

READING INTERVENTION USING FULLER APPROACH AND STUDENTS COMPREHENSION

LEKHA JOY S. TOMANAN

Teacher I, Department of Education, Bantacan Elementary School, Bantacan New Bataan Davao de Oro, Philippines

ABSTRACT

This study examined the effectiveness of the Fuller Approach intervention in the reading comprehension of the Grade 2 pupils of Bantacan Elementary School. The Fuller Approach is an alphabetic technique that combines the method of full word recognition with instructions. The readers must first be given the opportunity to become acquainted with the alphabet's names and sounds. This study utilized the quantitative research, quasi-experimental design, used to assess the reading comprehension of the Grade 2 pupils of Bantacan Elementary School. The experiment was conducted through the application of the Comprehensive Rapid Literacy Assessment (CRLA), pre- and post-tests assessment. The results showed that the class mean and proficiency, measured by words per minute, of the Grade 2 pupils before the intervention are satisfactory, while after the intervention, the class obtained a mean an outstanding, respectively. Also, the results reflected a significant difference between the pre- and post-tests performance of the respondents. This means that the null hypothesis is neglected and the alternate hypothesis is accepted. Therefore, there is a significant difference between the pre-test and post-tests mean scores and proficiency of the Grade 2 pupils. In view of the forgoing results, the study recommends to create new learning interventions, explore other areas affected by the Fuller Approach, and investigate more about this learning intervention that would impact the teaching and learning environment.

Keywords: *elementary education, Fuller Approach, Comprehensive Rapid Literacy Assessment (CRLA), reading intervention, student comprehension, quasi-experimental study*

1. INTRODUCTION

1.1 The Problem and its Background

Reading comprehension is a persistent struggle of elementary learners which underscores the need for innovative instructional approaches that address the complex cognitive and linguistic challenges underlying this critical skill. Research has shown that inadequate reading skills can have far-reaching consequences, including poor academic performance, decreased motivation, and reduced opportunities for future success (Hall, 2024). The fuller approach, a reading intervention strategy that focuses on explicit instruction and scaffolded practice, has been proposed as a potential solution to this problem (Smith, 2025). However, despite its promise, there is a need for further research to explore the effectiveness of the fuller approach in improving student comprehension, particularly in diverse educational settings (Johnson, 2023).

In the United States of America, research conducted in American elementary schools has demonstrated the effectiveness of the fuller approach as a reading intervention in improving student comprehension among Grade 2 pupils (Williams & Brown, 2024). A study published in the Journal of Educational Research (2024) found that students who received reading instruction using the fuller approach showed significant gains in reading comprehension, outperforming their peers who received traditional reading instruction. Another study conducted in a suburban elementary school in the United States reported similar findings, with Grade 2 students who received Fuller approach instruction demonstrating improved reading fluency and accuracy (Johnson & Davis, 2024).

However, in the Division of Sarangani, many pupils find it difficult to learn the fundamentals of literacy highlights the urgent need to close the reading performance gap in elementary school. Goyja (2023) found a breakthrough that the fuller approach significantly increased the reading fluency, accuracy, and comprehension of third-grade kids on the test. This important discovery emphasizes how urgent it is to investigate cutting-edge teaching strategies, like the Fuller approach, to close the reading proficiency gap and give teachers useful resources to improve elementary students' reading abilities. In the end, this will guarantee that no student falls behind in learning this essential skill.

According to the results of the Phil-IRI Assessment, which was carried out at Bantacan Elementary School during the 2024–2025 school year, students in Grade 2 fall into the frustration level. The researcher observed that these children had challenges with comprehension, fluency, word decoding, and other problems that might have exacerbated their issues with reading. This offers a chance to address and lessen the disparity in academic achievement, especially in reading. Teachers find it difficult to meet the competence objective when students complete their work since some are sluggish learners and beginning readers. Nevertheless, these challenges are surmountable with the appropriate reading intervention which is fuller approach and support so they can get better at reading.

Thus, the study evaluated the effectiveness of a fuller approach as reading intervention among grade 2 pupils who are still developing in reading. Despite life's obstacles, education is achievable with hard work and perseverance. This motivated the researcher to look into how well the Fuller Approach works to help struggling readers become better readers. The investigator investigated and executed an approach that goes beyond standard procedures to encourage their enthusiasm for reading and education.

2. REVIEW OF RELATED LITERATURE AND STUDIES

Topics and literature pertaining to the current idea being studied were presented in this section. To provide us with a clearer picture of the points being underlined in this quantitative investigation, the results of other studies that are comparable to this one was presented. Manuals, journals, websites, and other reading materials were some of the sources from which these were gathered. The relevant literature and studies that could bolster the results of this investigation are included in this section. This study evaluated the impact of a fuller approach on student comprehension. Related literature was provided to give a deeper understanding and pertinent information about this topic.

2.1 Fuller Approach

The Fuller Approach is a technique combined to alphabet using the method of complete word recognition to instructions (Garcia, 2023). This first necessitates to enable the readers to become familiar with the names and sounds of the alphabet. An additional goal of this approach is to enhance vocabulary. Consequently, increasing the significance and significance of reading resources. Putting a focus on methodical and clear instruction, this method leads students through extremely organized classes that gradually introduce new words, sounds, and abilities.

