

# ENHANCING READING COMPREHENSION SKILLS THROUGH BALANCED LITERACY APPROACH

Mariane Lorene G. Lemenio, Clarish Mae D. Lazo, Leneth Pearl S. Pingot

*Department of Elementary Education, Davao Oriental State University - Cateel Extension Campus, Cateel, Davao Oriental, Philippines, 8205*

## ABSTRACT

Reading comprehension remains one of the biggest concerns among elementary students in the Philippines. Hence, this true experimental study aimed to enhance the reading comprehension of the Grade 5 students at Cateel Central Elementary School through Balanced Literacy Approach. There was a total of 31 respondents with low reading comprehension skills. A Balanced Literacy Approach was applied by using activities such as interactive read-aloud, shared reading, guided reading, and independent reading. Moreover, the results revealed that the level of the pretest score of the respondents was fairly satisfactory in reading comprehension. After the intervention, their post-test scores significantly improved, indicating a very satisfactory performance in reading comprehension. The overall performance implied that using Balanced Literacy Approach as an intervention enhanced the reading comprehension skills of the respondents. The findings of this study have important benefits to school administrators, teachers, parents, students, and future researchers.

**Keyword:** *reading comprehension, balanced literacy approach, interactive read-aloud, shared reading, guided reading, independent reading*

## 1. INTRODUCTION

Reading comprehension is essential for informational texts, general learning, and academic and professional success (Oakhill, 2014). Decoding may be difficult for people with trouble understanding their reading (Landi & Ryherd, 2017). With this, Oakhill, Cain, and Elbro (2015) posit that learners with weak comprehension skills struggle to understand what they read even though they have high word reading skills and no other obvious linguistic or cognitive issues. The students' reading comprehension affected their language, teachers, school administrators, schools, homes, and communities (Estremera, 2018).

Globally, only one-third of 10-year-olds are thought to be able to read and comprehend a straightforward story. The remaining 64% must meet this benchmark for minimal reading comprehension skills (Sofia, 2022). Prior to the epidemic, this number was 52%. The Philippines received the lowest reading score out of 79 countries in the 2018 Programme for International Student Assessment (PISA). The PISA also revealed that only one in five 15-year-old Filipino students met the overall reading literacy proficiency threshold in Philippine education. On the other hand, according to the 2019 Southeast Asia Primary Learning Metrics, only 10% of the nation's Grade 5 students met the required proficiency by the conclusion of their first year of school. It only shows that many have poor reading comprehension, according to statistics.

Meanwhile, Bingham and Hall-Kenyon (2013) defined balanced literacy as balancing skill-based and meaning-based instruction to achieve good reading and writing results for kids. Balanced literacy is a method of teaching reading instead of being a reading curriculum. Teachers tailored explicit and holistic teaching tactics to meet their students' needs, claiming the method's proponents (Barger, 2016). Balanced literacy includes fundamental reading and the theory of complete languages, and although phonics instruction is part of a Balanced Literacy approach, whole language still has a role (Hebzytsky, 2017).

Although other literature and studies on reading comprehension emphasized different evidence-based approaches to improving the learners' reading comprehension, less were mentioned about the balanced literacy approach as a useful tool and how the Grade 5 teachers of Cateel Central Elementary School utilized this approach in context. Thus, the researchers will conduct this study to enhance the Grade 5 pupil reading comprehension through the Balanced Literacy Approach.

This study tested the effectiveness of the Balanced Literacy Approach as an intervention in enhancing the reading comprehension of Grade 5 students. The result of this study contributed to the growing body of research in reading comprehension. The findings of this study helped teachers and students get acquainted with the balanced literacy approach to address the lack of reading comprehension.

### **1.1 Statement of the Problem**

This research aimed to enhance the reading comprehension of Grade V students in Cateel Central Elementary School through a Balanced Literacy Approach. Moreover, it sought answers to the following questions:

1. What is the level of the pretest scores of the experimental group in terms of reading comprehension of Grade V students in Cateel Central Elementary School?
2. What is the level of post-test scores of the experimental group in terms of reading comprehension of Grade V students in Cateel Central Elementary School?
3. Is there any significant difference between the pretest and post-test scores of the experimental group in terms of reading comprehension of Grade V students in Cateel Central Elementary School?

### **1.2 Scope and Limitation**

This study was focused on enhancing the reading comprehension of the Grade 5 students at Cateel Central Elementary School through Balanced Literacy Approach. The respondents are those with low reading comprehension skills. The Balanced Literacy Approach was applied to the instruction process to enhance reading comprehension skills. The researchers used a self-made questionnaire validated by an English Master Teacher. The study took place on April 2023, with an intervention that lasted for two weeks, five sessions per week. This study was limited to enhancing the reading comprehension of the Grade 5 students with the said intervention. The researchers focused on their stated objectives through this research. This is limited and focused on the learning competency in distinguishing text types according to purpose and features: classification, explanation, enumeration, and time order (EN5RC-IIc-3.2).

