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DEVELOPING THE GRADE 8 STUDENTS' LITERARY EVALUATION SKILLS THROUGH LITERATURE CIRCLES

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Abstract

This study examined changes in Grade 8 students' literary evaluation skills following Literature Circle activities at Mactan National High School during school year 2026–2027. The study used a quantitative one-group pretest–posttest design with 32 purposively selected students. A researcher-developed Literary Evaluation Skills Test assessed analysis, interpretation, and evaluation. The study summarized performance using mean scores and reported paired-samples t-tests at the .05 significance level. The reported mean scores increased from 10.46 to 17.03 in analysis, from 10.28 to 16.81 in interpretation, and from 10.03 to 17.03 in evaluation. The results tables classified all three pretest means as Developing and all three posttest means as Proficient. The reported comparisons yielded p-values below .001. The manuscript gives conflicting accounts of intervention duration and describes 10 items per skill while reporting scores on a 20-point scale. These details require confirmation. The observed increases informed a proposed intervention program that uses assigned roles, peer discussion, and evidence-based responses to literary texts. The one-group design does not establish that Literature Circles caused the score increases.

Keywords: Literature Circles, literary evaluation skills, Grade 8 students, pretest–posttest design, Mactan National High School

Introduction

Reading literacy goes beyond basic word recognition and literal comprehension; it includes the critical capacity to acquire evaluation skills to evaluate texts in depth. According to the Progress in International Reading Literacy Study (PIRLS) 2021 framework, evaluating and critiquing content and textual elements is a core higher-order comprehension process that enables learners to judge textual credibility, identify authorial perspective and bias, examine how language and structure convey meaning, and situate literary works within relevant structural, biographical, historical, and sociocultural contexts (International Association for the Evaluation of Educational Achievement [IEA], 2021). Proficiency in literary evaluation equips students to move beyond surface-level understanding to form evidence-based judgments, engage meaningfully with diverse narratives, and navigate complex information, skills essential for academic success and active citizenship.

Globally, millions of learners lack even fundamental reading competencies, let alone advanced critical and evaluative skills. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) estimated that approximately 617 million children and adolescents worldwide fail to meet minimum proficiency levels in reading and mathematics, including 56% of primary school-age learners and 61% of lower secondary students, most of whom are enrolled in formal schooling. The Organization for Economic Co-operation and Development (OECD, 2023) reported that in the 2022 Program for International Student Assessment (PISA), only 74% of students across OECD member economies reached at least Level 2 reading proficiency, while merely 7% attained the highest levels requiring advanced inference, reflective reasoning, and critical evaluation of abstract content. Earlier PISA 2018 findings further revealed that fewer than 10% of participating students could reliably distinguish factual claims from opinions, leaving young people vulnerable to misinformation and unable to assess source credibility (European Trade Union Committee for Education [ETUCE], 2020).

These global challenges are particularly pronounced in the Philippines and the broader ASEAN region. In PISA 2018, the Philippines ranked lowest in reading comprehension among 79 participating countries and economies, with an average score of 340, well below the OECD average of 487 (San Juan, 2020). The World Bank (as cited in Inquirer

News, 2025) placed the country's learning poverty rate at 90.9% in 2022, the highest among ASEAN member states excluding Lao PDR and Brunei Darussalam. More recent data from the Philippine Statistics Authority (as cited in Inquirer News, 2025) indicated that 18.96 million basic education graduates in 2024 were functionally illiterate, capable of decoding text but unable to process or analyze its meaning fully, while the Second Congressional Commission on Education (Edcom 2) noted that 87% of Grade 11 students still lack independent reading proficiency. While interventions such as the multisensory approach have shown promise in strengthening foundational reading skills among Filipino learners (Camino et al., 2025), gaps remain in addressing higher-order literary competencies.

Locally, these national trends are evident at Mactan National High School, where Grade 8 students consistently demonstrate marked difficulties in literary evaluation. School records show that a large proportion of these learners are referred to remediation programs due to persistent struggles in analyzing literary texts across key contextual dimensions: they cannot consistently explain how structural choices shape meaning, connect works to an author's biographical background, situate narratives within their historical context, or interpret how sociocultural norms influence themes and character development. Although existing literature documents strategies for improving basic reading comprehension, limited research has focused on structured, student-centered approaches specifically designed to develop literary evaluation skills in Philippine secondary school settings.

Specifically, few studies examine how Literature Circles, a collaborative, peer-led discussion strategy, can be systematically implemented to develop learners' literary evaluation skills, particularly their ability to analyze, interpret, and evaluate literary texts using textual evidence. Existing studies commonly focus on reading comprehension, engagement, and general literary appreciation, with limited attention to the specific evaluation skills required to make reasoned judgments about literary texts, contexts, and elements. This gap is particularly relevant among Grade 8 learners, who are expected to develop higher-order thinking skills in responding to literary works. This study addresses this gap by examining the effectiveness of Literature Circles in enhancing Grade 8 students' analysis, interpretation, and evaluation skills at Mactan National High School.

Theoretical Framework and Legal Bases

This assumption is primarily anchored on Louise Rosenblatt's Transactional Reader-Response Theory (1938, 1978). It is further supported by Lev Vygotsky's Social Constructivist Theory (1978), Paulo Freire's and Allan Luke's Critical Literacy Theory (Freire, 1970; Luke, 2000), and David Johnson and Roger Johnson's Collaborative Learning Theory (1994).

To begin Transactional reader-response theory by Rosenblatt (1938, 1978). This theory defines reading not as a passive reception of fixed meaning from the text, but as a dynamic transaction between the reader and the text. meaning is created when the reader brings their personal experiences, prior knowledge, and perspectives to engage with the words, structure, and ideas presented in the material. It explains that every reading experience is unique because it is shaped by who the reader is and how they connect with the text.

Moving from how individuals construct meaning to the role of social interaction, the study is further supported by Vygotsky's (1978) Social Constructivist theory. This theory holds that all higher-order mental functions, including critical thinking and analysis, originate first in social interaction before being internalized by the individual learner. A core concept is the zone of proximal development, which refers to tasks a learner cannot do alone but can master with guidance or collaboration with more capable peers or adults. Learning is therefore seen as a shared activity where language and social exchange act as essential tools for growth.

