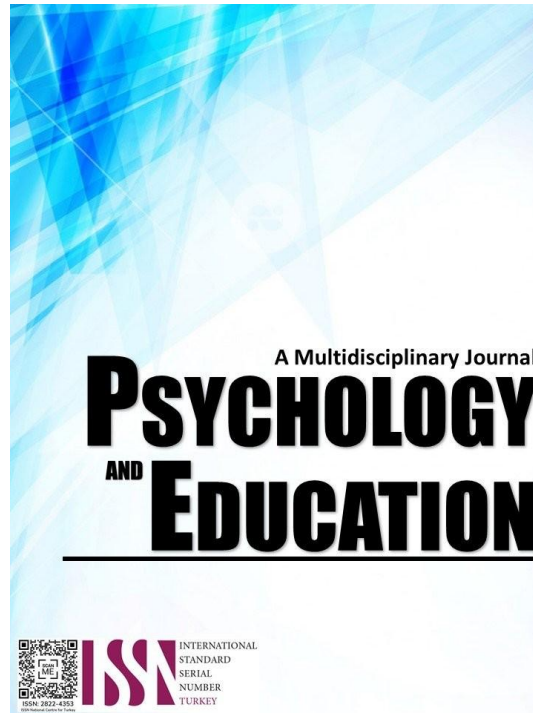


INTERACTIVE ACTIVITIES: A STRATEGY IN IMPROVING READING COMPREHENSION AMONG GRADE 4 LEARNERS



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Interactive Activities: A Strategy in Improving Reading Comprehension among Grade 4 Learners

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Abstract

Reading comprehension is an essential skill for academic achievement and lifelong learning, yet challenges persist among primary-level learners in the Philippines, particularly in the remote barangays of Manticao, Misamis Oriental. This study investigated the impact of interactive reading activities on developing reading comprehension skills among Grade 4 learners at Mahayahay Integrated School. The research focused on interactive methods such as story sequencing, drama role-playing, and questioning strategies to enhance student engagement and comprehension. The study is grounded in three theoretical frameworks: Interactive Reading Theory, Constructivist Learning Theory, and Social Learning Theory, all of which emphasize active engagement, collaboration, and meaningful learning experiences. By applying these theories, the research examined how interactive reading activities influence the reading proficiency of learners, specifically focusing on pretest and posttest scores using the Phil-IRI assessment tool. Findings revealed a significant improvement in reading comprehension scores following the intervention. The majority of students progressed from the Frustration Level to the Instructional Level, indicating the effectiveness of story sequencing in enhancing reading skills. These results underscore the importance of incorporating interactive and engaging reading activities into the curriculum to improve reading comprehension and foster a love of reading among primary-level learners. This study highlighted the potential of interactive reading methods in improving literacy and provides actionable insights for educators, administrators, and policymakers in the Manticao District and beyond.

Keywords: *Interactive Activities: Story Sequencing, drama role-playing, questioning strategy, reading comprehension, Phil-IRI*

Introduction

Reading comprehension remains a critical educational concern worldwide, with recent data highlighting significant challenges. In the United States, the 2022 National Assessment of Educational Progress revealed that 66% of fourth graders failed to achieve proficiency in reading, underscoring a decline in literacy exacerbated by the COVID-19 pandemic (New York Post, 2024). Similarly, in the Philippines, a study conducted in Bacolod City identified moderate reading difficulties among Grade 4 learners in the post-pandemic era, attributed to disrupted learning and limited access to resources (Nava, 2024).

Interactive reading activities have demonstrated positive effects on reading comprehension across various age groups. Story sequencing, a technique where students arrange events of a story in the correct order, has been shown to improve comprehension skills. Uğur and Tavşanlı (2022) found significant improvements in 4th-grade students' reading comprehension after implementing story sequencing activities, a finding supported by Yurtbakan (2022) who also noted its positive influence on reading motivation. Similarly, Sezer (2021) demonstrated the positive impact of varied questioning techniques, including literal, inferential, and evaluative questions, on the reading comprehension of 6th-grade students.

Furthermore, broader studies on interactive reading activities have reinforced these findings. Ergül and Aktaş (2024) provided an overview of these activities and their positive influence on various language skills, including reading comprehension. These studies collectively suggest that interactive approaches, including story sequencing, drama role-playing, and questioning strategies, are valuable tools for educators seeking to improve students' reading comprehension.

