

The Effectiveness of McLit Pouch in Improving Students' Understanding of Philippine Literature

Jocel Ann E. Jutba¹, Ira Jane B. Tabenas², Genelyn R. Baluyos³

^{1,3}Misamis University, Ozamiz City

²Ozamiz City National High School

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.8090291>

Received: 17 September 2024; Accepted: 23 September 2024; Published: 24 October 2024

ABSTRACT

In 2018, the Philippines participated in the Programme for International Student Assessment (PISA) for the first time, focusing on reading proficiency, and Filipino students ranked lowest globally (Haw & Trinidad, 2021). The study aimed to determine the effectiveness of the McLit Pouch in improving students' understanding of Philippine Literature in one of the public schools in Ozamiz City during the Academic Year 2023-2024. The study employed a classroom-based research design and selected 40 Grade 7 students through purposive sampling. Research instruments included a well-designed lesson plan, a researcher-made test, and interview guide questions for data collection. Data analysis was conducted using statistical software such as Minitab and Hyper Research, utilizing tools like mean, standard deviation, t-test, and thematic analysis for a comprehensive understanding of the findings. The findings revealed that before implementing the McLit Pouch, learners' performance levels did not meet expectations; however, after integrating the McLit Pouch into the learning process, there was an outstanding improvement in their overall performance, a significant difference in their understanding of Philippine Literature, and additional enhancements such as increased student engagement, improved knowledge retention, and enhanced collaborative learning. Therefore, McLit Pouch is an effective tool to improve the learners' understanding of Philippine Literature. This finding supports a recommendation for integrating it into teaching practices to improve student learning outcomes across disciplines.

Keywords: Learners' performance, McLit Pouch, Philippine Literature, Reading Comprehension, Reading proficiency

CONTEXT AND RATIONALE

Teaching Philippine literature in English can activate students' prior knowledge and engage them in socio-political, economic, psychological, and religious themes (Alerta, 2021). This approach enhances students' perspectives, communication, and critical thinking by connecting texts to real-world scenarios. However, there is a disparity in the overall reading literacy skills of Filipino students (Idulog et al., 2023).

The significance of this issue was underscored by the Philippines' participation in the Programme for International Student Assessment (PISA), an evaluation program by the Organization for Economic Cooperation and Development (OECD). Results revealed that Filipino students achieved an average score of 340 points in Overall Reading Literacy, notably lower than the OECD average of 487 points (Orbeta et al., 2021). The Philippines was ranked among the lowest in reading literacy among 79 countries, sending a concerning signal about the learners' preparedness to thrive globally. This significant wake-up call should have been taken seriously by all stakeholders, particularly those in the education sector (Romero & Papango, 2020).

Students' understanding of Philippine literature hinges on their ability to read fluently. Research has extensively explored the factors affecting reading fluency, highlighting its complex cognitive demands (Barber & Klauda, 2020). Studies on reading difficulties underscore diverse factors such as language barriers, learning disabilities, lack of interest, and inadequate reading programs. (Kilag et al., 2023).

Additionally, Ramawati (2020) highlighted that reading difficulties can be attributed to students' need for a grasp of the relationships and functions of words within sentences. Khan et al. (2020) further underscored that learners face challenges in reading because of deficits in vocabulary, pronunciation, accent, grammar, listening, and speaking skills, particularly as English serves as the Philippines' second language.

Another challenge was insufficient exposure, particularly for lower-level readers trapped in a vicious circle of feeling frustrated and reluctant to read more and progress (Kargar, 2020). Additionally, Calet (2019) drew attention to an issue where students encountered difficulties in understanding written material. The nature of these challenges could include obstacles related to decoding words, grasping the meaning of complex sentences, or struggling with overall text comprehension.

Several interventions were employed to address the concern of reading skills within lower grades. Gonsalves (2021) stressed explicit reading instruction, including prosody, for struggling readers in third grade and beyond. Mendaros (2022) also demonstrated the effectiveness of Choral Reading in enhancing reading skills. Meanwhile, Svensson et al. (2018) found significant benefits from a two-step tier intervention for third-grade students, especially those with low reading ability. Additionally, Van Duijnen (2021) highlighted the effectiveness of online RAVE-O intervention in improving decoding, word reading, and comprehension for struggling readers in grades 2 and 3.

