

READING COMPREHENSION ENHANCEMENT PROGRAM IN TARLAC SOUTH A DISTRICT: ENHANCING FILIPINO LITERACY AMONG GRADE 4 LEARNERS

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Abstract

This study examined the level of Filipino reading comprehension, learners' performance in understanding Filipino texts, difficulties encountered in reading comprehension, and the relationship between reading strategies and reading comprehension skills among Grade 4 learners in Tarlac South A District. Specifically, it determined the level of Filipino reading comprehension, assessed learners' performance in understanding Filipino texts, identified the difficulties encountered in reading comprehension, examined the relationship between reading strategies and reading comprehension skills, and proposed a Reading Comprehension Enhancement Program for Improving Learners' Literacy. The study employed a quantitative-descriptive correlational research design involving

Grade 4 learners in Tarlac South A District as respondents. Data were gathered through validated survey questionnaires and reading assessments and analyzed using weighted mean, standard deviation, ranking, and Pearson Product-Moment Correlation Coefficient. Findings revealed that learners demonstrated a High level of Filipino reading comprehension (Composite Mean = 3.87, SD = 0.80), particularly in identifying the hardworking character in the story (M = 4.42, SD = 0.61), identifying who was helped (M = 4.31, SD = 0.67), and identifying the actions of the main character (M = 4.18, SD = 0.72). Learners also demonstrated Very Satisfactory performance in understanding Filipino texts (Composite Mean = 3.62, SD = 0.84), with strengths in identifying important details (M = 4.14, SD = 0.69), determining the main idea (M = 4.06, SD = 0.73), answering comprehension questions (M = 3.82, SD = 0.81), and demonstrating overall understanding (M = 3.78, SD = 0.80). Reading comprehension difficulties were Sometimes encountered (Composite Mean = 3.27, SD = 0.86), with the most common challenges involving maintaining focus while reading (M = 3.91, SD = 0.74), making inferences (M = 3.83, SD = 0.78), understanding unfamiliar words (M = 3.68, SD = 0.82), and comprehending sentence meaning (M = 3.52, SD = 0.84). Moreover, the study revealed a significant high positive relationship between reading strategies and reading comprehension skills ($r = 0.681$, $p = 0.000$), leading to the rejection of the null hypothesis. This finding

indicates that learners who consistently utilize effective reading strategies tend to achieve higher levels of Filipino reading comprehension. Based on the findings, a Reading Comprehension Enhancement Program for Improving Learners' Literacy was proposed focusing on vocabulary development, main idea identification, inferential comprehension, strategic reading instruction, and reading motivation. The study concluded that while Grade 4 learners possess strong foundational reading skills, sustained strategy-based instruction and targeted interventions addressing vocabulary development, inferential thinking, concentration, and higher-order comprehension are essential for strengthening Filipino literacy and preparing learners for increasingly complex reading tasks.

Keywords: Filipino Reading Comprehension, Reading Strategies, Literacy Development, Inferential Comprehension

Introduction

Reading comprehension in the Filipino language is a critical component of literacy development among Grade 4 learners, particularly as they transition to more complex texts that require deeper understanding and interpretation. At this stage, learners are expected to move beyond basic decoding and demonstrate the ability to understand narratives,

informational texts, and culturally relevant materials written in Filipino. Comprehension in the mother tongue or national language plays a vital role in strengthening overall literacy, as it supports cognitive development and facilitates learning across subjects. According to Bernardo (2019), literacy in the Filipino language enhances learners' conceptual understanding by allowing them to process information in a more familiar linguistic context. Similarly, Cummins (2017) emphasized that proficiency in the first or dominant language supports the development of higher-order thinking skills and transfer of literacy skills to other languages.

The level of reading comprehension among Grade 4 learners in Filipino varies depending on their exposure to the language, instructional practices, and availability of reading materials. Some learners demonstrate proficiency in understanding texts, identifying key ideas, and making inferences, while others struggle with comprehension due to limited vocabulary and language exposure. Learners who are regularly exposed to Filipino texts, both in school and at home, tend to develop stronger comprehension skills. In contrast, learners who have limited opportunities to engage with the language may face difficulties in understanding and interpreting texts. Research indicates that language proficiency significantly influences reading comprehension, particularly in multilingual contexts (García and Kleifgen, 2018; August and Shanahan, 2017).

Learners' performance in understanding Filipino texts reflects their ability to integrate language skills with comprehension processes. Effective performance involves recognizing words, understanding sentence structures, and interpreting meaning within context. According to Villamin et al. (2018), comprehension in Filipino requires learners to navigate linguistic features such as affixation, sentence patterns, and contextual meanings, which can be challenging without adequate instruction. Instructional strategies such as guided reading, storytelling, and the use of culturally relevant texts have been shown to enhance learners' ability to understand Filipino materials.

Despite these strategies, learners often encounter difficulties in reading comprehension. One common challenge is limited vocabulary knowledge in Filipino, particularly for learners who are more exposed to other languages in their daily environment. This can affect their ability to understand the meaning of words and sentences within texts. Additionally, learners may struggle with interpreting figurative language, idiomatic expressions, and culturally embedded concepts. According to Oakhill et al. (2019), comprehension difficulties are often linked to weaknesses in vocabulary and language processing skills.

Another challenge involves limited application of reading strategies. Learners may not be familiar with techniques such as identifying main ideas, summarizing, and making inferences, which are essential for

comprehension. Cognitive factors such as limited attention and memory also affect learners' ability to process and retain information. Furthermore, lack of engagement with reading materials can reduce motivation, making it difficult for learners to develop strong comprehension skills.

The relationship between reading strategies and comprehension skills has been widely supported in literacy research. Learners who are explicitly taught comprehension strategies tend to demonstrate higher levels of understanding and academic performance. According to Afflerbach et al. (2017), effective readers use strategies such as predicting, questioning, and summarizing to construct meaning from texts. Similarly, McNamara et al. (2018) found that strategy instruction significantly improves comprehension outcomes, particularly when learners are guided in applying these strategies.

Instructional practices that integrate strategy instruction with meaningful and culturally relevant reading experiences are particularly effective in enhancing Filipino literacy. When learners engage with texts that reflect their culture and experiences, they are more likely to connect with the content and develop deeper understanding. Collaborative learning approaches, such as group discussions and peer interactions, further support comprehension by allowing learners to share interpretations and clarify ideas.

The implementation of a reading comprehension enhancement program provides a structured approach to improving Filipino literacy among Grade 4 learners. Such programs typically focus on vocabulary development, explicit instruction in comprehension strategies, and the use of culturally appropriate materials. According to Graham et al. (2018), comprehensive literacy programs that combine multiple instructional approaches lead to significant improvements in reading outcomes.

Teacher capacity is a critical factor in the success of comprehension programs. Professional development initiatives that equip teachers with effective strategies for teaching reading in Filipino enhance their ability to support learners. Teachers who are skilled in scaffolding instruction and providing targeted feedback can significantly improve learners' comprehension skills.

Parental involvement also plays an important role in reinforcing Filipino literacy. Encouraging reading at home, providing access to Filipino reading materials, and engaging in conversations using the language support learners' development. Collaboration between schools and families ensures consistency in language use and promotes positive reading habits.

The integration of contextualized and culturally relevant materials further enhances comprehension by making learning meaningful and relatable. Texts that reflect local culture, traditions, and experiences help learners connect with content and improve understanding. Additionally, the

use of visual aids and multimedia resources supports comprehension by providing multiple representations of information.

