



PROJECT (BASA): INPUT TO SUPPLEMENTARY READING MATERIALS

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INTRODUCTION

Human being is superior over other living creatures on earth. The combination of the senses sets apart from other species. With these senses, a person can communicate, which is one of the most important skills in communication process. Hearing is one of the senses which plays a vital role in communication and survival. It is the ability which helps in the perception of sound through the vibrations that are being detected by ear. It is a biological or a mental process.

Project BASA as one of the key concern of the school considers reading as one of the most basic areas of communication skills and language development. In the classroom, pupils have to listen carefully and attentively to lectures and class discussions in order to understand and retain the information for later recall. Reading is not only the first of the language arts skills developed, it is also the skill most frequently used in both the classroom and daily life. Clearly, much of the educational process is based on skills in reading. Pupils have to spend most of the time reading to what the teacher says, for instance, giving lectures. In a language classroom, reading ability plays a significant role in the development of other language arts skills. Reading can also help pupils build vocabulary, develop language proficiency, and improve language usage. Students'

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue IV

May 2023

Available online at <https://www.instabrightgazette.com>



ability to comprehend written material through reading as well as to express themselves through speaking and written communication are related to students' maturity in the reading phase of language development and is the key to achieving proficiency in speaking. Not only are reading skills the basis for the development of all other skills, they are one of the main channels through which learners make initial contact with the target language and its culture.

Moreover, Project BASA on improving reading skills of pupils, though it may seem similar to hearing is different, that it entails perceiving and understanding the message that was heard. Both stated that hearing is a physical process; when sound waves reach your ears and send messages to your brain, you are hearing. reading is an intellectual process that combines hearing with evaluating; reading often leads to a follow-up. It is very essential to communication as no communication is possible without effective reading. It is a skill that starts early in ones life. Very young babies, as early as two months old show evidence of reading. They react to sounds, their mothers' voices and even cry when scolded. reading is not a science, it is an art. Most people can usually hear, but the speaker might wonder if he or she is really being "listened" to. reading seems so easy. The problem is that reading is not the same as hearing. If there is a commercial for a product on TV that is not interesting, it is easy to tune that information out. Hearing is one thing, but reading and mentally absorbing thoughts is another. This is why reading is an art and not a science. Although hearing what someone says is easy, great listeners began by developing their reading skills.

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Pupils listen to gain information, to make decisions, and to enjoy. Good reading habits help to avoid misunderstandings, embarrassment, and mistakes on the job. It also saves time and energy that could be spent on more productive activities. Moreover, how well one listens have a major impact on school performance, job effectiveness, and on the quality of relationships with others. Every day, an average pupil spends most of the time reading. This suggests that reading is an important activity in daily life. It was stressed that of the total time spent on communicating, reading takes up 40-50%, speaking 25-30%, reading 11-16% and writing about 9%. (Gilakjani, et.al. 2019)

Likewise, reading is a learned skill and does not happen automatically for most people. reading is the most important component of being a successful supervisor. Effective reading clears up misunderstandings, builds successful business and personal relationships, helps in developing respect, and establishing a feeling of cooperation. There are rewards for reading as well as punishments for not reading. Some of the punishments for not reading are poor decision.

Based on the results of the oral reading performance of the pupils during school year 2019-2022 the pandemic time, they only get an over-all performance of frustration with forty-five (45) percent on the oral reading performance assessment tests given to them. This only shows that they do not master the reading skills. With this information the researcher is motivated to conduct the study.

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LITERATURE REVIEW

Ozdemir (2019) stressed that there were common reading difficulties that prevent students comprehending what they read. He also claimed that strategies in developing reading skills were fundamental in getting knowledge as all the lessons, overcome common reading difficulties and learning activities were mostly based on the power of comprehensive reading; indeed, it was really necessary to read comprehensively. In addition, reading comprehensively really affected the learners' education and his life as a whole. Learning in any lesson depends on understanding of the learning instrument of that lesson; thus, a learner who could not read comprehensively found it difficult for him/her to be successful in his or her lessons.

Cabaya and Baetiong (2019) cited that there were common reading difficulties that prevent students comprehending what they read were the factors affecting reading strategy. The data suggested that the awareness of terms referring to various strategies would enable the students to monitor the effectiveness of the strategies they used and it would help them develop autonomy in learning the language.

Lao (2018) emphasized in his study that there were common reading difficulties that prevent students comprehending what they read consisted the enunciation and pronunciation which was made up the 68% of the total errors in the students' writing. It included the use of subordination and coordination, adverbs, adjectives and articles, the subject and verb agreement,

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and in the use of punctuations and capitalization. He used the descriptive method of research. He also found out that there was no significant difference in the reading practices when profiles of the respondents were considered.

Estrella (2018) cited that there were common reading difficulties that prevent students comprehending what they read of fourth year high school students of Don Bosco in Canlubang were pronunciation, enunciation, ommision and deletion. The result of the study revealed no significant difference in the language proficiency based on listening of the students on their brain laterality. Moreover, the results showed that most of the respondents were left-brained and a great number of them fell under the satisfactory and needed improvement levels. Hence, the hypothesis of the study that there was no significant difference in the language proficiency of the students based on their brain laterality was accepted. The author used the descriptive method of research.

