The MMDA Program (Mmmm Makakabasa Din Ako): A Reading Intervention for the Primary Learners at Guinamgamman Elementary School

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ABSTRACT

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| This study assessed the effectiveness of the MMDA Reading Program designed to improve literacy skills among primary learners at Guinamgamman Elementary School. Recognizing these struggles is the first step toward supporting them with empathy, effective strategies, and a belief that with the right tools and encouragement, every child can become a successful reader. The study employed a single pre-test and post-test design using a paired sample t-test.  Pre-reading assessments showed that all primary learners at Guinamgamman Elementary School were below their expected reading levels, with Grade 1 pupils struggling with basic skills and Grades 2 and 3 having difficulty blending sounds. Overall, limited phonemic awareness and decoding skills highlighted significant early literacy challenges before the MMDA Program was implemented.  Post-assessments showed that after the MMDA Program, Grade 1 learners improved to phrase-level reading, while Grades 2 and 3 reached sentence-level fluency. Although fluency and word recognition improved, many learners still struggled with reading comprehension, indicating stronger gains in decoding than in understanding text.  The school may sustain the implementation of the MMDA Program and consider expanding it to all primary grade levels, including Kindergarten, to ensure early exposure to structured reading strategies. The positive gains in fluency and decoding indicate that the program is beneficial and should be maintained as a core reading intervention. |

1. INTRODUCTION

Reading is a fundamental skill that opens doors to learning, imagination, and communication-but for some learners, this journey is not always easy. Struggling readers often face challenges that can impact their confidence, motivation, and academic progress. Recognizing these struggles is the first step toward supporting them with empathy, effective strategies, and a belief that with the right tools and encouragement, every child can become a successful reader.

Saudi Arabia is a small country with only 20 million people (McNamara, D. S. (Ed.). (2007). The educators of Saudi Arabia examine something worrying teachers, and many students do not prefer to read books, histories, stories, or textbooks. This has a negative influence on academic achievement and the improvement of students. Reading in students can be regarded as an essential skill in Saudi Arabia and is of most important. The curriculum of Saudi Arabia emphasizes reading as a significant skill to be developed by learners from intermediate to graduate level and in preparatory year courses. Instructors nowadays face an essential issue in reading and comprehension among the students at the university level in Arab nations. Many students could be accounted well for as disabled, judging by their reading difficulties, an issue that may reflect poor performance in their educational activities.

Most of the elementary school pupils in Saudi Arabia are not better readers. This has a negative influence on the academic accomplishment of students. [Zhao, X. (2009)] has mentioned that in Saudi Arabia, teachers use varied reading strategies to develop students' comprehension.

Reading is an ability that must be mastered by students in elementary schools because the ability to read is directly related to the entire student learning process. Students are categorized as ready to read when they can identify or understand the meaning of words from objects mentioned by others, even though students have not been able to sound the letters of the name of the object [Pratiwi, et.al (2017)].

The ability to read for students is seen as a determinant of success in their learning activities at school. It is because all subject matter in various fields of study taught in schools requires an understanding of concepts and theories that must be understood through reading activities. With the ability to read correctly and reliably, students have the basic capital and the main determinant of success in various subjects; On the other hand, failure to master the ability to learn to read will be an obstacle or even a source of failure in student studies at school [Fauzi, F. (2018)].

In the Philippines education system reading is used most frequently to gauge the effectiveness of learning. Recently, Philippine Star (2019) informed that among 79 participating countries and economies, the Philippines scored the lowest in reading literacy in the 2018 Programmed for International Student Assessment (PISA).

According to the news, the country has the largest percentage of low performers in reading among socio-economically disadvantaged students. PISA stated that in 2018 profile of the Philippines, socio-economic status accounts for 18% of the variance in reading performance in the country, compared to the OECD (Organization for Economic Co-operation and Development) average of 12%. This is substantiated by McGill-Frazen (1987) indicating that low reading achievement is related to a few social problems including high dropout rates, teen pregnancies, delinquency, unemployment, and homelessness.

