



COINS AND LADDERS BOARD GAME ENHANCING GRADE 3 LEARNERS' READING COMPREHENSION

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Coins and Ladders Board Game Enhancing Grade 3 Learners'

Reading Comprehension

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Abstract

Reading comprehension is one of the skills that plays important role in gaining significance from what was read or listened to. One of the comprehension strategies which are useful in increasing readers' and listeners' understanding of the text is through board games. The study intended to determine the effect of the Coins and Ladders board game on the reading comprehension of learners. The quasi-experimental research design was utilized wherein 31 Grade 3 learners participated, 16 in the experimental group and 15 in the control group. The data were analyzed using mean, paired t-test, and independent t-test to determine the significant differences in the pretest and post-test of learners. The study revealed that before the implementation of Coins and Ladders, the learner's level of comprehension is "instructional" which means that the learners struggle on understanding what they had been reading or listening to and needs assistance when answering questions being asked. After the intervention, the learners' reading comprehension was improved to an "independent" level which indicates that they were able to understand what they had been reading or listening to and were able to answer questions independently. Also, there is a significant difference in the pretest and post-test of the learners after the intervention. Moreover, when the post-test scores of the experimental and control group were compared, the result significantly differ. Hence, using the Coins and Ladders board game enhanced the reading comprehension of Grade 3 learners which encourage learners' participation and boost confidence during classes.

Keywords: board games, intervention, learners' performance, supporting details, retelling and drawing conclusions

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For with God nothing shall be impossible. - Luke 1:37

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Marilou

Context and Rationale

An infectious disease called Corona virus, commonly known as COVID-19, struck the whole world starting on December 2019 resulting in slow or even static growth in the country's economy, tourism, business and education. However, the Department of Education (DepEd), like the other agencies, is trying its best to deliver services in all possible means in order to promote and protect the right of every Filipino to quality, equitable, culture-based and complete basic education as stated in the DepEd's mission.

Education, must go on since it is the key to success in the future and opens opportunities in life (Al-Shuaibi, 2014). It is also the most important defense in order to address possible effects of the current pandemic that may take long which include poverty, illiteracy, discrimination and the like (Jasmeane, 2015). Furthermore, the Department stated that education must continue to give hope and stability, contribute to the normalization of activities in the country, facilitate development of learners and bring normalcy to their lives, but health and safety of learners and school personnel are of utmost importance and must be protected at all times (DO No. 007, s. 2020).

However, the introduced new normal education is very challenging to learners without face-to-face classes especially those learners who are poor in reading and reading comprehension. There are no teacher-learner and learner-learner interaction that highly affect the learning progress of learners. Learners need to be independent and must know how to read and understand their modules in order to answer the activities correctly.

One of the most important skills a learner should continually acquire, develop and improve is the reading comprehension which is very important in daily living as learners continue their journey in education. It is also considered as the foundational skill for academic and occupational success of learners in the future (Soden et al, 2015).

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Ability to comprehend text is influenced by readers' skills and ability to process information. Without comprehension, reading is a frustrating, pointless exercise in word calling (Texas Education Agency, 2021). According to

Brandon (2021), reading comprehension refers to the ability to understand written words. She said that recognizing words but not knowing what they mean does not fulfill the purpose of reading.

Another argument by Rutzler (2020) states that reading comprehension is the ability to read, understand, process and recall what was just read. Therefore, reading comprehension is very important to make reading enjoyable, fun and formative. Further, sound reading comprehension leads to understanding what was read. Thus, learners pick up important information and understand scientific theories and opinions. Learners also succeed in school, work and life in general. As Ben-Aharon (2021) said, "Reading comprehension is a key ingredient to a successful life".

In Calamagan Elementary School, it has been observed that performances of Grade 3 learners in reading and comprehension during the previous years are low even when there was a face-to-face class. The average grade in English was 77% for the school year 2018-2019 and 78% for 2019-2020. Furthermore, this low comprehension was also observed in the result of the Psychosocial Support assessment administered by the school on September 2020. Most of the parents reflected that their children could not answer the module independently due to difficulty in reading comprehension. They said further that even their children can read the questions on the module, they cannot answer because they do not understand what the text is pointing out. Teachers confirmed that parents were texting and calling expressing their concern if they could be the one to answer the module since their children could not answer by themselves due to comprehension problems.

