



# TWELVE READING BOOST (TRB): AN INTERVENTION IN IMPROVING READING COMPREHENSION AND VOCABULARY AMONG GRADE 9 STUDENTS

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## ABSTRACT

This descriptive quantitative study aimed to enhance the reading proficiency of Grade 9 learners by focusing on two key areas: reading comprehension and vocabulary development through an intervention called Twelve Reading Boost (TRB) among Grade 9 Aquino students at Asuncion National High School. The study participants were thirty-eight (38), which utilized a pre-experimental one-group pre-test and post-test design. The pre-test and post-test results showed a significant difference: the pre-test had a mean score of 19.3 (SD = 3.310), while the post-test showed a mean score of 37.2 (SD = 0.865). The statistical analysis revealed a significant difference in students reading comprehension and vocabulary following the intervention,  $t(37) = 43.0$   $P < .001$ . To provide a comprehensive understanding of the students' and teachers' insights during and after the intervention, the researchers conducted interviews with selected individuals. From the responses gathered, five themes emerged from the insights of students and teachers: (1) Increased Learning Engagement through Collaborative Learning, (2) Increased Vocabulary Retention and Usage in Context, (3) Improved Comprehension through Strategic Activities, (4) Boosted Confidence and Participation, and (5) Development of Positive Attitudes Toward Reading.

**KEYWORDS:** Student's Reading Comprehension And Vocabulary, Grade 9 Students, Quantitative Study, Philippines

## INTRODUCTION

Reading and understanding texts in English has become increasingly important in today's globalized world. To support this, reading inventory methods have been developed to assess and improve students' comprehension abilities. Flynt and Cooter (2021) created the English-Español Reading Inventory to evaluate reading levels among ESL learners. Similarly, Johns (2020) introduced the Spanish Reading Inventory to identify comprehension gaps in Spanish-speaking students. Gunning (2021) emphasized the importance of diagnosing reading difficulties through inventories to design effective interventions that guide instruction and promote academic success. As a result, the ability to comprehend complex texts in English as a second language (ESL) is now considered a vital skill in the modern information society (Zels, 2021).

Globally, reading comprehension has been identified as one of the major problems world over among the English as a Foreign Language (EFL) learners, especially in the non-English speaking countries that have fewer resources. Ambiguous vocabulary and lack of time to process the text are some of the problems EFL learners in Iran frequently have to struggle with and affect their comprehension (Torabi & Maleki, 2022). Likewise, in Indonesia, students experience difficulties with finding big ideas, processing culturally foreign text, and drawing conclusions (Ramadhianti & Somba, 2023). In Egypt, EFL learners have a lot of difficulty with Word meaning, sentence structuring and making inferences out of texts, which can be attributed to both language difficulty and non-interest or motivation to read texts (Baiti & Sofa, 2023).

In the Philippines, the recent 2018 research conducted by the Program for International Student Assessment (PISA) found out that the Philippines ranked the lowest in terms of Reading Comprehension with 340, which is the lowest score in all countries surveyed. Insufficient vocabulary knowledge, poverty, and lack of academic resources all contribute to poor reading outcomes (Caraig & Quimbo, 2022). Particularly, regions such as Misamis Occidental, Toledo City in Cebu, and Davao del Sur face severe challenges. In Misamis Occidental, students showed low proficiency in inferential and evaluative comprehension (Cabural & Infantado, 2023). In Toledo City, reading motivation and decoding skills were major concerns due to limited exposure to engaging materials (Kilag et al., 2023). Meanwhile, in Davao del Sur, students found it difficult to retain and analyze information using close reading strategies (Ortizano, 2023).

In the Division of Davao del Norte, particularly at Asuncion National High School, teacher observations and formative assessments reveal that many Grade 9 students struggle with reading comprehension. They often exhibit poor language skills and limited vocabulary, which hinder their ability to understand deeper meanings in texts. This challenge is evident during discussions, reading tasks, and assessments, where unfamiliar words and concepts often confuse them, leading to lower quiz and test scores.

This action research contributes to the broader social needs on addressing problems and issues regarding the reading aspect of the students. Additionally, this action research is timely and



essential in addressing the existing prevalence of lack of reading comprehension as well as students Levels of Reading Comprehension: (1) Literal, (2) Interpretive, (3) Evaluation, and (4) Creative. Consequently, this study holds significant social relevance as it addresses the evolving language needs of the students especially when it comes to reading comprehension. By yielding insightful results, it enriches our understanding of how to address this specific problem using diverse strategy and identify if the proposed intervention is effective or otherwise. This knowledge not only enhances our understanding about the levels of reading comprehension among the students but also how to provide solutions on the diverse needs of the students on their comprehension.

Further, through a thorough search for relevant literature addressing reading comprehension, the researchers found the study of Ruben et al. (2024) entitled "Comp-Reading Initiative (CRI): An Intervention Plan among Grade 9 Non-Readers". Their study focused on improving reading comprehension among Grade 9 non-readers introducing the Comp-Reading Initiative (CRI) as an intervention program aimed at helping students decode texts, build vocabulary, and comprehend written material more effectively.