## **2. REVIEW OF RELATED LITERATURE**

This chapter presents the existing research that has results related to the study.

### **2.1 Reading Comprehension**

Reading is a collaborative activity in which readers use efficient reading techniques to visually represent a book (Pourhosein et al., 2016). Reading comprehension comprises various cognitive activities, including understanding words and their meanings, a conscious response, and integration (Meniado, 2016). Comprehension describes the capacity to comprehend written language (Brandon, 2021). Brandon elicits that unlike the capacity to recognize words, it is different. Recognizing words on a page without understanding what they mean does not achieve comprehension, which is the aim or objective of reading. Brandon (2021) also contends that reading comprehension happens when words on a page are more than just letters and sounds. Students' reading comprehension abilities are largely influenced by their extensive vocabulary knowledge, syntactic awareness, and metacognitive awareness. Nergis (2013) stated that the elements indicated above negatively predominate in slowing down pupils' learning progress.

Reading comprehension is crucial in learning languages, especially in contexts where second and foreign languages are studied (Dawkins, 2017). Reading comprehension is greatly improved by having an adequate vocabulary, knowledge of syntax, and background information. It is especially true when reading texts in a foreign language (Srisang & Everatt, 2021). It also significantly determines a student's academic performance (Ibrahim et al., 2016). Oakhil, Cain, and Elbro (2015) posit that learners with weak comprehension skills struggle to understand what they read even though they have high word reading skills and no other obvious linguistic or cognitive issues. Since

reading books in the early years is very low-demanding in terms of language comprehension, as was already mentioned. In the early years, children's reading competence is typically constrained by their ability to read the words; their problems are typically noticed in the third or fourth year of school. The complexity of the reading text, environmental effects, anxiety during comprehension, interest and motivation, decoding or word recognition speed, and medical issues all affect reading comprehension ability (Pourhosein et al., 2016).

Moreover, Jingblad and Johansson (2017) explained that students generally lack motivation, so pupils must be intrinsically motivated to form independent and enjoyable reading habits. While keeping English as a Foreign Language (EFL), students intrinsically interested in reading activities that increase the depth of their knowledge can aid in boosting reading comprehension. Similarly, Protacio (2017) argues that reading engagement explains students' drive to read, involvement in reading-related social activities, use of learning strategies while reading, and ability to derive meaning from texts. In order to prevent literacy failure in a language classroom, it may be helpful to have a thorough understanding of the skills that enable reading comprehension (Silva & Cain, 2015). This understanding also helps with strategies to support English learners in the setting of adult students.

## 2.2 Impact of Reading Comprehension on Students and Teachers

In all nations worldwide, elementary school education must include instruction in reading (Ellis & Bond, 2014). Students learn to read to comprehend literary standards, make sense of the world, and effectively communicate the intended message to others (Ahmad & Ahmad, 2018). Moreover, by teaching students how to read and comprehend many subjects, teachers may foster their moral values, creativity, and ability to reason. As a result, mastering language and reading skills are one of the key ideas that will influence if pupils receive a high-quality education.

Pupils' success in the current educational system depends heavily on their ability to comprehend what they read (Simbolon et al., 2020). They contend that the abilities are related to improved academic performance and classroom comprehension. The six elements of reading comprehension skills are understanding vocabulary in context, identifying the main idea, noting details, making inferences, predicting outcomes, and drawing a conclusion (Mastura et al., 2013). Srisang and Everatt's study (2021) examined the connections between lower- and higher-level comprehension abilities and their implications for reading comprehension. The findings support the idea that poor and high comprehension skills are substantial predictors of variation in text comprehension (Silva & Cain, 2015).

Additionally, Aryadoust and Baghaei (2016) used an Artificial Neural Network (ANN), a computer model used to build these associations, to evaluate the connections between 825 English as a Foreign Language (EFL) learners' reading comprehension and vocabulary and grammar knowledge. The results showed that vocabulary knowledge was more strongly correlated with reading comprehension than grammatical knowledge. On the other hand, concerning higher-level comprehension abilities, inference-making processes occur when the reader applies background knowledge to the concepts expressed in the text to derive information that is not expressly stated in the text (Srisang & Everatt, 2021).

Pourhosein, Gilakjani & Sabouri (2016) stated that effective reading strategies are considered essential skills that have received a particular focus on students' reading comprehension proficiency. In order to assist English as a Second Language (ESL) coaches in adopting the practical reading abilities of English as a Second Language (ESL) learners to improve their level of comprehension, Javed et al. (2015) undertook an exploratory study to design reading comprehension modules. In this case, the results showed that reading activities combined with rearrangement and inferential questions could aid students in improving their reading comprehension level. It is associated with challenge and engagement in the reading activity.

