



## Effectiveness of the Basic Education Remediation Kits on Improving the Reading Skills of Novice Readers

Stephanie Angela V. Aguirre<sup>1\*</sup>, Chester Alexis C. Buama<sup>1</sup>, Melvin T. Guache<sup>1</sup>,  
Renniza F. Diola<sup>1</sup>, Cristina E. Malabayabas<sup>1</sup>, Jann Arlie P. Agawin<sup>1</sup>

<sup>1</sup>Laguna State Polytechnic University, Philippines

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### Abstract

Remediation is crucial for strengthening students' reading abilities, particularly for novice readers aged six to seven. Basic education practitioners must design intervention approaches that address reading and comprehension educational gaps. In response, this paper analyzed the effectiveness of the Basic Education Remediation Kits (BERKs) in improving the reading skills of struggling novice readers by revealing their reading skill level and revealing significant differences in the pre-test and post-test mean scores. The study employed a Quasi-experimental methodology with One-Group Pre-Test Post-Test Design and used purposive sampling as the sampling technique. The pre-/post-test consisted of two parts: 1) letter sounds and syllables and 2) short story with comprehension questions. The data was analyzed using descriptive statistics and paired samples t-tests to determine significant differences between the assessment results and the effectiveness of the remediation kit used. Findings revealed an increase in the students' mean scores following kit implementation. The paired samples t-test confirmed a statistically significant difference between pretest and post-test scores, further affirming its effectiveness. The kit assists novice readers, particularly those in the early stages of literacy; nevertheless, its effectiveness varies according to reading level; thus, the use of a single teaching strategy may not be equally beneficial to all students. The long-term impact of the remediation kit may be evaluated considering aspects such as intervention duration, teaching pedagogy, and demographics. A group of participants with the same reading level may be used to further assess its efficacy.

**Keywords** Reading; Reading Intervention; Remediation; Marungko Approach; Struggling Readers; Novice Readers; Beginning Readers; Reading Remediation Kits; Phonetics

### INTRODUCTION

Reading is the foundation of all forms of literacy (Department of Education, 2019). It is the ability to connect one's prior knowledge to the text. It is to construct meaning from what is being read. Reading and comprehension have continued to be one of the primary focus of the Department of Education, as the Philippines ranked the lowest among all 79 participants in the 2018 PISA results. The Program for International Student Assessment (PISA) identified that over 10 million students globally are not able to achieve reading skills appropriate to their age, which includes many Filipino children aged up to 10 (San Juan, 2019).

There were gaps in the performance of students in relation to learning to read and comprehend (OECD, 2019). Problems related to reading and comprehension may be associated with various factors (Spencer et al., 2019). One such issue is the appropriateness of the teaching approach used in teaching reading (Dilgard et al., 2022). In the past, there has been an over emphasis on memorization, also known as "Rote Learning" (Bhattacharya, 2022). Known problems affecting students' reading performance include language barriers (Nation, 2019), limitations on learning materials (Scammacca et al., 2016), teacher-student ratios (Bello et al., 2019), and lack of motivation (Cho et al., 2018; Ronimus et al., 2019; Torppa et al., 2019), which are worsened by the Covid-19 pandemic. Studies have revealed that during the pandemic, students in lower socioeconomic status experienced a decline in reading skills, such as fluency and comprehension, while those in the medium to high socioeconomic bracket improved significantly (Shaul et al., 2024;

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Valenzuela et al., 2024). A comprehensive support has been received by students of economically advantaged households compared to those who are not (Shaul et al., 2024). On the other hand, achieving Sustainable Development Goal 4 that ensures inclusive and equitable quality education has also been challenged by the emergence of technology in education (Olanrewaju et al., 2021). Identified learning loss caused by the digital gaps that surfaced during the pandemic made way to programs like the “National Learning Recovery Program (NLRP)” of the Department of Education, which aims to revive the quality of the Philippine Basic Education through an enhanced teacher-learner engagement (Corpuz, 2024; Department of Education, 2023).

Reading assessments are vital in identifying student placement and needs regarding alternative reading instruction and/or remediation (Lee et al., 2012). To go from being a novice to an expert in reading, one must practice, just as with other skills (Nation, 2019). The early phases of reading development start at the “alphabetic principle,” or the basic understanding that letters in a language code for meaning through sound. Children need to “sound-out” words and decipher the spelling-sound relationships that make up their language. Intending to equip novice readers with the necessary reading skills to help them reach their full academic potential. Educators who work with students who struggle with reading must realize that successful remediation directly teaches and develops the necessary skills to help learners reach proficient levels (Lee et al., 2012).

