



## **IMPROVING THE READING COMPREHENSION SKILLS OF GRADE 3 READERS THROUGH WHOLE LANGUAGE APPROACH AND MULTIMEDIA APPROACH**

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### **ABSTRACT**

Reading comprehension is a vital foundation for academic success, enabling learners to construct meaning from texts and apply knowledge across contexts. Yet many Grade 3 pupils remain focused on decoding rather than understanding, limiting literacy growth. Diagnostic results from the Philippine Informal Reading Inventory (Phil-IRI) confirmed comprehension difficulties among Grade 3 learners. This study examined the effectiveness of the Whole Language Approach (WLA) and the Multimedia Approach (MA) in improving comprehension skills, specifically noting details, making inferences, and sequencing events. A quasi-experimental design with pretest–posttest measures was employed, and data were analyzed using descriptive statistics, paired t tests, and ANCOVA. Results revealed that both groups demonstrated significant improvement after the interventions, with the WLA group showing greater progress and statistically significant differences across sub-skills. The MA group also improved, particularly in learner engagement and motivation, though its gains were less statistically robust. ANCOVA results showed that, after controlling pretest scores, no significant difference existed between the two approaches, indicating both are effective for Grade 3 readers. Addressing the research gap on comparative evidence in the Philippine Grade 3 context, the study recommends that future researchers further explore integrated applications of whole language strategies and multimedia tools to maximize literacy outcomes.

**Keywords:** *Reading comprehension, Whole Language Approach, Multimedia Approach, Grade 3, Philippines*

## INTRODUCTION

It is extremely important that every child today is given the opportunity to read. The topic of reading instructional tactics has long been a subject of debate, because the individual reading abilities directly influence the quality of their life. Therefore, reading skills are crucial for personal and societal satisfaction as well as academic performance. As what Khofifah et al., (2021) surmised, failure to learn how to read derives enormous outcomes on those who are unable to achieve this. Hence, this puts them at a disadvantage in terms of social, economic, and personal growth.

Reading and comprehension skills are central to improving education quality. This research holds significant relevance to educational development efforts (Alika et al., 2023; Hamna et al., 2024; Purwasih & Sahnun, 2022). Reading is defined as the process of understanding meanings within written texts and involves critical and creative processing by readers to comprehend the content (Nurhadi, 2021; Adu & Cendana, 2022; Khoeriyah & Kamal, 2023). This study builds upon these foundations to address practical challenges in the field and explore innovative methodologies for improvement.

Every school year, there are readers who proceed to the next grade level despite their inability to read fluently or comprehend text. Literacy is the core to academic success and effective involvement in society, as well as lifelong learning (Duke and Cartwright, 2021; Snowling et al., 2021). Nevertheless, despite continuous efforts to develop strong reading skills, a substantial proportion of elementary learners continue to experience difficulties in acquiring literacy competencies, particularly during the early years of primary education (Lonigan et al., 2022; Organization for Economic Cooperation and Development, 2023). Among these learners, Grade Three students with problems in reading can be considered as a vulnerable group because, due to the constant problems in reading comprehension, they might not be able to achieve academic growth. They may also have restricted resources to continue their studies (Kim and Petscher, 2024).

The Whole Language Approach and the Multimedia Approach were used in this study. The Whole Language philosophy is based on meaningful and authentic reading experiences that naturally builds literacy skills. It helps in understanding and learning the language through the enrichment of input in the form of contextual input, as opposed to the isolated drills. Multimedia Approach involves the use of digital materials like text, images, audio, video and interactive media to stimulate more than one sense. Its presentation in different modalities increases the motivation of learners, minimizes cognitive load, and reinforces the understanding, which makes it particularly efficient when it comes to Grade Three pupils who are still in the stage of decoding texts and need to understand them on a more profound level.

The recent study conducted by Juraeba et al. (2024) confirms that Whole Language Approach and Multimedia Approach may considerably enhance the level of advanced reading among elementary school students which results in a higher rate of motivation and mastering the competencies of comprehension. Including this evidence,

the current research investigated the efficiency of the use of both methods, namely Whole Language Approach and Multimedia Approach aids, like interactive PowerPoint presentations to improve reading comprehension of Grade Three pupils. Through a combination of authentic texts and digital aids, this study seeks to determine whether the Whole Language Approach and the Multimedia Approach are effective in complementing each other in engaging young readers, facilitating their comprehension, and fostering critical thinking. By examining how these practices intersect, the research aims to establish their potential in strengthening literacy instruction and enhancing the overall learning experience of Grade 3 pupils.