Swan (2015) examined the effectiveness of reading strategies in enhancing comprehension and provided evidence that active learners typically perform less well in pre- and post-reading activities based on keyword strategy in reading. In contrast, visual, sensitive, and sequential learners excelled in this reading strategy. Swan (2015) made the following suggestion to improve the level of understanding in students: combine keyword strategy with reading strategy. Like Ness (2016), who shed light on the context of student reading methods and their impact on raising reading comprehension levels, the results point to the need for teachers to use an explicit teaching approach regarding reading comprehension. Rastegar et al. (2017) added that students could engage in adequate comprehension by using metacognitive reading strategies, which primarily include thinking about the text and

characters, rereading, pausing naturally while reading, taking notes, and underlining important information in the text.

### 2.3 Balanced Literacy Approach to Education

Bingham and Hall-Kenyon (2013) defined balanced literacy as achieving positive reading and writing outcomes for children that requires combining or balancing skill-based and meaning-based instruction. Balanced Literacy is an approach to reading instruction rather than a reading curriculum. As advocates of the technique, teachers customized a blend of explicit and holistic educational strategies to match the requirements of their students (Barger, 2016). Both basal reading and whole language theory are included in balanced literacy (Hebzyznsky, 2017). Hebzyznsky added that even though phonics education is included in a Balanced Literacy method, whole language still plays a part. Like Whole Language instruction, children in Balanced Literacy instruction develop word meaning in text, see adults reading, and read authentic texts independently and in groups. Additionally, students focus on phonics abilities, phonemic awareness, and fluency during Balanced Literacy lessons, much like Basal Reading lessons.

Balanced Literacy aims to help students develop lifelong reading skills by integrating a variety of literacy instruction modalities into the curriculum (Lynch, 2018). Lynch (2018) further stated that authentic texts and explicit skill instruction are two characteristics of the balanced literacy approach. Educators and administrators must possess specific skills to build balanced learning (Hebzyznsky, 2017). To fulfill the needs of every student, the teacher must plan and oversee various activities during class. Balancing literacy gives learners the best of both worlds (Hill, 2021). Hill denotes that through interactive read-aloud, shared reading, interactive writing, and shared writing. The teacher offered chances for whole language acquisition. Explicit phonics instruction is also given during guided reading; both methods are taught to students in a balanced literacy classroom.

Riley and Miller (2020) explained that students in a balanced literacy classroom frequently take part in a teacher-guided reading of leveled texts that must be checked for spelling patterns. Alternatively, they are graded based on prior knowledge, phrase length, font size, repetition, and the like. These texts frequently cover many subjects rather than helping pupils advance their understanding of one subject. Reading and writing are typically taught at different periods throughout the school day, and literacy skills are frequently taught in compartments. Students also read to learn about an engaging subject and reflect and discuss it to further their comprehension. Then they write about it once they have accumulated enough information and have opinions worth sharing. These strategies employ explicit instruction while involving students in real-world learning situations and ensuring that reading and writing activities are equally included (Tompkins, 2017).

Various elements comprise a balanced literacy approach (Wilson & Falcon, 2018). These include teachers in charge of the instruction during the read-aloud and the modeled writing. The teacher and the pupils alternate doing the reading and writing tasks during shared reading and writing. While the teacher monitors the pupils' progress, the kids read and write independently. In Hebzyznsky's (2017) study, the components could include independent writing, read-aloud, independent reading, shared reading, center activities, and guided reading.

Before, during, and after reading components, teacher-facilitated text-based discourse, systematic use of narrative and expository texts, and explicit comprehension teaching were all included in read-aloud (Baker et al., 2020). The teacher explicitly teaches reading during a shared reading activity in a whole group context (PCPS et al. Model, 2014). The method is intended to provide examples and utilized to model particular reading techniques and skills before, during, and after reading. Another component is Independent Reading which students select a book based on their reading level and area of interest (Schiefele & Schaffner, 2016). Schiefele and Schaffner elaborated that by letting students choose a book they wish to read and ensuring that they choose one that is appropriate for their reading level, this flexibility promotes student motivation to read. It lessens the frustration of reading a text that is too challenging. Motivation is one of the most critical elements for raising reading comprehension levels (Schiefele & Schaffner, 2016).