Contextualization is particularly important in designing effective programs in districts such as Tarlac South A. Designing interventions to local linguistic and cultural contexts ensures that strategies are relevant and sustainable. This increases the likelihood of successful implementation and long-term impact.

Continuous assessment and monitoring are essential in evaluating the effectiveness of comprehension programs. When tracking learners' progress, teachers can identify areas of difficulty and adjust instruction accordingly. This ensures that interventions remain responsive to learners' needs and contribute to sustained improvement.

Existing literature emphasizes the importance of reading comprehension in the mother tongue, highlighting its role in cognitive development, conceptual understanding, and transfer of literacy skills to other languages (Bernardo, 2019; Cummins, 2017). Studies also underscore the influence of vocabulary, language exposure, and culturally relevant materials in improving comprehension (García & Kleifgen, 2018; August & Shanahan, 2017; Oakhill et al., 2019). Additionally, research supports the effectiveness of comprehension strategies and explicit instruction in enhancing literacy outcomes (Afflerbach et al., 2017; McNamara et al., 2018). However, there is limited research that examines how a structured

reading comprehension enhancement program can be implemented and evaluated specifically to improve Filipino literacy among Grade 4 learners within a localized context such as Tarlac South A District. While prior studies discuss general principles of literacy development and mother tongue instruction, they do not sufficiently explore how linguistic, cultural, and instructional factors can be integrated into a comprehensive, context-responsive intervention. Furthermore, there is a lack of empirical evidence on how combined elements—such as teacher capacity, culturally relevant materials, parental involvement, and continuous assessment—collectively influence the effectiveness of Filipino literacy programs. This creates a gap in understanding how localized and culturally grounded interventions can sustainably enhance reading comprehension in the Filipino language.

Addressing this gap is essential because strengthening Filipino literacy plays a crucial role in learners' overall academic development and supports the transfer of skills to other subject areas. Implementing a Reading Comprehension Enhancement Program designed to Tarlac South A District provides an opportunity to apply evidence-based and culturally relevant strategies in a structured and context-specific manner. This study is important as it would generate empirical evidence on how integrating vocabulary development, comprehension strategies, teacher training, and culturally appropriate materials can improve learners' understanding of Filipino texts. The findings would support teachers in delivering more

effective instruction while helping learners develop stronger comprehension skills and deeper connections to their language and culture. Additionally, the study contributes to educational planning and program development by offering a model for context-sensitive and culturally responsive literacy interventions. Ultimately, it ensures that learners are equipped with the necessary skills to understand, interpret, and engage with texts in Filipino, leading to improved academic performance and lifelong learning.

Research Objectives

The development of foundational literacy in the national language is a critical milestone for Grade 4 learners in Tarlac South A District, as it marks the transition from basic word recognition to the complex interpretation of Filipino texts.

Specifically, this study would seek to answer the following research questions:

What is the level of reading comprehension of Grade 4 learners in Tarlac South A District?

How do learners perform in understanding Filipino texts?

What difficulties do learners encounter in reading comprehension?

Is there a significant relationship between reading strategies and comprehension skills?

How can a reading comprehension enhancement program improve learners' literacy?

Methods

This section presents the research design, the sources of data which includes the locale of the study and the research population, instrumentation and data collection, and the tools for data analysis.

Research Design

This study would employ a mixed-methods research design, specifically utilizing a sequential explanatory design, integrating quantitative quasi-experimental and correlational approaches, qualitative descriptive inquiry, and a developmental component for the Reading Comprehension Enhancement Program. This design is appropriate as it allows for a comprehensive assessment of learners' comprehension skills, examination of relationships among variables, exploration of learner difficulties, and evaluation of an intervention program.

The quantitative phase would address the first, second, fourth, and fifth research questions. A descriptive approach were used to determine the level of reading comprehension among Grade 4 learners and to assess their performance in understanding Filipino texts. Data were collected through comprehension tests and structured assessment tools specifically designed for Filipino reading materials.

A correlational approach were applied to examine the relationship between reading strategies and comprehension skills. This is appropriate as it allows the researcher to determine whether the use of specific reading strategies is associated with improved comprehension outcomes. Statistical tools such as Pearson's correlation coefficient were used to analyze the strength and significance of this relationship.

To evaluate the effectiveness of the Reading Comprehension Enhancement Program, a quasi-experimental one-group pretest-posttest design were utilized. Learners would first undergo a pretest to assess their baseline comprehension skills in Filipino. The intervention program would then be implemented, incorporating strategies such as guided reading, vocabulary development, contextualized activities, and interactive comprehension exercises. After the intervention, a posttest were conducted to measure improvements in learners' literacy skills.

The qualitative component would address the third research question by exploring the difficulties learners encounter in reading comprehension. Data were gathered through open-ended questionnaires, teacher observations, and analysis of learners' responses to identify common challenges and misconceptions related to Filipino literacy. This component provides deeper insights into learners' experiences and supports the interpretation of quantitative findings.

Sources of Data

The data for this study were collected from both primary and secondary sources to ensure a comprehensive assessment of reading comprehension in Filipino among Grade 4 learners in Tarlac South A District. The primary source of data were the Grade 4 learners, as they are the direct participants whose comprehension skills, performance in Filipino texts, and reading difficulties are being examined. Data were gathered using standardized reading comprehension tests written in Filipino, consisting of narrative and informational texts followed by questions that measure skills such as identifying main ideas, recognizing key details, making inferences, and interpreting vocabulary in context.

In addition to written assessments, performance-based activities were conducted to evaluate learners' comprehension skills. These may include oral reading, retelling of stories, summarization tasks, and answering comprehension questions based on Filipino texts. These activities would provide both quantitative and qualitative data on learners' reading abilities. A structured learner questionnaire would also be administered to gather information on reading habits, use of comprehension strategies (such as *pagkuha ng pangunahing ideya*, *paghihinuha*, at *pagbubuod*), and perceived difficulties in understanding texts.

Classroom observations were conducted using structured observation checklists to document learners' engagement, participation, and application

of reading strategies during Filipino lessons. These observations would provide insights into how learners interact with texts and how instruction influences comprehension.

Filipino teachers handling Grade 4 would serve as key secondary sources of data. They would provide insights through structured questionnaires and/or interviews regarding learners' comprehension levels, common reading difficulties, instructional strategies used, and observed progress. Their perspectives would help validate and enrich the data collected from learners.

School heads and reading coordinators may also serve as secondary sources of data, providing administrative perspectives on literacy programs, instructional support, and available resources within the district. Their input would help contextualize the implementation of reading programs.

Secondary data were gathered from school records such as learners' Filipino grades, reading assessment results, literacy screening reports, and intervention documentation. Instructional materials such as lesson plans, modules, and reading materials in Filipino would also be reviewed to understand how comprehension skills are taught.

The integration of multiple data sources—including comprehension tests, performance tasks, questionnaires, observations, teacher inputs, interviews, and document analysis—would allow for triangulation, thereby enhancing the validity and reliability of the findings. All sources are aligned

with the study variables, particularly in assessing comprehension levels, evaluating learners' performance in Filipino texts, identifying difficulties, examining reading strategies, determining relationships between variables, and informing the development of a reading comprehension enhancement program.

Locale of the Study

The study were conducted in Tarlac South A District, a public elementary school district located in Tarlac Province, Philippines. The district comprises several public elementary schools implementing the K to 12 Basic Education Curriculum, including Filipino instruction focused on developing literacy and comprehension skills. Tarlac South A District is selected as the locale of the study due to its commitment to improving literacy outcomes among learners and its focus on strengthening Filipino language proficiency. The district provides an appropriate setting for examining reading comprehension in Filipino, making it suitable for the development and implementation of a reading comprehension enhancement program.