Additionally, the approach employs phonics to assist students in automatically decoding high-frequency words. Children who have more confidence are better able to read effectively and manage further unidentified terms. It includes exercises to improve fluency like timed reading, group reading, and revisiting (Eghbaria et al., 2023).

In a study conducted by Goyja (2023) at the Integrated Indigenous Domnar-Lopez Copada People School in the Sarangani Division's Maasim 3 district, the Fuller method produced notable gains in Grade 2 students' reading skills. Those who received instruction in this method greatly enhanced understanding, accuracy, and fluency in reading. This implies that the Fuller method may be a useful instrument for teachers who wish to improve primary the proficiency in reading of their students in different grade levels.

Supporting the findings above, Green (2023) revealed in his study at the Washington Lincoln Elementary School where the Fuller Approach was selected to raise the low achievers' reading proficiency in the second grade. Two student groups served as the subjects of the study. One was a group reading with guidance, and the other which was an organization called SRĀ Reading Mastery. To analyze the data, a ANOVA with mixed model repeated measurements was applied to the findings and the hypothesis test demonstrated that the two groups were significant in terms of the reading accomplishment the pupils for SRA Reading Mastery. The research additionally

emphasized that for the pupils classified as low second-grade achievers, methodical and clear approaches are better than guided reading in terms of reading proficiency. Regarding the methods used in instruction, employing the process's use of comedy aligns with the Fuller strategy, which sought to deal with classrooms that were in many grades. This method ensures that the lessons are both engaging and useful.

Furthermore, considering the Phil-IRI Assessment's results carried out in Malipayon during the 2023–2024 academic year in Malipayon Elementary School in Pag-asa, Sta. Josefa. It was discovered that 25 students in Grades 2-6 in Agusan del Sur fall into the category of frustration. The investigator observed that these learners had trouble understanding and decoding words. Fluency, as well as additional problems that might have caused their challenges. This offers a chance to address and lessen the disparity in academic achievement, especially while reading. Because some students develop slowly and teachers of beginning readers find it difficult to meet the goal in the abilities when students complete their assignments. But these challenges are surmountable with the appropriate tactics and assistance, and they can get better at reading (Goyja, 2023).

Additionally, the investigation of Oclarit et al. (2023) discovered that students who are classified as slow readers and other developing readers who are still growing are different from other readers. Despite the difficulties in life in terms of socio-economic status, geographical distance to school, lack of access to other educational services of the students, it is attainable with commitment and hard work to acquire an education effectively. However, choosing to sign up for parental discretion is largely a responsibility of the school. They continue to insist that their children go to school despite the challenges they encounter throughout life. This inspired researchers to examine the efficacy of the Fuller strategy for enhancing the reading skills of poor readers.

In addition to this, according to the curriculum instruction division of the Department of Education, frustrated readers make about 50% of grade 3 students, or 5 out of 10 students, and out of 50 percent, 40 percent or 4 out of 10 are non-readers. In the field, it is a concerning problem. The region was advised by Regional Memorandum 205 series of 2021, which emphasized the significance of a reading curriculum that is improved at every stage. Every man's existence requires reading since we learn not just by experience as well as what we are reading with understanding and appropriate how to pronounce it. The report noted according to the Philippine Reading Inventory (Phil-IRI) that in Grade 3 at the school where the study is conducted, 35 students who struggle with reading comprehension are now being taught. Using this, the teachers were interested in learning how the Fuller technique may be used to improve the third-grade students' reading proficiency (Oclarit et al., 2023).

In accordance with several authors, reading can be a means of communication. Be characterized as an exchange between the writer and the audience. Additionally, reading is one of the reader's and text's fundamental components. According to them, the relationship between the two is a mental exercise that people often do in silence, using their perceived material that is negotiated. Reading is defined as deriving meaning from written material (Light et al., 2022).

Likewise, because reading is related to literacy issues, it is a problem of great societal significance. Numerous cognitive processes related to learning are associated with reading. In addition to exposing children to the collective knowledge of humanity, learning to read and write can have a profound impact on their lives. The skills that young children acquire before they may benefit from consistent reading instruction are included in the first stage, readiness, but exposure and exploration activities can also be beneficial. The importance of reading in many developing countries should be emphasized rather than understated to fulfill the needs of beginning readers in schools. It is necessary for normal classroom teachers, school administration, parents or caregivers, and curriculum developers to assess classroom programs. The Fuller Technique for English word recognition is one of several strategies and methods for teaching word attack abilities. It is part of the Four-Pronged Approach to teaching beginning reading and combines the alphabet, phonics, and complete word operations. The child must be able to name and shape each letter of the alphabet, distinguish between vowels and consonants, and recognize the sounds that each letter makes before using the Fuller Technique (Tibi et al., 2022).