Further, during 2020-2021 school year, performance of the Grade 3 learners in English got even lower with a total average grade of 76%. This is due to some activities in the English and other subjects which have comprehension check in the modules which were not answered correctly. Some were with incomplete answer while others were submitted with no answer at all. Since the distance learning modality being used is mostly through printed modules, learners supposed to know how to answer the modules independently. In addition, most of the parents are working at the garden and were not able to assist their

children at all times of the day. The reading and comprehension skills of learners need to be developed and enhanced for them to be able to answer their modules on their own, most of the time.

Thus, the research investigated the effects of using Coins and Ladders which is a teacher-made educational board game, that can be used at home to enhance the interest of learners in reading and improve their reading comprehension. Tasnim (2012) claimed that games are important teaching tools that provide opportunity to learners with mix learning styles to be engaged. He also added that through games, players are prepared to react to unpredictable events and source out ways to find solutions to problems outside the classroom. Also, board games strengthen and boost children's learning ability, promote creativity, concentration and confidence. It also fits the preferences of learners who expect learning tasks to be fast, active and exploratory (Kirriemuir & McFarlane, 2004; Sardone & DevlinScherer, 2016; Pope, 2021).

In addition, children learn more actively when educational board games are used (Selby, Walker, & Diwakar, 2007; Turkoglu 2019). Further, Pope (2021) stated that board games, through repetition, provide opportunity to encourage challenges and find the best path forward. Pat (2019) also agreed that playing board games increases brain function. It stimulates brain areas that are responsible for memory formation and complex thought processes for all ages.

Since these games make learning fun, encourage teamwork and motivate children to learn, they are considered effective, creative and interactive aid to support teaching approaches (Lujan & DiCarlo, 2006; Patel, 2008; Turkoglu, 2019). Involving learners with this kind of games would really be helpful in order for them to learn better while having fun.

The findings of the study could be used as a reference for teachers in using and developing board games or other teaching materials that would enrich reading among learners. Moreover, the research could also be used as a basis for schools to develop plans or activities for the professional development of teachers. School administrators could also use it in planning for technical assistance to teachers.

Action Research Questions

The focus of this study is primarily on determining the effects of Coins-Ladders in developing and enhancing the reading comprehension of Grade 3 learners of Calamagan Elementary School during pandemic. Specifically, it aimed to answer the following questions:

1. What is the level of reading comprehension of the learners in the experimental group before and after the intervention in terms of finding the main idea, important facts and supporting details; sequencing/retelling; and drawing conclusions?

2. Is there a significant difference between the pretest and posttest scores of the experimental group?

H_0 : There is no significant difference between the pretest and posttest scores of the experimental group.

3. Is there a significant difference in the posttest scores between the experimental group and control group?

H_0 : There is no significant difference in the posttest scores between the experimental group and control group.

Innovation, Intervention, and Strategy

Coins and Ladders Board Game

This study utilized Coins and Ladders as an intervention to develop and enhance the performance of Grade III learners in their English reading comprehension. Coins and Ladders is a board game that is purposely made to convey learners' critical and analytical thinking after reading a story, poem or text. Since the use of board games help children to learn more actively, it encourages them to be more confident in dealing with different English activities (Selby, Walker, & Diwakar, 2007). It also boosts easier understanding of the language and makes learning more interactive (Azzahroh, 2015). Moreover, this game help develops children to be friendly, encourage interaction with parents, and improve social skills and development (Chen, Liao, Cheng, Yeh, & Chan, 2012; Kırıkkaya, İseri, & Vurkaya, 2010; Rubin, Bukowski, & Laursen, 2011; Türkoğlu, Çeliköz, & Uslu, 2013; Yen, Chou, Chen, Wu,

& Kao, 2015; Turkoglu, 2019). It also encourages bonding among family members while the children are learning. Since board games are played by two players or more and requires cooperation and teamwork, this could be a perfect way to spend time in good company and strengthen connections with other people (Pat, 2019).

