Home. Most respondents (176 or 96.70%) speak Ilokano, while six (3.30%) communicate with their families and relatives.

Table 1  
Profile of the Respondents

<i>Pupil-Related Factors</i>	<i>f</i>	<i>%</i>
<b>Father's Highest Educational Attainment</b>		
Elementary Level	2	1.10
Elementary Graduate	5	2.75
High School Level	15	8.24
High School Graduate	95	52.20
College Level	12	6.60
College Graduate	52	28.57
Master's Degree holder	1	0.55
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Mother's Highest Educational Attainment</b>		
Elementary Level	2	1.10
Elementary Graduate	3	1.65
High School Level	8	4.40
High School Graduate	78	42.86
College Level	16	8.79
College Graduate	74	40.66



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Master's Degree holder	1	0.55
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Father's Occupation</b>		
Government Employee	6	3.30
Non-Government Employee	32	17.58
Self-Employed	126	69.23
No work	18	9.89
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Mother's Occupation</b>		
Government Employee	13	7.14
Non-Government Employee	39	21.43
Self-Employed	36	19.78
No work	94	51.65
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Family Income</b>		
20, 001 and above	8	4.40
15, 001 - 20, 000	8	4.40
10, 001-15, 000	36	19.78
5, 000 - 10, 000	91	50.00
4, 999 and below	39	21.43
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Language/s spoken at home</b>		
Ilokano	176	96.70
Filipino	6	3.30
<b>Total</b>	<b>182</b>	<b>100.00</b>

**Profile of the Respondents in Terms of the Availability and Extent of Usage of the Material and Gadgets at Home**

On the Availability Materials and Gadgets at Home. As presented in the table for gadgets, almost all respondents (179 or 98.35%) have phones, while 25 (13.74%) have computers at home.

On the other hand, reading materials indicate that almost all of the respondents (180 or 98.90%) have Ilokano books, while ten (5.49%) of the respondents have Ilokano comics/pamphlets available in their respective homes.

On the Extent of Usage of Materials and Gadgets at Home.

On Television. A great majority of the respondents (143 or 78.57%) sometimes use television, while 18 (9.89%) of the respondents use the television every day.

On Radio. A great percentage of the respondents (84 or 46.15%) sometimes use the radio, while 38 (20.88%) of the respondents use the radio every day.

On Computer. A great majority of the respondents (156 or 85.71%) never use the computer, while six (3.30%) use the computer daily.



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On Tablet. The majority of the respondents (133 or 73.08%) never use the tablet, while 15 (8.24%) of the respondents use the tablet every day.

On the phone. Most respondents (115 or 63.19%) sometimes use their phones, while eight (or 4.40%) never use phones.

On Ilokano Magazine. Most respondents (170 or 93.41%) never read Ilokano magazine, while two (1.10%) of the respondents read Ilokano magazine daily.

On Ilokano Comics/Pamphlet. Most respondents (174 or 95.60%) never read Ilokano comics/pamphlets, while eight (4.40%) sometimes read Ilokano comics/pamphlets.

On Ilokano Newspapers. Great majority of the respondents (148 or 81.32%) never read Ilokano newspapers, while eight (4.40%) of the respondents read Ilokano newspapers every day.

On Ilokano Books. The majority of the respondents (120 or 65.93%) sometimes read Ilokano books, while two (1.10%) of the respondents never read Ilokano books.

Table 2  
Profile of the Respondents in Terms of the Availability and Extent of Usage  
of the Materials and Gadgets at Home

Available Materials and Gadgets at Home	f	%
Television	164	90.11
Radio	129	70.88
Computer	25	13.74
Tablet	50	27.47
Phone	179	98.35
Ilokano Magazine	17	9.34
Ilokano Comics/Pamphlets	10	5.49
Ilokano Newspapers	35	19.23
Ilokano Books	180	98.90
<b>Extent of Usage of the Available Materials and Gadgets at Home</b>		
<b>Television</b>		
Everyday	18	9.89
Sometimes	143	78.57
Never	21	11.54
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Radio</b>		
Everyday	38	20.88
Sometimes	84	46.15
Never	60	32.97
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Computer</b>		
Everyday	6	3.30
Sometimes	20	10.99
Never	156	85.71
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Tablet</b>		
Everyday	15	8.24
Sometimes	34	18.68
Never	133	73.08
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Phone</b>		
Everyday	59	32.42