Given the persistent challenges in reading comprehension and the promising outcomes associated with interactive learning approaches, this study aimed to investigate the impact of interactive activities on the reading comprehension levels of Grade 4 learners. By focusing on this critical stage of education, the research seeks to contribute to the development of effective pedagogical strategies that can be implemented to enhance literacy outcomes in the Philippines and beyond.

Recent studies have explored the various challenges affecting reading comprehension in the Philippines, emphasizing factors such as language barriers, socioeconomic disparities, teacher training deficiencies, and curriculum design issues. The country's multilingual environment complicates reading development, as students must transition between their native languages and the medium of instruction used in schools. While mother tongue-based instruction in early grades has been shown to improve comprehension, the shift to English and Filipino can hinder literacy progress for some students (William, 2023).

Socioeconomic disparities further exacerbate these challenges, as children from low-income households often lack access to books and other learning materials, limiting their literacy development. Research indicates that students with greater exposure to educational resources at home perform better in reading comprehension assessments compared to those from economically disadvantaged backgrounds (Uy, 2023).

Additionally, teacher training deficiencies have been identified as a critical factor influencing reading outcomes. Many educators lack

sufficient training in evidence-based reading strategies, leading to ineffective instructional practices that hinder student learning (Kilag, 2024). Curriculum design issues also play a significant role in literacy struggles, with disparities between national literacy data and international assessments suggesting weaknesses in curricular implementation and assessment integrity (Kilag, 2024). Addressing these interconnected issues requires a holistic approach, including improved teacher training, equitable access to educational resources, curriculum reforms, and policies that consider the linguistic and cultural contexts of Filipino learners.

Reading comprehension is a fundamental skill with far-reaching consequences. A significant portion of children worldwide struggle to develop foundational reading skills by age 10, hindering their academic and life trajectories (World Bank, 2019). This "learning poverty" is exacerbated by inequities in access to quality education, limited resources, and the digital divide (UNESCO, 2021).

Furthermore, the rapid evolution of technology and the changing nature of information consumption have presented new challenges to traditional reading practices (National Literacy Trust, 2022). These global issues underscore the urgency of addressing reading comprehension challenges at all levels, including in countries like the Philippines. Reading comprehension is a fundamental skill for academic success and lifelong learning.

Despite government initiatives and reforms in the Philippines, concerns regarding reading achievement, particularly at primary levels, persist. This study investigated the potential of interactive reading comprehension skills among primary-level learners in Manticao District, specifically in Mahayahay Integrated School. Various teaching methodologies have been organized, and technology has helped distribute efficient instruction.

However, achievement in the teaching and learning process does not come solely from the teacher or supporting material. Kahu, Picton, and Nelson (2020) emphasized that student motivation and effective coordination between educational practices and learner needs are crucial for enhancing engagement and academic success. Liyanage and Walker (2019) highlighted that teachers who adapt to diverse learning styles and cultural backgrounds create more inclusive and effective learning environments. In recent years, the Department of Education (DepEd) in the Philippines, along with international organizations, has drawn attention to significant concerns regarding reading proficiency levels in the country.

Research Questions

This study aimed to assess the reading comprehension skills of primary level learners in Mahayahay Integrated School through interactive activities. This sought to answer the following questions:

1. What is the pretest score of the participants before the implementation of Interactive Activities?
2. What are the posttest scores of the participants after the integration of Interactive Activities?
3. Is there a significant difference between posttest and pretest score of the participants?
4. Based on the findings, what learning action plan will be designed for the improvement in reading comprehension skills of the grade 4 learners?

Methodology

Research Design

A one group pretest-posttest research design was utilized in this study. This type of research aimed to assess the influence of an intervention or treatment on a specific group without random assignment. In this case, the study investigated the relationship between reading comprehension levels and the effectiveness of interactive activities for improving reading comprehension skills among grade 4 learners in Mahayahay Integrated School

Respondents

For this study, the researcher employed cluster sampling to recruit participants. Cluster sampling allows to select participants based on specific characteristics relevant to the study, where the focused was on understanding the impact of an intervention within a specific context. The target population were Grade 4 learners in Manticao District's primary school, Mahayahay Integrated School. The researcher selected a sample size of 28 Grade 4 learners of the school. This ensures a manageable sample size while capturing a representative portion of the target group. In order to achieve this, the researcher collaborated with the district's education department or relevant authorities to obtain the total number of Grade 4 learners enrolled in Mahayahay Integrated School. By using cluster sampling with a focus on capturing 28 learners from the grade 4 population, we can ensure a targeted and representative sample for our study (Creswell & Creswell, 2018).