Based on a review of previous research, a significant population gap becomes apparent, with certain sub-populations remaining unexplored and under-researched. The importance of investigating the issue, particularly in the context of Junior High School students, is evident. Exploring this group is crucial, as it offers a clear understanding of the specific challenges and nuances associated with enhancing students' knowledge of Philippine Literature.

Furthermore, prior research has predominantly focused on lower grade levels, leaving a significant research gap concerning secondary learners (Miles, 2017). To address this gap, it is necessary to determine the effectiveness of McLit Pouch in improving students' understanding of Philippine Literature during the 2023-2024 school year in one of the public schools in Ozamiz City.

This study holds significance for students, providing insights into effective strategies for enhancing their reading comprehension and appreciation of Philippine Literature. For teachers, it offers practical implications for curriculum development and instructional approaches tailored to the needs of Junior High School students. Lastly, for the school community, it contributes valuable evidence on the impact of targeted interventions like McLit Pouch, potentially influencing future educational policies and practices aimed at improving literacy outcomes.

PROPOSED INTERVENTION

Teaching Philippine Literature effectively within an English curriculum necessitated a well-designed and interactive instructional tool to facilitate the teaching and learning process. According to Ajoke (2017), instructional materials made learning more interesting, practical, realistic, and appealing. They also enabled both the teachers and students to participate actively and effectively in lesson sessions. Additionally, visual aids and manipulatives served as valuable tools in aiding students' comprehension and retention of new information by offering tangible representations of abstract concepts that deepened students' understanding of language and content (Harbi, 2024).

The proposed McLit Pouch, a creative and interactive instructional tool, aimed to improve students' understanding of Philippine Literature in English during SY 2023-2024. McDonald's packaging concept inspired the McLit Pouch. Similar to a McDonald's pouch, the McLit Pouch contained "fries," with each "stick fry" featuring questions related to the material covered. Students used the instructional tool by manipulating the object to engage with the content in a dynamic and tactile manner. As students interacted with each "stick fry," they were prompted to consider and respond to questions that reinforced their understanding of the material. This hands-on approach fostered active learning and encouraged deeper engagement with Philippine Literature in English. By incorporating elements of familiarity from popular culture, such as the McDonald's

packaging concept, the McLit Pouch added a playful and relatable dimension to the learning experience, making it more enjoyable and effective for students.

A creative approach to teaching English involves several key components that empower educators to make well-informed decisions, both during planning and in real-time interactions within the classroom (Cremin, 2022). The McLit Pouch aligned with this approach by providing educators with an innovative instructional tool that fostered active engagement and comprehension among students, thereby enhancing the overall teaching and learning experience in English literature. Moreover, employing this material nurtured students' confidence and participation by prompting them to respond to questions, thus cultivating interest in the lesson (Akbari & Sahibzada, 2020).

To use the McLit Pouch effectively in class, start by introducing it to students as a pouch filled with "French fries," where each fry stick has a question about Philippine Literature in English. Have students pass the pouch around, creating excitement. When the music stops, the student holding the pouch picks a fried stick, reads the question aloud, and everyone shares their answers. This approach encourages active participation and teamwork, helping students discuss and understand the literature better in a lively and interactive manner.

Action Research Questions

This action research aimed to address the level of performance of Grade 7 students in English.

Specifically, the study sought to answer the following research questions:

1. What is the learners' level of performance before using McLit Pouch?
2. What is the learners' level of performance after using McLit Pouch?
3. Is there a significant improvement in the learners' level of performance before and after using McLit Pouch?
4. What other improvements are observed among the learners after the use of McLit Pouch?

ACTION RESEARCH METHODS

Research Design

This study employed a classroom-based research design. Classroom-based Action Research (CBAR) is a form of applied research utilized by teachers within the classroom setting. It proved valuable for addressing challenges encountered during the teaching and learning process (Pasaribu et al., 2021). Action research focused on a practical problem-solving approach to an immediate concern, utilizing a reflective cyclic process (Brown & Opie, 2019).