Additionally, Hazem et al. (2022) entitled "Challenges and Problems of Reading Comprehension Experienced by EFL Learners." Their study focused on exploring reading comprehension difficulties encountered by EFL learners in an Intensive English Program and identifying any significant differences between male and female students.

Similarly, Sari et al. (2020), in their study "Understanding the Level of Students' Reading Comprehension Ability," examined the comprehension levels of Grade VII students and identified the root causes behind their misunderstanding of reading texts.

Building on these findings, the study of Ali et al. (2023), "The Influence of Vocabulary Instructions on the Development of Grade 9 ESL Learners' English Vocabulary Acquisition: A Phenomenological Study," adds a crucial dimension by emphasizing that vocabulary fluency plays a foundational role in reading comprehension. Ali et al. underline that the ability to understand and express ideas is significantly enhanced through targeted vocabulary instruction using strategies such as reading activities, dictionary skills, and phonics. This aligns with earlier findings, as vocabulary gaps often underlie many of the comprehension difficulties identified by Ruben et al., Hazem et al., Sari et al., and Ali et al.

However, when referred to the scope and locale of this study, the researchers have not come across research on the descriptive quantitative method focusing on one-group pretest post-test approach perspective in addressing students' reading comprehension, attitudes towards English reading comprehension, reading abilities and strategy use, perceptions about facilities and resources, and attitudes toward reading instruction and teaching strategies employing Twelve Reading Boost (TRB) intervention. This means that there has no study that specifically focused on the one-group pretest post-test addressing the needs of students such as reading comprehension as well as students Levels of Reading Comprehension: (1) Literal, (2) Interpretive, (3) Evaluation, and (4) Creative. This therefore, established the research gap of the study.

## RESEARCH OBJECTIVES/QUESTIONS

The objective of this research was to determine the effectiveness of the Twelve Reading Boost (TBR) intervention in improving reading comprehension and vocabulary among Grade 9 students.

The research questions/objectives that guided this study were as follows:

1. What is the level of the reading comprehension among Grade 9 students before the Twelve Reading Boost (TRB) intervention has been implemented?
2. What is the level of the reading comprehension among Grade 9 students after the Twelve Reading Boost (TRB) intervention has been implemented?
3. Is there a significant difference between pre-test and post-test employing the Twelve Reading Boost (TRB) intervention?
4. What insights can you share with school administrators, teachers, and stakeholders regarding the action/intervention taken, based on the hypothesis that the Twelve Reading Boost (TRB) intervention improves Grade 9 students' reading comprehension and vocabulary?

## PROPOSED INTERVENTION

The Twelve Reading Boost (TRB) is an educational program designed to enhance the reading proficiency of Grade 9 learners by focusing on two key areas: reading comprehension and vocabulary development. Additionally, the program seeks to expand students' vocabulary, enabling them to understand complex texts and communicate more effectively. TRB strives to bridge learning gaps, improve academic performance, and foster a love for reading, ultimately preparing students for more advanced academic challenges and lifelong learning.



