

**R.E.A.D. (Read Enhance and Develop): A K-W-L process-based method
in teaching reading to Grade 7 students**

Elenita Abellar Apas, DevEdD

Cebu Technological University – Consolacion Campus

Cebu, Philippines

Email: elenita.apas@ctu.edu.ph

ABSTRACT

This study aimed to assess the effectiveness of the K-W-L (Know Want Learned) reading strategy using PHIL IRI reading texts in reducing the number of frustration-level readers among Grade 7-Joy students at Subangdaku Technical Vocational School, Mandaue City, during the School Year 2023–2024. The respondents were selected through purposive sampling and were identified as frustration-level readers based on the PHIL IRI assessment through conducting a pretest. Weighted Mean was used in the statistical treatment of the data. The findings revealed a 6.69% improvement in the reading performance of the students using the KWL reading method who participated in the intensive reading intervention program. The results indicate that the use of the K-W-L method significantly contributed to enhancing students' reading abilities in English. Based on these findings, it is strongly recommended that the Reading Intervention Program be intensified and consistently implemented to support struggling readers.

Keywords: Effectiveness, KWL reading method, reading comprehension, Grade 7, Cebu, Philippines

Date Submitted: January 29, 2026

Date Accepted: February 9, 2026

Date Published: February 27, 2026

INTRODUCTION

Reading is widely recognized as a fundamental skill essential for academic success, the development of personal interests, and effective social adjustment, as it enables individuals to function independently and fulfill societal responsibilities (Walgermo et al., 2018). It supports learners in adapting to their peers, preparing for future occupations, and navigating everyday life. More importantly, reading with comprehension significantly influences an individual's capacity to achieve success, as it goes beyond mere decoding of words and involves constructing meaning from text. However, recent findings such as the Programme for International Student Assessment results in reading literacy have revealed that learners demonstrate poor reading comprehension, highlighting a critical concern in education (OECD, 2019). Teachers are therefore confronted with substantial challenges not only in teaching basic

DOI: <http://doi.org/10.69651/PIJHSS0501862>

Recommended citation:

Apas, E. A. (2026). R.E.A.D. (Read Enhance and Develop): A K-W-L process-based method in teaching reading to Grade 7 students. *Pantao (The International Journal of the Humanities and Social Sciences)* 5 (1), 9708-9712. <http://doi.org/10.69651/PIJHSS0501862>

reading skills such as word recognition but also in developing higher level comprehension abilities among students.

The issue of reading difficulties is further compounded by the presence of learners with specific reading and learning disabilities, whose needs are not always adequately addressed, particularly in contexts where specialized educational programs are limited or absent. Although industrialized nations have begun to implement interventions and support systems for these learners, there remains a growing need for similar initiatives in other countries to ensure inclusive and equitable education (Tarnopol, 2019). Reading proficiency is undeniably critical, as inadequate reading skills can significantly hinder an individual's overall development and adjustment in life (Sabatini, 2016). Developing reading skills is therefore a complex and demanding process that requires not only phonological awareness but also the ability to interpret and derive meaning from text.

This concern is evident not only in Subangdaku Technical Vocational School but also across the broader educational landscape in the Philippines. Educational reforms, such as the implementation of Mother Tongue Based Instruction in the early years of schooling, were designed to address learners' literacy needs and contextualize instruction (Merino, 2016). However, this curricular shift has been perceived as one of the contributing factors to students' difficulties in reading comprehension. Given that reading comprehension is essential across all subject areas, including mathematics and science, deficiencies in this skill can adversely affect overall academic performance.

In response to these challenges, educators have adopted various differentiated reading strategies to accommodate diverse learner needs, particularly in the context of modular distance learning. By integrating both traditional and contemporary approaches, teachers aim to foster student engagement and improve reading proficiency. One such strategy is the K W L method developed by Donna Ogle in 1986, which emphasizes activating prior knowledge, setting learning goals, and reflecting on acquired understanding. This student centered approach involves identifying what learners already know, determining what they want to learn, and consolidating what they have learned after reading. The effectiveness of this method in enhancing comprehension has been supported by previous studies, thereby providing a strong foundation for its application in reading instruction (Panjaitan, 2018).

