



Enhancement of Reading Comprehension Skills of Grade 4 Learners in Lingayen II District of Pangasinan I Through Contextualized Semantic Organization Tools

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Abstract

This study was based on the concept that using tools helps learners understand better what they read. The tools were semantic organization tools where the learners made connections to their experiences. By using these tools learners had been expected to engage more with what they read. The study focused on literal, inferential, and evaluative comprehension skills. Generally, this study was conceptualized to determine whether the use of semantic organization tools would lead learners to better reading comprehension. Specifically, the study aimed to determine the level of reading comprehension skills of the Grade 4 learners before and after the implementation of the contextualized semantic organization tools strategy. The respondents of the study were the Grade 4 learners enrolled in selected public elementary schools within Lingayen II District, and the intervention was applied only within the duration of the reading comprehension activities planned by the researcher. The study used pre-test and post-test measures to assess learners' reading comprehension before and after the implementation of the contextualized semantic organization tools. The study found that the level of reading comprehension skills of grade 4 learners before the implementation of the strategy was Instructional and became Independent after the implementation. Also, the study indicated that there was a high significant difference in the performance of the learners before and after the implementation of the contextualized semantic organizational tools strategy.

Keywords: *Active Engagement, Contextualized Semantic Organization Tools, Enhanced Reading Comprehension, Inferential Comprehension, Literal Comprehension, Reading Comprehension, Semantic Mapping, Evaluative Comprehension*



Chapter 1
THE PROBLEM

Rationale

COVID-19 created gaps in what students learned when they went back to school in person. Many younger students missed out on learning to read when schools were closed. Students of all ages had a time learning because they did not get to go to school every day and had to learn new things when they went back. Some students had a tough time reading. Did not get enough help when schools were closed. This made people worry that these students would have a lot of trouble catching up with their friends who were better at reading. COVID-19 affected reading comprehension when schools were closed for a long time.

The results from the 2019 South East Asia Primary Learning Metrics report showed that a lot of kids in six countries in Southeast Asia are not doing well in reading, writing, and math. They are not doing well as they should be for their age. Reading is an important skill that we need to do lots of things in life. Evans and Hares in 2021 found out that if kids learn to read well when they are young, they will do well in school later on.

After 5 years of primary schooling, low-performing children in Lao PDR and Cambodia were only able to identify relationships between words and their meanings in the official language of instruction at Grade 5. Even if those basic reading competencies are targeted in the Grade 1 curriculum, the status of language(s), the number of language(s), and their evolution over the primary curriculum are singular to each system and greatly influence the achievement of basic reading competencies in one or several languages.

The COVID-19 pandemic has closed schools for than 70 weeks. This has caused a problem with learning. The United Nations Children's Fund, also known as UNICEF, did a study. It showed that students in the Philippines are not good at reading. Isy Faingold, who is the chief of education at UNICEF in the Philippines, said that more than 15% of school kids can read simple texts. This means that only about three out of every twenty kids can read well.

Spector looked at a UNICEF study from 2021. This study involved 3,400 children. It was found out that none of these kids had the skills they needed to learn the math they were supposed to know in Grade 4. When it comes to reading, 25% of Grade 4 students were good at understanding what they read. The reason they did not do well in English, Mathematics, and Science is that they were not good at reading and understanding things. The COVID-19 pandemic and the school closures have made the problem of learning even worse for students in the Philippines.

DepEd intensifies its reading interventions with literacy as one of the foci of the MATATAG curriculum. The reading inventory and the diagnostic test conducted with the Grade 4 learners at the Lingayen II Public Elementary Schools of Pangasinan I in August 2025 showed poor comprehension skills among the learners. These were evident in competencies where they have to note significant details of various text types, analyze a story in terms of its elements, identify the main idea, key sentences, and



supporting details, and identify meanings of unfamiliar words through structural analysis, word association, and classification.

Analysis of the audit of the Learning Competencies in the first quarter brought to the fore competencies aligned alongside comprehension side by side with vocabulary, as their least mastered competencies. Relative to these reading difficulties of the Grade 4 learners, the researcher makes use of contextualized semantic organization tools in aid of developing, if not enhancing, their comprehension skills. Modified from the widely recognized graphic organizers that Chapman (2016) advocates as a beneficial approach to enhancing student engagement and comprehension abilities, semantic organization tools focus on linking words, categories, and new concepts through both textual and visual components. Consequently, these tools have become essential in reading instruction for Grade 4 English.