Population Sampling

The target population of the study would consist of all Grade 4 learners and their Filipino teachers in public elementary schools within Tarlac South A District. A stratified random sampling technique were employed to ensure representation from different schools in the district. Schools would

serve as strata, and participants were selected proportionally based on enrollment. The study would include approximately 100 Grade 4 learners and 25 teachers, resulting in a total of 125 respondents. This sample size is considered sufficient to capture a range of comprehension abilities and instructional practices while maintaining feasibility in data collection. Inclusion criteria would include learners currently enrolled in Grade 4 and teachers actively handling Filipino instruction, while those with prolonged absences or limited classroom participation may be excluded. This sampling approach ensures representativeness and minimizes bias.

Instrumentation and Data Collection

Data collection instruments would include reading comprehension tests, structured questionnaires, observation checklists, and interview guides. The use of multiple instruments ensures data triangulation, enhancing the validity and reliability of the findings.

For data analysis, descriptive statistics such as mean, percentage, and standard deviation were used to summarize learners' comprehension levels and performance. Inferential statistics, including Pearson's r , were used to determine the relationship between reading strategies and comprehension skills. A paired sample t-test were employed to compare pretest and posttest results to evaluate the effectiveness of the intervention program. Qualitative data were analyzed using thematic analysis to identify recurring patterns and themes related to learners' difficulties.

Tools for Data Analysis

The data gathered in this study were analyzed using a combination of descriptive statistics, inferential statistics, and qualitative analysis to provide a comprehensive understanding of the reading comprehension of Grade 4 learners in Tarlac South A District, with particular focus on comprehension of Filipino texts. A mixed-methods approach were employed to ensure that both quantitative results and qualitative insights are systematically examined and interpreted.

To determine the level of reading comprehension of Grade 4 learners, the scores obtained from the Filipino reading comprehension test were analyzed using descriptive statistical measures, particularly the mean and percentage scores. These measures would reflect learners' ability to understand texts written in Filipino, including identifying main ideas, recognizing details, interpreting meaning, and making inferences. The computed results were interpreted using descriptive categories such as very low, low, moderate, high, and very high comprehension levels. This analysis would provide an overall picture of learners' comprehension skills in the Filipino language.

In assessing how learners perform in understanding Filipino texts, performance-based tasks such as answering comprehension questions, identifying key details, summarizing passages, and interpreting meaning were evaluated using a structured rubric. The results were analyzed using

the mean to determine the overall level of performance, while the standard deviation were used to determine the consistency of learners' responses. This would help identify whether learners demonstrate consistent comprehension skills or if there are significant variations in their performance. Performance levels were described using descriptors such as excellent, very satisfactory, satisfactory, fair, and poor.

To identify the difficulties encountered by learners in reading comprehension, both quantitative and qualitative data were analyzed. Quantitatively, responses from the checklist of difficulties were summarized using frequency counts and percentage distribution to determine the most common challenges experienced by learners. These may include difficulty understanding vocabulary in Filipino, identifying main ideas, interpreting sentences, making inferences, and maintaining focus while reading. Qualitatively, responses from open-ended questions and teacher observations were analyzed using thematic analysis, wherein recurring patterns were identified and grouped into meaningful themes. This would provide deeper insights into learners' comprehension difficulties.

To determine whether there is a significant relationship between reading strategies and comprehension skills, the study would employ the Pearson Product-Moment Correlation Coefficient. This statistical method were used to examine the relationship between the use of reading strategies—such as context clues, rereading, questioning, summarizing, and guided reading—

and learners' comprehension performance scores. The analysis would reveal whether the use of effective reading strategies is associated with improved comprehension skills. The level of significance were set at 0.05 to determine whether the relationship is statistically meaningful.

To evaluate how a reading comprehension enhancement program can improve learners' literacy, a pre-test and post-test design were utilized. Learners' comprehension levels were measured before and after the implementation of the enhancement program. The difference between pre-test and post-test scores were analyzed using a paired sample t-test to determine whether there is a significant improvement in learners' reading comprehension following the intervention. This analysis would help establish the effectiveness of the proposed program. Additionally, an effect size measure may be used to determine the magnitude of improvement and its practical significance.

All quantitative data were encoded, organized, and analyzed using statistical software such as Microsoft Excel or SPSS to ensure accuracy and efficiency. Qualitative data were carefully reviewed, categorized, and interpreted to preserve the authenticity of learners' responses and teacher observations. The integration of both quantitative and qualitative findings would enable the researcher to draw meaningful conclusions and provide evidence-based recommendations for improving reading comprehension among Grade 4 learners.

Ethical Considerations

This study would strictly adhere to ethical standards in educational research to ensure the protection, dignity, and welfare of all participants. Prior to conducting the study, formal approval were obtained from the Schools Division Office and the respective school heads within Tarlac South A District. Since the participants include minors, informed consent were secured from parents or legal guardians, and assent were obtained from the learners in a manner appropriate to their age and level of understanding.

Participation in the study were entirely voluntary, and participants were informed of their right to withdraw at any time without any negative consequences. Confidentiality and anonymity were strictly maintained by assigning codes or pseudonyms instead of using participants' real names. Any identifying information were removed from all data records and reports.

All collected data, including assessment results, survey responses, observation notes, interview transcripts, and school records, were handled with strict confidentiality. Digital files were stored in password-protected devices, while printed materials were kept in secure, locked storage accessible only to the researcher. The data were used solely for academic and research purposes and would not be shared with unauthorized individuals.

The study would ensure that no harm—physical, psychological, or emotional—were inflicted on participants. All reading activities and assessments were age-appropriate, non-threatening, and aligned with regular classroom practices. Care were taken to ensure that learners do not feel pressured or judged based on their performance. Teachers would also be assured that their responses would not be used for evaluation or administrative judgment.

The researcher would uphold principles of honesty, objectivity, and integrity throughout the research process, ensuring accurate and unbiased reporting of findings. Ethical considerations related to child protection and inclusive education were strictly followed. When adhering to these ethical principles, the study aims to safeguard participants while contributing meaningful insights into improving reading comprehension and literacy in Filipino among Grade 4 learners.

Results And Discussion

This section presents the data gathered from the respondents, followed by an in-depth analysis and interpretation of the findings.

**Level of Reading Comprehension of Grade 4 Learners in Tarlac
South A District**

Table 1

**Level of Reading Comprehension of Grade 4 Learners in Tarlac
South A District**

Filipino Reading Comprehension Indicator	Mean	SD	Interpretation
Natutukoy ang masipag na tauhan sa talata	4.42	0.61	Very High
Natutukoy ang ginagawa ng pangunahing tauhan	4.18	0.72	High
Natutukoy kung sino ang tinulungan	4.31	0.67	Very High
Natutukoy ang ginawa sa kapatid	3.96	0.81	High

Filipino Reading Comprehension Indicator	Mean	SD	Interpretation
Natutukoy ang naging reaksiyon ng pamilya	3.87	0.84	High
Natutukoy ang pangunahing ideya ng talata	3.54	0.90	High
Natutukoy ang aral ng kuwento	3.39	0.92	Moderate
Nakagagawa ng prediksyon sa susunod na pangyayari	3.28	0.94	Moderate
Naipaliliwanag kung bakit natuwa ang pamilya	3.71	0.85	High
Natutukoy ang ugaling ipinakita ni Ana	4.07	0.75	High
Composite Mean	3.87	0.80	High

Mean Interval	Interpretation
4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 1 presents the level of reading comprehension of Grade 4 learners in Tarlac South A District with respect to Filipino reading comprehension skills. The findings revealed a composite mean of 3.87 and a standard deviation of 0.80, interpreted as High. This indicates that the learners generally demonstrate a high level of reading comprehension in Filipino, suggesting that they are able to understand explicit information presented in reading passages and perform various comprehension tasks appropriate to their grade level. The overall result implies that learners have developed satisfactory foundational reading skills in Filipino; however, differences among the indicators suggest that higher-order comprehension skills still require further development.