Once the sample size is assessed, informed consent would be obtained from both the participating learners classroom adviser. The research would strictly adhere to ethical guidelines regarding participant confidentiality and voluntary participation throughout the sampling process.

Instrument

The validity of the Phil-IRI (Philippine Informal Reading Inventory) is essential for accurately measuring a learner's reading proficiency

when evaluating their reading comprehension levels. Three different degrees of comprehension are distinguished by the PHIL-IRI: independent, instructional, and frustrated. These levels aid in determining the reading materials' suitable level of difficulty for students. The independent level indicates a high level of reading competency since it shows that the student can read and comprehend a material without help. The instructional level is perfect for teaching because it shows that the student can read and understand the content with some help or direction. Lastly, the degree of dissatisfaction indicates that the student needs remedial guidance because they are having trouble understanding the text even with help.

For learners in Grade 4, the Phil-IRI group screening test consists of a series of reading materials intended to evaluate their comprehension abilities at a suitable level. Four stories are included in the test: *The Owl and the Rooster*, *Ice Cream for Sale*, *At Last*, and *The Best Part of the Day*. There are five comprehension questions after each of the four stories, for a total of 20 items. The purpose of these questions is to assess the students' comprehension of the texts' essential information, major concepts, and conclusions. The Grade 4 pupils' reading level is matched by the stories' selection, and their captivating material guarantees an accurate evaluation of their reading proficiency.

The posttest revealed that the group screening test's answer choices were purposefully mixed up to discourage students from depending on memorization or patterns. Instead of identifying answers based on where they are on the list, this method makes sure that students are actually learning the material and connecting with the stories' content. The test also promoted a deeper level of comprehension and critical thinking by encouraging students to thoroughly read and think through each option by randomly ordering the choices. This method improved the test results' dependability and yields a more accurate evaluation of the students' reading proficiency.

Based on the performance of the learners, the group screening test's scoring process employed a systematic methodology to provide the proper beginning point for the graded reading passages. The beginning point of the graded passages will be dropped by three levels if a learner receives a score between 0 to 7, offering simpler texts to make sure the test is appropriate for the learner's current reading level. The starting point will be lowered by two levels for learners who score between 8 to 13, providing passages for assessment that are somewhat simpler. The test will end, though, if a learner receives 14 points or more, which indicates a greater degree of proficiency, because they have proven they have adequate understanding abilities for that grade level. This scoring process guarantees that the learners are put to the test.

The performance assessment begins with orienting the test-taker, establishing rapport, and administering one of three comprehension tests: oral reading, listening, or silent reading. The procedure involves several steps. First, the teacher asks motivation and motive questions to gauge the student's prior knowledge and predictive abilities regarding the reading topic. These responses may be recorded. Next, the student reads or listens to the selected text.

Following this, multiple-choice questions are presented, either read by the student or the teacher, along with the answer options. The student then writes the letter of their chosen answer. This process repeats until all questions are answered. If the student responds with "I don't know," the item is marked with an "X" on the scoring sheet. Students are permitted to refer back to the text to find answers; if they do so successfully, the item is marked as correct and "LB" (Looked Back) is noted on the scoring sheet.

Interactive Reading Activities: The core intervention of the study would be the implementation of various interactive reading activities. The specific activities would be culturally appropriate and aligned with the curriculum for these grade levels. Examples include drama-based activities, story sequencing tasks, or question-and-answer strategies. While standardized tests may not be available for these activities, it's important to consider their content validity.

This ensures the activities effectively promote student engagement and actively target specific reading comprehension skills. In every application of interactive learning activity, the researcher would adopt Phil-IRI questionnaires and would use guided reading tracking and assessment tool to assess any development with the learners' reading comprehension skills.

In every interactive activity that would be implemented, the researcher would have to rate the student's performance as independent, instructional, and frustration level. By doing this, it would help the researcher to further assess whether a high interactive level of activities is significant that could affect the learners' reading comprehension skills. Thus, it would also help identify which interactive activities enhances learners' reading comprehension skills.

To ensure the validity as to achieving its intended purpose, each component would be addressed.

