

# The Efficacy of Fuller Approach on the Reading Performance of the Grade 7 Students of Villa Kananga Integrated School

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## ABSTRACT

*This study assessed the efficacy of the Fuller Approach—a structured reading intervention combining phonics, alphabet recognition, and whole-word recognition—on the reading performance of Grade 7 students at Villa Kananga Integrated School, Butuan City. Using a one-group pre-experimental design, the research measured students' reading skills before and after the intervention. The Philippine Informal Reading Inventory (Phil-IRI) served as the primary tool for data collection, evaluating word recognition, reading speed, and comprehension. Results revealed a significant improvement in reading performance, as evidenced by increased posttest scores in all areas: word recognition, reading comprehension, words Correct Per Minute (WCPM), and error rate reduction. A paired sample t-test confirmed the statistical significance of the observed gains ( $p < 0.001$ ). Theoretical frameworks such as Schema Theory and Vygotsky's Sociocultural Theory supported the study, highlighting the importance of prior knowledge, scaffolding, and socially mediated learning. The findings affirm that the Fuller Approach is a highly effective method for enhancing reading fluency and comprehension among struggling readers. The study recommends continued application of this approach, enhanced teacher training, and the integration of individualized interventions to sustain student reading gains.*

## KEYWORDS

*Fuller Approach; reading intervention; reading performance; word recognition; reading speed.*

## INTRODUCTION

Reading is a fundamental skill that supports academic success and lifelong learning. It enhances students' cognitive abilities, critical thinking, and communication skills, contributing to their overall development and future opportunities. The ability to read proficiently is crucial for students to access and engage with the curriculum, fostering a deeper understanding of various subjects and promoting independent learning.

Recent studies highlight the importance of effective reading strategies in improving students' reading performance. Chin and Hashim (2022) highlight that employing diverse reading strategies can significantly enhance comprehension and retention among primary students. Additionally, collaborative and reflective reading practices have been shown to improve students' reading comprehension and strategy use (Chin & Hashim, 2022; Lew, 2022). These findings suggest that targeted reading interventions can play a vital role in addressing reading difficulties and promoting literacy.

Building upon the importance of reading proficiency emphasized in research, the Department of Education (DepEd) underscored its commitment to this cause. DepEd Order No. 45, s. 2002, known as the "Reading Literacy Program in the Elementary Schools,"

mandates that every child must be a successful reader by the end of Grade III. This policy emphasizes the need for schools to implement comprehensive reading programs that include assessment, diagnosis, and targeted interventions to improve reading skills.

To address these challenges in reading skills development, DepEd has issued several orders to enhance reading interventions. DepEd Order No. 45, s. 2002, mandates the implementation of school-based reading programs to ensure that all students achieve reading proficiency. Additionally, recent initiatives like the "Catch-up Fridays" program aim to provide dedicated time for reading activities to improve literacy skills among students.

In the context of Villa Kananga Integrated School, the reading performance of Grade 7 students was notably below the expected level. This was shown in the results after the conduct of the pretest. Many students struggled with basic word recognition, often stumbling over common words and exhibiting slow reading speeds. Comprehension was also a significant issue, with students frequently unable to recall key details or understand the main ideas of the texts they read. These difficulties were reflected in their low scores on standardized reading assessments, indicating a pressing need for an effective intervention. This scenario stresses the necessity of the reading intervention strategy to address these reading challenges and improve overall literacy among the students.

Despite these efforts, reading comprehension remains a significant challenge in Filipino classrooms, particularly in Villa Kananga Integrated School. Salame et al. (2022) revealed that a substantial number of students struggle with reading comprehension, with nearly 91% of 15-year-old Filipino students failing to meet the minimum proficiency level in reading as per the 2018 PISA results. This issue is intensified in rural schools, where resources and support for reading interventions are often limited. Villa Kananga Integrated School is not spared from this scenario.

Given the persistent challenges in reading comprehension and the critical role of literacy in academic success, this study evaluated the efficacy of the Fuller Approach on the reading performance of Grade 7 students. The Fuller Approach, known for its phonics-based methodology, had shown promise in early reading instruction. This study determined its effectiveness in enhancing reading skills among older students, thereby providing valuable insights for educators and policymakers in designing effective reading interventions.