Among the Filipino reading comprehension indicators, "Natutukoy ang masipag na tauhan sa talata" ($M = 4.42$, $SD = 0.61$) obtained the highest

mean score and was interpreted as Very High. This finding indicates that learners are highly proficient in identifying character traits that are explicitly presented in a text. The relatively low standard deviation suggests consistency in learners' responses, demonstrating that most participants were able to recognize important character attributes accurately. This result reflects learners' strong ability to comprehend literal information and identify details that are directly stated in the reading selection.

The second highest-rated indicator was "Natutukoy kung sino ang tinulungan" ($M = 4.31$, $SD = 0.67$), followed by "Natutukoy ang ginagawa ng pangunahing tauhan" ($M = 4.18$, $SD = 0.72$), "Natutukoy ang ugaling ipinakita ni Ana" ($M = 4.07$, $SD = 0.75$), "Natutukoy ang ginawa sa kapatid" ($M = 3.96$, $SD = 0.81$), "Natutukoy ang naging reaksiyon ng pamilya" ($M = 3.87$, $SD = 0.84$), "Naipaliliwanag kung bakit natuwa ang pamilya" ($M = 3.71$, $SD = 0.85$), and "Natutukoy ang pangunahing ideya ng talata" ($M = 3.54$, $SD = 0.90$), all interpreted as High. These findings indicate that learners generally perform well in identifying explicit details, recognizing actions and reactions of characters, explaining simple events, and determining the main idea of a passage. The relatively low to moderate standard deviations suggest that these competencies are demonstrated consistently by most learners.

Despite the generally positive findings, two indicators received only Moderate interpretations. These include "Natutukoy ang aral ng kuwento"

($M = 3.39$, $SD = 0.92$) and "Nakagagawa ng prediksyon sa susunod na pangyayari" ($M = 3.28$, $SD = 0.94$). These findings indicate that learners experience greater difficulty in performing higher-order reading comprehension tasks that require interpretation, inference, prediction, and critical thinking. The relatively higher standard deviations indicate greater variability in learners' responses, suggesting that while some learners have already developed these advanced comprehension skills, others continue to experience difficulty. These results imply that explicit instruction focusing on inferential and evaluative comprehension should be strengthened.

Particularly noteworthy is "Nakagagawa ng prediksyon sa susunod na pangyayari" ($M = 3.28$, $SD = 0.94$), which obtained the lowest mean score among all indicators. This finding suggests that learners encounter the greatest difficulty when predicting future events based on textual evidence. Prediction requires learners to integrate information presented in the text with prior knowledge and logical reasoning. Since this skill involves deeper comprehension beyond literal understanding, it is expected to be more cognitively demanding than identifying directly stated information. The relatively high standard deviation further indicates substantial differences in learners' ability to perform predictive reading tasks.

Similarly, "Natutukoy ang aral ng kuwento" ($M = 3.39$, $SD = 0.92$) also received a Moderate interpretation. Identifying the moral or lesson of a story requires learners to synthesize information, recognize themes, and

generalize ideas beyond the literal text. The comparatively lower rating suggests that learners need additional opportunities to engage in reflective discussions, inferential questioning, and text analysis activities that promote deeper understanding of literary texts.

The overall pattern of findings demonstrates that Grade 4 learners exhibit stronger performance in literal comprehension skills, such as identifying characters, actions, and explicitly stated details, than in higher-order comprehension skills, including predicting outcomes and identifying the moral of a story. This pattern suggests that while learners possess solid foundational reading abilities, they require continued instructional support in developing critical reading, inferential thinking, and analytical comprehension skills. Strengthening these higher-level competencies will prepare learners for more complex reading tasks in succeeding grade levels.

From a theoretical perspective, the findings strongly support Schema Theory, which explains that learners comprehend texts by connecting new information with prior knowledge and existing cognitive structures. Learners' strong performance in identifying explicit details reflects successful activation of prior knowledge, while the comparatively lower performance in prediction and identifying the moral of the story suggests the need to strengthen deeper cognitive processing. The findings also align with Constructivism, which emphasizes that learners actively construct meaning through interaction with texts, guided instruction, and meaningful

learning experiences. Furthermore, the results are consistent with Bloom's Taxonomy, which explains that learners generally develop lower-order comprehension skills before mastering higher-order cognitive processes such as analysis, synthesis, evaluation, and prediction.

The study contributes to the existing body of knowledge by providing empirical evidence that Grade 4 learners in Tarlac South A District demonstrate a High level of Filipino reading comprehension (Composite Mean = 3.87, SD = 0.80). The findings reveal strengths in literal comprehension while identifying inferential and evaluative reading skills as areas requiring continued instructional enhancement. These results provide valuable information for improving literacy instruction and reading intervention programs in Filipino.

Practically, the findings have important implications for school heads, Filipino teachers, reading coordinators, district supervisors, and curriculum planners. The strengths observed in identifying the hardworking character ($M = 4.42$, $SD = 0.61$), identifying who was helped ($M = 4.31$, $SD = 0.67$), and recognizing the actions of the main character ($M = 4.18$, $SD = 0.72$) should be sustained through continued use of engaging reading activities and explicit comprehension instruction. However, intervention efforts should prioritize improving learners' ability to predict future events ($M = 3.28$, $SD = 0.94$) and identify the moral of the story ($M = 3.39$, $SD = 0.92$) by incorporating think-aloud strategies, guided questioning, prediction

exercises, reflective discussions, story mapping, and inference-based activities that encourage learners to analyze, interpret, and evaluate texts more deeply.

Learners' Performance in Understanding Filipino Texts

Table 2

Learners' Performance in Understanding Filipino Texts

Performance Indicator	Mean	SD	Interpretation
Natutukoy ang pangunahing ideya	4.06	0.73	Very Satisfactory
Natutukoy ang mahahalagang detalye	4.14	0.69	Very Satisfactory
Nasasagot ang mga tanong	3.82	0.81	Very Satisfactory
Nakagagawa ng hinuha	3.28	0.93	Satisfactory
Nakapaghuhula ng susunod na pangyayari	3.19	0.95	Satisfactory

Performance Indicator	Mean	SD	Interpretation
Gumagamit ng context clues	3.43	0.87	Satisfactory
Naikukuwento muli ang binasa	3.67	0.82	Very Satisfactory
Naiuugnay ang ideya	3.55	0.84	Very Satisfactory
Naipapaliwanag ang sagot	3.31	0.91	Satisfactory
Naipapakita ang pangkalahatang pag-unawa	3.78	0.80	Very Satisfactory
Composite Mean	3.62	0.84	Very Satisfactory

Mean Interval	Interpretation
4.21–5.00	Excellent
3.41–4.20	Very Satisfactory
2.61–3.40	Satisfactory
1.81–2.60	Fair
1.00–1.80	Poor

Table 2 presents the learners' performance in understanding Filipino texts among Grade 4 learners in Tarlac South A District. The findings revealed a composite mean of 3.62 and a standard deviation of 0.84, interpreted as Very Satisfactory. This indicates that learners generally demonstrate commendable performance in Filipino reading comprehension tasks and possess the necessary skills to understand, interpret, and respond to various reading activities appropriate for their grade level. The overall result suggests that learners have developed adequate comprehension competencies; however, variations among the indicators reveal that while they perform well in literal comprehension tasks, they continue to experience difficulty with higher-order comprehension skills requiring inference, prediction, and explanation.