Semantic and graphic organizers are really helpful for reading comprehension. A report by Eprints UNY says that semantic mapping helps learners actively remember information and get better at understanding and recalling what they read. By showing how ideas are connected, learners can. Combine information from different texts. When instruction is connected to learners' everyday lives and familiar things, it helps them understand more. RSIS International says that when reading tasks are connected to what learners know and have experienced, they get more motivated, engaged, and understand better. This approach makes learning make sense and be relevant, which helps learners understand and remember information.

In the Philippines, studies have shown that structured reading interventions are really effective in improving literacy outcomes among elementary school students. Research has found that strategies like guided reading, graphic organizers, and context-based comprehension activities are very helpful in developing learners' reading skills, especially when teachers use materials that are relevant to the learners' lives and needs (RA Journals).

Parreño (2018) compared the effectiveness of semantic mapping and task-based techniques. The results showed that both techniques significantly improved the learners' comprehension performance. In the Philippines, Mannag and Dagdag (2024) studied the effects of organizers on vocabulary acquisition, reading performance, and English-learning attitudes of Grade 8 students. They found that students who used organizers had significant improvements in reading performance and vocabulary acquisition compared to those who used traditional methods.

Other studies have also shown that organizers, such as semantic maps and concept webs, can help students organize text structures and conceptual relationships, leading to better reading comprehension skills. These studies suggest that graphic organizer activities can help students identify ideas, summarize content, make inferences, and improve overall comprehension performance (University of Eastern Philippines).

Castillo et al. (2024) also reported that using organizer learning activities improved reading comprehension among Grade 7 students. All these studies provide evidence that structured visual organizers, including contextualized tools, can enhance reading comprehension outcomes across different grade levels. This supports the idea of exploring semantic organization tools with Grade 4 students in Lingayen II District.

Studies from countries also support the effectiveness of semantic and graphic organizers. For instance, Mouchrif, Mokhtari, and Benzehaf (2023) found that Moroccan EFL students who used mapping had significant gains in inferential reading comprehension. In Southeast Asia, studies have also shown that semantic mapping can improve reading comprehension scores among university and secondary school students.

All these studies provide evidence that semantic and contextualized graphic organizers can improve reading comprehension across different grade levels and cultural contexts, which supports the idea of applying contextualized semantic organization tools to Grade 4 learners in Lingayen II District.

Theoretical Framework

This study was anchored on the Social Constructivism, Schema Theory, and Cognitive Theory of Multimedia Learning

In Social Constructivism Theory, Vygotsky said that students learn when they work with teachers or friends. In this study, we had students read and talk about math stories together. They worked in groups, solved problems, and asked questions. This helped them learn from each other, explain their thoughts, and understand things better. It also helped them learn to talk about math and reason things out.

In Schema Theory, kids can understand better when they connect their prior ideas to the new ideas. Tools like maps can help kids make these connections.

There is also the idea that people learn better when they are given information in ways such as with pictures and words. This is what Mayer's Cognitive Theory of Multimedia Learning says. When kids are given pictures and words, they can understand the information better. Remember it longer.

According to these theories, these tools help kids connect what they are reading to what they know, and they help kids see how different ideas are connected. This can help kids understand what they are reading and remember it better. The study looks at how these tools can help kids read better and how they can help teachers teach reading effectively.

Conceptual Framework

This study was based on the idea that using tools can help Grade 4 learners in Lingayen II District of Pangasinan I understand what they read better. The special tools were called semantic organization tools, where the learners made connections to their experiences. By using these tools, learners were expected to engage more with what they read. This helped them understand and remember what they read better.

The study focused on three comprehension skills: 1. Understanding what the text directly says; 2. Making inferences from the text, and 3. Evaluating what the text says. The study assumed that using these tools in a way would help learners understand and analyze texts better. This led to better reading comprehension results. The idea was that using these tools would directly improve learners' reading comprehension performance.

