
Assessing the comprehension of the students in Philippine fable short stories: Basis for an intervention program

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Abstract: Reading is particularly challenging because there are so many factors to consider. However, some studies show that there are ways to support readers in improving their reading abilities. This study tested students' comprehension of short stories based on Philippine fables. Background knowledge, active reading skills, critical thinking, intense reading, reading background, story comprehension, the impact of short stories, and the use of short stories in language learning are all indications of reading comprehension. A quantitative, non-experimental Intervention Program was used in this investigation. For first- through fourth-year English education majors, researchers identify 402 respondents. There are 80 items total in the questionnaire, 10 for each indication. According to the results, Active reading and Reading background had the highest mean of 2 for reading comprehension. On the other hand, story comprehension scored the lowest mean of 6 for reading comprehension. According to the data, pupils struggle, especially with reading. Researchers developed an intervention program to gauge students' reading comprehension (Action Plan on Reading Intervention for Struggling Students). This can assess their reading abilities and help them to be good readers.

Keywords: Fable, Intervention program, Philippines, Reading comprehension, Short stories

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1. Introduction

A range of skills is necessary for reading. For information and enjoyment, readers interact with written texts and resources utilizing various strategies and skills. Active learning approaches are necessary since reading is a fragile skill. Students unintentionally pick up common and difficult terminology while trying to comprehend and examine the importance of written works to find new ideas about the universe. Contrarily, reading comprehension entails looking through the text, comprehending what it means, and putting it together with prior knowledge. Readers must comprehend the mental picture evoked by the supplied content through conceptual comprehension and text reading to comprehend reading comprehension (Snow, 2002). It is important to remember that extensive reading is a difficult process, making it difficult for teachers to impart and students to study. This claim is in line with the preceding author's belief that reading comprehension is not a skill or capability that students must have to achieve in both their personal and academic life. In the same vein, studies have asserted that various language and cognitive processes contribute to reading skills. Also, it described how numerous circumstances might affect reading comprehension in addition to being a complex process. Students that have not mastered reading competency face serious ramifications (Montero, 2019). Academic achievement must include a prerequisite for English communication skills. English learning in high school is of a worse degree than that in elementary school, thereby making it difficult for learners to advance intellectually (Genelza, 2022).

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Only 42.5% of Grade 3 pupils nationwide can understand reading Aesop's fables, per a study on formative evaluation, in rural Indian schools (ASER Centre, 2017). The Philippines regularly has bad results. Eighty percent of Filipino kids struggle to understand tales at the beginning level (Baydik, 2011). Fables and other short stories can be difficult for some students to comprehend in Davao Del Norte. They should understand it and understand the message's substance (Grabe & Stoller, 2002). The researchers did this schoolwork to measure learners' reading comprehension using these Filipino short stories because some Filipino pupils nowadays can read but don't grasp what they're reading. One of the reasons students stop reading books is lack of time. Every time they watch YouTube videos or spend hours scrolling over their Twitter page, it's occasionally justification. They can speak a language successfully if they focus on acquiring words, grammar, and vocabulary. This is because they won't have much to say. Thanks to these short stories, students can become aware of critical concepts in context. Short stories also allow English language learners to practice their language skills because they allow students to simultaneously read, speak, and listen. For them to demonstrate their reading skills as well.

Short stories, acknowledged as distinct works of literature, are one of the best strategies to improve reading comprehension. The most effective method for instructing or reviewing grammatical rules is using a mythical tale that exemplifies or speculates the relationship between things and individuals. Pupils improve their reading and vocabulary skills, moral standards, and social principles, become acquainted with stories' main concepts and plot devices, and increase their cultural literacy (Naidoo, 2011; Salamun, 2020). Fables from the Philippine island of Mindanao will also be used in this study to determine the respondents' level of comprehension. Students majoring in secondary education in the first through fourth years at the University of Mindanao Tagum College, Tagum City, are encouraged to participate in a study to measure their comprehension skills. This study is obligatory because fables may upsurge cognizance among the study's envisioned recipients and lead the development of an action plan to enhance school authorities.

