
Effectiveness of Mark and Point Approach (MAPA) on Improving the Reading Comprehension of Grade 3 Pupils

Vanessa S. Roque

vanessa.roque@deped.gov.ph

Saint Anthony College of Technology

Charito C. Perez, EdD

charito.perez001@deped.gov.ph

Saint Anthony College of Technology

Abstract — This study sought to assess the effectiveness of MAPA in improving the reading comprehension of Grade 3 pupils during the School Year 2024-2025. The researcher used quasi-experimental design wherein two groups were selected to be the control and experimental group. Standardized test was used to measure the reading comprehension level. Frequency and percentage and ttest were applied for interpretation. Results tell that 13 or 43.33% of the respondents on control group are on full refresher, while 15 or 50.00% are on light refresher level and 2 or 6.67% only are on grade ready level of reading. On one point, 46.67% of the respondents on experimental group are on full refresher level, 15 or 50.00% of the respondents are on light refresher level and only one or 3.33% is on grade ready level of reading comprehension. The difference between the level of reading comprehension of control and experimental group before using MAPA marked a t value of 2.144 and p value of 0.182. On posttest, the control group has 20 or 66.67% on grade ready level, 8 or 26.67% on light refresher level and 2 or 6.66% or full refresher level. On the other hand, experimental group has 26 or 86.67% on grade ready level, 4 or 13.33% on light refresher level and none on full refresher level. The difference between the level of reading comprehension of control and experimental group after the intervention listed a t value of 1.99 and p value of 0.000.

Keywords: mark and point approach, reading comprehension, experimental, level of reading

I. THE PROBLEM AND ITS BACKGROUND

Introduction

Education is said to as a life-saving weapon. It is considered that an educated person has a significant advantage over those who are not, which is one of the reasons why parents are keen to send their children to school. It has always been an integral part of our civilization. Furthermore, education is the formation of man, an empowering instrument for accomplishing things, and a determining factor that gives general welfare.

Today, one must realize the limitations put on schools: communities that do not see education as an effective solution for eradicating poverty; a media that devalues hard effort and diminishes the pleasure of learning; and an electronic media that is "rewiring" the structure of children's brains.

Improving educational results has been a continuous pursuit of every person part of the academe most specially of teachers who are hands-on in dealing students on a daily basis. These include dealing with their emotional and social problems, student truancy, classroom tardiness, fighting and lack of interest in studying.

Student academic performance is becoming more important as the primary desired outcome of the educational process. As a result, there would always be a significant emphasis on the academic performance of the students.

A test known as the Programme for International Student Assessment (PISA) is used to evaluate the knowledge and abilities of students who are 15 years old in the subjects of science, reading, and mathematics. Students' abilities to solve difficult problems, examine information critically, and communicate effectively are evaluated through the use of examinations. This offers a glimpse into the degree to which educational systems prepare students for the challenges they will face in the real world and for future success. During the year 2018, the Philippines participated in the PISA for the very first time. It is possible for policymakers and educators in the Philippines

to gain knowledge from the policies and practices of other nations if they compare the results of their programs with those of other countries (OECD, PISA 2022 Database).

Montemayor (2023) published on her column that according to the Commission on Higher Education (CHED), it will collaborate more closely with the Department of Education (DepEd) to boost Filipino students' performance in international large-scale exams.

The beginning of reading instruction occurs in the first grade and has an impact on a person's academic career. For instance, according to The World Bank (2019), a child will be considered to be in a situation of "learning poverty" if his or her reading and comprehension skills are not at the level that is desired. Furthermore, if a child is not good in reading and understanding, then it is highly likely that they will be unable to comprehend the material presented in other classes. One example is that in order for a student to be able to solve a problem in the mathematics class or conduct an experiment in the science class, the student must have a complete and accurate understanding of the instructions. The findings of studies conducted by Akbaşlı, Şahin, and Yaykırın (2016) and Ding and Homer (2020) have demonstrated that the development of reading skills has a good impact on the fields of mathematics and science.