One of the most popular favorite board games of children for years is the Snake and Ladder (Schnurr, 2017) which the researcher adapted the Coins and Ladders including some of the mechanics and styles of board and dice. However, it was made with modifications on the board and the rules in playing to improve reading comprehension skills of Grade 3 learners. According to Sahu (2014) this board games are educational, gadget-free, fun to play while teaches strategy skills and teamwork to children.

It was designed similar with the size of a long bond paper which is 8.5 inches wide and 13 inches long. The boards have boxes with questions related to a story, text or poem and equivalent coins for each question. There are ladders which served as shortcuts for lucky players while viruses for disadvantaged moves. It comes with a dice having any of the 1-6 number on every side and chips depending on how many players will play the game. Improvised chips like bottle caps, woodcuts or cut dried stalk of plants found at their home could be used by the learners and fellow players during the game.

The Coins and Ladders set includes a story, poem or text based from the learning competency of the English Grade 3 under the K-12 curriculum. A scoring sheet was also included where players record their points earned, time started and ended, and feedback. In addition, a key answer was attached as a guide for the facilitator in checking the answer of the learner.

Application of Coins and Ladders Board Game

This was used after reading a story, poem or text. The learner and another family member, a neighbor or the facilitator himself/herself served as the co-player of the game. Since education was delivered modular and online, the parent/guardian and or anybody among the household members who knows and can understand the game served as the facilitator. In other sitios, the teacher-researcher personally went to the learning community

center, at a scheduled time, where the 13 learners live to facilitate the learners, following the health protocols.

In cases where there were no household members to assist the learner and at the same time the teacher-researcher could not assist, the Learning Support Aid (LSA) teacher (DO 32, s. 2020) within the community was tapped for help. While the teacher monitors and evaluates the learners' progress through text messages, phone calls, private messages or other media that does not require a face-to-face interaction to those parents who served as facilitator of their children.

At first, the teacher prepared the Coins and Ladders board, a dice, a story, poem or selection and a scoring sheet then packed in a plastic envelope. It was distributed together with the learners learning modules for two weeks during the scheduled time as agreed by the teacher and parents during Parent-Teachers Association(PTA) meeting. The researcher also discussed the processes of the activity to the parent or guardian and LSA after parental consent was sought. After two weeks, the researcher and the LSA was requested by most of the parents to facilitate the board game personally to the learners because they couldn't assist their children due to lack of educational background. Most of them don't have a family member who knows and can understand the story, poem or text. They also said that it takes much of their time facilitating their children and cannot attend to their work at the garden where it is the only source of their income.

Upon receiving the board game, the learner and co-players, with the guidance of the facilitator, read the story, poem or selection attached. After reading, a comprehension check was followed through the Coins and Ladders board game. The facilitator first explained the rules in playing before, during and after the game while keeping the key answers placed on a separate sheet.

The preliminary activities done were identifying who moves first, second, next and so on. In cases where there were only two players, they first tossed a coin or did Jack and Poy in order to identify the first and second player. In other circumstances where there were three or more players, the players did Kumpiyang in order to identify as to who moves first,

second and so on until the last mover. Then they filled in their names in the scoring sheet.

The players played by pair, by threes or by fours depending on the number of present learners per sitio or household members that could play the game with the learner.

Playing the Coins and Ladders Board Game

During the game, the first player tossed the dice once then moves the chip depending on the number shown on top of the dice, unless it rolled or landed in an unidentifiable position, the player had to toss it again. Then moved the chip on the board beginning at the starting box. Next, the player read then answered the question inside the box correctly where the chip stopped. Then recorded his move and points earned in the scoring sheet. During cases that a player did not know or is not sure of the answer, he or she went back to the story again and read, with the facilitator's guide in finding the correct answer. When he or she still could not give the correct answer, he or she left his or her chip in the box and it was the turn of the second player to toss the dice then move. This step was continuous and repeated every after the other until one of the players exactly reach the finish box.