**Table 1. Matrix of Intervention**

| Time Frame          | Phase  | Objectives   | Activities/Details   |
|---------------------|--|--|--|
| Week 1<br>(2 hours) | Begin with an introduction to the TRB activities, establishing an engaging and supportive learning environment. The first session will focus on helping students build initial comprehension and participation skills.                           | <ul style="list-style-type: none"> <li>- Introduce the TRB program.</li> <li>- Build initial comprehension skills.</li> <li>- Encourage student participation.</li> </ul>                                    | <ol style="list-style-type: none"> <li>1. Think-Pair-Share with Emoji Twist: Students pair up, discuss key ideas, and summarize the text using emojis. "Two Leaves" by Felix Salten</li> <li>2. Graphic Organizers: Groups analyze the story using different graphic organizers (e.g., Story Map, Sequence Chart). "That Spot" by Jack London</li> </ol> |
| Week 2<br>(2 hours) | In this phase, the focus shifts to developing critical thinking skills through creative expression. The students will use movement and group work to analyze the text and deepen their understanding.  | <ul style="list-style-type: none"> <li>- Develop critical thinking skills.</li> <li>- Promote creative expression.</li> <li>- Improve ability to visualize and interpret the story.</li> </ul>               | <ol style="list-style-type: none"> <li>1. Pantomime: Groups act out key scenes from the story, while others guess and interpret. "The Cat That Walked by Himself" by Rudyard Kipling</li> <li>2. Tableau (Frozen Scene): Students create a tableau representing a scene and explain its significance. "The Gift of the Magi" by O. Henry</li> </ol>      |
| Week 3<br>(2 hours) | This phase will involve enhancing vocabulary through interactive and engaging methods. Students will participate in games and activities that allow them to explore and remember story-related vocabulary.                                       | <ul style="list-style-type: none"> <li>- Strengthen vocabulary.</li> <li>- Foster collaboration and creativity.</li> <li>- Encourage student engagement with the text.</li> </ul>                            | <ol style="list-style-type: none"> <li>1. Charades: Act out story clues, and classmates guess the meaning. "The Story of Keesh" by Jack London</li> <li>2. Poster Making: Groups illustrate their understanding of the story, followed by peer feedback. "The Nightingale and the Rose" by Oscar Wilde</li> </ol>  |
| Week 4<br>(2 hours) | In this phase, students will synthesize information from the story into creative expressions. By summarizing and crafting slogans, they will deepen their understanding of the text and its key themes.  | <ul style="list-style-type: none"> <li>- Foster creative summarization skills.</li> <li>- Encourage deeper comprehension.</li> <li>- Develop teamwork and presentation skills.</li> </ul>                    | <ol style="list-style-type: none"> <li>1. Slogan Creation: Groups create slogans that reflect the story's themes. "The Lottery Ticket" by Anton Chekhov</li> <li>2. Summarization Practice: Groups write and present a 250-word creative summary of key ideas. "The Ransom of Red Chief" by O. Henry</li> </ol>  |
| Week 5<br>(2 hours) | The focus in this phase is on developing emotional expression and creativity. Students will work on poetic forms and songs that summarize the story while expressing key emotions and themes.  | <ul style="list-style-type: none"> <li>- Encourage emotional and creative expression.</li> <li>- Build interpretive skills.</li> <li>- Reinforce understanding through poetry and music.</li> </ul>          | <ol style="list-style-type: none"> <li>1. Poetry Writing: Groups write poems inspired by the story. "Gilray's Flower-Pot" by J.M. Barrie</li> <li>2. Song Composition: Write and perform a song summarizing the story's events and themes. "A Piece of Steak" by Jack London</li> </ol>  |
| Week 6<br>(2 hours) | In the final phase, students will reflect on their learning and apply their acquired skills in creative performance. They will perform their final presentations, demonstrating their comprehension through role plays and interpretative dance. | <ul style="list-style-type: none"> <li>- Reflect on learning.</li> <li>- Demonstrate comprehension through creative performance.</li> <li>- Develop confidence in public speaking and expression.</li> </ul> | <ol style="list-style-type: none"> <li>1. Interpretative Dance: Perform an interpretative dance based on the themes and emotions from the text. "The Son" by Hermann Hesse</li> <li>2. Role Play: Act out selected scenes and analyze characters' emotional portrayal. "Edward Mills and George Benton: A Tale" by Mark Twain</li> </ol>                 |

Twelve Reading Boost (TRB) consist of twelve interactive activities with corresponding twelve different literatures to help students connect with the text in meaningful ways, encouraging

them to think critically and discuss their insights collaboratively. These activities are:



**Think-Pair-Share with Emoji Twist:** Students are paired and guided by a rubric.

**Graphic Organizers:** Five groups use different graphic organizers (e.g., Story Map, Sequence Chart, Main Idea and Details Chart, T-chart, and Concept Map) to analyze the story.

**Pantomime:** Four groups summarize scenes from the story.

**Tableau (Frozen Scene):** Three groups choose a scene and prepare a 1-minute tableau representing it.

**Charades:** Three groups write 15 story-based clues, which are placed in boxes.

**Poster Making:** Five groups illustrate their understanding of the story.

**Slogan Creation:** Three groups create creative slogans reflecting the story's theme.

**Summarization Practice:** Five groups craft a creative 250-word summary focusing on key ideas.

**Poetry Writing:** Four groups write and present poems inspired by the story, using various structures and descriptive language.

**Song Composition:** Three groups write lyrics summarizing the story, using popular or original tunes.

**Interpretative Dance:** Four groups interpret story themes and emotions through dance, selecting appropriate music.

**Role Play:** Three groups act out randomly selected scenes after analysis and preparation.

The researchers created an Intervention called the “Twelve Reading Boost (TRB)” to help improve reading comprehension skills and vocabulary for readers who lacks reading comprehension at the selected school. The program will run two hours every Friday, providing targeted support to meet the unique needs of these students.

## METHODOLOGY

### Research Design

The quantitative descriptive research design was employed to investigate the effectiveness of the Twelve Reading Boost (TRB) program. This design was selected because it allows for the collection and analysis of numerical data, such as student performance scores and engagement levels, which helps to determine the mean values and trends across participants. The descriptive nature of the research design further supported the

inclusion of qualitative data, where interviews were conducted to uncover underlying themes related to student experiences and perceptions of the game-based intervention.

This dual approach allowed for a comprehensive analysis, wherein the numerical data provided an objective measure of the intervention's impact, while the thematic analysis derived from interviews helped contextualize and explain the factors influencing student success and engagement. Thus, the combination of both methods aligns with the study's aim to evaluate not only the statistical outcomes of the intervention but also the contextual factors that may influence students' reading comprehension and motivation (Bhandari, 2020).

### Research Respondents

The study participants were Grade 9 Aquino students at Asuncion National High School, a secondary public school situated in Purok 12, Poblacion, Asuncion, Davao del Norte. Thirty-eight participants (38) participated with the said intervention before, during, and after. Additionally, there were fourteen (14) participants in the in-depth interview and focus-group discussion in which seven (7) for in depth interviews and seven (7) for focus-group discussion consist of both teachers and students. In addition, the section Grade-9 Aquino was selected as the participants of the said intervention because as observed, most of the students lacks reading comprehension and have limited vocabulary based on their acquired historical data.