Reading is a necessary procedure for learning to take place successfully. Education and reading go hand in hand. The act of obtaining and comprehending written information through print is the common definition of reading. For others, it was simply a matter of deciphering letters and symbols. A lot of people thought reading was simple. Reading is one of the skills that may be stated to be highly significant, because learners are not only requested to read the content of the text, but they must also master and comprehend the content of the text.

In general, reading is essential for learning. Thus, reading comprehension from the very beginning in primary school is essential for academic success. Skinner (1957) as quoted by Carr and Britton (2020) posited that prior to acquiring reading skills, children must first learn how to talk in their native language. Acquiring linguistic proficiency and reading comprehension are closely related. There exist two primary methods for teaching children to speak. He also asserted that children should learn all languages, including their mother tongue. Behaviorism is an approach

in psychology that highlights the fact that language is a taught activity based on conditioned reaction.

Sadiku (2015) explained that reading is one of the basic required skills in the classroom. Yovanoff, Duesbery, Alonzo, and Tindal (2005) cited that factors that contribute to comprehension include motivation and sensitivity to text structure.

Reading is the mother of all study skills, according to Helardez (2021), who presented this assertion. However, despite the fact that reading comprehension has been recognized for a long time as an essential part of the learning process, it continues to be a major worry for the educational institutions in the Philippines.

According to William (2019), who was quoted in Kasmawati et al. (2019), the assumption that reading comprehension is the major goal for readers among proficient readers is the assumption that is made the most frequently regarding reading comprehension. Reading comprehension deals with applying a skill that was developed for previous purposes (hearing or oral comprehension) to a different form of input (text versus listening or oral comprehension). Reading comprehension, on the other hand, is not something that our brains have evolved to enable.

Butterfuss, Kim, and Kendeou (2020) stated that reading comprehension necessitates the production of a coherent mental representation of the information contained in a text. Reading contains three components that are interconnected: the reader, the text, and the activity, all of which are located within a cultural and social environment that is more general. In order to assist students in acquiring and comprehending material, researchers have been conducting experiments with a variety of methodologies for a number of years. Many students, despite their best efforts, nevertheless require assistance in order to fully comprehend the material. They cannot all take in knowledge at the same rate each and every one of them.

Interventions can assist students who are lagging behind in their studies. Teachers can also recognize signs of impatience and respond quickly with additional support. Explaining actions, breaking them down into smaller pieces, and asking for help early are all strategies. It is vital to identify tough students and design an action plan to help them excel in school.

Because no students fail primary school, pupils with reading challenges pass their classes; yet, they are unable to perform reading at the level required of their grade, resulting in a variety of problems such as anxiety and sadness throughout their schooling. They are often labeled as unsuccessful pupils throughout their education. Furthermore, they are unable to obtain the assistance required to overcome their issues, and they are experiencing difficulties adjusting to their classes (Bender, 2012). They can, however, be eased of their challenges by providing a proper reading environment, educational program, and family support. The important question to be answered at that point is what form the environment, program and support should take. The reading environments to be constructed to eliminate the reading difficulties of students should make students feel relaxed and willing to express themselves.

Students should not be anxious because of the difficulties they are facing. In addition, pupils should be given materials that are appropriate for their interests and talents. When establishing reading programs, both the teacher and the family should be included. The program should be long-term and focused on strategic instruction. Students' reading performance standards should be set modest at initially and gradually increased over time. Teachers and families should always be supportive. Research (Torgesen, 2000) shows that alerting students about obstacles and implementing strategy-based programs with teacher and family participation is successful.

To solve the existing problem, the researcher intends to use Mark and Point Approach in addressing the problem in reading comprehension in English of the Grade 3 pupils. MAPA is an intervention that targets to aid in improving the reading performance of the students.