Beyond the process of learning and meaning-making, the study also draws on Paulo Freire's and Allan Luke's Critical Literacy Theory (Freire, 1970; Luke, 2000). This framework views reading as more than understanding what a text says; it involves examining how texts represent reality, whose voices are included or excluded, and what values or power structures they reinforce. It encourages readers to question assumptions, analyze context, and consider how language and narrative shape beliefs and society. Critical literacy demands that learners look beyond the surface to uncover meaning related to identity, culture, and history.

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Finally, the use of literature circles as an intervention is grounded in David Johnson and Roger Johnson's Collaborative Learning Theory (1994). This theory states that learning is most effective when learners work together in structured groups characterized by positive interdependence, individual accountability, face-to-face interaction, and shared goals. Compared to individual or competitive work, collaboration encourages deeper processing of information, better retention, and higher-level reasoning because learners must explain, justify, and defend their ideas to others.

1987 Philippine Constitution, Article XIV, Section 1. To begin with, this provision is the supreme foundation of the country's education policy, stating explicitly that "the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all". It affirms that education is a fundamental constitutional right rather than a privilege and imposes a positive obligation on the State to ensure that every learner, regardless of ability or background, receives the instruction and support necessary to attain meaningful learning outcomes. This includes addressing gaps in competencies such as reading comprehension and critical analysis, where learners struggle to meet expected standards.

Republic Act No. 10533 (Enhanced Basic Education Act of 2013). Building on this constitutional mandate, also known as the K-12 Reform Law, this statute declares it the State's policy to provide every learner with the education needed to develop their full potential, participate productively in society, and contribute to national development. It prescribes curriculum principles that are learner-centered, inclusive, research-based, constructivist, collaborative, and reflective, explicitly aiming to nurture critical thinking, creativity, and advanced communication and literacy competencies across all subjects. The law also mandates that the curriculum be responsive to learners' needs and that appropriate interventions be put in place to ensure mastery of essential skills.

DepEd MATATAG Curriculum Framework (2023) and DepEd Memorandum No. 034, s. 2025. Moving from legislative mandates to official department policies, the MATATAG K to 10 Curriculum, issued by the Department of Education in 2023, reorients basic education toward foundational literacy and numeracy while strengthening higher-order skills such as analysis, interpretation, and evaluation. For English and Literature, it explicitly includes standards requiring learners to examine literary elements, connect works to authorial background and historical-cultural settings, and judge the effectiveness of textual choices. DepEd Memorandum No. 034, s. 2025 further reinforces this by institutionalizing targeted literacy remediation and intervention programs for learners who lag in reading and related competencies, ensuring that gaps are addressed promptly using proven strategies.

United Nations Sustainable Development Goal 4 (SDG 4). Finally, aligning these national provisions with international commitments, the Philippines, as a signatory to the 2030 Agenda for Sustainable Development, is committed to SDG 4: to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Its targets include substantially raising the share of youth and adults who attain proficiency in functional literacy, critical thinking, and related skills; eliminating disparities in learning outcomes; and ensuring that all learners acquire the knowledge and competencies needed for active citizenship and further learning. The global framework underscores that quality education is measured not only by access but by actual learning achievement, especially in reading and critical analysis.

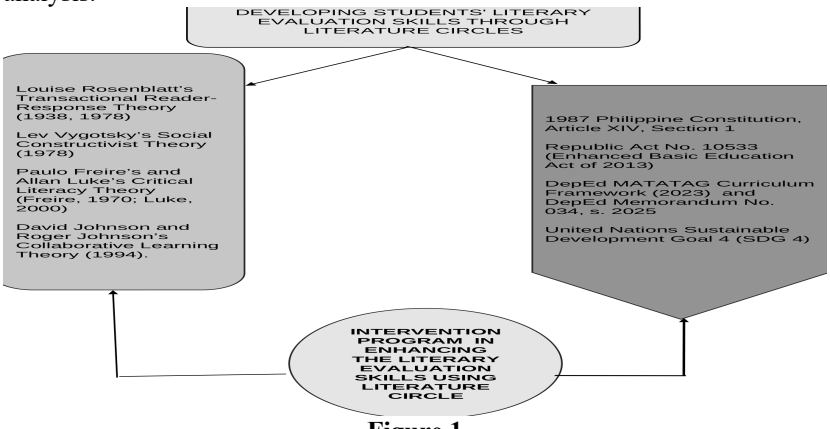


Figure 1
Theoretical Background of the Study

Related Literature

Many studies have shown that while reading comprehension is widely prioritized in basic education, the deliberate development of literary evaluation skills- the ability to analyze texts across structural, biographical, historical, and sociocultural contexts and form evidence-based judgments- remains insufficiently addressed in classroom practice. Although global and national assessments consistently highlight learners' difficulty moving beyond literal recall to critical engagement, instructional approaches often still emphasize passive reading and teacher-led explanation rather than active, collaborative meaning-making. Among the strategies that have emerged as promising in addressing this gap is the use of Literature Circles, a student-centered method that fosters peer dialogue, shared inquiry, and deeper connection with texts. This section reviews related literature and studies, both local and international, to examine the theoretical foundations, current practices, documented benefits, and persistent challenges in developing literary evaluation skills through Literature Circles, establishing the evidence base and context that anchor the present investigation.

Similarly, Lagdaan and Sevilla (2025) emphasized that targeted comprehension interventions are essential in Philippine basic education, where learners often struggle to move beyond literal recall to deeper engagement with texts. Conducting a systematic review of current practices, the researchers found that while various strategies have been tested locally, few are explicitly designed to bridge the gap between basic understanding and critical evaluation. Their findings underscored that structured, evidence-based approaches are necessary to help Filipino learners advance from simple comprehension to analyzing, interpreting, and judging literary works more effectively.

Turning to literary analysis, Tamparong, Futalan, and Gallosa (2026) found that instructional approaches grounded in biographical, structuralist, and reader-response principles significantly improve learners' literary interpretation and engagement. Using a quasi-experimental design with 124 Grade 10 students, the study showed that while all three approaches raised performance, the Structuralism Approach produced the highest gains in analyzing themes, interpreting characters, and forming meaningful connections with texts. These findings confirm that explicit instruction across multiple critical lenses strengthens learners' ability to evaluate literary works more comprehensively.

In line with these observations, Soy, Maisarah, and Ly (2023) found that learners often struggle to interpret literary texts and apply diverse analytical perspectives. Through investigating student perceptions and learning challenges, the researchers identified that many learners struggle to move beyond surface-level summary and often lack clear guidance on how to examine texts through authorial, historical, or cultural contexts. Their study concluded that learners benefit greatly from structured opportunities to discuss, share, and negotiate interpretations collaboratively, practices that are central to the Literature Circle model.