This study is based on Alogaili's Schema Theory's preposition (2005). The researcher asserts that the schema theory sees reading comprehension as a proactive process involving the current text and readers' prior knowledge. The reader can come away with a disconnected understanding—one of richness or paucity—depending on their prior experiences. As a result, a reader with extensive knowledge will comprehend more clearly than a reader with a limited background. In a nutshell, a variety of factors affect reading comprehension. Jean Piaget's (1896) Cognitive Learning Theory also emphasizes the nature of understanding and its progressive acquisition and development. It demonstrated that students must visualize their own (level-by-level) paths to achievement to understand the epic story fully. Internal psychological feelings like passion shape behavior. As part of the thinking activity of comprehending stories, students must create their own inner mental states.

Lisa Zunshine also has a notion pertaining to the concept of the mind. In his earlier book *Why We Read Stories*, Zun Shin claimed that reading is an excellent exercise for our wandering thoughts. Characters' attempts to understand each other's motivations and brief stories are shown up close and in detail. For further cognitive benefit, it observes characters as they attempt to decipher the intentions and aspirations of various textures to see if they are successful. Zunshine contends that reading fiction fulfills an evolutionary purpose by enabling us to exercise and develop the cognitive abilities to navigate a bewilderingly complex world of oblique social cues.

2. Literature review

This part examines literature grounded in theory, information, and concepts pertinent to students' understanding of short stories based on Philippine fables.

2.1. The factors that influence reading comprehension

For some people, the interpretation might mean dissimilar effects. It can be one of the most fulfilling obsessions for the person, his worldview, and his capacity to engage in methods of gaining knowledge and success over time. It is also necessary for academic success. The factors that affect reading comprehension have been the subject of some research. However, most of this study focused on elementary and secondary reading comprehension concerns. Few individuals could have studied the factors affecting students' reading comprehension (Umali, 2016). Increasing evidence (Hirsch, 2006; Kamhi, 2007) supports the assumption that the reader's prior knowledge of the subject is one of the key factors in determining whether or not a student will understand what they are reading. Students should participate in regularly scheduled school experiences appropriate to their sensory and advancement levels, such as engaging and intellectually stimulating texts introduced orally or on tape, as well as other activities, to continue to make student achievements and to support their personality and motivation. Combining prior information, rigorous reading practices, and logical analysis are necessary for reading skills (Worthy, 1996).

2.2. Background knowledge

Usually factual, background information can brand the modification between understanding what you have read and understanding it (Bonnie, 2021). The review's findings demonstrate that the effects of background knowledge vary depending on the kind and caliber of the material and the reader's preconceptions of it. Readers with little prior knowledge seem to gain from texts with good cohesiveness. On the other hand, when reading in a situation with much prior information, weak readers could partially make up for their comparatively worse reading skills (Smith, Snow & Serry, 2021).

Academic accomplishment rises as English proficiency grows in a student. Since English is the language used to educate in professional courses, students who were more skilled in it did considerably better in their reading, writing,

speaking, assimilation, and retention of the information that was taught to individuals. Flexibility with both the language used for instruction and the actual content of the program increases the learner's experience to and the likelihood of comprehension, boosting effective ways to control the material taught in the classroom and leading to positive academic ability (Genelza, 2022). Teaching reading by drawing on students' past knowledge may increase reading comprehension success. The English teacher encouraged students to start with background information to improve their academic skills, such as reading. This may help them read more proficiently (Setyono, 2019).