The problem of learners in reading is not a new issue. In fact, certain studies reveal that the reading problems of Filipino students seemed to be perennial [GUIRO et al. (2024)]. Due to such problems, reading and literacy instruction have always been the top priority in all Philippine curricula. Umali (2016) labels that reading instruction in the Philippines can be distinguished into two facets: (1) the regular reading class, which is embedded in the standard curriculum, and (2) the remedial reading class which is a separate subject given to those students who need help in correcting and improving their reading difficulties. The remedial reading class in the Philippines is a pull-out type since it is not integrated within the regular reading class of the students.

In the primary grades the major challenge for pupils is the acquisition of reading skills. Reading is a skill necessary for children’s success both in school and throughout life [6]. Hence, the ability to read is very crucial in this generation because industrialization is taking place which is an extremely powerful force in human affairs. With the bulk of information readily available for everyone, it would be unfortunate if an individual cannot take part in human beings’ accumulated experiences and achievement if they cannot read.

In addition, despite the emphasis on the importance of reading, the Philippine Informal Reading Inventory (Phil IRI) Oral Reading result in 2010 shows a diminishing efficiency in reading skills especially in the primary grades. This claim was supported by an alarming level, the numbers posted by other online articles confirming that the official performance tests on the high school students in certain 2004-2005 school year showed that only 6.59 percent could read, speak, and understand English. Some 44.25 percent had no knowledge of the English language for everyone.

Accordingly, efforts to promote literacy are encouraged by the government, organizations, or even private individuals as the ability to read and write is considered an utmost priority (Cristobal, 2015). In a speech given by the Department of Education’s Literacy Coordinating Council OIC, Dina Ocampo, during the 2014 National Literacy Conference and Awards, she emphasized the role of literacy in empowering an individual to interact in the community and realize his worth and what he can do to contribute to the development of society.

This undeniable reality urges schools to consider reading as a very significant factor to success or failure in every educational endeavor. The Department of Education, as the responsible department of the government in all educational events in the country, has institutionalized the implementation of the ECARP or Every Child a Reader Program which aims to mobilize national goal of producing literacy and numeracy- skilled and independent citizens. One of its salient features is the additional time allotted to the development of the basic 3Rs: reading, writing and arithmetic in the lower grades. This effort aims to alleviate problems among mediocre graduates of elementary and secondary schools.

In line with this effort, the DepEd made the Communication Arts period longer in terms of contact hours in which reading is integrated. In the case of the private elementary curriculum, reading is taught as a separate subject to give enough time for the development and acquisition of basic reading skills.

On the other hand, teachers play a major role in the development of students’ reading habits and interests which are repeatedly stressed by many journal articles. Educators make a difference in the success of their students when they demonstrate earnest passion and believe that all children have the capacity to learn to read and make anything happen with skills and determination. They base their classroom practices on sound reading theory, utilize different means of instruction available which are purposed to meet the specific learning needs of students, create an organized and stimulating learning environment, and regularly assess their students' reading achievement [Damaianti et al 2013].

Moreover, teachers have a pivotal role in helping children to develop and maintain a positive attitude towards learning and literacy. Motivated readers read more, use more complex cognitive strategies, and thus become better readers.

Reading plays a significant role in life, both in individual and communal contexts. Reading skills are essential and function effectively in society educated (Burns et al., 1982: 5). In the learning process in schools, teaching reading must receive serious attention from educators. Learning to read in schools aims to foster and improve reading skills and train students to master aspects of reading skills [Walczyk et. al (2007)].

One of the programs of the Department of Education is “Every Child a Reader Program” which aims to make every Filipino child a reader and a writer at his/her grade level capacitate teachers to become effective reading instructors according to DepEd Memo No. 173, s2019 [DepEd 2019].

Reading is one of the 3 R’s basic skills that a learner must develop. It is essential to learning. But the overall results of the National Assessments reveal that there are elementary and high school learners who are deficient in literacy skills, more so in reading [Anderson, et.al (1988)].

To address the gap, the Department of Education issued DepEd Memo No. 173, s2019 (Bawat Bata Bumabasa Initiative) to task all schools across the country to help learners develop their reading skills and make every learner a proficient reader.

Regional Memo No. 70, s2020 of the Department of Education, Cordillera Administrative Region, reiterate the “No Read, No Pass Policy”. Learners who cannot read in English and Filipino will consequently not be able to cope with other learning areas. More difficulties will be compounded if learners are not able to read and write [Regional Memo 2020]. As stated, and to quote Memorandum No. 67, s2014 of NCR, “Non-readers and students in the frustration level cannot cope with any of the academic requirements that will enable them to pass any of the subjects. It would follow that learning will not take place”.