Generally, this study was conceptualized to determine whether the use of semantic organization tools would lead learners to better reading comprehension.

Paradigm of the Study

This study used the causal paradigm patterned on the Independent-Dependent Variable scheme of the directions of the sub-problems. The paradigm of the study is illustrated on the next page.

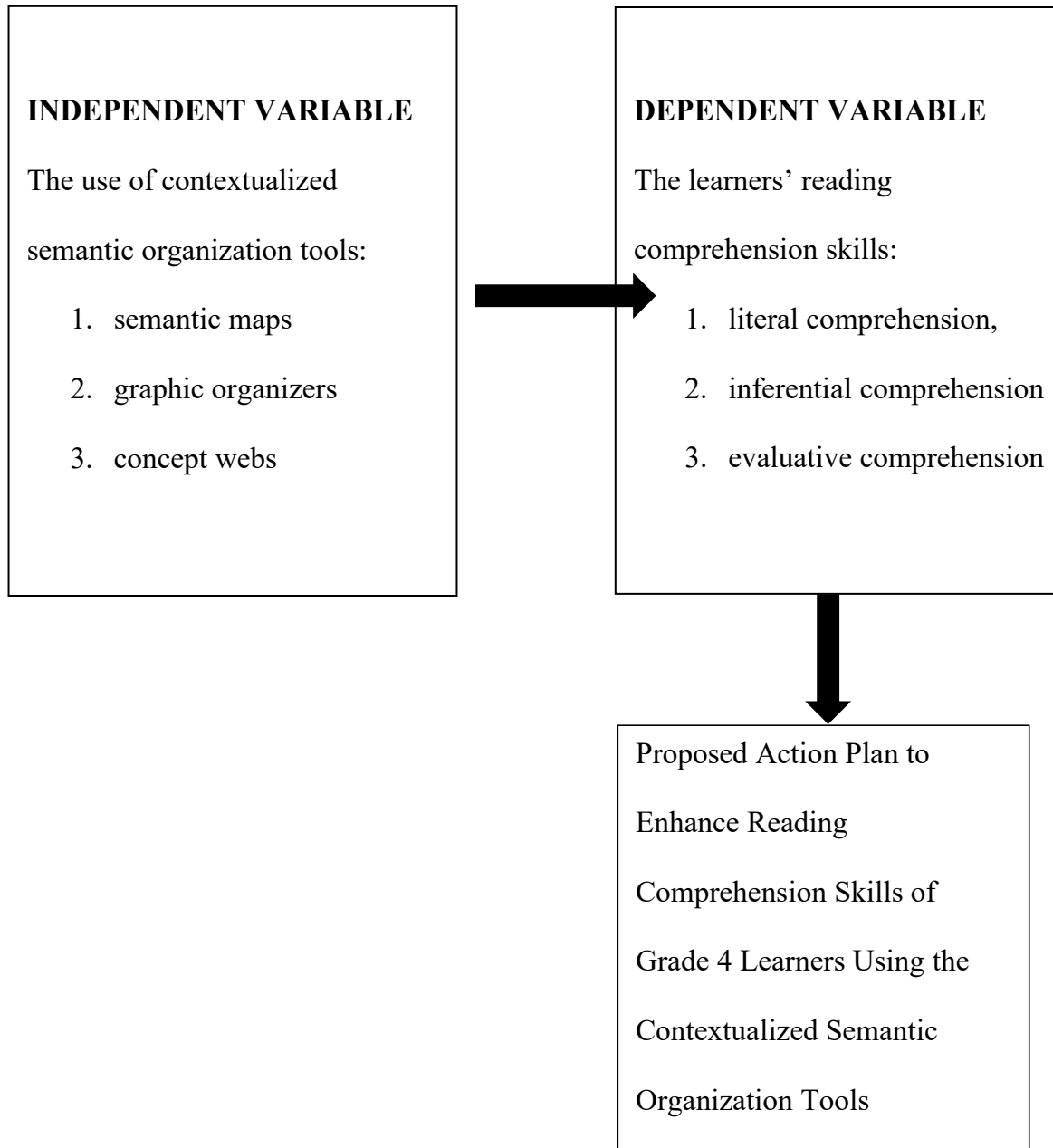


Figure 1. Paradigm of the Study



Statement of the Problem

This study was conducted to determine the effectiveness of contextualized semantic organization tools in enhancing the reading comprehension skills of Grade 4 learners in Lingayen II District of Pangasinan I. Specifically, the study sought answers to the following questions:

