

Improving reading comprehension skills of Grade 6 learners through targeted reading remediation

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ABSTRACT

This action research aimed to improve the reading comprehension of selected Grade 6 pupils through a targeted reading remediation program. The study was conducted with learners who showed low performance in the Philippine Informal Reading Inventory (PHIL-IRI). The intervention consisted of guided reading sessions, vocabulary development activities, and comprehension exercises conducted three times a week for six weeks. Pre-test and post-test results were compared to determine progress. Findings showed that the majority of participants improved their reading level and comprehension skills. The research concludes that focused reading remediation can help struggling readers catch up and prepare for higher-level learning.

Keywords: reading comprehension, reading remediation, PHIL-IRI

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INTRODUCTION

Reading is an essential skill for academic success. In Grade 6, pupils are expected to read fluently and understand texts in preparation for secondary education. However, PHIL-IRI results in our school showed that several learners remain at the frustration or instructional level in reading. Without proper intervention, these pupils may continue to struggle in other subjects that require reading comprehension. This research seeks to address this gap through a structured reading remediation program tailored to the needs of struggling readers.

Statement of the problem

1. What is the reading level of the selected Grade 6 pupils before the remediation program?
2. How does the reading remediation program affect the pupils' reading comprehension skills?

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3. What challenges and improvements are observed during the implementation of the program?

METHODOLOGY

The study employed a pre-test–post-test design to determine the effectiveness of a targeted reading remediation program in improving the reading comprehension of Grade 6 pupils. This design was chosen because it allowed for the measurement of learners' progress before and after the intervention, thereby providing a reliable basis for evaluating improvement. The participants of the study were ten pupils identified as struggling readers through the results of the Philippine Informal Reading Inventory (PHIL-IRI). Their selection was facilitated by their English teacher, and participation was made possible with the consent of their parents, ensuring both appropriateness and ethical compliance in the selection process.

The intervention itself was a structured targeted reading remediation program composed of guided reading sessions, vocabulary development activities, comprehension exercises, and fluency practice. Guided reading sessions were conducted in small groups, allowing the teacher to provide close support and scaffolding. Vocabulary activities emphasized word meaning, usage, and context clues, while comprehension exercises engaged learners in answering WH questions, sequencing events, and summarizing passages. Fluency was addressed through repeated oral reading to enhance accuracy and speed. These activities were implemented three times a week, with each session lasting thirty minutes over a period of six weeks, using a mix of printed and digital reading materials to sustain learners' interest.

Data gathering was carried out through multiple sources to ensure triangulation and credibility of findings. Pre-test and post-test assessments consisted of PHIL-IRI passages and comprehension questions, which served as the primary basis for measuring learners' progress. Complementing this, observation notes were kept by the teacher to document learner participation, levels of interest, and the challenges encountered throughout the intervention. Learner outputs, such as reading logs and comprehension worksheets, provided further evidence of engagement and skill development.

For data analysis, scores from the pre-test and post-test were compared, with percentage increases calculated to determine improvement levels. Qualitative descriptions were also used to interpret patterns and provide a deeper understanding of learners' progress. Observation notes and learner outputs were summarized and integrated into the analysis to strengthen the validity of the findings by highlighting observable behavioral and performance-related changes.

Ethical considerations were strictly observed throughout the study. The rights and privacy of participants were safeguarded by obtaining parental consent prior to their inclusion in the research. Data collected were used solely for academic purposes, and confidentiality was maintained by ensuring that learners' names were not disclosed in the report. These measures underscored the commitment to ethical standards while ensuring the accuracy and credibility of the research findings.

RESULTS AND DISCUSSION

Pre-test results showed that 70% of the participants were at the frustration level and 30% at the instructional level in reading. After six weeks of remediation, post-test results indicated that 60% moved to the independent level, while the rest improved within the instructional range.

Vocabulary knowledge and comprehension scores increased by an average of 25%. Teacher observations noted that learners became more confident in reading aloud and answering comprehension questions.

CONCLUSION

The findings of the study revealed that the targeted reading remediation program effectively improved the reading comprehension and fluency of the participants. Learners demonstrated noticeable progress in their ability to understand vocabulary, apply context clues, and respond accurately to comprehension questions. Alongside these measurable gains, the pupils also exhibited increased confidence and active participation during reading activities, suggesting that the intervention fostered not only academic growth but also a more positive attitude toward reading.

From these outcomes, it can be concluded that a structured and consistent approach to reading remediation can play a vital role in addressing the needs of struggling Grade 6 learners. By providing systematic support through guided reading, vocabulary development, comprehension practice, and fluency exercises, the intervention contributed to the development of essential reading skills that are critical for learners' overall academic success and preparedness for higher levels of education.

Given the positive results of this study, it is strongly recommended that the reading remediation program be sustained and expanded to include other grade levels where similar challenges are observed. To maximize its impact, the integration of more varied and engaging reading materials is encouraged, as this could further enrich learners' experiences and accommodate diverse interests. Additionally, greater parental involvement is suggested to reinforce reading practices at home, thereby extending the benefits of the intervention beyond the classroom and fostering a more supportive learning environment.

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