



## Enhancing the Reading Comprehension Skills of Grade 4 through Sandwich Approach

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**Abstract:** This study dealt with improving the comprehension skills of Grade 4-Masinop through *Sandwich Approach*. This study sought to identify the Mean score of the pupils before the implementation of *the Sandwich Approach*. It also determined the mean score of the pupils after the implementation of the *Sandwich Approach*. Likewise, it also looked into the significant increase in the Mean scores of the students from the Pre-test to the Post-Test and the effect size of the *Sandwich Approach* in improving the pupils' reading comprehension skills in the use of the short stories. There were 15 respondents of the study, 13 males two females. The study used the *Sandwich Approach*, which was created to improve the learners' reading comprehension skills. This study used Pre and Post Test design under the Pre-Experimental Research Designs, which looked into the Pre-Post Test scores of the respondents. Mean and Standard Deviation were used in analyzing the significant Mean score of the pupils before and after the implementation of the *Sandwich Approach*. In analyzing the significant increase in the mean score of the pupils from the Pre to Post-test, Paired Sample T-test was utilized, and Cohen's D, Gale's Delta, and Hedges were used in analyzing the effect of the intervention employed. The study revealed a significant increase from the Pre-test Mean score to the Post-test mean score of the pupils with a level of significance set at 5%. Further analysis revealed that *Sandwich Approach* as a strategy had a significant effect on pupils reading comprehension.

**Keywords:** *Sandwich Approach, reading comprehension, Pre-Experimental Research Design*

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### I. INTRODUCTION

### II. INTRODUCTION

One of the indispensable roles of teachers in primary education is to improve pupils' comprehension skills on reading. This function drives the teachers' competent and innovative efforts to adopt or employ effective strategies in honing pupils' interests in reading. Indeed, poor reading comprehension seems overwhelming to address. However, reading is a multifaceted process that develops only with constant practice. Certain aspects of reading, such as fluency and word recognition, can be learned in few years, Malana (2019). These basics must be mastered, but at the same time, reading comprehension should be emphasized in the process. Students can parrot



words on a page all day long, but if they do not have the necessary comprehension skills, they will not be able to make predictions about what will happen next, monitor their understanding of content, sequence, or characters, clarify confusing parts of the text, or connect what they are reading to their own experience or prior knowledge. This point is what proper comprehension is all about. Reading, therefore, serves as the foundation of effective communication and even intercultural communication, leading to successful interaction with others.

To be attuned with the K to 12 Program and the goal of making every child a reader, the Department of Education (DepEd) strengthens its reading program by implementing the Early Language Literacy Program. With this, the DepEd Order number 18, series 2017 was formulated to enhance the literacy and numeracy skills and attitudes among Filipino children, contributing to lifelong learning. With this, the Department's goal is to improve the literacy skills of "following the K to 12 Basic Education Curriculum by establishing a sustainable and cost-effective professional development system for teachers."

In the Philippines, one of the good tools in measuring elementary pupils' reading performance is the Philippine Informal Reading Inventory (PHIL-IRI). With this, the teachers, especially those in the primary levels, are encouraged to use this instrument to diagnose the learners' reading difficulties and identify the reading level of each pupil. For example, For instance, in the local context of the researcher, there were 15 out of 28 pupils who fell under the category "frustrated," which means that these learners found reading materials so challenging that they were unable to respond to them successfully (Flippo, 2014). As a result, these learners needed sound intervention to improve their reading and comprehension skills.

In reading, one mechanism that has a potential effect to enhance reading comprehension is the Sandwich approach. It improves the reading capabilities of lagging readers where the lagging reader is seated between the two fast readers. The two fast readers will help the lagging learners every reading time until the lagging reader can read independently. Furthermore, the approach exudes the principles of modeling and social constructivism in which the poor reader becomes motivated to read because of the assistance and guidance given by their peers who are advanced readers. Hence, based on the preceding contexts, the study aimed to determine the effectiveness of the Sandwich approach to developing the mastery of concepts and skills in reading among the Grade 4 pupils.