1. What is the level of reading comprehension skills of the Grade 4 learners before the implementation of the strategy?
2. What is the level of reading comprehension skills of the Grade 4 learners after the implementation of the strategy?
3. Is there a significant difference exist between the reading comprehension skills of the Grade 4 learners before and after the implementation of the strategy?
4. What action plan can be proposed to enhance the reading comprehension skills of the Grade 4 learners using the Contextualized Semantic Organization Tools?
- 5.

Research Hypothesis

There is no significant difference between the reading comprehension skills of the Grade 4 learners before and after the implementation of the strategy.

Scope and Delimitation of the Study

This study focused on the enhancement of reading comprehension skills of Grade 4 learners in the Lingayen II District of Pangasinan I through the use of contextualized semantic organization tools. Specifically, the research examines how semantic maps, graphic organizers, and concept webs can improve learners' comprehension of narrative and expository texts. The study targets literal, inferential, and evaluative comprehension skills as the primary outcomes to measure the effectiveness of the intervention.

The respondents of the study were Grade 4 learners enrolled in selected public elementary schools within Lingayen II District, and the intervention will be applied only during the duration of the reading comprehension activities planned by the researcher. The study uses pre-test and post-test measures to assess learners' reading comprehension before and after the implementation of the semantic organization tools.

Significance of the Study

The results of this study were expected to provide evidence that would help school heads, reading teachers, researchers, and learners.

Learners. This study would help Grade 4 learners get better at reading comprehension. Proving whether these tools are effective, they would understand the meaning of words in a story and would be able to understand, analyze, and interpret texts better.

Teachers. The results of this study would give teachers a new way to teach reading comprehension. It could be a guide for teachers to design lessons using these tools to help learners understand and remember things better.

School Administrators. School heads and people who plan the curriculum could use the results to help them conceptualize new teaching methods in reading programs. This study could help administrators design training for teachers and come up with



plans to help learners understand texts better.

Researchers. This study added to the researchers' concepts about reading comprehension using tools to help learners understand reading texts. Other researchers could use the results to conduct parallel studies or find new ways to help learners read and write better.

Policy Makers. This study could help policymakers to make decisions in developing curriculum, integrating the benefits of using these tools in classrooms. This might influence the decisions they make about literacy programs and teaching methods in elementary schools.

Definition of Key Terms

The following terms were defined operationally and lexically for clearer presentation and understanding of the study.

Active Engagement. Lexically, this was the process in which learners interact with reading materials. They use tools to identify ideas, make connections, and interpret information.

Contextualized Semantic Organization Tools. Lexically, these were strategies and visual aids that helped learners organize and relate ideas from reading materials. Learners used these tools within contexts. The tools included: maps, concept webs, graphic organizers, and diagrammatic representations.

Dependent Variable. Operationally, this was the outcome variable in this study. This included the literal comprehension, inferential comprehension, and evaluative comprehension skills.

Enhanced Reading Comprehension. Lexically, this referred to the improved ability of learners to understand, interpret, and analyze texts. This happened after using contextualized semantic organization tools.

Evaluative Comprehension. Lexically, this referred to the ability of learners to critically analyze information and assess ideas presented in a text.

Frustration. Operationally, this referred to the level at which learners struggle significantly with grade-level text. Intervention is needed.

Independent. Operationally, this referred to the level in which learners could comprehend grade-level text accurately. They do not need assistance. Independent readers understand meaning. They make inferences. Evaluate ideas on their own.

Inferential Comprehension. Lexically, this referred to the ability of learners to make inferences. They draw conclusions. Interpret implicit information from a text.

Instructional. Operationally, this was the level in which learners can read grade-level text with some support. They need help with words or comprehension strategies.

Literal Comprehension. Conceptually, this referred to the ability of learners to understand facts. They recall details and information stated directly in the text.

Non-Reader. Conceptually, this referred to the level which learners have minimal decoding skills. They are typically in stages of literacy development of their comprehension skills.

