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Bucal 2, Maragondon, Cavite

INCREASING THE LEVEL OF READING PROFICIENCY OF GRADE 7 STUDENTS THROUGH THE IMPLEMENTATION OF ENGLISH READING PROGRAM

A Quantitative Research presented to the Faculty of Humanities and Social Sciences

In partial fulfillment of requirements in

Practical Research 2

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DEDICATION

We dedicate this project to God Almighty our creator, strong pillar, source of inspiration, wisdom, knowledge and understanding. He has been the source of our strength throughout this study and on His wings only have we soared. Also, to our adviser teacher, Mrs. Edriza Flores, who has guided us and help up all-throughout our research. We also dedicate this work to our friends and family, who has encouraged us all the way and whose encouragement has made sure that we give it all it takes to finish that which we have started.

ABSTRACT

This study aim to know the Level of Reading Proficiency of Grade 7 Students through the Implementation of English Reading Program. In the school curriculum, reading is the basic tool in learning. It is the process of getting the meaning and of interpreting symbols drawn from the printed page and experiencing the image, idea passion or experience of the author. The purpose of this study is to determine the Increasing Level of Reading Proficiency of grade 7 students through implementation of English Reading Program in Bucal National Integrated School. The findings of this study aim to provide a comprehensive understanding of the effectiveness, readability and level of reading Proficiency of grade 7 students after the implementation of English reading program. The study involves of Grade 7 students total of 494 from the eleven (11) sections in Bucal National Integrated School. The study's findings revealed that Grade 7 students had the capability to read and comprehend what they read. There are no non-readers from the post-test with less frustration. It implied that improvements have occurred. Using the contextualized learning materials at the end of the assessment indicated a move towards improvement of Grade 7 students reading comprehension. The outcome of this research will be a big contribution to the school and development of the students towards their reading comprehension for a better academic outcome. Overall, this study aim to inform the educators, parents and the students about the importance of reading comprehension. By recognizing and addressing this challenges effectively, educational stakeholders can help improve the academic outcomes and overall well-being of Grade 7 students.

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CHAPTER I

Background Of The Study

In the school curriculum, reading is the basic tool in learning. It is the process of getting the meaning and of interpreting symbols drawn from the printed page and experiencing the image, idea passion or experience of the author. As stated by Alnahdi and Aftab (2020) reading is a gateway to all other information, which may lead to understanding the world outside the text. It is one of the most important skills a person can acquire. Through reading, an individual can get information concerning problems or issues that affect one's life. Moreover, Reading requires the need for effective skills in order to develop the ability of an individual to grow intellectually. According to (Torres, 2019) reading is a key to learning in school and throughout life. This skill allows everyone To connect their prior knowledge with their learning, enhance their understanding of ideas And practices, and ensure that these will be passed on continuously to the next generation. The ability to read with high comprehension is an asset for good performance in school or out of school or in any field of endeavor. Reading is a multifaceted cognitive process of comprehending words written in a textual form that allows readers to enhance their knowledge for personal growth and academic success. (Hence, Al-Jarf 2021).

Poor comprehension in reading however, is a world problem. It is not only true in the Philippines, but even in the entire world. This is corroborated by report that even in the U.S. many students cannot read with comprehension. Even today a large number of high school students find difficulty in preparing their assignments because of failure to understand what they read. Many youth, some in school, and other school drop outs could

not read, because they fail to read meaningfully in school or the school failed to teach them to read successfully. The reading program is a rigorous reading intervention program intended to meet the needs of students whose reading achievement is lower than the proficient level. It is important then, that the school put emphasis on communication rather than delivery of knowledge. This program provides teachers with the resources needed to help struggling readers. According to Hutamares (2023) stated that reading intervention greatly improved reading comprehension, resulting in a decrease in learners' frustration and instructional levels and an increase in their independent reading levels. The reading program in secondary school ought to consider a vast array of skills and attitudes forming an intertwined network throughout the disciplines represented in a school curriculum. A reading intervention program is needed to help students with their weaknesses. (Ricky A. Lagarto 2021).

The gathered information motivates the researcher to conduct this study where they seek to determine the Increasing Level of Reading Proficiency of grade 7 students through implementation of English Reading Program in Bucal National Integrated School.

Statement Of The Problem

This research study entitled "Increasing the Level of Reading Proficiency of G-7 students through implementation of English Reading Program" wanted to determine the effectiveness, readability and level of reading Proficiency of grade 7 students after the implementation of English reading program.

Specifically, this study sought to answer the following questions:

1. How effective is the implementation of English Reading Program in reducing the Level of Reading Proficiency of Grade 7 students?

2. What is the readability of reading proficiency among Grade 10 students before the implementation of the English Reading Program?

3. How does the English Reading Program impact the overall level of Reading Proficiency of grade 7 students?

Significance Of The Study

The research study is mainly created in to find out the Level of Reading Proficiency of Grade 7 Students Through Implementation of English Reading Program. The following are those who will benefit to following people:

a. Students

The findings will help them evaluate their reading proficiency and the effects of reading program to them. Moreover, the findings also assist students to develop their English reading comprehension.

b. School

This will be used to identify underperforming students and provide them with early intervention opportunities in order to boost their reading proficiency.

c. Teachers

Through this research, teachers can find a way to increase students reading comprehension in reading English text.

d. Future Researchers

This study can be used as reference of their study. Provides additional evidence to support the findings on how the reading program benefits the reading proficiency of students and that it changes over time depending upon the grade level being examined.

Scope And Delimitations

The scope of this study is to determine the reading proficiency levels of the Grade-7 students who fall under frustration after the implementation of English reading program using the consolidated results of reading data of pre-test and post-test that were created by the researchers. The respondents of this study are one hundred thirty-three (133) Grade 7 students in Bucal National Integrated School. The Respondents will be composed of only Grade 12 Humanities and Social Science students of Bucal National Integrated School (BNIS) enrolled for school year 2023-2024.

Theoretical Framework

This study builds upon theories that have helped the researcher in developing a framework, for the study.

The theoretical framework for this study is the constructivist theory which focuses on how the processes of understanding and activating prior knowledge influence learning. In accordance with constructivist theory, Kintsch (2013) suggested that when individuals exhibit analytical problem solving, they learn to read fluently and build their automatic understanding of the information presented. The constructivist model highlights the idea that individuals construct their knowledge by setting goals, building coherence, and explaining information. In addition, because the constructivist model focuses on mental representation of individuals' background knowledge, the premise of the model emphasizes the importance of individuals connecting their understanding about how events are organized.