### ***Theoretical Framework***

This study was anchored on Schema Theory (Rumelhart, 1980; Verywell Mind, 2024), which posited that all knowledge was organized into units, or schemas, which were mental structures representing generic concepts stored in memory. These schemas helped individuals understand and interpret new information by relating it to their existing knowledge base.

Schema theory was a concept in cognitive science that explained how the brain organized and interpreted information. According to this theory, knowledge is structured in mental frameworks called schemas (or schemata), which are used to understand and respond to new information based on past experiences. These schemas help individuals process and categorize information efficiently, guiding their understanding and actions in various situations. Schema theory had been influential in fields such as psychology, education, and artificial intelligence, providing insights into how people learned, remembered, and applied knowledge.

This theory was highly relevant to this study as it emphasized the role of prior knowledge in reading comprehension. According to this theory, students' ability to comprehend text is significantly influenced by their existing schemas, which help them make sense of new

information. The Fuller Approach, which focus on phonics and early reading skills, is seen as a method to build and strengthen these schemas, thereby improving reading performance.

Another theory that supported this study was the Sociocultural Theory of cognitive development (Vygotsky, 1960 cited in Wertsch, J. V., & Sohmer, R., 1995), which was highly relevant to the efficacy of the Fuller Approach in improving reading performance. Vygotsky emphasized the importance of social interaction and cultural context in learning, proposing that cognitive development is largely a socially mediated process. Key concepts of his theory included the Zone of Proximal Development (ZPD) and the role of the More Knowledgeable Other (MKO).

The ZPD refers to the gap between what a learner could do independently and what they could achieve with guidance and support from an MKO, such as a teacher or more capable peer. In the context of the Fuller Approach, teachers act as MKOs, providing structured and explicit instruction to help students progress from their current level of reading ability to higher levels of proficiency. This approach aligned with Vygotsky's idea that learning was most effective when it occurred just beyond the learner's current capabilities, with appropriate scaffolding provided by the teacher.

Additionally, Vygotsky's theory stresses the significance of language in cognitive development. The Fuller Approach uses language as a tool for learning (by using phonics, the alphabet, and whole-word approaches). Through meaningful reading activity and interactions between children and texts, it promotes cognitive and linguistic development which correlates with Vygotsky's discussions on social interaction as it relates to language and learning.

### ***Objective of the Study***

This study evaluated the efficacy of the Fuller Approach on the reading performance of Grade 7 students at Villa Kananga Integrated School.

## **RESEARCH METHODS**

### ***Research Design***

The study used a one-group pre-experimental design, where a single group of Grade 7 students was assessed before (pretest) and after (posttest) the implementation of the Fuller Approach intervention, without a control group and random assignment. This design allowed the researcher to measure changes in reading performance and attribute any observed differences to the intervention. Specifically, the researcher administered a pretest to measure the initial reading performance of the Grade 7 students, then implemented the Fuller Approach as the intervention, and finally conducted a posttest to assess any changes in reading performance. This design was appropriate for the study as it allowed the researcher to determine the efficacy of the Fuller Approach by comparing the pretest and posttest results. By observing the differences in reading performance before and after the intervention, the researcher identified improvements attributable to the Fuller Approach, thus providing insights into its effectiveness.

### ***Research Locale***

Villa Kananga Integrated School is one of the integrated schools in the Butuan City Division that faced unique challenges directly impacting its reading program. The school served a predominantly low-income community where many families lacked access to books and other literacy resources at home.

Furthermore, the school itself had limited resources, including outdated reading materials, insufficient technology, and a shortage of qualified reading specialists. These factors contributed to the difficulties teachers faced in implementing effective reading instruction and meeting the diverse needs of learners, including those with learning disabilities and those who spoke indigenous languages. The geographical location of the school also restricted access to professional development opportunities for teachers and made it challenging to attract and retain qualified educators.

This context of socioeconomic disadvantage and limited resources, underscored the need for a targeted and contextually relevant corrective action plan to improve the reading program and enhance student literacy outcomes at Villa Kanangga Integrated School.

### ***Population and Participants of the Study***

The participants of this study were the Grade 7 students in Villa Kanangga Integrated School. There were 90 Grade 7 students who served as participants in this study. The table below shows the distribution of the participants.

### ***Sampling Design***

Purposive sampling was used in this study since only the Grade 7 students who were classified as frustration level in terms of their level of reading performance were selected as participants. In this study, learners at the "Frustration" level demonstrate significant difficulties in reading, struggling with word recognition, reading comprehension, and fluency, which hinders their ability to decode words and understand texts.