Classroom-based action research was well-suited for assessing McLit Pouch's effectiveness in improving students' understanding of Philippine Literature by enabling direct observation in authentic classroom settings. This method facilitated adjustments based on feedback to cater to students' needs effectively. It fostered collaboration between educators and researchers, enhancing insights into how innovative teaching tools could enhance educational outcomes. Ultimately, this approach ensured that research findings were applicable to the classroom context, potentially resulting in improved teaching practices and student learning outcomes.

Site

The study was conducted in one of the public secondary schools in Ozamiz City, focusing on Grade 7 students at the Junior High School level. This school offered education following an English Curriculum from Grade 7 through Grade 12, emphasizing English language proficiency and literature as integral components of its academic program.

Participants

The participants for the study were 40 Grade 7 Junior High School students. They were selected using a purposive sampling technique. The criteria for participant selection included: 1.) Students who were enrolled in the Junior High School Department as Grade 7 students for the academic year 2023-2024; 2.) Students who had been observed to have low performance in English; 3.) Students who had given their full consent to serve as respondents for the study. The researcher ensured that these conditions were met before conducting the survey.

Data Gathering Methods

This action research gathered quantitative data. To collect qualitative feedback directly from the students, the researcher assessed their performance in English among Grade 7 students using a researcher-made instrument, such as test questions.

A. Pre-Implementation Phase. The researcher conducted a preliminary analysis of emerging student problems regarding their performance in English. Prior studies related to the topic were reviewed, providing a broader understanding of the issue. The researcher began by seeking permission from the Dean of the College of Education, developing the research proposal, designing lesson plans, creating a prototype of the intervention, preparing pre-and post-tests, and conducting pre-tests for the study participants. Subsequently, the researcher sought permission from the Superintendent of the Division of Ozamiz City and obtained authorization from the principal and cooperating teacher to conduct the action research at a secondary school in Ozamiz City.

B. Implementation Phase. During the implementation stage of the intervention, several key steps were undertaken. These included the collection of data through pre-tests administered to the participants, the actual deployment of the intervention over four weeks, monitoring of the participant's performance and attitudes, and conducting post-tests to assess the effectiveness of the intervention. Furthermore, during this stage, data retrieval, tallying, analysis, and interpretation were carried out. These processes enabled the researcher to determine the effectiveness of the intervention.

C. Post-Implementation Phase. In the post-implementation stage, conclusions were drawn from the study, findings and recommendations were presented, and the study underwent thorough proofreading, editing, and finalization. Moreover, this phase encompassed the dissemination of research results to a targeted audience.

Ethical Issues

Involving human subjects, Institutional Review Boards (IRBs) under the Office of Human Research Protection ensured compliance with ethical guidelines before proceeding with the study (White, 2020).

The researcher adhered to rigorous ethical considerations. Before implementation, informed consent was obtained from both the students participating in the study and their parents or guardians, ensuring transparency and voluntary participation. Confidentiality was strictly maintained by using anonymized data and safeguarding the identity of participants throughout the research process. Additionally, the study was designed to minimize any potential harm or discomfort to the participants, with the intervention focused on educational enhancement. Permission was sought from relevant authorities, including the school principal, before commencing the research. Hence, ethical guidelines were strictly followed to ensure the well-being, privacy, and dignity of the participants, promoting the credibility and integrity of the study.

Data Analysis

With the use of Minitab and Hyper Research statistical software, the following tools were utilized:

Frequency and Percentage were employed to provide a descriptive overview of the various aspects related to the study.

Mean and Standard Deviation were used to determine the performance of the learners before and after the

intervention.

T-test was used to determine the significant improvement in the learners' level of performance before and after employing the McLit Pouch.

Thematic Analysis was conducted to explore other improvements observed among the learners after the use of the McLit Pouch.

RESULTS AND DISCUSSION

Learners' Performance Before Using McLit Pouch

Table 1 shows the performance levels of the participants before using the McLit Pouch. The data revealed that most learners fell under the category "Did Not Meet Expectations" ($M = 19.87$; $SD = 5.27$) and had a fairly satisfactory level of performance ($M = 31.42$; $SD = 0.97$). Reading comprehension is the ability, expertise, and competence of the students to understand what they read (Francisco & Madrazo, 2019). Hence, understanding Philippine Literature can enhance reading comprehension by exposing learners to diverse themes and cultural contexts, improving their ability to interpret and analyze texts. This exposure leads to a deeper appreciation of different literary forms and styles, contributing to overall reading proficiency (Hummel, 2021).