Many scientists have researched and explained how the brain forms associations, which helps with learning and intellectual development. According to the Reading Panel, (RAND, 2002) phonemic awareness, phonics, fluency, and vocabulary are the components that make up this component set. Having phonemic awareness is being aware of the fact that words are composed of a combination of different sounds working together. In addition to this, it encompasses the capacity to retain those sounds, successfully combine them into words, and then disassemble them once more.

Long neuronal axons "travel" through the brain from the earliest stages of human development, searching for similar receiving stations to establish communication connections. After birth, this process continues, and experiences mold the brain all the way to adulthood. The process of learning involves changes to and synaptic connections Their comprehension facilitates the effective application of idea mapping and association techniques to enhance learning (Levine, 2000).

The two primary concepts that define the human conceptual system are category and schema. Concept maps, mind maps, and intellectual maps are the visual representations of these notions (Sasmita, 2012). De Deyne and Storms (2015) expressed that word association is a relatively unresearched.

Due to its ease of use, word associations are a powerful methodological tool. They uncover mental representations that are not reducible to lexical usage patterns because they are not constrained by the fundamental requirements of natural language communication (Mollin, 2009).

It is thought that word association reflects semantics in the human mind. According to psycholinguistic research, adult native speakers typically organize words in their minds according to semantic categories (Vasiljevic, Z. 2008).

Word association is significantly impacted by word association and the variables that define the intensity of the link between two words (that is, the frequency with which a particular cue evokes a particular associate).

Semantic neighborhood effects on word identification and recognition performance in list-learning tests have also been explained by the word associates' network topology (Locker, Simpson, & Yates, 2003).

These days, word association is mostly employed as a preliminary method to investigate word representations in the human lexicon. The ability of a cue word to evoke another word in the absence of any context might provide us important hints about the structure of words. For this reason, several researchers have dedicated a great deal of resources to building large word association databases (Fernandez et al., 2018).

MAPA is an intervention that the researcher will use to improve the reading performance in English of Grade 3 pupils. Grade 3 students will be provided a general word for each topic and they will be asked after every discussion to put arrows underneath each word pertaining to the word. It could be a symbol, meaning, word-association or filler. This is to ensure that the discussion of the lesson is guided and students' comprehension will occur. In this particular study, MAPA will serve as an intervention for the students to help them improve their reading comprehension in English.

The goal of this research was to assess the effectiveness of MAPA in improving the reading comprehension of Grade 3 pupils during the School Year 2024-2025.

Conceptual Framework

Utilizing the Carl Jung's Theory, Word association is a potent research method for examining human conceptual systems that was first presented by Galton in 1880 and later refined by Carl Gustav Jung. Galton sought an association between an individual's I.Q. 211 (intelligence quotient) and word associations, but they were unable to locate any solid evidence. According to Carl Jung's theory, associations are how people link concepts, emotions, experiences, and knowledge. He contends that concepts and events are connected, or grouped, in the unconscious in a way that affects a person's behavior.

Associative experiments, or word association tests, give respondents a list of terms and require them to reply to each word by selecting the first word that comes to mind. Utilized for almost a century, this study methodology has a lengthy history. Depending on its goals, structure, and mode of application, it can have multiple types. Responses to the free association exam must be unrestricted to any one category or word class (Mikolov & Zweig, 2012).

The theory serves as basis for crafting the figure 1 of the study.

The independent variable of the study is MAPA while the dependent variable is the reading comprehension of Grade 3 pupils. The arrow figure reflects the direct effect of independent variable on the dependent variable.

4. Is there a significant difference between the reading comprehension of the control and experimental group after using MAPA?

Hypotheses

The following were the null hypotheses:

1. There is no significant difference between the reading comprehension of the control and experimental group before using MAPA.
2. There is no significant difference between the reading comprehension of the control and experimental group after using MAPA.

Significance of the Study

The study is important to the following:

School Administrators. The result of the study may help them acquire actual information about the effectiveness of MAPA in improving the reading comprehension in English of the Grade 3 pupils. These data will be of great help for school administrators in enhancing the programs that they have particularly on improving the reading comprehension of students by determining factors that affect it.