Additionally, the Fuller approach involves teaching the letters in sequence. It started by teaching the letter Mm, then Ss, Ll, Tt, Hh, Cc, Rr, Nn, Bb, Gg, Pp, Dd, Jj, Zz, Yy, Vv, and Ww. In every beginning reading word (such as "mix," "fix," "six," ax); when these words are introduced, the sound of x is taught. K sounds just like the well-known C sound is taught to read beginners frequently require explanations when the sound of K is presented. K is the initial letter of a few words. Again, this needs to be explained to the infant with the c sound, which is why

the Q sound is not introduced at this early age. Q never appears at the beginning of a reading word, and U always follows (as to queen, quilt, quiz). The letter sound is introduced in step two. If Mm is the target letter, the student will sound it out. They will then rename the pictures after the teacher shows them. The letterform will be introduced or reviewed in Step 3. Writing the capital letter M and the little m will be demonstrated by the instructor. The teacher will demonstrate the proper way to write both the capital and small Mm (Macfarlane et al. 2022).

Aide to this, the instructor will instruct the student to write the letter “Mm” on the floor, the air, and his hand to strengthen gross and motor skills, the child will then report on the board and then on paper to develop fine motor abilities. Step 4 of the approach includes activities, games, and competitions: display a bingo card, for instance, featuring images that all begin with the letter Mm which are displayed in a desired design and focusing on the initial sound. Then, the teacher will ask the students to name the images. The student could say “Bingo!” if he follows the outline. Finally, it's Important to keep in mind that each the complexity rises with each lesson, which includes a review of the previously learned consonant. Class, and learning new vocabulary must be accomplished in an enjoyable manner—through games, exercises, and competitions that young children will undoubtedly find interesting (Veldman et al., 2022).

Supporting these statements, there are numerous approaches that can be utilized to teach reading. Most in the first grade, many students categorize themselves as either good or bad readers. Consequently, teachers must adopt suitable methodological solutions to meet the demands of every student to develop proficiency in reading. First, schools ought to provide a well-rounded reading curriculum that integrates reading comprehension, word-building abilities, and phonemic awareness in the early grades, start reading correctly. Moreover, other professionals think that Phonological awareness is essential for the early development of reading and spelling skills. Training in phonological awareness, an area that has been demonstrated to enhance education, should be the first stage of developing spelling and decoding abilities (Steinbrink et al., 2020).

2.2 Related Studies

In addition to improving student comprehension, the fuller approach has been cost-effective and easy to implement. A study conducted by Johnson and Davis (2025) found that the fuller approach was a cost-effective and sustainable reading intervention that could be implemented in various educational settings. The fuller approach has also been practical in promoting teacher professional development. A study published in the *Journal of Teacher Education* in 2025 found that teachers who received training on the Fuller Approach reported increased confidence and competence in teaching reading and promoting student comprehension (Hall et al., 2025).

Furthermore, the fuller approach has also effectively promoted parental involvement in reading instruction. A study published in the *Journal of Educational Psychology* in 2024 found that parents who received training on the Fuller Approach were likely to engage in reading activities with their children and support their children's reading development (Kim et al., 2024). Research has shown that the Fuller Approach can be adapted to meet the diverse needs of Grade 2 pupils. A study conducted by Hall and Green (2023) found that the Fuller Approach effectively improved reading comprehension among English language learners and students with disabilities.

Moreover, the effectiveness of the Fuller Approach in improving student comprehension has also been attributed to its emphasis on explicit instruction and scaffolded practice. A study published in the *Journal of Literacy Research* in 2022 found that the Fuller Approach's explicit instruction and scaffolded practice helped to reduce cognitive load and promote reading comprehension among Grade 2 pupils (Almasi et al., 2022).

In addition to improving reading fluency and comprehension, the fuller approach has effectively promoted reading motivation among Grade 2 pupils. A study conducted by Kim and Lee (2020) found that students who received reading instruction using the reading intervention showed increased reading motivation and engagement compared to traditional reading instruction.

Additionally, the fuller approach has also been effective in improving reading fluency among Grade 2 pupils. A study published in the *Journal of Educational Research* in 2018 found that students who received reading instruction using the fuller approach showed improved reading fluency and accuracy compared to traditional reading instruction (Johnson & Davis, 2018). Research has consistently shown that the fuller approach is a compelling reading intervention for improving student comprehension. A study conducted by Williams and Brown (2016) found that students who received reading instruction using the fuller approach showed significant gains in reading comprehension compared to students who received traditional reading instruction.

2.3 Theoretical Framework

This study was anchored on the Sociocultural Theory of Learning posited by Vygotsky (1978). According to this theory, learning is a socially mediated process, and students learn best through collaborative interactions with more knowledgeable others. The theory suggests that instructional designs that incorporate scaffolding, feedback, and peer support can facilitate learning and improve student outcomes. The fuller approach, with its emphasis on explicit instruction, scaffolded practice, and gradual release of responsibility, aligns with the principles of Sociocultural Theory. Through giving temporary support and scaffolding, the fuller approach can help students develop reading comprehension skills and bridge the gap between what they can do independently and what they can do with guidance. Studies have shown that instructional designs that incorporate scaffolding and peer support can lead to improved reading comprehension outcomes (Almasi et al., 2023; Guthrie et al., 2024).