Reading Comprehension. Lexically, this referred to the process of decoding written texts through understanding, interpretation, and evaluation of ideas.

Semantic Mapping. Lexically, this referred to a visual strategy that represented relationships among concepts. It forms a web-like structure to aid comprehension. Learners use mapping to understand texts. It helps them make connections between ideas. Learners see how concepts relate to each other.

Chapter 2

RESEARCH METHODOLOGY

This chapter depicted the research design, respondents of the study, data-gathering instrument, data-gathering procedure, and the statistical treatment of data, which shall be used to analyze the data.

Research Design

This study used a quasi-experimental method with a one-group pretest-posttest design to determine the effect of the contextualized semantic organization tools in enhancing reading comprehension skills of grade 4 learners.

The group was assessed before and after the conduct of the instructional intervention. A teacher-made pretest was administered to establish the baseline level of learners' reading comprehension skills. Following this, the contextualized semantic organization tools were implemented during regular mathematics periods. After the intervention period, a posttest parallel to the pretest was administered to measure changes in learners' performance.

Locale and Population of the Study

This study was conducted in 11 public primary schools in the 2nd District of Lingayen, in the Schools Division Office I Pangasinan. The grade 4 learners, consisting of 292 from the 11 schools, purposely served as the respondents of the study.

The table that follows shows the number of respondents per school.

Table 1
Distribution the Respondents

No.	School	Number of Grade 4 Learners
1	Baay Elementary School	30
2	Balangobong Elementary School	15
3	Capandanan Elementary School	24
4	Domalandan East Elementary School	23
5	Domalandan Center Integrated School	30
6	Eztansa Elementary School	25
7	Guesang Elementary School	19
8	Malimpuec Elementary School	54
9	Padilla Central Elementary	19

10	Sabangan Elementary School	24
11	Samson-Bengson Elementary School	48
	TOTAL	292

Research Instrument

The primary instruments used in the study were:

- 1. Reading Comprehension Test (Pretest and Post-test)** – The Reading Comprehension Test (Forms A and B) was patterned after Barrett's Taxonomy of Reading Comprehension (1968), which classified comprehension into literal, inferential, and evaluative levels. The structure was also consistent with the reading domains identified in the K–12 English Curriculum Guide of the Department of Education and the PIRLS Assessment Framework of the International Association for the Evaluation of Educational Achievement.
- 2. Contextualized Semantic Organization Tools.** These were strategies and visual aids that helped learners organize and relate ideas from reading materials. Learners used these tools within contexts. The tools included: maps, concept webs, graphic organizers, and diagrammatic representations.

Data Collection Procedure

The study collected data in a step-by-step way to ensure its accuracy and reliability. The researcher sought assistance from the Grade 4 teachers of Lingayen II District for the conduct of the research in their respective Grade 4 classes. First, the pretest was given to the Grade 4 learners to see how well they understood what they read. This test covered three areas: understanding what the text directly says; understanding what the text implies; and evaluating what the text says. The intervention then followed. During this part, learners were provided with the contextualized semantic organization tools to help organize their thoughts while reading. These tools include maps, graphic organizers, and concept webs. The intervention lasted for one week. Each day, learners were provided with activities that helped them connect ideas to what they already know. After the intervention, the posttest was given. This test was similar to the pretest. The posttest measured whether the learners improved their reading comprehension. The learners' answers were scored using the rubric below.

Table 2
Table of Comprehension Skills Level with Description

Comprehension Skills	No. of Items	Description
Literal	5	Recall and identify explicit information in the text.
Inferential	5	Draw logical conclusions and interpret implicit ideas.
Evaluative	5	Analyze, judge, and evaluate ideas in the text.
Total Score	15	

Statistical Treatment of Data

The study employed both descriptive and inferential statistical techniques to analyze the data collected from the pretest and post-test. To answer problems 1 and 2, the following table was used, which was formulated by taking the reading comprehension scores of the respondents and dividing by the total number of items; then, multiplying by 100 to get the percentage.