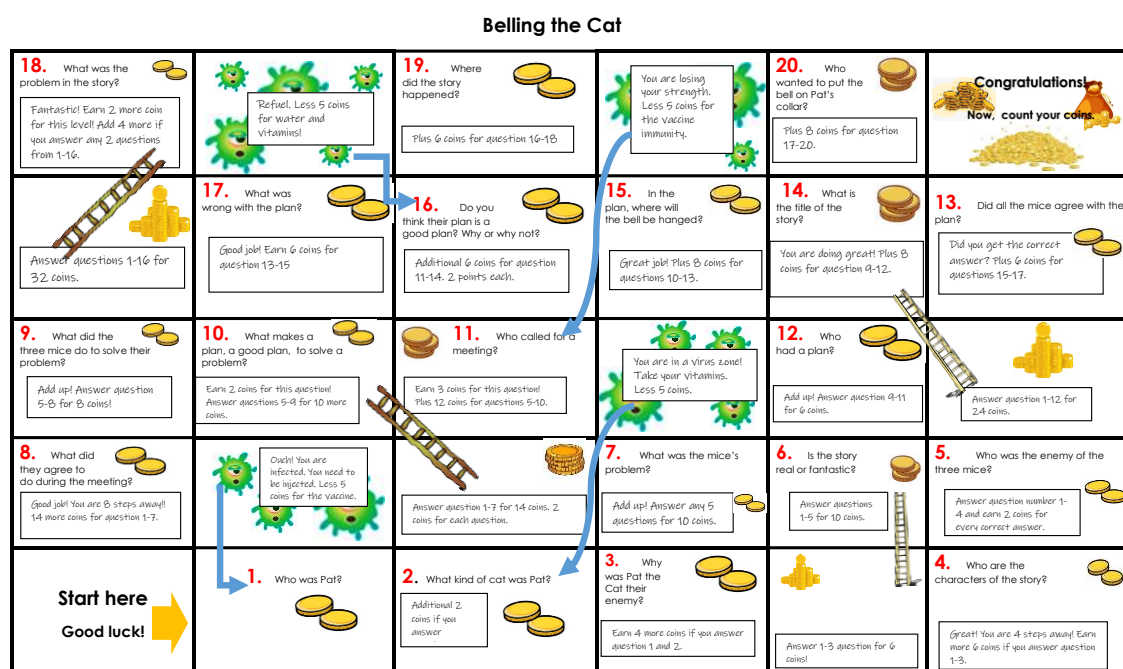
When the chip happens to stopped in the box where there is a ladder, the player went up to the box at the top of the ladder. Here, the player had to stop and it is the turn of the next player to toss the dice then move. When the move stopped in the box where there is a virus, the players chip was moved back following the direction of the virus then subtract the price of fuels, vitamins or waters from the earned coins of the player. The more correct answer, the more coins collected.

The player who earned the highest number of coins wins the game, regardless of whoever the first one to reach the finish box. In cases that the number of move was more than reaching the finish box, the player continues moving his chip from the finish box moving backward. This step was repeated until one of the players exactly reaches the finish box in order to call it "game is over". Lastly, the players counted their coins then wrote in the scoring sheet.

After the game, the facilitator asked orally the teacher-made evaluation quiz to check the effectivity of the board game. This was noted and recorded together with the scoring sheet by the teacher for monitoring purposes. Figure 1 shows the sample picture of the Coins and Ladders.

Figure 1

Sample of Coins and Ladders Board Game



Action Research Method

Research Design

The quasi-experimental design was used with a pretest-posttest tool in finding the needed data. The participants were grouped into two: the experimental group and control group. The intervention, Coins and Ladders board games was applied to the experimental group.

Participants and/or Other Sources of Data and Information

The participants of the study were the 31 Grade 3 learners of Calamagan Elementary School for the school year 2021-2022. From the 31 learners, 16 were the experimental group and 15 were the control group. The Coins and Ladders board game was used by the learners in the experimental group.

Data Gathering Methods

Pretest and posttest were conducted to all the learners before and after the implementation of the Coins and Ladders board games respectively. The researcher utilized the 2018 Philippine Informal Reading Inventory (PHIL-IRI) reading comprehension test to measure the level of reading comprehension skills of the learners before and after the intervention. Each set of tests given consisted of 4 stories with 6 comprehension questions for each story, poem or selection. A total of 24 points per set of test.