In our school, the school head has proposed a project initiative titled “The 21st Century Readers,” envisioning that over the next three years, Guinamgamman Elementary School will become a learning institution that promotes a genuine passion for reading and writing among learners. This initiative aims to address issues and concerns related to literacy skills and competencies through the involvement of teachers, parents, and stakeholders. The project “21st Century Readers” aligns with the school's goal of decreasing the number of learners classified as below letter level and at frustration level. This initiative is linked to the school-initiated program, which incorporates various reading programs introduced by the division for K to 6 learners. By the end of the school year, the project aims to achieve specific objectives: Grade I learners will reach Key Stage 3 Level 2; Grades II and III learners will attain Key Stage 4 Level 1; and Grades IV to VI learners will achieve Key Stage 5 Level 3 in both English and Filipino using the LEAP framework.

Apayao “LEAP” is a comprehensive reading intervention initiative of SDO Apayao which was developed and designed to address reading gaps as well as to enhance or advance the reading skills among learners in both elementary and secondary schools based on their individual reading needs as to what stage, specific reading levels and degree of reading difficulties across all grade levels.

Grades 1-3 English – Apayao LEAP starting with Stage 1, Level 1, but if the learner exhibit mastery of the competencies, go up one level at a time.

Guinamgamman Elementary School is a multigrade school. Each teacher handled two grades level. The teacher may struggle to provide individualized attention to each pupil, especially when there are wide differences in reading abilities across grade levels. Younger pupils might not receive enough foundational support in reading, while older pupils may not be challenged enough. Additionally, the diverse needs can make it difficult for the teacher to implement effective reading strategies tailored to each student’s level, potentially leading to slower reading progress and lower levels of literacy development for some students.

Teachers, parents, and stakeholders will receive training and programs relevant to their roles as advocates for developing the 21st-century literacy skills of learners. Failure to develop basic reading skills by age nine predicts a lifetime of illiteracy. Unless these children receive appropriate instruction, more than 74% of those entering first grade who are at risk for reading failure will continue to experience reading difficulties into adulthood.

Considering this, the researcher, drawing on years of teaching experience and challenges encountered while teaching reading, has developed a plan for an additional project entitled “MMDA” (Mmmm Makakabasa Din Ako). This program involves a set of targeted teaching strategies designed to help learners who are struggling with reading. The researcher will identify first the pupils who need help and determine their specific reading difficulties by conducting one-on-one Pre-reading assessments using the LEAP Reading Assessment Tool. After getting the pre result, the researcher then plans the intervention. The implementation of the MMDA program will be the next step. There is a direct teaching of reading skills between the researcher and the identified participants using the time allotted for Remedial Reading Class. She uses interactive PowerPoint and songs to teach letter sounds and blending to catch the interest of the targeted participants.

The poor reading performance of pupils at Guinamgamman Elementary School has consistently been a concern raised during parents' and teachers’ meetings. The challenge is to find solutions to reduce the number of struggling readers at Guinamgamman Elementary School. Hence, this study.

2. STATEMENT OF THE PROBLEM

Generally, this study assessed the effectiveness of the MMDA Program as a reading intervention for the primary learners of Guinamgamman Elementary School.

Specifically, it sought to address the following research questions:

1. What is the reading level performance of primary learners in the pre-reading assessments across various phonetic categories before the implementation of the Mmmm Makakabasa Din Ako (MMDA) Program?

2. What is the reading level performance of primary learners in the post-reading assessments across various phonetic categories after the implementation of the Mmmm Makakabasa Din Ako (MMDA) Program?

3. Is there a significant difference between the performance of readers in the pre-reading and post-reading assessments?

**2.1 Hypothesis**

There is no significant difference between the performance of the primary learners in the pre-reading and post-reading assessments.

3. methodology

**3.1 Research Design**

The study employed a single pre-test and post-test design within an experimental research framework. According to Mike (2017) as cited by Cayabyab et.al, behavioral researchers often utilize this design to analyze the impact of an intervention on a specific sample.