Table 3
Table of Percentage for Comprehension Scores

Number of Items	Score in Comprehension	Percent (%)
15	15	100
	14	93
	13	86
	12	80
	11	73
	10	66
	9	60
	8	53
	7	46
	6	40
	5	33
	4	26
	3	20
	2	13
	1	6

To determine the level of reading comprehension of the learners, the following scale was used.

Comprehension Score in Percent

80 - 100 %

59 - 79 %

50 % and Below

Comprehension Level

Independent

Instructional

Frustration

To answer problem number 3 in determining whether the observed improvements are statistically significant, a paired sample t-test will be conducted, comparing pre-test and post-test scores. A significance level of $\alpha = 0.05$ will be set to determine if differences in performance are meaningful.

Chapter 3
RESULTS AND DISCUSSION

This section presented the level of reading comprehension skills of the Grade 4 learners in English based on the results of the pretest and posttest. The 15- item content test in English was administered to the learners before and after the implementation of the strategy, contextualized semantic organization tools. The results of the level of reading comprehension skills of the Grade 4 learners in English, based on the results of the pretest and posttest, as well as the difference in their levels of reading comprehension skills before and after the implementation of the strategy, are presented in the foregoing tables.

Table 4
Level of reading comprehension skills of the Grade 4 learners
before the implementation of the strategy (Pretest)

Overall Average Comprehension Score	Average Score in Percent	Comprehension Level
11.63	77.45	Instructional

Table 3 showed the level of reading comprehension skills of grade 4 learners before the implementation of the strategy based on the pretest result, with the overall average comprehension of the group of 11.63, with a rating of 77.45%. The data showed that the group was in Instructional comprehension level. This put them at a level where learners can read grade-level text with some support. They need help with words or comprehension strategies.

The results meant that grade 4 learners averagely did well in reading comprehension before implementing the new strategy. Being in the instructional level meant they needed help with words or comprehension strategies.

The result implied that grade 4 learners have a satisfactory foundation in reading, including being able to decode words, analyze texts, and understand what they read. However, the result also suggested that the learners' reading comprehension level still needs improvement.

Table 5
Level of reading comprehension skills of the Grade 4 learners
before the implementation of the strategy (Post-test)

Overall Average Comprehension Score	Average Score in Percent	Comprehension Level
12.36	82.18	Independent

Table 4 showed the reading comprehension skills of the Grade 4 learners after the use of the contextualized semantic organization tools strategy. The results showed that the learners got an overall average score of 12.36, which is the same as 82.18 in percent. This meant the learners are at the independent comprehension level.

The results showed that the learners got better at reading comprehension compared to the pretest given. Even though the learners were already readers before the implementation of the strategy, their scores got higher which indicated that the strategy statistically helped improve the reading comprehension skills level of the learners.

This implied that the contextualized semantic organization tools strategy made the learners better at understanding what they read. It made the learners analyze what they read more accurately and with more confidence. The higher scores also validated that the learners were really at an independent level who can comprehend grade-level text accurately. They do not need assistance. Independent readers understand meaning. They make inferences and evaluate ideas on their own. This further implied that contextualized semantic organization tools should be utilized in the daily classroom settings.

Table 6
The difference between the reading comprehension skills of the Grade 4 learners before and after the implementation of the Strategy

Test	Mean	Standard Deviation	t-value	p-value	Interpretation
Pretest	77.45	12.47			Instructional
Posttest	82.18	9.16	-3.71	0.004	Independent
Significant at $p < 0.05$					

Table 5 presented the difference between the reading comprehension skills level of grade 4 learners before and after the implementation of the contextualized semantic organization tools strategy.

The computed mean in the pretest increased in the posttest from 77.45, which was described as an independent level, to 82.18 described as an independent level. The paired-samples t-test was computed to determine whether the difference was statistically significant.

Based on the computation result, the t-value of -3.71 and p-value of 0.004 indicated that there was a highly significant difference in the performance of the learners before and after the implementation of the contextualized semantic organizational tools strategy as an instructional intervention. This implied that there is a highly significant difference between the pretest and posttest scores of the Grade 4 learners. The implementation of the Contextualized Semantic Organization Tools as measures has significantly improved the learners' reading comprehension skills since the computed p-value (0.004) is less than the 0.05 level of significance.



