



# REMEDIAL READING CLASSES AND READING COMPREHENSION SKILLS OF STUDENTS OF LIMBAAN NATIONAL HIGH SCHOOL

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## **ABSTRACT**

The main purpose of the study was to determine the effectiveness of the remedial reading classes on the reading comprehension skills of students of Limbaan National High School. This study used the quasi – experimental design which is a non – equivalent control group pretest – posttest design. Both the control group and the experimental group performances in the reading comprehension assessment improved. By these results, the improvement of the experimental group was considerable compared to the improvement of the control group. There was statistically sufficient evidence to claim that the improvement of the experimental group was significantly higher compared to the improvement manifested by the learners in the control group. By this result, it was concluded that using the reading remedial classes was more effective in increasing the reading comprehension skills of the students.

*Keywords: quality, experimental, reading, remedial class*

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## **Chapter 1**

### **INTRODUCTION**

#### **Rationale**

The future success of students lies in the ability to read and understand what is read. Studies show that at least one out of five students has significant difficulty in reading comprehension. Providing remedial reading programs is imperative to improve reading comprehension, particularly to elementary and secondary school students because reading comprehension is particularly important at this stage of development and early intervention can impact the progression of reading difficulties (Therrien, 2004). In recent years, there has been an increased focus on reading comprehension in primary, secondary and higher education. Studies show that remedial reading programs have been justified in being beneficial to helping learners improve their reading comprehension (Klapwijk, 2012).

In a South African context, the need for remedial reading programs should be seen against the poor reading performance of the learners at primary, high school and tertiary levels. Reading is a powerful learning tool, a means of constructing meaning and acquiring new knowledge. Moreover, reading is the cornerstone of instruction for all learners regardless of their ability level because it sets the foundation for future progress and success in other virtually all other facets of life. However, poor reading comprehension is cited as a fundamental feature of academic underperformance in South Africa (Pretorius, 2002).

The act of reading is a dynamic transaction between the reader and the text and has two kinds, efferent readers read for the purpose of the facts they will learn and aesthetic readers read for the reading experience, making it easier for them to connect emotionally to the text. In fact, past research has shown a positive relationship between people's reading habits and their active involvement in other endeavours. Reading plays a very important role in enhancing the minds of young individuals, developing their capacity for focused attention as well as their imaginative growth (Aikat, 2007).

Analysing the reading assessment profiles of a group of first year university students at Potchefstroom revealed that those students experienced problems across all aspects of the reading process (i.e. vocabulary, fluency, reading comprehension and reading strategy use). Yet, there is little evidence to suggest that learners at any level will acquire the reading skills and strategies that can improve their reading comprehension if they have not been taught (Tannenbaum, Torgesen & Wagner, 2006).

According to Brooks (2015), reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring readers reading comprehension skills. In short, building reading comprehension skills

requires a long terms strategy in which all the reading skills areas (phonics, fluency, and vocabulary) will contribute to success.

Keene and Zimmerman (2007) published the book “Mosaic of Thought” explained how good readers use thinking strategies to build comprehension. They followed with “Seven Keys to Comprehension.” A work designed to give parents and teachers practical advice on teaching children to read strategically. They explain how readers use their background knowledge and imagination to visualize what they read. The authors also reveal how children can learn to ask themselves questions to help them find important details and make key inferences. Finally, they show how readers can put ideas together to form a complete understanding of what they’ve been trying to comprehend.

Miller (2010), the author of several books on reading, outlines methods for teaching reading comprehension to elementary and high school students in “Reading with Meaning”. Miller discusses setting up a classroom where plan instruction around what students need individually and help those students with one-on-one conferences. Reading teachers, Miller believes, need to build relationships with their students based on trust and open communications.

Tovani (2010) is a teacher and literacy coach in Denver. In his book, she discusses why many children who have learned how to recite the words on the page still struggle with comprehension. She believes struggling readers need to see how good readers think as they read. Tovani says writing makes readers pay attention to their “thinking voice”, the thoughts they have as they try to understand the text. By recording their thinking in the margin or on another piece of paper, students create a permanent record of their attempts

to understand the text. Readers can return to their thinking, revise their ideas and accumulate information needed to build comprehension.