Turning now to collaborative strategies, Marbani and Ngilangil (2023) found that Literature Circles significantly improved Grade 9 students' literary comprehension when implemented with clear structure and appropriate reading materials. Using a mixed-method quasi-experimental design anchored on Reader-Response and Collaborative Learning theories, the study showed that participants in the experimental group demonstrated notable gains in understanding and analyzing texts, while qualitative feedback highlighted increased peer support, active exchange of ideas, and deeper engagement with reading content. The researchers concluded that Literature Circles are effective when paired with proper preparation and sustained guidance.

Corroborating these outcomes, Pasion and Nacino (2025) demonstrated that Literature Circles produce large, statistically significant gains in critical thinking and discussion skills among senior high school learners. In a study involving 80 Grade 11 students, the approach yielded substantial improvements from pretest to posttest, with effect sizes confirming strong practical impact. The authors emphasized that assigning specific roles, encouraging evidence-based sharing, and promoting open dialogue help learners practice the competencies required for literary evaluation, such as justifying claims, considering alternative views, and interpreting texts from multiple angles.

Further supporting engagement and participation, Talenta and Himawati (2023) noted that Literature Circles create more dynamic reading environments that encourage active involvement and sustained interest in texts. Their

investigation found that learners feel more confident sharing ideas in small groups and are more willing to ask questions and explore interpretations they might not voice in whole-class settings. This shift toward more participatory reading directly supports the development of evaluative skills, as learners learn to listen, respond, and assess ideas alongside their peers.

Finally, Gill (2025) explored adaptations of the model for second-language learners, showing that while assigned roles provide initial scaffolding, flexible formats such as reading response logs can promote more equitable participation and richer critical engagement. The study noted that preserving structured guidance while allowing room for personal expression helps learners connect more deeply with texts and articulate their observations more thoughtfully. These insights are particularly relevant to the present study, as they suggest that Literature Circles can be adjusted to meet learners' needs while remaining effective in developing the ability to evaluate literary works across structural, biographical, historical, and sociocultural contexts.

THE PROBLEM

Statement of the Problem

This study examined the effectiveness of literature circle in the literary evaluation skills of Grade 8 students at Mactan National High School during the School Year 2026–2027. Specifically, it seeks to answer the following questions:

1. What is the level of literary evaluation skills of the respondents in the pre-test in terms of:

1.1 Analysis;
1.2 Interpretation; and
1.3 Evaluation?

2. What is the level of literary evaluation skills of the respondents in the post-test of the abovementioned competencies after the application of literature circle?
3. Is there a significant difference between the pre-test mean scores and the post-test mean scores of the grade 8 students before and after using the literature circle?
4. Based on the findings, what intervention program may be proposed to enhance the literary evaluation skills of Grade 8 students through literature circle?

Statement of Null Hypothesis

Theres is no significant difference between the pre-test mean scores and the post-test mean scores of the grade 8 students before and after using the literature circle.

Methods

Research Design and Study Flow

This study employed a quantitative research approach utilizing a quasi-experimental one-group pretest-posttest design. This design was appropriate because it measured changes within the same group of Grade 8 students at Mactan National High School before and after the intervention, without requiring a separate control group (Campbell & Stanley, 1963; Fraenkel & Wallen, 2020). The learners' literary evaluation skills were assessed first through a pretest, followed by the implementation of the Literature Circle Strategy as the instructional intervention. The researcher then administered a posttest to the same respondents. This design allowed the researcher to compare students' performance before and after the intervention while accounting for their initial level of literary evaluation skills (Creswell, 2021).
Specifically, the study examined the effectiveness of Literature Circles in enhancing the literary evaluation skills of Grade 8 students at Mactan National High School during School Year 2026–2027. It determined the initial level of the respondents' literary evaluation skills in terms of Analysis, Interpretation, and Evaluation through a pretest; assessed their performance in the same competencies after the implementation of Literature Circles; and established whether there was a statistically significant difference between the pretest and posttest mean scores. The results showed changes in students' ability to analyze, interpret, and evaluate literary works after the intervention.

This study was anchored on the Input–Process–Output (IPO) Model, which provided a systematic and logical structure for organizing the research activities and measuring the expected outcomes of the investigation. This framework was

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suited to the study's objective of evaluating the effectiveness of Literature Circles, as it traced the progression from baseline data through intervention implementation to the development of evidence-based outputs.

Input. In the Input phase, the study considered the level of literary evaluation skills of the Grade 8 students at Mactan National High School across three key dimensions: Analysis, Interpretation, and Evaluation, which were measured before the intervention through a pre-test and after the intervention through a post-test.

Process. In the Process phase, the research employed a quasi-experimental one-group pretest-posttest design. The data-gathering procedure involved securing the necessary approval from school authorities, obtaining informed consent from the respondents and their guardians, administering the validated assessment tool, retrieving the completed instruments, implementing the Literature Circle Strategy, and subjecting the gathered data to appropriate

Output. In the Output phase, the study yielded an Improved Lesson Plan in Literary Evaluation Skills Using Literature Circles, which was designed to address the identified learning gaps and support teachers in delivering instruction that fostered students' skills in analyzing, interpreting, and evaluating literary texts.