The research aimed to enhance the current debate on the reading comprehension abilities of the learners and provide practical information to educators, researchers and policymakers by undertaking a comprehensive literature review, theoretical framework examination and empirical study research.

This study hopefully contributes to the attainment of Sustainable Development Goal number 4 which is Quality Education, emphasizing ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Through the interventions of Whole Language Approach and Multimedia Approach to improve the reading ability of Grade 3 students, the research aimed to enhance the basic literacy skills which are fundamental in achieving positive learning outcomes in primary education. Moreover, the inclusion of innovative instructional methods facilitates fair access to interesting and purposeful literacy instruction, especially among young learners with a variety of learning needs, thus helping to decrease educational inequalities.

## Research Questions

This study aimed to determine the effectiveness of the Whole Language Approach and Multimedia Approach in improving the reading comprehension skills of Grade Three readers in a public elementary school in Misamis Oriental in the 1<sup>st</sup> semester of SY 2025-2026.

Specifically, it aimed to answer the following questions:

1. What is the level of the participants' reading comprehension skills before and after the interventions in terms of:
  - 1.1 Noting details;
  - 1.2 Making inferences; and
  - 1.3 sequencing events?
2. Is there a significant difference in the two groups of participants' reading comprehension skills before and after the interventions?
3. Which of the two reading approaches is more effective in improving the reading comprehension skills of struggling readers?

## **METHODOLOGY**

### **Research Participants and Sampling Procedure**

The sample was selectively used in this study through purposive sampling where the sample consisted of Grade three learners who were selected to be Grade three readers as determined by their performance in the Philippine Informal Reading Inventory (PHIL-IRI), which was given at the start of the school year. The process of selection was initiated by identifying students whose reading score was below the instructional level, which means that they had considerable problems with reading comprehension. These learners were deemed to best suit the study because they needed enhancement in their literacy skills with the use of the Whole Language Approach and the Multimedia Approach.

To be inclusive and exhaustive in terms of data, the study used total enumeration, which entailed all the 70 Grade 3 pupils that matched the qualifications of identified readers. These participants have been separated into two equal groups of 35 students each. One group was taught with the Whole Language Approach, and the other group was taught with the Multimedia Approach with interactive PowerPoint presentation.

The inclusion criteria were Grade three learners who were enrolled in the selected school where the researcher is teaching. The instructional level of reading comprehension was determined by the PHIL-IRI results, the learners were regularly attending classes, and their parents or guardians gave written consent to participate in the study. In the meantime, the exclusion criteria were learners that were at independent reading level since they are not considered as instructional readers. Students with known learning disabilities or visual/hearing impairments that could limit reading skills, and students who were often not in school or could not take the pre-test and post-test tests were not included. These participants were chosen based on the primary purpose of the study to compare the effect of the Whole Language Approach and the Multimedia Approach on developing the literacy skills of grade three readers. The study directly filled the research gap with regard to the paucity of evidence on the relative effects of these two instructional interventions to reading comprehension in early elementary learners by targeting the learners who were identified as instructional readers. The focus on this particular population instead of an overall population enabled the study to generate focused, significant, and practical results that can be used to design more effective reading interventions to support learners who require the intervention most.

This sampling procedure ensured that the subjects are learners who are likely to enjoy most of the interventions. Also, their different academic levels and exposure to the level of reading activity gave a realistic reflection of a real-life classroom scenario thereby enabling the researcher to be able to evaluate and compare the effect of both methods on enhancing reading comprehension.

## Research Instruments

A reading comprehension test, which aimed to measure three particular skills, Noting Details, Identifying Character Traits, and Sequencing events, was the main research instrument in this study. The questions were formulated and reformed based on the Philippine Informal Reading Inventory (PHIL-IRI) of the 2018 Edition, the standardized test that is administered in schools in the Philippines to evaluate the oral reading, silent reading, and comprehension levels of the learners.

The same items were administered to the two groups which consist of 35 pupils exposed to the whole language approach and another 35 pupils exposed using multimedia tools. The total number of questions was 30 items. It was divided into three reading comprehension subskills; 10 times for noting significant details of the story; 10 items for Making Inferences; and 10 times for sequencing events. The participants answered the passage in 30 minutes. The researcher kept track of the participants' records.