### Research Instruments

The study adapted a test questionnaire for improving reading comprehension and vocabulary which was adapted from Muegna and Mamonong (2024). This questionnaire aims to assess the causal association of the reading comprehension of students as viewed from the context of learning style preference and lexical inferencing strategies as well as students Levels of Reading Comprehension which had the following indicators: Literal, Interpretive, Evaluation, and Creative. The study utilized a standardized rating instrument for assessing student engagement in academic and extracurricular activities, which was adapted from the framework of Santos and Villanueva (2023).

| Raw of Means | Descriptive Level | Interpretation  |
|--------------|-------------------|---|
| 90% - 100%   | Very High         | If the measures described in reading comprehension among students is outstanding.               |
| 70% – 89%    | High              | If the measures described in reading comprehension among students very satisfactory.            |
| 50% – 69%    | Average           | If the measures described in reading comprehension among students satisfactory.                 |
| 30% – 49%    | Low               | If the measures described in reading comprehension among students is fairly.                    |
| 0% – 29%     | Very Low          | If the measures described in reading comprehension among students did not meet the expectation. |

### Procedure

Bhandari (2020) emphasizes the value of using data collection methods in a study to gather trustworthy information from multiple sources. In this study, the researchers utilized pre-and post- tests method in data collection. This study used a one-group pre-test-posttest design through an experimented reading

comprehension levels of the participants when Twelve Reading Boost (TRB) intervention is implemented. To identify the participants, the researchers collaborated with the program head of grade 9 English department which they will be the one to choose the appropriate participants of the study. After identifying, the researchers respectfully asked the respondents



whether they would want to take part in the study or not. The researchers were not in any means deceive the participants knowing it is morally unacceptable. If they do not agree, the researchers expressed gratitude for giving an honest reply and apologies for consuming their time. The researchers were also revealed their faces to the respondents to show their sincerity in choosing and conducting the study.

**Data Analysis**

Statistical tools are methods used to examine data and draw conclusions about a population. In this study, the one-group pretest-posttest design was employed to measure the impact of an intervention by comparing the pre-test and post-test results. The mean of both tests will be calculated and compared to assess the changes in students’ performance before and after the intervention.

Additionally, a paired T-test will be used to determine if there are significant differences between the two sets of data, helping to evaluate whether the changes observed are statistically significant. To analyze qualitative data, an interview guide was developed, and thematic analysis (TA) was applied to identify key patterns from student and teacher responses. This analysis grouped similar responses into themes, which were validated by a panel of experts to ensure the relevance and accuracy of the findings (Braun & Clarke, 2013).

**Statistical Tool**

The data collected from the questionnaires were processed and analyzed using various statistical tools. These tools were applied to the data to help identify patterns and relationships that can shed light on the study's objectives. The results of this analysis are then used to draw conclusions and make recommendations based on the findings.

**Mean.** This is used to determine the level of mastery in reading comprehension and how to provide solutions on the diverse needs of the students on their comprehension among the Grade 9 respondents.

**Standard Deviation.** This is used to measure the consistency of the students' performance in mastering reading comprehension and how to provide solutions on the diverse needs of the students on their comprehension.

**Paired T-Test.** This is used to compare the pre-test and post-test scores of the students to evaluate the effectiveness of the Twelve Reading Boost (TRB) in improving their reading comprehension and how to provide solutions on the diverse needs of the students on their comprehension.

**Cohen’s d.** This statistical tool is used to determine the effect size or the magnitude of difference between the pre-test and post-test scores. In this study, Cohen’s d measures how significantly the Twelve Reading Boost (TRB) intervention impacted the reading comprehension performance of the Grade 9 students. A large effect size indicates that the change in scores is not only statistically significant but also has a strong practical impact on student learning outcomes.

**RESULTS AND DISCUSSION**

**Research Objectives No.1: To determine the level of the reading comprehension among Grade 9 students before the Twelve Reading Boost (TRB) intervention has been implemented.**

To find the answer for the first research objectives, the researchers used and adopted a questionnaire to suit the context of the study. The set of the questionnaires dealt with the student reading comprehension with the indicators on Literal, Interpretive, Evaluation, and Creative. As shown in Table 2, were the average percentage score for each indicators: (1) Literal; (2) Interpretive; (3) Evaluation; and (4) Creative, in student’s reading comprehension before and after the implementation of Twelve Reading Boost (TRB).

The table indicates the improved students’ comprehension ability regarding reading in literal, interpretative, evaluative, and creative aspects after being exposed to a Twelve Reading Boost (TRB) intervention. About 48.16% was the average score of pre-test categorized as “Low,” while on the other hand, the post-test described an overwhelming 92.96%, putting it under “Very High”. Moreover, it would be necessary to point out that creative understanding come up from 42.37% to 94.74%. This significant improvement shows that the TRB intervention was very effective and considerably accentuated students abilities to understand and engage in multi-dimensional text.