In this study, experimental manipulation was applied to the participants. Observations will be made both before and after this manipulation, which eliminates the need for random selection of participants. The results from both tests will provide insights into the participants' performance, and the differences between the pre-test and post-test scores will reflect the effectiveness of the intervention.

**3.2. Locale of the Study**

The study was conducted at Guinamgamman Elementary School in Guinamgamman, Conner, Apayao, for the school year 2024-2025.

**3.3. Respondents of the study**

The participants were the primary learners of Guinamgamman Elementary School enrolled in the school year 2024-2025.

**3.4. Research Instrument**

The primary tools for assessing the reading performance of the participants are the pre-reading and post-reading assessments, utilizing remedial reading drills adapted from the LEAP Reading Assessment Tool. The assessment components include Part One – Letter Name and Letter Sound Knowledge, Part Two –Blending, Part Three – Sight Words, Part Four – Silent Letter Words, Part Five – Phrases, Part Six – Sentences, Part Seven - Learners’ Experience/s during the process of reading remediation. This reading material will provide a structured assessment aimed at improving the reading skills of the primary learners at Guinamgamman Elementary School.

**3.5 Statistical Analysis**

In the analysis and interpretation of the data, the following tools and measurements were utilized.

A **paired sample t-test** is utilized to assess the significant difference in the pre-reading and post-reading assessments of participants before and after the implementation of the MMDA Program as a reading intervention for struggling readers. This test is appropriate because it compares the means of two related groups (the same participants' scores before and after the intervention) to determine if there is a statistically significant change in reading performance.

4. RESULTS AND DISCUSSION

4.1 Reading level performance of primary learners in pre-reading assessments across various phonetic categories prior to the implementation of the MMDA program

Table 1- Results of the English Pre-Test Administered under the Apayao Literacy Engagement and Advancement Program (LEAP) for S.Y. 2024-2025

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learner #** | **Grade Level** | **Stage** | **Level** | **Yes** | **No** | **Remarks** | **Reading Level** |
| 1 | Grade 1 | Stage 1 | 1 | ✓ |  |  |  |
| 2 |  | ✓ | Needs close supervision to master the skill. | Starting Level |
| 2 | Grade 1 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1 |  | ✓ | The child can only blend (CV) 7 and below out of 10 words. | Letter Level |
| 3 | Grade 1 | Stage 1 | 1 | ✓ |  |  |  |
| 2 |  | ✓ | Needs close supervision to master the skill. | Starting Level |
| 4 | Grade 1 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1, 2, 3, 4a | ✓ |  |  |  |
| 4b |  | ✓ | The child can only blend (CVCC) 11 and below out of 15 words. | Letter Level |
| 5 | Grade 2 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1 | ✓ |  |  |  |
| 2 | ✓ |  |  |  |
| 3 |  | ✓ | The child can only blend (CVC) 11 and below out of 15 words. | Letter Level |
| 6 | Grade 2 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1, 2, 3, 4a, 4b, 4c | ✓ |  |  |  |
| 4d |  | ✓ | The child can only blend (CCVC) 11 and below out of 15 words. | Letter Level |
| 7 | Grade 2 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1, 2 | ✓ |  |  |  |
|  | 3 |  | ✓ | The child can only blend (CVC) 11 and below out of 15 words. | Letter Level |
| 8 | Grade 3 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1, 2, 3 | ✓ |  |  |  |
|  | 4a |  | ✓ | The child can only blend (VCC) 15 and below out of 20 words. | Letter Level |
| 9 | Grade 3 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1, 2, 3 | ✓ |  |  |  |
|  | 4a |  | ✓ | The child can only blend (VCC) 15 and below out of 20 words. | Letter Level |
| 10 | Grade 3 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1, 2, 3, 4a | ✓ |  |  |  |
|  | 4b |  | ✓ | The child can only blend (CVCC) 15 and below out of 20 words. | Letter Level |
| 11 | Grade 3 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1, 2, 3, 4a, 4b, 4c, 4d | ✓ |  |  |  |
|  | 4e |  | ✓ | The child can only blend (CVCV) 15 and below out of 20 words. | Letter Level |