The instrument used in the study was carefully designed to measure Grade Three reading comprehension skills, specifically noting details, sequencing events, and identifying character traits. It was administered to a pilot group of thirty Grade Three pupils from another school to determine its reliability. The responses gathered from the pilot test were analyzed using Cronbach's alpha, a statistical measure of internal consistency. An alpha value of 0.70 or higher is generally considered acceptable, and the instrument met this standard across all subscales. The Noting Details subscale produced a Cronbach's alpha of 0.701, which indicates satisfactory reliability. The Sequencing of Events subscale yielded a Cronbach's alpha of 0.702, showing acceptable internal consistency. The Identifying Character Traits subscale obtained a Cronbach's alpha of 0.739, reflecting good reliability. These results demonstrate that the items within each subscale were cohesive and dependable.

Overall, the pilot test confirmed that the instrument was reliable and suitable for use in the study, providing consistent measures of the intended reading comprehension skills.

## Data Gathering Procedures and Ethical Considerations

The researcher observed strict ethical protocols in the conduct of this study. First, ethical clearance was obtained from the Research Ethics Committee to ensure that the conduct of the study adhered to established research standards and guidelines. When the approval was granted, the researcher then asked permission from the school principal to conduct the study. Afterward, informed consent was secured from the parents or guardians of the learners, considering that the participants were minors. The assent form outlined the purpose of the study, the procedures involved, the voluntary nature of participation, and the rights of the participants, including the right to withdraw from the study at any point without any penalty. Once all approvals and consents are in place, the pre-test was administered, followed by the implementation of the intervention.

Ethical considerations are paramount in conducting research involving young learners. The study observed the principles of respect, beneficence, and justice to ensure the well-being, rights, and dignity of all participants. Confidentiality and anonymity were strictly maintained, with data anonymized and securely stored to protect participants' identities. Privacy agreements were observed to guarantee that personal information remains confidential and inaccessible to unauthorized individuals.

Throughout the study, the researcher ensured that no participant experienced harm, discomfort, or undue pressure. All interventions were designed to be non-invasive, age-appropriate, and respectful of students' time and capacities. The researcher remained attentive to any sign of anxiety or distress among participants and provided support or referral to appropriate resources if needed. Data handling and storage followed institutional ethical guidelines, ensuring that all files were securely kept and accessible only to authorized personnel.

By observing these ethical principles, the study aimed to uphold the highest standards of integrity, respect, and accountability, ensuring that all participants' welfare and rights were prioritized throughout the research process.

### **Statistical Treatment of Data**

In analyzing the data collected, appropriate statistical tools were used.

Results of items in research question 1: What is the level of the participants' reading comprehension skills before and after the interventions in terms of:

1. Noting details;
2. Making inferences; and
3. sequencing events?

were analyzed using frequency, percentage, mean, and standard deviation to describe the reading comprehension skills of the learners in both groups.

For research question 2, Is there a significant difference in the two groups of participants' reading comprehension skills before and after the interventions?

t-test for paired samples was used to determine the significant difference of the reading comprehension skills before and after the interventions.

For research question 1 3, Which of the two reading approaches is more effective in improving the reading comprehension skills of struggling readers?

Analysis of Co-Variance (ANCOVA) was employed to find out if there is a significant difference in reading comprehension skills after the interventions in both groups.

## Scope and Delimitation of the Study

This research was based on a quasi-experimental design, wherein the interventions of two groups of Grade 3 students who had been determined as struggling readers according to the Philippine Informal Reading Inventory (Phil-IRI) results were the Whole Language Approach and the Multimedia Approach. The study was carried out in one of the central schools in the Division of Misamis Oriental, Philippines.

This study focused on Grade 3 readers of Tagoloan Central School during the second quarter of School Year 2025–2026. The intervention lasted for eight (8) weeks and specifically targeted three reading comprehension skills: (1) noting details of a story, (2) making inferences, and (3) sequencing events. A quasi-experimental design was employed, using pretest–posttest measures to determine the effectiveness of the Whole Language Approach (WLA) and the Multimedia Approach (MA) in enhancing comprehension.

A pretest was administered prior to the start of the intervention, and a posttest using the same instruments was conducted after the eighth week. The delimitations therefore included the Grade 3 level of participants, the duration of the intervention, the quarter of implementation, and the focus on three specific comprehension sub-skills measured through the pretest–posttest design: noting details, making inferences, and sequencing events.