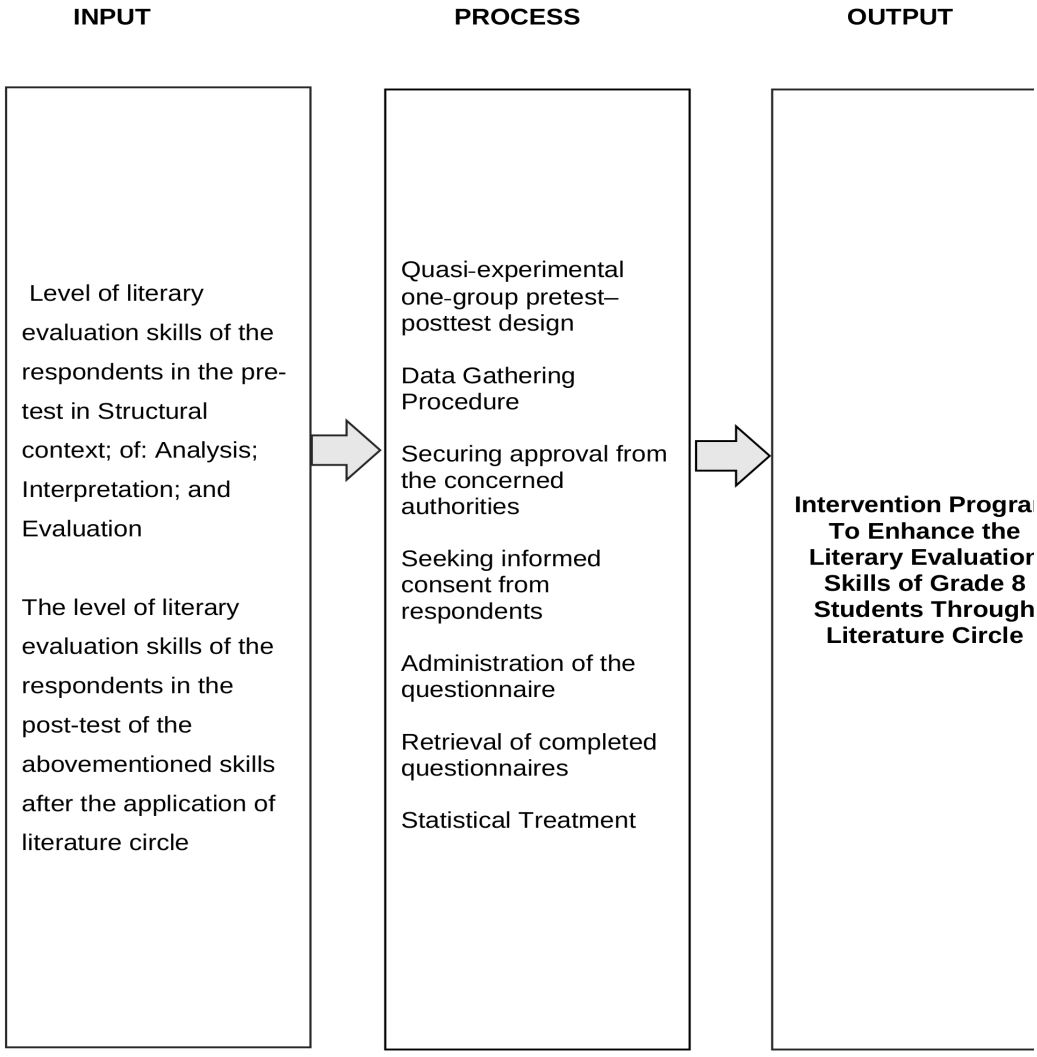


Figure 2
Flow of the Study

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Research Environment

The study was conducted at Mactan National High School, located in Mactan, Lapu-Lapu City, Cebu. Classified as a very large public secondary school led by Principal IV Rowena Sagarino, it is also where the researcher is currently employed as a Grade 8 English Teacher.

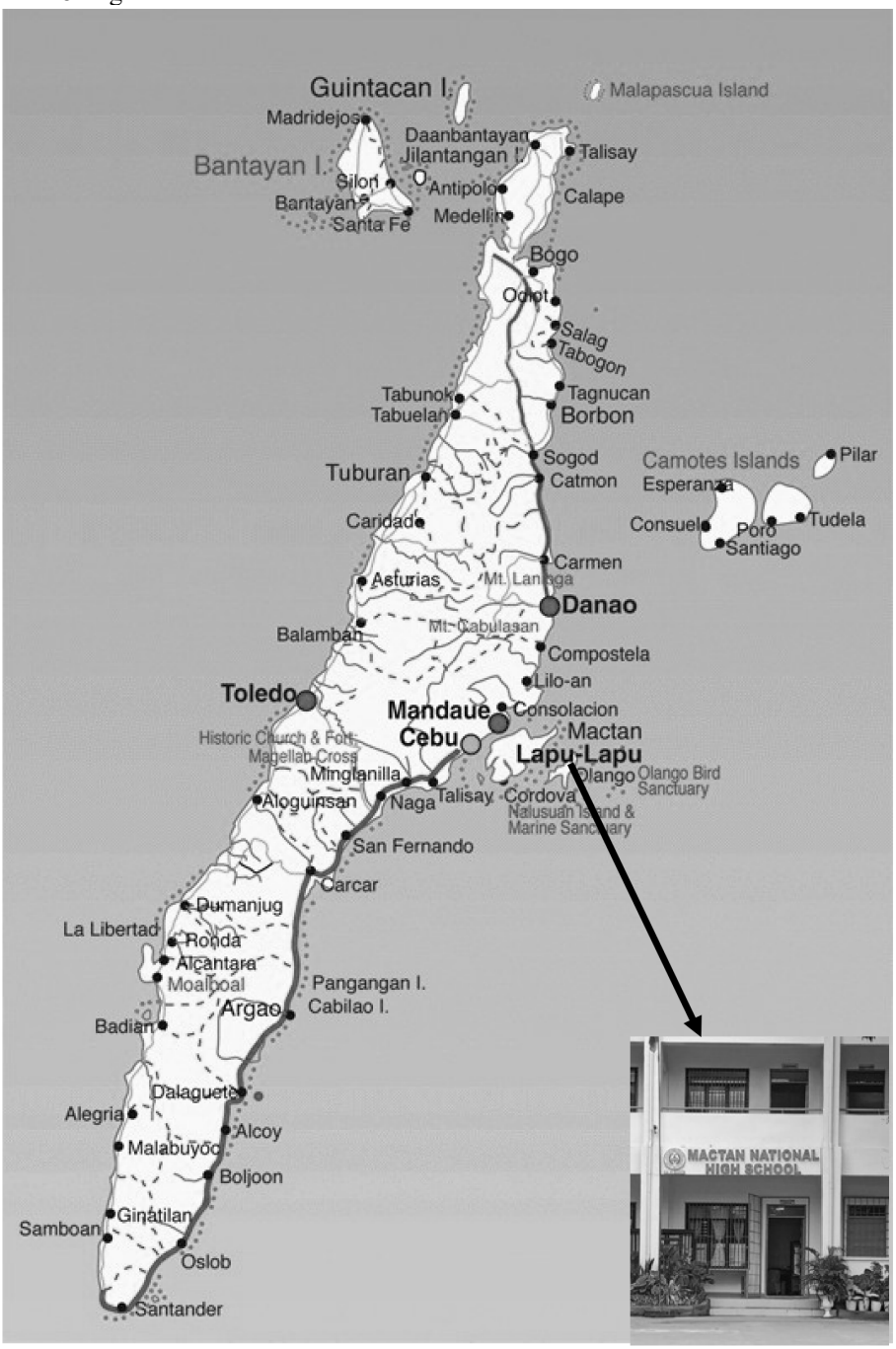


Figure 3
Location Map of the Research Environment

Participants and Sampling

This study included thirty-two (32) Grade 8 students officially enrolled at Mactan National High School in Mactan, Lapu-Lapu City, selected through purposive sampling based on inclusion criteria aligned with the study's objectives. All participants were in the school's English 8 remediation program and had consistently earned below-proficiency or failing scores on previous assessments covering literary analysis, interpretation, and evaluation. The sampling method was purposefully employed to ensure the intervention directly targeted learners with notable gaps in the competencies the study sought to develop, making the Literature Circle Strategy more responsive to their learning needs.