According to (Goodman, 1985 in Bernardez, 2014) The Bottom-Up it is a theory on reading comprehension that responds to the process of decoding and translating words or written symbols into a simple and plain language. In this theory, readers recognized first letters and words before phrases, clauses, and sentences could be comprehended. This means that the reading process Begins from the bottom, from merely reading the text, and Going up to the mind, without taking into consideration the Readers' experiences and prior knowledge. This theory Emphasizes that the interaction between the reader and the Text includes little or no inference from the readers' Background knowledge. Concerning the present study, this Explains how some learners read the reading text in a way Where they plainly understand it without reference to their Prior knowledge.

Conceptual Framework

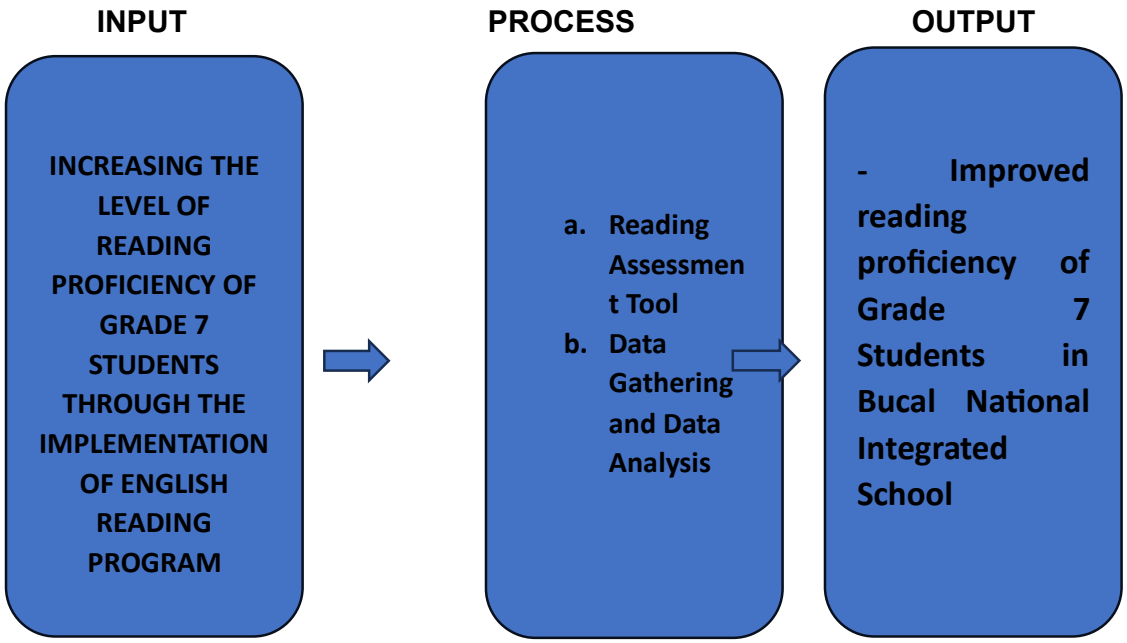

Figure 1. Conceptual Paradigm

The first frame presents the input of the study which is the Increasing Level of Reading Proficiency of Grade 7 Students Through the Implementation of English Reading Program.

The second frame presents the process of the study that involves the significant effects of the use of mobile devices by the students on their participation in class through the data gathering with the use of data gathering, analysis, and reading assessment tool.

The third frame presents the output of the study which includes the and the Improved reading proficiency of Grade 7 Students in Bucal National Integrated School.

The arrows from the input to process into the output show the connection and transformation of the profile and aspects of the actions that are taken into results that are considered as output.

Hypothesis Of The Problem

Null Hypothesis (Ho):

There is no significant relationship between the Level of Reading Proficiency of G-7 students through implementation of English Reading Program

Alternative Hypothesis (Ha):

There is a significant relationship between the Level of Reading Proficiency of G-7 students through implementation of English Reading Program

CHAPTER II

Literature Review

This chapter presents the related literature and studies that will strengthen the researchers claim and the importance of the study.

Foreign Literature and Studies

Reading is a multifaceted process of comprehending words written in a textual form that allows readers to enhance their knowledge for personal growth and academic success (Al-Jarf 2021).

In accordance with, Meniado (2016) believed it to be one of the linguistic skills that students should develop for academic success and quality of life. Therefore, the development of reading abilities has great importance.

Likewise, Rosli et al. (2018) suggested that reading is an attempt to comprehend the writer's message, while Alnahdi and Aftab (2020) stated that it is a gateway to all other information, which may lead to understanding the world outside the text.

Moreover, Erguvan (2016), Mirza et al. (2021) stated that reading is just a method of communication between the writer and the reader. Thus, Bhan and Gupta (2014) and Baron (2017) assumed that reading is the art of decoding and interpreting messages from

various written materials such as books, magazines, journals, newspapers, dictionaries, encyclopedias, pamphlets, and diaries.

Researchers have discovered that intensive, early, and remedial instruction is needed to help beginning and at-risk readers toward securing the skill of reading (Maiao, Darch, and Rabren. 2014).

According to (Espin, Cevasco, van den Broek,Baker, & Gersten, 2015). The constructivist model places emphasis on connecting or integrating how students understand and organize new information. Additionally, The constructivist model highlights the idea that individuals construct their knowledge by setting goals, building coherence, and explaining information (Rapp et al., 2017).

In addition, researchers also noted that poor readers in high school often remain poor readers throughout their school years, with their difficulties intensifying each year (Carlson and Francis. 2014). This information notes the need for early intervention program in reading.

As reported by, Shaywitz (2018) effective intervention programs for students with Reading disabilities provide systematic, direct instruction in phonemic awareness and Phonics. The program needs to teach students to apply these skills to reading and Writing. Also, the program should provide fluency training and include rich experiences Listening to and using oral language.

Local Literature and Studies

Improving reading skills is essential, for learning. However it's important to note that these skills should not be limited to English. The ability to read and write in any language or dialect holds significance. It Is widely understood that being able to read and write indicates a persons' level of education. Moreover reading plays a role in the development of an individual. It is often described as an exercise that helps us gain insights into the world, around us.

According to (Torres, 2019) reading is a key to learning in school and throughout life. This skill allows everyone to connect their prior knowledge with their learning, enhance their understanding of ideas And practices, and ensure that these will be passed on continuously to the next generation.