### ***Research Instrument***

The primary instrument for data collection in this study was the Philippine Informal Reading Inventory (Phil-IRI) Tool. The pretest established baseline data on students' reading abilities, while the posttest revealed their reading abilities after implementation of the approach used. The Philippine Informal Reading Inventory (Phil-IRI) Tool is a standardized assessment used to evaluate students' reading abilities. It involves several steps, beginning with a Group Screening Test (GST) to identify students who need further evaluation. Individual assessments then follow, including measures of Oral Reading, Silent Reading Comprehension, and Listening Comprehension. The results of these assessments are used to determine students' reading levels, categorizing them as Independent, Instructional, or Frustration. Analysis of oral reading errors, comprehension question accuracy, and listening comprehension responses helps educators to tailor reading instruction to students' specific needs.

### ***Data Gathering Procedure***

The following steps were employed during the data gathering procedure. The first step was to write a letter of intent addressed to the Public Schools District Supervisor (PSDS) and the School Head. Since Grade 7 students were minors, it was essential to obtain parental consent before involving them in the study. A consent form was prepared, explaining the objectives, procedures, potential risks, and benefits of the study. This also assured the parents of the confidentiality and anonymity of their children's data. Once the forms were distributed, parents were given adequate time to review and return them.

Before implementing the Fuller Approach, a pretest was administered to assess the students' initial reading performance. This pretest served as a baseline to measure the initial reading ability of the learners. The pretest included components such as reading

comprehension, word recognition, and reading speed. It is important to ensure that the pretest was standardized and reliable to obtain accurate baseline data.

Whatever the result of the pretest from 90 to 30 were exposed to the Fuller Approach. This involved structured reading sessions that incorporated phonics, alphabet recognition, and whole-word recognition. The intervention was conducted in the 3rd quarter of the school year, with regular sessions to ensure consistency.

Following the intervention period, a posttest was administered to evaluate the impact of the Fuller Approach on students' reading performance. The posttest was similar in structure to the pretest to allow for a direct comparison of results. This helped in determining any improvements in reading comprehension, word recognition, and reading speed.

### **Data Analysis Plan**

#### **Statistical Treatment**

The following statistical tools were used to treat the problems in this study. Frequency and Percentage. This tool was used to describe the results of the pretest and the posttest.

Paired Samples t-test. This tool was used to compare the reading scores of students at Villa Kanangga Integrated School before and after they experienced the enhanced reading program.

## **RESULTS AND DISCUSSION**

**Table 1.** Reading Performance of the Learners in terms of Word Recognition Rate

Percentage Range	Pretest		Posttest		Descriptive Rating
	Frequency	%	Frequency	%	
89% and below	30	100	0	-	Frustration
90-96%	0	-	30	96.3	Instructional
97-100%	0	-	1	3.3	Independent
<b>Total</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	

Table 1 presents the reading fluency of the learners in terms of reading comprehension rate, displaying the pretest and posttest results across different percentage ranges.

**Table 2.** Reading Performance of the Learners in terms of Reading Comprehension Rate

Percentage Range	Pretest		Posttest		Descriptive Rating
	Frequency	%	Frequency	%	
58% and below	26	86	0	-	Frustration
59-79%	2	7	2	7	Instructional
80-100%	2	7	28	93	Independent
<b>Total</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	

The extreme data in the pretest reveal that 86% of learners scored within the "58% and below" range, indicating that a majority of the learners struggled significantly with reading comprehension before any intervention. In contrast, only 7% of learners reached the instructional and independent levels, scoring within the "59-79%" and "80-100%" ranges. This pattern highlights a prevalent challenge in comprehension, showing that most learners required considerable support to enhance their reading fluency.

Following the intervention, the posttest results demonstrate a remarkable shift, with the highest percentage at 93%, representing learners who scored within the "80-100%" range. This change implies that the majority of learners improved their reading comprehension to



an independent level, enabling them to process and understand texts with little to no assistance. Meanwhile, only 7% of learners remained within the instructional level, scoring between "59-79%", reflecting that a small portion of learners still required guided support in developing their comprehension skills.