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Sometimes	115	63.19
Never	8	4.40
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Ilokano Magazine</b>		
Everyday	2	1.10
Sometimes	10	5.49
Never	170	93.41
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Ilokano Comics/Pamphlets</b>		
Everyday	0	0.0
Sometimes	8	4.40
Never	174	95.60
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Ilokano Newspapers</b>		
Everyday	8	4.40
Sometimes	26	14.29
Never	148	81.32
<b>Total</b>	<b>182</b>	<b>100.00</b>
<b>Ilokano Books</b>		
Everyday	60	32.97
Sometimes	120	65.93
Never	2	1.10
<b>Total</b>	<b>182</b>	<b>100.00</b>

### Level of Reading Comprehension Skills of the Respondents

The level of reading comprehension skills of Grade 3 pupils in MTB-MLE and English, along with the four components of comprehension skills, is presented in Table 3.

Overall, the respondents' reading comprehension skills in MTB-MLE are at the "Proficient" level, as evidenced by an overall mean rating of 20.05. In contrast, their English reading comprehension skills are at the "Approaching Proficiency" level, as revealed by an overall mean rating of 17.86.

Table 3  
Level of Reading Comprehension Skills of the Respondents

Reading Comprehension Skills	MTB-MLE		English	
	$\bar{X}$	DR	$\bar{X}$	DR
A. Noting Details	7.13	S	7.01	S
B. Getting the Main Idea	3.87	S	3.03	F
C. Inferring	3.43	S	2.20	P
D. Sequencing Events	5.63	F	5.61	F
E. As a Whole	<b>20.05</b>	<b>P</b>	<b>17.86</b>	<b>AP</b>

### Legend:

For 5-item	For 10-item	Descriptive Rating (DR)	For 30-item	Descriptive Rating (DR)
4.25-5.00	8.01-10.00	Very Satisfactory (VS)	24.01-30.00	Advance (A)
3.41-4.20	6.01-8.00	Satisfactory (S)	18.01-24.00	Proficient (P)
2.61-3.40	4.01-6.00	Fair (F)	12.01-18.00	Approaching Proficiency



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				(AP)
1.81-2.60	2.01-4.00	Poor (P)	6.01-12.00	Developing (D)
0.00-1.80	0.00-2.00	Needs Improvement (NI)	0.00 - 6.00	Beginning (B)

This implies that learners comprehend more easily in MTB-MLE than in English because of their familiarity with the language. All subjects in public schools from Kindergarten to Grade 3 are written and taught in Ilokano, except in English and Filipino subjects, wherein learners have more exposure to MTB-MLE than English.

Taking the skills singly in MTB-MLE, the components in noting details, getting the main idea, and inferring got a "Satisfactory" descriptive rating with 7.13, 3.87, and 3.43, respectively. This indicates that the respondents can note information, get the main idea, and infer quickly and efficiently from the text source. The respondents scored lowest in the sequencing of events with a mean score of 5.63, described as "Fair." This finding supports Ilar's (2019) claim that pupils have difficulty distinguishing a series of events as they happen in a story.

This also supports the findings of Racho (2018) that her respondents got the highest mean along noting details while their reading performance in the sequencing of events obtained the lowest mean, wherein she suggested that teachers should look for ways to develop the sequencing of events of the learners.

On the other hand, the item noting details in English got the highest mean rating of 7.01, described as "Satisfactory," followed by getting the main idea and sequencing of events with a mean rating of 3.03 and 5.61, described as "Fair." In contrast, the item inferring got the lowest mean rating of 2.20, described as "Poor." This could be attributed to the declining skills of pupils in making synthesis since this skill falls under the creative level, which requires learners to use their higher-order thinking skills. Licudine (2016) confirmed that because of the limited vocabulary of the respondents in English, it becomes more difficult for them to have a clear picture of the text they are reading.