## Research Problem

This study points to determine the effectiveness of the Sandwich Approach in Enhancing the Reading Comprehension of Grade 4 pupils.

Specifically, it aims to answer the following questions:

1. What is the mean score of the learners in the pre-test before using *Sandwich Approach*?
2. What is the mean score of the learners in the post-test after using *Sandwich Approach*?
3. Is there a significant increase between the pre-test and post-test scores of the learners?
4. What is the effect size or magnitude of the difference of *the Sandwich Approach* in improving the students' academic achievement?

## III. METHODOLOGY

### Participants and Other Sources of Data and Information

The study respondents were the Grade 4 pupils of an elementary school in Tuguegarao City, Cagayan, Philippines, for the School Year 2019-2020. They fell under the category “frustration” in the Phil-IRI. Furthermore, the respondents consisted of 13 boys and two girls who were heterogeneously grouped. The comprehension skill on noting details was focused on the study.

### Data Gathering Methods

A 15-item pre-test is given to the pupils to spot their reading comprehension before the intervention was employed. The intervention to be used are short stories that are aligned to the expected competencies to be mastered by the pupils. After three months, when Sandwich Approach was given, a post-test was administered to test the effectiveness of the intervention material. The content of the evaluation tests covers the competencies taught during the experimentation.

### Ethical Issues

Guidelines on Department Order No.16 s. 2017 were strictly followed in the conduct of this action research. Further, parents of the respondents were informed during Parent-Teacher Conference that their children would become respondents of the study.



## Data Analysis

In identifying the mean scores of the pupils before and after the implementation of the Sandwich Approach, mean and standard deviation were used. Paired samples t-test was used to analyze the significant increase in the mean scores of the students from Pre-test to Post-test. The Cohen's D was utilized to determine the effect size of the Sandwich Approach in enhancing the comprehension skill of Grade 4. The researcher also sought technical assistance from the SDO Technical Working Group for a statistician to help her in treating the data result.

## Innovation, Intervention, and Strategy

The respondents of this study were grade 4 pupils whose schedule was from Monday to Friday from 1:00 to 1:30, one o'clock reading time, and from 3:50 – 4:30 in the afternoon during remedial instruction for the school year 2019-2020. The fifteen identified pupils went through series of activities or exercises. The pupils followed developmental reading designs such as The Emergent Pre-Reader, the Novice Reader, the Decoding Reader, the Fluent Comprehending Reader, and the Expert Reader. Once the pupil has completed every package, he was given a practical test to ensure one's mastery of the skill until he masters the concepts used as a basis for scoring and grading. A summative assessment was also given as a summative assessment of all concepts and tasks included in the learning package.

The pupils were monitored of the following:

1. Progress Chart – a monitoring chart of the Learning Outcome and competency achieved by the pupils
2. Pupil's Record Book – is a monitoring tool of all the students' accomplishments within the duration of the study.

With this, their competence in reading would be enhanced, and their academic performance will be improved too.

## IV. RESULTS AND DISCUSSION

**Table 1**

**Pre-Test and Post-Test Mean Scores of Respondents**

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	Mean	SD
Pre -Test	9.05	1.68
Post – Test	13.73	0.83

As shown in Table 1, the pre-test respondents' mean score was 9.36, with a standard deviation of 1.68. In the post-test given, the respondents have obtained 13.73 with a standard deviation of 0.83, which is a remarkably higher post-test mean score. It indicates that the Sandwich Approach is effective in teaching noting details to the pupils.