Utilizing the McLit Pouch as a learning tool could help address varying performance levels among learners. Consequently, an intervention will be implemented to improve the performance of learners who did not meet expectations. In the study on McLit Pouch's effectiveness in improving students' understanding of Philippine Literature, it is crucial to implement preemptive interventions to address poor reading skills and prevent negative motivational consequences (Ronimus, 2019). Hence, the significant importance of reading as a vital skill in today's world has driven numerous researchers to seek out more effective intervention methods (Jamshidifarsani, 2019).

By integrating the McLit Pouch into the learning process, educators can better support students who are currently underperforming, creating a more inclusive and effective educational environment. This intervention could lead to a marked improvement in students' performance, aligning their skills with the expected levels and enhancing their overall academic success in understanding Philippine Literature. Furthermore, the use of the McLit Pouch can foster a love for literature and learning, motivating students to engage more deeply with the subject matter.

Table 1. Learners' Performance Before Using McLit Pouch

Learners' Performance	Frequency	Percentage	M	SD
Fairly Satisfactory (FS)	7	17.50	31.42	0.97
Did not Meet the Expectation (DME)	33	82.50	19.87	5.27
Overall Performance	40	100	21.90	6.54

Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory), 30-33 (Fairly Satisfactory); 1-29 (Did not Meet the Expectation) Learners' Performance After Using McLit Pouch

Table 2 presents a detailed evaluation of the learners' performance after using the McLit Pouch. The overall performance of the learners fell under the category of outstanding ($M = 42.60$; $SD = 5.17$), with no learners falling into the "Did Not Meet Expectations" category. While many performances exceeded the standard and demonstrated high knowledge and success with the engagement of McLit Pouch, it is essential to focus on situations where performance meets expectations or where practices were unsuccessful. This finding underscores the importance of targeted improvements, even in the presence of generally positive outcomes.

Reading is the most important skill among the four language skills because it can improve overall language

skills; comprehension is not a separate skill but involves the connection of students' knowledge and the organization's knowledge (Erya & Pustika, 2021). After engaging with Philippine Literature, the learners need to fully understand the meaning conveyed in the written language. Good readers are actively involved with the text, and they are aware of the processes they use to understand while they read (Banditvilai, 2020). Hence, by focusing on these targeted improvements, educators can ensure that all students, regardless of their initial performance levels, benefit from the McLit Pouch and achieve a deeper understanding of Philippine Literature.

Table 2. Learners' Performance After Using McLit Pouch

Learners' Performance	Frequency	Percentage	M	SD
Outstanding (O)	26	5.00	30.50	0.70
Very Satisfactory (VS)	8	10.00	34.25	0.50
Satisfactory (S)	4	20.00	39.87	0.83
Fairly Satisfactory (FS)	2	65.00	45.65	2.56
Did not Meet the Expectation (DME)	0	0	0	0
Overall Performance	40	100	42.60	5.17

Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory), 30-33 (Fairly Satisfactory); 1-29 (Did not Meet the Expectation) Significant Difference of Learners' Performance Before and After Using McLit Pouch

Table 3 presents compelling evidence of the McLit Pouch's effectiveness in improving participants' performance. The significant differences observed in variables before and after using the McLit Pouch highlight its positive impact. The increase in mean scores, as evidenced by the statistical analysis (t-value = 17.30, p-value = 0.000), signifies a notable improvement attributable to the intervention. These results underscore the McLit Pouch's beneficial effects as a valuable learning tool, leading to a substantial enhancement in performance levels. The rejection of the null hypothesis (H0) that there is no significant difference in learners' performance before and after using the McLit Pouch further supports the conclusion that the intervention played a crucial role in the observed improvement. This outcome is not merely coincidental but rather a result of the deliberate integration of the McLit Pouch into the learning process. The cornerstone of intellectual development in education lies in the capacity to understand written material. It goes beyond mere reading of words; it involves understanding, interpreting, and making sense of the text's message (Khalilova, 2023). Furthermore, a learner's achievement in understanding what they read is intricately tied to their overall success in education (Stranovska & Gadusova, 2020).