Correspondingly, Issa et al. (2012) elaborate that through reading, The character can build or fix things, experience stories, find out what others trust, and Enhance ideas or beliefs of their own. Hence, reading provides the key to all information Essential for our daily survival and growth. Moreover, The Bottom-Up is a theory on reading comprehension that responds to the process of decoding and translating words or written symbols into a simple and plain language. In this theory, readers recognized first letters and words before phrases, clauses, and sentences could be comprehended. (Goodman, 1985 in Bernardez, 2014)

On the other hand, Sari (2017) concluded the importance of reading to us in English class and other subjects. This skill is needed in literacy to add knowledge of the learned

material. It is expected that as students climb the educational ladder, it is associated with more reading as the subject becomes denser and more challenging. Students who are not reading proficiently by the end of the grade 7 are four times more likely than proficient readers to drop out of high school (Hernandez, 2011).

Similarly, Flores (2015) emphasizes that learning to read is one of the most important skills. With the ability to speak effectively and to write in a variety of forms and for a variety purposes, reading competency can open avenues for upward mobility or economic opportunity, improve social status, increase personal pleasure and enhance self-respect. Thus, the ability to read and to comprehend the printed work is a prerequisite to academic success.

In the same way, Resurrection (2017) describes reading as the basic tool for learning, for it facilitates the ability to reason, to think, judge and evaluate what has been read and to solve problems. Additionally, reading is a necessary tool for learning the subject in the curriculum and the ability to read is indispensable in leading a successful life.

As stated by Ricky A. Lagarto (2021) a reading intervention program is needed to help students with their weaknesses. Then, the study discovered that word recognition and reading comprehension were the main areas of difficulties for most students. Furthermore, Meldine Hutamares (2023) stated that reading intervention greatly improved reading comprehension, resulting in a decrease in learners' frustration and instructional levels and an increase in their independent reading levels.

CHAPTER III

METHODOLOGY

Research Design

The design will be used for this research study is the descriptive quantitative research design. The descriptive method seeks real facts in relation to a current situation. Furthermore, this also involves describing, comparing, contrasting, and interpreting existing conditions. It also aims to describe a situation or a phenomenon accurately and systematically without controlling or manipulating any variables but only observing and

current issues or problems, attempting to determine, describe, or identify what is (Shields, 2013). The purpose of this method is to describe “what is”, which was the process of this study. The researcher identified the factors hindering reading comprehension and attempted to analyze, interpret, and report the present status of the students reading comprehension level after the implementation of reading program.

Data Gathering Procedure

The methods listed below were utilized to collect data. First, the researchers requested validation of the assessment. The researchers then request permission from Bucal National Integrated's grade 7 teachers to conduct research on their students. After obtaining authorization, the researchers distributed the reading assessment; the respondents were given adequate time to complete the questions and undergo the reading

test. Finally, the researchers reviewed the data and presented the findings in the form of tables and graphs, followed by a description of the findings.

Population and Sampling

The grade 7 Junior High School Students of Bucal National Integrated School were composed of Four Hundred-nine (494) students in all sections. Four Hundred-nine (494) were the respondents of the study. The Researcher used percentage formula to calculate the appropriate sample size from a population. It is often used to find the sample from the population.

Respondents of the Study

The Respondents of our study was gathered from Grade 7 in Bucal National Integrated. With a total of 494 from the eleven (11) grade 7 sections in BNIS. The respondents in every section are De Ocampo with total population of 53, Alcala with the total population of 53, Zara with the total population of 44, Velasquez with the total population of 45, Lagmay with the total population of 41, Topacio with the total population of 43, Guiho with the total population of 47, Sicat with the total population of 44, Gomez with the total population of 45, Almeda with the total population of 40 and Punong Bayan with the total population of 39.

Research Instrument

The assessment tool that was also used by the researchers to gather the needed data for the completion for this study. It is thoroughly validated and approved by English Teachers. The pre-test was used to assess the participants initial reading comprehension skills before the intervention. The pre-test consisted of a standardized reading comprehension assessment assessment tool that is commonly used in educational research and the post-test was used to measure the effect of reading comprehension skills and the post-test consisted of the same standardized reading comprehension assessment tool used in the pre-test. The scores of the post test were compared with the scores of the pre-test determine the effectiveness of English Reading Program. The researcher made to discover the Increasing level of Reading Proficiency students after the implementation of English Reading Program.

Statistical Treatment

The following statistical procedure were used to interpret form the respondents of the study.

Equation 1: Simple percentage formula

Where:

P= percentage

f = frequency

N = population

Equation 2: Weighted mean formula

= sum of the product

= frequency of every iem

X = weight of each item

N = numbers of each respondents

Likert Scale

Independent	2.34 – 3.00
Instructional	1.67 – 2.33
Frustration	1.00 – 1.66

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered based on the research questions as stated in Chapter 1. Tabular form were used to present the data analysis and interpretation of the findings for clearer understanding.

TABLE 1

Pre-Test in Reading Comprehension Of Grade 7 Students

Section	Frustration	Instructional	Independent	Total
Punongbayan	4	18	17	39
Almeda	4	13	23	40
Alcala	11	29	13	53
Topacio	5	24	14	43
Sicat	8	12	24	44
Velasquez	8	23	14	45
Lagmay	14	19	8	41
Zara	13	27	4	44
De Ocampo	21	24	8	53
Gomez	7	29	9	45
Del Mundo	15	27	5	47
TOTAL:	110	245	139	494