2.3. Active reading skills

Active reading intends to comprehend and assess its importance to your requirements. By actively and independently reading material, kids can concurrently improve their word identification, fluency, vocabulary, text-dependent comprehension skills, and overall reading comprehension (Lowa, 2016). The purpose of English instruction in the classroom is to teach students how to communicate successfully in any situation using English. It is identified by using various teaching strategies and speaking exercises to get pupils to engage in discussions more actively. English language instructors either start the conversation or select a task that needs them to communicate their views to the class in several ways (Genelza, 2021). The Straightforward Perspective of Reading is a theorem demonstrating the commonly recognized idea that word recognition (decoding) and language processing are the two primary aspects of reading. Examining a student's decoding and language comprehension abilities can raise their critical reading result, claims research (Osenga, 2019).

Reading involves adult and child discussions on the book being read aloud. Learn how to use this approach to assist children in expanding their vocabulary and verbal fluency while also helping them comprehend the format and significance of stories. You can download materials in English and 14 other languages to help your parents use dialogic reading (Folsom, 2017). Many children with disabilities also gain from seeing content in some way since they are visual learners. In other words, to understand and remember information, people need to "get what we're talking about." Below are three visual tools that can help teach and foster reading abilities: picture books, graphic notes, and narrative kits (Kluth, 2017).

2.4. Critical thinking

According to pedagogical researchers, personal characteristics are the conceptual thoughts and actions that strongly affect critical reasoning. Some internal psychological feelings like passion shape behavioral "virtues" (Paul & Elder, 2006; Hamby, 2014; Bailin & Battersby, 2016). Furthermore, as individuals have learned from their own experiences with false recollections, recollection is not just inaccurate regarding specifics. Nevertheless, it is malleable enough that a completely fabricated experience can be recalled in amazingly vivid, clear, and precise detail (Loftus, 2017). The importance of both connected and complementary cognitive abilities (Lau, 2016). Critical thinking is also used to evaluate a situation, identify the flaws in proposed remedies, and speculate on potential improvements. Evaluating if an appropriate transformation is operational when present also benefits from critical thinking. Despite the numerous programs in the Netherlands to promote excellence, they all face the same challenges. One of the problems required to optimize is how to construct the students selection procedure (Broekhoven, 2020).

2.5. Intensive reading

Text reading or progress reading are examples of intensive reading. The student reads the material in order to understand or evaluate the language. Intensive reading is linked to progressing language acquisition when done with the teacher's guidance. With careful reading, one aims to grasp the meaning and structure of the book completely. Intensive reading is the term used to describe focused and in-depth reading. It is a method for carefully and purposefully reading brief material. (Koay, 2015). Additionally, when administered with just enough strength and dosage to change core skills, treatments in the early primary grades have shown to be capable of altering oriented framework trajectories, in particular word-level reading skills (Wolff, 2016).

2.6. Reading background

Language teachers need a good reading strategy since reading comprehension entails several cognitive, linguistic, political, and social aspects (Alenezi, 2019; Ismail & Tawalbeh, 2015). The introduction of important pre-reading exercises strengthens the link between student engagement and comprehension. Using related pre-reading activities has been shown to increase reading comprehension. These exercises boost EFL students' involvement levels, which in turn enhances their reading comprehension abilities (Abdelhalim, 2017). Additionally, the engagement components emphasize keeping the reader's cognitive and behavioral attention. Thus, it is crucial to balance concentration, self-control, commitment, reading manner, and contact with text when assessing reader involvement (Roomy & Alhawsawi, 2019).

2.7. Story comprehension

Readers are drawn to short works because they have a plot and few characters to convey larger themes. A shorter fictional prose narrative with fewer characters is known as a short story. The kids are interested in this type of conversation because it is transient (Hansen, 2019). Moreover, it argues that reading is a fantastic source of understandable material that helps with learning a second language. Once more, reading short stories could help pupils quickly advance in reading comprehension (Krashen & Wright, 2010). It was also emphasized that since it advances swiftly and just seeks to produce one impression, there may only be one plot and a small cast in some instances, or the

setting may not be fully depicted. Short stories can be used in all settings and with students of all ages and levels of skill, from beginners to experts (Ceylan, 2016). Likewise, methodical comprehension is. To deal with different scenarios while you learn English, it is essential to receive expert training and improve your mental process. In this sense, "having a superb reading comprehension skill is crucial; it boosts the enjoyment and effectiveness of reading and performs a role other than academically, but also professionally and in a person's circumstances" (Sarah, 2017).

