



(RESEARCH ARTICLE)



## Personal response approach and its effects to the performance of grade 9 students in Philippine literature

DAISY LENN B. CASIN \*

*Master of arts in education major in English, Daniel b. Pena memorial college foundation, inc.*

International Journal of Science and Research Archive, 2026, 19(01), 869-871

Publication history: Received on 09 March 2026; revised on 19 April 2026; accepted on 22 April 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.19.1.0849>

### Abstract

This study investigates the effectiveness of the Personal Response Approach (PRA) in enhancing Grade 9 students' performance in Philippine Literature at Tabaco National High School during the academic year 2025–2026. PRA emphasizes learners' active engagement with texts by connecting personal experiences, emotions, and prior knowledge to literary analysis. The research employed a quasi-experimental design involving sixty-six students divided into control and experimental groups. Pre-test and post-test evaluations measured competencies such as analyzing bias, evaluating truthfulness of ideas, extracting essential information, critiquing deeper meanings, relating themes to real-life contexts, and applying effective listening strategies. Results sought to determine whether significant differences existed between the two groups' performances and to identify least mastered competencies requiring instructional intervention. Findings are expected to demonstrate that PRA fosters critical thinking, deeper comprehension, and improved engagement in literature studies. Lesson plans were developed to address gaps in mastery, ensuring alignment with DepEd's Most Essential Learning Competencies (MELCs). The study contributes to pedagogical innovation by validating PRA as a learner-centered strategy that enhances both linguistic proficiency and cultural awareness. Implications extend to teachers, policymakers, and educational institutions seeking effective approaches to improve literacy outcomes and foster critical, reflective learners in Philippine secondary education.

**Keywords:** Personal Response Approach (PRA); Philippine Literature; Grade 9 Students; Critical Thinking Skills

### 1. Introduction

English education plays a pivotal role in developing students' communication, comprehension, and critical thinking skills. In the Philippines, its integration with Philippine Literature strengthens both linguistic proficiency and cultural identity. Literature instruction encourages learners to analyze themes, critique messages, and relate texts to societal realities, aligning with the objectives of the K to 12 English Curriculum and the mandates of Republic Act No. 10533. Despite its importance, classroom observations reveal challenges in student engagement and mastery of higher-order competencies, particularly in literature studies. Traditional methods often limit learners to surface-level understanding, underscoring the need for innovative strategies that foster deeper analysis and personal investment. The Personal Response Approach (PRA) offers a promising solution by encouraging students to construct meaning through personal connections, emotions, and reflective discussions. This learner-centered method cultivates critical literacy, self-expression, and advanced interpretative skills essential for academic success. At Tabaco National High School, preliminary assessments highlighted the need for interventions to improve Grade 9 students' performance in Philippine Literature. This study therefore examines the impact of PRA on learners' competencies, comparing outcomes between control and experimental groups, and identifying least mastered skills to inform lesson planning. Ultimately, it seeks to validate PRA as an effective pedagogical approach in secondary education.

\* Corresponding author: Daisy Lenn B. Casin

## 2. Materials

The study utilized both primary and secondary data sources. Primary data consisted of pre-test and post-test results from sixty-six Grade 9 students of Tabaco National High School during School Year 2025–2026. These students were divided into control and experimental groups, each composed of eleven above-average, eleven average, and eleven below-average learners to ensure balanced academic profiles. Secondary data included published and unpublished literature, Department of Education Orders, and Memoranda relevant to English instruction and Philippine Literature. The main research instrument was a teacher-made test aligned with the Most Essential Learning Competencies (MELCs). Guided by a Table of Specifications, the test covered six major competencies such as analyzing bias, evaluating truthfulness, extracting key information, critiquing content, relating themes to real-life issues, and applying listening strategies. A dry run was conducted to refine the instrument, ensuring validity, reliability, and appropriateness for measuring both lower-order and higher-order thinking skills.

---

## 3. Methods

A quasi-experimental design was employed, involving existing Grade 9 class sections as control and experimental groups. The control group received traditional instruction in Philippine Literature, while the experimental group was taught using the Personal Response Approach (PRA). Pre-tests established baseline performance, and post-tests measured learning gains after a one-and-a-half-month intervention totaling thirty hours of contact time. The teacher-made test, validated through a Table of Specifications and item analysis, served as both pre-test and post-test. The dry run ensured clarity, difficulty balance, and discrimination power of items. Data gathering followed ethical protocols, with permissions secured from the Schools Division Superintendent and school administrators. Statistical tools included mean scores, percentages, and t-tests to compare performance levels and determine significant differences between groups. Lesson plans were later developed to address least mastered competencies identified in the experimental group, ensuring alignment with DepEd's MELCs and curriculum objectives.