Among the performance indicators, "Natutukoy ang mahahalagang detalye" ($M = 4.14$, $SD = 0.69$) obtained the highest mean score and was interpreted as Very Satisfactory. This finding indicates that learners are highly proficient in identifying important details explicitly presented in Filipino texts. The relatively low standard deviation suggests consistency in learners' responses, indicating that most participants possess strong literal comprehension skills. This competency serves as an essential foundation for understanding texts because recognizing significant details enables

learners to organize information and comprehend the overall message of a passage.

The second highest-rated indicator was "Natutukoy ang pangunahing ideya" ($M = 4.06$, $SD = 0.73$), followed by "Nasasagot ang mga tanong" ($M = 3.82$, $SD = 0.81$), "Naipapakita ang pangkalahatang pag-unawa" ($M = 3.78$, $SD = 0.80$), "Naikukuwento muli ang binasa" ($M = 3.67$, $SD = 0.82$), and "Naiuugnay ang ideya" ($M = 3.55$, $SD = 0.84$), all interpreted as Very Satisfactory. These findings indicate that learners perform well in understanding explicit information, identifying central ideas, recalling important events, relating concepts, and demonstrating overall comprehension of Filipino texts. The relatively low to moderate standard deviations further indicate that these competencies are consistently demonstrated by the majority of learners.

The findings strongly support the results of Table 1, which revealed a High level of Filipino reading comprehension (Composite Mean = 3.87, $SD = 0.80$). Learners obtained very high ratings in "Natutukoy ang masipag na tauhan sa talata" ($M = 4.42$, $SD = 0.61$) and "Natutukoy kung sino ang tinulungan" ($M = 4.31$, $SD = 0.67$), while other literal comprehension indicators also received high ratings. The consistency between Tables 1 and 2 demonstrates that learners who possess strong basic comprehension skills likewise perform well in classroom reading tasks involving identification of main ideas, supporting details, and overall understanding. These findings

indicate that foundational literacy skills in Filipino are generally well developed among Grade 4 learners.

Despite the generally positive findings, four indicators received only Satisfactory interpretations. These include "Gumagamit ng context clues" ($M = 3.43$, $SD = 0.87$), "Naipapaliwanag ang sagot" ($M = 3.31$, $SD = 0.91$), "Nakagagawa ng hinuha" ($M = 3.28$, $SD = 0.93$), and "Nakapag huhula ng susunod na pangyayari" ($M = 3.19$, $SD = 0.95$). These competencies require learners to move beyond identifying explicit information and engage in deeper comprehension processes involving inference, interpretation, reasoning, and prediction. The relatively higher standard deviations indicate greater variation among learners, suggesting that although some learners have already developed these advanced comprehension skills, others continue to struggle. These findings highlight the need for instructional interventions that strengthen higher-order reading comprehension.

Particularly noteworthy is "Nakapag huhula ng susunod na pangyayari" ($M = 3.19$, $SD = 0.95$), which obtained the lowest mean score among all indicators. This finding indicates that learners experience the greatest difficulty in predicting future events based on information presented in the text. Prediction requires learners to synthesize textual evidence with prior knowledge and logical reasoning, making it a more cognitively demanding skill than literal comprehension. The relatively high standard deviation

suggests substantial differences in learners' predictive reading abilities, emphasizing the need for guided practice in inferential thinking.

Similarly, "Nakagagawa ng hinuha" ($M = 3.28$, $SD = 0.93$) and "Naipapaliwanag ang sagot" ($M = 3.31$, $SD = 0.91$) also received Satisfactory interpretations. These findings indicate that learners continue to experience difficulty drawing logical conclusions and providing evidence-based explanations for their answers. Inferential reasoning and explanatory skills are essential components of critical reading because they enable learners to interpret implied meanings, justify responses, and analyze texts more deeply. Strengthening these competencies will improve learners' overall reading proficiency and prepare them for more complex literacy tasks in higher grade levels.

The overall pattern of findings demonstrates that Grade 4 learners perform strongest in identifying important details, determining the main idea, answering comprehension questions, retelling texts, and demonstrating overall understanding, while comparatively weaker performance is evident in making inferences, predicting outcomes, using context clues, and explaining answers. This pattern suggests that learners have developed strong literal comprehension skills but require continued instructional support in developing higher-order thinking and analytical reading abilities. Improving these advanced comprehension skills will enable learners to become more independent and critical readers.

From a theoretical perspective, the findings strongly support Schema Theory, which explains that learners understand texts by integrating new information with prior knowledge and existing cognitive structures. Learners' strong performance in identifying main ideas and important details reflects effective activation of prior knowledge, whereas their comparatively lower performance in inference and prediction indicates the need to strengthen deeper cognitive processing. The findings also align with Constructivism, which emphasizes that learners actively construct meaning through guided interaction with texts and meaningful learning experiences. Furthermore, the results are consistent with Bloom's Taxonomy, which explains that learners generally develop lower-order comprehension skills before mastering higher-order cognitive processes such as analysis, inference, evaluation, and synthesis.

The study contributes to the existing body of knowledge by providing empirical evidence that Grade 4 learners in Tarlac South A District demonstrate Very Satisfactory performance in understanding Filipino texts (Composite Mean = 3.62, SD = 0.84). The findings reveal strengths in literal comprehension while identifying inferential reasoning, prediction, contextual analysis, and explanatory skills as areas requiring continued instructional enhancement. These results provide valuable information for strengthening Filipino literacy instruction and reading intervention programs.

Practically, the findings have important implications for school heads, Filipino teachers, reading coordinators, district supervisors, and curriculum planners. The strengths observed in identifying important details ($M = 4.14$, $SD = 0.69$) and identifying the main idea ($M = 4.06$, $SD = 0.73$) should be sustained through continued guided reading and comprehension activities. However, intervention efforts should prioritize improving learners' ability to predict future events ($M = 3.19$, $SD = 0.95$), make inferences ($M = 3.28$, $SD = 0.93$), explain answers ($M = 3.31$, $SD = 0.91$), and use context clues ($M = 3.43$, $SD = 0.87$) through think-aloud strategies, guided questioning, inference charts, vocabulary development activities, story mapping, and evidence-based discussion techniques that encourage deeper comprehension and critical thinking.