Reading Comprehension Assessment: The chosen test should have established evidence of content validity and reliability for measuring reading comprehension in the target age group. A pre-test/post-test design would be used to assess the impact of the interactive reading activities. The researcher would use frequency count, percentage, and interactive activities. These techniques would help describe the distribution of learners across different categories.

Interactive Reading Activities: While standardized tests may not be available for these activities, it's important to consider their content validity. (Do the activities genuinely promote engagement with the reading material and target the intended reading comprehension skills?) Pilot testing the activities with a small sample group beforehand can assess their effectiveness and identify areas for improvement (Cohen et al., 2018).

By carefully selecting and validating the research instruments, this study can gather reliable data to evaluate the effectiveness of interactive reading activities in improving reading comprehension skills among primary level learners in Mahayahay Integrated School.

Procedure

By following these data gathering procedures, the researcher can gathered reliable data to evaluate the effectiveness of interactive reading activities in improving reading comprehension skills among primary level learners in Mahayahay Integrated School.

The researcher must first secure approval to conduct the study from the relevant authorities in Mahayahay Integrated School. After receiving research approval, the researcher would formally ask the school principal for permission to conduct the study with Grade 4 learners. Once permission is granted, a reading comprehension pre-test would be administered to Grade 4 learners of Mahayahay Integrated School Learners would be given sufficient time to complete the test.

The researcher would evaluate the pre-test results using frequency count and percentage to assess the initial reading comprehension levels of the participants. The researcher would implement the interactive reading activities with the participants to assessthe impact on their comprehension skills. After completing the interactive activities, a post-test would be conducted to assess any improvements in reading comprehension. The results from the pre-test and post-test would be compared to evaluate the effectiveness of the interactive activities in improving reading comprehension skills among the learners.

Data Analysis

The data would be collected from this study on the effectiveness of interactive reading activities in Mahayahay Integrated School would be analyzed using various statistical tools to answer the research questions and test the hypotheses.

For Problem 1, the pre-test reading comprehension scores of the learners, categorized by the Phil-IRI tool into independent, instructional, and frustration levels, was analyzed using frequency and percentage. This showed the distribution of learners across these comprehension levels. The data was presented in tables or charts to clearly depict the proportion of students in each category.

For Problem 2, the post-test results, after the implementation of interactive activities, story sequencing, were analyzed using frequency and percentage to show the distribution of learners in each comprehension level.

For problem 3, Wilcoxon T-Test was used to assess whether there is a statistically significant difference between the pretest and posttest scores of the learners. The Wilcoxon Signed-Rank Test was used in this study because it is a non-parametric test, making it suitable for data that does not follow a normal distribution. Unlike the paired t-test, which assumes normality, the Wilcoxon test is ideal for ordinal or skewed data, such as reading comprehension scores, where learners' performance may not be evenly distributed.

Wilcoxon test is designed for comparing two related samples, in this case, the same group of learners before and after the intervention. Since the pretest and posttest scores come from the same individuals, the test effectively evaluates whether the differences between the two sets of scores are statistically significant.

Results and Discussion

This section discussed the data acquired to address the study's problems. It also evaluates and interprets the data gathered by the researchers to address the study's challenges.

Problem 1: What is the pretest score of the participants before the implementation of Interactive Activities?

Table 1. *The Pretest of the Participants in Reading Comprehension of Grade 4 Learners Using PHIL-IRI*

<i>Level</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Assigned Value (x)</i>
Independent Level	1	3.57	1
Instructional Level	4	14.29	2
Frustration Level	23	82.14	3
Total	28	100.00	
Mean Score			6.25

Table 1 presents the pretest of the participant. The results showed that the majority of Grade 4 learners in fall within the Frustration Level (82.14%), with a smaller proportion in the Instructional Level (14.29%) and Independent Level (3.57%).

These findings have significant implications for both instructional practices and intervention strategies. The overwhelming number of students in the Frustration Level suggests a critical need for targeted interventions to address fundamental gaps in their reading comprehension abilities. These students are likely struggling with basic literacy skills such as decoding and word recognition, which are essential for developing fluency in reading.

The high percentage in the Frustration Level reflects the challenges of meeting the diverse needs of learners in rural settings, where external factors such as limited resources and lower levels of parental literacy may further hinder academic progress (Rojas et al., 2019;

Jerusalem, 2023). The result of this supported Juan Miguel Cruz's (2007) observation that despite a seemingly high literacy rate, many Filipinos struggle with deeper understanding of written material.