English teacher and literacy consultant Kelly Gallagher (2010), warned educators about literacy practices that he felt killed student motivation to read. In “Deeper Reading”, he describes what effective reading instruction looks like. He tackles methods for getting students to tackle difficult books such as “Romeo and Juliet” and “All Quiet on the Western Front”. Challenging material, Gallagher explains, usually requires more than one reading. He outlines plans for what he calls “first-draft readings” and “second draft readings”. He encourages readers to work through the confusing parts of their books and to reread passages to find new ideas they didn’t see in the first reading.

Study suggested that to be beneficial, classroom discourse needed to be established within a framework – who speaks when and what topics are appropriate. A teacher’s invitation to participate socially in discussion appears to increase the amount of reading and thinking related to texts within the instruction (Rex & Applebee, 2001).

Crowe, 2005 stated that feedback given during oral reading improves children’s word accuracy, reading comprehension and fluency. Intervention programs involving comprehension-building skills, like remedial reading, strengthen vocabulary. This method of practice increases language skills and builds general knowledge setting a foundation for basic life skills.

Teachers in basic primary schools face many difficulties as they teach students basic knowledge and skills, since those children have little of previous learning experiences, so it’s normally for some of those children to

face difficulties which prevent them from cope with peers. Remedial or developmental education which incorporates human developmental theories is intended to bring together academic and student support services to assist students in preparing to make choices appropriate to the current stage in development, and is viewed as being appropriate for all students (Kozieracki, 2002).

In the area of later training in one's life, it was found that difficulty to help learners improve is more challenging than providing training, education reading at an early stage (Carneiro and Heckman, 2003, Lavy and Schlosser, 2005 & Coghlan and Sharples, 2009).

This is in the one side of achievement and readiness. In other side, remedial instruction and education play a role in the reforming the education of children who receive early training better than those who receive later training (Chen and Kate, 2007).

As emphasized by Hunag (2010) and Tseng (2008), remedial education is considered a type of clinical teaching where a child receives diagnosis and treatment until successful recovery is achieved.

One great advantage of remedial education is that it provides low achievers with protection from being fallen behind ordinary students. It also gives them enough support which enhances self-esteem and allows them to keep up with progress that their classmates have or achieve (Humphrey, 2013).

The most important procedure in remedial education is the assessment process, which is useful for decision making by remedial teachers about the efficacy of their ways of teaching and measuring the extent of improvement in



skill deficit of their students. O'toole (1994) emphasized that the earlier the identification and intervention the less the likelihood of children experiencing failure. The assessment of the child's status be both functional and prescriptive, and afterward it should be followed by some forms of interventions through remedial education. The identification of children with learning difficulties is a process which must give a comprehensive picture of child's needs by employing more than one technique such as observation and standardized instruments.

Diagnosis and assessment help the teacher determine which instructional objectives to teach or reteach what methods to use and materials to teach (Westwood, 2007).

At the local school environment, the Limbaan National High School, Division of Davao del Norte, make every effort to make every student from different grade levels improve their reading comprehension skills. However, the thing that many students find difficulties in reading activity is to comprehend or understanding the information of the reading material. Based on the result from SRA Reading program conducted at the beginning of S.Y. 2016 – 2017, it was identified that many students has a difficulty in reading comprehension and thus affects their academic performance.