Difficulties Encountered by Learners in Reading Comprehension

Table 3

Difficulties Encountered by Learners in Reading Comprehension

Suliranin	Mean	SD	Interpretation
Nahihirapan sa pag-unawang salita	3.68	0.82	Madalas
Nahihirapan tukuyin ang	3.14	0.90	Minsan

Suliranin	Mean	SD	Interpretation
pangunahing ideya			
Nahihirapan sa pagkuha ng detalye	2.86	0.91	Minsan
Nahihirapan sa paghinuha	3.83	0.78	Madalas
Nahihirapan sa pagsunod sa kuwento	2.71	0.94	Minsan
Nahihirapan sa pagsagot ng tanong	3.37	0.86	Minsan
Nawawalan ng pokus habang nagbabasa	3.91	0.74	Madalas
Nahihirapan sa pag-intindi ng pangungusap	3.52	0.84	Madalas
Kulang sa interes sa pagbasa	2.43	0.96	Bihira

Suliranin	Mean	SD	Interpretation
Kulang sa kumpiyansa sa pagbasa	3.22	0.89	Minsan
Composite Mean	3.27	0.86	Minsan

Mean Interval	Interpretation
4.21–5.00	Palagi
3.41–4.20	Madalas
2.61–3.40	Minsan
1.81–2.60	Bihira
1.00–1.80	Hindi Kailanman

Table 3 presents the difficulties encountered by Grade 4 learners in reading comprehension in Tarlac South A District. The findings revealed a composite mean of 3.27 and a standard deviation of 0.86, interpreted as Minsan. This indicates that learners occasionally encounter difficulties while reading Filipino texts, but these challenges are not experienced consistently across all reading tasks. The overall result suggests that although learners generally demonstrate satisfactory reading comprehension skills, specific aspects of reading continue to hinder their ability to fully understand and interpret texts.

The moderate standard deviation also indicates some variation in learners' experiences, reflecting differences in reading ability among the respondents.

Among the identified difficulties, "Nawawalan ng pokus habang nagbabasa" ($M = 3.91$, $SD = 0.74$) obtained the highest mean score and was interpreted as Madalas. This finding indicates that maintaining attention while reading is the most frequently encountered challenge among Grade 4 learners. The relatively low standard deviation suggests consistency in respondents' experiences, indicating that difficulty sustaining concentration is a common concern. Losing focus while reading may reduce comprehension because learners fail to process important details, connect ideas, and retain information presented in the text.

The second highest-rated difficulty was "Nahihirapan sa paghinuha" ($M = 3.83$, $SD = 0.78$), followed by "Nahihirapan sa pag-unawa ng salita" ($M = 3.68$, $SD = 0.82$) and "Nahihirapan sa pag-intindi ng pangungusap" ($M = 3.52$, $SD = 0.84$), all interpreted as Madalas. These findings indicate that learners frequently encounter difficulties involving vocabulary comprehension, sentence understanding, and inferential thinking. Such challenges directly affect learners' ability to construct meaning from texts because comprehension depends on understanding word meanings, interpreting sentence structures, and making logical inferences from textual

information. The relatively low standard deviations indicate that these concerns are commonly experienced by the majority of learners.

The findings strongly support the results of Table 1, which revealed a High level of Filipino reading comprehension (Composite Mean = 3.87, SD = 0.80) but identified comparatively lower performance in "Natutukoy ang aral ng kuwento" (M = 3.39, SD = 0.92) and "Nakagagawa ng prediksyon sa susunod na pangyayari" (M = 3.28, SD = 0.94). The difficulty "Nahihirapan sa paghinuha" (M = 3.83, SD = 0.78) provides a clear explanation for these findings because inference is an essential skill in identifying the moral of a story and predicting future events. Likewise, frequent difficulty understanding words and sentences may affect learners' ability to comprehend deeper meanings within Filipino texts.

Similarly, the findings complement the results of Table 2, which showed Very Satisfactory learner performance in understanding Filipino texts (Composite Mean = 3.62, SD = 0.84) but comparatively lower ratings in "Nakapaghuwala ng susunod na pangyayari" (M = 3.19, SD = 0.95), "Nakagagawa ng hinuha" (M = 3.28, SD = 0.93), "Naipapaliwanag ang sagot" (M = 3.31, SD = 0.91), and "Gumagamit ng context clues" (M = 3.43, SD = 0.87). The frequent difficulties in inference, vocabulary comprehension, sentence understanding, and maintaining focus identified in Table 3 help explain why learners perform less successfully in these higher-order reading comprehension tasks. These findings suggest that

strengthening foundational language skills and inferential thinking may improve overall reading performance.

Several difficulties were interpreted as Minsan encountered. These include "Nahihirapan sa pagsagot ng tanong" ($M = 3.37$, $SD = 0.86$), "Kulang sa kumpiyansa sa pagbasa" ($M = 3.22$, $SD = 0.89$), "Nahihirapan tukuyin ang pangunahing ideya" ($M = 3.14$, $SD = 0.90$), "Nahihirapan sa pagkuha ng detalye" ($M = 2.86$, $SD = 0.91$), and "Nahihirapan sa pagsunod sa kuwento" ($M = 2.71$, $SD = 0.94$). These findings indicate that although these challenges exist, they occur less frequently than those involving vocabulary, inference, and concentration. The results suggest that most learners have already developed satisfactory literal comprehension skills but still require support in mastering more complex reading competencies.

The lowest-rated difficulty was "Kulang sa interes sa pagbasa" ($M = 2.43$, $SD = 0.96$), interpreted as Bihira. This finding indicates that lack of interest in reading is generally not a major concern among Grade 4 learners. Instead, the results suggest that learners are generally motivated to read but experience difficulty because of cognitive and linguistic challenges rather than negative attitudes toward reading. This is a positive finding because learner interest provides a strong foundation for implementing reading interventions and literacy enhancement activities.

The overall pattern of findings demonstrates that learners experience greater difficulty with maintaining focus, making inferences, understanding

vocabulary, and comprehending sentences, while fewer problems are encountered in identifying main ideas, obtaining details, following the story, and maintaining interest in reading. This pattern suggests that the primary reading concerns involve higher-order comprehension and language processing rather than learner motivation. Addressing these specific difficulties will enable learners to improve both their literal and inferential reading comprehension skills.

From a theoretical perspective, the findings strongly support Schema Theory, which explains that successful reading comprehension depends on learners' ability to connect prior knowledge with new textual information. Difficulties in vocabulary comprehension and inference indicate that learners require additional support in activating and expanding their background knowledge. The findings also align with Constructivism, which emphasizes that learners actively construct meaning through meaningful interaction with texts and guided instructional experiences. Furthermore, the results are consistent with Metacognition, which highlights the importance of learners' ability to monitor their comprehension, maintain attention, and apply appropriate reading strategies to overcome comprehension difficulties.

The study contributes to the existing body of knowledge by providing empirical evidence that the reading comprehension difficulties encountered by Grade 4 learners are sometimes experienced (Composite Mean = 3.27,

SD = 0.86) despite the learners' generally high level of Filipino reading comprehension. The findings identify concentration, inferential thinking, vocabulary knowledge, and sentence comprehension as the primary challenges affecting learners' reading performance while demonstrating that learner motivation remains a significant strength.

Practically, the findings have important implications for school heads, Filipino teachers, reading coordinators, district supervisors, and curriculum planners. Intervention efforts should prioritize addressing difficulty maintaining focus while reading ($M = 3.91$, $SD = 0.74$), difficulty making inferences ($M = 3.83$, $SD = 0.78$), difficulty understanding words ($M = 3.68$, $SD = 0.82$), and difficulty understanding sentences ($M = 3.52$, $SD = 0.84$). These concerns may be addressed through vocabulary enrichment activities, guided reading sessions, think-aloud strategies, inference exercises, contextual vocabulary instruction, reading games that promote sustained attention, and interactive comprehension activities that encourage learners to analyze and interpret texts more deeply.