The findings of this study underscored the importance of early and differentiated instruction. Teachers would need to implement focused and individualized strategies to support learners who are not yet proficient in reading, with the goal of moving them from the Frustration Level to the Instructional Level and eventually to the Independent Level. The result of the conducted pretest supported a study by Bustos and Espiritu (2019) which revealed that, a significant number of Grade III pupils in the Philippines struggle with reading comprehension due to insufficient instruction in phonemic awareness and decoding skills.

Interactive reading activities, such as story sequencing and guided reading, have been shown to be effective in fostering engagement and enhancing comprehension, which could serve as a foundation for this improvement (Suson et al., 2020; Magableh & Abdullah, 2020). As students' progress from one reading level to another, such interventions provide opportunities for growth in both decoding skills and the ability to comprehend text meaningfully (Sahril et al., 2021).

Rojas et al. (2019) emphasized the importance of providing additional support for reading instruction as early as possible for English learners who demonstrate early reading difficulties (Rojas et al., 2019). This aligned with the notion that differentiated instruction can significantly improve reading comprehension among primary school students, as evidenced by (Magableh & , 2020), who found that differentiated instruction positively impacted reading comprehension achievement (Magableh & Abdullah, 2020).

Furthermore, the challenges faced by rural schools, as highlighted by (Jerusalem, 2023), indicate that limited access to books and literacy materials often exacerbates reading difficulties, necessitating the implementation of interactive and culturally relevant reading activities to bridge this gap (Jerusalem, 2023).

Additionally, Snow (2020) advocated for the use of interactive reading activities as a means of improving reading comprehension among students at various levels. These activities, such as shared and guided reading, not only help students develop fluency but also allow them to make connections to the text, improving their ability to understand and retain information (Snow, 2020). As such, the integration of these methods could significantly impact the reading levels of students in Mahayahay Integrated School by shifting many from the Frustration Level to more proficient levels of reading (Snow, 2020).

Furthermore, Rojas et al., (2019) argued that motivation plays a pivotal role in the development of reading skills. In their study, they found that students who were engaged in interactive and meaningful reading activities were more likely to improve their comprehension skills.

Given that the majority of students in this study are currently at the Frustration Level, incorporating motivational techniques through interactive reading strategies may serve as a catalyst for improvement. By making reading activities more engaging and interactive, students may be more inclined to invest effort into overcoming their challenges (Rojas et al., 2019; Suson et al., 2020).

The pretest results reflected the pressing need for focused reading interventions in Mahayahay Integrated School, particularly to support the large number of students who are struggling at the Frustration Level. The literature suggests that targeted interventions, particularly those incorporating interactive and engaging reading activities, can play a significant role in improving reading comprehension among primary-level learners (Rojas et al., 2019; Magableh & Abdullah, 2020; Snow, 2020). By implementing evidence-based strategies, it is possible to address the gaps in reading skills and move students toward higher levels of proficiency (Rojas et al., 2019; Magableh & Abdullah, 2020; Snow, 2020).

Problem 2: What are the posttest score of the participants after the integration of Interactive Activities?

Table 2. *The Posttest of the Participants in Reading Comprehension of Grade 4 Learners Using PHIL-IRI*

<i>Level</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Assigned Value (x)</i>
Independent Level	2	7.15	1
Instructional Level	18	64.28	2
Frustration Level	8	28.57	3
Total	28	100.00	
Mean Score:			9.04

Table 2 shows the posttest of the participant. The result indicated a significant shift in their reading comprehension levels following the integration of the story sequencing activity. A notable increase in the proportion of students at the Instructional Level (64.28%) indicated that the interactive activity positively impacted their reading comprehension skills.

Furthermore, a small number of students (7.15%) reached the Independent Level, suggesting that some learners made significant progress in developing their reading abilities. However, the presence of 28.57% of students still at the Frustration- Level underscored the need for continued intervention and support, as these students remain below the threshold required for fluent reading comprehension. This finding aligned with the notion that targeted interventions are crucial for students struggling with reading comprehension, as noted by Herrera (2024) and Alharbi (Alharbi, 2022).