Figure 1: Pre-test in Reading Comprehension Of Grade 7 Students

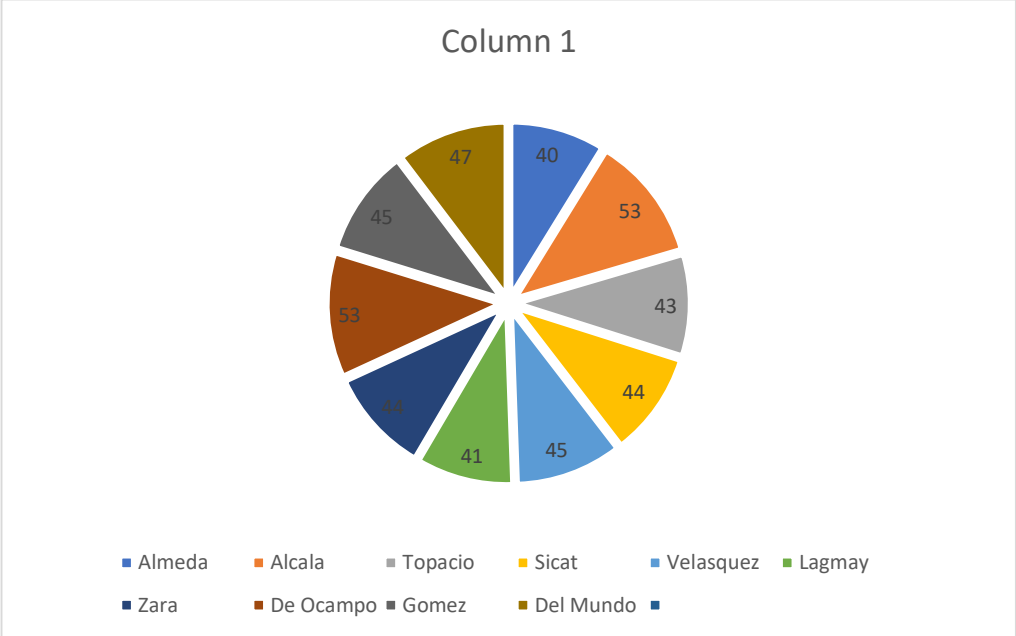

Table 2

Pre-test in Reading Comprehension of Grade 7 Punongbayan

Level	Frequency	Percentage	Weighted mean	Description
Frustration	**4**	**10.26%**	**2.3333**	**INSTRUCTIONAL**
Instructional	**18**	**46.15%**		
Independent	**17**	**43.59%**		
Total:	**39**	**100%**		

In the second table, the pre-test of section punong bayan shows that 44%(17) of the students were independent, 46%(18) were instructional, and 10%(4) were frustrated. The total weighted mean is 2.5128, which corresponds to the independent level.

Table 3

Figure 2: Reading Comprehension Chart of Grade 7 Punong Bayan

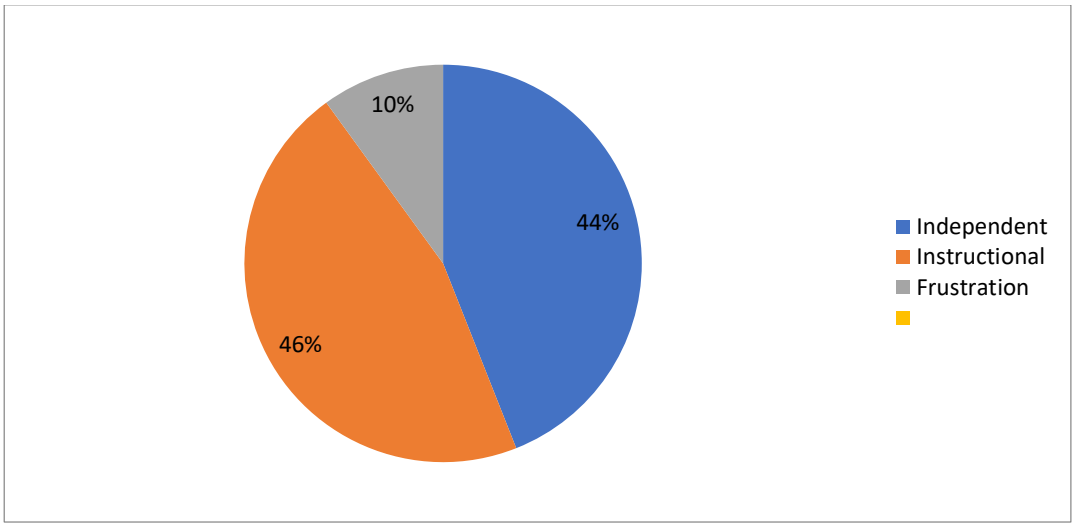

Table 4

Post-test in Reading Comprehension of Grade 7 Punong Bayan

Level	Frequency	Percentage	Weighted mean	Description
Frustration	**0**	**0%**	**2.5128**	**INDEPENDENT**
Instructional	**19**	**48.72%**		
Independent	**20**	**51.28%**		
Total:	**39**	**100%**		

In the second table,the post-test of section punongbayan shows that 51%(20) of the students were independent, 49%(19) were instructional,and 0%(0) were frustrated.The total weighted mean is 2.5128,which corresponds to the indefent level.

Table 5

Pre-test in Reading Comprehension Of Grade 7 Almeda

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	4	10%	2.4750	INDEPENDENT
Instructional	13	32.50%		
Independent	23	57.50%		
Total:	40	100%		

In the third table, the pre-test of section almeda shows that 58%(23) of the students were independent, 33%(13) were instructional, and 10%(4) were frustrated. The total weighted mean is 2.4750, which corresponds to the independent level.

Figure 3: Pre-test in Reading Comprehension of Grade 7 Almeda

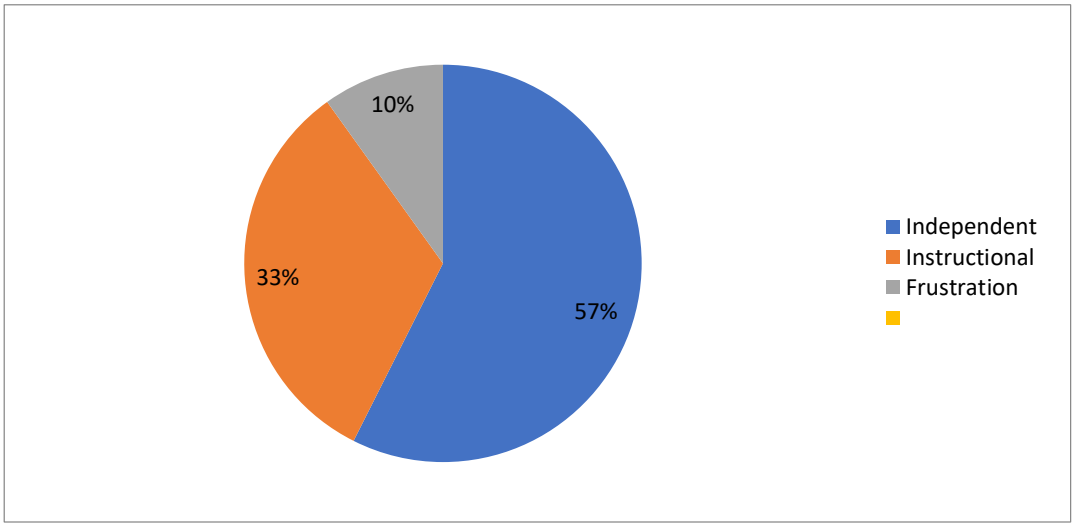

Table 6

Post-test in Reading Comprehension of Grade 7 Almeda

Level	Frequency	Percentage	Weighted mean	Description
Frustration	**0**	**0%**	**2.60**	**INDEPENDENT**
Instructional	**16**	**40%**		
Independent	**24**	**60%**		
Total:	**39**	**100%**		

In the second table,the post-test of section almeda shows that 60%(24) of the students were independent, 40%(16) were instructional and 0%(0) were frustrated.The total weighted mean is 2.5128,which corresponds to the independent level.