#### Difference Between the Level of Reading Comprehension Skills of the Pupil-Respondents in MTB-MLE and English

As revealed in Table 4, taken as a whole, there is a significant difference between the respondents' level of reading comprehension skills in MTB-MLE and English, supported by a t-value of 5.63 at a 0.05 level of significance. This means that learners can read and comprehend MTB-MLE better than English.

The findings of this study are similar to the result revealed by Awopetu (2016), which is that learners exposed to MTB-MLE perform better than their counterparts who communicate primarily in English. Further, Villaruz and Perez (2020) also attested in their study on the effectiveness of MTB-MLE among indigenous learners in Palawan that the performance of pupils exposed to their mother tongue, Filipino, and English languages is significantly different. Still, only the mother tongue language can substantially impact pupils' performance in language subjects. Moreover, Corpuz and Salandanan (n.d.) stated that using the mother tongue as the language of instruction from grades 1 to 3 facilitates the child's comprehension of academic content, leading to lesson mastery, creativity, and critical thinking.

Taking the skills singly, two of the skills considered in the study, namely getting the main idea ( $t=8.41$ ) and inferring ( $t=9.99$ ), all at a 0.05 level of significance, have a significant difference between the respondents' level of reading comprehension skills in MTB-MLE and English. This proves that learners using their first language or MTB-MLE tend to comprehend the given text source more quickly than in English. Imus and Resultay (2019) pointed out the importance of children being taught in their home language as they would understand better at school and be more comfortable when learning. Learners who attend school with a solid foundation in their mother tongue develop literacy abilities in the language of instruction at school.



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**Table 4**  
**Difference Between the Level of Reading Comprehension Skills of the Respondents in MTB-MLE and English**

Reading Comprehension Skills	Computed t	p-value
Noting Details	0.87	0.39
Getting the Main Idea	8.41*	0.00
Inferring	9.99*	0.00
Sequencing Events	0.06	0.95
As a Whole	5.63*	0.00

\*-Significant at 0.05 probability level

**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in MTB-MLE and Pupil-Related Variables**

Table 5 presents the correlation between the level of reading comprehension skills of Grade 3 pupils in MTB-MLE and the pupil-related variables.

The table shows that the father's educational attainment ( $r=0.15$ ) and family monthly income ( $r=0.15$ ) correlate significantly with the respondents' reading comprehension skills in MTB-MLE. This implies that the higher the parents' educational attainment, the more advanced the reading comprehension abilities of the children. The findings of the study are similar to the result revealed in the study by Racho (2018), wherein she further explained that the higher the educational level the father has attained, the greater knowledge and understanding the father has to help his child improve his reading skills.

This also supported the claim of Licudine (2016) that parents with higher education are better equipped to assist their children in improving their reading skills, which can be attributed to their extensive background in macro skills, particularly reading.

**Table 5**  
**Correlation Coefficients Between the Level of Reading Comprehension Skills in MTB-MLE of the Respondents and Pupil-Related Variables**

<i>Pupil-Related Variables</i>	<i>Noting Details</i>	<i>Getting the Main Idea</i>	<i>Inferring</i>	<i>Sequencing Events</i>	<i>Overall</i>
<b>Father's Educational Attainment</b>	0.07	0.07	0.03	0.16*	0.15*
<b>Mother's Educational Attainment</b>	0.13	0.03	-0.04	0.12	0.12
<b>Father's Occupation</b>	-0.02	0.06	0.02	-0.18*	-0.10
<b>Mother's Occupation</b>	-0.10	0.06	0.00	-0.13	-0.10
<b>Family Monthly Income</b>	0.09	-0.00	0.07	0.15*	0.15*
<b>Language/s Spoken at Home</b>	0.16*	0.03	-0.04	0.09	0.11

\*Correlation is significant at the 0.01 level (2-tailed).