2.8. Effect of short story

This study suggested using cutting-edge short story teaching techniques to improve learners' reading ability (Sultan, 2018). Using short stories, a distinct prose form that the teacher may utilize, is one of the most effective ways to improve reading comprehension skills (Aziz, 2018). The use of fictional works to improve reading skills, in his opinion, will encourage students to participate in class discussions and draw connections between the book and their lives outside of school (Sari, 2013). Short stories also help students relax, making it easier to understand what they are reading. Additionally, using temporary accounts necessitates a larger focus on enhancing children's cognitive abilities (Pourkalhor & Kohan, 2012). Every short story usually has a start, middle, and end. Every student will be inspired and compelled to keep reading or listening to the book to follow the plot or respond to questions after hearing it (Erkaya, 2003).

Furthermore, English teachers should use a motivating approach and create a pleasant learning environment in order for pupils to learn and improve any English skills. Short stories will motivate students to read more literature. For all levels, short stories are the best approach (beginners and advanced learners). It is easy to use and implement in a classroom (Pardede, 2011). Further, this can help English teachers improve their students' reading comprehension skills, make reading easier, motivate them to read more and more short stories, use their imagination, and foster creative thinking.

2.9. Short story in language learning

Reading short stories can be tedious for some kids because they don't maintain their interest for very long. However, because it actively encourages students to participate in the course, the use of short tales in the classroom is becoming more and more common. Short stories function as moral tales that engage students' feelings and emotions, which makes them more enthusiastic (Adriani, 2021). As was mentioned, if the story appeals to the interests of the learners, it might capture their attention and inspire love for the subject matter (Wheeler, 2017). Moreover, according to some educators, students find it challenging to understand short stories since they are unable to adequately picture them in their minds. A concise narrative, on the other hand, is one of the components that is simple to comprehend. Short stories are much quicker to read through, making them much simpler to complete in the learning process. In order to ensure that their pupils have no difficulty learning through a simple narrative, teachers can choose the level that is most appropriate for their class. A short story is easy to understand because it is short in length, which means it doesn't take much time.

Short stories can, however, be used as an alternate instructional tool to enhance children's reading comprehension. The short story's visuals are enjoyable, and they might help students by serving as samples of how they might appear in a coherent plot while writing a novel. The short story is suitable for students who are having difficulties with grammar, vocabulary, pronunciation, and reading comprehension. Additionally, the students said that short stories are enjoyable, humorous, uncomplicated, and non-boring and help them improve their reading comprehension. The student also thinks that short stories make for enjoyable reading. In fact, pupils can learn to increase their reading comprehension in a relaxed yet engaging setting. As a result, a short story is thought of as educational content that could help instill a sense of novelty in the classroom and pique students' interest in reading comprehension (Pransiska, 2018).

One may argue that the student's excitement for the movement and the brief stories' audience attractiveness make incorporating fictional works in the process of instruction and learning particularly effective at improving students' understanding of the text. Using short stories as instructional material and a teaching tactic is a beautiful way to increase children's reading proficiency because they engage children in learning values and motivate them with moral guidance. Additionally, she encourages participation from the students by having them read aloud from various short pieces. Because they are varied and encourage vocabulary growth in children, short stories are especially captivating (Pransiska et al., 2018). Therefore, the best strategy to enhance language acquisition is to be more cognizant of the inherent capacities and limitations of language learners and to better grasp how underlying knowledge systems differ. Even while these previous encounters ought to act as a springboard for new innovations, there are other ways to enhance language learning (Genelza, 2022).

