

**ADDRESSING READING FRUSTRATION WITH LOCALIZED READING MATERIALS:
AN INTERVENTION FOR GRADE 8 STUDENTS IN PEDRO S.
TOLENTINO MEMORIAL INTEGRATED SCHOOL**

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Abstract

The main goal of this study is to enhance reading comprehension and reduce reading frustration among Grade 8 students of Pedro S. Tolentino Memorial Integrated School. By focusing on local surroundings, customs, people, and experiences, the study seeks to examine how the use of culturally and contextually relevant texts can increase student engagement, promote deeper text comprehension, and support struggling readers. The researcher employed both quantitative and qualitative data collection methods. The quantitative approach was used to measure improvements in reading performance before and after the intervention, while the qualitative approach provided in-depth insights into students' experiences and perceptions of the localized reading materials. Learning was considered to have occurred when a noticeable improvement was observed in the reading levels of learners who used the localized reading intervention materials. The use of localized reading materials had a significant impact on enhancing reading comprehension and reducing reading frustration among Grade 8 students of PSTMIS. The notable increase in post-test scores indicates that students were able to comprehend texts more effectively when the materials reflected local settings, experiences, and culture. These findings support the view that reading becomes more meaningful and accessible when learners can relate to the content. The Department of Education (DepEd) may consider offering workshops for teachers on developing materials aligned with its localization policy and contextualized instruction. Teachers may also be encouraged to create narratives that reflect students' communities, culture, and everyday experiences, as well as to continue using locally relevant reading materials in reading lessons to support struggling readers and reduce disengagement. Further research involving other grade levels or schools within the division is also recommended to explore the long-term impact of localized reading interventions.

Keywords: reading comprehension, frustration level, localized reading intervention material