In addition, a teacher-made quiz based from K to 12 English Grade 3 competencies which is composed of ten multiple choice questions was used to see the effects of the intervention to learners. It was validated for the evaluation for each game.

A scheduled interview via group chat on messenger and home visitation to facilitators was conducted. There were five interview questions focused on getting the views of the facilitators regarding the effects of Coins and Ladders in the reading comprehension performance of the learners. These were sent to some parents served as facilitators after confirmation that the game was applied. To the LSA who served as the facilitator, the interview was scheduled a day or two after the game during their available time.

Data Analysis

The average score of the pretest and posttest before and after the implementation of Coins and Ladders was computed and recorded. The scores were compared and interpreted Adapting the scale in the 2018 Philippine Informal Reading Inventory on Comprehension Level (Table 1). To determine the difference in the pretest and posttest of the experimental group, paired t-test was used. Independent t-test was used to determine the difference in the posttest between the experimental group and control group.

Table 1*Reading Comprehension Level of Learners*

Scale	Comprehension Level	Description
80-100%	Independent	The learners can understand stories, poems or texts read or listened to without assistance and can answer questions independently.
59-79%	Instructional	The learners can understand stories, poems or texts read or listened to with the support of a facilitator and answer questions with assistance.
58% and below	Frustration	The learners can no longer understand stories, poems or texts read or listened to and cannot answer questions asked to them even with assistance..

Ethical Issues

The researcher sought approval through a request letter from the school head before the conduct of the study. An orientation to parents or guardians of the respondents was conducted through group chat on messenger, text messaging, phone calling then during PTA meeting about the process of the study. A parental consent form and an assent form indicating full participation of both parties following the health protocols set by the Department of Health and World Health Organization was also sought. They were likewise informed that they have the right to withdraw their consent in case uncontrollable problems related to the conduct of the research arises. However, they were informed that a mutual agreement between both parties must have to be done first. After the research, the Coins and Ladders was utilized in the control group.

Discussion of Results and Reflection

Reading Comprehension Level of the Experimental Group Before and After the Intervention

The first objective of the study was to determine the level of reading comprehension of the experimental group before and after the implementation of Coins and Ladders in terms of finding the main idea, important facts and supporting details; sequencing/retelling; and drawing conclusions. The learners' comprehension about a story read was checked after reading a given story, poem or text.

Table 2 shows the comprehension level of the experimental group before and after the implementation of Coins and Ladders. Before the implementation of the intervention, the learners reading comprehension is at "instructional level". This means that learners can understand stories, poems or texts read or listened to with close supervision. It implies that without assistance, learners are not capable of finding the main idea, important facts and supporting details; sequencing/retelling events; and drawing conclusions after reading or listening to a story, poem or text.

Under the indicators finding the main idea, important facts and supporting details; and drawing conclusions, the learners level of comprehension is instructional. It can be denoted that most learners cannot comprehend enough for their grade level. It is observed that most of the time, they tend to guess their answer to the questions specially when there are choices like multiple choice or true or false type activity. But for some questions which has no given choices, they are mostly leaving the questions unanswered. Further, they can't sequence, retell and give adequate conclusion to a situation provided. They only respond depending on how far they understood the story, poem or text. In addition, learners were accustomed to the use of Mother Tongue as medium of instruction. Most of the time, they asked the teacher or their facilitator to translate English stories, poems or text into Kankanaey so they could understand and answer questions regarding it.

Most of the parents reflected that most of the time their children cannot respond to questions about English stories, poems or texts when asked about their children's

performance at home. They further added that when they translated it in Kankanaey, that's the time they can give correct answers.

This is the same with the observations of the Learning Support Aid (LSA) when asked about the reading comprehension of the Grade three in her area. She said, "Some learners can read English stories well but do not understand what they read. They come to ask me what does each word, sentence or the story mean. So I needed to translate it in Kankanaey before they could answer their activities." She further added that learners, even in higher grades, cannot answer their English modules independently. They usually asked her to translate their answers in English.