The increase in the number of students at the Instructional Level suggested that story sequencing, as an interactive activity, can be an effective strategy for promoting comprehension skills. Story sequencing, which required students to order events in a narrative, encourages deeper engagement with the text and supported the development of critical thinking and memory recall. This result has important implications for the instructional practices at Mahayahay Integrated School. The implementation of interactive media in teaching reading has demonstrated effectiveness in improving test performance among Grade 4 pupils (Segarra, 2023).

Teachers can consider incorporating more interactive and engaging activities like story sequencing to maintain and further the progress made by these learners. The shift from the Frustration Level to the Instructional Level indicates that these activities are particularly effective in providing students with the scaffolding needed to comprehend text in a more structured manner. This is consistent with findings from Gabriel (Gabriel, 2024), who emphasizes the importance of interactive activities in enhancing reading literacy instruction.

Relevant literature supported the positive impact of interactive activities on reading comprehension. For instance, Manu (2023) emphasized that interactive and motivational activities are crucial for enhancing students' engagement and comprehension. In particular, they highlight how activities that require active participation, such as story sequencing, promote deeper cognitive processing and retention of material. By transforming reading into an active, dynamic experience, interactive activities compel learners to analyze, discuss, and connect with the text on a profound level, ultimately leading to improved retention (Ceyhan, & Yıldız, 2021).

The findings from this study align with these views, demonstrating that incorporating such strategies can lead to measurable improvements in reading comprehension. Additionally, the work of Medranda-Morales (2023) reinforced the idea that engaging activities foster student involvement in the learning process, which is particularly effective in improving reading comprehension, especially for students who may have initially struggled.

Moreover, Hernández-Campos et al. (2020) underscored the role of instructional strategies that align with the learners' cognitive development stages. For students who are initially at the Frustration Level, interactive activities provide a context in which they can gradually build their comprehension skills in a non-threatening way. Story sequencing tasks, by organizing the narrative and providing clear structure, help learners connect ideas and enhance their understanding of the text. This structured approach aligns with Vygotsky's Zone of Proximal Development, where tasks that are just beyond the learners' current abilities can be accomplished with support, such as through the use of interactive activities.

The findings of this study revealed a significant improvement in the reading comprehension levels of Grade 4 learners after the intervention using PHIL-IRI. The results from Pretest to Posttest had increased, indicating that the learners made progress in their reading abilities. This improvement suggests that the intervention had a positive impact on their comprehension skills.

One of the most notable findings is the reduction in the number of learners at the Frustration Level. In the pretest, 82.14% (23 out of 28) of the participants struggled with reading, but this number significantly dropped to 28.57% (8 out of 28) in the posttest. This shift indicates that a majority of the students were able to progress beyond the struggling phase. Additionally, there was a remarkable increase in the number of learners at the Instructional Level. From only 14.29% (4 out of 28) in the pretest, the number rose to 64.28% (18 out of 28) in the posttest. This suggests that more students are now able to read with guidance, making them better prepared for independent reading.

There was also a slight increase in the number of learners who reached the Independent Level, growing from (3.57%) to 2 (7.15%). While this improvement is minimal, it shows that some students were able to achieve the highest level of reading comprehension, demonstrating an ability to understand texts without assistance. Overall, the results indicate that PHIL-IRI is an effective intervention for improving reading comprehension. Most learners transitioned from the Frustration Level to the Instructional Level, proving that structured reading programs are beneficial in enhancing literacy.

While the results are promising, with many students advancing to the Instructional Level, the presence of 28.57% of learners still in the Frustration Level indicates that further interventions are necessary. Farjami (2023) emphasized that continued, differentiated instruction is essential for students who remain at the Frustration Level. These students may benefit from additional individualized support and further exposure to structured reading strategies to help them transition to higher levels of comprehension. This is particularly relevant in the context of the Philippines, where educational disparities can affect students' reading abilities (Abejuela et al., 2023).

The results underscored the positive impact of story sequencing activities on the reading comprehension skills of Grade 4 learners in Mahayahay Integrated School. The findings suggest that interactive activities can foster engagement, improve comprehension, and promote significant growth in students' reading levels. However, continued intervention would be necessary for students who remain at the Frustration Level, emphasizing the importance of sustained, targeted instructional strategies to ensure all learners achieve proficiency. This aligns with the broader educational goals of enhancing literacy and comprehension skills among students, particularly in diverse learning environments.