The overall score emphasizes a significant improvement in reading fluency and comprehension among the learners, marking a transition from a majority experiencing frustration to a majority achieving independent reading proficiency. The shift in scores underscores the effectiveness of the intervention in strengthening learners' ability to understand and interpret texts more effectively. This development indicates that learners have gained the necessary reading strategies and comprehension skills to engage confidently with written materials. Initially, many students struggled significantly with reading, showing frustration and difficulty in understanding basic texts. However, after the intervention, the class demonstrated a substantial improvement. Most students progressed from struggling readers to being able to read and understand texts independently. This transformation was evident in their classroom behavior, with students showing greater confidence in reading aloud and accurately interpreting written materials, demonstrating that they had gained essential reading skills.

Reading comprehension is closely tied to cognitive processes that enable learners to extract meaning from texts. Chin and Hashim (2022) highlighted that employing diverse reading strategies enhances students' ability to comprehend and retain information. Their study demonstrated that schema activation, guided reading, and reflective practices significantly improved comprehension levels in primary students. Similarly, Lew (2022) found that schema-based instruction helps students better connect new information to their prior knowledge, leading to deeper understanding and improved performance in reading assessments.

During a reading comprehension session, the teacher uses schema activation strategies by prompting students to recall prior experiences related to a story about environmental conservation. Initially, students struggled to make connections between the story and their own lives. However, after employing guided discussion and text mapping techniques, students demonstrated a clearer understanding of the passage, with one student providing insightful reflections on how local environmental initiatives connect to the story's themes.

Table 2 presents the Reading Fluency of the Learners in terms of Word Correct per Minute (WCPM), illustrating both pretest and posttest results across various score ranges. The highest score range in the pretest is 21.61 – 32.40, with a frequency of 3 learners, accounting for 10% of the total. Meanwhile, the lowest score range is 0 – 10.80, where 14 learners fall, making up 46.7% of the group. This implies that before the intervention, a substantial number of learners had very low reading fluency, reflecting a general struggle in reading speed and accuracy.

Following the intervention, the posttest data show a significant shift. The highest score range remains 21.61 – 32.40, but the frequency rises to 20 learners, constituting 66.7% of the total. Conversely, the lowest score range in the posttest is 43.21 – 54.00, with only 1 learner, representing 3.3% of the total. This transformation implies that after the intervention, most learners demonstrated a considerable improvement in their reading fluency, with a majority attaining measurable progress. The change in distribution highlights the intervention's effectiveness in enhancing word recognition and reading speed.

The overall score further reinforces this progress, showing a marked increase in fluency from pretest to posttest. Initially, the learners exhibited considerable difficulty in reading at a fluent pace, but after the intervention, a strong upward trend in performance became evident. This improvement implies that the intervention had a positive impact on the learners'

ability to read accurately and efficiently, allowing them to engage more effectively with texts. Initially, many students in the class struggled to read aloud, often halting between words and mispronouncing even simple terms, demonstrating a lack of reading fluency. However, following the implementation of the Fuller Approach, a noticeable shift occurred. Students began reading with fewer pauses and errors, showing a greater ability to maintain a consistent pace and accurately decode words. This improvement was evident in their increased confidence and engagement with the reading materials, as they could navigate the text more smoothly and understand the content more effectively.

Reading speed is a key determinant of fluency, as it affects students' ability to process text efficiently while maintaining comprehension. Cleaver (2023) asserted that fluency interventions incorporating timed reading activities, paired reading, and speed drills can greatly enhance reading pace. Additionally, Bernardo et al. (2022) discussed the importance of standardized assessments in tracking students' reading speed improvements, highlighting that targeted interventions lead to measurable gains in fluency and overall reading performance.

In a timed reading activity, students engage in a paired reading exercise where they take turns reading aloud while tracking their speed with a timer. Initially, students paused frequently and struggled to maintain a steady pace. With repeated exercises using controlled fluency drills, students improved their reading speed while maintaining comprehension. One student initially read at only 12 words per minute but reached 30 words per minute after sustained intervention.