Children's books can also be used to assist kids in evaluating the information they have acquired. At first, it could seem dull or slow but be assured that it will improve your comprehension. Reading a short story can help you become more fluent in English in the long run than you can possibly imagine. (Jeni, reading Shenrich stories frequently will sharpen your brain gradually and raise your level of English competence) (Afroogh & Ahmadi, 2019).

3. Research objectives

1. This study uses short stories from the Filipino Fable collection to gauge the knowledge of first- through fourth-year BSED English students. It specifically looks for a response to the following study goals:
 1. To know the level of the 1st to 4th-year students in comprehension in terms of:
 - a. Background Knowledge
 - b. Active Reading Skills

- c. Critical Thinking
- d. Intensive Reading
- e. Reading background
- f. Story Comprehension
- g. Effect of Short Story
- h. Short Story in Language Learning

2. What intervention program will be used for the students to develop their reading comprehension?

4. Research methodology

Participants

The BSED-English students from U.M. who were in their first through fourth years participated in this study. Tagum University Researchers discovered 402 participants in this study using the Sample Sampling method. The respondents answered the questionnaire that the researchers provided.

Materials and instrument

In order to accommodate the study's setting, the instrument employed in this study is a questionnaire created by the researcher that asks only about independent variables. This collection of multiple-choice test questions examines students' reading comprehension using the following eight (8) indicators: background knowledge, active reading skills, critical thinking, intensive reading, reading background, story effect, story comprehension, and short story in language learning. The material for the instrument was given to a team of experts for validation, and they gave it an overall score of 3.5, which is considered sound. There were five gradations that might be ordered, each with a variety of means, and descriptions were looked at.

Range of Score	Descriptive Equivalent	Interpretation
9-10	Outstanding	The student recited and understood the story very well.
7-8	Very Satisfactory	The student recited and understood the story clearly.
5-6	Satisfactory	The student somewhat read and understood the story.
3-4	Fairly	The student read and understood the story.
0-2	Poor	The student did not read and understand the story.

Range of Score	Descriptive Equivalent	Interpretation
65-80	Outstanding	This means that the student's reading comprehension was outstanding.
49-64	Very Satisfactory	This means that the student's reading comprehension was upright.
33-48	Satisfactory	This means that the student's reading comprehension was somewhat sensible.
17-32	Fairly	This means that the student's reading comprehension was somewhat below normal.
0-16	Poor	This means that the student's reading comprehension was relatively poor.

Design and Procedure

An intervention program is used in this study's quantitative non-experimental research design. An intervention program looks into how an intervention affects the target result. The main objective of intervention research is to develop a useful product for those who are in need (Salkind, 2010). The quantitative strategy is a suitable and trustworthy plan for obtaining information created for the target respondents to respond to the questions. The surveys are distributed face-to-face by the researchers themselves. The goal of the study is to evaluate students' reading comprehension using short stories based on Philippine fables.

Once the panelists provided their approval, the researcher took the following actions to collect data for the study: The researchers personally requested a survey of college students from the Office of the Dean at UMTC. After approval, the test questionnaire is assessed. The purpose of the recommendation letter is to offer the researcher access to study participants so they may complete the test questionnaire. The researcher will hand out individual copies of the generated questionnaire and personally describe the study tool and its purpose. The researcher also collected the questionnaire form after each respondent had finished the test items. Following statistical analysis, the investigator totaled all the information she had gathered from the respondents. The statistical results were assessed and described. The data were used to develop conclusions and offer suggestions based on the study's findings and what ought to be covered by the intervention program.