**Table 2**

**Comparison of the Pre-test and Post-Test Mean Scores of the Respondents**

	Mean	SD	Df	t-ratio	p-value
Pre-Test	9.05	1.68	43	2.02	0.00
Post-Test	13.73	0.83	43	2.02	0.00

*\*significant at 0.05*

As gleaned on the table, the pre-test and post-test scores have a degree of freedom of 43, respectively. As manifested, both have a ratio of 2.02 and a p-value of 0.00. This score means of the post-test had increased significantly as compared with the pre-test mean scores. In the study of Natividad (2020), she propounded that teaching strategies would indeed help students' academic performance and inspires students to be more active in classroom discussions and develop good grades. This motivates students to participate more actively in class discussions, and, as a result, they are more likely to achieve good scores. Similarly, Nation (2019) argued that reading comprehension, on the other hand, is challenging to enhance because it is complicated and multifaceted. To improve teenage reading comprehension, educators, mentors, and legislators must work together to forego short-term gains on measures that top low-level comprehension in favor of long-term solutions that take years to establish. An early and continuous focus on establishing background knowledge, vocabulary, inference, and comprehension monitoring abilities is required to improve reading comprehension across grade levels.

**Table 3**  
**Effect Size of Sandwich Approach**

EFFECT SIZE	VALUE
Cohen's D.	2.545*

*\*very large effect*

The table shows that Cohen's D value is 2.545. This finding means that the intervention Sandwich approach has a "very large" effect on the grammatical competence of the respondents. Hence, such intervention can be recommended for use by teachers teaching the same competency to their pupils. Truly, reading comprehension is one of the most cognitively demanding activities that people participate in, making it challenging to teach, evaluate, and research. According to Perfetti and Satura (2014), it necessitates the coordination of several linguistic and cognitive processes, including word reading skills, working memory, inference production, comprehension monitoring, vocabulary, and prior knowledge. Therefore, having a promising approach in improving reading comprehension, such as the Sandwich approach, is a significant step to creating a better teaching-learning atmosphere that ultimately benefits the struggling readers.

## V. CONCLUSIONS AND RECOMMENDATIONS

There are a variety of pedagogical approaches employed by teachers around the world, all of which take into account diverse student attitudes, according to Carag (2020). Although the principles asserted by Bangayan-Manera (2019) in her study though not solely related to reading comprehension, they highlight the importance of teachers ensuring that pupils receive the academic expectations they deserve. This research aims to improve the reading comprehension skills of Grade 4 students. The instrument's usefulness was demonstrated by all of the outcomes, particularly in the fundamental competency of reading comprehension. Furthermore, the findings of this study were used to establish the tool's usefulness, and it is suggested for use in improving students' comprehension skills.

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## Annexes

### Pre-test

**Direction:** Read the selections below, then answer the questions that follow by encircling the letter of the correct answer.

#### The Best Part of the Day

Mia was in her bedroom when she heard a rooster crow. Then she heard a man yell, "Hot pandesal! Buy your hot pandesal!" Mia wanted to sleep some more. But she knew she might be late for school if she did. Finally, she began to smell fried eggs and fish.

1. At the beginning of the story, where was Mia?
  - a. She was in her bedroom.
  - b. She was in the bathroom.
  - c. She was at the kitchen table.
  - d. She was on a bench outside.
2. What time of the day was it?
  - a. middle of the day
  - b. late in the evening
  - c. early in the morning
  - d. late in the afternoon
3. What do you think will happen next?
  - a. She will have lunch.
  - b. She will have dinner.
  - c. She will have a snack.
  - d. She will have breakfast.
4. What will she say when she gets up?
  - a. "Good evening."
  - b. "Good afternoon!"
  - c. "Good morning!"
  - d. "Thank you very much!"
5. What other title can be given for this story?
  - a. The End of the Day
  - b. The Start of the Day
  - c. Just Before Sleeping
  - d. The Middle of the Day





### Ice Cream for Sale

“Cling! Cling! Cling!” Benito and his sister Nelia raced out the door. He took some coins from his pocket and counted them. “I can have two scoops,” he thought. But then his little sister Nelia asked, “Can I have an ice cream?” Benito looked at his coins again. “May I have two cones?” he asked. The vendor nodded. Benito and Nelia left with a smile.