**Table 3.** Reading Performance of the Learners in terms of Word Correct per Minute (WCPM)

Score Range	Pretest		Posttest		Descriptive Rating
	Frequency	%	Frequency	%	
43.21 – 54.00	0	-	1	3.3	Persistent Progress
32.41 – 43.20	0	-	9	30	Encouraging Progress
21.61 – 32.40	3	10	20	66.7	Steady Progress
10.81 – 21.60	13	43.3	0	-	Gradual Progress
0 – 10.80	14	46.7	0	-	Measurable Progress
<b>Total</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	

Table 3 illustrates the reading fluency of the learners in terms of error rate, depicting both pretest and posttest results across different score ranges. The pretest data reveal that the highest frequency falls within the 4-5 range, with 14 learners (46.7%), indicating that nearly half of the learners initially exhibited "Fair" reading fluency. Conversely, the lowest frequency in the pretest is within the 8-9 range, with 1 learner (3.3%), signifying that only a small portion of learners struggled with "Very Poor" fluency before intervention. These findings imply that while hesitation rates varied, a substantial number of learners displayed moderate fluency but still required intervention to improve their reading smoothness and confidence.

The posttest results demonstrate a significant transition, with the highest frequency shifting to the 2-3 score range, where 21 learners (70%) achieved "Good" fluency. This change implies that the intervention contributed to refining learners' reading fluency, reducing hesitation, and fostering a more confident reading pace. Meanwhile, the lowest frequency in the posttest is recorded in the 8-9 and 6-7 score ranges, both with 0 learners, indicating that none of the learners continued to struggle with "Poor" or "Very Poor" fluency

after the intervention. This distribution highlights the effectiveness of the intervention in minimizing hesitation and promoting a more fluid reading experience.

The overall score underscores the improvement in fluency, with learners transitioning from "Fair" to "Good" error rates after the intervention. Initially, many learners experienced noticeable pauses and breaks in fluency, but after the intervention, hesitation decreased substantially, allowing for more confident and fluid reading. This shift implies that the applied strategies effectively strengthened learners' reading proficiency, improving their ability to read with greater ease and smoothness. Initially, many students read aloud with frequent hesitations and pauses, struggling to maintain a smooth flow, but following the intervention, their reading became more fluid. Students demonstrated increased confidence, reading passages with fewer interruptions and a more natural rhythm. This improvement indicated a greater ease and proficiency in their reading abilities, suggesting that the strategies used helped them to read more smoothly.

Error rates indicate reading fluency levels, as frequent pauses can reflect difficulties in decoding and comprehension. Branching Minds (2023) highlighted that hesitation can be minimized through interactive reading activities and confidence-building exercises, which promote a smoother reading experience. Additionally, Lew (2022) found that guided reading interventions help students develop familiarity with text structures, reducing hesitation and increasing fluency.

A Grade 7 student frequently pauses while reading, struggling to decode unfamiliar words. To address this, the teacher pairs the student with a reading buddy and introduces fluency drills that focus on progressively difficult passages. After multiple guided practice sessions, the student develops greater reading confidence and decreases error.

**Table 4.** Reading Performance of the Learners in terms of Error Rate

Score Range	Pretest		Posttest		Descriptive Rating
	Frequency	%	Frequency	%	
80.01 - 100	4	13.3	0	-	Very Poor
60.01 – 80.00	7	23.3	0	-	Poor
40.01 – 60.00	9	30	0	-	Fair
20.01 – 40.00	10	33.4	23	76.7	Good
0 – 20.00	0	-	7	23.3	Excellent
<b>Total</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	

**Table 5.** Summary of Reading Performance of Learners

Reading Area	Pretest Results	Posttest Results	Key Change
Word Recognition Rate (%)	100% of learners at "Frustration" level (Mean: 47.83%)	96.3% at "Instructional," 3.3% at "Independent"	Significant improvement, shift from frustration to instructional/independent levels
Reading Comprehension Rate (%)	86% at "Frustration," 7% at "Instructional," 7% at "Independent" (Mean: 48.09%)	93% at "Independent," 7% at "Instructional"	Majority improved to independent level, significant shift in comprehension
Word Correct Per Minute (WCPM)	Most learners in lower ranges, 46.7% in "0-10.80" range (Mean: 12.56)	Majority (66.7%) in "21.61 – 32.40" range, some reaching higher ranges	Considerable improvement in reading fluency and speed
Error Rate	46.7% at "Fair" fluency, some at	76.7% at "Good," 23.3% at "Excellent," no	Improvement in fluency, with a transition from



"Poor" and "Very Poor"	learners at "Poor" or "Very Poor"	"Fair" to "Good" and "Excellent"
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Table 5 encapsulates the significant changes in Grade 7 students' reading performance following the implementation of the Fuller Approach.