The PCPS Balanced Literacy Model noted that in a modeled writing method, the instructor facilitates group collaboration in the entire class or smaller groups while building on the teacher model or providing an example that exemplifies the teaching techniques and abilities (2014). The framework further explained that modeled writing shows that whole group instruction occurs when the teacher writes, thinks aloud, and explicitly models the

techniques and abilities skilled, considerate writers use to communicate their intentions effectively. Additionally, during shared writing, the teacher facilitates group or individual collaboration while building on the teacher model or providing an example that exemplifies the teaching techniques and abilities. While the rest of the class works independently on their writing projects, guided or independent writing demonstrates how the teacher confers with small groups or individual students and supports them at their instructional level(s). Students will get the chance to share or display their writing to celebrate it.

As part of a balanced literacy program, using reading and writing workshops alongside other strategies helped pupils develop into lifelong readers. Nancie Atwell established the reading workshop in 1987. (Siaulys, 2013). Reading workshop is distinctive because it is student-directed rather than teacher-directed, according to Siaulys. Instead of being a "spoon-feeder" of information, the teacher now serves as "a learning manager." Students are free to select any genre or particular subject that interests them in literature. According to the PCPS Balanced Literacy Model, shared writing and modeled writing are seen as one teaching event in a writer's workshop setting.

#### **2.4 Impact of Balanced Literacy Approach in Enhancing Reading Comprehension Skills of the Students**

Frequently, reading programs are chosen with little rationale and instead based on current trends or availability rather than research and data (Yodis, 2016). School systems must choose and evaluate a reading program to ensure it effectively meets the needs of its student population, develops the skills to read, and, most importantly, the motivation to read. It is due to the conflicting research supporting various types of reading programs and instructional approaches and the fundamental importance of reading to all other instruction (Schiefele & Schaffner, 2016).

In a study by Snyder and Golightly (2017), a second-grade student who had trouble with fundamental reading abilities underwent simultaneous implementation of a phonics-based reading intervention and a sight-word reading program over seven weeks. The outcomes showed that the student's decoding, word recognition, sight-word recognition, and reading comprehension skills had improved. The results confirmed earlier studies suggesting a balanced intervention strategy successfully enhances fundamental reading abilities. The current educational system strongly relies on students' comprehension skills to be effective (Simbolon et al., 2020).

Students' performance in Balanced Literacy classrooms was compared to student results from Mali's 2009 EGRA baseline assessment in the study regarding Balanced Literacy Transforms Classrooms: Evidence from Mali (Education Development Center, Inc., 2015). It also examined characteristics contributing to the success and student performance variations across core reading categories. Kids in Balanced Literacy programs advanced significantly in just six months of teaching. On the Early Grade Reading Assessment (EGRA), first graders in the intervention schools outscored second-grade comparison students and significantly improved their reading and writing abilities.

### **3. METHODOLOGY**

#### **3.1 Research Locale and Duration**

The study was conducted at Castro Avenue, Poblacion, Cateel, Davao Oriental, where Cateel Central Elementary School is located. Building 15 is where all the Grade 5 classrooms are, next to Building 16 and in front of Building 17. The intervention lasted for two weeks and consisted of five sessions each week.



### Figure 1. Map of Cateel Central Elementary School

#### 3.2 Research Design

This study employed an experimental design with an experimental group to demonstrate the intervention's effectiveness. Truly experimental studies are those in which at least one independent variable is subject to experimental modification and at least one dependent or outcome variable is present (Dawes, 2010).

#### 3.3 Sources of Data

Researcher-made pretest and post-test questionnaires were multiple-choice questions that tested the students' reading comprehension. The questionnaires underwent validity and reliability testing. A Master Teacher checked the questionnaire for validity testing and underwent pilot testing for reliability at San Rafael Integrated School located at San Rafael, Cateel Davao Oriental. The primary purpose of the pretest is to assess the student's reading comprehension skills. The questionnaire consisted of 40 multiple-choice questions based on the students' third-quarter English instruction in K-12 Curriculum Competencies of the Grade 5 level.

#### 3.4 Respondents of the Study

The study's respondents were the students whose ability to read with the low reading comprehension of Grade 5 students at Cateel Central Elementary School. The complete enumeration was used to identify the number of respondents as a sampling method, with a total of 31 respondents for the experimental group. This was conducted in five sessions per week that will make up the treatment that lasted for two weeks.

## 4. RESULTS AND DISCUSSION

This chapter highlights the transparency of the relationship between the two variables: The Balanced Literacy Approach as an independent variable and enhancing reading comprehension skills as the dependent variable.

#### 4.1 Pretest Scores of the Experimental Group

Pretest scores of items related to enhancing reading comprehension skills were given before implementing the Balanced Literacy Approach as an intervention. Table 2 presents the level of pretest scores of the experimental group.