**Table 2**  
**Level of the Reading Comprehension Among Grade 9 Students Before and After the Twelve Reading Boost (TRB) Intervention**

| Indicator    | Pre-Test                 |             | Post-Test                |                  |
|--------------|--------------------------|-------------|--------------------------|------------------|
|              | Average Percentage Score | Description | Average Percentage Score | Description      |
| Literal      | 52.89%                   | Average     | 91.32%                   | Very High        |
| Interpretive | 43.95%                   | Low         | 92.89%                   | Very High        |
| Evaluation   | 53.95%                   | Average     | 92.37%                   | Very High        |
| Creative     | 42.37%                   | Low         | 94.74%                   | Very High        |
| Total        | <b>48.16%</b>            | <b>Low</b>  | <b>92.96%</b>            | <b>Very High</b> |

The results of the pre-test indicate that the students had some problems with reading comprehension at the beginning of the

study, with the mean score of 19.79, and the standard deviation of 3.37, which shows a moderate dispersion of scores. Most of



the students (about 48.4 percent) had a score of between 15 and 19, which is in the Low range of comprehension, implying that a large number of students were not able to understand the texts at a deeper level. Also, the mode score of 19, which was attained by 23.7 percent of the student population, indicates that a considerable part of the sampling had poor comprehension ability. There were some higher scores, although not many students received higher marks, one student got 25, which did not change the average significantly. The distribution of the scores shows that it is important to have a targeted intervention to help fill the gaps in the reading skills of the students to give

a baseline measurement of how effective the Twelve Reading Boost (TRB) program would be in enhancing reading comprehension.

Table 3 describes the changes in the score distribution in relation to the TRB intervention. During the pre-test, most of the students had their scores clustered between 15-19 with a mode of 19 at 23.7 percent which indicates a rather low average performance. There were dramatic shifts in the post-test results whereby the majority of the students scored 37 (47.4%) and 38 (28.9%); this indicates a strong concentration of high scores.

**Table 3**

**Level of the Reading Comprehension Among Grade 9 Students Before the Twelve Reading Boost (TRB) Intervention**

| Pre-Test     |              |                 |
|--------------|--------------|-----------------|
| Score        | Frequency    | Percentage      |
| 15           | 5            | 13.20%          |
| 16           | 3            | 7.90%           |
| 17           | 4            | 10.50%          |
| 18           | 5            | 13.20%          |
| 19           | 9            | 23.70%          |
| 20           | 1            | 2.60%           |
| 21           | 3            | 7.90%           |
| 22           | 1            | 2.60%           |
| 24           | 3            | 7.90%           |
| 25           | 1            | 2.60%           |
| 26           | 3            | 7.90%           |
| <b>Total</b> | <b>38</b>    | <b>100%</b>     |
| <b>Mean</b>  | <b>19.79</b> | <b>Very Low</b> |
| <b>SD</b>    | <b>3.37</b>  |                 |

The results of the pre-test reveal significant challenges in reading comprehension, which is consistent with findings by Kuhn and Stahl (2018), who observed that many students struggle to move beyond basic understanding to more complex comprehension. The mean score of 19.79 and the standard deviation of 3.37 suggest a moderate dispersion of scores, with a large number of students scoring in the low range of comprehension. Specifically, 48.4% of the students scored between 15-19, which indicates that a significant portion of the class had difficulties understanding key concepts within the text. This finding is supported by Grabe (2019), who argues that reading comprehension is not only a matter of decoding words but also involves deep engagement with the meaning and structure of the text. A mode score of 19, attained by 23.7% of the students, further highlights that many students are struggling to comprehend the material on a deeper level. As Pressley (2020) suggests, this may reflect underlying issues such as insufficient vocabulary, lack of prior knowledge, or ineffective reading strategies, underscoring the need for targeted interventions to address these gaps.

various factors, including vocabulary development and the use of effective reading strategies, both of which are crucial for students in this sample. The variability in scores, indicated by the high standard deviation, also supports Pressley's (2020) argument that differentiated and individualized interventions are needed in classrooms where students' reading abilities vary widely.

**Research Objectives No.2: To determine the level of the reading comprehension among Grade 9 students after the Twelve Reading Boost (TRB) intervention has been implemented.**

The post-test results revealed a significant improvement in students' reading comprehension after the intervention, with a mean score of 37.16 and a standard deviation of 1.01, indicating a high and consistent level of comprehension across participants. A larger proportion of students scored higher than in the pre-test, with the majority of the students (47.40%) scoring 37, followed by 28.90% of students who scored 38, and a smaller portion (15.80%) scoring 36. This shift to higher scores indicates that the Twelve Reading Boost (TRB) intervention had a substantial effect in enhancing comprehension abilities. Compared to the pre-test, where the mean was 19.79 with greater variability (SD = 3.37), the post-test results show a clear shift towards higher achievement, reflecting not only improved comprehension but also greater consistency among students' performances.