Moreover, research has demonstrated that the broader method can be a successful reading intervention strategy, which is in line with Vygotsky's Sociocultural Theory, which holds that learning happens through social interactions and cooperative conversation. This method fosters a dynamic learning environment that aids in the development of students' reading comprehension by utilizing sociocultural interactions. Students who got reading instruction using the broader method outperformed their peers who received standard instruction in terms of reading comprehension and reading activity engagement, according to a 2024 study by Kim et al. This outcome supports the sociocultural theory's emphasis on how social interactions shape cognitive development by highlighting the broader approach's potential to maximize the benefits of social learning and advance students' reading comprehension.

In as much, another study conducted in 2025 reported similar findings, with the fuller approach leading to improved reading comprehension and increased peer-to-peer interactions during reading activities (Hall et al., 2025). The application of sociocultural theory in this study will provide a theoretical framework for understanding how the Fuller Approach can be effective in improving student comprehension. Upon examining the sociocultural interactions and scaffolding provided by the Fuller Approach, this study aims to contribute to the growing body of research on the effectiveness of this instructional approach.

Figure 1 shows the conceptual framework of the study that illustrates the independent and dependent variable of the research.

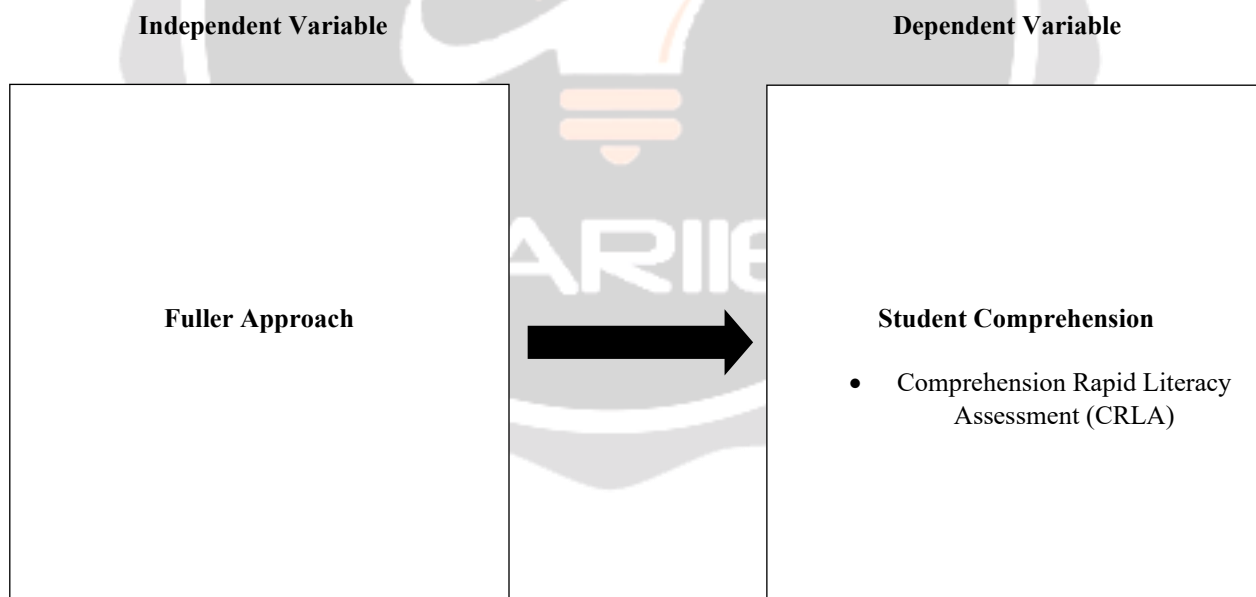


Figure 1. Conceptual Framework

3. STATEMENT OF THE PROBLEM

This study investigated whether there is efficacy of the fuller approach in reading comprehension among grade 2 pupils of Bantacan Elementary School. Specifically, it sought to answer the following questions:

1. What is the reading competency of students before the intervention?
2. What is the reading competency of students after the intervention?
3. Is there a significant difference between the pre-test scores and post-test scores of the respondent

4. NULL HYPOTHESIS

To address the research problem comprehensively and provide an objective basis for analysis, the researcher formulated the following hypothesis:

Ho1. There is no significant difference between the results of pre-test scores and post-test scores of the respondents.

5. SCOPE AND DELIMITATION OF THE STUDY

This study assessed the reading comprehension of grade 2 pupils of Bantacan Elementary School in New Bataan District, Davao de Oro Division. This was limited only to the 32 Grade 2 learners who are currently enrolled for the school year 2025-2026. Furthermore, the researcher focused on the effectiveness of the implementation of a fuller approach as a reading intervention in assessing student comprehension using Comprehensive Rapid Literacy Assessment (CRLA).

6. SIGNIFICANCE OF THE STUDY

The results of the study would provide feedback and would benefit the following:

Learners. This result of the study would examine the effectiveness of the fuller approach as a reading intervention. It would provide students with more effective and engaging reading instruction to improve their comprehension skills. As a result, students will have better opportunities to succeed academically, develop a positive attitude toward reading, and cultivate a lifelong love for learning. Ultimately, the findings of this study can help students overcome reading difficulties, build confidence, and achieve their full potential.