Table 2. Pretest performance of the experimental group

Score Interval	Frequency	Percent	Standard Deviation	Mean	Grade Percentage	Interpretation
15 and below	3	9.68	4.29	20.55	75.68	Fairly Satisfactory
16 to 20	12	38.71				
21 to 25	14	45.16				
26 to 30	2	6.45				
31 to 35	0	0.00				
36 to 40	0	0.00				
Total	31	100.00				

Table 1 shows the pretest scores of the respondents have a mean score of 20.55 which means fairly satisfactory. Having a sufficient vocabulary, understanding of grammar, and background knowledge, the respondents could pass their pretest score, which is particularly important when reading texts in a foreign language (Srisang & Everatt, 2021). While reading correctly, some kids with various reading comprehension issues exhibit common understanding. The findings are consistent with the idea that high and low comprehension levels are important determinants of diversity in text comprehension (Silva & Cain, 2015). Although they have good reading abilities and

no other evident language or cognitive difficulties, Oakhil, Cain, and Elbro (2015) contend that readers with inadequate comprehension skills find it difficult to comprehend what they read.

Furthermore, Pourhosein, Gilakjani, and Sabouri (2016) noted that a few factors could influence students' capacity for reading comprehension. These include the difficulty of the reading material, contextual factors, anxiety during understanding, interest, and motivation, speed of word recognition or decoding, and medical conditions. Students' wide vocabulary knowledge, syntactic awareness, and metacognitive awareness all greatly impact their ability to comprehend literature. Nergis (2013) found that the factors mentioned above adversely predominate in slowing down students' learning development.

In situations where second and foreign languages are being studied, reading comprehension is significant for language learning (Dawkins, 2017). One of reading comprehension's key objectives is to support students in improving their reading skills and text comprehension, which is essential if they want to become proficient readers. A few cognitive processes in reading comprehension include understanding words and their meanings, a conscious reaction, and integration (Meniado, 2016).

#### 4.2 Post-test Scores of the Experimental Group

Post-test scores consist of items related to enhancing reading comprehension skills after implementing the Balanced Literacy Approach as an intervention. Table 3 presents the level of post-test scores of the experimental group.

Table 3. Level of post-test scores of the experimental group

Score Interval	Frequency	Percent	Standard Deviation	Mean	Grade Percentage	Interpretation
15 and below	0	0.00	4.57	31.77	89.71	Very Satisfactory
16 to 20	2	6.45				
21 to 25	1	3.23				
26 to 30	5	16.13				
31 to 35	20	64.52				
36 to 40	3	9.68				
Total	31	100.00				

Table 3 presents that the mean score of the post-test of the respondents is 31.57, which means very satisfactory. Based on the results, the researcher concluded that the student's reading comprehension skills improved on the level of the experimental group's post-test scores compared to the pretest. This was especially true given that the experimental group's performance was quite high and improved and passed on their reading comprehension through Balanced Literacy Approach, particularly in distinguishing text types. They already know how to distinguish the type of text according to purpose and features: classification, explanation, enumeration, and time order with the help of the treatment implemented.

Similarly, KidsKonnnect (2020) found that some instructors say this Balanced Literacy Approach (BLA) allows pupils to be good readers and writers. Several linguistic and cognitive processes, including but not limited to word reading ability, working memory, inference production, comprehension monitoring, vocabulary, and prior knowledge, are required for reading comprehension, as cited by Ellemand and Oslund (2019). Inference, knowledge, vocabulary, and comprehension monitoring are four components of reading comprehension that play important roles in understanding text and constitute potentially adaptable goals for instruction. It also emphasizes higher-order comprehension abilities while acknowledging the fundamental role that efficient word recognition plays in reading comprehension (Perfetti & Stafura, 2014).

Moreover, KidsKonnnect (2020) also added that this approach encourages children to read creatively, discovering meaning and appreciating the texts they read. However, it also gives pupils the skills to break language down into components and begin reading and writing effectively at an early age. Moreover, as part of this approach, pupils are

regularly assessed, allowing teachers to address their reading needs individually. Teachers can assist students' progress, whether ahead or behind their projected literacy level. Finally, when properly delivered, the balanced approach to literacy equips pupils with the abilities they need to read and write at all stages of their education (KidsKonnnect, 2020).

Eventually, achieving good reading and writing results for kids involves combining or balancing skill-based and meaning-based education, according to Bingham and Hall-Kenyon (2013). The absolute best of both worlds may be had by balancing literacy (Hill, 2021). According to Hill, the instructor provided opportunities for entire language learning through interactive read-aloud, shared reading, interactive writing, shared writing, and word studies.

### 4.3 The Difference of the Results between Pretest and Post-test Scores

Table 4 shows an increase of significant differences in the results between the pretest and post-test scores of the experimental group.

Table 4. Mean comparison between pretest scores and post-test scores.