The scoring procedure guided the researcher in interpreting the participants' performance in terms of their reading comprehension skills, specifically classified into noting details, identifying character traits, and sequencing events. This procedure was further enhanced by the researcher to ensure clarity and consistency in evaluating learner outcomes. The process was anchored on DepEd Order No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, which provides the framework for assessing learners' competencies in a valid and reliable manner.

<b>Score (0–10)</b>	<b>Interpretation</b>
10	Outstanding
8-9	Very Satisfactory / Very Good
6–7	Satisfactory / Good
4–5	Fairly Satisfactory / Fair
0–3	Did Not Meet Expectations / Poor

## RESULTS

This section presents, analyzes and interprets the data collected in this study. The findings are tabulated per key variables. The statistical results are analyzed and discussed in terms of their relevance to the overall aims of the study.

**Research Question 1.** What is the level of the participants' reading comprehension skills before and after the interventions in terms of:

1. Noting details;
2. Making inferences; and
3. sequencing events?

**Table 1**

*Summary Table of Reading Comprehension Before and After the Interventions*

Components	WHOLE LANGUAGE APPROACH						MULTIMEDIA APPROACH					
	Pre-test			Post-test			Pre-test			Post-test		
	M	S	I	M	S	I	M	S	I	M	S	Int
	D	n	t	D	n	t	D	n	t	D		
<b>Noting Details</b>	8.	1	G	9	1	V	7	1	G	9.0	1.	V
	46	.		.	.	G	.	.		6	2	G
		4		3	0		7	4			4	
			1	8		7	8					
<b>Making Inferences</b>	7.	1	G	8	1	G	7	1	G	9.1	1.	V
	80	.		.	.		.	.		1	0	G
		8		9	3		6	7			5	
			4	0		0	9					
<b>Sequencing Events</b>	6.	1	F	8	1	G	7	1	G	8.8	1.	G
	74	.		.	.		.	.		3	2	
		8		6	3		4	3			7	
			8	7		9	1					
<b>Overall</b>	7.	1	G	8	0	G	7	1	G	9.0	0.	V
	67	.		.	.		.	.		0	8	G
		2		9	9		6	1			6	
			7	2		2	3					

*Legend: 10 – Outstanding (O); 8- 9 – Very Good (VG); 6-7 – Good (G); 4-5 – Fair (F); 0-3 – Poor (P)*

**Research Question 2.** Is there a significant difference in the two groups of participants' reading comprehension skills before and after the interventions?

**Table 2**

*Paired Samples t-test for Pre-Test and Post-Test Scores in Whole Language Approach and Multimedia Approach*

Components	Whole Language Approach		Multimedia Approach	
	Pre-test	Post-test	Pre-test	Post-test
<b>Noting Details</b>	8.46	9.31	7.77	9.06
T		<b>4.55</b>		<b>5.12</b>
P		<b>&lt;.001</b>		<b>&lt;.001</b>
Cohen's d		-0.769		-0.865
<b>Making Inferences</b>	7.80	8.94	7.60	9.11
T		<b>5.45</b>		<b>5.55</b>
P		<b>&lt;.001</b>		<b>&lt;.001</b>
Cohen's d		-0.922		-0.937
<b>Sequencing Events</b>	6.74	8.66	7.49	8.83
T		<b>6.93</b>		<b>4.68</b>
P		<b>&lt;.001</b>		<b>&lt;.001</b>
Cohen's d		-1.17		-0.791
<b>Overall</b>	<b>7.67</b>	<b>8.97</b>	<b>7.62</b>	<b>9.00</b>
T		<b>6.93</b>		<b>8.04</b>
P		<b>&lt;.001</b>		<b>&lt;.001</b>
Cohen's d		-1.17		-1.36

**Research Question 3.** Which of the two reading approaches is more effective in improving the reading comprehension skills of struggling readers?