Epie–Alawas (2018) stated that there were common reading difficulties that prevent students comprehending what they read had been proven to affect the academic performance of learners across levels of learning in various disciplines. His study focused on enhancing the rradind skills of the senior English major students in order to reinforce their language proficiency. The study sought to find out if the metacognitive skills of the respondents which vary through a survey questionnaire, and the levels of proficiency in four macro skills. He used the descriptive method of research.

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Cabanilla (2018) focused his study on the common reading difficulties that prevent students comprehending what they read. She used the qualitative analysis in summarizing the reading strategies and the library research experiences of English 10 students, teachers, and reference librarians in four months' period.

RESEARCH QUESTIONS

The purpose of this study is to determine the comprehension reading strategies used by teachers for improving the reading comprehension skills of pupils in Nasugbu West District, Nasugbu, Batangas.

Specially, this study sought to answer the following questions:

1. What are the common reading difficulties that prevent pupils from reading comprehending what they are reading?
- 2.. What are the comprehension reading strategies used by the teachers for improving the reading comprehension of pupils inn terms of:
 - 2.1 understanding the selection read;
 - 2.2 reading and annotation;
 - 2.3 reading progress; and

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3.3 time allotment provided for reading?

3. Is there a significant relationship between the common reading difficulties that prevent pupils from reading comprehending what they are reading and reading strategies used by the teachers for improving the reading comprehension of pupils?

4. What supplementary reading materials may be crafted based on the results of the study?

SCOPE AND LIMITATION

This study dealt with the reading strategies used by teachers for improving the reading comprehension level of pupils in Nasugbu West District. More specifically, this study covered the common reading difficulties that prevent pupils from reading comprehending what they are reading. Reading strategies used by the teachers for improving the reading comprehension of pupils such as understanding, reading and annotation and reading progress. The significant relationship between the common reading difficulties that prevent pupils from reading comprehending what they were reading and reading strategies used by the teachers for improving the reading comprehension of pupils was also determine. Based on the results of the study the output of the study was the crafted supplementary reading materials.

The study was limited to the responses of the respondents which was indicated in the researchers' constructed questionnaire. It was delimited to the mentioned strategies used by the

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teachers in improving the reading comprehension level of pupils ; other strategies were not included in this study.

RESEARCH METHODOLOGY

A. Participants and Other Sources of Data and Information/ Sampling

Research Method Used

This study utilized the descriptive method to determine the responses of respondents in comprehension reading strategies used by teachers for improving the reading comprehension skills of elementary pupils in Nasugbu West District, Nasugbu, Batangas.

According to Gay, et al., (2016) descriptive research method is significant as surveys abound in educational research and are utilized by many researchers as an investigative tool to collect data in order to address educational questions. Also, this method applies prominently because the present study aimed to determine the relationship and differences between among the variables covered.

Descriptive evaluative was used to assess or evaluate the responses in determining the common reading difficulties and the comprehension reading strategies used by teachers for improving the reading comprehension skills of the pupils.

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Descriptive correlation was used to relate the responses of the respondents between common reading difficulties and the comprehension reading strategies used by teachers for improving the reading comprehension skills of the pupils.

As cited by Creswell (2016), it aimed to describe and measure the relationship between two or more variables. The correlational approach will determine whether a significant relationship exists between the variables or when their subcomponents are taken individually.

Respondents of the Study

In this study, one hundred seventy-six (176) public elementary school teachers were the respondents. Purposive sampling was used in this study based on the following criteria: at least one year in the service, permanent teacher of the district and presently teaching in the school during the school year 2022-2023.

Research Instrument

The main instrument used in this study was an adapted questionnaire of Dumlao (2017) which was modified by the researcher. The questionnaire was composed of two parts: Part I dealt with the common reading difficulties that prevent pupils comprehending what they have read. Part II was the questionnaire regarding the comprehension reading strategies used by teachers for improving the reading comprehension skills of pupils such as understanding the selection read,

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reading annotation of the selection read, reading progress in the selection read and time allotment provided for the selection read.

B. DATA COLLECTION

To carry out the administration of the survey-questionnaire, the researcher selected the desired number of respondents and gathered the information and data regarding the research topic. Then, the letter of request was forwarded to the District Supervisor and principals' offices. Upon the approval, the researcher distributed the questionnaires to the respondents using Google forms. The questionnaires were retrieved immediately after the students answer the questionnaires and the data gathered were tallied, organized, tabulated, analyzed and interpreted using the appropriate statistical techniques. The retrieved questionnaires were one hundred percent (100%) of the total respondents used in this study.

Data Analysis

The data were analyzed based on the research questions provided by the researcher. The researcher consulted an statistician to check the computations made by the researcher.

Statistical Treatment of Data

The following statistical treatment was used to treat the data gathered from this study.