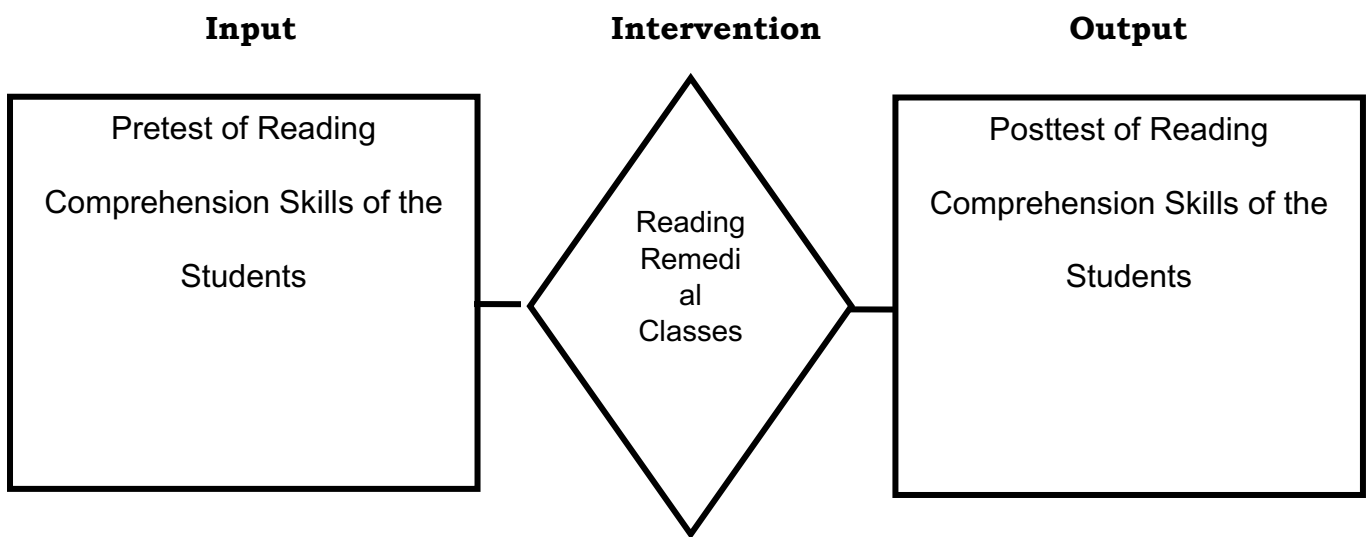
The fact of the student's problem in comprehending reading text is the challenge encountered by students of Limbaan National High School. In line with the above reality, it is important to take a consideration in order to solve the problem and to improve student's reading comprehension skills through remedial reading classes.

## **Research Objectives**

The main purpose of the study is to determine the effectiveness of the remedial reading classes on the reading comprehension skills of Limbaan National High School.

More specifically, the research objectives of this study are the following;

1. To describe the pretest score level of the control group in the assessment of reading comprehension skills.
2. To describe the pretest score level of the experimental group in the assessment of reading comprehension skills.
3. To describe the posttest score level of the control group in the assessment of reading comprehension skills.
4. To describe the posttest score level of the experimental group in the assessment of reading comprehension skills.
5. To determine the significant difference between the pretest and posttest score of the control group.
6. To determine the significant difference between the pretest and posttest score of the experimental group.
7. To describe the mean gain score of the control group and experimental group.
8. To determine the significant difference between the mean gain score of the control group and experimental.



*Figure 1 : Conceptual Framework Of Remedial Reading Classes And Reading Comprehension Skills of Students of Limbaan National High School*

## **Conceptual Framework of the Study**

Figure 1 shows the schematic diagram of the study. The input variable of the study is the result of the pretest of reading comprehension skills of students. The intervention is the reading remedial classes which will be applied to the experimental group and the traditional method will be applied to the control group. On the other hand, the output variable is the posttest result of the students attending the reading remedial classes.

## **Significance of the Study**

People who work with the students should clearly understand the nature of the learner in order to be more effective in their dealings with them and with their problems. With these findings, it is hoped that a vivid picture of their nature, needs and aspirations can be seen and therefore become foundations for a good teacher-student relationship. In particular, the study is important to the following; *School Administration*. The findings of the study may help them plan appropriate interventions to fit students' needs, especially to students with difficulty in reading comprehension, and provide necessary instructional aids, to uplift quality education in public schools. *Curriculum Makers*. Through this study, curriculum makers may be able to devise the curriculum in strengthening the reading comprehension skills of students to achieve quality education. *English/Reading Supervisors*. The result of the study may serve as the catalyst in improving instructional methods and identify the needs that caused the weakness of reading comprehension. Implementing of the strategies and other measures necessary to obtain quality education could be devised by them. *English/Reading Teachers*. They may find the result of the study helpful in planning and

initiating appropriate reading strategy at any learning level inside the classroom and encourage other teachers to upgrade their methods and techniques in the teaching-learning process. *Parents.* The findings of the study may enhance parents' active participation in supporting the needs of their child and improve their relationships as supporters and partners of the school in school in achieving high academic performance of their children. *Students.* This study may be a great help to pupils. It could give them motivation on how to cope with their difficulty and motivate them to study hard to overcome their weakness in reading comprehension. *Future Researchers.* This study may serve as valuable source of data while conducting their studies.