Additionally, all selected respondents had completed the required prerequisite literary units and had no conflicting activities that prevented their full participation in the pre-test, scheduled Literature Circle sessions, and post-test administration. Before inclusion in the study, the researchers secured informed assent from the learners and written consent from their parents or guardians. The school administration also provided official approval to uphold ethical standards and ensure voluntary participation throughout the study.

Table 1
Distribution of Respondents at Mactan National High School

MACTAN NHS	FREQUENCY	PERCENTAGE %
male	11	34.37
female	21	65.62
Total	32	100

Instrument and Scoring

The study used a researcher-developed Literary Evaluation Skills Test to measure Grade 8 students' literary evaluation skills in analysis, interpretation, and evaluation. The instrument consisted of 30 multiple-choice items, with 10 items for each competency. The items required the learners to examine literary texts, construct interpretations, identify meanings and relationships, and make reasoned judgments based on textual evidence. The instrument was administered as a pre-test before the implementation of Literature Circles and as a post-test after the intervention to determine changes in the learners' literary evaluation skills.

To establish the instrument's content validity, the researcher submitted the test to three experts who had completed a master's degree in English and had relevant experience teaching English and literature. The experts evaluated the items for relevance, clarity, appropriateness, alignment with the three competencies, and suitability for Grade 8 learners. The researcher considered their comments and recommendations when revising and improving the instrument before administration.

Before actual data collection, the researcher conducted pilot testing at Mabes National High School among Grade 8 learners who were not included as respondents in the study. The pilot testing determined whether the directions and test items were clear, appropriate, and understandable to the target learners. It also provided data to establish the instrument's reliability. The test's reliability was determined using Cronbach's alpha to measure internal consistency. A reliability coefficient of 0.70 or higher was considered acceptable. The researchers reviewed and revised items that showed ambiguity, weak performance, or misalignment with the intended competencies before the final administration.

After validation and pilot testing, the finalized instrument was administered to Grade 8 respondents at Mactan National High School as the pre-test and post-test. The results provided the basis for determining the learners' levels of analysis, interpretation, and evaluation and for examining whether a significant difference existed between their pre-test and post-test performance.

The instrument description specifies 30 multiple-choice items, with 10 items for each skill. The scoring guide and reported skill scores use a scale extending to 20. The source does not document how item responses were converted to that scale.

Table 2
Literary Evaluation Skills Scoring Guide

Score	Level	Verbal Interpretation
18–20	Advanced	Demonstrates a high level of mastery of literary evaluation skills and can independently analyze, interpret, and evaluate literary texts with accuracy, depth, and well-supported responses.
15–17	Proficient	Demonstrates a satisfactory level of mastery and can analyze, interpret, and evaluate literary texts with generally accurate, relevant, and appropriate responses.
12–14	Approaching Proficiency	Demonstrates developing mastery and can identify and explain important ideas and elements in literary texts but may need occasional guidance in analysis, interpretation, and evaluation.
9–11	Developing	Demonstrates partial mastery and can recognize basic ideas and elements in literary texts but needs support to provide clear and appropriate analysis, interpretation, and evaluation.
0–8	Beginning	Demonstrates limited mastery and has difficulty analyzing, interpreting, and evaluating literary texts, requiring substantial guidance and support to develop the required literary evaluation skills.

Ethics and Data Collection

The study observed ethical principles throughout the research process to protect the rights, welfare, privacy, and safety of the Grade 8 student participants. Before the study, the researchers secured permission from the school administration and other appropriate authorities. Because the participants were minors, the researchers obtained informed consent from their parents or legal guardians, and the students were also informed about the study and asked to provide their assent. The researchers explained the purpose, procedures, duration, possible benefits, and participants' rights using age-appropriate language.

Participation in the study was voluntary. The participants were informed that they could decline to participate or withdraw from the study at any time without penalty or negative consequences. The Literature Circle activities were part of the planned learning intervention and did not expose participants to unnecessary physical, emotional, or academic risks.

The study maintained confidentiality and privacy throughout. The research report did not include participants' names. Codes or numbers identified their responses. All test results and collected information were kept securely and were accessed only by authorized persons. The data were used solely for academic and research purposes.

Furthermore, the researcher ensured fairness in the selection and treatment of participants. The researcher avoided discrimination and favoritism. The findings were reported honestly without fabricating, altering, or omitting data. The researcher properly acknowledged relevant sources to maintain academic integrity and prevent plagiarism.

Artificial Intelligence (AI) Usage. Artificial intelligence tools were used only as supplementary support in the research process, particularly for language editing, organization of ideas, and improving the clarity and grammar of the manuscript. AI tools were not used to fabricate participants, data, findings, statistical results, or references. The

researcher remained responsible for the study's accuracy, originality, interpretation, and final content. All AI-assisted outputs were reviewed, verified, and revised by the researcher before inclusion in the research manuscript.

Preliminary Stage. The researcher first secured formal approval from the Office of the Schools Division Superintendent (SDS) to conduct the study. After approval, the researcher submitted an endorsement letter signed by the SDS to the Office of the Public Schools District Supervisor (PSDS) for further clearance. After endorsement, the researcher presented the SDS approval and PSDS confirmation to the School Head of Mactan National High School to secure final permission to conduct the study. After receiving approval from the concerned authorities, the researcher met with the selected participants during their free time to explain the study's purpose, scope, and procedures. After they expressed their willingness to participate, the researcher distributed the informed consent forms, which outlined the study details and the participants' rights, including voluntary participation and the freedom to withdraw at any time without penalty.