The concentration of students scoring in the low to mid-range, with a mode of 19, shows that many students are unable to engage with the text at a meaningful level. This aligns with Kuhn and Stahl's (2018) view that early literacy instruction must go beyond basic skills to include strategic reading practices that enhance comprehension. Furthermore, Grabe (2019) stresses that reading comprehension is influenced by



**Table 4**  
**Level of the Reading Comprehension Among Grade 9 Students After the Twelve Reading Boost (TRB) Intervention**

| Post-Test |              |             |
|-----------|--------------|-------------|
| Score     | Frequency    | Percentage  |
| 35        | 1            | 2.60%       |
| 36        | 6            | 15.80%      |
| 37        | 18           | 47.40%      |
| 38        | 11           | 28.90%      |
| 39        | 2            | 5.30%       |
| Total     | <b>38</b>    | <b>100%</b> |
| Mean      | <b>37.16</b> | <b>Low</b>  |
| SD        | <b>1.01</b>  |             |

Table 4 outlines the significant changes observed in the score distribution following the Twelve Reading Boost (TRB) intervention. In the pre-test, most of the students scored between 15 and 19, with the mode at 19 (23.7%), indicating that students exhibited relatively low comprehension levels. However, in the post-test, there was a substantial shift toward higher scores, with the majority of students achieving scores of 37 (47.4%) and 38 (28.9%), reflecting a strong concentration of high-performing students.

The post-test results demonstrate a substantial improvement in reading comprehension following the Twelve Reading Boost (TRB) intervention, with the mean score rising to 37.16 and a reduced standard deviation of 1.01, indicating both higher achievement and consistency across participants. A significant number of students scored in the higher range, with 47.4% scoring 37 and 28.9% scoring 38, suggesting the intervention effectively enhanced comprehension. This aligns with Kuhn and Stahl (2018), who found that interactive and structured activities, such as those in TRB, can foster deeper engagement with texts and improve comprehension. Grabe (2019) also supports these findings, noting that focused interventions can help students grasp complex texts and develop critical reading strategies.

The increase in the number of students scoring 37 and 38 reflects the program's ability to provide targeted support that addresses the needs of struggling readers, as noted by Kuhn and Stahl (2018). Grabe (2019) also highlights that such interventions can significantly boost students' ability to comprehend complex material by strengthening their reading strategies. Moreover, the reduced standard deviation of 1.01 in the post-test shows that students' performances became more consistent, which supports Pressley's (2020) view that well-structured interventions can help reduce disparities in reading abilities. These findings underscore the TRB program's success

in improving both individual and overall reading comprehension in a short period.

**Research Objectives No.3: To determine the significant difference between pre-test and post-test employing the Twelve Reading Boost (TRB) intervention.**

The pre-test results indicated relatively low levels of comprehension among students, with a mean score of 37.0 and a standard deviation of 3.31. This suggests that, prior to the intervention, students were at a moderate level of understanding across various reading comprehension aspects. The significant t-value of 43.0 with a p-value < .001 further underscores the statistical significance of the improvement observed after the intervention. Notably, the post-test results showed a marked increase in students' comprehension, with the mean score rising to 37.2 and a significantly lower standard deviation of 0.865, suggesting less variability and a more consistent improvement in comprehension across the group. This improvement aligns with the goals of the Twelve Reading Boost (TRB) intervention, which was designed to target comprehension and vocabulary development. The statistical analysis, supported by the t-test results, confirmed that this difference was highly significant, indicating that the intervention was effective in enhancing students' reading comprehension abilities.

These findings are supported by the work of Murphy et al. (2019), who highlighted the effectiveness of structured interventions in enhancing student engagement and comprehension. Their study emphasizes the role of tailored instructional strategies in driving significant improvements in academic performance. Additionally, Ryan and Deci's (2020) self-determination theory, which focuses on fostering students' autonomy, competence, and relatedness, further supports the results observed in this study. By incorporating strategies that address these psychological needs, educators can create an environment conducive to improved comprehension and overall academic success.

**Table 5**  
**A Significant Difference between Pre-test and Post-test employing the Twelve Reading Boost (TBR) Intervention**

| Type of Test | N  | df   | Mean  | SD   | t-value | P-value | Decision<br>$\alpha= 0.05$ |
|--------------|----|------|-------|------|---------|---------|----------------------------|
| Pre-Test     | 48 | 37.0 | 19.79 | 3.37 | 43.0    | <.001   | <b>Significant</b>         |
| Post-Test    | 48 |      | 37.16 | 1.01 |         |         |                            |

Table 5 illustrated the significant difference in students' reading comprehension and vocabulary before and after the

implementation of the Twelve Reading Boost (TRB) intervention,  $t(37) = 43.0, P < 0.001$ . This P-value was well below



the conventional significance level of 0.05, leading to the rejection of the null hypothesis that there was no significant difference in students' reading comprehension and vocabulary before and after the intervention. Therefore, it was concluded that the Twelve Reading Boost (TRB) intervention had a substantial positive effect on the reading comprehension and vocabulary levels of ninth-grade students.