Anchored on these considerations, the present action research is conceptualized to evaluate and benchmark the effectiveness of the K W L method as a reading strategy aimed at improving students' reading comprehension. The study seeks to address the prevalence of frustration level readers and to contribute to the development of sustainable reading interventions that can be implemented not only in Subangdaku Technical Vocational School but also in other schools across the Philippines.

METHODOLOGY

The research design employed in this study is a quantitative one-group pretest-post-test performance analysis of Grade 7 students who are identified as frustration readers.

The study examined the pretest and post-test performance levels of the Grade 7 students using the PHIL IRI Grade 7 reading texts during the School Year 2023-2024.

The research was conducted at Subangdaku Technical Vocational School, situated on M. Logarta Street, Subangdaku, Mandaue City, Cebu. This school is classified as a large technical vocational institution, with one school head, 774 students, 41 teachers, and four non-teaching personnel which was established in 1997.

The study utilized a sample size of 24 students identified as frustration readers, who were selected as respondents through convenience sampling. Weighted mean was used in the treatment of the data gathered.

In this study, data from the respondents were gathered using pretest and post-test questionnaires with a table of specifications validated by experts. The pretest instrument was taken from the PHIL IRI reading texts entitled, “DUST” with twenty (20) questions while the Post-test instrument is entitled, “Dark Chocolate with twenty (20) questions”. All Grade 7 section Joy students took the pretest and as a result, the students who were classified as the frustration readers took and participated in the post-test.

RESULTS AND DISCUSSION

The results and discussion presented in this study are grounded in data obtained from 24 Grade 7 students identified as frustration readers at Subangdaku Technical Vocational School during the School Year 2023–2024. The study employed a quantitative one group pretest posttest research design, utilizing convenience sampling to select the participants. Data were gathered through validated pretest and post test instruments derived from the PHIL IRI Grade 7 reading texts entitled “DUST” and “Dark Chocolate,” each consisting of twenty 20 questions aligned with a table of specifications reviewed by experts. The pretest was administered to all students in Grade 7 section Joy, after which those classified as frustration readers were included as respondents in the intervention and subsequent posttest. The collected data were analyzed using weighted mean to determine changes in reading performance. The discussion that follows is anchored on the empirical data gathered and interpreted directly in relation to the objective of evaluating the effectiveness of the KWL reading method in improving reading comprehension performance among identified frustration readers.

The findings revealed that the implementation of the KWL reading method resulted in a measurable improvement in the reading performance of the identified frustration readers. Specifically, there was a recorded increase of 6.69% in reading performance from pretest to posttest among the 24 respondents. This quantitative increase indicates that the application of the KWL strategy contributed positively to the development of students’ reading comprehension skills. The observed improvement suggests that activating prior knowledge, setting clear learning intentions, and reflecting on acquired understanding, which are the core components of the KWL method, facilitated more meaningful engagement with the reading texts. As students progressed through the structured phases of identifying what they know, what they want to learn, and what they have learned, they demonstrated enhanced comprehension, which is reflected in the increased performance percentage.

The increase of 6.69% in reading performance, while modest, is pedagogically significant within the context of learners categorized under the frustration level. Students at this level typically exhibit considerable difficulty in decoding and comprehending texts, which often hinders their academic progress across subject areas. The improvement observed in this study indicates that even within a relatively short intervention period, the use of a structured and student centered strategy such as KWL can produce measurable gains in comprehension. This finding aligns with existing literature which emphasizes that comprehension strategies that actively involve learners in the reading process can lead to improved cognitive engagement and better learning outcomes. The results further imply that the integration of both traditional and modern reading approaches, as embodied in the KWL method, can address diverse learner needs, particularly in contexts where students struggle with foundational literacy skills.