Data Gathering Stage. After finalizing preparations, the researcher administered the pre-test to the selected Grade 8 respondents identified as participants in the school's remediation program. The researcher administered the pre-test before implementing the Literature Circle Strategy to establish the respondents' baseline levels of literary evaluation skills in terms of Analysis, Interpretation, and Evaluation.

Following the pre-test, the researcher implemented the Literature Circle Strategy for four weeks, with one-hour sessions each day for a total of 20 sessions. The researcher served as the facilitator throughout the intervention. At the beginning of the implementation, the researcher explained the purpose, procedures, roles, and expectations of the Literature Circle to the respondents. The researcher organized the respondents into small groups and guided them in reading and discussing selected literary texts appropriate to their Grade 8 level and remediation needs. Each group was assigned roles such as discussion leader, questioner, summarizer, vocabulary monitor, and evidence finder. The roles were rotated across sessions to ensure that all respondents actively participated in the discussions.

During each session, the researcher introduced the literary text, provided clear reading and discussion instructions, and activated the respondents' prior knowledge through guiding questions. The respondents were given time to read the assigned text and identify important details, literary elements, and ideas. The researcher then facilitated group discussions by asking questions that progressed from analysis to interpretation and evaluation. For Analysis, the respondents were guided to examine characters, events, ideas, relationships, and textual details. For Interpretation, they were encouraged to explain meanings, themes, and messages based on their understanding of the text. For Evaluation, they were guided to form judgments, express opinions, compare ideas, and support their responses with evidence from the text.

The researcher monitored each group during discussions, clarified difficulties, encouraged hesitant learners to participate, and corrected misconceptions through follow-up questions and explanations. Rather than providing direct answers, the researcher used scaffolding questions to help respondents examine the text and develop their own interpretations and judgments. At the end of each session, the researcher facilitated a whole-class synthesis in which the groups shared their responses, compared interpretations, and explained the textual evidence supporting their conclusions. The researcher also provided feedback and reinforced appropriate strategies for analyzing, interpreting, and evaluating literary texts.

The 20 sessions progressed gradually from guided activities to more independent group discussions. The researcher initially provided more support in identifying textual details and constructing responses, then gradually reduced assistance as the respondents became more familiar with the Literature Circle procedures. The researcher used short formative activities, group outputs, response journals, and oral discussions throughout the intervention to monitor participation and progress.

After the four-week, 20-session Literature Circle intervention, the researcher administered the post-test using the validated instrument to determine the respondents' levels of literary evaluation skills in Analysis, Interpretation, and Evaluation. The researcher then compared the pre-test and post-test results to determine changes in respondents' performance following the implementation of the Literature Circle Strategy.

Post-Data Gathering Stage. Once all tests had been completed, the quantitative data were compiled, tallied, and subjected to appropriate statistical analysis. The processed results were then synthesized to answer the specific research questions and served as the basis for developing an intervention program to enhance Grade 8 students' literary evaluation skills through Literature Circle activities.

Methods describes four weeks and 20 sessions. The original abstract, Results, and Conclusion refer to six weeks. The proposed program below retains its own documented schedule.

Statistical Analysis

First, the Weighted Mean was computed to determine the general level of the respondents' literary evaluation skills before and after the intervention across the three specified competencies: Analysis, Interpretation, and Evaluation. This measure showed the average performance of the group and indicated the level of the respondents' literary evaluation skills before and after the implementation of the Literature Circle Strategy.

Second, the Standard Deviation was calculated to measure the spread or consistency of the scores. It indicated whether the respondents' performance was closely clustered or widely varied, providing information about the consistency of their performance within the group.

Third, the Paired-Sample t-Test was used to test the significant difference between the pre-test and post-test mean scores of the same group of respondents. Since the study employed a one-group pretest-posttest design, this statistical tool was appropriate for determining whether the difference between the respondents' pre-test and post-test performance was statistically significant. The test was conducted at the 0.05 level of significance. A p-value lower than 0.05 indicated a significant difference between the pre-test and post-test results, leading to the rejection of the null hypothesis.

Results and Discussion

The reported mean scores increased in each skill area. Analysis rose from 10.46 to 17.03, interpretation from 10.28 to 16.81, and evaluation from 10.03 to 17.03. According to the summary table, each skill moved from Developing to Proficient.

Pretest Performance

Table 3
Analysis (Pretest)

Score	Frequency	Percentage	Level
18 – 20	0	0.00	Advanced
15 – 17	2	6.25	Proficient
12 – 14	8	25.00	Approaching Proficiency
9 – 11	15	46.88	Developing
0 – 8	7	21.88	Beginning
Total	32	100.00	
Mean Raw Score	10.46		
Mean Percentage Score	52.3		
Standard Deviation	0.499		

Table 4
Interpretation (Pretest)

Score	Frequency	Percentage	Level
18 – 20	0	0.00	Advanced
15 – 17	2	6.25	Proficient
12 – 14	8	25.00	Approaching Proficiency
9 – 11	14	43.75	Developing
0 – 8	8	25.88	Beginning
Total	32	100.00	
Mean Raw Score	10.28		
Mean Percentage Score	51.4		
Standard Deviation	0.499		

Table 5
Evaluation (Pretest)

Score	Frequency	Percentage	Level
18 – 20	0	0.00	Advanced
15 – 17	1	3.13	Proficient
12 – 14	4	12.50	Approaching Proficiency
9 – 11	20	62.50	Developing
0 – 8	7	21.88	Beginning
Total	32	100.00	
Mean Raw Score	10.03		
Mean Percentage Score	50.15		
Standard Deviation	0.5		

Posttest Performance
Table 6
Analysis (Posttest)

Score	Frequency	Percentage	Level
18 – 20	14	43.75	Advanced
15 – 17	15	46.87	Proficient
12 – 14	3	9.38	Approaching Proficiency
9 – 11	0	0	Developing
0 – 8	0	0	Beginning

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Score	Frequency	Percentage	Level
Total	32	100.00	
Mean Raw Score	17.03		
Mean Percentage Score	85.15		
Standard Deviation	0.36		

Table 7
Interpretation (Posttest)

Score	Frequency	Percentage	Level
18 – 20	14	43.75	Advanced
15 – 17	14	43.75	Proficient
12 – 14	4	12.50	Approaching Proficiency
9 – 11	0	0	Developing
0 – 8	0	0	Beginning
Total	32	100.00	
Mean Raw Score	16.81		
Mean Percentage Score	84.0		
Standard Deviation	0.37		

Table 8
Evaluation (Posttest)