Table 7

Pre-test in Reading Comprehension Of Grade 7 Alcala

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**11**	**20.57%**	**2.0377**	**INSTRUCTIONAL**
Instructional	**29**	**54.72%%**		
Independent	**13**	**24.53%**		
Total:	**53**	**100%**		

In the fourth table, the pre-test of section alcala shows that 25%(13) of the students were independent, 55%(29) were instructional, and 21%(11) were frustrated. The total weighted mean is 2.0377, which corresponds to the instructional level.

Figure 4: Pre test in Reading Comprehension of Grade 7 Alcala

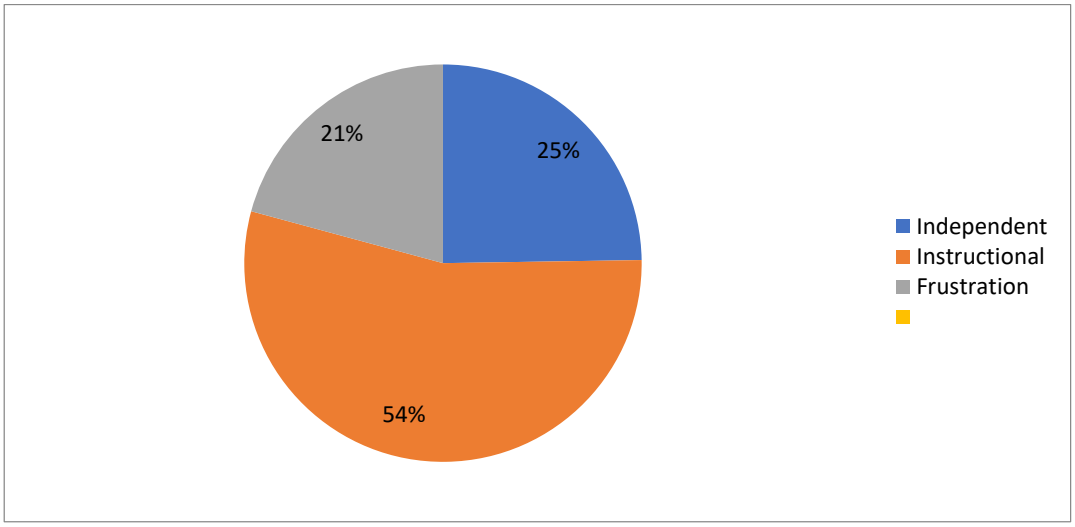

Table 8

Post-test in Reading Comprehension of Grade 7 Alcala

Level	Frequency	Percentage	Weighted mean	Description
Frustration	**2**	**4.65%**	**2.2790**	**INSTRUCTIONAL**
Instructional	**27**	**62.79%**		
Independent	**14**	**32.56%**		
Total:	**43**	**100%**		

In the second table,the post-test of section alcala shows that 51% of the students were independent,49%(19) were instructional,and 0%(0) were frustrated.The total weighted mean is 2.5128,which corresponds to the independent level.

Table 9

Pre-test in Reading Comprehension of Grade 7 Topacio

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**5**	**11.63%**	**2.2093**	**INSTRUCTIONAL**
Instructional	**24**	**55.81%**		
Independent	**14**	**32.56%**		
Total	**53**	**100%**		

In the fifth table, the pre-test of section topacio shows that 33%(14) of the students were independent, 56%(24) were instructional, and 12%(5) were frustrated. The total weighted mean is 2.2093, which corresponds to the instructional level.

Figure 5: Pre test in Reading Comprehension of Grade 7 Topacio

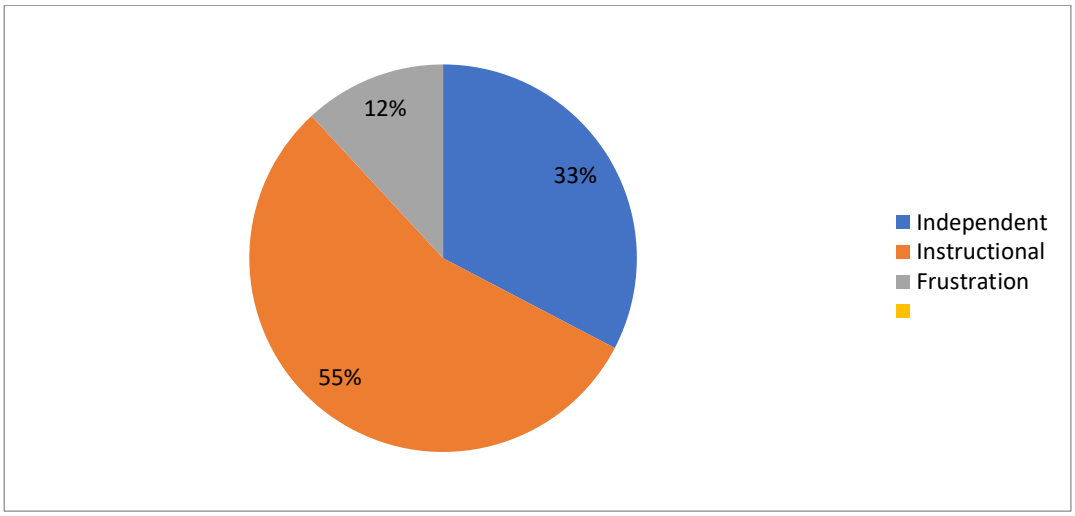

Table 10

Post-test in Reading Comprehension of Grade 7 Topacio

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**2**	**4.65%**	**2.2790**	**INSTRUCTIONAL**
Instructional	**27**	**62.79%**		
Independent	**14**	**32.56%**		
Total	**43**	**100%**		

In the second table,the pre-test of section topacio shows that 33%(14) of the students were independent,63%(27) were instructional,and 5%(2) were frustrated.The total weighted mean is 2.2790,which corresponds to the instructional level.

Table 11

Pre-test in Reading Comprehension of Grade 7 Sicat

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**8**	**18.18%**	**2.3636**	**INDEPENDENT**
Instructional	**12**	**27.27%**		
Independent	**24**	**54.55%**		
Total	**44**	**100%**		

In the sixth table, the pre-test of section sicat shows that 55%(24) of the students were independent, 27%(12) were instructional, and 18%(8) were frustrated. The total weighted mean is 2.3636, which corresponds to the independent level.