Teachers. The result of the study would provide teachers with knowledge about the use of a fuller approach in assessing the reading comprehension of elementary learners. This study can provide teachers with a valuable tool to enhance reading instruction and improve student comprehension. Teachers can use the findings of this study to inform their instructional practices, develop more effective reading lessons, and better support students who struggle with reading. Additionally, this study could help teachers develop a deeper understanding of the reading process, identify areas where students need extra support, and create a more supportive and inclusive learning environment.

Reading Coordinators. The result of the study would give reading coordinators a concrete idea of overseeing reading programs and supporting teachers in their reading instruction. This study can provide Reading Coordinators with valuable insights into the effectiveness of the Fuller Approach as a reading intervention. They could make informed decisions about which reading programs to adopt, provide targeted support to teachers, and develop more effective reading strategies that meet the diverse needs of students.

School Administrators. The result of the study would provide school administrators with valuable data to inform their decisions about reading programs and instructional practices. They can use the results of this study to evaluate the effectiveness of their current reading programs, identify areas for improvement, and allocate resources more effectively to support student reading development.

Department of Education. The result of the study would provide policymakers and educators with valuable insights into the most effective instructional practices for improving student reading comprehension. The

findings of this study can inform policy decisions, guide the development of reading programs, and support the creation of more effective reading instruction that meets the diverse needs of students.

Future Researchers. The result of the study would provide a foundation for future research on reading instruction and student comprehension. Future researchers can build on the findings of this study, explore new research questions, and investigate the effectiveness of the Fuller Approach in different educational contexts. Ultimately, this study can contribute to the growing body of research on reading instruction and support the

6. DEFINITION OF TERMS

For a clearer and richer understanding of the study, the following terms used in the study are defined conceptually and operationally:

Fuller Approach. This refers to a teaching method that focuses on explicit instruction, scaffolded practice, and gradual release of responsibility to promote student learning and understanding (Stern et al., 2017). It involves making transparent for students what it means to synthesize information, engaging students in activities that promote critical thinking, and providing feedback and support to facilitate learning. Operationally, it refers to the series of reading lessons that will be implemented which will incorporate explicit instruction, guided practice, and independent reading activities. The approach will be delivered by a trained teacher who will provide feedback and support to students as needed.

Reading Intervention. This refers to the set of instructional strategies and activities designed to support students who struggle with reading (Asmida et al., 2018). It involves providing targeted support and scaffolding to help students overcome reading difficulties and improve their reading comprehension skills. In this study, it refers to the reading intervention that will be operationalized through the implementation of the fuller approach which will be delivered to students who struggle with reading. The intervention will consist of 30-minute reading lessons, delivered three times a week, over a period of 12 weeks.

Student Comprehension. This refers to the ability of students to understand and interpret written text. It involves making meaning from text, identifying main ideas, making inferences, and drawing conclusions (Fatqurhohman, 2016). In this study, student comprehension will be measured using a standardized reading comprehension test, which will be administered to students before and after the reading intervention. The test will assess students' ability to identify main ideas, make inferences, and draw conclusions from written text.

7. METHODS

The research design, the research location, the demographic and sample, the research instrument, the data collection, and the statistical techniques are all covered in this chapter.

7.1 Research Design

The study utilized quantitative quasi-experimental design, a term introduced by Donald T. Campbell and Julian C. Stanley in 1963. While like experimental research, quasi-experiments differ in that the independent variable is manipulated without random assignment of participants to groups (Díaz et al., 2015). This makes the approach particularly valuable in contexts where random assignments are challenging or infeasible, such as assessing the impact of educational interventions.

Quasi-experimental design was employed to assess the effectiveness of the fuller approach to student comprehension. This design is suitable for this study as it allows for the comparison of outcomes before and after using the reading intervention. Although participants were not randomly assigned to groups, which is a limitation of quasi-experimental designs, the study attempted to minimize selection bias by matching participants in both groups based on their reading proficiency levels.

By using a quasi-experimental design, this study provided valuable insights into the effectiveness of the fuller approach in improving student comprehension, while also acknowledging the limitations and potential biases

inherent in this design. This method is well-suited for exploring the causal link between reading intervention and student comprehension. Quasi-experimental designs are especially practical in educational research, where randomly assigning participants is often unfeasible or ethically problematic.

7.2 Research Locale

This study was conducted at Bantacan Elementary School, situated in the heart of Barangay Bantacan, New Bataan, Davao de Oro. The selection of this site is deliberate, as its proximity and accessibility facilitate efficient data collection.

New Bataan, a first-class municipality in Davao de Oro, boasts a diverse population of 82,234 residents, according to the 2015 census. The municipality's history is marked by resilience, having been severely affected by Typhoon Pablo in 2012. The town's name is a testament to its heritage, derived from migrants from the Province of New Bataan who established the town during the Commonwealth or Post-War Period. New Bataan comprises 16 barangays, including Cabinuangan, the central barangay, which is home to New Bataan National High School. The local economy is primarily driven by agricultural activities, which serve as the main source of livelihood for residents.

Bantacan Elementary School, the specific site of this study, is strategically located at Purok 13, Bantacan, New Bataan, Davao de Oro. As of the current school year, the school has a total enrollment of 413 students, with 13 teachers under the supervision of a school principal. This study aims to contribute meaningfully to the educational landscape of Bantacan Elementary School and the broader community of New Bataan.