Problem 3: Is there a significant difference between posttest and pretest score of the participants?

Table 3 presents the difference pretest and posttest scores on the level of reading comprehension of grade 4 Learners. The result demonstrated a significant difference in the reading comprehension levels of Grade 4 learners between the pretest and posttest scores.

The mean score for the pretest was 6.25, while the posttest mean score increased to 9.04, with a computed t-value of -7.415 and a p-value of <0.001.

The p-value being less than 0.05 indicated that the difference is statistically significant, leading to the rejection of the null hypothesis (H_0), which posits that there is no difference between the pretest and posttest scores. This finding is consistent with recent studies that underscore the effectiveness of interactive and engaging learning activities in enhancing students' reading comprehension, such as the work by Ahmed (Ahmed, 2022).

Table 3. *Comparison Between the Pretest and the Posttest Scores on the level of reading comprehension of grade 4 Learners*

Variables	Participants	Mean	SD	t-test		Level of Significance
				Computed	p-value	
Pretest	28	6.25	2.459			
Posttest	28	9.04	3.097	-7.415	<0.001	Sig.

The increase in reading comprehension scores can be understood through the lens of Cognitive Load Theory, which posited that learning is most effective when instructional material is presented in ways that minimize unnecessary cognitive load. Sweller's work emphasized that interactive activities like story sequencing allow students to actively manipulate and organize information, thereby reducing the cognitive load associated with passive reading. This aligns with the findings, (Xu et al., 2021), who noted that engaging activities enhance children's story comprehension by promoting active participation and reducing cognitive overload. Furthermore, Vygotsky's Social Constructivist Theory supported this notion, suggesting that learning is inherently a social process. When students engage in collaborative activities, such as discussing and sequencing story events, they build a deeper understanding of the content through peer interactions and shared knowledge.

Research by Pannim et al. (2022) reinforced these findings, indicating that activities promoting active engagement, such as story sequencing, help learners develop skills in making inferences and drawing conclusions, both of which are critical for reading comprehension. Morrow and Gambrell's work also highlighted that interactive tasks encourage learners to become more actively involved in narratives, leading to enhanced comprehension outcomes.

Additionally, the results of this study are in agreement with findings by Baker and Stevenson (Koning et al., 2019), who found that using story sequencing as a classroom tool significantly improved students' abilities to identify key elements of a story, such as the sequence of events, cause and effect, and character development. These skills are directly tied to stronger reading comprehension, as they require students to actively engage with and analyze the text rather than passively absorb information. This aligns with theories of active learning, which suggest that learners retain information better when they actively interact with the content.

Moreover, interactive reading activities are increasingly recognized as effective methods for promoting literacy development in younger students. Research suggests that activities like sequencing improve early reading comprehension by helping students recognize the logical flow of stories and encouraging them to identify key details that contribute to understanding the overall narrative. Engaging with story sequencing allows students to practice recalling details in the correct order, which is an important component of comprehension and retention.

For instance, Hilmi and Addinna (2021) found that extensive reading programs significantly enhance students' reading comprehension by motivating them to engage with well-chosen texts. This aligns with the notion that interactive activities can foster a deeper understanding of narrative structures.

In light of these findings, it is clear that story sequencing and other interactive activities can play a crucial role in improving reading comprehension at the elementary level. Not only do these activities engage students in the process of understanding and analyzing texts, but they also encourage collaboration, critical thinking, and a deeper connection to the material. Chlapana (2021) supported this by demonstrating that guided retelling and cooperative activities help children stabilize their understanding of story structures, which is essential for comprehension development. These results underscore the importance of incorporating interactive activities into the reading curriculum to foster reading comprehension and literacy skills in primary-level students. Ahmed (2022) further emphasized this point by highlighting how structured activities, such as the story pyramid strategy, can effectively develop reading comprehension skills and reduce anxiety among learners.

In conclusion, the significant improvement in reading comprehension scores between the pre-test and post-test, as observed in this study, supported the hypothesis that interactive activities like story sequencing enhance reading comprehension in Grade 4 learners. The findings contributed to the broader body of research that advocates for the integration of interactive learning methods into reading instruction. As educational practices continue to evolve, the integration of such evidence-based activities would be essential for promoting literacy and fostering the development of key cognitive and critical thinking skills in young learners.

Problem 4: Based on the findings, what Learning Action Plan would be designed for the improvement in reading comprehension skills of the grade 4 learners?