Figure 6: Pre test in Reading Comprehension of Grade 7 Sicat

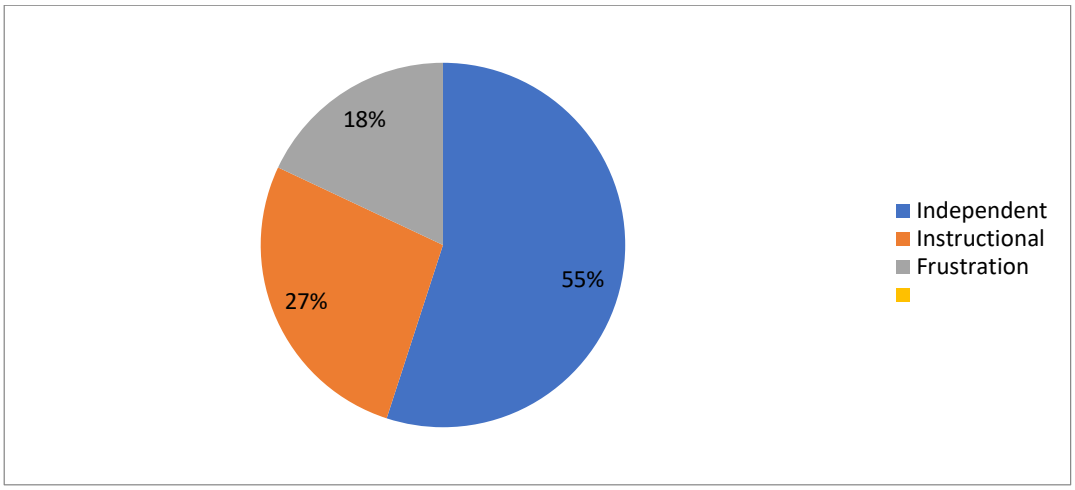

Table 12

Post-test in Reading Comprehension of Grade 7 Sicat

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**3**	**6.82%**	**2.5454**	**INDEPENDENT**
Instructional	**14**	**31.82%**		
Independent	**27**	**61.36%**		
Total	**44**	**100%**		

In the second table,the post-teat of section sicat shows that 61%(27) of the students were independent ,32%(14) were instructional,and 7%(3) were frustrated.The total weighted mean is 2.5454 which corresponds to the independent level.

Table 13

Pre-test in Reading Comprehension Of Grade 7 Velasquez

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**8**	**17.78%**		
Instructional	**23**	**51.11%%**		
Independent	**14**	**31.11%**	**2.0444**	**INSTRUCTIONAL**
Total:	**45**	**100%**		

In the seventh table, the pre-test of section velasquez shows that 31%(14) of the students were independent, 51%(23) were instructional, and 18%(8) were frustrated. The total weighted mean is 2.0444, which corresponds to the instructional level.

Figure 7: Pre test in Reading Comprehension of Grade 7 Velasquez

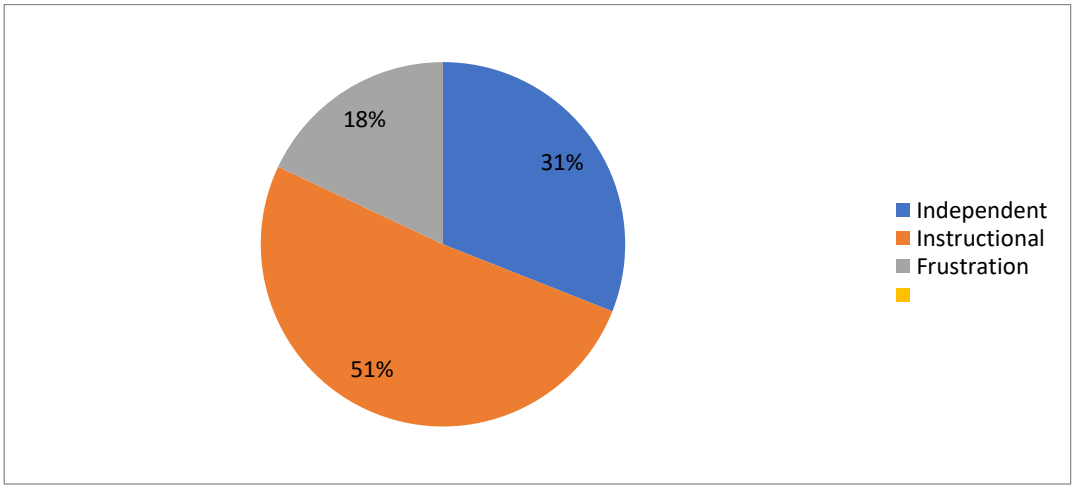

Table 14

Post-test in Reading Comprehension of Grade 7 Velasquez

Level	Frequency	Percentage	Weighted mean	Description
Frustration	2	4.44%	2.3111	INSTRUCTIONAL
Instructional	27	60%		
Independent	16	35.56%		
Total:	45	100%		

In the second table,the post-test of section velasquez shows that 36%(16) of students were independent, 60%(24) were instructional,and 4%(2) were frustrated.The total weighted mean is 2.3111 which corresponds to the instructional level.

Table 15

Pre-test in Reading Comprehension Of Grade 7 Zara

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	13	29.35%	1.7959	INSTRUCTIONAL
Instructional	27	61.36%		
Independent	4	9.09%		
Total:	44	100%		

In the eight table, the pre-test of section zara shows that 9%(4) of the students were independent, 61%(27) were instructional, and 30%(13) were frustrated. The total weighted mean is 1.7954, which correspond to the instructional level.