Below is the map of New Bataan, where Bantacan Elementary School is located:

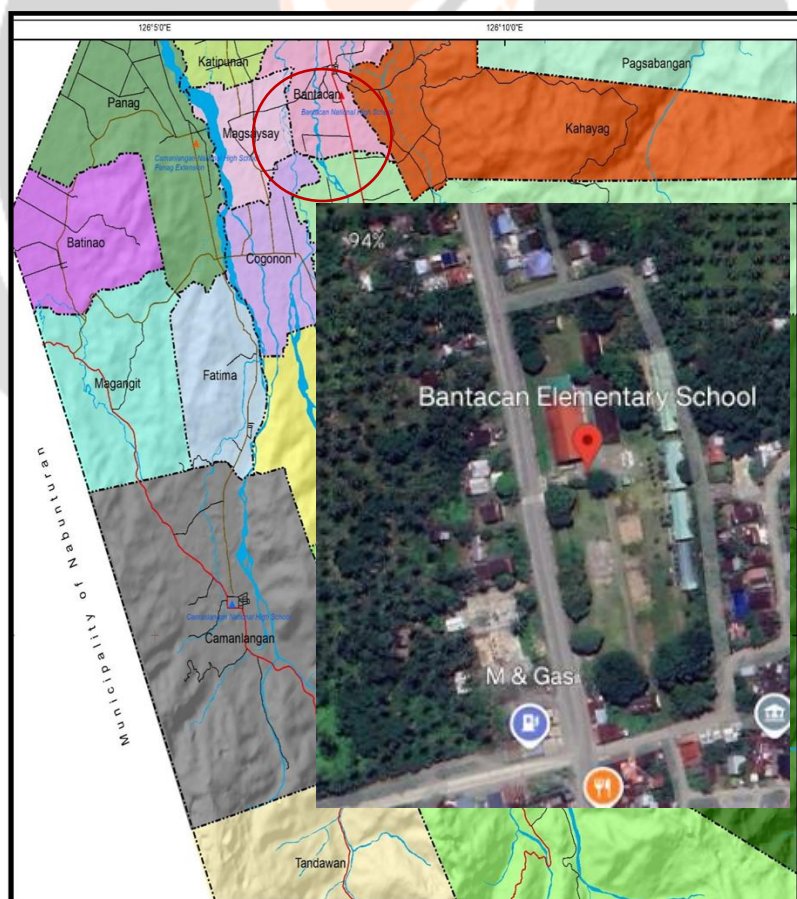


Fig -2: Map of barangay Bantacan highlighting Bantacan Elementary School

7.3 Research Subjects

The participants of this study were the Grade 2 pupils of Section Luna in Bantacan Elementary School. It has a population of 32 students who undergone reading intervention activities using fuller approach. A pretest was given by the researcher to the students before using the intervention. After using fuller approach, a post-test session was given to evaluate the effectiveness of the intervention.

7.4 Research Procedures

Prior to initiating the study, the research protocol undergone a rigorous review and approval process by the Ethics Research Committee to ensure strict adherence to ethical standards and guidelines. Subsequently, the researcher secured approval from the Department of Education – Division of Davao de Oro, obtaining the necessary permits and clearances to conduct the study. To ensure the rights and welfare of participants are protected, the researcher obtained informed consent from participants and, where applicable, their legal guardians. The informed consent process entailed a comprehensive disclosure of the study's purpose, procedures, potential risks and benefits, and guarantees of confidentiality.

More so, respondents were also informed of their right to withdraw from the study at any time without penalty or consequence. For minor participants, assent was obtained in addition to parental/guardian consent, to confirm their willingness to participate in the study. This dual consent process ensured that both parents/guardians and minor participants are fully informed and comfortable with the study's procedures.

Data collection began after obtaining an informed assent from the participants. The 32 participants from Section Luna were arranged in their classroom to be prepared to take the pre-test before using the fuller approach as reading intervention. After that, fuller approach was utilized, and a posttest was given to assess the progress of the students after using the reading intervention. Once responses are verified for completeness, the data were subjected to a descriptive analysis to determine the mean, median, range, and standard deviation, and independent t-test to determine whether there is a statistically significant difference between the test scores of grade 2 students

7.5 Statistical Treatment of Data

To test the hypothesis formulated, the following statistical tools was used in the research:

Frequency distribution. This was used for the listing of the scores of the respondents.

Comparison coefficient. This was used to test the significant difference between the results of the pre-test and post-test mean scores of the fuller approach. The use of frequency distribution for the listing of the scores of the respondents.

Mean. This was used to provide a concise numerical value that represents the average performance of the respondents in taking the pre-test and post-test for fuller approach.

Paired t-test. This was used to calculate the t-value by comparing the mean difference between the pre- and post-intervention scores to the variability or standard error of the differences.

7.6 Ethical Considerations

This study on the effectiveness of the fuller approach as a reading intervention in Bantacan Elementary School, New Bataan District, was grounded in ethical principles that ensure integrity, responsibility, and respect. The researcher guarantees the validity and reliability of the findings, promotes cooperation and responsibility, and aligns with societal goals by adhering to ethical guidelines. Before data collection, the researcher recognized and honor respondents' rights, needs, values, and preferences, preserving their anonymity, dignity, privacy, and confidentiality.