The Marungko Approach is a “Phono Syllabics” approach that was used in creating the Basic Education Remediation Kits or BERKs. Using this material, the teaching of reading begins by introducing single letter sounds, before blending the sounds into syllables and then syllables into words (Boltron & Ramos, 2021). Mastering letter sounds is the key skill of this developed approach. The Marungko Approach intends to address the gap in learning the skills of reading and comprehension among Grade One pupils who barely benefit from the usual La Cartilla de Gretel Approach, also known as traditional phonics instruction (Boltron & Ramos, 2021). According to Kang and Shin (2019), the ability of the reader to decode words fluently helps in the prediction of good comprehension, hence the creation of the “Basic Education Remediation Kits”. A child at the novice stage or even those identified as struggling readers may benefit from the use of the Basic Education Remediation Kits. BERKs is a remediation tool that can be used by teachers, parents, and guardians to help children learn how to read. This remediation material is available to print and digital formats to cater to the various needs of students who are beginning to read.

This study aimed to answer the following research questions:

- (1) What are the participant’s level of reading skills the participants’ level of reading skills before and after the implementation of the BERKs;
- (2) What are the mean scores of the pre-assessment and post-assessment tests; and
- (3) Is there a significant difference between the pre-assessment and post-assessment tests throughout the implementation and use of the BERKs?

The research questions helped in achieving the study’s goal, which is to bridge the gap in the reading and comprehension skills of students at the primary level. In general, the study sought to assess the effectiveness of a remediation kit in improving the reading skills of identified third-grade struggling readers.

## LITERATURE REVIEW

This study is anchored in the results of Corpuz (2024) that the implementation of the Basic Continuity and Recovery Plan was directly influenced by teacher engagement and parental involvement. The success of its implementation relies heavily on the support of the parents, teachers, and administrators. To support the National Learning Recovery Program (NLRP), the Department of Education launched a National Learning Camp with the theme “*Matatag: Bansang Makabata, Batang Makabansa*”. This program resolves the learning loss that occurs during the

implementation of different Distance Education modalities. The program also extends its goal of improving the teaching competence of teachers. The program highlights the importance of fostering students' holistic well-being and addressing their diverse needs in an inclusive and positive learning environment (Department of Education, 2018).

### **Characteristics and Challenges of Struggling Readers**

Struggling novice readers are those who have trouble mastering basic reading skills and typically fall below their grade level (Hairston, 2011). This difficulty is problematic because it does not only affect their reading and comprehension skills and their ability to express themselves and absorb more complex information across disciplines and grade levels. Motivation plays a vital role in the success of novice readers. Most those who experienced difficulty were found to have less motivation to read (Cho et al., 2018; Ronimus et al., 2019; Torppa et al., 2019). Beginning readers may show avoidance behaviors due to feelings of frustration or anxiety, which could also lead to problems with absenteeism. There are studies that claim that children in kindergarten and early elementary miss more school days than those in higher grade levels (Gottfried & Ansari, 2022). This may be due to a lack of interest or fear of doing the task and may result in low academic achievement. The classroom environment and the teacher's teaching style must be able to engage students to ensure successful learning processes. Apart from self-concept and motivation, children may also experience difficulty in recognizing and synthesizing letters and their sounds, which is a fundamental skill for beginning to read. Limited vocabulary may have a negative effect on comprehension skills (Masrai, 2019). This is where early intervention becomes critical, as poor reading skill in the early grades rarely improves without targeted mediation. Phonetically taught reading is the norm for beginners. Thus, successful instruction for struggling readers should include such instruction (Castles et al., 2018).

### **Remediation Measures to Address Learning Gaps**

The Department of Education sought to identify learning loss because of the school closure from 2020 until its resumption in 2022. However, Education Undersecretary Gonong stated that a large amount of data can be challenging to analyze (Bautista, 2022). Hence, identifying the percentage of learning loss nationwide will be possible with the help of stakeholders and partner agencies. Although the actual data are not yet finalized, the rapid assessments conducted by the teachers at the beginning of the school year 2022 made it clear that the learning gap is significant and present most especially in the upper-grade levels.