Teachers. The results will serve as a guide on the part of the teachers as it may determine ways on enhancing teaching strategies by designing learning activities that aims to improve the reading comprehension of pupils.

Pupils. As primary beneficiaries, the results of the study will give be of direct effect on the students since this will improve their reading comprehension by using effective learning intervention.

Future Researchers. The findings of the study may serve as basis in exploring new topics or study that are connected with this and will provide them essential information on the

effectiveness of MAPA towards improving the reading comprehension of pupils. The recommendation section will provide a springboard for future study.

Scope and Delimitation

The study was conducted in one public elementary school in Division of Pampanga during the School Year 2024-2025. The said locale was chosen because the researcher aimed to collect the information needed personally.

This study sought to assess the effectiveness of MAPA in improving the reading comprehension of Grade 3 pupils. Specifically, the reading comprehension of the respondents was based on the result of their CRLA.

Definition of Terms

The following terms were operationally defined so that the readers would have a better understanding of the words used in this study:

Mark and Point Approach (MAPA). It is an intervention that the researcher will use to improve the reading comprehension in English. Grade 3 pupils will be provided a general word for each topic and they will be asked after every discussion to put arrows underneath each word pertaining to the word. It could be a symbol, meaning, word-association or filler. This is to ensure that the discussion of the lesson is guided and students' comprehension will occur.

Reading Comprehension. It involves applying a skill that was developed for other purposes (such as listening or oral comprehension) to a new kind of input (text), which is the application of that skill. Reading comprehension, on the other hand, is not something that our brains have evolved to enable. Reading comprehension is more difficult and requires deliberate instruction, which appears to develop "naturally" with minimal involvement from a teacher (William, 2019 as cited in Kasmawati et al., 2019)

II. METHODOLOGY

This chapter discusses research design, respondents and sampling technique, instrumentation, data collection and statistical treatment.

Research Design

The study used quantitative research design in order to achieve the study's main objective. Quantitative research, as described by Slevitch (2011), is the methodical analysis of phenomena that is carried out by the collection of numerical data and the utilization of statistical, mathematical, or computational methods.

Within the scope of this particular study, the experimental research design was the primary focus. The researcher first analyzes the treatment of an intervention into the study group, and then measures the outcomes of the therapy. This is an example of experimental research. According to Leedy and Ormrod (2001), exploratory methods can be broken down into three distinct categories: pre-experimental, actual experimental, and quasi-experimental.

More specifically, a design that was quasi-experimental was utilized. Non-trials that attempt to emulate randomized, true experiments in terms of rigor and experimental structure are referred to as quasi-experiments (Cook & Wong, 2008). However, these experiments do not necessarily involve random assignment.

The decision to make use of a quasi-experimental design corresponded to the primary purpose of this study, which was to determine the effectiveness of MAPA in improving the reading comprehension of Grade 3 pupils during the School Year 2024-2025.

Respondents of the Study

The respondents of the study were the Grade 3 pupils students who were enrolled in one of the public elementary school in the Division of Pampanga during the School Year 2024-2025.

The school has Grade 123 pupils who are divided into 3 sections. The number was retrieved from the school administrators' learner information system database.

Cluster sampling was used from this point forward. The researcher isolated a group of individuals as sample members via probability sampling. This was suitable because the goal of the study was to compare results between individuals who received the treatment and those who did not. The groups were formed with the help of the school administrator. The study's respondents were divided into two groups. The first group was the control group, while the second was the experimental group.

Distribution of the students is presented on Table 1.

TABLE 1
STATISTICS OF THE RESPONDENTS

Control Group			Experimental Group		
Male	Female	Total	Male	Female	Total
16	14	30	14	16	30

Table 1 shows that there were 16 males and 14 females from the control group, which are 30 students in total. On the other hand, experimental group shows that 14 males and 16 females were considered as the experimental group of the study. These two groups chosen received instruction from the same teacher.