---

## 4. Results

Pre-test results established comparable baseline performance between control and experimental groups, confirming balanced academic profiles. Post-test outcomes revealed improvements in both groups, with the experimental group showing greater gains across competencies. Specifically, students taught through PRA demonstrated enhanced abilities in analyzing bias, evaluating truthfulness, and critiquing deeper meanings of texts. However, certain competencies—particularly applying effective listening strategies and extracting essential information—remained least mastered among experimental participants. Item analysis during the dry run further validated the reliability of the teacher-made test, with 46 items retained, 5 revised, and 9 discarded due to extreme difficulty or ease. Statistical analysis using mean scores, percentages, and t-tests indicated significant differences between control and experimental groups, affirming the effectiveness of PRA in improving performance. These findings provided a basis for designing targeted lesson plans to strengthen weaker areas, thereby supporting the overall goal of enhancing critical literacy and comprehension in Philippine Literature.

---

## 5. Discussion

The findings highlight the effectiveness of the Personal Response Approach in fostering deeper engagement and improved performance among Grade 9 students in Philippine Literature. By encouraging learners to connect texts with personal experiences and societal issues, PRA facilitated critical thinking, comprehension, and self-expression beyond surface-level understanding. The significant differences between control and experimental groups underscore the pedagogical value of learner-centered strategies in addressing diverse academic needs. Nonetheless, the persistence of least mastered competencies, such as listening strategies and information extraction, suggests that PRA must be complemented with targeted instructional interventions. The study reinforces the importance of aligning teaching methods with DepEd's MELCs to ensure holistic skill development. For educators, PRA offers a practical framework to enrich classroom instruction, while policymakers and institutions may consider its integration into broader literacy initiatives. Ultimately, PRA contributes to cultivating critically literate, culturally aware learners prepared to meet the demands of contemporary education.

---

## 6. Conclusion

The findings of this study affirm the potential of the Personal Response Approach in enhancing Grade 9 students' performance in Philippine Literature. By encouraging learners to connect texts with personal experiences and societal

issues, PRA fosters deeper comprehension, critical thinking, and active engagement. The comparative analysis between control and experimental groups highlights significant improvements in competencies such as analyzing bias, evaluating truthfulness, and critiquing deeper meanings. However, certain skills remained least mastered, necessitating targeted lesson plans to address these gaps. The study underscores the importance of adopting learner-centered methodologies that move beyond rote learning toward reflective and analytical practices. For educators, PRA provides a practical framework to enrich classroom instruction, while policymakers and institutions may draw insights for curriculum development and teacher training. Ultimately, PRA contributes to cultivating critically literate, culturally aware, and academically competent learners prepared to navigate the demands of contemporary education.

---

## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest should be disclosed.

---

## References

- [1] United Nations Educational, Scientific and Cultural Organization (UNESCO). Literacy and Language Education for Lifelong Learning and Sustainable Development. <https://unesdoc.unesco.org>. Retrieved: August 2, 2025, 7:15 pm.
- [2] Section 7, Article XIV of 1987 Philippine Constitution. <https://lawphil.net> Retrieved: August 2, 205, 5:30 pm.
- [3] Section 5 of Republic Act 10533, which is an Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and For Other Purposes. <https://lawphil.net> Retrieved: August 2, 205, 6:30 pm.
- [4] Rosenblatt, Louise M. Literature as Exploration. New York: Appleton-Century, 1938. <https://archive.org>. Retrieved: August 2, 2025, 7:30 pm.
- [5] Department of Education (DepEd). DepEd Order No. 12, s. 2020: Adoption of the Most Essential Learning Competencies (MELCs). <https://www.deped.gov.ph>. Retrieved: August 2, 2025, 7:45 pm.
- [6] L. M. Rosenblatt, (1995). The reader, the text, the poem: The transactional theory of the literary work. Carbondale: Southern Illinois University Press.
- [7] Samsonova, Tatjana, (2012), Industrial Research Performance Management Key Performance Indicators in the ICT Industry. <https://www.researchgate.net>. Retrieved: August 3, 2025, 5:45 pm.
- [8] Damiana Eugenio, (1987). Philippine Folk Literature: An Anthology. Quezon City: University of the Philippines Folklore Studies Program and the UP Folklorists Inc.
- [9] W. G. Stephan, (1999). Improving intergroup relations in the schools. New York: Columbia Teachers College Press.
- [10] M. Sutton, B. Perry, J. Parke, & C. John-Baptiste, (2007). Getting the message across: Using media to reduce racial prejudice and discrimination. Department for Communities and Local Government.
- [11] D. J. Hillman, (1964). The notion of relevance. American Documentation, No. 15.
- [12] Martone, Andrea, and Stephen G. Sireci. Evaluating Alignment Between Curriculum, Assessment, and Instruction. <https://www.researchgate.net>. Retrieved: August 2, 2025, 8:05 pm.
- [13] Bloom, L., & Barrett, T., (2002), Teaching visual literacy: Using images to increase comprehension, content learning, and thinking skills. Routledge. <https://www.routledge.com>. Retrieved: February 7, 2026, 4:00 pm.
- [14] Vandergrift, L., & Goh, C. C. M., (2012), Teaching and learning second languagelisting: Metacognition in action. Routledge. <https://www.routledge.com>. Retrieved: February 7, 2026, 4:15 pm.