\*\*Correlation is significant at the 0.05 level (2-tailed).



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On the other hand, parents with a higher monthly income can provide enough materials to nurture their children's knowledge and are better equipped to guide, teach, and monitor their children's development and learning.

As each item is considered separately, significant relationships exist between the father's occupation and the sequencing of events ( $r=-0.18$ ). This signifies a negative correlation which means that the higher the level of a father's occupation, the lower the level of a respondent's sequencing of events. Njeru (2018) corroborated that occupation had a significant chance of determining fathers' involvement in their children's early reading development.

Furthermore, language spoken at home and noting details ( $r=0.16$ ) have a significant positive correlation, indicating that using Ilokano as a means of communication can increase the noting details of the respondents. This relationship is not shown in the respondents' overall reading comprehension skills because they were not engaged in reading activities and did not have access to reading materials at home during the pandemic.

This finding contradicts the study of Imus and Resultay (2019), which found a significant positive correlation between the language spoken at home and the level of reading proficiency of Grade 1 pupils in MTB-MLE.

However, Galdo and Serdan (2019) explained that language serves distinct functions in the classroom and at home. At school, the mother tongue is used for academic purposes such as formal writing and reading, whereas at home, it is used for casual and social interactions. This is one of the numerous reasons why the language spoken at home and the respondents' reading comprehension skills have no significant relationship, linked to the fact that languages serve distinct functions at home and school. Moreover, using Ilokano at home shows a substantial relationship in noting details because respondents' parents only ask them literal questions.

**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in MTB-MLE and the Availability of Materials and Gadgets at Home**

As presented in Table 6, the availability of a computer at home ( $r=0.20$ ) is significantly correlated with the respondents' level of reading comprehension skills in MTB-MLE. This implies that computers at home can access digital texts that include features that can help students understand the structure and main ideas of the text better.

**Table 6**  
**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in MTB-MLE and the Availability of Materials and Gadgets at Home**

<i>Pupil-Related Variables</i>	<i>Noting Details</i>	<i>Getting the Main Idea</i>	<i>Inferring</i>	<i>Sequencing Events</i>	<i>Overall</i>
<b>Availability of Materials and Gadgets at Home</b>					
<b>Television</b>	-0.05	0.01	0.09	0.06	0.05
<b>Radio</b>	0.07	0.07	0.07	-0.00	0.06
<b>Computer</b>	-0.03	0.15*	0.10	0.23**	0.20**
<b>Tablet</b>	0.03	0.07	0.02	0.17*	0.14
<b>Phone/Cellphone</b>	0.07	0.11	0.05	0.09	0.13
<b>Magazine</b>	-0.17*	-0.05	0.03	-0.06	-0.10
<b>Comics/Pamphlets</b>	-0.00	0.06	-0.01	0.04	0.04
<b>Newspaper</b>	0.02	0.07	-0.04	-0.17*	-0.10
<b>Book</b>	-0.03	0.04	0.13	-0.02	0.03

\*Correlation is significant at the 0.01 level (2-tailed).

\*\*Correlation is significant at the 0.05 level (2-tailed).



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As each variable is considered singly, significant relationships exist between tablet and sequencing of events ( $r=0.17$ ), magazine and noting details ( $r=-0.17$ ), and newspaper and sequencing of events ( $r=-0.17$ ). This means that having these materials at home tends to develop the noting details and sequencing of events of the respondents as long as the materials available at home are appropriate in their level of understanding. This finding contradicts the study that the accessed reading materials at home and types of mass media are not significantly associated with performance in text comprehension (The Asian ESP Journal, 2018).