The performance of the learners under the indicators sequencing retelling obtained the lowest level among the three identified indicators which gained an average of 56% which falls under frustration level. It can be said that learners are having hard time sequencing or retelling stories, poems or text they read or were read to them. Since sequencing and retelling follows an order of events in the story, the learners should arrange the events correctly as first, second, third or last supposed to be. However, in most of the assessments done during the previous grading, learners cannot follow order of events most of the time as reflected on their performance in their modules. They even left it unanswered if it is a completion activity.

After the implementation of Coins and Ladders, it is noticeable that there is an increase in the level of comprehension of experimental group from "instructional" to "independent" as indicated by their average score from 68% to 81 % respectively. Under the indicators sequencing or retelling and drawing conclusions, learners average scores are under independent level. It is understood that from frustration and instructional level, learners' performance was able to improve. Though under the indicator finding the main idea, important facts, and supporting details, learners got 79% which indicate a low improvement from 73% average score gaining the same level which is instructional. Thus, learners still need more assistance under this indicator. However, the overall performance shows that the use of Coins and Ladders effectively improves the learners' performance

from instructional to independent level. Most of the learners were able to understand stories, poems or texts read or listened to without any assistance. It indicates that there is an enhancement of learners' comprehension. The use of Coins and Ladders board game was able to promote motivation, fun and joy after reading or listening to a story, poem or text read or listened to.

This finding agrees with the argument of Tasnim (2012) that board games strengthen and boost children's learning ability, promote creativity, concentration and confidence. Pope (2021) also said that board games, through repetition, provide opportunity to encourage challenges and find the best path forward. The continuous use of board game does not only help enhance reading comprehension but rather provide opportunity to learners to be more active and participative to a reading activity. The result also agrees with the argument that through games, learning becomes fun, teamwork is encouraged, learners are inspired and motivated to learn as these are effective, creative and interactive aid to support teaching and learning approaches (Lujan & DiCarlo, 2006; Patel, 2008; Turkoglu, 2019). Further, Azzahroh (2015) claimed that using board games is effective in teaching speaking skills to learners.

Table 2

Comprehension Level of the Experimental Group

Indicator	Pre Test		Post Test	
	Average	Descriptive Equivalent	Average	Descriptive Equivalent
Finding the main idea, important facts, and supporting details	73%	Instructional	79%	Instructional
Sequencing/Retelling	56%	Frustration	83%	Independent
Drawing conclusions	74%	Instructional	80%	Independent
Overall Average	68%	Instructional	81%	Independent

Legend:

Scale	Comprehension Level
80-100%	Independent
59-79%	Instructional
58% and below	Frustration

Comparison Between the Pretest and Posttest Scores of the Experimental Group

The second objective of the research was to either reject or accept the null hypothesis which states that there is no significant difference between the pretest and posttest scores of the experimental group after the implementation of Coins and Ladders. Table 3 presents the result of the difference between the pretest and posttest scores of the experimental group after the implementation of Coins and Ladders. It showed that the performance of learners before and after the implementation of the board game as innovation yields different results.

The computed p-value is lower than the 0.05 level of significance, thus the null hypothesis is rejected. There is a significant difference between the pretest and posttest scores of the experimental group after the implementation of Coins and Ladders. This board game enhanced the performance of learners in reading comprehension. It is an effective tool to use in improving the reading comprehension of Grade 3 learners in finding the main idea, important facts and supporting details; sequencing/retelling events; and drawing conclusions after reading or listening to a story, poem or text.

As Selby et al. (2007) specified that the use of board games makes learning more active and encourages confidence. Also, according to Azzahroh (2015) playing board games allow some sort of communication among the players since they are dealing with set of rules, decision making and striving to win a game that promote a substantial learning among players. Further, board game prepares gamers to react to unpredictable events and source out ways in finding solutions to problems encountered outside the classroom (Tasnim, 2012). Board games increase brain function (Pat, 2019) which help learners to think and analyze things well.