5. Findings and discussions

Level of assessing the reading comprehension of students in Philippine fable short stories

The reading comprehension indicators for students' Filipino fable short stories have mean scores displayed in Table 1. The overall mean is 57, considered extremely high, and the standard deviation is 13. The high level may be attributable to the respondents' higher ratings across the board. In terms of background knowledge, active reading skills, critical thinking, intense reading, reading background, story comprehension, the impact of the short story, and the use of the short story in language learning, this shows that respondents' opinions on reading comprehension are generally positive. The cited average score was the sum of the computed mean scores for the following categories, in descending order of highest to lowest: 8 (very satisfactory) for active reading skills with a standard deviation of 2, 8 (very good) for background reading with a standard deviation of 3, 7 (very fine) for background knowledge with a standard deviation of 2, 7 (very satisfactory) for critical thinking with a standard deviation of 2, and 7 (very good) for intensive reading with a standard deviation of 2; 6 or very good for story comprehension with a standard deviation of 3, and 7 or very satisfactory for a short story in language learning.

Table 1. Level of Assessing the Reading Comprehension of Students in Philippine Fable Short Stories

Indicator	Mean	SD	Descriptive Level
Background Knowledge	7	2	Very Satisfactory
Active Reading Skills	8	2	Very Satisfactory
Critical Thinking	7	2	Very Satisfactory
Intensive Reading	7	2	Very Satisfactory
Reading Background	8	3	Very Satisfactory
Story Comprehension	6	3	Satisfactory
Effect of Short Story	7	3	Very Satisfactory
Short Story in Language Learning	7	2	Very Satisfactory
Overall	57	19	Very Satisfactory

The findings showed that reading background and active reading skills had the highest means and had extremely high descriptive equivalents. This indicates that the respondents are driven to gain a deeper comprehension and assessment, as evidenced by their willingness to read the stories. Additionally, the stories engage the respondents, improving their reading comprehension and motivating them to read without getting bored. This was followed by background knowledge, critical thinking, intensive reading, the significance of short tales, and the role of short stories in language learning, demonstrating that the respondents have optimistic views about enhancing their reading comprehension. Most pupils want to improve their reading skills. The respondents show that they find the stories fascinating by paying attention and feeling emotions while they read them.

The last indicator is Story Comprehension, which is the lowermost. This indicates that the respondents have trouble understanding the narrative. Some pupils find this subject unappealing and struggle to improve their reading abilities. The paper failed to pique the curiosity of the kids in reading tales. Additionally, the respondents' poor academic performance is caused by their lack of prior understanding of reading myths. Based on the findings that were briefly described before, the data on Assessing the Reading Comprehension of Students in Filipino Fable Short Stories are discussed in this chapter.

The kids' reading comprehension skills are excellent for short stories based on Philippine fables. This demonstrates how well-developed the children's reading comprehension was. This shows that the student's Background Knowledge also has a good feeling of understanding stories; Active Reading Skills, and the ability to decipher the text's meaning. Critical Thinking students provide a conclusion to the said questions, and they truly address it; Intensive Reading pupils have full concentration and complete focus while reading; Reading background, they are cognizant of the story's setting; and Story comprehension, they comprehend and can explain it.

The students' background knowledge level in the short story "Philippine Fable" is quite satisfactory. This shows that the student has good prior knowledge of the short story "Philippine Fable." It was believed that students should be able to develop an idea from which they could internalize the purpose of the text as they read. The evidence from Elleman (2017), particularly in regards to children's reading ability, supports this claim by demonstrating that interpretive competence not only predicts reading comprehension but is also changeable through education. A meta-analysis of reasoning intervention trials found that teaching inferences improved general comprehension and inductive and actual comprehension skills.

A reader's prior knowledge is also necessary to construct a cohesive picture of a text, and memory storage pretty well facilitates faster recovery and application of crucial information, according to the study described above (Kintsch & Rawson, 2021). The reading comprehension level in the Filipino fable Short story is fairly satisfactory in terms of active reading skills. This shows that the students' Active Reading Skills in the Filipino Fable Short Story were strong. Reading strategies are widely accepted as being essential to children's engaging, proficient reading. Students are more likely to employ active reading strategies like previewing, anticipating, inferring, drawing from past knowledge, and summarizing as well as comprehension monitoring strategies (Brown, 2016). According to Baker (2017), reading strategy training improves readers' ability to comprehend the text and take part in reading activities.