### **Definition of Terms**

In a desire to have a clear understanding on the terms used in the study the following terms are defined conceptually and operationally:

***Reading Comprehension Skills.*** This refers to the ability to give collective meaning to words by accessing prior knowledge and utilizing word recognition skills (Collins & Collins, 2002).

***Remedial Reading Classes.*** This refers to correcting or improving deficient skills in a specific subject, thus, remedial reading is a change in instruction that helps remedy a weakness in the area of learning usually done every after school hours or in vacant periods.

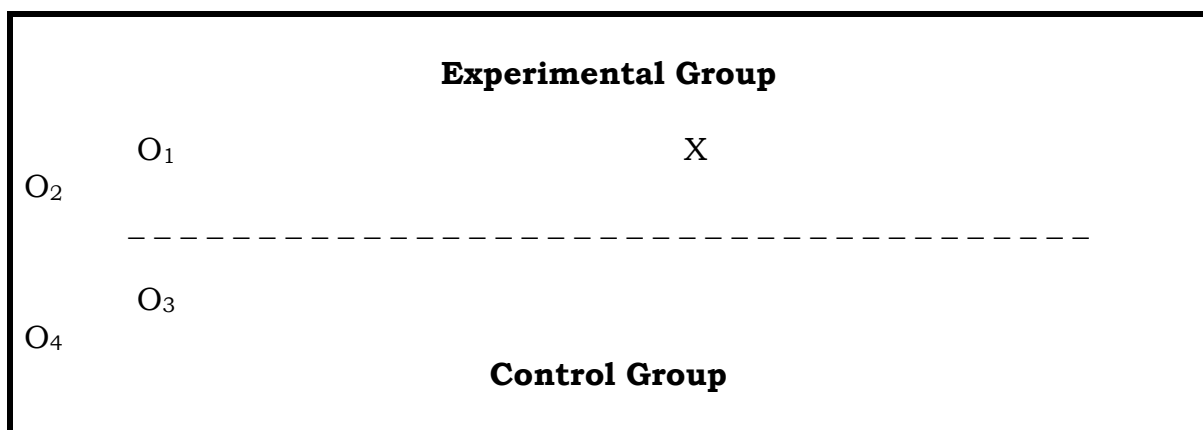
## Chapter 2

### METHODOLOGY

This chapter discusses the research design, research subject, research instrument, data gathering, and the statistical treatment of the data.

#### Research Design

This study used the quasi – experimental design which is a non – equivalent control group pretest – posttest design (Fraenkel and Wallen, 2007). This design will have two different groups of students; the experimental group and the control group. Both groups will be given the same pre – test and post – test. After the pre – test, the experimental group will be having the intervention program which is the remedial reading classes while the control group will be having the traditional teaching. The respondents are the intact group of Grades 7 – 10 students of Limbaan National High School who are identified with a difficulty in reading comprehension for the School Year 2016 – 2017.



Where:

- $O_1$  : Pretest of the Experimental Group
- $O_2$  : Posttest of the Experimental Group
- $O_3$  : Pre – test of the Control Group

O <sub>4</sub>	:	Pre – test of the Control Group
X	:	Treatment in the reading remedial classes of the experimental group
— — — —	:	Non – random assignments of subjects

### **Population and Sample**

The study was conducted at Limbaan National High School, New Corella, Davao del Norte. Two of the rooms of the Junior High School building were allocated to both experimental and control groups for a one week of conducting the experimentation.

The participants of this study were Grades 7 to 10 students of Limbaan National High School who are identified with difficulty in reading comprehension from the records of the English Coordinator enrolled in School Year 2016 – 2017. Shown in the table are the participants of the study.