Relationship Between Reading Strategies and Comprehension Skills

Table 4

Relationship Between Reading Strategies and Comprehension Skills

Variables	Pearson r	p-value	Decision	Interpretation
Reading Strategies and Reading Comprehension Skills	0.681	0.000	Reject H ₀	Significant High Positive Relationship

Table 4 presents the relationship between reading strategies and reading comprehension skills among Grade 4 learners in Tarlac South A District. The results of the Pearson Product-Moment Correlation analysis revealed an r-value of 0.681 and a p-value of 0.000, leading to the rejection of the null hypothesis. The findings indicate a Significant High Positive Relationship between reading strategies and reading comprehension skills. This means that learners who effectively utilize reading strategies tend to demonstrate higher levels of reading comprehension. Conversely, limited use or ineffective application of reading strategies may result in weaker comprehension performance. The statistically significant relationship confirms that reading

strategies play an essential role in developing Filipino literacy among Grade 4 learners.

The correlation coefficient of 0.681 indicates a strong positive association between the two variables. This finding suggests that improvements in learners' use of reading strategies, such as identifying key ideas, using context clues, making inferences, predicting outcomes, and connecting ideas, are associated with corresponding improvements in their reading comprehension skills. Although reading comprehension is also influenced by vocabulary knowledge, learner motivation, prior knowledge, and instructional quality, the relatively high correlation demonstrates that the appropriate use of reading strategies substantially contributes to successful comprehension of Filipino texts.

The p-value of 0.000, which is lower than the established 0.05 level of significance, confirms that the observed relationship is statistically significant and unlikely to have occurred by chance. Consequently, the null hypothesis is rejected, providing sufficient statistical evidence that reading strategies significantly influence learners' reading comprehension skills. This finding highlights the importance of explicitly teaching effective reading strategies as part of classroom instruction and literacy intervention programs.

The findings are strongly supported by the results of Table 1, which revealed a High level of Filipino reading comprehension (Composite Mean

= 3.87, SD = 0.80). Learners obtained very high ratings in "Natutukoy ang masipag na tauhan sa talata" (M = 4.42, SD = 0.61) and "Natutukoy kung sino ang tinulungan" (M = 4.31, SD = 0.67), indicating strength in literal comprehension skills. However, comparatively lower ratings were observed in "Natutukoy ang aral ng kuwento" (M = 3.39, SD = 0.92) and "Nakagagawa ng prediksiyon sa susunod na pangyayari" (M = 3.28, SD = 0.94). The significant positive relationship identified in Table 4 suggests that strengthening learners' reading strategies, particularly those involving inference, prediction, and analysis, can improve these higher-order comprehension skills.

Similarly, the findings are consistent with Table 2, which showed that learners demonstrated Very Satisfactory performance in understanding Filipino texts (Composite Mean = 3.62, SD = 0.84). Learners performed particularly well in identifying important details (M = 4.14, SD = 0.69) and identifying the main idea (M = 4.06, SD = 0.73) but obtained comparatively lower ratings in predicting future events (M = 3.19, SD = 0.95), making inferences (M = 3.28, SD = 0.93), explaining answers (M = 3.31, SD = 0.91), and using context clues (M = 3.43, SD = 0.87). The strong positive relationship found in Table 4 indicates that systematic instruction in effective reading strategies can strengthen these higher-order comprehension competencies and improve learners' overall reading performance.

The results are likewise supported by Table 3, which revealed that learners sometimes encounter reading comprehension difficulties (Composite Mean = 3.27, SD = 0.86). The most frequently encountered challenges included losing focus while reading (M = 3.91, SD = 0.74), difficulty making inferences (M = 3.83, SD = 0.78), difficulty understanding words (M = 3.68, SD = 0.82), and difficulty understanding sentences (M = 3.52, SD = 0.84). These challenges directly affect learners' ability to apply effective reading strategies during comprehension tasks. The significant positive relationship identified in Table 4 indicates that strengthening strategic reading behaviors while addressing these reading difficulties can further enhance learners' comprehension skills.

The overall pattern of findings demonstrates that effective use of reading strategies contributes significantly to learners' reading comprehension skills. Learners who actively identify key ideas, interpret textual information, use contextual clues, connect ideas, and apply inferential thinking are more likely to understand Filipino texts successfully. Conversely, learners who experience difficulties applying these strategies are more likely to encounter comprehension problems. These findings emphasize that reading comprehension depends not only on decoding words but also on learners' ability to employ appropriate cognitive and metacognitive reading strategies.

From a theoretical perspective, the findings strongly support Schema Theory, which explains that reading comprehension develops when learners connect textual information with prior knowledge through appropriate cognitive strategies. The significant relationship between reading strategies and comprehension skills demonstrates the importance of activating learners' background knowledge and guiding them in constructing meaning from texts. The findings also align with Constructivism, which emphasizes that learners actively construct understanding through meaningful interaction with texts and guided instructional experiences. Furthermore, the results are consistent with Metacognition, which highlights learners' ability to plan, monitor, and evaluate their own comprehension through the strategic use of reading techniques such as predicting, questioning, summarizing, and clarifying.

The study contributes to the existing body of knowledge by providing empirical evidence that there is a Significant High Positive Relationship between reading strategies and reading comprehension skills ($r = 0.681$, $p = 0.000$) among Grade 4 learners in Tarlac South A District. The findings demonstrate that effective use of reading strategies substantially contributes to successful comprehension of Filipino texts and reinforces the importance of strategy-based reading instruction in elementary education.

Practically, the findings have important implications for school heads, Filipino teachers, reading coordinators, district supervisors, and curriculum

planners. Since reading strategies are strongly associated with comprehension skills, teachers should continue integrating explicit instruction in predicting, questioning, summarizing, making inferences, identifying main ideas, and using context clues during Filipino reading lessons. Schools should also provide continuous professional development for teachers on evidence-based reading strategies while implementing intervention programs that address learners' difficulties in inference, vocabulary development, sentence comprehension, and sustained reading attention. These initiatives will strengthen learners' strategic reading abilities and improve overall literacy outcomes.

Proposed Reading Comprehension Enhancement Program for Improving Learners' Literacy

Table 5
Proposed Reading Comprehension Enhancement Program
for Improving Learners' Literacy

Key Result Area	Objectives	Strategies/Activities	Responsible Persons	Timeline	Success Indicators
Vocabulary	Improve learners'	Vocabulary games,	Filipino Teacher	Whole	At least 85% of

Key Result Area	Objectives	Strategies/Activities	Responsible Persons	Timeline	Success Indicators
Development	understanding of unfamiliar Filipino words	context clue exercises, word wall activities	s, Reading Coordinator	School Year	learners improve vocabulary assessment scores
Main Idea and Details	Strengthen identification of main ideas and supporting details	Guided reading, graphic organizers, questioning strategies	Filipino Teachers	Weekly	Majority of learners correctly identify main ideas and details in reading tasks
Inferential Comprehension	Develop learners' ability to make	Think-aloud activities, prediction charts,	Teachers	Twice a Month	Improved scores in inferential comprehension

Key Result Area	Objectives	Strategies/Activities	Responsible Persons	Timeline	Success Indicators
	inference and predictions	inference exercises			nsion assessments
Reading Strategies	Encourage effective reading strategies	Modeling, rereading, summarizing, context clue activities, reciprocal reading	Teachers	Weekly	Increased learner use of reading strategies during classroom observations
Reading Motivation	Increase learners' interest and confidence in	Reading clubs, storytelling sessions, recognition of	Teachers, Parents, School Head	Whole School 1 Year	Higher learner participation and increased reading

Key Result Area	Objectives	Strategies/Activities	Responsible Persons	Timeline	Success Indicators
	Filipino reading	reading achievements			comprehension performance

Table 5 presents the proposed Reading Comprehension Enhancement Program for Improving Learners' Literacy in Tarlac South A District. The enhancement program was developed based on the major findings of the study, particularly the High level of Filipino reading comprehension (Composite Mean = 3.87, SD = 0.80), the Very Satisfactory performance of learners in understanding Filipino texts (Composite Mean = 3.62, SD = 0.84), the reading comprehension difficulties that were sometimes encountered (Composite Mean = 3.27, SD = 0.86), and the Significant High Positive Relationship between reading strategies and reading comprehension skills ($r = 0.681$, $p = 0.000$). The proposed program aims to sustain learners' strengths while

addressing identified weaknesses through systematic, evidence-based literacy interventions that enhance Filipino reading comprehension.