Table 3

Difference in the Pretest and Post-test Scores of the Experimental Group

	Mean	DE	p-value	Decision
Pretest	3.44	GP	0.0079	Reject the null hypothesis.
Posttest	4.06	EP		

p-value = 0.05

Comparison Between the Experimental Group and Control Group

The third objective of the study was to either reject or accept the the null hypothesis which states that there is no significant difference between the posttest scores of the experimental group and control group after the implementation of Coins and Ladders. Table 4 presents the analysis of the posttest scores of the experimental group and the control group using independent t-test. The result shows that the computed p-value is lower than the 0.05 level of significance, thus the null hypothesis is rejected. There is a significant difference between the posttest scores of the experimental group and control group after the implementation of Coins and Ladders.

The use of the Coin and Ladder board game was able to increase the reading comprehension of the learners in the experimental group which is higher than the control group. This indicates that the use of the Coin and Ladder board game is an effective intervention in improving the reading comprehension of learners. The findings agree with Turkoglu (2019) that the use of board game-based activities can help improve learner's performance such as in the cognitive development. Azzahroh (2015) also found out in her research that board game is effective in teaching speaking skills. According to Zander (2019), board games can benefit kid's brain and language. It also helps children who's having trouble with reading comprehension since players have to remember several pieces of information like "who did what", and "where" while having fun. Board game also provide friendly and enjoyable but competitive environment which focused on content and application of learning.

Table 4

Difference in the Pretest and Post-test Scores between the Control and Experimental Groups

	Mean	SD	p-value	Decision
Experimental	19.75	4.49	0.0070	Reject null hypothesis
Control	15.27	3.94		

p-value = 0.05

Reflection

It is a realization to the researcher that the effects of pandemic to education is very crucial specially to disadvantaged learners. But guided with the Department of Education's mission and the Education for All goal, the researcher was challenged to design an intervention and conduct a research which she used to enhanced the reading comprehension of the Grade 3. Though the researcher herself, co-teachers, and parents struggled during the conduct of the study, the effects were very rewarding. Learners were participative and showed interest to learn despite the limitations brought about by CoVID 19 effects and most importantly, learning was shared.

Another realization as a teacher is considering this research a challenging task, since it served as additional job aside from teaching, lesson planning, making reports and the like. It also needs enough time, budget and brainpower. But all these things did not apprehend the researcher to pursue her study. Instead, she uses these as armor to learn better, improve performance professionally and provide quality service to learners.

Also, with the help of the people in the department who willingly and continuously shared their knowledge and experiences, this research was made possible. With these, the researcher was able to bravely face the pandemic effects in delivering education as her leading goal in the department. The result of the research made the researcher happy and content seeing the effect to the learners and the influence to co-teachers.

Conclusions and Recommendations

Conclusions

Based on the results and salient findings of the study, the following conclusions were drawn:

1. The level of reading comprehension of the experimental group before the use of Coins and Ladders in terms of finding the main idea, important facts, and supporting details; and drawing conclusions is “instructional”, and “frustration” in sequencing/retelling. After the implementation of the intervention, the level of reading comprehension of the learners in finding the main idea, important facts, and supporting details remained “Instructional”, while sequencing/retelling and drawing conclusions improved to “independent”.
2. There is a significant difference between the pretest and posttest scores of the experimental group after the implementation of the Coins and Ladders board game.
3. There is a significant difference in the post-test scores between the control and experimental groups after utilizing the intervention.

Recommendations

Based on the findings and conclusions, the following are recommended:

1. The use of the Coins and Ladders to improve the learner’s understanding of the story, poem, or text they are reading or listening to is highly recommended to be utilized.
2. The use of Coins and Ladders in developing the reading comprehension of the learners is very significant, thus materials such as computer set with printer, cardboard, folders etc. in preparing should be provided in the classroom. Further, more copies should be reproduced where learners can borrow and take home for more practice at home. Teachers may also develop electronic version of the intervention adapting its process.
3. Since it can be used at home and in school, close supervision from the facilitator which is either the teacher or the parents or guardians is highly recommended. Family members are also encouraged to participate to inspire family bonding.