**Research Question No.4: What Insights can you Share with School Administrators, Teachers, and Stakeholders regarding the Action/Intervention taken, based on the Hypothesis that the Twelve Reading Boost (TRB) Intervention improves Grade 9 Student's Reading Comprehension and Vocabulary?**

**Table 4**  
**Themes and Sample Statements on The Insights They Share to the School Administrators, Teachers, and Stakeholders with Regards to the Action/Intervention Taken.**

| <i>Essential Themes</i>                                    | <i>Sample Statements</i>   |
|--|--|
| <b>Increased Engagement through Collaborative Learning</b> | <ul style="list-style-type: none"> <li>• "Before, I usually found reading activities boring. But when we started doing the TRB activities with my partner, I got more excited to read and discuss because we helped each other understand the story." - IDI-01</li> <li>• "Working in groups made reading more fun. We used to just read silently, but now we ask questions, share ideas, and even act out scenes together." - IDI-03</li> <li>• "I liked the group tasks because we shared different words and meanings we didn't understand. It felt like we were learning together, not just on our own." - IDI-04</li> <li>• "I improved not just in reading but also in talking to others. The group activities made me feel more confident and motivated to understand the story." - IDI-05</li> </ul> |
| <b>Increased Vocabulary Retention and Usage in Context</b> | <ul style="list-style-type: none"> <li>• "After we discussed the story, we played a game about the words. I remember them more now, and I can use them in sentences better than before." - IDI-01</li> <li>• "I didn't used to know how to use the new words. But in the activities, especially the word match and storytelling, I started using them in class naturally." - IDI-02</li> <li>• "TRB helped me learn new words in a fun way. We didn't just memorize, we used the words in conversations, and that made it stick." - IDI-07</li> <li>• "I used to just guess. But now I really understand what the words in the story all about because we talk about it and answer questions after." – IDI-08</li> </ul>   |
| <b>Improved Comprehension through Strategic Activities</b> | <ul style="list-style-type: none"> <li>• "It's easier to understand the story when we do skits or draw scenes. I can now explain what happened and why the characters acted like that." - IDI-03</li> <li>• "The story map and question-and-answer activities helped me break down the story into parts, so I didn't get lost." - IDI-08</li> <li>• "I used to just guess what the story meant. Now, I look for clues and talk about it with others. That helped me understand better." - IDI-09</li> <li>• "We tried predicting what happens next and summarizing the story. That helped me focus on what the story really meant." - IDI-10</li> <li>• "I found it easier to follow the story because we were guided to look at the beginning, middle, and end during activities." – IDI-06</li> </ul>      |
| <b>Boosted Confidence and Participation</b>                | <ul style="list-style-type: none"> <li>• "Before TRB, I never raised my hand to answer. But after doing these activities, I'm more confident because I understand better now." - IDI-02</li> <li>• "When I saw that others were also participating and enjoying, I felt less shy to speak. The activities encouraged me to join more." - IDI-06</li> <li>• "I started enjoying reading aloud because the group would cheer me on. That made me want to participate more." - IDI-05</li> <li>• "Now I don't hesitate to share my thoughts during discussions. I know my ideas are valid and I have something to contribute." - IDI-09</li> </ul>  |
| <b>Development of Positive Attitudes Toward Reading</b>    | <ul style="list-style-type: none"> <li>• "I started reading more even outside the classroom." - IDI-04</li> <li>• "The stories we read in TRB made me interested in reading again. I even asked for more books at the library." - IDI-05</li> <li>• "Before, reading felt like a chore. But now, I look forward to it because of the fun activities we do after." - IDI-07</li> <li>• "TRB made me realize that reading is not boring. I now enjoy discovering new words and stories." - IDI-10</li> </ul>   |

In this study, it was found that students' engagement increased through collaborative learning. This theme highlights how

collaborative learning within the TRB (Text-Based Reading) framework transformed students' attitudes and behaviors in



reading activities. Traditionally, reading is often perceived as an individual and monotonous activity, but the TRB introduced dynamic tasks such as partner readings, group discussions, and performance-based interpretations that encouraged social interaction and shared responsibility. Studies support this finding, as Putri et al. (2020) reported that students exposed to collaborative strategies demonstrated better reading comprehension outcomes compared to those in conventional settings. Similarly, Remache et al. (2019) found that cooperative methods like think-pair-share and role-play significantly enhanced learners' understanding of texts. These findings show that collaborative learning not only fosters deeper comprehension but also encourages students to take academic risks, boosting their overall engagement and motivation in reading.

Additionally, students' vocabulary retention and contextual usage improved through the integration of strategic and context-based TRB activities. Vocabulary instruction in TRB moved beyond rote learning to emphasize meaningful application through tasks like graphic organizers, poem/song construction, and interactive games such as charades. This shift allowed learners to encounter and practice vocabulary in authentic, engaging contexts, which significantly reinforced retention and usage. Tuyen and Huyen (2019) emphasized that teaching students to decode vocabulary through contextual clues leads to better retention and comprehension. Moreover, Carbajal et al. (2023) noted that vocabulary acquisition becomes more robust when paired with collaborative learning and scaffolded instruction. These approaches made it easier for students to internalize new words and apply them confidently in both oral and written communication, showing how TRB's integrative strategies effectively enhanced language acquisition.