6. Why did Benito and Nelia race out the door?

- a. They wanted to buy something.
- b. They wanted to open the door.
- c. They wanted to find out what was going on.
- d. They wanted to know what was making noise.

7. Can you explain what is happening in the selection?

- a. The vendor sold all his ice cream.
- b. The vendor sold ice cream because it is hot.
- c. Benito bought two scoops of ice cream for them.
- d. He reaches the ice cream vendor ahead of his sister.

8. What idea shows they are smiling at the end of the story?

- a. They each got a free ice cream cone.
- b. They made the ice cream vendor happy.
- c. They shared a cup with two scoops of ice cream.
- d. They each had a scoop of ice cream on a cone.

9. What does a vendor do?

- a. He sells things.
- b. He buys things.
- c. He counts things.
- d. He gives things away.

10. Which of the following best describes Benito?

- a. He is selfish.
- b. He is giving.
- c. He is thrifty.
- d. He is greedy.



### At Last!

The spotted egg finally hatched. Out came a little bird who was afraid. The tree where his mother built their nest was just too tall. "I don't know how to fly," he thought. He looked around for his mother, but she was not there. Where could she be? He looked down and felt his legs shake. He started to get dizzy and fell out of his nest. He quickly flapped his wings. At last – he was flying.

11. Where did the bird come from?

- a. an egg with lots of spots
- b. an egg with many colors
- c. an egg with only one color
- d. an egg with plenty of stripes

12. Why was the bird afraid?

- a. He did not have any friends.
- b. He did not know how to fly.
- c. He did not know his mother.
- d. He did not see his brothers.

13. Why was the bird's mother not in the nest?

- a. She had to look for a nest to house the little bird.
- b. She had to leave the bird so he will learn on his own.
- c. She had to find food to feed the hungry little bird.
- d. She had to look for something to help the little bird fly.

14. How did the bird learn to fly?

- a. by studying and practicing
- b. by watching other birds fly
- c. by having his mother teach him
- d. by accidentally flapping its wings

15. At the end of the passage, how did the little bird feel?

- a. lonely
- b. afraid
- c. nervous
- d. excited



### The Owl and the Rooster

16. While the other owls slept in the daytime, Hootie slept at night. She always yawned and fell asleep when her friends asked her to hoot with them. This made her sad because she liked hooting a lot. One day, she met a rooster who could not wake up in the morning. He could not awaken the villagers. This made the rooster unhappy. Hootie said, "I know how to help you. I'll shoot in the morning so you can wake up to do your job!"

What was the owl's problem?

- a. She slept in the morning.                      b. She couldn't hoot at night.  
c. She was awake all night long.              d. She couldn't wake the people up.

17. What was the rooster's problem?

- a. He couldn't hoot with the owl.              b. He couldn't wake the people up.  
c. He couldn't sleep in the morning.              d. He couldn't be with his friends.

18. The word **rouse** has a synonym in the selection. What is this word?

- a. wake                      b. solve                      c. slept                      d. hoot

19. How did the owl and the rooster feel at the end of the passage?

- a. worried                      b. alarmed                      c. relieved                      d. unhappy

20. What was the author's purpose when she wrote the selection?

- a. to inform                      b. to entertain                      c. to evaluate                      d. to convince

### Post-Test

**Direction: Direction: Read the selections below, then answer the questions that follow by encircling the letter of the correct answer.**

### The Peddler

Mama was feeling sick. "Lisa, I cannot make you a snack," she said. "Can you watch out for the peddler while I rest?" "Yes Mama," Lisa answered. Soon, a man shouted, "Taho! Taho!" Lisa ran. "Two cups please," she said. Lisa paid the man. She got one cup of taho and gave the other to Mama. "Thank you, Lisa. I feel much better now," said Mama. "You're welcome, Mama!"