**Table 3**

*Analysis of Covariance for Reading Comprehension Controlling for Pre-test Scores*

Components	Whole Language Approach (Adjusted Means)	Multimedia Approach (Adjusted Means)	F	p	$\eta^2$
Noting Details	9.174	9.198	.010	.922	.000
Making Inferences	8.903	9.154	1.230	.271	.018
Sequencing Events	8.771	8.715	.034	.855	.001
Overall	8.950	9.012	.116	.734	.002

## DISCUSSION

Table 1 shows the summary table of Reading Comprehension Before and After the Interventions in Grade 3 pupils. The largest increase was observed in the Whole Language Approach, which went up to Fair ( $M = 6.74$ ,  $SD = 1.88$ ) to Good ( $M = 8.66$ ,  $SD = 1.37$ ). This draws attention to the power of contextualized, language-rich activities in supporting the capacity of learners to plan and structure the elements of the story in a consistent way. The Multimedia Approach also increased, but not as dramatically as the Whole Language Approach, in Good ( $M = 7.49$ ,  $SD = 1.31$ ) to higher Good ( $M = 8.83$ ,  $SD = 1.27$ ), indicating that multimedia tools strengthened sequencing skills. On the whole, both methods were quite productive. The Whole Language Approach advanced from Good ( $M = 7.67$ ,  $SD = 1.22$ ) to Very Good ( $M = 8.97$ ,  $SD = 0.92$ ), while the Multimedia Approach similarly progressed from Good ( $M = 7.62$ ,  $SD = 1.13$ ) to Very Good ( $M = 9.00$ ,  $SD = 0.86$ ).

The results support the fact that the Whole Language Approach, as noted by Goodman (1986) and Chaney (1990), improves comprehension, while multimedia elements add benefits in noting details and making inferences. Multimedia scaffolds understanding through visual, auditory, and textual representations, aligning with Paivio's Dual Coding Theory (1991) and Mayer's Multimedia Learning Model (2009). Together, these approaches highlight the value of multimodal literacy instruction, enriching language learning and fostering deeper comprehension and critical thinking. In general,

both the Whole Language Approach and Multimedia Approach significantly improved Grade 3 pupils' reading comprehension, with WLA showing stronger gains in detail recognition and sequencing, while MA enhanced inferential reasoning. Together, they complement each other by fostering engagement, consistency, and higher-level comprehension skills that strengthen overall literacy achievement.

Table 2 obtained highly statistical evidence that not only the Whole Language Approach but also the Multimedia Approach made a significant difference in the reading comprehension skills of Grade 3 students. The pair samples t-test showed that, in all the components, Noting Details, Making Inferences, Sequencing Events, and Overall scores the calculated t-values were all significant at  $p < .001$ . This implies that the discrepancy between pre-test and post-test scores was not by chance but by the interventions that were being implemented.

These findings indicate that primary grade literacy can be significantly increased through the organization of instructional practices on the basis of evidence based instructional strategies. The interventions were able to raise the mean scores besides demonstrating good practical significance revealed by Cohen d values of approximately 1.0 or greater in most of the components. This confirms that there are statistically and educationally significant improvements, which support the combination of these strategies in the classroom practice to promote the development of holistic reading comprehension.

The results affirm that even though the Whole Language Approach, as proposed by Goodman (1986) and Chaney (1990) improve comprehension, the introduction of multimedia features is an added benefit, especially in Noting Details and Making Inferences. The overall scores validated the effectiveness of both strategies, which were the Whole Language Approach ( $t = 6.93$ ,  $p < .001$ , Cohen  $d = -1.17$ ) and the Multimedia Approach ( $t = 8.04$ ,  $p < .001$ , Cohen  $d = -1.36$ ). The big effect sizes highlight that interventions were very strong in influencing the general reading comprehension of pupils.

The statistical results are a good indication that reading comprehension skills of the subjects before and after the intervention were significantly different. The Multimedia Approach as well as the Whole Language Approach was effective with large effect sizes in all components. The Whole Language Approach was fairly strong in its sequencing skills development, but Multimedia Approach showed a slightly stronger impact on the inferential comprehension and overall performance.

Table 3 results show the findings of the Analysis of Covariance (ANCOVA) that was carried out to find out whether the difference between the Whole Language Approach and the Multimedia Approach was significant in controlling pre test scores. The adjusted means of both groups in the different elements of reading comprehension- Noting Details, Making Inferences, Sequencing Events, and Overall scores exhibit very close values which have minimal and non-significant differences.