Additionally, the results of the students' Critical Thinking in the short narrative about a Philippine fable were excellent. This shows that the student's Critical Thinking in the short story "Philippine Fable" was successful. Because stories are intrinsically alluring and inspiring, there is considerable support for the students' critical thinking in them, in accordance with Johann Friederich Herbart's (2001-2017) pedagogical theory. They communicate aspects of linguistic, cognitive, and cultural diversity.

Generally speaking, short stories are like rechargeable battery packs that store important lessons, offer moral value systems, and occasionally mold opinions and attitudes. Through reading short stories, students get reading practice while immersing themselves in a fictional world. More specifically, there has been an expansion of research and points of view on teaching reports through the literary works as a result of greater consciousness of the advantages of implementing literature into language teaching programs and the use of written works in the classroom to encourage students' writing and improve innovative abilities. As was previously indicated (Base, 2018).

One of the cutting-edge methods for incorporating literature into writing and reading instruction, particularly when teaching other linguistic skills, is the storytelling strategy in rational reflection. The incredibly encouraging Intense Indicator Reading occurred next. This shows that the students' close reading of the short story Filipino Fable was successful. According to Alyousef (2020), who describes reading as an interactive process, reading comprehension through rigorous reading is not independent because it is linked to other crucial skills. This interaction happens when a reader engages with any material and starts classifying and analyzing crucial information that could be discussed and shared with their peers.

The knowledge that students gain from reading is related to their study of Alyousef (2020). They contend that reading can help a reader develop automaticity because, after finishing a book, the reader can look up pertinent facts and give their own opinions. Because of this, strategies for teaching language have been developed that encourage lengthy reading to improve reading comprehension. Intensive reading, in accordance with Mart (2018), enables a reader to conduct a thorough analysis within the context of a teacher-taught class, in which vocabulary and grammatical concerns are explored in a brief passage.

Furthermore, Brown (2016) argues that because it requires students to evaluate a lot of books on the same or different topics, rigorous reading "identifies the specific" Intense reading aims to focus attention on content and grammatical structures. By reading aloud to students, asking them questions, and letting them make accurate predictions about the material, teachers can get involved in the process. Students are given the opportunity to comprehend the relevance of a book in this way. According to (Brown, 2016), providing more chances for students to interact with a book is the key to intensive reading. As a result, more information is produced the more familiar the reader is with the topic matter. Additionally, the outcome was quite pleasing in terms of the indication Reading backdrop. It just indicates that the pupils' reading background was favorable when it came to the short story Philippine Fable. Students can understand the information presented to them, pick up existing knowledge, and apply it to their reading abilities. According to (Smith & Robinson, 2019), this suggests that readers actively try to understand the meaning of the story, which involves cracking the code and engaging in analysis, reasoning, thinking, visualizing, and evaluation.

According to Toit (2018), reading helps pupils understand, remember, and make connections between ideas in written text. According to (Adetunji, 2017), a student's aptitude to comprehend what is happening in the text is

represented in the reader's ability to take in the information before processing it and forming conclusions from it. In its most basic form, learning history pertains to the actions that show how reading preferences and tendencies are comparable across different book recommendations (Sangkaeo, 2020). A defined reading objective is essential for one's healthy intellectual development because it fosters the reader's ability to understand values and absorb information rather than criticize (Mohd Noor, 2017). As a result, the outcome was satisfactory in terms of story comprehension. Out of the eight indicators, this was the least favorable outcome. In turn, this makes it harder for kids to understand stories. According to Celle-Murcia (2019), in order to understand what is being read, the reader must combine what he already knows with the information from the book. It might be difficult to read in a second language, therefore students should develop their comprehension skills.