4. Policy-makers and curriculum developers may also consider the result of this study in improving or revising policies and programs, when possible, specifically related to the development of the reading comprehension of learners. Further, future researchers may use the result of this study as basis in making related researches in improving learners' performance specially in reading comprehension.

Action Plan

The research will be disseminated first to the respondents then to their parents or guardians during the Parent – Teacher Association (PTA) meeting. The researcher will discuss the result of the study to the parents and guardians then asked them to share their ideas and suggestions on the utilization of the intervention to maximize the performance of pupils in English. Also, the findings will be presented to the school head and colleagues during the cluster teachers' conference or Learning Action Cell (LAC) Session so other teachers may adopt or suggest possible effective mechanisms to increase the percentage of learners' performance in improving reading comprehension skills. This would encourage other teachers to do further research about the study.

The researcher looks forward of making a plan on printing important findings which will be distributed in various schools in Buguias that experience the same problem for adaptation when possible or for some suggestions or additions if there are. It will give the teachers an idea on how to increase the level of performance of the learners in their respective schools.

Further, the researcher will adopt the intervention to be regularly used by the learners. The research and intervention will also be submitted for possible adoption by the school, district or division.

Table 5

Plan of Activities After the Study.

Objectives	Activity/ Task	Strategy	Timeline	Person responsible, Resources
A. Dissemination To present the research findings to the respondents, parents or guardians, school heads, teachers, and other stakeholders	1. School Activities		August to December 2022	Researcher
	• Homeroom PTA meeting	• Oral presentation		Bond papers, Laptop and projector
	• Learning Action Cells (LAC)	• Power point presentation		
	• Cluster In-Service Training (INSET)			
	2. District/Division Activities		August to December 2022	Researcher
	Seminars	• Oral presentation		Bond papers, Laptop and projector
	Research conferences	• Power point presentation		
	3. Region / National / International			Researcher
	Research Conferences	• Oral presentations		
	Publish in online journals/publications	• Video/online Presentations		
		• Poster presentations		
B. Utilization	Dissemination of hard copies for wider use	• Printing and laminating • Making dice	September to December	Researcher Bond paper, Film, Laminator, Folders
	Conversion of the intervention into interactive electronic version for adoption.	Ask assistance from ICT experts on gaming or online apps.	August 2022 to June 2023	Researcher, ICT Coordinator/Expert, Internet connection, Computer set, Online Apps

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Financial Report

A. Supplies and Materials							
Activity	Item	Unit	Quantity	Estimated Cost	Total	Actual Cost	Total Actual Cost
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	250.00	2,500.00	250.00	2,500.00
	Legal bond paper	ream	2	260.00	520.00	258.00	516.00
	Long Folder Tag board	pc	128	15.00	1,920.00	14.00	1792.00
	A4 Folder Tag board with fastener	pc	20	20.00	400.00	18.00	360.00
	Plastic Envelope	piece	31	15.00	465.00	23.00	713.00
	Printer Ink Black	bottle	10	300.00	3,000.00	300.00	3,000.00
	Printer Ink Cyan	bottle	2	300.00	600.00	300.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00	300.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00	300.00	600.00
	USB Flash Drive	pc	1	1,000.00	1,000.00	924.00	924.00
	Glue	liter	1	260.00	260.00	260.00	260.00
	2" Transparent tape	roll	50	35.00	1,750.00	35.00	1,750.00
B. Domestic Travel Expenses							
Submission of First Tranche Deliverables with wet signatures (CE,MOA,WFP)	Private Vehicle/Garage and Van (School-Van-La Trinidad)		1	1,200.00	1,200.00	1,200.00	1,200.00
C. Food and other incurred expenses during the conduct of research							
D. Reproduction, Printing, and Binding Cost							
E. Communication Expenses for the Implementation / Conduct of the Study							

Validation of Instruments (Board Games)	Load of Validators/ Experts	card	5	300.00	1,500.00	300.00	1,500.00
Implementation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents	Regular Load of proponent	card	6	500.00	3,000.00	500.00	3,000.00
	Internet Load of proponent	card	6	500.00	3,000.00	500.00	3,000.00
F. Other Expenses							
					22,315.00		22,315.00

Prepared by:

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