Therefore, the statistical analysis and comparison of pre-test and post-test outcomes validate McLit Pouch's effectiveness as an intervention in enhancing learners' understanding of Philippine Literature and improving their overall performance. These results have implications for designing effective educational interventions that prioritize reading comprehension as a key component of academic success. Additionally, the positive outcomes suggest that similar tools and approaches could be applied to other subjects to bolster students' engagement and mastery of content.

Table 3. Significant Difference of Learners' Performance Before and After Using McLit Pouch

Variables	Mean Score		Test Statistics	
	(Pre-test)	(Post-test)	t-value	p-value
Before and after integrating Word Chains	21.90	42.60	17.30	0.000

H0: There is no significant difference in the learners' performance before and after the use of McLit Pouch

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)
Other Improvements Observed Among Learners After Using McLit Pouch

The researchers evaluated the effectiveness of the McLit Pouch in improving Grade 7 students' understanding of Philippine Literature. Participants provided feedback on their experience with the tool, revealing three key themes: increased engagement, improved knowledge retention, and collaborative learning. These findings underscore the significant impact of the McLit Pouch on students' performance in English class.

Increase Student Engagement

The use of the McLit Pouch has significantly increased student engagement in the classroom. Students actively participate in the lessons, interacting with the pouch's contents. Reading aloud the questions in each fry has improved their reading skills and comprehension. Moreover, the interactive nature of the pouch has boosted their confidence and critical thinking as they share their answers with the class. This intervention not only enhances their understanding of Philippine literature but also captivates their interest in learning. These were claimed by participants 6, 3, and 4:

"I enjoy using the McLit Pouch because it's fun. It keeps me engaged and prevents me from feeling sleepy or bored in class. I like answering the questions in the stick fry". (P6)

"I find McLit Pouch very engaging because all of us will be given the chance to answer the questions in the stick fry." (P3)

"Using McLit Pouch encourages me to participate in the class and share my understanding of the story that we read." (P4)

The education system must assess how students respond to literature and consider how instructional methods influence student engagement with literature and, consequently, their academic achievement. According to Kin & Wei (2022), student engagement plays a vital role in the learning process within a classroom. An engaged learner is actively involved in and committed to their learning (Hiver & Mercer, 2020). The integration of McLit Pouch not only promotes active engagement but also cultivates a deeper understanding and appreciation of Philippine literature, encouraging active participation among students (Khaydarova & Yokubjon, 2023). This approach aligns with the goal of creating a dynamic and inclusive learning environment where students can explore, analyze, and connect with literary works on a more profound level, ultimately leading to enhanced academic success and a lifelong passion for literature.

Improve Knowledge Retention

Using McLit Pouch aids learners in recalling and comprehending the content they have read. For instance, the tool facilitates the retention of story details, such as character names, making it easier to remember the details of the story. Moreover, it enhances understanding by prompting the recall of moral lessons, showcasing how interactive tools can deepen comprehension beyond surface-level content retention. This illustrates the practicality and efficacy of utilizing resources like McLit Pouch to bolster learners' memory and grasp of literary materials. These were the lines mentioned by participants 1, 4, and 5:

"I can easily remember the characters of the story that I have read." (P1)

"Using the McLit Pouch helped me recall the moral of the story." (P4)

"Through McLit Pouch, I can recall some of the details of the previous story that we discussed." (P5)

Innovative teaching aids contribute to the quality and level of retention in terms of meaningful connections, concreteness, and vivid imagery (Ibe et al., 2021). This supports the aim of making learning enjoyable and impactful, encouraging students to remember and use what they have known for a long time. In this way, educators can ensure that students not only retain knowledge in the short term but also develop the skills and capabilities for long-term retention and meaningful application of what they learn. The use of McLit Pouch in

the teaching-learning process can be anchored on the constructivist theory of learning by Jean Piaget (1896). This theory promotes people constructing their learning through actively doing something (Calibugan & Maghuyop, 2024). By actively engaging with the McLit Pouch, students are not passive recipients of information; rather, they are actively involved in the learning process. This active participation is crucial for knowledge retention. It allows students to connect new information with their existing knowledge, apply what they learn in practical contexts, and internalize their learning more effectively. Additionally, the use of deep-learning questions and the facilitation of elaborations of details further enhance retention by encouraging students to think critically and expand on their understanding (Jaiswal, 2019). Therefore, the McLit Pouch, by facilitating an interactive and engaging learning environment, aligns well with the constructivist approach and enhances students' ability to retain and recall information.