Types of Tests	Mean	Standard Deviation	t-value	p-value	Interpretation
Pretest	20.55	4.29	9.601	0.000	Pretest and post-test scores differ significantly.
Post-Test	31.77	4.57			

As observed, the pretest scores of the initial performance of the respondents' reading comprehension, without using the intervention, differ significantly from the post-test scores after the intervention process, which is the Balanced Literacy Approach. The pretest scores of the experimental group had a mean score of 20.55. On the other hand, the post-test scores of the experimental group had a mean score of 31.77. It implied that the pretest and post-test scores have different levels of reading comprehension skills.

It proved that the results of the post-test administered to the students following the intervention procedure were similar to those of the study by Snyder and Golightly (2017), in which the student's decoding, word recognition, sight-word recognition, and reading comprehension skills had improved. The outcomes demonstrated that a Balanced Literacy Approach effectively improves foundational reading skills. The outcome of this study, however, differs from the results of the Tarat, Sucaromana, & Sucaromana (2014) study claims that the Balanced Literacy Approach is not significantly different from other approaches in improving phonemic awareness.

Thus, using the reading comprehension difficulty as a starting point, instructors create a combination of explicit and comprehensive instruction strategies tailored to the needs of the students they teach (Barger, 2016). Using various instructional modalities throughout the curriculum, the Balanced Literacy Approach aids students in acquiring lifelong reading abilities (Lynch, 2018). To correctly create a balance of learning, educators, and administrators must have a set of competencies (Hebzytsky, 2017). These techniques use clear instruction while putting students in real-world learning scenarios and ensuring that reading and writing skills are covered equally (Tompkins, 2017).

The research results are nonetheless valuable since they demonstrate how greatly the respondents' ratings varied and how much their reading comprehension skills had improved. The Balanced Literacy Approach is employed as a reading strategy that strengthens fundamental abilities, emphasizing students' reading comprehension ability. Because of this, students need to comprehend what they read to succeed in the current educational system (Simbolon et al., 2020).

The outcome demonstrates that before the Balanced Literacy Approach was used as an intervention in the experimental group, students' reading comprehension skills were significantly influenced by their deep vocabulary knowledge, syntactic awareness, and metacognitive awareness. According to Nergis (2013), the above variables significantly slow pupils' learning growth. Because teachers tailor a combination of explicit and holistic instructional tactics to meet the needs of their students, their participation in adopting a Balanced Literacy Approach is a vital approach (Barger, 2016).

### 4.4 The Implication to Education



Students will learn to read through reading, the cornerstone of the balanced literacy approach. The Maroa-Forsyth Grade School K-5 adopted the Balanced Literacy Approach from Fountas and Pinnell (1996), and it is highly regarded since each component of Balanced Literacy allows the teacher and the student freedom to adapt the teaching, text, and feedback to the academic requirements and interests of the children.

Furthermore, the findings of the current study featuring the application of the Balanced Literacy Approach to the following implications in enhancing reading comprehension such as:

1. A Balanced Literacy Approach could enhance reading comprehension in developing their learning abilities through various methods, materials, resources, and strategies.
2. It emphasizes spoken language, collaborative thinking, and understanding as the basis of literacy instruction to enhance the student's reading comprehension skills.
3. The Balanced Literacy Approach releases responsibility for learning from the teacher to the student and combines strategies for whole, small, and individual instruction.

## 5. CONCLUSION

Based on the data findings throughout the study, the researchers concluded the following:

1. The level of pretest scores of the respondents was 75.68, which indicates a fairly satisfactory performance in reading comprehension. This means that the respondents have a basic understanding of the texts read.
2. The level of post-test scores of the respondents was 89.71, which indicates a very satisfactory performance in reading comprehension. This means the participants improved their reading comprehension skills after applying the Balanced Literacy Approach as an intervention.
3. The pretest and post-test scores differ significantly. This was reflected in the mean post-test score being almost twice as high as the mean pretest score. The significant difference in pretest and post-test scores highlights the effectiveness of using the Balanced Literacy Approach as an intervention.