### **Research Instrument**

This study used the researcher – made test which focused on the reading comprehension skills assessment of the student. To ensure the content validity of the test, a table of specification was drawn up to facilitate the crafting of the test. Furthermore, a panel of validators evaluated the consistency and appropriateness in the content of the test. An item analysis was conducted via pilot testing for the different group of students from the different school to ensure the quality, validity and reliability of the test material. The participants took the same test twice. The pre – test was administered to all subjects prior to the treatment. The pre – test was helpful in assessing students' prior knowledge of the topic as well as in testing initial equivalence between groups. The post – test was administered to measure the effects of the treatment.

**Table 1: Distribution of Subjects**

<b>Experimental Group</b>			
	Male	Female	Total
Grade 7	2	3	5
Grade 8	2	3	5
Grade 9	4	1	5
Grade 10	2	3	5
Total	10	10	<b>20</b>

<b>Control Group</b>			
	Male	Female	Total
Grade 7	1	4	5
Grade 8	3	2	5
Grade 9	2	3	5
Grade 10	2	3	5
Total	8	12	<b>20</b>

The following parameters were observed in the scoring of the pre – test and post – test results:

<b>Range</b>	<b>Level</b>	<b>Qualitative Description</b>
22.5 – 30.00	Outstanding	Denotes a very high level of achievement
17.1 – 22.4	Very Satisfactory	Denotes a high level of achievement
11.4 – 17.00	Satisfactory	Denotes a moderate level of achievement
5.7 – 11.30	Poor	Denotes a low level of achievement
0 – 5.60	Very Poor	Denotes a very low level of achievement



The following parameters were observed in getting the mean gain scores of the experimental group and the control group:

<b>Range</b>	<b>Level</b>	<b>Qualitative Description</b>
18.18- above	Very High	Denotes very high improvement in the level of performance
13.62 – 18.17	High	Denotes high improvement in the level of performance
9.06 – 13.61	Moderate	Denotes moderate improvement in the level of performance
4.50 – 9.05	Small	Denotes small improvement in the level of performance
0.01 – 4.49	Very Small	Denotes very small improvement in the level of performance
0.00	No Improvement	Denotes no improvement in the level of performance

## **Data Collection**

### *Pre-experimentation Phase*

1. With the permission of the proposed study by the Chief in Curriculum Division, the researcher conducted the study in the Limbaan National High School. The researcher informed the School Reading Coordinator and the teacher – advisers of the respondents. The researcher wrote a letter addressed to the school head asking permission to conduct the experiment during vacant periods and extended time after class hours.

2. Construction of the test. The test for the reading comprehension skills was made by the researcher. The test was composed of 45 items focusing on the reading comprehension skills of students. The test was subjected to the content validity. There were three experts asked to critic the instruments. After the validation, it was pilot – test to 40 students from the different school (New Corella National High School) to establish the reliability

of the test. The results showed that out of 45 items of the test, 15 of the items were rejected and only 30 items were retained.

3. Preparation of the learning activities. Lessons were carefully prepared and planned before the conduct of the experiment. Two of the rooms of the junior high school were used for the experiment.

4. Preparation of the experimental setting. The 40 students who were identified with a difficulty in reading comprehension by the English Coordinator for the School Year 2016 – 2017 were the participants of the study. Twenty students belong to the experimental group and twenty students belong to the control group.

#### *Experimentation Phase*

5. Giving of Pretest. The pretest was given to both groups before the conduct of the activities. They were given one hour to answer the test.

6. Setting the instruction schedule. After the students took the pretest, the experiment was conducted. After the scheduled week of experimentation, both groups was given the post – test.

7. Administration of Post – test. The post – test was administered after the remedial sessions to both experimental and control group. The same test was given to both groups and they were given one hour to finish the test.

#### *Post-experimentation Phase*

8. Post experimental period. The scores after the pre – test and post – test of the experimental and control group was collected for the statistical treatment, analysis of the data, and interpretation of the data.

## **Statistical tools**

The data gathered through the questionnaire were tallied and treated using the following statistical tools:

**Mean Gain Scores.** This was used to determine the performance of the students in the experimental group and control group after the treatments are given.

**Mean Scores.** This was used to determine the performance of the students in the experimental group and control group during the pre – test and post – test.

***t* – Test for Correlated Samples.** This was used for correlated samples to test the significance of the difference between the pre – test and post – test mean score within each group. The level of significance used in the study is 5% using two – tailed test.