**Word Recognition.** The pretest data clearly indicated a widespread deficiency in word recognition, with all learners categorized at the "Frustration" level. This aligns with the challenges in reading education, where a "lack of early identification and intervention for students with reading difficulties" can lead to significant struggles. However, the posttest results demonstrated a remarkable improvement, with the majority of students reaching the "Instructional" level and a few even attaining "Independent" proficiency. This improvement strongly supports the efficacy of the Fuller Approach, which, as Gevero and Doronio (2024) stressed, combines phonics, alphabet recognition, and whole-word recognition to enhance reading skills.

**Reading Comprehension.** Similar to word recognition, reading comprehension was initially low, with most learners struggling at the "Frustration" level. This highlights the concern echoed by Salame et al. (2022), who noted that a substantial number of Filipino students struggle with reading comprehension. The posttest results, however, revealed a substantial shift, with a large majority of students demonstrating "Independent" reading comprehension. This positive change underscores the importance of effective reading strategies, as Chin and Hashim (2022) highlighted, where employing diverse reading strategies can enhance students' ability to comprehend and retain information.

**Word Correct Per Minute (WCPM).** The pretest data showed that a significant portion of learners exhibited very low reading fluency, as indicated by their low WCPM scores. This reflects the initial difficulties in reading fluency, where students struggled to read at a fluent pace. In contrast, the posttest results demonstrated a considerable improvement in reading speed and accuracy, with a larger number of learners achieving higher WCPM scores. This aligns with Cleaver's (2023) assertion that fluency interventions incorporating timed reading activities and fluency drills can enhance reading pace.

**Error Rate.** The error rate analysis further supports the overall improvement in reading fluency. Initially, a substantial number of learners exhibited "Fair" reading fluency, with some struggling with "Poor" or "Very Poor" fluency. Following the intervention, there was a clear transition towards "Good" and "Excellent" fluency levels, with a significant reduction in the number of students exhibiting high error rates. This improvement is consistent with the idea that effective reading interventions contribute to a smoother reading experience, as noted by Branching Minds (2023).

**Table 6.** Test of Significant difference in the reading performance of the learners between pretest and posttest.

Dependent Variable	Grouping Variable	Mean	T statistics	p-value	Remark
Words Recognition (in %)	Pretest	47.83	-12.835	<0.001	Significant difference at $\alpha=0.01$
	Posttest	93.02			
Reading Comprehension (in %)	Pretest	48.09	-13.055	<0.001	Significant difference at $\alpha=0.01$
	Posttest	91.43			
Reading speed (in minutes)	Pretest	2.316	4.943	<0.001	Significant difference at $\alpha=0.01$
	Posttest	1.829			
Words per minute	Pretest	12.56	-10.600	<0.001	Significant difference at $\alpha=0.01$
	Posttest	30.99			

Legend: Tested using Paired T-test.

Table 6 presents the results of a paired T-test conducted to determine whether there is a significant difference in the reading performance of learners between pretest and posttest. In this case, the pretest and posttest scores of the same students. The T-test calculates a T-statistic and a p-value for each reading measure (word recognition, reading comprehension, reading speed, and words per minute). The p-value indicates the likelihood that the observed differences in scores occurred by chance; a low p-value (typically less than 0.05 or, in this case, 0.01) suggests that the differences are statistically significant and likely due to the intervention.

The findings revealed a consistent pattern of improvement. Initially, the pretest data showed that students generally had low scores in word recognition and reading comprehension, slow reading speeds, and a limited number of words read per minute. After the Fuller Approach intervention and the subsequent posttest, the statistical analysis demonstrated a significant positive change across all these measures. Students showed higher scores in word recognition and comprehension, faster reading speeds, and an increased number of words read per minute.

Students who initially struggled to recognize basic sight words and read haltingly demonstrated a substantial gain in reading fluency after the intervention. The T-test results, with their statistically significant p-values, provided strong evidence that the Fuller Approach was effective in improving the reading performance of the students.

The significant improvements observed in this study align with existing literature on the effectiveness of structured literacy programs and reading interventions. Studies have consistently demonstrated that targeted instructional strategies lead to substantial gains in reading fluency. For instance, Lucas et al. (2021) found that implementing structured literacy programs tailored to specific learner needs resulted in significant improvements in reading fluency, a finding supported by statistical evidence. Similarly, Mekuria et al. (2024) emphasized the importance of using pretest-posttest analyses to validate the effectiveness of interventions aimed at improving reading comprehension, further reinforcing the rigor of the current study's methodology and the reliability of its findings. These studies collectively underscore the crucial role of targeted and evidence-based interventions in enhancing reading outcomes, consistent with the positive impact of the Fuller Approach observed in this research.