## 6. REFERENCES

- [1] Ahmad, I., & Ahmad, S. (2018). "Multiple Skills and Medium Enterprises' Performance in Punjab Pakistan: A Pilot Study". *Journal of Social Sciences Research*, 7(4), 44-49.
- [2] Ahmed, I., & Ahmed, I. (2019, January 3). An introduction to guided reading for primary classes. *Resources for English Language Learners and Teachers* Pearson English. <https://www.english.com/blog/guided-reading-for-primary-classes/>
- [3] Alabama Cooperative Extension System. (2021). *The Importance of Reading Comprehension*.
- [4] An Explanation of Structured Literacy, and a Comparison to Balanced Literacy. (2023). Iowa Reading Research Center.
- [5] Aryadoust, V., & Baghaei, P. (2016). Does EFL readers' lexical and grammatical knowledge predict their reading ability? Insights from a perceptron artificial neural network study. *Educational Assessment*, 21(2), 135-156.
- [6] Baker, D. L., Santoro, L., Biancarosa, G., Baker, S. K., Fien, H., & Otterstedt, J. (2020). Effects of a read aloud intervention on first grade student vocabulary, listening comprehension, and language proficiency. *Reading and Writing*, 33(10), 2697-2724.
- [7] Barger, A. P. (2016). Teachers' perceptions of contextual influences on instructional decision-making regarding the use of educational technology in secondary social studies. *The College of William and Mary*.
- [8] Bingham, G. E., & Hall-Kenyon, K. M. (2013). Examining teachers' beliefs about and implementation of a balanced literacy framework. *Journal of Research in Reading*, 36(1), 14-28.
- [9] Bitter, C., O'Day, J., Gubbins, P., & Socias, M. (2009). What works to improve student literacy achievement? An examination of instructional practices in a balanced literacy approach. *Journal of Education for Students Placed at Risk*, 14(1), 17-44.

- [10] Brandon, A. M. (2021). An Annotated Bibliography of Selected Music Theory Resources for the Middle and High School Choral Classroom with Alignment to Mississippi College-and Career-Readiness Standards.
- [11] Burkins, J. M., & Yaris, K. (2016). *Who's Doing the Work?: How to Say Less So Readers Can Do More*. Stenhouse Publishers.
- Carnahan, C. R., Williamson, P. S., Hollingshead, A., & Israel, M. (2012). Using technology to support balanced literacy for students with significant disabilities. *TEACHING Exceptional Children*, 45(1), 20–29.
- [12] Dawes, M. (Ed.) (2010). (Vols. 1-0). SAGE Publications, Inc.
- [13] Dawkins, L. D. (2017). Factors influencing student achievement in reading.
- [14] Education Development Center, Inc. (2015). *Balanced Literacy Transforms Classrooms: Evidence from Mali*. RRN. Retrieved December 14, 2022, from <https://www.edc.org/sites/default/files/uploads/RRN%20Mali%20Balanced%20Literacy%20Brief.pdf>.
- [15] Elleman, A. M., & Oslund, E. L. (2019). Reading comprehension research: Implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3-11.
- [16] Ellis, A.K., & Bond, J.B. (2014). "An analysis of research on metacognitive teaching strategies". *Prodia- Social and Behavioral Sciences*, 32(116), 4015-4024.
- [17] El Education. (2020, October 30). What is Balanced Literacy and How is it Different From the Approach to Teaching Reading in EL Education's Curriculum? | EL Education.
- [18] Estremera, M. L., & Estremera, G. L. (2018). Factors affecting the reading comprehension of grade six pupils in the city division of Sorsogon, Philippines as the basis for the development of the instructional model. *Asia Pacific Journal of Education, Arts and Sciences*, 5(3), 72-78
- [19] Fitzgerald, M. (2022, October 21). *Interactive Read-Aloud Strategies: Build Strong Relationships With Students*.
- [20] Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Heinemann.
- [21] Hebzynski, S. J. (2017). *Balanced literacy strategies*.
- [22] Hill, M. (2021, May 27). 4 Reasons to Use the Balanced Literacy Approach - Inspired Ideas. Medium.
- [23] Ibrahim, E. H. E., Sarudin, I., & Muhamad, A. J. (2016). The relationship between vocabulary size and reading comprehension of ESL learners. *English Language Teaching*, 9(2), 116-123.
- [24] Javed, M., Eng, L. S. & Mohamed, A. R. (2015). Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students. *International Journal of Instruction*, 8(2), 139-154.
- [25] Jingblad, J. & Johansson, H. (2017). How to Create an Environment in which Students are Self-Motivated to Read Fiction in English in the ESL- classroom: A Quantitative Study from Students' Point of View Analyzed with the Self-Determination Theory.
- [26] Kalyani, A. (2020, July 14). What are the advantages and disadvantages of shared reading? *Lesson 1: Balanced Literacy - KNILT*. (2019). [https://knilt.arcc.albany.edu/Lesson\\_1:\\_Balanced\\_Literacy](https://knilt.arcc.albany.edu/Lesson_1:_Balanced_Literacy)
- [27] Landi, N., & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and Linguistics Compass*, 11(2), e12234.
- [28] Lynch, E. (2018). *Components of Balanced Literacy and Strategies for the Classroom*.
- [29] Maripaz Abas Mastura, Hajri Jamil, Zurida Ismail, & Datu Siang. (2013). *READING COMPREHENSION SKILLS AND PERFORMANCE IN SCIENCE AMONG HIGH SCHOOL STUDENTS IN THE PHILIPPINES*. *Asia Pacific Journal of Educators and Education*, 29, 81–94.
- [30] Maroa Forsyth Grade School *Balanced Literacy Framework*. (2018, July 27). Academics. Maroa Forsyth Grade School.
- [31] Meniado, J. C. (2016). Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students. *English Language Teaching*, 9(3), 117-129.
- [32] National Council of Teachers of English. (2021, August 25). *Statement on Independent Reading*. <https://ncte.org/statement/independent-reading/>
- [33] Ness, M. K. (2016). Reading comprehension strategies in secondary content area classrooms: Teacher use of and attitudes towards reading comprehension instruction. *Reading Horizons: A Journal of Literacy and Language Arts*, 49(2), 5.
- [34] Nergis, A. (2013). Exploring the factors that affect reading comprehension of EAP learners. *Journal of English for Academic Purposes*, 12, 1-9.
- [35] Oakhill, J. V. (Eds.). (2014). *Reading comprehension difficulties: Processes and intervention*. Routledge.
- [36] Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.