Proposed Action Plan for Enhancing the Reading Comprehension Skills of Grade 4 Learners Using the Contextualized Semantic Organization Tools Strategy

Reading comprehension is a fundamental skill that enables learners to construct meaning from written texts, develop higher-order thinking skills, and achieve success across various learning areas. As learners progress through the elementary grades, they are expected to read not only with fluency but also with deeper understanding, analysis, and application of information. Hence, schools must continuously implement effective and evidence-based instructional strategies that respond to the diverse learning needs of learners.

The positive results of the study highlight the potential of the Contextualized Semantic Organization Tools Strategy as an effective instructional approach for improving learners' reading comprehension. Through the use of semantic maps, graphic organizers, story organizers, concept webs, and other contextualized learning tools, learners are provided with meaningful opportunities to organize ideas, establish relationships among concepts, activate prior knowledge, and construct deeper understanding of reading texts.

In response to these findings, this Proposed Action Plan was developed to sustain and further enhance the reading comprehension skills of Grade 4 learners through the systematic implementation of the Contextualized Semantic Organization Tools Strategy. The action plan outlines specific objectives, implementation strategies, responsible persons, required resources, success indicators, and monitoring and evaluation mechanisms to ensure the effective and sustainable implementation. The proposed action plan shall consist of the following components:

1. Objectives
2. Activities/Strategies
3. Persons Involved
4. Time Frame
5. Resources Needed
6. Success Indicators
7. Monitoring and Evaluation

The plan would be presented in tabular form on the next page.

General Objectives:

Generally, the action plan would aim to implement the Contextualized Semantic Organization Tools Strategy, which would aim to improve learners' performance from the Instructional Level to the Independent Level and promote better comprehension across learning areas. Specific objectives were formulated to determine appropriate activities, the people involved, the time frame, and the resources needed to achieve the target success indicators. Furthermore, the researcher established a mechanism for monitoring and evaluating the implementation of the action plan to ensure reliable results and serve as a basis for any adjustments.

Proposed Action Plan for Enhancing the Reading Comprehension Skills of Grade 4 Learners Using the Contextualized Semantic Organization Tools Strategy

Objectives	Activities/Strategies	Persons Involved	Time Frame	Resources Needed	Success Indicator	Monitoring and Evaluation
1. Enhance the reading comprehension of Grade 4 learners through the systematic implementation of Contextualized Semantic Organization Tools (CSOT).	Conduct regular reading intervention sessions using contextualized semantic organization tools such as semantic maps, story organizers, graphic organizers, and concept webs.	School Head, Grade 4 Teachers, Learners	Throughout the School Year	Reading materials, contextualized learning resources, semantic organizers, printing materials	At least 80% of Grade 4 learners advance from the Instructional Level to the Independent Level in reading comprehension.	Pretest and posttest results, quarterly reading assessments, and classroom observations
2. Enhance teachers' instructional competence in utilizing Contextualized Semantic Organization Tools to improve reading comprehension instruction.	Conduct School-Based INSET and Learning Action Cell (LAC) sessions focusing on the effective integration of contextualized semantic organization tools in classroom instruction.	School Head, Master Teachers, Grade 4 Teachers	Every End of the Quarter	Training modules, ICT equipment, budget allocation, handouts	All Grade 4 teachers demonstrate proficiency in integrating contextualized semantic organization tools in their lessons.	Classroom observations, lesson plan reviews, coaching records, and teacher reflection journals
3. Institutionalize the integration of	Integrate semantic organization tools into English,	Grade 4 Teachers, Subject Coordinators	Monthly	Curriculum Guides, learning materials, graphic	Contextualized semantic organization tools are	Lesson plan monitoring, classroom



<p>Contextualized Semantic Organization Tools across Grade 4 learning areas to strengthen learners' comprehension skills.</p>	<p>Filipino, Science, Araling Panlipunan, and other learning areas through collaborative lesson planning.</p>			<p>organizers</p>	<p>consistently integrated across learning areas, resulting in improved learner engagement and comprehension.</p>	<p>observations, and learner performance records</p>
<p>4. Strengthen school-home partnerships in supporting learners' reading development through collaborative reading activities.</p>	<p>Conduct parent orientation, home reading programs, reading logs, and take-home reading activities to reinforce reading comprehension at home.</p>	<p>School Head, Teachers, Parents, Learners</p>	<p>Every End of the Quarter</p>	<p>Orientation materials, reading logs, take-home reading materials</p>	<p>At least 80% of parents actively participate in home reading activities and monitor learners' reading progress.</p>	<p>Parent attendance records, reading logs, learner progress reports, and parent feedback</p>



Chapter 4

Summary of Findings, Conclusions, and Recommendations

This chapter presented the summary of findings, conclusions, and recommendations.