***t* – Test for Uncorrelated Samples.** This test was used to test the significance of the difference between the mean gain scores in the experimental and control groups. The level of significance used in the study is 5% using two – tailed test.

## **Chapter 3**

### **RESULTS**

This chapter presents the results of the study. They are presented based on the problems raised in the previous chapter which are presented both in textual and tabular forms.

#### **Level of Pretest Scores of the Control Group and the Experimental Group**

Depicted in table 2 is the level of pretest scores of both the control group and the experimental group.

The level of pretest score of the experimental group has a mean of 9.80 while the pretest score of the control group has a mean 8.80. Both groups have a mean score description of very low. This implies that prior to the treatment; both groups had similar level of performance.

#### **Comparability of the Pretest of the Experimental Group and the Experimental Group**

Depicted in table 3 are the mean, description, t-value, and the p-value of the pretest results which are the basis for the comparability of the groups.

The mean of both experimental and control groups has the results of 9.80 and 8.80 respectively which both has a description of very low with the standard deviation of 4.44 and 3.07 respectively. This implies that prior to the treatment, both groups had similar results. Therefore, both groups had the same level of performance prior to the treatment. Furthermore, the t-value of the groups was 0.83 with p-value of 0.4129 which is not significant at 5% level of significance. This entails that the means in the pretest of both groups has no significant difference. The results reveal that the data from both groups were comparable prior to the treatment.

**TABLE 2**

**Level of Pretest Scores of the Control Group  
and the Experimental Group**

<b>Group</b>	<b>Mean Score</b>	<b>Description</b>
<b>Experimental</b>	9.80	Very Low
<b>Control</b>	8.80	Very Low

**Table 3**

**Comparability of the Experimental Group and Control Group**

<b>Group</b>	<b>Mean</b>	<b>Description</b>	<b>t - value</b>	<b>p - value</b>	<b>Decision</b>
<b>Experimental</b>	9.80	Very Low	0.83	0.4129	Not Significant
<b>Control</b>	8.80	Very Low			

### **Level of Posttest Scores of the Control Group and Experimental Group**

Table 4 shows the level of posttest scores of both control group and the experimental group.

The posttest mean score of the experimental group was increased to 23.45 which has a description of very high while the posttest mean score of the control group was 15.60 which has a description of moderate.

### **Significant Difference between the Pretest Score and Posttest Score of the Control Group and Experimental Group**

Shown in table 5 is the significant difference between the pretest and posttest scores of both control group and experimental group.

The t-value of the experimental group was -12.40, while the t-value of the control group was -6.43 with both groups has a corresponding p-value of 0.000. Both results were significant at 5% level of significance.

**Table 4**

**Level of Posttest Scores of the Control Group  
and the Experimental Group**

<b>Group</b>	Mean Score	Description
<b>Experimental</b>	23.45	Very High
<b>Control</b>	15.60	Moderate

**Table 5**

**Significant Difference between the Pretest Score and Posttest Score**

<b>Group</b>	<b>Pretest Mean</b>	<b>Posttest Mean</b>	<b>t - value</b>	<b>p - value</b>	<b>Decision</b>
Experimental	9.80	23.45	-12.40	0.00	Significant
Control	8.80	15.60	-6.43	0.00	Significant

### **Mean Gain Score of Control Group and Experimental Group and Their Significant Difference**

Presented in table 6 are the mean gain scores of both control group and experimental group and the significant difference of both results.

The mean gain score of the experimental group was 13.65 with a description of high while the experimental group obtained a mean gain score of 6.80 which has a description of small. The results of both groups obtained the t-value of -4.49 with a corresponding p-value of 0.0001 which was significant at 5% level of significance.

**Table 6**  
**Mean Gain Scores and Their Significant Difference**

<b>Group</b>	<b>Mean Gain Score</b>	<b>Description</b>	<b>t - value</b>	<b>p - value</b>	<b>Decision</b>
<b>Experimental</b>	13.65	High	-4.49	0.0001	Significant
<b>Control</b>	6.80	Small			



## **Chapter 4**

### **DISCUSSION**

This chapter presents the discussions and conclusion and recommendations derived from the results of the study.

