

GENRE-BASED STRATEGIC INTERVENTION MATERIAL: ITS EFFECT ON STUDENTS' READING COMPREHENSION

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ABSTRACT: *Genre-Based Strategic Intervention Material (GB-SIM) is an intervention material that uses the Genre-Based Approach (GBA) in improving the reading comprehension of Grade 7 students for the school year 2021-2022. It follows the four stages of the GBA Model which are: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). This study investigated the effects of Genre-Based Strategic Intervention Material (GB-SIM) on the students' reading comprehension level. Specifically, it sought to determine the reading comprehension level of the students in the GB-SIM and Non-GB-SIM groups in terms of their pretest and post-test; to ascertain the students' effectiveness evaluation of their respective intervention (GB-SIM/Non-GB-SIM); to identify if there is a significant difference in the reading comprehension level of the students in the GB-SIM and Non-GB-SIM groups; and to assess if there is a significant difference between the students' effectiveness evaluation of their respective intervention (GB-SIM/Non-GB-SIM). Results revealed that students' comprehension level has a significant difference between the GB-SIM and Non-GB-SIM groups in their mean scores in the post-test results. Though both groups improved their scores, the GB-SIM group scored higher compared to the Non-GB-SIM group. Also, the GB-SIM group has a higher mean score on the effectiveness evaluation of the GB-SIM compared to the Non-GB-SIM group on the Non-GB-SIM.*

Key Words: genre-based strategic intervention material, reading comprehension, students' perception

INTRODUCTION

Reading is a primary tool in education and is vital to every human's life to learn effectively and efficiently. It is the fundamental method that most students learn best. Learners need to develop their skills in reading because it is a great factor that contributes significantly to their academic achievement [1]. From the start, reading comprehension is the very essence of reading. Without comprehension, reading is frustrating and pointless.

The National Achievement Test- Mean Percentage Score (NAT-MPS) of 48.90 in 2012 showed an increase compared to the earlier years, which was 44.33 in 2006 and 46.80 in 2005. However, these showed far lower than the passing rate of the 75% target of the government [2]. Moreover, the English proficiency of Filipinos is very low and ranks lowest in the 2018 Programme for International Students Assessment (PISA) among 79 countries [3].

In Dologon National High School- Kiharong Annex, there are 56% of students among Grade 7 learners who belong to the frustration level and 5% are struggling readers who imperatively need appropriate help. It is very evident in the result of the 2021-2022 Philippine - Informal Reading Inventory (Phil-IRI) pre-reading assessment conducted by the reading teachers of the school [4]. Consequently, the persistent problem with students' reading comprehension eventually leads to lower academic performance among the students. To assist the learners in this dilemma, teachers need to employ distinct approaches and substantial instructional materials for reading to improve literacy among the students. Republic Act No. 10533, otherwise known as "Enhanced Basic Education Act of 2013", Section 5 of the curriculum development, encourages teachers to produce localized and contextualized teaching materials with the approved validation from regional and division education units [5]. Teachers in the field are encouraged by DepEd to conduct intervention programs to bridge the learning gaps in the new learning landscape. The DepEd secretary, Leonor M. Briones, emphasized that education must continue amid challenges during the time of pandemic [6].

Strategic Intervention Material (SIM) is an instructional material used for remediation purposes. It is one of the solutions employed by DepEd to enhance the learners' academic performance [2,7].

Several studies on distinct approaches to enhancing reading comprehension have been done through the ages. GBA, according to Hyland, contributes meaningfully to language learners because it pays great attention to language, content, and contexts which provides advantages for students to successfully adapt to any academic setting across various disciplines [8]. While instructional materials play a vital role in the entire teaching and learning process because IMs make them complete and functional [9].

The context of the mentioned problem with regard to students' reading predicaments, especially in reading comprehension and with the current educational setting at the time of the pandemic has prompted the researcher to develop this Genre-Based Strategic Intervention Material (GB-SIM). The innovative instructional material aimed to determine the reading comprehension level of the students in the GB-SIM and Non-GB-SIM groups in terms of their pretest and post-test; ascertain the students' effectiveness evaluation of their respective intervention (GB-SIM/Non-GB-SIM); identify if there is a significant difference in the reading comprehension level of the students in the GB-SIM and Non-GB-SIM groups, and assess if there is a significant difference between the students' effectiveness evaluation of their respective interventions (GB-SIM/Non-GB-SIM).

METHODOLOGY

This paper employed a quasi-experimental research design where one group (experimental) with 23 students utilized the GB-SIM, while the other group (control) with 22 students was exposed to the Non-GB-SIM in the teaching of Expository Texts. The study followed the formal communication procedure in conducting the research.