Moreover, the findings underscore the practical value of implementing targeted reading interventions in addressing the needs of frustration readers. The use of PHIL IRI materials ensured that the assessment tools were standardized and contextually relevant, thereby strengthening the validity of the results. The observed improvement in reading performance suggests that the KWL method can serve as an effective instructional approach not only for

improving comprehension but also for fostering learner autonomy and motivation. By encouraging students to actively participate in their own learning process, the method supports the development of critical thinking and reflective skills, which are essential components of literacy.

In synthesis, the results demonstrate that the application of the KWL reading method led to a 6.69% increase in the reading performance of 24 Grade 7 frustration readers, thereby addressing the primary objective of improving reading comprehension among the participants. The findings contribute to the growing body of evidence supporting the effectiveness of student centered comprehension strategies in enhancing literacy outcomes. Furthermore, the results highlight the importance of implementing structured reading interventions in educational settings, particularly for learners experiencing significant reading difficulties. These insights provide a strong foundation for the subsequent section of the manuscript, which will further elaborate on the implications of the findings and propose recommendations for practice and future research.

CONCLUSION

Based on the findings of the study, using the KWL reading method is found effective. Therefore, it can be concluded that the K-W-L method as a teaching material has a positive impact in reading comprehension achievement. Thus, Intensive Reading Intervention Program is advised to improve students reading performance and be used to other students in other year levels.

REFERENCES

- Asri, A. (2014). Implementing KWL strategy in teaching reading for non-English department students. The 61st TEFLIN International Conference, UNS Solo 2014. <https://core.ac.uk/download/pdf/43024974.pdf>
- Lagarto, R. (2018). Reading proficiency level among Grade 7: Basis for reading program. International Research Journal of Advanced Engineering and Science. <http://irjaes.com/wp-content/uploads/2021/02/IRJAES-V6N1P200Y21.pdf>
- Llego, M. A. (2015). Phil-IRI reading materials (English graded passages). Department of Education. https://www.teacherph.com/phil-iri-english-graded-passages/#google_vignette
- Kaloko, R. (2015). The effect of KWL (know want learned) technique on students reading comprehension in descriptive text. Universitas Negeri Medan. <http://digilib.unimed.ac.id/16136/>
- Organisation for Economic Co-operation and Development. (2019). PISA 2018 results (Volume I). https://www.oecd.org/en/publications/2019/12/pisa-2018-results-volume-i_947e3529.html
- Panjaitan, N. (2018). The effectiveness of K-W-L technique to increase students' reading comprehension achievement through reading descriptive text for Grade 8 of SMP Negeri 1 Cisarua. School of Education, Universitas Advent Indonesia. <https://files.eric.ed.gov/fulltext/EJ1304478.pdf>

Philippine Star. (2010). How do Filipino students rate in reading? <https://philstar.com/lifestyle/health-and-family/2010/03/02/553720/how-do-filipino-students-rate-reading>

Sabatini, J. (2016). Reading components: Adults with low proficiency in literacy or numeracy. OECD Education Working Papers, No. 131. OECD Publishing. <https://doi.org/10.1787/5jm0v44bnmnm-en>

Sholeh, A., et al. (2020). The implementation of KWL (know, want to know, and learned) to improve students' reading comprehension. Universitas Kanjuruhan, Malang, Indonesia. https://www.researchgate.net/publication/345747160_The_Implementation_of_KWL_Know_Want_to_Know_and_Learned_to_Improve_Students'_Reading_Comprehension

Tomas, M., Villaros, E., & Galman, S. (2021). The perceived challenges in reading of learners: Basis for school reading programs. *Open Journal of Social Sciences*, 9, 107–122. <https://doi.org/10.4236/jss.2021.95009>

Walgermo, B. R., et al. (2018). Literacy interest and reader self-concept when formal reading instruction begins. *Early Childhood Research Quarterly*. <https://doi.org/10.1016/j.ecresq.2018.03.002>