Table 1 shows the results of the English Pre-Test administered under the Apayao Literacy Engagement and Advancement Program (LEAP) for S.Y. 2024-2025 revealed that all 11 primary learners at Guinamgamman Elementary School are reading below their expected grade level. Learners from Grade 1 (Learners 1–4) were generally assessed at the “Starting Level,” requiring close supervision even in foundational reading skills. Learners in Grades 2 and 3 (Learners 5–11) performed slightly better but were still categorized at the “Letter Level,” with consistent difficulties in blending consonant-vowel patterns such as CVC, CCVC, CVCC, VCC, and CVCV structures. These findings indicate that learners have not yet developed automatic word recognition and decoding skills, which are critical for reading fluency and comprehension. The results emphasize the urgent need for targeted, structured reading interventions like the MMDA Program to systematically address phonemic awareness and phonics deficits. Without immediate and sustained instructional support, these learners risk falling further behind academically, potentially impacting their overall learning across all subject areas. The results are aligned with the study of [3], which found that early-grade students commonly experience significant difficulties in beginning reading, especially in decoding and blending sounds. Their research emphasized that many first-grade learners struggle to recognize letter-sound correspondences and construct basic syllables, mirroring the challenges faced by the primary learners at Guinamgamman Elementary School as reflected in their performance at the Starting and Letter Levels. This reinforces the need for structured phonics-based interventions like the MMDA Program to build foundational reading skills.

**4.2 Reading Level Performance of Primary Learners in Post-Reading Assessments Across Various Phonetic Categories Prior to the Implementation of the Mmmm Makakabasa Din Ako (MMDA) Program**

**Table 2- Post-test results of the Apayao Literacy Engagement and Advancement Program (LEAP) under the MMDA Program**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learner #** | **Grade Level** | **Stage** | **Level** | **Yes** | **No** | **Remarks** | **Reading Level** |
| L1 | Grade 1 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
|  |  | Stage 3 | 1 |  | ✓ | The learner can only read 7 phrases and below out of 10. | Phrase Level |
| L2 | Grade 1 | Stage 1 | 1, 2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1 |  | ✓ | The learner can only read 7 phrases and below out of 10. | Phrase Level |
| L3 | Grade 1 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1 |  | ✓ | The learner can only read 7 phrases and below out of 10. | Phrase Level |
| L4 | Grade 1 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1-2 | ✓ |  |  |  |
| Stage 4 | 1 |  | ✓ | The learner can only read 4 sentences out of 5. | Sentence Level |
| L5 | Grade 2 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1-2 | ✓ |  |  |  |
| Stage 4 | 1 |  | ✓ | The learner can only read 4 sentences out of 5. | Sentence Level |
| L6 | Grade 2 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1-2 | ✓ |  |  |  |
| Stage 4 | 1 |  | ✓ | The learner can only read 4 simple sentences out of 5. | Sentence Level |
| L7 | Grade 2 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1-2 | ✓ |  |  |  |
| Stage 4 | 1 | ✓ |  |  |  |
|  |  | 1.1 |  | ✓ | The learner can read 80 % or 78 words and above but can’t answer the 5 questions correctly. | Sentence Level |
| L8 | Grade 3 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1-2 | ✓ |  |  |  |
| Stage 4 | 1, 1.1 | ✓ |  |  |  |
| 2 |  | ✓ | The learner can only read 4 compound sentences out of 5. | Sentence Level |
| L9 | Grade 3 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1-2 | ✓ |  |  |  |
| Stage 4 | 1, 1.1 | ✓ |  |  |  |
| 2 |  | ✓ | The learner can only read 4 compound sentences out of 5. | Sentence Level |
| L10 | Grade 3 | Stage 1 | 1-2 | ✓ |  |  |  |
| Stage 2 | 1-6 | ✓ |  |  |  |
| Stage 3 | 1-2 | ✓ |  |  |  |
| Stage 4 | 1, 1.1, 2, 2.1 | ✓ |  |  |  |
| 2.2 |  | ✓ | The learner can read 80 % or 57 words and above and able to answer 2 questions only. | Sentence Level |
|  |  | Stage 1 | 1-2 | ✓ |  |  |  |
|  |  | Stage 2 | 1-6 | ✓ |  |  |  |
|  |  | Stage 3 | 1-2 | ✓ |  |  |  |
|  |  | Stage 4 | 1, 1.1, 2, 2.1, 3, 3.1 | ✓ |  |  |  |
|  |  | 3.2 |  | ✓ | The learner could read 80% or 130 words and above but was not able to answer all the questions that follow. | Sentence Level |