Social Value. The findings of this study would contribute significantly to enhancing reading instruction and student literacy outcomes in Bantacan Elementary School and beyond. By investigating the effectiveness of the

Fuller Approach, this study addresses a critical need in the school community, providing valuable insights for teachers, administrators, and policymakers. The researcher ensured that the study's design, methodology, and data collection procedures yield relevant and actionable insights that benefit the school community.

Informed Consent. Respondents were provided informed consent before participating in the study, ensuring they understand the purpose, risks, and benefits. The Informed Consent Form (ICF) was explicitly state that participation is voluntary and optional, and respondents may withdraw without penalty. Confidentiality mechanisms were implemented to protect respondents' personal information and responses.

Vulnerability of Participants. To ensure respondents understand their involvement, the researcher thoroughly explained the study's methods and procedures. Respondents will be informed that participation is voluntary and that they can withdraw at any moment without penalty. Their decision to discontinue engagement was respected, prioritizing their comfort and consent.

Risks, Benefits, and Safety. This study posed minimal risks to respondents, as it involves gathering data on the effectiveness of the fuller approach. Respondents completed surveys at their convenience, minimizing stress. The researcher prioritized respondents' safety and well-being, taking necessary precautions to mitigate potential risks and complying with ethical guidelines to protect confidentiality and well-being.

Privacy and Confidentiality. The researcher kept the privacy and confidentiality of the respondents. The results were published in an aggregated or generalized format; individual responses were not shared. Respondents can verify and assess data interpretations, guaranteeing transparency and accuracy.

Justice. The ethical concept of justice guided the process, guaranteeing that each respondent is treated equally and fairly. Benefits associated with the research, like enhanced reading instruction strategies and professional development opportunities, were available to respondents. In terms of participation and results, this encourages equal opportunity.

Transparency. The researcher saw to it that respondents are completely aware of the study's objectives, methodology, potential risks, and advantages. By presenting results truthfully, logically, and free from bias or manipulation, the researcher upheld the integrity of data reporting. This method promotes transparency, trust, and an equitable evaluation of the results.

8. RESULTS

8.1 Reading Competency of Students Before the Intervention

This section presents the results to the first question of the statement of the problem that showed the reading competency of students before the Fuller Approach intervention. Table 1 presents the pre-test performance of the Grade 2 pupils.

Table 1
Pre-test Performance of the Grade 2 Pupils

	No. of pupils	Class Mean Score	Class Proficiency (words per minute)	Remarks
Pre-test	32	3.19	51.84	Satisfactory

As shown above, the mean score of the Grade 2 pupils before conducting the Fuller Approach intervention is 3.19, with proficiency level measured by average words per minutes is 51.84. The data of the reading competency of pupils before the intervention obtained a remark of satisfactory.

8.2 Reading competency of students after the intervention

This section provides the answers to the second statement of the problem question, which demonstrated the reading proficiency of the students after the Fuller Approach was implemented. Table 2 displays the Grade 2 students' post-test results.

Table 2
Post-test Performance of the Grade 2 Pupils

	No. of pupils	Class Mean Score	Class Proficiency (words per minute)	Remarks
Post-test	32	3.97	59.22	Outstanding

The table presents the reading competency of Grade 2 pupils after the implementation of the Fuller Approach during the post-test. The mean score of the class is 3.97 and words per minute average, the class proficiency, of 59.22 that reflects an outstanding performance.

9. DISCUSSIONS AND CONCLUSION

9.1 Discussions

This section presents the discussions of the results presented in the previous chapter.

Reading competency of students before the intervention. During the pre-test of the Grade 2 pupils, before the application of the Fuller Approach, the class mean score of the respondents is satisfactory and obtained an average words per minute or class proficiency which is also marked as satisfactory. Through the use of Comprehensive Rapid Literacy Assessment (CRLA), the data is labeled as satisfactory.

Based on the data, even before the intervention of the Fuller Approach, there is a satisfactorily reading and comprehension literacy among Grade 2 pupils. However, this also shows the need to improve and support the progress of the students in terms of their reading and comprehension performance, anchored in the Comprehensive Rapid Literacy Assessment (CRLA). This means that before the Fuller Approach intervention applied, the Grade 2 pupils have a good pre-test score and reading proficiency. During the pre-test, it showed an average level of comprehension and reading capability of the Grade 2 pupils.

Moreover, according to a study by Johnson and Davis (2025), the comprehensive strategy has been easy to adopt and cost-effective, while also increasing student comprehension. The Fuller Approach was a sustainable and reasonably priced reading intervention that could be used in a variety of educational contexts.

Additionally, the Fuller Approach has been proven useful in advancing the professional development of teachers. Teachers who got training on the Fuller Approach reported feeling more competent and confident when it came to teaching reading and fostering student comprehension, according to a 2025 study published in the Journal of Teacher Education (Hall et al., 2025).