- [37] PCPS Balanced Literacy Model. (2014). Implementation Draft Spring-2014. Retrieved on December 14, 2022 from <https://va02205104.schoolwires.net/cms/lib/VA02205104/Centricity/Domain/311/Balanced-Literacy-Model-Spring-2014.pdf>
- [38] Perfetti, C., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific studies of Reading*, 18(1), 22-37.
- [39] Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229.
- [40] Pressley, M., & Allington, R. L. (2014). Reading instruction that works: The case for balanced teaching. Guilford Publications.
- [41] Protacio, M. S. (2017). A Case Study Exploring the Reading Engagement of Middle Grades English Learners. *RMLE Online*, 40(3), 1-17.
- [42] Rastegar, M., Kermani, E. M. & Khabir, M. (2017). The relationship between metacognitive reading strategies use and reading comprehension achievement of EFL learners. *Open Journal of Modern Linguistics*, 7(2), 65-74.
- [43] Riley, C. & Miller, B. (2020, October 30). *What is Balanced Literacy and How is it Different From the Approach to Teaching Reading in EL Education's Curriculum?* / *EL Education*. <https://eleducation.org/news/what-is-balanced-literacy-and-how-is-it-different-from-the-approach-to-teaching-reading-in-el-educations-curriculum>
- [44] Schiefele, U., & Schaffner, E. (2016). Factorial and construct validity of a new instrument for the assessment of reading motivation. *Reading Research Quarterly*, 51(2), 221-237.
- [45] Siaulys, K. M. (2013). A balanced literacy approach to the classroom.
- [46] SILVA, M., & CAIN, K. E. (2015). “The relations between lower and higher-level comprehension skills and their role in prediction of early reading comprehension”. *Journal of Educational Psychology*, 107(2), 321-331.
- [47] Simbolon, N., Marbun, I. Simanjuntak, E. B. (2020) Evaluating Reading Comprehension Ability Through the SQ4R Model *Utopía y Praxis Latinoamericana*, vol. 25, no. Esp.6, Universidad del Zulia, Venezuela.
- [48] *Shared Reading – A Critical Component of Balanced Literacy Instruction*. (2014, August 21). Reading Worksheets, Spelling, Grammar, Comprehension, Lesson Plans.
- [49] Snyder, E., & Golightly, A. F. (2017). The Effectiveness of a Balanced Approach to Reading Intervention in a Second Grade Student: A Case Study. *Education 3-13*, 138(1), 53-67.
- [50] Srisang, P., & Everatt, J. (2021). Lower and higher level comprehension skills of undergraduate EFL learners and their reading comprehension. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 427-454.
- [51] Swan, C. K. (2015). Effects of online reading strategies and learning styles on reading comprehension of Malaysian tertiary ESL learners (Doctoral dissertation, PhD thesis, University Putra Malaysia).
- [52] Tarat, S., & Sucaromana, U. (2014). An Investigation of the Balanced Literacy Approach for Enhancing Phonemic Awareness of Thai First-grade Students. *Theory & Practice in Language Studies*, 4(11).
- [53] Tompkins, G. E., (2017). *Literacy for the 21st century: A balanced approach*. (6th ed.). Boston: Pearson.
- [54] What is Guided Reading? (2019, December 16). <https://www.learning-az.com/site/resources/breakroom-blog/what-is-guided-reading>
- [55] Willson, A. M., & Falcon, L. A. (2018). Seeking Equilibrium: In What Ways Are Teachers Implementing a Balanced Literacy Approach amidst the Push for Accountability? *Texas journal of literacy education*, 6(2), 73-93.
- [56] Yodis, M. (2016). Educational leaders' decisions, practices, and policies influencing K-2 summer reading programs (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (10242979)