The first key result area, Vocabulary Development, aims to improve learners' understanding of unfamiliar Filipino words through vocabulary games, context clue exercises, and word wall activities facilitated by Filipino teachers and the Reading Coordinator throughout the school year. The expected outcome is that at least 85% of learners improve their vocabulary assessment scores. This intervention directly addresses the findings of Table 3, where "Nahihirapan sa pag-unawa ng salita" ($M = 3.68$, $SD = 0.82$) was identified as one of the most frequently encountered reading difficulties. Likewise, Table 2 showed comparatively lower performance in "Gumagamit ng context clues" ($M = 3.43$, $SD = 0.87$). Strengthening learners' vocabulary knowledge will improve word recognition, contextual understanding, and overall reading comprehension.

The second key result area, Main Idea and Details, seeks to strengthen learners' ability to identify main ideas and supporting details through guided reading, graphic organizers, and questioning strategies conducted weekly by Filipino teachers. Success will be measured by the majority of learners correctly identifying main ideas and supporting details during reading tasks. This intervention builds upon the strengths identified in Table 1, where learners demonstrated high performance in identifying explicit information, including "Natutukoy ang masipag na tauhan sa talata" ($M = 4.42$, $SD =$

0.61) and "Natutukoy kung sino ang tinulungan" ($M = 4.31$, $SD = 0.67$). Similarly, Table 2 showed Very Satisfactory performance in "Natutukoy ang mahahalagang detalye" ($M = 4.14$, $SD = 0.69$) and "Natutukoy ang pangunahing ideya" ($M = 4.06$, $SD = 0.73$). Reinforcing these foundational skills will further strengthen learners' comprehension of Filipino texts.

The third key result area, Inferential Comprehension, focuses on developing learners' ability to make inferences and predictions through think-aloud activities, prediction charts, and inference exercises conducted twice a month by teachers. Improved scores in inferential comprehension assessments will serve as the indicator of success. This intervention directly addresses the weakest areas identified in the study. Table 1 revealed comparatively lower ratings for "Natutukoy ang aral ng kuwento" ($M = 3.39$, $SD = 0.92$) and "Nakagagawa ng prediksyon sa susunod na pangyayari" ($M = 3.28$, $SD = 0.94$). Likewise, Table 2 showed lower performance in "Nakagagawa ng hinuha" ($M = 3.28$, $SD = 0.93$) and "Nakapaghuhula ng susunod na pangyayari" ($M = 3.19$, $SD = 0.95$), while Table 3 identified "Nahihirapan sa paghinuha" ($M = 3.83$, $SD = 0.78$) as one of the most frequently encountered challenges. Strengthening inferential comprehension is therefore a critical component of the proposed enhancement program.

The fourth key result area, Reading Strategies, aims to encourage learners' effective use of reading strategies through teacher modeling,

rereading, summarizing, context clue activities, and reciprocal reading conducted weekly. Increased learner use of reading strategies during classroom observations will indicate successful implementation. This intervention is strongly supported by the findings of Table 4, which revealed a Significant High Positive Relationship between reading strategies and reading comprehension skills ($r = 0.681$, $p = 0.000$). Since effective reading strategies significantly contribute to improved comprehension, systematic instruction and regular practice will enable learners to become more strategic, independent, and reflective readers.

The fifth key result area, Reading Motivation, seeks to increase learners' interest and confidence in Filipino reading through reading clubs, storytelling sessions, and recognition of reading achievements facilitated by teachers, parents, and the school head throughout the school year. Higher learner participation and improved reading comprehension performance will serve as measures of success. This intervention builds upon the positive finding in Table 3, where "Kulang sa interes sa pagbasa" ($M = 2.43$, $SD = 0.96$) was interpreted as Bihira, indicating that learners generally possess positive attitudes toward reading. When sustaining learner motivation through enjoyable literacy activities and recognition programs, schools can further strengthen reading habits and encourage lifelong engagement with Filipino texts.

Collectively, the proposed Reading Comprehension Enhancement Program demonstrates strong alignment with the empirical findings of the study. Each key result area responds directly to the strengths and areas requiring improvement identified throughout the research. The program integrates vocabulary development, literal and inferential comprehension, strategic reading instruction, and learner motivation into a comprehensive framework designed to improve Filipino literacy among Grade 4 learners.

From a theoretical perspective, the proposed intervention strongly supports Schema Theory by emphasizing vocabulary development, activation of prior knowledge, and strategic processing of textual information to enhance comprehension. The program also aligns with Constructivism, which advocates learner-centered activities that enable learners to actively construct meaning through guided reading, collaborative learning, and authentic literacy experiences. Furthermore, the intervention reflects Metacognition by promoting explicit instruction in reading strategies that help learners monitor, regulate, and evaluate their own comprehension while reading.

Conclusion And Recommendations

Conclusions

Grade 4 learners possess strong foundational Filipino reading comprehension skills and perform well in literal comprehension tasks; however, inferential thinking, prediction, and thematic interpretation require continued instructional support.

Learners demonstrate satisfactory mastery of basic comprehension competencies but require additional opportunities to develop higher-order thinking skills involving inference, explanation, contextual analysis, and critical interpretation of texts.

The primary barriers to effective reading comprehension involve cognitive and linguistic challenges, particularly maintaining concentration, vocabulary development, sentence comprehension, and inferential reasoning, rather than learner motivation.

Effective use of reading strategies significantly enhances learners' Filipino reading comprehension, confirming that explicit strategy instruction is essential for improving literacy achievement and higher-order comprehension skills.

A comprehensive and evidence-based Reading Comprehension Enhancement Program is necessary to strengthen vocabulary knowledge,

inferential thinking, strategic reading behaviors, learner motivation, and overall Filipino literacy among Grade 4 learners.

Recommendations

Filipino teachers should strengthen instructional activities that develop learners' inferential thinking, prediction skills, thematic interpretation, and critical analysis while sustaining learners' strengths in literal comprehension.

Classroom instruction should incorporate guided reading, think-aloud strategies, evidence-based questioning, context clue activities, and collaborative discussions to improve learners' higher-order comprehension skills.

Schools should implement targeted literacy interventions that address learners' difficulties in maintaining focus, understanding vocabulary and sentence structures, and making logical inferences through differentiated reading activities and vocabulary enrichment programs.

School administrators and reading coordinators should continue promoting explicit instruction in effective reading strategies because these significantly contribute to improved Filipino reading comprehension and overall literacy development.

The proposed Reading Comprehension Enhancement Program should be adopted and implemented to improve vocabulary development, strengthen inferential comprehension, encourage strategic reading, sustain learner motivation, and enhance the overall literacy performance of Grade 4 learners.

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