Coin tossing was a technique done to decide which section would be assigned to the GB-SIM or Non-GB-SIM group. The development of the SIMs (GB-SIM and Non-GB-SIM)

followed the sequential parts as stipulated in DepEd and Division Memorandums (DO No. 004, s. 2017 & DO No. 313, s. 2019) that they have seven parts: 1) Title Card; 2) Guide Card; 3) Activity Card; 4) Assessment card; 5) Enrichment Card; 6) Answer Key Card; and 7) Reference Card. The expository texts used in the SIMs were mostly chosen from Science Research Associates (SRA) Reading Laboratory and a few from the DepEd Self-Learning Module (SLM) passages.

The GB-SIM was developed following the four stages of the GBA model that include: 1) Building of Knowledge of the Field (BKOF); 2) Modeling of the Text (MOT); 3) Joint Construction of the Text (JCOT); and 4) Independent Construction of the Text (ICOT). Non-GB--SIM differed from the GB-SIM in the sense that it did not employ the Genre-Based Approach instead it utilized the lecture-discussion approach. Also, it did not use the KWL technique that would activate prior knowledge and would help the students to establish a purpose for the lesson. Moreover, the different intervention materials were validated by the experts using the DepEd Criteria for Improving Strategic Intervention Material (SIM) attached in Division Memorandum No. 004, s. 2017.

In addition, 16-item comprehension (pre- and post-) tests from the Phil-IRI Manual were utilized to assess the reading

comprehension level of the students. On the other hand, the students' effectiveness evaluation of their respective intervention was determined through the adapted survey questionnaire checklist [5] and made use of a Likert scale. The comprehension tests and the effectiveness evaluation questionnaire checklist were pilot tested on another group of Grade 7 students. Furthermore, descriptive statistics such as mean, percentage, and frequency were used to describe the students' reading comprehension level and effectiveness evaluation. The inferential statistics specifically the use of an independent t-test was utilized to determine the significant difference in the reading comprehension level of the students in the GB-SIM and Non-GB-SIM groups and to assess the difference between the students' effectiveness evaluation of their respective intervention (GB-SIM/Non-GB-SIM).

RESULTS & DISCUSSION

Table 1 shows the pretest and post-test percentage scores of the GB-SIM and the Non-GB-SIM groups. The measure of the students' reading comprehension was obtained from the frequency and percentage of their scores in the pretest and posttest. The basis for interpreting the scores of the participants is from the 2018 PHIL-IRI Manual.

Table 1. Pretest and posttest mean scores of students' reading comprehension

Mean Score	Descriptive Level	GB-SIM Group								Non-GB-SIM Group			
		Pretest				Posttest				Pretest		Posttest	
		N	%	N	%	N	%	N	%				
80-100	Independent	0	0	2	8.70	0	0	0	0				
59-79.99	Instructional	2	8.70	13	56.50	1	4.50	7	31.80				
0-58.99	Frustration	21	91.30	8	34.80	21	95.50	15	68.20				

The result of the study divulges that the GB-SIM group outscored the students in the Non-GB-SIM group since there was an improvement in the reading comprehension level after the given intervention. Moreover, it was indicated that most of the students in the GB-SIM group moved to the instructional level. They were those students who were able to comprehend the expository text as an effect of the Genre-Based Strategic Intervention Material (GB-SIM). The GBA intervention material helped them comprehend the text better as they were exposed to the four stages of the GBA model [10-12]. Consequently, the GB-SIM provided them with the background knowledge of the text, displayed them the model of the text, and gave them the opportunity to work and learn with others before they had to work individually. It coheres with the claim that the teaching genre can help students how to interact with others [13]. GBA is an effective tool to improve students' cognitive processes and critical thinking about the order and linguistic features of the moves of text types [14].

One of the reasons why the students were less aware of these lexico-grammatical concepts (both textual meaning and experiential learning) was because they lacked adequate experience to know how to use the target generic texts during the lessons [15]. For that reason, it is significant to teach explicitly the text structures to the students.

For instance, the effects of the Strategic Intervention Material (SIM) on the achievement of a selected group of public-school students in Agusan Del Norte revealed a significant increase in improving the least-learned competency of the learners [16].

The results of the present study show that students exposed to Genre-Based Strategic Intervention Material (GB-SIM) were observed to improve their reading comprehension as manifested in their scores in the given activities. Thus, it is important to use a strategy that would suit the learning abilities of the learners at the same time provide them with instructional material that would motivate them to learn better.

Table 2. Mean scores of students’ effectiveness evaluation of their respective intervention (Genre-Based Strategic Intervention Material (GB-SIM)/ Non-GB-SIM)