Research Instrument

It was the Comprehensive Rapid Literacy Assessment that was utilized by the researcher. It is an assessment of reading that is intended to assist instructors in rapidly determining the reading profiles of their students in grades one through three, as well as in developing appropriate reading instructional techniques. CRLA is a continuum of reading diagnostic and formative assessments in mother tongue, Filipino, and English. Its purpose is to assist teachers in grades 1 to 3 in rapidly classifying their students according to their reading ability, thereby enabling them to provide them with the appropriate instruction.

Data Collection

For the purpose of avoiding time-constraint, the researcher checked the DepEd Calendar for the School Year 2024-2025 to have enough time to conduct the experiment. Within this time frame, the experimental group was exposed to MAPA as an intervention in teaching. On the other hand, while the control group was exposed to conventional way of teaching. Both were given test at the beginning of second quarter and end of the third quarter.

One semester, consisting of 20 weeks was used for MAPA to make sure that there will be enough exposure before doing the final assessment. Additionally, the Post-test was administered on the last day of the third quarter. The same test was provided to the two groups.

Ethical Considerations

Prior to the complete implementation of this study, the researcher obtained consent from the Schools Division Superintendent through the Senior Education Program Specialist in charge of Planning and Research in the Division of Pampanga. Only the principal of the school was informed about the goal of the study in order to protect the identities of the students.

It is a vital priority that these students' identities be kept private. Furthermore, the assessment scores and findings were maintained in a secure locked cabinet. Finally, students had no notion on the conduct of the research to prevent the Placebo, John Henry, and Hawthorne effects.

Statistical Treatment of Data

To ensure valid and trustworthy interpretation of results, descriptive statistics, statistical analysis, and the SPSS (Statistical Package for Social Science) computer application was utilized to examine the data.

The following statistical treatment were used in this study:

1. Mean was used to measure the reading comprehension of the control and experimental group.
2. T test was utilized to measure the significant difference between reading comprehension of the two groups.

III. RESULTS AND DISCUSSION

This part of the study presents the results of application of statistical treatment and thematic analysis.

1. Reading Comprehension before Using MAPA

The researcher gathered the data from the control and experimental group on their pretest.

It can be seen from Table 2 that 13 or 43.33% of the respondents on control group are on full refresher, while 15 or 50.00% are on light refresher and 2 or 6.67% only are grade ready level of reading. On one point, 46.67% of the respondents on experimental group are on full refresher level, 15 or 50.00% of the respondents are on light refresher level and only one or 3.33% is on grade ready level of reading comprehension.

The result of the research is not quite high as it was conducted at the start of the school year. However, it is expected that learners at this grade level are already starting to have good level of reading comprehension.

Caraig and Quimbo (2022) cited that the ability of an individual to translate the essence of the sentences using his own words is another component of reading comprehension. In addition, this includes the process of applying the literature that has been read to one's own life. When a person can express some of the events that have occurred in their life and then connect those experiences to the written content, that is one facet of reading comprehension. The attachment of certain personal feelings to it is an indication that an individual has a genuine understanding of the subject matter (Wilhelm, 2018).

When it comes to the activities of daily living, it is impossible to separate the ability to read from those activities. One will get the most recent facts that one was previously unable to comprehend if he engages in the activity of reading. In addition to that, increased reading can help us enhance our ability for reasoning and increase our level of intellect. This is something that can be performed by reading a lot. Reading, on the other hand, is not restricted to the simple acquisition

of each individual word in isolation. Reading comprehension is necessary for us to be able to identify and obtain the information that we require, and it is derived from the texts that we read. Professional readers are able to make predictions about what will occur and generate ideas based on their prior experiences and the knowledge they currently possess (Amin, 2019). These predictions and ideas are generated while they are reading. The ability to comprehend what one reads is one of the components that are included in the process of learning English.