1. What is it that Mama could NOT do?



- a. She could not go out.
  - b. She could not make Lisa a snack.
  - c. She could not wait for the peddler.
  - d. She could not work for the day.
2. Which of the following did NOT happen in the story?
- a. Lisa went out to buy taho.
  - b. Lisa waited for the peddler.
  - c. Lisa made a snack for Mama.
  - d. Lisa played all day long.
3. Which of the following words best describes Lisa?
- a. obedient                      b. resourceful                      c. hardworking                      d. honest
4. Which statement tells us what a peddler can do?
- a. A peddler sells snacks.
  - b. A peddler visits the sick.
  - c. A peddler brings medicine.
  - d. A peddler gives free Food to the needy.
5. What do we do when we “watch out” for something or someone?
- a. look at something
  - b. wait for something
  - c. go away from something
  - d. hide for something
6. Which statement best fits the story?
- a. It is good to visit the sick.
  - b. It is best to buy from a peddler.
  - c. Those who help us sometimes need help, too.
  - d. It is good to call for a peddler if you buy something.

### **Anansi's Web**

Anansi was tired of her web. So one day, she said, "I will go live with the ant." Now, the ant lived in a small hill. Once in the hill, Anansi cried, "This place is too dark! I will go live with the bees." When she got to the beehive, Anansi cried, "This place is too hot and sticky! I will go live with the beetle." But on her way to beetle's home she saw her web. "Maybe a web is the best place after all."

7. Where does Anansi live?



- a. in a beehive                      b. in a web                      c. in a hill                      d. in a cave

8. What was her problem?

- a. She was tired of living in other insects' homes.
- b. She was tired of living in a web.
- c. She was tired of being a spider.
- d. She was tired of looking for Food.

9. Which of the following happened last?

- a. She went to beetle's house.
- b. She went back to the web.
- c. She went to the beehive.
- d. She went to the cave.

10. What would she have said at beetle's home?

- a. "This place is not for me."
- b. "This place can be better."
- c. "This place is exactly like my web."
- d. " This place is exactly not my web."

11. Which of the following solved her problem?

- a. She tried out other insects' homes.
- b. She stayed at home all day.
- c. She made a new home.
- d. She made new friends.

12. At the end of the story, which statement do you think is she going to say?

- a. "My home is your home."
- b. "Homes should be shared."
- c. "There's no place like home."
- d. "Food should be shared."

### **"Wake Up"**

Every Saturday, Manuel goes to market with his father, Mang Ador. They always pass by Aling Juaning's stall to buy meat. They go to Mang Tinoy's for fresh vegetables. They also visit Aling Tita's seafood section. Whenever Mang Ador buys something, Manuel always tries to predict what his father will cook for lunch. Today, Mang Ador bought tamarind, tomatoes, string beans, radish, and shrimp. "I know what we will have for lunch," says Manuel happily. Can you guess it, too?



13. What woke Toto's family up?
- a. a fire truck
  - b. a loud knock
  - c. shouts from the neighbors
  - d. a birthday celebration
14. Which of these details tells us that this story happened in the evening?
- a. Toto's family was home.
  - b. Toto's family was asleep.
  - c. Toto's family had to dress up.
  - d. Toto's family had to go to church.
15. Which answer best explains why his family was in a hurry?
- a. The firefighters were almost there.
  - b. The fire was very near.
  - c. It was getting late.
  - d. It was getting dark.
16. Who helped them fled from the fire?
- a. the firefighters      b. the neighbors      c. their relative      d. their classmates
17. Which of these words best describes the family?
- a. alert      b. helpful      c. trustworthy      d. hardworking
18. Which advice in the story tells us how to avoid getting burned?
- a. call for help      b. dress up quickly
  - c. wrap yourself with a wet towel      d. take a bath right away
19. How did Manuel and Mang Ador feel while in the market?
- a. worried      b. alarmed
  - c. to evaluate      d. happy
20. What was the author's purpose when she wrote the selection?
- a. to inform      b. to entertain
  - c. to evaluate      d. to convince

Note: This test in reading is adopted from the Phil IRI