Many attempts have been made to improve reading and comprehension skills before the pandemic began. Some of these initiatives are the continuous development and implementation of reading remediation programs. These programs enhance literacy skills, improve fluency and reading comprehension, and foster a love for reading. The studies of Freedman et al. (2020), Farah et al. (2024), Washburn et al. (2021), and Nguyen et al. (2020) explored reading fluency in relation to reading and comprehension and its relationship, concluding that reading fluency significantly affects children's ability to comprehend. There are many factors affecting one's ability to read, and modification to assessment, teacher engagement, and instructional needs should be determined to assist in reading remediation.

Even before this, efforts to regain the competitive reading and comprehension competence of Filipino children have already surfaced in the form of reading remediation programs. To support the vision of Education for All 2015, the ECARP or Every Child A Reader Program was launched in 2012. The role of ECARP is to assess, monitor, and evaluate existing early reading interventions and develop reading assessment, treatment, and reporting of the gathered data. Given the identified gaps in the 2018 PISA results, 3B was launched in 2019. Bawat Bata Bumabasa (3B) is a reading

remediation solution that makes every child read at a grade level. This program aimed to resolve the underlying problem of the low performance rating of Filipino students in mathematics, science, and English. Targeting reading and comprehension problems is believed to be the key to resolving all these academic issues ([Department of Education, 2019](#)).

To advocate for literacy and reading in the country, the Reading Association of the Philippines (RAP) offers various programs and activities, including seminars, conferences, and workshops, for educators and parents to enhance reading instruction and comprehension strategies. The Reading Association of the Philippines is an affiliate of the International Literacy Association that focuses on ensuring that every Filipino reader enjoys reading. In the 49th RAP National Convention, [Sta. Romana-Cruz \(2019\)](#) asserted that apart from teaching students individual reading skills, another way to instill strong reading foundations is through building connections among readers. Shared reading can be executed by joining book clubs, appropriate use of technology and private or public groups reading. In conclusion, having books readily available may not be sufficient, as readers must understand the meaning of the text being read to receive its message.

### **Assessing the Reading Level of Elementary Pupils**

The Philippine Informal Reading Inventory (Phil-IRI) of the DepEd Memo No. 14 series of 2018 is a reading comprehension tool developed and implemented by the Department of Education (DepEd). This determines students' reading levels, identify areas for improvement, and provide interventions to enhance reading comprehension. The module is designed to assess reading skills and comprehension of elementary and secondary students. The Phil-IRI comprises a series of leveled reading passages and accompanying comprehension questions that students must answer. This identifies students' level placement in terms of reading and comprehension abilities. This reading inventory focuses on oral reading, where students read the material aloud. The teacher then assesses the students' accuracy, fluency, and expression in reading. This process determines the fluency and decoding skills of the reader. After reading the passage, the reader will be asked questions. These comprehension questions test literal-comprehension, inference, and higher-order thinking skills ([Casingal, 2022](#)).

The Phil-IRI assessment process was guided by the provided scoring rubrics. The results will help teachers tailor instruction and interventions to address specific student needs. It is used to identify students who require additional support or interventions, such as reading remediation and targeted reading programs. This tool developed by the Department of Education monitors and evaluates the reading proficiency of students in schools throughout the country. It helps track progress, identify reading trends, and inform instructional strategies to improve reading comprehension skills ([Llego, 2019](#)). Teachers working with struggling readers must ensure that the students understand that the goal of reading remediation is to help them develop the skills they need to advance to a proficient level, not to teach them simple words and concepts ([Lee et al., 2012](#)).

The report by [Bautista \(2023\)](#) highlights that students from 18 private schools nationwide barely passed the English Test, indicating a learning gap, even among those attending online classes. The FAPSA president suggests engaging off-campus tutors to supplement classroom lectures, albeit at additional expense to the parents. Despite challenges in data analysis, the Department of Education acknowledges significant learning gaps, especially at the upper-grade level. To address this need, the National Learning Camp was launched under the National Learning Recovery Program, aiming to improve teaching competence and foster holistic student well-being. Efforts to enhance literacy skills and reading comprehension, predating the pandemic, include ongoing reading remediation programs and proposed curriculum revisions. ECARP and 3B programs focus on making every child read at their grade level. The Reading Association of the Philippines offers various initiatives to promote literacy and reading enjoyment, emphasizing shared reading

experiences.