Table 2 shows the post-test results of the Apayao Literacy Engagement and Advancement Program (LEAP) under the MMDA Program reveal that among the eleven primary learners assessed, significant progress in reading fluency and comprehension was evident, though varying across grade levels. Grade 1 learners (Learners #1–4) remain at the “Phrase Level,” indicating they can read up to 7 phrases out of 10, suggesting early decoding skills with emerging fluency. Grade 2 learners (Learners #5–7) and Grade 3 learners (Learners #8–11) consistently reached the “Sentence Level,” successfully decoding simple and compound sentences; however, many struggled to answer comprehension questions despite high word recognition scores. For example, Learners #10 and #11 demonstrated the ability to read 80% of the text (57 and 130 words respectively) but could only answer a few or none of the comprehension questions. This suggests that while the MMDA Program has effectively enhanced word recognition and fluency, comprehension skills remain a challenge. The implication is a need for more targeted instruction focusing on reading comprehension strategies such as inferencing, summarizing, and question-answering techniques to bridge the gap between decoding and understanding, ensuring learners not only read fluently but also grasp the meaning of what they read. These results aligned in the study of [8], which emphasized the critical connection between reading fluency and comprehension. Their findings highlighted that while students may demonstrate the ability to decode words quickly and accurately—a skill developed through consistent practice and exposure—this does not necessarily translate to strong comprehension skills. In the context of the MMDA Program, although learners showed improved fluency and word recognition, their struggle with answering comprehension questions mirrors Walczyk and Griffith-Ross’s assertion that fluency alone is insufficient. Thus, these results underscore the necessity of integrating targeted comprehension strategies alongside fluency training to ensure holistic reading development.

**4.3 Comparison of Readers’ Performance in Pre-Reading and Post-Reading Assessments**

**Table 3- Significant improvement in the reading performance of primary learners at Guinamgamman Elementary School after the implementation of the MMDA Program**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **t-value** | **p-value** | **Decision at** | **Interpretation** |
| Pre-test Reading Perforamnce | 3.89 | 1.83 | -8.54 | <0.001 | Reject Ho | Significant |
| Post-test Reading Performance | 11.50 | 2.67 |

Table 3 reveal a significant improvement in the reading performance of primary learners at Guinamgamman Elementary School after the implementation of the MMDA Program (Mmmm Makakabasa Din Ako). The mean score increased substantially from 3.89 in the pre-test to 11.50 in the post-test, with corresponding standard deviations of 1.83 and 2.67, respectively. A computed t-value of -8.54 and a p-value of less than 0.001 indicate that this difference is statistically significant at the 0.05 level, leading to the rejection of the null hypothesis. This suggests that the MMDA Program had a meaningful and positive impact on the learners' reading abilities. The implication of this result is that structured and contextually relevant reading interventions such as the MMDA Program can effectively address reading difficulties in early grades. Educators and school administrators may consider adopting or adapting this program as a viable tool for enhancing foundational literacy skills among primary learners, ultimately contributing to improved academic outcomes across subject areas. The results aligned in the study of [13], which revealed that a structured reading remediation program significantly improved the reading performance of struggling learners. Like the outcomes of the MMDA Program at Guinamgamman Elementary School, their findings demonstrated that focused intervention strategies can effectively enhance foundational reading skills in early grade learners, affirming the value of targeted and contextualized support in literacy development.

**5. CONCLUSIONS**

The results of the study confirm that the MMDA Program significantly improved the reading fluency and word recognition skills of primary learners at Guinamgamman Elementary School, especially those who initially lacked foundational literacy skills. While students showed notable progress in decoding, ongoing challenges in reading comprehension highlight the need for future interventions to also target understanding of text. Overall, the findings underscore the effectiveness and importance of structured reading programs in addressing early literacy gaps and supporting academic success.

Consent

I affirm that the respondents voluntarily agreed to participate after being fully informed about the purpose, nature, and potential implications of the study. Their responses have been collected with utmost respect for their privacy and confidentiality.

Ethical approval

The study was conducted with approval and in accordance with the standards of the college. No ethical approval was required, as the research followed all applicable ethical guidelines, ensuring respect for the respondents’ privacy and confidentiality.

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