Figure 8: Pre test in Reading Comprehension of Grade 7 Zara

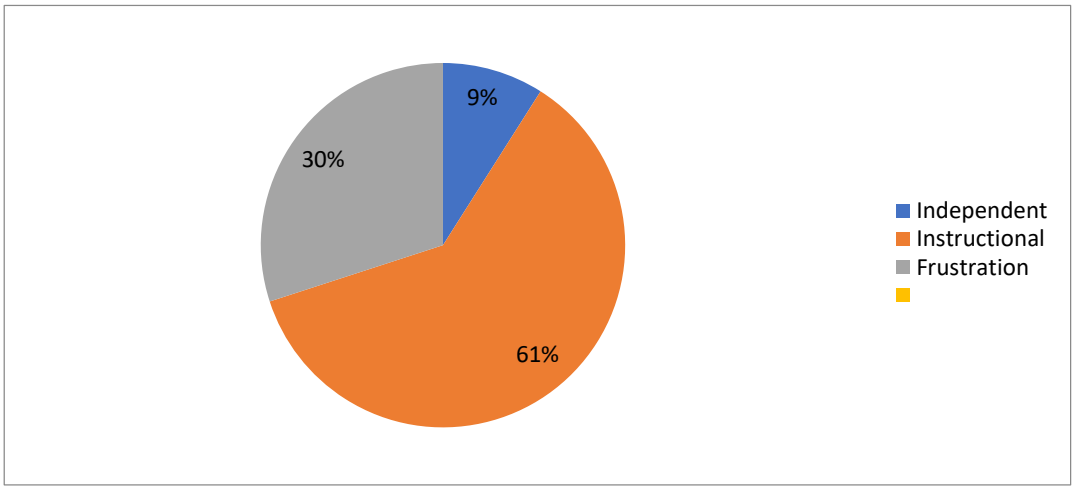

Table 16

Post-test in Reading Comprehension of Grade 7 Zara

Level	Frequency	Percentage	Weighted mean	Description
Frustration	**4**	**9.04%**	**2**	**INSTRUCTIONAL**
Instructional	**36**	**81.82%**		
Independent	**4**	**9.09%**		
Total:	**45**	**100%**		

In the second table,the post-test of section zara shows that 9%(4) of the students were independent, 82%(36) were instructional,and 9%(4) were frustrated. The total weighted mean is 2,which corresponds to the instructional.

Table 17

Pre-test in Reading Comprehension Of Grade7 De Ocampo

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**21**	**39.62%**		
Instructional	**24**	**45.28%%**		
Independent	**8**	**15.09%**	**1.7547**	**INSTRUCTIONAL**
Total:	**53**	**100%**		

In the nineth table, the pre-test of section de ocampo shows that 15%(8) of the students were independent, 45%(24) were instructional, and 40%(21) were frustrated. The total weighted mean is 1.7547, which corresponds to the instructional level.

Figure 9: Pre test in Reading Comprehension of Grade 7 De Ocampo

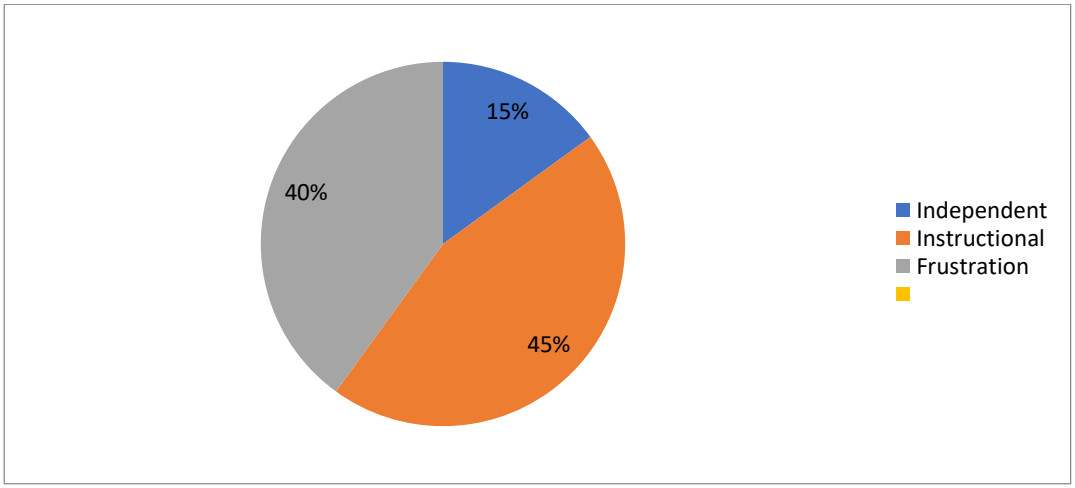

Table 18

Post-test in Reading Comprehension of Grade 7 De Ocampo

Level	Frequency	Percentage	Weighted mean	Description
Frustration	**7**	**13.21%**	**2.0754**	**INSTRUCTIONAL**
Instructional	**35**	**06.04%**		
Independent	**11**	**20.75%**		
Total:	**53**	**100%**		

In the second table,the post-test of section De ocampo shows that 21%(11) of the students were independent, 66%(35) were instructional and 13%(7) were frustration.The total weighted mean is 2.0754,which correspond to the instructional.

Table 19

Pre-test in Reading Comprehension Of Grade 7 Gomez

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**8**	**17.78%**	**2.0444**	**INSTRUCTIONAL**
Instructional	**23**	**51.11%%**		
Independent	**14**	**31.11%**		
Total:	**45**	**100%**		

In the tenth table, the pre-test of section gomez shows that 20%(9) of the students were independent, 64%(29) were instructional, and 16%(7) were frustrated. The total weighted mean is 2.0444, which corresponds to the instructional level.

Figure 10: Pre test in Reading Comprehension of Grade 7 Gomez

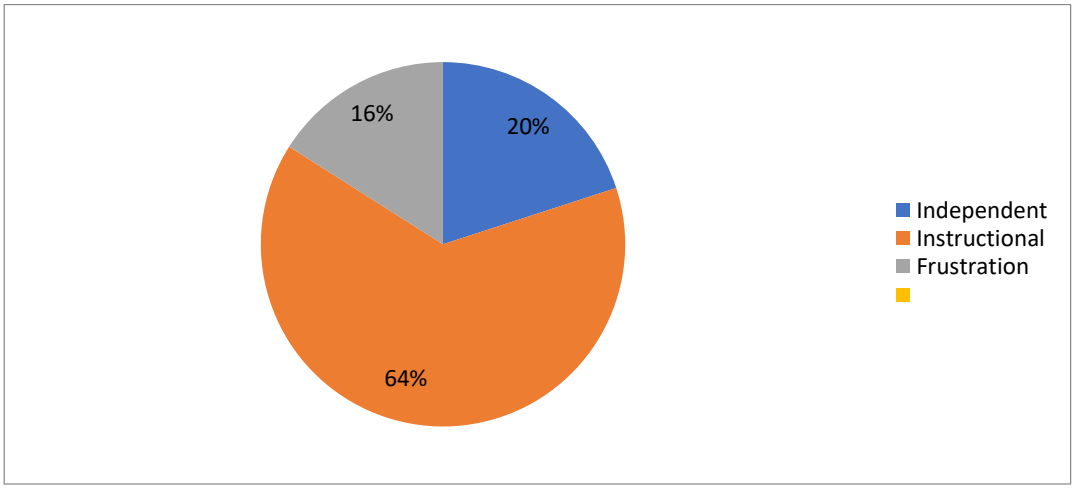

Table 20

Post-test in Reading Comprehension of Grade 7 Gomez

Level	Frequency	Percentage	Weighted mean	Description
Frustration	**3**	**6.67%**	**2.1333**	**INSTRUCTIONAL**
Instructional	**33**	**73.33%**		
Independent	**9**	**2%**		
Total:	**45**	**100%**		

In the second table, the post-test of section gomez shows that 2%(9) of the students were independent,73%(33) were instructional,and 7% (3) were frustrated.The total weighted mean is 2.1333,which correspond instructional.