Collaborative Learning

The McLit Pouch not only increases student engagement and knowledge retention but also fosters collaborative learning, making students excited to work with their groupmates and creating a comfortable environment for collaboration. This collaborative approach enhances their learning experience, allowing them to connect new information with existing knowledge and internalize it more effectively through active participation and group discussions. Moreover, students prefer group activities over working alone because they can brainstorm together, share ideas, and collectively aim for a good score, which has been shown to improve their self-confidence, autonomy, and development of leadership skills as they take responsibility for their contributions and manage their time effectively. The participants mentioned these:

“Using the McLit Pouch makes me excited and confident to work with my group.” (P2)

“I'm more comfortable working with them than doing the task alone.” (P7)

“I love group activities because we can brainstorm together and share ideas to get a good score.” (P8)

Cooperative learning is described as an organized approach to learning where the teacher takes on the role of a "task-setter," meticulously designing a structured and orderly learning setting that necessitates the active involvement of every student (Loh & Ang, 2020). Teachers organize students' interactions and equip them for collaboration, facilitating their work in small groups to mutually support each other's learning processes (Abramczyk & Jurkowski, 2020). Furthermore, cooperative learning refers to the idea that students are required to work together in order to achieve common learning objectives (Ehsan & Mehdi, 2019). This collaborative approach mirrors the interactive and engaging nature of the McLit Pouch, which encourages students to actively participate and collaborate with their peers to enhance their learning experience and achieve shared learning goals.

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary

The study was conducted to determine the effectiveness of the McLit Pouch in improving Grade 7 students' understanding of Philippine Literature during the Academic Year 2023-2024 in a public school in Ozamiz City. The research utilized a Classroom-based Action Research design, selecting 40 students through purposive sampling. A researcher-made test was used for data collection, and the analysis included calculating the mean and standard deviation and conducting a t-test. Specifically, the objectives of the study were to: (1) determine the level of performance of the learners before using the McLit Pouch; (2) assess the level of performance of the learners after using the McLit Pouch; (3) identify significant improvements in the learners' performance before and after using the McLit Pouch; and (4) explore other observed improvements among the learners following the use of the McLit Pouch.

Findings

The study yielded the following findings:

1. The learners' performance level did not meet the expectations before the implementation of McLit Pouch.
2. The learners' overall performance level showed outstanding improvement after integrating McLit Pouch into the learning process.
3. There was a significant difference in the learners' understanding of Philippine Literature before and after using the McLit Pouch.
4. Additional improvements were observed among the learners following the use of the McLit Pouch in class. Results include increasing student engagement, improving knowledge retention, and collaborative learning.

Conclusions

This study examined the effectiveness of McLit Pouch in improving students' understanding of Philippine Literature. The results of the study revealed that:

1. The teaching methods used prior to the intervention may not effectively address the student's learning needs.
2. The McLit Pouch helps students better understand complex concepts and themes in Philippine Literature, leading to improved performance in assessments.
3. The McLit Pouch proves to be an effective tool in enhancing students' understanding of Philippine Literature. It motivates students to engage in learning activities, thereby increasing their effort and commitment to comprehending the subject.
4. The McLit Pouch's interactive nature, feedback mechanisms, and collaborative features all contribute to increased student engagement, enhanced knowledge retention, and promoted collaborative learning.

Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1. Educators seek feedback from students to understand their learning preferences, challenges, and areas where they feel the teaching methods could be improved. Incorporate student feedback into instructional planning to create more effective learning experiences.
2. English teachers can engage in professional development opportunities focused on incorporating innovative teaching tools and strategies, like the McLit Pouch, to enhance student learning outcomes in literature studies.
3. Educators and schools sharing best practices and success stories related to using the McLit Pouch or similar tools can inspire others and promote innovative teaching strategies across educational institutions.
4. Encourage collaborative lesson planning among teachers to integrate tools like the McLit Pouch. This will allow for diverse ideas and strategies that enhance the overall effectiveness of the intervention employed.
5. Conduct further research to investigate the effectiveness of the McLit Pouch across various subjects, comparing its impact on student engagement, knowledge retention, and overall academic performance.