Indicators	GB-SIM			Non-GB-SIM		
	MEA N	VD	QI	MEA N	V D	QI
1 The GB-SIM/Non-GB-SIM helped me understand the main features and types of expository texts.	4.65	SA	Very High	4.45	SA	Very High
2 Confusing concepts of expository text were clearly presented.	4.43	SA	Very High	3.78	A	High
3 The instructions were simple and easy to follow.	4.48	SA	Very High	4.36	SA	Very High
4 The GB-SIM/Non-GB-SIM offered interesting activities.	4.52	SA	Very High	4.22	SA	Very High
5 The GB-SIM/Non-GB-SIM was student-friendly material.	4.74	SA	Very High	4.09	A	High
6 After using the GB-SIM/ Non-GB-SIM, I learn the concepts of expository text that were not fully understood in the SLM.	4.43	SA	Very High	3.90	A	High
7 I enjoyed reading and doing all the activities provided in the GB-SIM/ Non-GB-SIM.	4.78	SA	Very High	4.14	A	High
8 I could set up my own pace in learning without feeling pressured about time.	4.22	SA	Very High	4.04	A	High
9 The GB-SIM/Non-GB-SIM inspired and encourage me to learn more concepts in English.	4.78	SA	Very High	4.36	SA	Very High
10 I want to use GB-SIM/Non-GB-SIM during the remediation class.	4.87	SA	Very High	4.67	SA	Very High
OVERALL MEAN	4.59	SA	Very High	4.20	A	High

Table 2 implies that the GB-SIM group has a higher effectiveness evaluation of the instructional material (GB-SIM) because they found it motivating, simple, clear, and interesting. The students increased their reading interest and confidence which eventually improved their reading skills. In addition, the findings of confirmed that instructional materials contributed to the variation in learners’ English reading literacy in primary schools [17]. The arguments imply that failure to provide quality instructional materials to students affects the substantial outcome of learning. Furthermore, the development of reading skills of the students having difficulty in reading through enrichment programs concluded that to develop the reading skills of the students, the construction of an appropriate reading environment and enrichment of reading programs can be effective [18].

Table 3. Difference in the reading comprehension level of GB-SIM and Non-GB-SIM groups

Group	N	M	(SD)	t-value	p-value
<i>GB-SIM</i>	23	60.33	13.41	2.19	.033*
<i>Non-GB-SIM</i>	22	51.14	14.64		

*Significant at p<.05

As exemplified in Table 3, reading comprehension is significantly higher for the group who were exposed to GB-SIM than the other group who were exposed to the Non-GB-SIM. This significant result supports the claim that the classification of the genre as text type is claimed to be particularly helpful to both teachers and students as it provides a means of understanding different features of the target genres [19]. The procedure appears to have increased the awareness of the participants in terms of the generic structures and this awareness may have made it easier for the participants to organize and incorporate different elements. Furthermore, this finding is consistent with the study of Toledo that a genre-based framework for teaching reading

skills is beneficial because it improves reading comprehension [20]. Also, a person can only be creative once he understood the conventions of the genre very well [21]. This implies that knowledge of the structures of the target genre could contribute meaningfully to a better comprehension of the text. GBA was highly effective in developing the reading competence of students while displaying work collaboration, active participation, and discovery of their own strengths and showed engagement in the reading process [22]. The use of this instructional material plays a significant role in the teaching-learning process. This means that students need effective instructional materials that motivate them to learn better. When students became motivated, they can be effective in reaching the desired goals under their own control with expended effort [5].

Table 4. Difference between the students’ effectiveness evaluation of their respective intervention (GB-SIM/Non-GB-SIM SIM)

Group	N	M	(SD)	t-value	p-value	*Sig nific ant at
<i>GB-SIM</i>	23	4.59	.33	3.79	.000*	
<i>Non-GB-SIM</i>	22	4.20	.35			

p<.05

The finding indicates that students had a very high effectiveness evaluation on the use of Strategic Intervention Material (SIM) because they found it enjoyable, interesting, and has contributed to their positive attitude toward learning [5]. Students became motivated when they believed they can be effective in reaching the desired goals under their own control [23]. It would consequently inspire and encourage them to learn more concepts about the topic. The finding of the study implies that Genre-Based SIM employed simplicity, clarity, availability, motivation, learning pace and boosted students’ interest as shown in the students’ responses to the 10 indicators.

The integration of reading skills in the development of SIMs may facilitate learning since students are actively engaged and participated in activities that connect to real-life experiences [24]. In addition, as prescribed, reading interventions should use texts with topics that are familiar to the learners, so they will have notable support and background to access the reading texts and comprehend them [25].

CONCLUSIONS & RECOMMENDATIONS

Based on the findings of the study, the following conclusions were formulated:

First, the GB-SIM group has a higher learning increase compared to the Non-GB-SIM group. Second, the GB-SIM group has a higher mean score of effectiveness evaluation compared to the Non-GB-SIM group. Third, the result showed that the use of GB-SIM has a higher significant effect on students' reading comprehension compared to Non-GB-SIM. Lastly, the students' effectiveness evaluation of the GB-SIM is significantly higher compared to the Non-GB-SIM. Hence, teachers are encouraged to consider the use of SIM as instructional material for it provides an opportunity to improve students' reading comprehension. The curriculum developers may integrate the Genre-Based Approach (GBA) in the development of instructional materials. School administrators and curriculum implementers may encourage teachers to develop instructional materials that would substantially suit the learning needs and interests of the students. Further study is also recommended to be done with the integration of GBA in other types of text structure.

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