Assessment tools like the Philippine Informal Reading Inventory (Phil-IRI) aid in determining students' reading levels and guiding interventions. The Phil-IRI helps teachers tailor instruction, monitor progress, and identify trends in reading proficiency nationwide.

### **Theoretical Framework**

In understanding the development of novice readers, the Chall's Stages of Reading Development, The Cognitive Load Theory and Vygotsky's Zone of Proximal Development helped in creating a comprehensive framework of the study in the sense that these theories demonstrate how young learners progress from prereading to fluent reading by starting with the fundamentals like letter recognition and phonemic awareness. Specifically highlighting the importance of phonics instruction in early literacy (Indrisano & Chall, 1995). It is also necessary to note that students may experience difficulty learning a particular concept, like reading if they feel overwhelmed cognitively (Kennedy & Romig, 2021). Cognitive Load Theory explains this phenomenon as the humans' limited capacity to absorb and use auditory, visual, and tactile senses (Kennedy & Romig, 2021). This theory also suggests that instructions should be distributed from simple to complex (Sweller, 2020). In the phono-syllabic approach, teaching reading starts by building readers' phonological awareness, where concepts such as phonemes, syllables, and rhymes are learned (Hawass, 2019). The results showed that following the concept of cognitive load theory, breaking down the complex task of reading by first mastering the basic elements of letter sounds and syllables, before reading words, phrases, and sentences, had a positive impact on the learning process.

Moreover, remediation plays a critical role in bridged gaps in early literacy development, including reading. Early intervention can help resolve issues that may later become long-term problems, especially for struggling readers. This is where Vygotsky's Zone of Proximal Development (ZPD) comes in, as it highlights the significance of creating strong support from a More Knowledgeable Other (MKO) to provide appropriate scaffolding techniques to learners who need targeted assistance (Arshad & Chen, 2009).

### **Hypothesis**

This study hypothesized that there is no significant difference in the reading skills of struggling novice readers before and after the implementation of the Basic Education Remediation Kits (BERKs).

### **RESEARCH METHOD**

This study used a quasi-experimental approach employing the One-Group Pre-Test Post-Test Design. This design was selected to evaluate the impact of the BERKs intervention on the reading skills of struggling novice readers. The goal of this research design was to measure the effect of the applied reading intervention by comparing the scores of the student participants in the administered pre-and post-tests. The effectiveness of the kit was assessed by comparing the pre-and post-test results for a single group. The study included one group of twenty (20) Grade 3 students who were purposefully selected based on the Philippine Informal Reading Inventory (Phil-IRI) results. The Phil-IRI is a diagnostic tool designed to assess students' proficiency in oral reading, silent reading, and listening comprehension. This test is being conducted in the Philippine Public Elementary Schools at the beginning and end of each school year. age and gender were not considered in participant selection. The study also excluded other factors such as the teaching techniques of the reading teachers and the learning environment of the students. Parental consent was obtained from all participants, ensuring ethical standards regarding privacy, confidentiality, and respectful treatment.



The intervention was conducted over 12 one-on-one remediation sessions, including pre- and post-test administration. The pre- and post-tests are comprised of two parts: Level 1: letter sounds and syllables and Level 2: short story with comprehension questions. The questions used were oral identification and reading tests and multiple-choice questions to assess comprehension. A total of ten lessons are to be completed before the administration of the Post-test, where lesson 10 is a review of all the letters discussed from 1 to 9. Each student is required to answer 60 items for both the Pre- and Post-Assessment Tests.

Each remediation session lasted 60–90 minutes, depending on the pace of the student. Topics for each session revolve around mastery of each letter sound in the Filipino Alphabet, sound to syllables, syllables to words, words to phrases, and then sentences. The pacing of each student varied based on their reading skill, answering time, and motivation to accomplish the task. The remediation was completed between November and December 2023. The kit is patterned on the Marungko Approach, a reading technique linked to the use of phonics with an emphasis on mastery of Filipino alphabetic sounds progressing from letter sounds to syllables, words, phrases, and sentences. The BERKs' teaching resources consisted of visual aids, worksheets, and video modules to reinforce learning. However, during the study, it was discovered that the most convenient way to use the remediation kits was to print them out. This is due to the absence of digital tools such as tablets or laptops. Using pictures as visuals allows the reader to connect words to their prior knowledge and experiences, thus giving the meaning of what is read (Andrašová, 2017).