**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in MTB-MLE and the Extent of Usage of Materials and Gadgets at Home**

Table 7 shows that the extent of using the computer ( $r=0.22$ ) and tablet ( $r=0.16$ ) is significantly correlated with the respondents' level of reading comprehension skills in MTB-MLE. The relationship between these two variables shows a positive linear relationship, signifying that even if respondents never use these gadgets at home, they are still proficient in their reading comprehension skills in MTB-MLE. This implies that these gadgets may steal their attention and focus, leading them not to read and do their learning activities at home. Author (2017) explained that the digital platform's interactive features distract readers from the textual content.

**Table 7**  
**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in MTB-MLE and the Extent of Usage of Materials and Gadgets at Home**

<i>Pupil-Related Variables</i>	<i>Noting Details</i>	<i>Getting the Main Idea</i>	<i>Inferring</i>	<i>Sequencing Events</i>	<i>Overall</i>
<b>Extent of Usage of Materials and Gadgets at Home</b>					
<b>Television</b>	-0.10	-0.07	0.09	0.06	0.01
<b>Radio</b>	0.06	0.01	0.00	-0.03	0.01
<b>Computer</b>	0.00	0.15*	0.16*	0.21*	0.22**
<b>Tablet</b>	0.08	0.06	0.03	0.17*	0.16*
<b>Phone/Cellphone</b>	-0.13	-0.05	-0.11	-0.08	-0.15
<b>Magazine</b>	-0.05	0.03	-0.02	-0.07	-0.06
<b>Comics/Pamphlets</b>	0.06	0.06	0.01	-0.02	0.03
<b>Newspaper</b>	0.01	0.06	-0.06	-0.10	-0.07
<b>Book</b>	-0.02	0.16*	0.04	0.10	0.11

\*Correlation is significant at the 0.01 level (2-tailed).

\*\*Correlation is significant at the 0.05 level (2-tailed)

Taking the items separately, significant relationships exist between the book and getting the main idea ( $r=0.17$ ). This means that having lots of materials such as books at home can increase the level of getting the main idea of the respondents since books are one of the ultimate sources of information. Books also help the respondents to improve their reading comprehension skills.



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**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in English and Pupil-Related Variables**

Table 8 presents the correlation between the level of reading comprehension skills of Grade 3 pupils in English and the pupil-related variables.

It can be gleaned from the table that the father’s educational attainment ( $r=0.15$ ) is significantly related to the level of reading comprehension skills of the respondents in English. This means that fathers with higher educational attainment tend to help their children improve their reading skills since they have a greater knowledge and understanding, particularly in reading.

**Table 8**  
**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in English and Pupil-Related Variables**

<i>Pupil-Related Variables</i>	<i>Noting Details</i>	<i>Getting the Main Idea</i>	<i>Inferring</i>	<i>Sequencing Events</i>	<i>Overall</i>
<b>Father’s Educational Attainment</b>	0.00	0.15*	0.16*	0.10	0.15*
<b>Mother’s Educational Attainment</b>	-0.07	0.08	0.12	0.07	0.08
<b>Father’s Occupation</b>	0.09	-0.00	-0.05	-0.00	0.01
<b>Mother’s Occupation</b>	-0.08	-0.17*	0.00	-0.07	-0.11
<b>Family Monthly Income</b>	-0.01	0.14	-0.00	0.07	0.08
<b>Language/s Spoken at Home</b>	0.08	0.13	0.02	0.10	0.13

\*Correlation is significant at the 0.01 level (2-tailed).

\*\*Correlation is significant at the 0.05 level (2-tailed).

The findings of the study are similar to the results revealed by Racho (2018) and Licudine (2016), wherein parents with higher education are better equipped to assist their children in improving their reading skills. Moreover, they further stated that parents of higher educational backgrounds are more aware of the benefits of reading. Thus, they tend to provide their children with more opportunities to read.

Taking the items separately, there is a significant relationship between the mother’s occupation and getting the main idea ( $r=-0.17$ ). This means that even though respondents’ mothers have no work at home, they still show a “fair” performance in getting the main idea. This could be attributed to the fact that although mothers stay home, it does not mean they are not doing household chores. Nevertheless, mothers are recognized for their vital role in forming children’s reading habits at home. They spend some of their time reading, teaching, and encouraging their children to read frequently (Merga and Roni, 2018).