Based on the findings of the study, a Learning Action Plan is designed to improve reading comprehension skills of the Grade 4 learners.

Rationale:

The enhancement of reading comprehension skills is a critical aspect of education, particularly in the Philippines, where literacy plays a pivotal role in academic success and overall student development. Recent findings indicate that many Grade 4 learners are struggling with reading comprehension, which impacts their ability to fully engage in learning activities across various subjects. This Learning Action Plan (LAP) aims to address this issue by utilizing interactive activities such as story sequencing and group discussions, which have been shown to increase student engagement and improve comprehension skills. The activities outlined in this plan are designed to be both accessible and engaging for the students, while also providing teachers with the necessary tools and strategies to support student progress effectively. Additionally, the plan incorporates ongoing assessments and evaluations, including the PHIL-IRI tool, which would provide data on students' reading levels and allow for targeted interventions. The plan also emphasizes collaboration among teachers, allowing them to share best practices and continually improve the effectiveness of their teaching strategies.

Objectives

To improve the reading comprehension skills of Grade 4 learners by utilizing interactive activities such as story sequencing and group discussions, with the goal of enhancing students' ability to understand, recall, and apply what they read.

To enhance teachers' ability to implement effective, interactive reading strategies that address the specific needs of their learners based on the results of the PHIL-IRI assessment, ensuring that teaching methods are aligned with student learning levels.

To foster collaboration among Grade 4 teachers in the development and implementation of engaging reading comprehension activities that promote active learning and student engagement, ensuring that teachers work together to create a supportive and effective learning environment.

To provide an evidence-based approach to teaching reading comprehension, using formative assessments such as quizzes and Phil-IRI assessments to track student progress and make data-driven adjustments to teaching methods.

To build a sustainable approach in improving reading comprehension skills by empowering teachers with the tools, knowledge, and resources necessary to continue applying interactive activities beyond the initial training phase, ensuring long-term success in improving reading outcomes for Grade 4 learners.

Conclusions

Based on the results of the study, it can be concluded that the use of interactive activities, specifically story sequencing, significantly enhanced the reading comprehension skills of Grade 4 learners at Mahayahay Integrated School. The marked improvement in posttest scores compared to pretest scores suggests that interactive activities can play a crucial role in addressing the reading challenges faced by students, especially in rural settings with limited educational resources. These findings support the notion that engaging students in activities that promote active participation and critical thinking can significantly improve their understanding and retention of reading materials.

Based on the findings of this study, the following recommendations are proposed to further improve the reading comprehension skills of Grade 4 learners and to enhance the effectiveness of interactive activities in promoting academic success in primary education.

It is recommended that teachers in Mahayahay Integrated School, as well as other primary schools in the Manticao District, incorporate interactive activities like story sequencing, drama role-playing, and questioning strategies regularly in their reading instruction. These activities have been shown to increase student engagement, foster active learning, and improve comprehension, making learning more enjoyable and effective for learners.

Teachers should undergo regular professional development programs focused on innovative teaching strategies, including the use of interactive activities to improve reading comprehension. This training would enable educators to develop and implement engaging and effective reading activities, ensuring that they are aligned with best practices in interactive and student-centered learning.

Schools should invest in developing or sourcing a wider variety of interactive and contextually relevant reading materials that cater to the interests and cultural backgrounds of the learners. These materials should be engaging, accessible, and designed to stimulate learners' critical thinking and comprehension skills.

It is essential to establish a system of regular assessment to monitor students' reading comprehension progress. This can help educators identify struggling learners early and tailor interventions, ensuring that all students receive the support need to improve their reading skills.

Parental Involvement in Reading Activities: Parents should be encouraged to engage in their children's learning by participating in home-based reading activities. Schools can organize workshops or meetings to guide parents on how they can support their children's reading development through fun and interactive exercises at home.

Since the study was conducted in a remote area, similar interventions should be expanded to other rural schools within the district and beyond. Policymakers should consider providing resources and training to these schools to bridge gaps in reading proficiency, ensuring

that all learners, regardless of their location, have access to quality educational opportunities.

Further studies could explore the long-term impact of interactive activities on reading comprehension, particularly in different grade levels or across different subjects. It would also be valuable to investigate the role of technology in supporting interactive reading activities, as the use of digital tools may offer new avenues for engaging learners.

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