TABLE 2
RESULTS OF PRETEST

Level of Reading Comprehension	Control	Experimental
Full Refresher	13 (43.33%)	14 (46.67%)
Light Refresher	15 (50.00%)	15 (50.00%)
Grade Ready	2 (6.67%)	1 (3.33%)
Total	30 (100.00%)	30 (100.00%)

2. Difference on the Reading Comprehension before Using MAPA

The researcher then proceeded to test the difference between the two means after obtaining the participants' scores on the pretest. According to the data presented in Table 3, the difference in the two means on the pretest was characterized by a t value of 2.144 and a p value of 0.182. The conclusion that the null hypothesis is incorrect cannot be reached because there is not enough evidence.

In light of the findings, it may be deduced that there is no significant difference on the level of reading comprehension between control and experimental group. In light of this, it may be deduced that the experimental group and the control group share the same baseline characteristics prior to the implementation of the treatment variable.

As far as Imam (2016) is concerned, only 3.2% of the entire sample is judged to be at the

"mastery" level when it comes to reading comprehension. With regard to the level of reading comprehension, it appears that only a tiny percentage of students responded to more than 75% of the questions that were on the examination. All students, regardless of their level of reading ability, are forced to read throughout their schooling. However, the majority of them have difficulty understanding the overall meaning of the text, particularly when it comes to academic content, which typically consists of lengthy paragraphs and a considerable number of vocabulary that they are not familiar with. This is especially true when it comes to academic information. Students are required to have past knowledge in order to comprehend the material because it is a challenging procedure that requires them to have prior knowledge. Because of this, comprehension will not just occur if no strategy is utilized; on the contrary, implementing strategies when reading will assist students in comprehending the information and addressing any issues or knowledge gaps that they may have during the reading activity, which will ultimately result in an improvement in comprehension

TABLE 3
ANALYSIS OF DIFFERENCE ON PRETEST

Indicator	t-value	p-value	Decision
Pretest	2.144	0.182	Accept Null

3. Reading Comprehension after Using MAPA

Respondents were taught to read to improve their level of reading comprehension. The control group has 20 or 66.67% on grade ready level, 8 or 26.67% on light refresher and 2 or 6.66% on full refresher level. On the other hand, experimental group has 26 or 86.67% on grade ready level, 4 or 13.33% on light refresher and none on full refresher.

It is shown that the groups on MAPA and conventional way of teaching both improved their level of reading comprehension. This denotes that there is an increase on their level of reading comprehension after their exposure to their respective treatment variable.

Learners who have strong reading comprehension skills have an advantage since this

ability not only improves their language and literary competency, but it also helps them develop important cognitive skills such as critical thinking, memory, attention, and problem-solving (Mariecarrier, 2023). Teachers are extremely important in the process of establishing this talent in their students by providing them with knowledge and awareness regarding reading comprehension. Teachers are essential figures in the field of education, and in order to be effective in this capacity, they must be competent and well-informed (Barberos et al., 2019). In order for learners to successfully develop reading comprehension skills, it is imperative that they use the appropriate tactics and approaches when teaching.

Reading is an important pastime since it presents one with the opportunity to get access to literature from all over the world. Developing one's ability to communicate verbally and in language can be accomplished through reading, which is an effective strategy. Because teaching reading is the primary purpose of schools, the bulk of programs designed to aid students with learning issues ultimately revolve on reading. This is because reading is the primary focus of instructional programs. The ability to read in English is becoming an increasingly important skill for professionals, particularly those who are employed in the field of English communication. When it comes to reading fluently in English, this is something that is true even in the corporate sector. Reading comprehension is the capacity to read with a thorough comprehension of a text. Reading comprehension is a skill that can be developed. To acquire this knowledge, it is necessary to have a familiarity with language, an understanding of sentence structure or syntax, and the capacity to recognize the author's goals. When it comes to teaching reading comprehension, the first step is to teach grammar because it is one of the most important components in understanding the context of what is being read. When students have attained a certain degree of ability in decoding, they begin to focus on evaluating what they say in order to construct meaning through reading for facts and recognizing significant concepts to construct meaning.