#### **Level of Pretest Scores of the Control Group and Experimental Group**

As shown in table 2, the level of pretest scores of both control group and the experimental group had the same description which was very low. This implies that the level of performance in both groups were low. These results were also in consonance to the record of the English Coordinator who has identified students with difficulty in reading comprehension. The data in table 2 supports the idea that these students need special attention in improving their reading comprehension skills. Furthermore, these results depicted in the table implies that prior to the treatment, both groups had similar level of performance.

#### **Level of Posttest Scores of the Control Group and Experimental Group**

Both the control group and the experimental group performances in the reading comprehension assessment improved as shown in table 4. The level of achievement in the control group improved to moderate which implies that after the traditional method, the control group had a satisfactory level of achievement. Also, the experimental group signified improvement from very low performance to very high performance after exposing them to remedial reading classes. This denotes that after the remedial class of the experimental group, the group's performance on the reading comprehension had become very high level of achievement.

### **Significant Difference between the Pretest Score and Posttest Score of the Control Group and Experimental Group**

To confirm the results in table 4, table 5 shows the significant difference between the pretest mean score and the posttest mean score of both control group and experimental group. The t-value on the results of the pretest and posttest of the control group is -6.43 with the corresponding p-value of 0.00 which was significant at 5% level of significance. This indicates that there was a significant difference between the pretest scores and posttest scores of the learners in the control group. This means that the pretest scores of the said learners had shown significantly increase in their posttest scores. The result is similar to the study of Coe (2016), he states that the traditional method of teaching reading comprehension can improve the skills of the learners. The experimental group had also shown improvement in their performance in the reading comprehension. The t-value between the pretest scores and the posttest scores of the experimental group was -12.40 with the corresponding p-value of 0.00 which was significant at 5% level of significance. This implies that the performance of the learners in the experimental group significantly improved after exposing students to remedial reading classes. The results is also supported by the study conducted by Nichols (2014) stated that reading comprehension skills of students significantly increase when they are exposed to remedial reading classes.

### **Mean Gain Score of Control Group and Experimental Group and Their Significant Difference**

As presented in table 6, the increase of the experimental group in their posttest scores from their pretest had a mean of 13.65 which has a description

of high. This denotes that the improvement of the performance of the experimental group is considered high improvement in the level of performance of the reading comprehension.

The increase of the control group in their posttest scores from their pretest had a mean of 6.80 which has a description of small. This denotes that although the control group shown positive increase in their performance, but it was considered as small improvement of their achievement in the reading comprehension.

By these results, the improvement of the experimental group was considerable compared to the improvement of the control group. Furthermore, this claim was confirmed by the results in the t-test of the two groups in terms of their improvement. The t-value between the gain scores of the control group and experimental group was -4.49 with a corresponding p-value of 0.0001 which was significant at 5% level of significance. This implies that the learners in the experimental group significantly increased their level of performance compared to the improvement of the control group. This result was supported by the findings of the study of Phajane (2014), she cited that learners in traditional methods like using lecture method, shown a little improvement in reading comprehension. While students exposing to non-traditional activities like implementing remedial reading classes increased their level of reading comprehension since their motivation and interest to improve their skill where risen.

## **Conclusions**

Based on the results of this experimentation, it was concluded that both the traditional method in teaching reading comprehension and the use of

reading remedial classes can increase the level of performance in the reading comprehension skills. Furthermore, there were statistically sufficient evidences to claim that their pretest and posttest results significantly increase which implies improvement in their level of reading comprehension skills.

However, in comparing the improvement of the two groups, there was statistically sufficient evidence to claim that the improvement of the experimental group was significantly higher compared to the improvement manifested by the learners in the control group. By this result, it was concluded that using the reading remedial classes was more effective in increasing the reading comprehension skills of the students compared to the traditional method as implemented to the subjects in this experiment.

### **Recommendations**

Based on the conclusions stated above, the following recommendations were drawn out:

1. Teachers may consider exposing their students to reading remedial classes to increase their level in reading comprehension.
2. Teachers must be exposed in making differentiated learning materials and activities to supplement the learning of the students specifically in reading comprehension.
3. The school administration must encourage and support teachers implementing reading remedial classes.
4. Similar studies must be conducted to different venues and larger population.

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