Reading competency of students after the intervention. After the Fuller Approach intervention to the Grade 2 pupils, the post-test results showed an outstanding class mean and class proficiency level. Based on the Comprehensive Rapid Literacy Assessment (CRLA), the results after the intervention is outstanding.

As reflected on the results, the intervention needed to alleviate the reading and comprehension literacy of the Grade 2 pupils is the Fuller Approach. Their post-test scores showed a relevant manifestation that the Fuller Approach is an effective method to use to assess their reading and comprehension literacy, as what the Comprehensive Rapid Literacy Assessment (CRLA) displayed. This implies that after the Fuller Approach intervention, there was a remarkable effect of the approach to the reading competency of the Grade 2 pupils. It shows the positive impact of the reading intervention to the reading proficiency and comprehension of the students.

Additionally, the Fuller approach is the most widely employed reading strategy now. It requires that readers first become proficient in identifying the names and sounds of the alphabet's letters. This method also aims to increase vocabulary. Consequently, the reading materials are given meaning and purpose. Understanding the idea of reading motivation is crucial before looking into strategies for getting kids to read. The inclination to engage in and continue an inappropriate reading exercise is the definition of the text that was read explanation (Veldman et al., 2022).

Furthermore, each student's values serve as the cornerstone and definition of their reading motivation, attitudes, and behaviors. These reading routines, attitudes, and beliefs all influence the goals and results of any given person's reading assignments. As a result, educators must recognize that each kid's motivation for reading is distinct and will change from student to student. Any reading assignment can be impacted by students' diverse reading experiences, values, and perceptions of the task's nature (Marsh et al., 2022).

Significant difference between the pre-test scores and post-test scores of the respondents. In terms of the significant difference between the pre- and post-tests scores of the Grade 2 pupils, the data reflected a satisfactory result of the class mean scores and class proficiency (words per minute). While in the significance test, both paired data obtained a significant difference. This denotes that the null hypothesis is neglected, and the alternate hypothesis is accepted, signifying that there is a significant difference between the pre- and post-tests performance of the Grade 2 pupils.

From the results, the Fuller Approach showed a significant effectiveness in integrating the intervention to the comprehension and reading literacy assessment. The comprehension skills measured through tests and reading proficiency determined by words per minute of the Grade 2 pupils denotes an outstanding impact of the Fuller Approach to the students. This means that the Fuller Approach is applicable and effective in examining the student's comprehension through tests and reading ability by measuring the words per minute and the Comprehensive Rapid Literacy Assessment (CRLA) of the Grade 2 pupils.

The Fuller Approach is a strategy that combines the alphabet with instructions for full word recognition. The first step is to make it possible for the readers to learn the alphabet's names and sounds, increasing vocabulary is another objective of this strategy. As a result, reading resources are becoming increasingly important. This approach, which emphasizes systematic and understandable training, guides students through incredibly structured lessons that progressively introduce new vocabulary, sounds, and skills (Garcia, 2023).

In addition, the method also uses phonics to help pupils instinctively decode words with high frequency. Children with greater self-assurance are better able to read and comprehend more unfamiliar words. It contains fluency-boosting activities like as group reading, timed reading, and rereading (Eghbaria et al., 2023).

Furthermore, the Fuller Approach's focus on explicit instruction and scaffold practice has been linked to its success in raising student comprehension. According to a 2022 study in the Journal of Literacy Research, Grade 2 students' reading comprehension and cognitive load were both improved by the Fuller Approach's explicit instruction and scaffold practice (Almasi et al., 2022).

9.2 Conclusion

In conclusion, the research found the relevant impact of the Fuller Approach in improving the reading and comprehension literacy of the Grade 2 pupils, using the Comprehensive Rapid Literacy Assessment (CRLA). Based on the class means and proficiency, it showed the positive impact of the Fuller Approach when incorporated to assess the reading and comprehension literacy of the students. Also, there is a significant difference between the pre- and post-tests performance of the Grade 2 pupils of Bantacan Elementary School.

By the integration of the Fuller Approach, the comprehension skills of the students remarkably increase when compared before and after the intervention was implemented. As for the reading proficiency, the students also showed a significant increase from the pre-test and after the intervention, then the post-test. This significance level reflected on the relationship between the comprehension skills and reading proficiency of the Grade 2 pupils. After the evaluation, the Fuller Approach worked well to the comprehension and reading literacy of the Grade 2 pupils of Bantacan Elementary School. This approach showed that interactivity and enthusiastic way of teaching reflects to

the academic performance of the students. Exploring more teaching interventions regarding the improvement of the reading and comprehension literacy of the students would be helpful for the betterment of the quality of education.

9.3 Recommendation

After the evaluation of the study, the research believed that the Fuller Approach would be very beneficial for the students, not just in Bantacan Elementary School, but also for all the schools across the country. It is due to the student-centered approach and interactive way of teaching and learning, creating a motivating learning environment.

The following suggestions were created considering the previously described research:

1. Investigate the impacts of Fuller Approach in other areas of learning such as effective writing and fast-reading, and its effects on other subjects.
2. Create new teaching methods and interventions, utilized the Comprehensive Rapid Literacy Assessment (CRLA), supporting the results of this study in Fuller Approach.
3. Gather more information about the learning approaches to expand the body of knowledge on this area globally.

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