Score	Frequency	Percentage	Level
18 – 20	14	43.75	Advanced
15 – 17	16	50.00	Proficient
12 – 14	2	6.25	Approaching Proficiency
9 – 11	0	0	Developing
0 – 8	0	0	Beginning
Total	32	100.00	
Mean Raw Score	17.03		
Mean Percentage Score	85.15		
Standard Deviation	0.36		

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Summary of Pretest and Posttest Performance

Table 9

Summary of Literary Evaluation Skills Before and After Literature Circles

Indicators	Mean (Pre-test)	Level	Mean (Post-test)	Level
Analysis	10.46	Developing	17.03	Proficient
Interpretation	10.28	Developing	16.81	Proficient
Evaluation	10.03	Developing	17.03	Proficient

Reported Paired Comparisons

Table 10

Reported Paired-Samples Comparisons

Indicators	Mean (Pre-test)	Mean (post-test)	Mean Difference	t-value	p-value	Decision	Interpretation
Analysis	10.46	17.03	6.57	12.44	<0.001	Reject H_0	There is a significant difference
Interpretation	10.28	16.81	6.53	11.36	<0.001	Reject H_0	There is a significant difference
Evaluation	10.03	17.03	7.0	14.29	<0.001	Reject H_0	There is a significant difference
Overall Weighted Mean	10.26	16.96	6.7	12.70	<0.001	Reject H_0	There is a significant difference

Evaluation showed the largest reported mean gain (7.00 points), followed by analysis (6.57) and interpretation (6.53). The paired comparisons are reported as $p < .001$. These are within-group differences; without a comparison group, the study cannot isolate the effect of the strategy from other influences.

The observed gains can inform instruction using the practices described in the study: peer discussion, rotating roles, and support for citing textual evidence. Interpretation remained the lowest reported posttest mean, which makes it a useful focus for follow-up instruction.

Output of the Study

The proposed intervention program responds to the Developing pretest ratings in analysis, interpretation, and evaluation. It provides structured Literature Circle activities that ask learners to examine literary elements, explain meaning, and support judgments with textual evidence.

The posttest results informed the proposed emphasis on continued practice, particularly in interpretation, which had the lowest posttest mean. The tables below give the planned roles, activities, schedule, and expected outputs; these are proposed implementation details.

INTERVENTION PROGRAM TO ENHANCE THE LITERARY EVALUATION SKILLS OF GRADE 8 STUDENTS THROUGH LITERATURE CIRCLE

I. Rationale

Literary evaluation skills enable students to analyze, interpret and evaluate and make reasoned judgments about literary texts. However, some Grade 8 students may experience difficulty in identifying important literary elements, explaining meanings and ideas, and providing evidence-based judgments about texts. These difficulties may affect their ability to respond critically and meaningfully to literature.

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To address these concerns, the proposed intervention program will use the Literature Circle strategy, which provides students with opportunities to read literary texts, discuss ideas with peers, perform assigned roles, share interpretations, and support their responses using textual evidence. Through collaborative reading and structured discussions, students can develop their ability to examine literary elements, interpret themes and meanings, and evaluate characters, events, and literary techniques.

The intervention program will therefore provide a structured series of Literature Circle sessions focusing on analysis, interpretation, and evaluation. The activities will encourage active participation, peer interaction, critical thinking, and evidence-based responses. The program may be implemented by the English teacher with support from the school head and other concerned teachers to strengthen students' literary evaluation skills.

II. General Objective

The intervention program aims to enhance the literary evaluation skills of Grade 8 students through the use of Literature Circle.

III. Specific Objectives

At the end of the intervention program, the Grade 8 students are expected to:

1. analyze literary texts by identifying and explaining relevant literary elements, characters, events, and textual details;
2. interpret literary texts by explaining themes, meanings, ideas, and relationships supported by textual evidence; and
3. evaluate literary texts by making reasoned judgments about characters, events, themes, and literary elements using appropriate evidence.

IV. Scheme of Implementation

Table 11

Implementation Phase: Preparation

Field	**Program Plan**
Phase	Preparation
Activity	Orientation and Grouping
Description	Introduce the Literature Circle strategy, explain its purpose, establish group rules, and organize students into small groups.
Persons Involved	English Teacher, Grade 8 Students
Time Frame	Week 1
Expected Output	Organized Literature Circle groups

Table 12

Implementation Phase: Preparation

Field	**Program Plan**
Phase	Preparation
Activity	Selection of Literary Texts
Description	Select age-appropriate short stories and other literary texts suited to the students' reading level and the target skills.
Persons Involved	English Teacher
Time Frame	Week 1
Expected Output	Selected literary texts

Table 13
Implementation Phase: Implementation 1

Field	**Program Plan**
Phase	Implementation 1
Activity	Analyzing the Text
Description	Students read the assigned text and perform roles such as Discussion Director, Literary Luminary, Character Analyst, Summarizer, and Connector. Activities focus on identifying literary elements, characters, setting, conflict, plot, and significant details.
Persons Involved	English Teacher, Grade 8 Students
Time Frame	Week 2
Expected Output	Analysis worksheets and group discussion outputs

Table 14
Implementation Phase: Implementation 2

Field	**Program Plan**
Phase	Implementation 2
Activity	Interpreting the Text
Description	Students discuss themes, meanings, character motivations, symbols, and important ideas. Members explain their interpretations and support them with details from the text.
Persons Involved	English Teacher, Grade 8 Students
Time Frame	Week 3
Expected Output	Interpretation notes and group responses

Table 15
Implementation Phase: Implementation 3

Field	**Program Plan**
Phase	Implementation 3
Activity	Evaluating the Text
Description	Students make judgments about characters, events, themes, and the author's use of literary elements. They provide reasons and textual evidence to support their judgments.
Persons Involved	English Teacher, Grade 8 Students
Time Frame	Week 4
Expected Output	Evaluation responses and group presentation

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Table 16
Implementation Phase: Integration

Field	**Program Plan**
Phase	Integration
Activity	Literature Circle Culminating Activity
Description	Groups present their overall understanding and evaluation of the selected literary text through a discussion, presentation, or creative response.
Persons Involved	English Teacher, Grade 8 Students
Time Frame	Week 5
Expected Output	Group presentation/creative literary response

Table 17
Implementation Phase: Assessment

Field	**Program Plan**
Phase	Assessment
Activity	Post-Intervention Assessment
Description	Administer the post-test to determine the students' literary evaluation skills after the intervention.
Persons Involved	Researcher, Grade 8 Students
Time Frame	Week 6
Expected Output	Completed post-test and assessment results

V. Intervention Activities

Table 18
Intervention Activities

Target Skill	**Literature Circle Activity**	**Suggested Student Tasks**	**Expected Skill Development**
Analysis	Read, Identify, and Examine	Identify characters, setting, conflict, plot, literary elements, and significant textual details. Explain how these elements contribute to the story.	Students analyze the structure and elements of literary texts.
Interpretation	Read, Connect, and Explain	Discuss themes, character motivations, symbols, messages, and meanings. Connect textual details to the overall message of the text.	Students develop meaningful interpretations supported by textual evidence.
Evaluation	Judge, Defend, and Discuss	Assess characters' actions, story events, themes, and literary techniques. State judgments and defend them using evidence from the text.	Students develop evidence-based literary judgments.