A structured sequence of 10 lessons was followed, with each session focusing on distinct phonics and reading comprehension skills. The kit is comprised of three (3) parts: I) The Guide for Teaching, II) The Modules for Reading (comprised of 10 lessons which are also available in video format), and finally, III) The Worksheets, which also served as a formative assessment tool to measure student learning per teaching session. The Guide for Teaching was used to ensure that the implementer of the program followed a structured method of delivering lessons one-on-one (one teacher per student). Modules for reading are used as visual aids to assist teaching and learning processes. After each scheduled one-on-one session, the Worksheets will be answered by the student under minimum to moderate supervision. The worksheets assess students' mastery of beginning letter sounds by identifying pictures that match the letter being studied. It also includes letter-writing activities to reinforce letter familiarity. The worksheets also target the 5 domains in reading, namely, Phonemic Awareness, Phonics, Vocabulary, Fluency, and Reading Comprehension. The implementer of the remediation program assesses the child's reading performance in each module using a 5-point Likert Scale with the following measures: 5-Excellent, 4-Very Satisfactory, 3-Satisfactory, 2-Fair, and 1-Needs Improvement.

The BERKs were subjected to content validation by four experts in the field. Three (3) of the chosen validators are Doctors of Education and one is a Doctor of Philosophy. One validator is the Quality Assurance Director of a State University. The second validator is the director of the Center for Innovation and Emerging Technology. The third validator was the Associate Dean of the College of Teacher Education, and the fourth validator was a Full Professor IV in the College of Teacher Education. All validators must have qualifications that fit the role of validators required to ensure the validity and reliability of the tool used.

The validators assessed the relevance, clarity, and comprehensiveness of the materials. Everything about the instrument—items, stimuli, codes, instructions, response forms, and scoring—that could have an impact on the results and interpretations was subject to content validation. Feedback from the validation process led to revisions, including copyright registration and replacement of internet-sourced images with original illustrations. The Phil-IRI tool was used as a basis for both the pretest and posttest assessments to ensure the consistency and reliability of data collection. The initial assessment was performed before remediation and after diagnostic

testing.

The data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to indicate the extent to which the students' mean responses and the degree of deviation that occurs to understand moderation in their reading skills. Descriptive statistics indicate the mean values and standard deviations in empirical data (Christopher, 2017). Meanwhile, a paired samples t-test was used to determine significant differences between the pre-test and post-test assessment results of students and to determine the effectiveness of the remediation kit.

## FINDINGS AND DISCUSSION

To investigate the role of the remediation kit in the reading comprehension of struggling novice readers, the researchers examined how BERKS affected the participants' pretest and post-test assessments. There are many encouraging effects of different remediation programs identified in the literature; however, little is known about the effectiveness of these interventions, which examine the phonological elements of reading. Additionally, there is a need to identify barriers to the implementation of these remediation programs. The concept of remediation is generally defined as a process intended to improve the least learned skill or competency by providing coaching (Forrest & McKimm, 2019). Based on numerous studies, reading remediation showed significant improvement among the student participants.

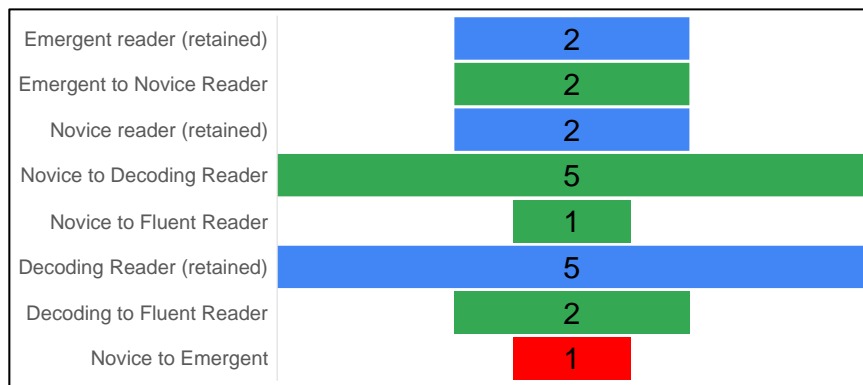
This section begins by presenting the demographic data to understand the composition of the sample. Next, the participants' pre-test and post-test scores were then used to assess their stage of reading development, followed by an analysis of the change in reading level category by distinguishing who progressed, retained, and regressed. The reading and comprehension sections were then assessed using a two-level technique. The first level focused on letter recognition, letter sounds, and reading syllables, while the second level concentrated on phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Finally, the performance of the participants in the pre-test and post-test assessments was determined to measure the effectiveness of BERKS and reading skills among Grade 3 struggling novice readers in the designated elementary school in Los Baños. While the study did not specifically focus on the demographics of the samples, it is noteworthy that the majority (15, 75%) of the samples were male.