**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in English and the Availability of Materials and Gadgets at Home**

It can be gleaned from Table 9 that the availability of computers and tablets ( $r=0.24$ ) is significantly correlated with the level of reading comprehension skills of the respondents in English. The results in English are the same as those in MTB-MLE. The only difference is the items that are taken singly.

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**Table 9**  
**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in English and the Availability of Materials and Gadgets at Home**

<i>Pupil-Related Variables</i>	<i>Noting Details</i>	<i>Getting the Main Idea</i>	<i>Inferring</i>	<i>Sequencing Events</i>	<i>Overall</i>
<b>Availability of Materials and Gadgets at Home</b>					
<b>Television</b>	-0.03	0.05	-0.04	-0.10	-0.07
<b>Radio</b>	0.02	0.06	-0.07	-0.02	-0.01
<b>Computer</b>	0.07	0.18*	0.14	0.20**	0.24**
<b>Tablet</b>	0.05	0.06	0.18*	0.23**	0.24**
<b>Phone/Cellphone</b>	0.12	0.10	0.06	0.07	0.13
<b>Magazine</b>	-0.10	-0.10	-0.09	-0.00	-0.09
<b>Comics/Pamphlets</b>	-0.02	-0.06	-0.19**	-0.00	-0.08
<b>Newspaper</b>	-0.04	-0.08	-0.05	-0.04	-0.08
<b>Book</b>	-0.05	-0.11	0.02	-0.10	-0.11

\*Correlation is significant at the 0.01 level (2-tailed).  
\*\*Correlation is significant at the 0.05 level (2-tailed).

Taken singly, a significant relationship exists between comics/pamphlets and inferring ( $r=-0.19$ ). The relationship between the two variables shows a negative correlation. This implies that having no reading materials, such as comics and pamphlets, at home affects the respondents' reading comprehension skills, particularly in inferring. Comic books can reinforce inference in young children by encouraging them to infer meaning from the images and "read between the lines." Children who read comics frequently need to infer what is not stated by the narrator in the selection, which is a complex reading strategy (The Awesome Benefits of Comic Books for Kids, n.d.).

**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in English and the Extent of Usage of Materials and Gadgets at Home**

Table 10 presents the correlation between the level of reading comprehension skills of Grade 3 pupils in English and the extent of usage of materials and gadgets at home.

Overall, the extent of using the computer ( $r=0.24$ ) and tablet ( $r=0.16$ ) is significantly correlated with the level of reading comprehension skills of the respondents in English. These two variables show a positive linear relationship, signifying that respondents who have never used these gadgets at home are still closer to becoming proficient in their reading comprehension skills in English. This implies that these gadgets may distract readers from reading texts at home. Author (2017) explained that the digital platform's interactive features distract readers from the textual content.

Furthermore, taking the variables singly, comics and pamphlets significantly correlate with inferring ( $r=-0.27$ ). This means that the respondents who are not using this material at home tend to perform poorly in inferring. Comics and pamphlets can increase the child's level of inference. It requires a person to read between the lines, draw interpretations, and synthesize the information. The reader can easily comprehend and visualize the story by



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interacting with the text and the images. The more they do it, the easier and faster their reading comprehension skills will improve (5 Ways Comic Books Can Improve Literacy Skills, n.d.).

**Table 10**  
**Correlation Coefficients Between the Level of Reading Comprehension Skills of the Respondents in English and the Extent of Usage of Materials and Gadgets at Home**