Collaborative approaches to phrasing acquisition have been shown to be more effective than operational definitions of education in the study by Wright and Cervetti (2017) that is referenced as support. Even a little vocabulary lesson is better than none at all, according to certain studies, which indicate increases when only a brief amount of time (in some cases, less than one minute) is spent learning each term. A good strategy to encourage word learning and enhance text understanding is to briefly explain topics before or during reading, especially if the lesson's objective is to improve comprehension. Two further cutting-edge word-learning strategies that aid kids in learning more words are learning to use the environment to construct word meanings (Fukkink & Developer, 2017) and becoming familiar with linguistic characteristics (Goodwin & Ahn, 2020). Another efficient method of teaching language and understanding at the same time is by using information systems (Neuman & Wright, 2019).

Moreover, the indication Effect of the Short Story showed a really pleasing outcome. As a result, the short story's impact on the Philippine fable story was favorable. As a result, the student's attitude toward reading the short story influences the outcome favorably. The rapid narrative impact technique, according to Pardede (2018), enhances people's cognitive perspective toward thinking, activates learners' conceptual frameworks for cognitively grasping new terms, and permits people to articulate their thoughts objectively. Finally, the outcome of the Filipino fable short story was quite good in terms of short stories in language learning. Students also dare to respond to the following inquiries. When it comes to their understanding of stories, they have ample time to reflect and fully absorb, which was backed by Willis (2021), who claimed that if a story's language is at the students' level, it is a good source of "comprehensible input" for them.

6. Conclusion

After data has been gathered, the author's specifics are converted into figures that offer conclusions. Short Filipino fable stories were read by the pupils, and their reading comprehension was found to be very excellent. Respondents generally gave positive ratings to prior knowledge, active reading skills, critical thinking, intensive reading, reading background, comprehension of tales, the influence of short stories, and the utility of short stories in language learning when questioned about reading comprehension. This suggests that the various indices were favorable among students in the first to fourth years.

The four sections of the article explore various strategies, methodologies, and models that professionals have developed to understand how reading occurs in order to provide the proper pedagogies for teaching the skill. Despite this, the majority of professors at universities continue to believe that students already possess the reading skills necessary to understand highly structured and marked texts, such as literary resources, when they enroll in their courses. Studies show that most students struggle to read at even the most basic levels, let alone those where reading is more challenging and requires reading texts with more in-depth degrees of understanding. Teachers must take into account the interests of their students. Introduce children to a range of literary genres while selecting stories, and foster their interest in books that speak to and are related to them. They must also offer a wealth of reading materials for both academic and leisure uses.

7. Intervention Program

ACTION PLAN ON READING INTERVENTION FOR STRUGGLING STUDENTS

Reading is particularly challenging because there are so many factors to take into account. For students, these issues can make reading exceedingly frustrating. We are aware of the difficulties our school has in trying to teach reading. The researchers developed a reading program that attempts to evaluate the student's reading skills in order to solve the reading issues and help the pupils who struggle with reading. Understanding the issues preventing struggling readers will help you to better assist them. We can contribute to improving the students' declining reading ability using a variety of reading materials, instructional tools, reading strategies, and methodologies, particularly for the college students at the University of Mindanao, Tagum City. The Action Plan on Reading Intervention for Struggling Students was presented following this assessment.

Their reading comprehension was tested as part of this study. The researcher then used the information to guide her actions. Researchers design a remedial class as part of an intervention program through an action plan to treat students' reading comprehension problems. Within three days, students will attend remedial lessons. A reading comprehension test will be part of the pre-test questionnaire given to the students. Day 1: Orientation for the restorative class at the University of Mindanao Tagum City will be held for the students. Attendance is expected of all students. Day 2: From first through fourth years, students will be required to enroll in the remedial course. They will have reading materials from the teacher. They are required to read and take a quiz starting on day 2. Day 3: To assess the student's level of reading comprehension, the teacher will distribute a pre-test.

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