Summary of Findings

1. The level of reading comprehension skills of grade 4 learners before the implementation of the strategy, based on the pretest result with the over-all average comprehension of the group of 11.63 with the rating of 77.45%, was Instructional.
2. The reading comprehension skills of the Grade 4 learners after the used of the contextualized semantic organization tools strategy with an over-all average score of 12.36, which is the same as 82.18%, was Independent.
3. Based on the computation result, the t-value of -3.71 and p-value of 0.004 indicated that there was a high significant difference in the performance of the learners before and after the implementation of the contextualized semantic organizational tools strategy.
4. Based on the findings, the high significant difference in the performance of the learners before and after the implementation of the contextualized semantic organizational tools strategy would be a basis in proposing an action plan in enhancing reading comprehension skills of the Grade 4 learners.

Conclusions

Based from the salient findings the following conclusions could be drawn.

1. The study concluded that the implementation of the Contextualized Semantic Organization Tools (CSOT) strategy effectively improved the reading comprehension skills of Grade 4 learners. Prior to the implementation of the strategy, the learners obtained an overall mean score of 11.63, equivalent to 77.45%, which was interpreted as “Instructional”. This result indicated that the learners still required teacher guidance and support in comprehending reading texts.
2. Following the implementation of the Contextualized Semantic Organization Tools strategy, the learners' overall mean score increased to 12.36 or 82.18%, corresponding to the “Independent” reading level. This improvement demonstrates that the learners became more capable of understanding and interpreting reading materials independently after exposure to the intervention.
3. Moreover, the computed t-value of -3.71 and the p-value of 0.004 revealed a statistically significant difference between the pretest and posttest scores. Since the p-value was less than the 0.05 level of significance, the null hypothesis was rejected. This finding confirms that the improvement in the learners' reading comprehension was not due to chance but was significantly associated with the implementation of the Contextualized Semantic Organization Tools strategy.
4. Therefore, the study affirms that the Contextualized Semantic Organization Tools strategy is an effective instructional intervention for enhancing the reading comprehension skills of Grade 4 learners. The positive outcomes of the intervention provide a strong empirical basis for the proposed enhancement program, which aims



to sustain and further improve learners' reading comprehension through the systematic integration of contextualized semantic organization strategies in classroom instruction.

Recommendations

Based from the salient findings the following recommendations could be endorsed.

1. School heads may adopt and support the implementation of the proposed enhancement program by providing instructional supervision, adequate learning resources, and opportunities for teacher professional development on the use of Contextualized Semantic Organization Tools.
2. Grade 4 teachers are encouraged to consistently integrate Contextualized Semantic Organization Tools into reading instruction and other learning areas to further develop learners' reading comprehension, critical thinking, and independent learning skills.
3. Master teachers and reading coordinators should conduct regular coaching, mentoring, Learning Action Cell (LAC) sessions, and school-based training to strengthen teachers' competence in designing and implementing contextualized semantic organization strategies.
4. Parents and guardians should be encouraged to participate in home-based reading activities by monitoring learners' reading habits and reinforcing comprehension strategies introduced in school through regular reading practice and guided discussions.
5. Schools may periodically monitor and evaluate learners' reading comprehension through formative and summative assessments to determine the effectiveness of the intervention and identify learners who require additional instructional support.
6. Future researchers are encouraged to replicate this study using larger sample sizes, different grade levels, and other subject areas. They may also investigate the long-term effects of Contextualized Semantic Organization Tools on learners' reading achievement, vocabulary development, critical thinking, and overall academic performance. And further endorse to the Schools Division Office of Pangasinan I for proper utilization of the proposed intervention materials.

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