### **Intervention Program**

**Title:** *Strengthening Reading Fluency Through the Fuller Approach*

#### **Rationale**

The findings of the study revealed that before the implementation of the Fuller Approach, learners struggled with reading fluency, particularly in word recognition, reading speed, and comprehension. However, after the intervention, significant improvements were observed in all these aspects. Given the statistically significant difference in reading performance before and after the intervention, it is essential to sustain the positive outcomes by reinforcing comprehension strategies and individualized support for learners who still require fluency enhancement. This action plan is designed to ensure the continued success of the Fuller Approach and to strengthen learners' reading proficiency further.

**Table 7.** Action Plan for Enhancing and Sustaining the Fuller Approach

Findings from the Study	Activities	Objectives	Time Frame	Persons Involved	Mode of Verification	Budgetary Requirements	Remarks
Learners showed initial difficulty in word recognition	Implement phonics-based reading sessions and word recognition drills	Improve learners' ability to accurately identify words	3 months	Teachers, Reading Coaches	Pretest and posttest word recognition scores	Learning materials and training resources	
Reading comprehension was low before intervention	Conduct guided reading exercises, comprehension discussions, and interactive text analysis	Strengthen learners' ability to interpret and understand text	4 months	Teachers, Literacy Experts	Reading comprehension assessment results	Printed texts, interactive tools	
Reading speed needed enhancement for better fluency	Introduce timed reading activities, paired reading, and fluency drills	Increase learners' reading speed while maintaining comprehension	3 months	Teachers, Reading Facilitators	Words per minute assessment	Stopwatch, reading passages	
Significant difference observed between pretest and posttest results, indicating intervention success	Regular monitoring and reinforcement activities	Ensure sustainability of reading fluency improvements	Continuous	Teachers, School Administrators	Longitudinal reading performance tracking	Data recording systems, intervention reports	
Need for further engagement and appreciation of the Fuller Approach	Organize reading workshops, literacy campaigns, and learner testimonials	Foster students' interest and appreciation for the intervention	5 months	Teachers, Students, Parents	Survey on students' reception and engagement	Event logistics, promotional materials	

## CONCLUSION

Building upon the findings of the study, the following conclusions have been drawn.

1. The initial low scores in word recognition, reading speed, and comprehension imply that, prior to the intervention, the learners required substantial support to develop their reading fluency and overall literacy skills.
2. The significant improvements observed in reading performance following the intervention suggest that the Fuller Approach is a potentially effective method for enhancing learners' ability to read accurately and efficiently.

3. The statistically significant differences in reading performance before and after the intervention, as confirmed by the p-values, imply that the implementation of the Fuller Approach led to meaningful gains in learners' reading proficiency.
4. The positive engagement of learners with the intervention, reflected in improved performance indicators, suggests that the Fuller Approach can foster a more effective and enjoyable learning experience.
5. The overall findings underscore the need for continued support in performance development, along with the integration of additional comprehension strategies, strengthened reading materials, and personalized instructional methods, to sustain and further enhance the positive effects of the Fuller Approach.

### Recommendations

Here are recommendations based on the findings of the study:

1. Students. Strengthen engagement in structured reading interventions by actively participating in guided reading sessions and literacy activities. Develop reading fluency and comprehension by applying phonics-based strategies introduced in the Fuller Approach.
2. Teachers. Integrate findings from the study into instructional practices by refining lesson plans to include systematic phonics instruction, comprehension-building exercises, and differentiated reading interventions. Enhance professional development by attending specialized training in structured literacy programs.
3. School Administrators. Improve the school's reading program by allocating resources for sustained implementation of the Fuller Approach, ensuring accessibility to updated reading materials and technology. Monitor student progress through data-driven assessments to enhance literacy outcomes across grade levels.
4. Parents. Encourage to foster a reading-friendly home environment by providing access to diverse reading materials, engaging in shared reading, and supporting literacy development through reinforcement of phonics and comprehension strategies learned at school.
5. Researchers. Expand the scope of research on reading interventions by investigating the long-term impact of the Fuller Approach on students' academic performance. Validate findings through comparative studies involving various literacy programs to establish best practices for reading instruction in diverse educational settings.

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