Table 21

Pre-test in Reading Comprehension Of Grade7 Del Mundo

Level	Frequency	Percentage	Weighted Mean	Description
Frustration	**15**	**31.91%**		
Instructional	**27**	**57.45%**		
Independent	**5**	**10.64%**	**1.7872**	**INSTRUCTIONAL**
Total:	**47**	**100%**		

In the eleventh table, the pre-test of section gomez shows that 11%(3) of the students were independent, 57%(27) were instructional, and 32%(15) were frustrated. The total weighted mean is 1.7872, which corresponds to the instructional level.

Figure 11: Pre test in Reading Comprehension of Grade 7 Del Mundo

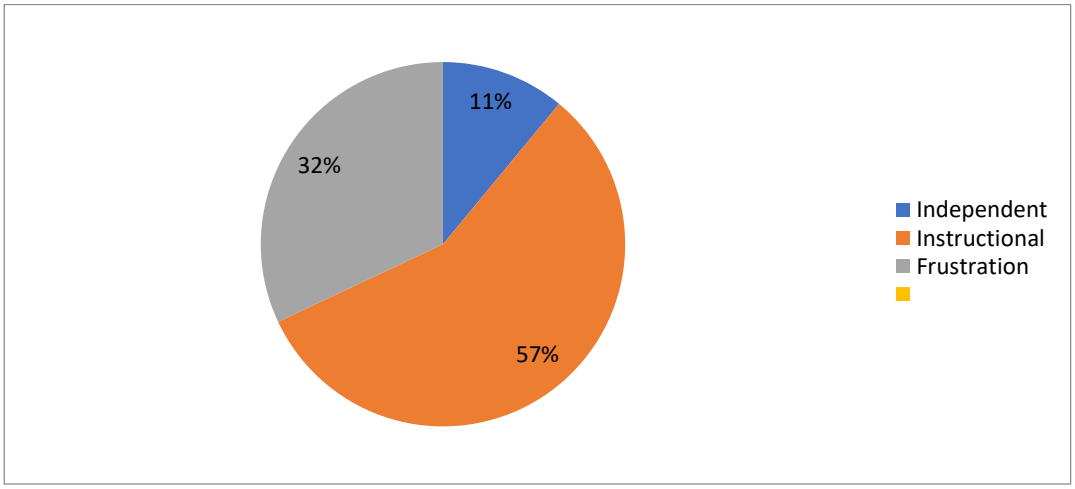

Table 22

Post-test in Reading Comprehension of Grade 7 Del Mundo

Level	Frequency	Percentage	Weighted mean	Description
Frustration	**5**	**10.64%**	**2**	**INSTRUCTIONAL**
Instructional	**27**	**78.72%**		
Independent	**5**	**10.64%**		
Total:	**47**	**100%**		

In the second table,the post-test of section del mundo shows that 11%(5) of the students were independent,19%(37) were instructional and 11%(5) were frustration.The total weighted mean is 2, which correspond to instructional.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATION

This chapter provides a summary of the findings, along with conclusions and recommendations based on the analyzed and evaluated data. The explanation of the problem that was just provided serves as a framework for the presentation of the collected data.

SUMMARY OF FINDINGS

In this part, the researchers will discuss a summary of the study's findings, as well as analyze the problem statement.

A.) The final outcome if section Punongbayan are mostly independent with 51%(20), while 49%(19) are instructional and 0%(0) are frustration. Overall, the weighted mean is 2.5128, which corresponds to the independent level.

B.) The final outcome if section Almeda are mostly independent with 60%(24), while 40%(16) are instructional and 0%(0) are frustration. Overall, the weighted mean is 2.60, which corresponds to the independent level.

C.) The final outcome if section Alcala are mostly instructional with 66%(35), while 28%(15) are independent and 9%(3) are frustration. Overall, the weighted mean is 2.2264, which corresponds to the instructional level.

D.) The final outcome if section Topacio are mostly instructional with 63%(27), while 33%(14) are independent and 5%(2) are frustration. Overall, the weighted mean is 2.2790, which corresponds to the instructional level.

E.) The final outcome if section Sicat are mostly independent with 61%(27), while 32%(14) are instructional and 9%(3) are frustration. Overall, the weighted mean is 2.5454, which corresponds to the independent level.

F.) The final outcome if section Velasquez are mostly instructional with 60%(27), while 36%(16) are independent and 4%(2) are frustration. Overall, the weighted mean is 2.3111, which corresponds to the instructional level.

G.) The final outcome if section De Ocampo are mostly instructional with 66%(35), while 21%(11) are independent and 13%(7) are frustration. Overall, the weighted mean is 2.0754, which corresponds to the instructional level.

H.) The final outcome if section Lagmay are mostly instructional with 68%(28), while 22%(9) are independent and 10%(4) are frustration. Overall, the weighted mean is 2.1219, which corresponds to the instructional level.

I.) The final outcome if section Zara are mostly instructional with 82%(36), while 9%(4) are independent and 9%(4) are frustration. Overall, the weighted mean is 2, which corresponds to the instructional level.

J.) The final outcome if section Gomez are mostly instructional with 73%(33), while 2%(9) are independent and 7%(3) are frustration. Overall, the weighted mean is 2.1333, which corresponds to the instructional level.

K.) The final outcome if section Del Mundo are mostly instructional with 79%(37), while 11%(5) are independent and 11%(5) are frustration. Overall, the weighted mean is 2, which corresponds to the instructional level.

RECOMMENDATIONS

The researchers recommend thinking about researching evidence-based ways for improving Grade 7 students' reading competency, such as introducing diverse reading resources, developing interactive reading activities, developing a reading program, and giving targeted support to struggling readers. That the students increase their reading comprehension level.

CONCLUSIONS

According to the report, the research indicates that implementing an english reading program for grade 7 students leads to improved reading proficiency. There are noticeable differences in reading comprehension of students. The program includes various activities

that enhance vocabulary, fluency, and comprehension. It also increases students' motivation and interest in reading by providing engaging materials. Teacher involvement is crucial for program success. Overall, the research concludes that the program effectively enhances grade 7 students' reading skills and motivation.

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