**Table 1.** Frequency of Participants at each Stage of Reading Development (N= 20)

Stage of Reading Development	Description	Pre-test		Post-test	
		f	%	f	%
Emerging Reader	Recognizes simple words	4	20%	3	15%
Novice Reader	Understands relationship between letters, sounds, & printed words	9	45%	10	20%
Decoding Reader	Recognizes sight words, sounding out phonics pattern & comprehend written texts	7	35%	4	50%
Fluent Reader	Applies skills to acquire knowledge, delve into new concepts, and expand their understanding of the world	0	0%	3	15%

Table 1 presents the participants’ reading development stages before and after the remediation activities using the five stages of reading development proposed by [Wolf \(2008\)](#). The researchers believed that assessing the reading development stages was crucial for tracking and understanding the participants’ progress over time. With reference to these stages, Grade 3 participants are presumed to be decoding or fluent readers, given their age. Initially, only 35% of Grade 3 participants were at the decoding level, suggesting a significant lag compared to the expected proficiency level for their age group. This indicates that over half of the participants were below the anticipated reading stage. Following the remediation activities, which consisted of 10 lessons, considerable improvements in the post-test assessment were observed. Less emerging readers from 20% in the pre-test and 15% in the post-test suggests that this is an encouraging indicator of progress. A similar observation was noted for novice readers (from 45% pre-test to 20% post-test), while a significant increase in fluent readers indicates a transition of the participants from the lower stages to the higher stage, highlighting the impact of the remediation. [Nurul Haniza \(2017\)](#) noted that the effectiveness of a reading kit is largely influenced by language acquisition, the utilization of instructional materials, and, ultimately, the abilities of the students receiving the remediation. This means that in his analysis, recognizing the students’ current reading ability was later found to have a link to the kit’s usefulness.

The results also supported the studies of [Englert et al. \(2019\)](#), [Johnson \(2021\)](#), and [Webber \(2023\)](#), which concluded that focusing on phonetics is an effective way to teach reading, especially to those who are struggling. With the use of the Basic Education Remediation Kits, the implementers were equipped with instructional scripts and visual aids that guided them and ensured the successful delivery of the reading instruction. This addresses the recommendation of [Englert et al. \(2019\)](#) so that those who take the role of a teacher will be guided throughout the remediation process.



**Figure 1.** Frequency of Reading Development Trends

A slight improvement was also evident as the number of participants in each reading stage changed (Figure 1, with half of the participants showing notable development in their reading level. Significant advancements, coded green, were noted as participants progressed from emergent to novice reader, novice to decoding reader, novice to fluent reader, and decoding to fluent reader. The data indicated that only two (2) participants progressed from emergent to novice reading. Meanwhile, five (5) novice readers moved on to the decoding stage, and two (2) decoding readers transitioned to become fluent readers. Generally, the study revealed a consistent trend of participants staying at various stages, with the decoding stage having the highest retention rate. The slight regression highlights the need to strengthen early reading skills and determine the causes of minor setbacks.



According to [West-Higgins \(2017\)](#), students who struggled with reading in their childhood years were more likely to suffer from it in later years. The findings of the study align with his work by emphasizing the importance of addressing reading difficulties in the earliest stages of development. This reinforces the importance of developing and practicing fundamental skills, such as reading, early in a student's life as they serve a critical foundation for academic success across disciplines and are a good predictor of becoming a life-long learner. This means that students without strong reading skills may struggle to follow the simple instructions, comprehend workbooks, and other required learning materials, which are prerequisite for academic success.

The results of this study agree with the work of [Nation \(2019\)](#), which stressed the positive impact of practice on the reading ability of students. However, the findings also differ from previous research as reflected in the varied progress of the participants across different reading stages, indicating that a one-size-fits-all approach may not be effective. Decoding readers who struggle to become fluent readers may require different teaching pedagogies or unique sets of instructional materials compared to those transitioning from emergent to novice readers. It was also observed that in the Pre-Test and Post-Tests, some participants were able to identify the letter sounds, specifically the consonants, better when combined with a vowel. It is possible that because the participant recognizes the vowel, the consonant can now be easily recall. It also justified the participant's prior knowledge of recognizing syllables through memorization instead of blending the individual letter sounds. Although this was beyond the scope of the study, the absence of absence and duration of the remediation activities may have significantly influenced the observed findings. Further analysis may be warranted to address these changes and optimize the efficacy of the reading intervention.