REFERENCES

1. Abramczyk, A., & Jurkowski, S. (2020). Cooperative learning as an evidence-based teaching strategy: What teachers know, believe, and how they use it. *Journal of Education for Teaching*, 46(3), 296-308.
2. Ajoke, A. R. (2017). The importance of instructional materials in teaching English as a second language. *International Journal of Humanities and Social Science Invention*, 6(9), 36-44.
3. Akbari, O., & Sahibzada, J. (2020). Students' self-confidence and its impacts on their learning process. *American International Journal of Social Science Research*, 5(1), 1-15.
4. Alerta, H. (2021). Breaking the Boundaries: Reimagining the Comparative Literary Method and Pedagogy in the Philippine Literature Classrooms. *International Journal of English and Comparative*

- Literary Studies, 2(6), 14-31.
5. Banditvilai, C. (2020). The effectiveness of reading strategies on reading comprehension. *International Journal of Social Science and Humanity*, 10(2), 46-50.
 6. Barber, A. T., & Klauda, S. L. (2020). How reading motivation and engagement enable reading achievement: Policy implications. *Policy Insights from the Behavioral and Brain Sciences*, 7(1), 27-34
 7. Brown, D., & Opie, C. (2019). Getting started in your educational research: Design, data production and analysis.
 8. Calet, N., Pérez-Morenila, M. C., & De los Santos-Roig, M. (2019). Overcoming reading comprehension difficulties through a prosodic reading intervention: A single-case study. *Child Language Teaching and Therapy*, 35(1), 75-88.
 9. Calibugan, I. C., & Maghuyop, A. Z. (2024). Development of Manipulatives in Teaching English Oral Language for Grade One. *Ignatian International Journal for Multidisciplinary Research*, 2(5), 501-516.
 10. Cremin, T. (2022). Teaching english creatively. In *Teaching English Creatively* (pp. 1-11). Routledge.
 11. Ehsan, N., Vida, S., & Mehdi, N. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of language and education*, 5(3 (19)), 83-101.
 12. Erya, W. I., & Pustika, R. (2021). Students' perception towards the Use of Webtoon to Improve Reading Comprehension Skill. *Journal of English Language Teaching and Learning*, 2(1), 51-56.
 13. Francisco, L. D., & Madrazo, C. A. (2019). Reading habits, reading comprehension and academic performance of grade V pupils. *Asian ESP*, 15(2), 138-165.
 14. Gonzalves, L. (2021). Development of copying skills in L2 adult English learners with emergent print literacy. *Journal of Second Language Writing*, 51, 100790.
 15. Harbi, A. G. (2024). Using Visuals and Manipulative for Supporting ELS. *The Peerian Journal*, 27, 154-163.
 16. Haw, J. Y., King, R. B., & Trinidad, J. E. R. (2021). Need supportive teaching is associated with greater reading achievement: What the Philippines can learn from PISA 2018. *International Journal of Educational Research*, 110, 101864.
 17. Hiver, P., Al-Hoorie, A. H., & Mercer, S. (Eds.). (2020). Student engagement in the language classroom (Vol. 11). *Multilingual Matters*.
 18. Hummel, K. M. (2021). Introducing second language acquisition: Perspectives and practices.
 19. Ibe, N., Maxwell, O., & Chikendu, R. (2021). Effect of improvised instructional materials on Chemistry students' academic retention in secondary schools. *Journal DOI: www. doi. org*, 1(5).
 20. Idulog, M. V., Gadiano, R., Toledo, E., Hermosada, M., Casaldon, H., Mariposa, M., ... & Bautista, R. (2023). Filipino students' reading abilities: A note on the challenges and potential areas for improvement.
 21. Jaiswal, P. (2019). Using learner-centered instructional approach to foster students' performances. *Theory and Practice in Language Studies*, 9(9), 1074-1080.
 22. Jamshidifarsani, H., Garbaya, S., Lim, T., Blazevic, P., & Ritchie, J. M. (2019). Technology-based reading intervention programs for elementary grades: An analytical review. *Computers & Education*, 128, 427-451.
 23. Kargar, A. A. (2020). Using Graphic Markers to Highlight Syntactic and Emphatic Prosody and its Impact on ESP Readers' Foreign Language Reading Anxiety and Fluency. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 39(3.1), 37-88.
 24. Khalilova, K. (2023). Mastering Reading Comprehension: A Vital Skill for Academic Success. *Академические исследования в современной науке*, 2(23), 83-89.
 25. Khan, R. M. I., Shahbaz, M., Kumar, T., & Khan, I. (2020). Investigating reading challenges faced by EFL learners at elementary level. *Register Journal*, 13(2), 277-292.
 26. Khaydarova, S., & Yokubjon, M. (2023). ENHANCING LEARNING: THE POWER OF VISUAL AIDS IN TEACHING IDIOMS. *Journal of Academic Research and Trends in Educational Sciences*, 2(2), 288-292.
 27. Kilag, O. K. T., Pulvera, D. C. C., Gabotero, R. C., & Adlawan, E. R. M. (2023). A study of learners' perceived challenges in reading: implications for developing school reading programs. *Science and Education*, 4, 129-144.
 28. Kin, E. N. G., & Wei, L. J. SECONDARY SCHOOL STUDENTS'ENGAGEMENT IN ESL LITERATURE LESSONS ACCORDING TO VARYING ENGAGEMENT-DISAFFECTION