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VI. Literature Circle Roles

Table 19

Literature Circle Roles

Role	Responsibility
Discussion Director	Prepares questions that encourage discussion about the literary text.
Literary Luminary	Identifies important passages, quotations, or details and explains their significance.
Character Analyst	Examines characters' traits, actions, motivations, and development.
Summarizer	Presents the important events and ideas from the assigned reading.
Connector	Connects the text to real-life experiences, other texts, or previously learned concepts.
Evaluator	Makes judgments about the characters, events, themes, and literary elements and provides supporting evidence.

Roles may be rotated during succeeding sessions so that each student can practice different literary evaluation skills.

VII. Suggested Weekly Implementation

Table 20

Suggested Weekly Implementation

Week	Focus	Major Activity	Output
Week 1	Orientation	Introduction to Literature Circle, grouping, assignment of roles, and reading procedures	Group formation and role assignments
Week 2	Analysis	Character and literary element analysis	Analysis worksheet
Week 3	Interpretation	Theme, meaning, symbolism, and character motivation discussion	Interpretation worksheet
Week 4	Evaluation	Evidence-based judgment and critical discussion	Evaluation worksheet
Week 5	Integration	Literature Circle presentation and synthesis	Group literary response
Week 6	Assessment	Post-test and reflection	Post-test results and student reflection

VIII. Materials and Resources

The implementation of the program may use the following:

1. Grade 8 English Lesson Exemplar;
2. age-appropriate literary texts and short stories;
3. Literature Circle role cards;
4. reading journals;
5. analysis worksheets;
6. interpretation worksheets;
7. evaluation worksheets;
8. discussion question cards;
9. vocabulary lists;
10. graphic organizers;
11. writing materials;
12. teacher-prepared activity sheets; and
13. pre-test and post-test materials.

IX. Monitoring and Evaluation

The English teacher will monitor students' participation and progress throughout the intervention. Student outputs, group discussions, role performance, worksheets, and presentations will be used to monitor the development of the target skills.

A pre-test and post-test will be used to determine changes in students' literary evaluation skills in terms of analysis, interpretation, and evaluation. The teacher may also use an observation checklist to monitor students' participation in Literature Circle discussions.

The results of the post-intervention assessment will provide evidence of the extent to which the Literature Circle intervention helped improve the students' literary evaluation skills.

X. Persons Responsible

Table 21

Persons Responsible

Person	**Responsibility**
English Teacher/Researcher	Plans and facilitates the intervention, prepares materials, monitors participation, and assesses student outputs.
School Head	Provides administrative support and assists in ensuring the implementation of the intervention.
Grade 8 Students	Participate actively in reading, group discussions, assigned roles, and assessment activities.
Parents/Guardians	Encourage students to complete assigned reading and related activities at home when necessary.

XI. Expected Outcomes

After completing the intervention program, the Grade 8 students are expected to demonstrate improved ability to:

- analyze literary elements and textual details;
- interpret themes, meanings, and ideas;
- explain interpretations using textual evidence;
- evaluate characters, events, themes, and literary techniques;
- express ideas clearly during group discussions; and
- support literary judgments with appropriate evidence.

Conclusion

Based on the findings, the study concludes that the Grade 8 students' literary evaluation skills improved following the Literature Circle sessions. Before the intervention, all three skills Analysis, Interpretation, and Evaluation were at the Developing level, with Evaluation having the lowest mean score of 10.03, followed by Interpretation at 10.28 and Analysis at 10.46. This indicates that students initially had greater difficulty making reasoned judgments about literary texts and supporting those judgments with textual evidence. After the intervention, all three skills reached the Proficient level. Analysis and Evaluation obtained the highest post-test mean score of 17.03, while Interpretation obtained 16.81. The higher scores in Analysis and Evaluation indicate stronger performance in examining literary elements and making evidence-based judgments after participating in collaborative discussions and literary activities. Moreover, the significant differences in all three skills, with p-values of <0.001, indicate that students' post-test performance differed significantly from their pre-test performance. Therefore, the Literature Circle Strategy was associated with substantial improvement in the students' Analysis, Interpretation, and Evaluation skills, with Evaluation showing the greatest mean gain (10.03 to 17.03). At the same time, Interpretation recorded the lowest post-test mean among the three skills at 16.81.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

Use the Literature Circle Strategy regularly in English and literature classes to strengthen Grade 8 students' analysis, Interpretation, and Evaluation skills. Teachers should organize students into small groups with assigned roles such as discussion leader, questioner, vocabulary finder, summarizer, and evidence finder to encourage active participation and meaningful discussion of literary texts.

For Analysis, teachers should provide activities that require students to identify literary elements, examine relationships among characters, setting, plot, and themes, and support their analysis with textual evidence. For Interpretation, teachers should provide guiding questions, reflection activities, and discussion prompts that encourage students to explain themes, messages, and deeper meanings. For Evaluation, teachers should give students opportunities to compare perspectives, express judgments, defend their opinions, and cite evidence from the text. These activities should progress to strengthen students' higher-order literary skills.

The English teachers should lead the implementation by selecting appropriate literary texts, facilitating Literature Circle discussions, monitoring group participation, and providing feedback. Grade 8 students should actively participate in group discussions, complete assigned roles, prepare before meetings, and support their responses with textual evidence. School heads and English department coordinators should provide instructional materials, scheduling support, and opportunities for teachers to share effective Literature Circle practices. Parents and guardians should also encourage students to read and discuss literary texts at home. With shared support from teachers, students, school administrators, and families, the Literature Circle Strategy can be sustained as a classroom approach to strengthen students' Analysis, Interpretation, and Evaluation skills.

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