Table 3 demonstrates the results of the Analysis of Covariance (ANCOVA) which is conducted to show whether the difference between the Whole Language Approach and the Multimedia Approach is significant when the pre-tests are taken into consideration. The adjusted means of the two groups in terms of the components of reading comprehension, Noting Details, Making Inferences, Sequencing Events and Overall scores, have very close values, with small and statistically insignificant differences. In the case of Noting Details, the adjusted means of the Whole Language Approach and Multimedia Approach were 9.174 and 9.198 respectively.

This result suggests that the two teaching methods can be equally effective to be used in the classroom. Teachers can thus choose between the Whole Language Approach and the Multimedia Approach based on the contextual requirements, resources and the instructional aims with the confidence that both can result into significant improvement in reading comprehension. The fact that there are no major differences also indicates that incorporating the two could be a viable plan because each has proven to be effective in certain aspects of comprehension, but overall they produce similar results components of comprehension, yet overall, they yield comparable outcomes.

The results of the ANCOVA show that the Whole Language Approach (WLA) and the Multimedia Approach (MA) were equally effective in enhancing the ability of the participants to order the events. The fact that this difference was not statistically significant and that the effect size was very small implies that once the pretest performance was taken into account, both methods did not have clear advantages. These results are supported by recent studies. The integration of digital technology, as highlighted by Esteban et al. (2024), has a positive effect on literacy results, yet the effect might not necessarily result in statistically significant differences among the instructional strategies, which is consistent with the results of ANCOVA. Bangoy et al. (2024) have shown that audio-visual assisted technology enhanced understanding among Grade 3 students, and that multimedia can help to raise the performance level, just as the MA group has reached the Outstanding level.

## Conclusions

The aim of this study was to determine the effectiveness of the Whole Language Approach (WLA) and Multimedia Approach (MA) in improving the reading comprehension skills of Grade 3 pupils. Results confirmed that both methods had a strong positive impact on noting details, making inferences, sequencing events, and overall comprehension, with statistical tests showing highly significant improvements. The WLA group demonstrated greater gains in sequencing skills, while the MA group showed stronger improvements in inferential comprehension and overall performance. ANCOVA results further indicated no significant difference between the two approaches when pre-test scores were controlled, affirming that both strategies are equally effective and pedagogically valid.

These findings reinforce the study's theoretical basis: Goodman's Whole Language Theory (1967) explains the gains in sequencing through authentic, language-rich experiences, while Mayer's Multimedia Learning Theory (2001) accounts for

improvements in inferential comprehension and overall performance by combining verbal and visual information to reduce cognitive load and enhance understanding. The study confirms that the Whole Language and Multimedia Approaches are complementary strategies for literacy instruction. Their integration provides a strong pedagogical model that supports diverse learners, enriches language learning, and fosters both basic and higher-order comprehension skills for academic success and lifelong learning.

## **Recommendations**

Based on the findings of this study, several recommendations can guide teachers, curriculum developers, and future researchers in strengthening reading comprehension instruction. For teachers, the Whole Language Approach should serve as a foundation for developing higher-level skills such as inferencing and sequencing. This can be enriched with multimedia strategies that use interactive, visual, and context-rich materials to engage diverse learners. Sub-skills in comprehension may also be supported through guided reading and graphic organizers, which, when combined with whole language practices, help pupils process texts more effectively.

Above all, teachers are encouraged to focus on scaffolding and learner engagement, recognizing that technology is most powerful when paired with meaningful facilitation rather than used in isolation.

Curriculum designers are encouraged to integrate reading interventions that combine whole language principles with multimedia resources to address diverse learning styles. They should also develop assessment tools that capture

For researchers, longer-term studies are recommended to examine the sustained effects of whole language and multimedia strategies on young readers. Future work should also explore their impact on larger and more diverse populations to strengthen generalizability. In addition, examining variables such as motivation, digital literacy, and instructional time would provide deeper insights into how multimedia-supported reading programs can be optimized.

## **Compliance with Ethical Standards**

The researcher observed strict ethical protocols in the conduct of this study. First, ethical clearance was obtained from the Research Ethics Committee to ensure that the conduct of the study adhered to established research standards and guidelines. When the approval was granted, the researcher then asked permission from the school principal to conduct the study. Afterward, informed consent was secured from the parents or guardians of the learners, considering that the participants were minors. The assent form outlined the purpose of the study, the procedures involved, the voluntary nature of participation, and the rights of the participants, including the right to withdraw from the study at any point without any penalty. Once all approvals and consents are in place, the pre-test was administered, followed by the implementation of the intervention.

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