PROFILES. PROBLEMS AND SOLUTIONS IN THE ENGLISH TO CHINESE TRANSLATION OF PROPER NAMES IN JK ROWLING'S HARRY POTTER.

29. Loh, R. C. Y., & Ang, C. S. (2020). Unraveling cooperative learning in higher education. *Research in Social Sciences and Technology*, 5(2), 22-39.
30. Mendaros, S. (2022). Choral Reading for Improving Oral Literacy in the English Classroom. *International Journal of English Language Studies*, 4(2), 01-12.
31. Miles, D. A. (2017, August). A taxonomy of research gaps: Identifying and defining the seven research gaps. In *Doctoral student workshop: finding research gaps-research methods and strategies*, Dallas, Texas (pp. 1-15).
32. Orbeta, A. C., Melad, K. A. M., & Potestad, M. (2021). Correlates of Test Performance of 15-year-old Students in the Philippines: Evidence from PISA (No. 2020-57). *PIDS Discussion Paper Series*.
33. Pasaribu, A. N., Manik, S., Sinambela, E., Pasaribu, T. K., Sihite, J. E., Sembiring, R. A., ... & Panggabean, A. J. (2021). Training Teachers to Use Action Research In The Classroom. *International Journal of Community Service*, 1(2), 73-76.
34. Rahmawati, A., Rosmalina, I., & Anggraini, H. W. (2020). Prosodic reading and reading comprehension in university. *EduLite: Journal of English Education, Literature and Culture*, 5(1), 89-108.
35. Romero, A. D., & Papango, M. C. (2020). PISA Reading Literacy Framework vis-a-vis the Philippine Kto12 English Curriculum. *Challenges of PISA: The PNU Report*, 33.
36. Ronimus, M., Eklund, K., Pesu, L., & Lyytinen, H. (2019). Supporting struggling readers with digital game-based learning. *Educational Technology Research and Development*, 67, 639-663.
37. Stranovska, E., & Gadusova, Z. (2020). Learners' success and self-esteem in foreign language reading comprehension. *Education and Self Development*, 15(3), 109-119.
38. Svensson, I., Fälth, L., Tjus, T., Heimann, M., & Gustafson, S. (2019). Two-step tier three interventions for children in grade three with low reading fluency. *Journal of Research in Special Educational Needs*, 19(1), 3-14.
39. Van Duijnen, T. (2021). The efficacy of a synchronous online reading fluency intervention with struggling readers (Doctoral dissertation).
40. White, M. G. (2020). Why human subjects research protection is important. *Ochsner Journal*, 20(1), 16-33.