<i>Pupil-Related Variables</i>	<i>Noting Details</i>	<i>Getting the Main Idea</i>	<i>Inferring</i>	<i>Sequencing Events</i>	<i>Overall</i>
<b>Extent of Usage of Materials and Gadgets at Home</b>					
<b>Television</b>	0.06	0.04	0.10	-0.03	0.04
<b>Radio</b>	0.01	-0.00	-0.09	-0.10	-0.09
<b>Computer</b>	0.11	0.20*	0.14	0.17*	0.24**
<b>Tablet</b>	0.02	0.07	0.13	0.15	0.16*
<b>Phone/Cellphone</b>	0.09	0.07	-0.06	0.04	0.06
<b>Magazine</b>	-0.03	-0.05	-0.05	-0.08	-0.09
<b>Comics/Pamphlets</b>	0.02	-0.01	-0.27**	-0.03	-0.10
<b>Newspaper</b>	-0.02	-0.06	0.00	0.00	-0.02
<b>Book</b>	-0.07	0.08	0.09	0.00	0.03

\*Correlation is significant at the 0.01 level (2-tailed).

\*\*Correlation is significant at the 0.05 level (2-tailed).

**Instructional material to be developed to enhance the reading comprehension skills of the Grade 3 pupils?**

Instructional material is an essential tool that will aid mastery of the skills. Based on the findings of the study, it is revealed that sequencing of events in MTB-MLE and inferring in English obtained the lowest mean ratings compared with the other reading comprehension skills. The researcher developed the worktext, entitled *Reading Comprehension Worktext 3*. The primary purpose is to enhance the sequencing of events and inferring skills of the learners. This material is intended for Grade 3 pupils only.

Worktext consists of various adopted stories and researcher-made activities that would assess learners' understanding of the selections they read. The researcher initially put all of the illustrations in the worktext. Some icons would guide the learners as they go through with the material.

The material mentioned above has three essential elements: *Aramiden Tayo, Padasen Tayo, Kayak Daytoy* for MTB-MLE and *Let's Do This, Let's Apply, Let's Challenge Ourselves* for English. It focuses on the four reading comprehension skills: noting details, getting the main idea, inferring, and sequencing events. Moreover, more activities were given to the skills with the lowest ratings in MTB-MLE and English. These skills are "Sequencing of Events" in MTB-MLE and "Inferring" in English.

The material was designed to enhance the reading comprehension skills of learners. Through this Worktext, learners are given additional opportunities to work and develop critical thinking. Additionally, this material is available in any format- print or digital.



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## Conclusions

Based on the findings, the following conclusions were drawn.

1. The respondents are Ilokanos, whose parents are high school graduates. They have a family monthly income of PHP5,000-PHP10,000, wherein their fathers are self-employed while their mothers have no work. They also have phones and Ilokano books at home but sometimes use television, radio, phone, and Ilokano books and never use the computer, tablet, magazine, comics, or newspaper.
2. The respondents performed better in MTB-MLE than in English.
3. The reading comprehension skills of the respondents in MTB-MLE and English vary.
4. The factors that affect the respondents' reading comprehension skills in MTB-MLE and English are fathers' educational attainment, the availability of computers, and the extent of using the computer and tablet at home. Moreover, the family's monthly income is also a factor affecting the respondents' reading comprehension in MTB-MLE but not in English.
5. A worktext has been developed based on the findings of the study to enhance the respondents' reading comprehension skills.

## Recommendations

In the light of the conclusion drawn, the following recommendations are forwarded:

1. Parents and teachers should provide sufficient reading materials at home with comprehension questions so learners can practice their reading ability and comprehension skills during the pandemic.
2. Teachers and parents should work together and exert more effort to develop the pupil's reading skills, especially along "Sequencing Events" in MTB-MLE and "Inferring" in English, where the pupils obtain the lowest rating.
3. A similar study on pupils' reading comprehension skills should be undertaken in the division to validate the findings of the present study. Future researchers can also include the second language (L2) or Filipino in their research, thus Ilokano, English, and Filipino.
4. The researcher's Worktext should be validated before the Grade 3 teachers and learners utilize it. This instructional material may serve as an alternative mode of instruction. It can be used during face-to-face onsite or online classes.
5. All the respondents should take the test simultaneously.
6. Future researchers should also include other reading comprehension skills in their study, such as predicting the possible ending of a story, identifying cause and effect, and identifying the author's purpose for writing a selection.

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