Furthermore, students demonstrated improved reading comprehension through strategic activities embedded in the TRB intervention. By using techniques such as role play, think-pair-share, interpretative dance, and story mapping, students engaged with texts more actively and analytically. These methods moved students from passive reception to critical engagement, helping them better understand narrative structure, character development, and textual sequencing. Respondents reported improved skills in summarizing, inferring, and predicting—key components of comprehension. Rueangdam (2020) found that peer-driven active reading strategies significantly enhance comprehension and writing proficiency. Similarly, Putri et al. (2020) confirmed that collaborative, strategy-based reading instruction led to notable improvements in students' ability to analyze and interact with texts. These findings affirm that TRB's structured, purposeful activities not only supported the development of comprehension skills but also aligned with best practices in active literacy instruction.

In addition to the three mentioned themes, students' confidence and participation were significantly enhanced. Confidence plays a crucial, yet often overlooked, role in student success, especially in reading, where many students are reluctant to read aloud or share their thoughts for fear of being wrong. The TRB activities helped create a safe, supportive environment where students felt more secure in expressing themselves. Through

repeated practice, peer encouragement, and task completion success, students' confidence grew. As their understanding deepened, their willingness to participate in class activities increased, including raising hands, speaking in discussions, and volunteering to read aloud. This positive feedback loop, fueled by collaborative learning and peer interactions, boosted both their academic performance and overall engagement.

Moreover, students developed more positive attitudes toward reading. One of the most significant outcomes of the TRB intervention was a noticeable shift in how students perceived reading—from a burdensome task to an enjoyable activity. TRB's engaging approach, which included stories, games, performances, and interactive tasks, made reading fun and meaningful. As a result, students began to read more voluntarily, requested additional reading materials, and showed a genuine interest in exploring new stories and vocabulary. This positive attitude is important, as it is strongly linked to increased reading frequency, improved skills, and the development of lifelong literacy habits. Interactive and collaborative strategies, such as those used in TRB, have been shown to foster a love for reading and promote long-term motivation (Khairunissa et al., 2019; McKenzie, 2019).

## CONCLUSIONS

As researchers and aspiring educators in the field of English, we firmly believe in the power of literacy as a foundation for academic growth and lifelong learning. Conducting this action research opened our eyes to the prevailing challenges that Filipino students face in reading comprehension and vocabulary development skills that are essential not only for academic achievement but also for meaningful participation in the global community. This journey was far from easy. It demanded perseverance, long hours of planning, revisions, and deep reflection. Yet, the passion to be agents of transformation in the classroom drove us to continue. Through the Twelve Reading Boost (TRB), we aimed to show that reading can be made enjoyable, interactive, and effective through innovative and student-centered strategies.

This research experience helped us realize that reading difficulties are not fixed obstacles but areas of growth waiting to be addressed with creativity and compassion. The progress we witnessed among the students from passive, disengaged readers to active, confident participants was a powerful reminder of why we chose this path. We saw how collaborative and meaningful learning experiences can spark curiosity and motivation among learners. Activities like role play, graphic organizers, and other engaging tools did not only enhance comprehension but also cultivated joy in learning.

The process was filled with moments of doubt, challenges in time and resources, and uncertainties in data collection. Still, our commitment to improve classroom instruction kept us grounded. The positive transformation we saw validated our belief that every learner can succeed when given the right support, strategy, and space to grow. This intervention became more than just a project it became a mission to restore students' confidence in reading and to foster a learning environment where no student is left behind.



We hope that this action research may serve as a springboard for fellow educators to explore more effective interventions addressing other literacy challenges. With the Department of Education's push for quality and accessible education, we see this as a contribution to the collective goal of nurturing empowered, literate, and future-ready Filipino learners.

## RECOMMENDATIONS

This study has successfully achieved its objectives, which were to determine the level of reading comprehension and vocabulary skills among Grade 9 students before and after the implementation of the Twelve Reading Boost (TRB) intervention, examine the significant difference between the pre-test and post-test results, and uncover insights from students that reflect their academic and behavioral transformation. Despite its success, this study remains limited in terms of scope and context. Therefore, it is highly recommended that future researchers consider expanding the sample size across different grade levels or schools to increase the generalizability of the findings. Longitudinal studies are also encouraged to assess the sustainability of the intervention's impact over time. Comparative research involving other reading comprehension programs may provide deeper insights into best practices. Moreover, integrating digital tools such as interactive reading applications and e-learning platforms may further enhance student engagement and vocabulary development.

For students, active participation in TRB activities and consistent practice of the reading strategies introduced are vital in maintaining and enhancing their comprehension and vocabulary skills. Engaging in collaborative tasks, reading beyond classroom requirements, and applying learned strategies in various subjects are strongly advised. For teachers, professional development opportunities focused on reading instruction, strategic questioning, and creative literacy activities should be pursued. Incorporating dynamic, inclusive, and culturally responsive reading strategies in class, while continuously assessing student progress through formative assessments and reflective practices, is recommended.

Ultimately, these recommendations are grounded in the positive results of this study, advocating for the continued use and enhancement of the Twelve Reading Boost (TRB) as an effective approach to addressing reading difficulties and fostering a culture of literacy among Filipino learners.

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