**Table 2.** Comparison of Pre-Test and Post-Test Mean Scores for Reading and Comprehension Using the Two-Level Technique

Areas	Pre-test		Post-test	
	Mean	SD	Mean	SD
<b>Level 1</b>				
Letter Recognition	12.40	2.70	13.50	2.93
Letter Sound	10.05	3.80	12.70	1.98
Reading syllables	11.45	4.49	13.10	2.75
<b>Level 2</b>				
Comprehension A	4.90	0.31	5.00	0.00
Comprehension B	5.60	0.75	5.95	0.22

The table above shows the comparison of the pre-test and post-test mean score results across the different reading and comprehension areas divided into two (2) distinct levels: Level 1 involves letter recognition, letter sound, and reading syllables, while Level 2 focuses on five criteria: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Level 1 has a total of seven (7) points, while Level 2 has five (5). The mean letter recognition score increased from 12.40 (SD=2.70) to 13.50 (SD=2.93) with slight rise in variability. Meanwhile, mean scores for letter

sound and reading syllables improved from 10.05 (SD=3.80) to 12.70 (SD=1.98) and 11.45 (SD=4.49) to 13.10 (SD=2.75), respectively. In comprehension skills, both Comprehension A (4.90, SD= 0.31 to 5.00, SD=0.00) and Comprehension B (5.60, SD=0.75 to 5.95, SD=0.22) increased slightly, with significant improvement in the consistency of reading and comprehension scores. The data indicate overall improvement in reading skill across all areas. Specifically, the data suggest that the intervention was effective, particularly in enhancing letter sound and reading syllables. This result reinforced previous observations that the strategy employed in the remediation process was particularly successful only in enhancing students' foundational reading skills. However, it was observed that participants had better scores in reading syllables such as "ma" and "so" than sounding individual letters. Most participants had difficulty identifying the letters Mm, Ss, and Aa, as indicated by their lowest mean scores (3.0). [Boltron and Ramos \(2021\)](#) noted that in the use of the Marungko Approach, there are three essential levels, starting with letter sounds, blending sounds into syllables, and using syllables to form words. Of the three, the latter is the most vital key to mastering reading. However, in this study, it appears that the participants were already able to perform better at the second level. Several studies have confirmed that guided reading intervention programs, administered in various ways, improve students' reading ability. [Lovett et al., \(2012\)](#), [Tabuyo \(2023\)](#), and [Talin \(2021\)](#) all agreed that reading intervention programs can greatly improve word recognition, text structure, and comprehension. Success among frustrated readers can be improved by exploring various teaching strategies, according to [Tabuyo \(2023\)](#). Additionally, a guided metacognitive approach can help solve word recognition and comprehension problems. Similarly, the use of teacher-made reading materials can be seen as an effective technique for developing personalized approaches to learning how to read. Previous studies have also suggested that the remediation tools to be used in testing should be based on the students' reading and learning abilities to ensure their efficacy ([Scammacca et al., 2016](#)) coupled with a competent teacher to better aid the remediation process ([Arevalo, 2023](#)). The idea of fostering reading through the presence of companion examples is mediated by peers and teachers. [Scammacca et al. \(2016\)](#) suggested that teachers and future teachers should highlight their training in reading intervention frameworks to successfully implement the recommended remediation programs. Finally, making use of resources integrated with technology like web-based modules can enhance engagement and assist struggling readers ([Olanrewaju et al., 2021](#); [Sulistianingsih et al., 2020](#)). In general, enhancing one's reading ability requires individual effort, collaboration, and engagement with others to promote motivation, confidence, and self-directed learning.