TABLE 4
RESULTS OF POSTTEST

Level of Reading Comprehension	Control	Experimental
Full Refresher	2 (6.66%)	0 (0.00%)
Light Refresher	8 (26.67%)	4 (13.33%)
Grade Ready	20 (66.67%)	26 (86.67 %)
Total	30 (100.00%)	30 (100.00%)

4. Difference on the Reading Comprehension after Using MAPA

After getting their posttest scores, the researcher tested the difference between the two means. As shown in Table 5, the difference between the two means on pretest marked a t value of 1.99 and p value of 0.000. A rejection of the null hypothesis is warranted by the given data. The posttest that was administered to both groups indicated that there is a significant difference in the level of reading comprehension of the control group and the experimental group. This suggests that the experimental group did better than the control group, which in turn suggests that the experimental group achieved greater success in improving their level of reading comprehension. This makes it easier for the researcher to be convinced that the use of MAPA is effective in improving the level of reading comprehension of Grade 3 pupils.

The importance of teachers providing students with instruction in knowledge, vocabulary, inference-making, and comprehension monitoring at an early stage and on a continuous basis was reiterated by Elleman and Oslund (2019). Prior to focusing on the aspects that were necessary across models and may potentially be used as instructional goals, the researchers investigated a large number of theoretical understanding models.

TABLE 5
ANALYSIS OF DIFFERENCE ON POSTTEST

Indicator	t-value	p-value	Decision
Posttest	1.99	0.000	Reject Null

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions formed and the recommendations formed.

Summary of Findings

The following were the summary of findings:

1. 13 or 43.33% of the respondents on control group are on full refresher, while 15 or 50.00% are on light refresher level and 2 or 6.67% only are on grade ready level of reading. On one point, 46.67% of the respondents on experimental group are on full refresher level, 15 or 50.00% of the respondents are on light refresher level and only one or 3.33% is on grade ready level of reading comprehension.

2. The difference between the level of reading comprehension of control and experimental group before using MAPA marked a t value of 2.144 and p value of 0.182.

3. On posttest, the control group has 20 or 66.67% on grade ready level, 8 or 26.67% on light refresher level and 2 or 6.66% on full refresher level. On the other hand, experimental group has 26 or 86.67% on grade ready level, 4 or 13.33% on light refresher level and none on full refresher level.

4. The difference between the level of reading comprehension of control and experimental group after the intervention listed a t value of 1.99 and p value of 0.000.

Conclusions

The following were the conclusions:

1. At the start of the grading period, both the experimental group and the control group performed poorly academically, indicating that they still need to work on certain competencies.

2. There is no significant difference between the level of reading comprehension of the control group and experimental before the use of MAPA which denotes that they have the same baseline characteristic.

3. The control group and experimental group both improved their level of reading comprehension after being exposed to their respective methods of teaching.

4. There is a significant difference between the level of reading comprehension of control and experimental group after posttest. This denotes that experimental group performed better than control indicating that MAPA is effective in improving the level of reading comprehension of pupils.

Recommendations

The following are the recommendations:

1. The pretest results can be used to create a class plan that allocates time for students to address their weaknesses in reading. In addition, teachers may prepare supplementary materials for pupils to be used in reading.

2. The same baseline characteristic of the pupils on the pretest may be used to provide similar activities to pupils that are based on their needs.

3. Teachers may consider addressing further the enriching further the reading comprehension of those who are still being left behind through one-on-one teaching of reading and provision of supplementary materials.

4. Use of MAPA is encouraged in teaching reading and this may be cascaded through demonstration teaching or school learning action cell so other teachers may learn how to use it.

5. Future researchers may conduct study about the challenges of pupils reading at home to enrich the findings of the study.

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