**Table 3.** Over-all Pre-test and Post-test Mean Scores

	<b>Mean</b>	<b>SD</b>	<b>Mean Difference</b>
Pre-Test	46.550	9.029	
Post-Test	52.900	7.232	6.35
<i>Total score: 60 points</i>			

Table 3 displays the pre- and post-test scores of the Grade 3 struggling novice readers. Analysis of the data revealed that Grade 3 participants achieved an average pre-test score of 46.550 (SD=9.029) and an average post-test score of 52.900 (SD= 7.232). A mean difference of 6.35 indicates a significant improvement in reading skill. This consistent outcome is a positive

implication, suggesting that the remediation program not only led to overall improvement but also contributed to a more standardized level of achievement among students. Although improvements have been noted, difficulties with some letters and reading itself suggest that further focus is needed on these specific areas to improve overall reading proficiency.

[Savage \(2019\)](#) identified five relevant factors that significantly affect reading progress. These are: 1) bi- and multilingualism; 2) environmental influences; 3) orthographies; 4) “word level” and “text level” fluencies; and 5) comprehension and contextualization. In his study, the results showed that evidence-based interventions significantly improved both word and text level development. Phonics is the most effective intervention for word level interventions, while oral language development and text-based meta-cognitive strategies are most effective for text level comprehension.

**Table 4.** Paired Sample t-test Results

	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>p-value</b>
Pre- and post-tests	20	-6.35	4.31	19	-6.59	.000

The paired samples t-test shown in Table 4 illustrates that the participant’s reading skill level improved with mean post-test scores (Mean= 52.9, SD=7.05) higher than pre-test scores (Mean=46.55, SD=8.80). There was a significant average difference between the pretest and post-test scores ( $t_{19} = -6.593$ ,  $p = .000$ ). On average, post-test scores were 6.35 points higher than pre-test scores. Following the implementation of BERKS, it is clear that students’ reading and comprehension improved significantly for Grade 3 participants, which makes it an effective tool for struggling novice readers. This underscores the effectiveness of tailored remediation materials for learners’ reading skill levels. [Casingal \(2022\)](#), [Perez \(2023\)](#), and [Pocaaan et al. \(2022\)](#) agreed that the efficacy of the implementation of the reading remediation materials also lies on the appropriateness of the materials to the needs of the students. Implementing BERKS significantly improved the reading performance of students who were beyond their expected reading level.

[Arevalo \(2023\)](#) noted the presence of skilled reading teachers in every classroom, and the integration of appropriate interventions enabled the fulfillment of various reading needs. Hence, it is crucial to highlight that students benefit the most from individualized instruction and regular collaborative practice when learning to read. Additionally, the use of relevant reading assignments or exercises given before class could contribute to students’ comprehension. [Perez \(2023\)](#) and [Pocaaan et al. \(2022\)](#) also suggested that reading remediation activities should be continuously implemented to ensure the program’s positive impact on students who have difficulty reading. As a final point, [Casingal \(2022\)](#) underlined the active role of teachers in assessing students in a timely manner to ensure appropriate and responsive intervention.

## CONCLUSION

The BERKS remediation kit had a great impact on enhancing the reading skills of Grade 3 struggling novice readers. The intervention increased average post-test scores significantly, with a mean difference of 6.35 points. The program also resulted in a smooth shift from lower to higher reading stages, further affirming its efficacy. However, the effectiveness of the remediation kit may differ throughout the reading stages, which implies that a single technique may not be equally effective for every student. This study underscores the value of a customized intervention approach along with consistent practices in addressing the various needs of struggling readers.

Lastly, it is projected that, with consistency of use, the BERKS may serve as an effective tool for enhancing the reading competencies of novice readers, particularly those navigating the early literacy stages that encompass letter sound associations, syllabication, and word recognition.

### LIMITATION & FURTHER RESEARCH

This study has several drawbacks. Small sample sizes and purposive sampling may reduce the representativeness and predictability of findings. Furthermore, the study's limited scope of setting and grade level may restrict the applicability of the findings in various settings. Variability in execution, such as pacing and supervision, may impact the results. Furthermore, the effectiveness and long-term effects of the BERKS may be impeded by limited digital access and the short duration of the intervention. The integration of game-based approaches may also be explored to adapt to the changing interests and needs of students. Therefore, its long-term effects need to be examined by taking into consideration factors such as attendance, intervention duration, teacher factors, teaching methodology, and demographic profiles such as age, gender, and socioeconomic status. It is also recommended that the findings of this study be compared to the results of another experimental group with the same entering reading level to determine the efficiency of BERKS as a reading remediation tool. The severity of reading difficulty can also be identified and classified so that improvements in the recommendation kit can be suggested as necessary.

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