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Problem 1. Common Reading Difficulties

1.1 Weighted Mean and Standard Deviation. These were used to determine the common reading difficulties of the pupils.

Problem 2. Comprehension Reading Strategies Used by the Teachers

2.1 Weighted Mean and Standard Deviation. These were used to determine the comprehension reading strategies used by the teachers for improving the reading comprehension skills of pupils.

Problem 3. Significant Relationship Between Common Reading Difficulties and Comprehension Reading Strategies Used by the Teachers

3.1 Pearson r. This was used to determine the significant relationship between common reading difficulties and comprehension reading strategies used by the teachers.

Ethical Issues

According to Jones (2014), ethical consideration abounds within the data collection process. The researcher considered any ethical issues affecting the respondents. All the pertinent information regarding the subject was treated with confidentiality. Authors and sources in the related literature and studies were carefully cited. Most importantly, the data presented were derived from the actual results of the survey personally conducted by the researcher.

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DISCUSSION OF RESULTS AND RECOMMENDATION

1. 1 Common Reading Difficulties That Prevent Pupils From Reading Comprehending

What They Are Reading

Table 1 shows that the respondents respond very serious in the common reading difficulties that prevent pupils from reading comprehending what they are reading with composite mean of 3.69 (SD=0.541). This confirms that teachers encounter problem in the reading performance of pupils due to lack of in person teaching and learning process of both teachers and pupils. They respond very serious in poor reading comprehension in the selection read with weighted mean of 3.86 (SD=0.713), comprehension skills deficit with weighted mean of 3.84 (SD=0.513), reading disorder or cannot read at all with weighted mean of 3.77 (SD=0.481), lack of fluency in reading the selection or paragraph with weighted mean of 3.73 (SD=0.458), processing speed and orthographic processing deficit with weighted mean of 3.72 (SD= 0.503), reading disability like omission and deletion of words with weighted mean of 3.69 (SD=0.523), dislexia on reading the words in the selection with weighted mean of 3.62 (SD= 0.597), phonological awareness deficit with weighted mean of 3.61 (SD= 0.534), working memory deficit with weighted mean of 3.51 (SD= 0.527) and poor vision and loss of hearing with weighted mean of 3.50 (SD=0.561). This proves that the list of common reading difficulties truly encountered by the teachers. This implies that the common reading difficulties arise due to two years of no in

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person classes due to pandemic and it greatly affect the reading performance and comprehension skills of the pupils.

This result correlates to the work of Ozdemir (2019) that there were common reading difficulties that prevent students comprehending what they read. He also claimed that strategies in developing reading skills were fundamental in getting knowledge as all the lessons, overcome common reading difficulties and learning activities were mostly based on the power of comprehensive reading; indeed, it was really necessary to read comprehensively. In addition, reading comprehensively really affected the learners' education and his life as a whole. Learning in any lesson depends on understanding of the learning instrument of that lesson; thus, a learner who cannot read comprehensively finds it difficult for him/her to be successful in his or her lessons. considered

Likewise, Cabaya and Baetiong (2019) cited that there were common reading difficulties that prevent students comprehending what they read are the factors affecting reading strategy. The data suggested that the awareness of terms referring to various strategies would enable the students to monitor the effectiveness of the strategies they used and it would help them develop autonomy in learning the language.

Moreover, Lao (2018) emphasized in his study that there were common reading difficulties that prevent students comprehending what they read consisted the enunciation and pronunciation which was made up the 68% of the total errors in the students' writing.

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It included the use of subordination and coordination, adverbs, adjectives and articles, the subject and verb agreement, and in the use of punctuations and capitalization. He used the descriptive method of research. He also found out that there was no significant difference in the reading practices when profiles of the respondents were considered.

Table 1

Common Reading Difficulties That Prevent Pupils From Reading Comprehending

What They Are Reading

Items	Weighted Mean	Qualitative Description	SD
1. Phonological awareness deficit	3.61	Very Serious	0.534
2. Processing speed and orthographic processing deficit	3.72	Very Serious	0.503
3. Comprehension skills deficit	3.84	Very Serious	0.513
4. Dislexia on reading the words in the selection	3.62	Very Serious	0.597
5. Reading disability like omission and deletion of words	3.69	Very Serious	0.523
6. Reading disorder or cannot read at all	3.77	Very Serious	0.481
7. Poor vision and loss of hearing	3.50	Very Serious	0.561
Table 1, continued...			
8. Working memory deficit	3.51	Very Serious	0.527
9. Lack of fluency in reading the selection or paragraph	3.73	Very Serious	0.458
10. Poor reading comprehension in the selection read	3.86	Very Serious	0.713
Grand Weighted Mean	3.69	Very Serious	0.541

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Legend: 1.00-1.49 Not Serious, 1.50-2.49 Less Serious, 2.50-3.49 Serious, 3.50-4.00 Very Serious

2. Comprehension Reading Strategies Used by the Teachers for Improving the Reading Comprehension of Pupils

Table 2 reflects that the respondents strongly agree that understanding the selection read is a comprehension reading strategy they use in teaching reading to their pupils with grand weighted mean of 3.68 (SD=0.588). This explains that through understanding the selection as a way of teaching reading the teachers are able to develop the reading comprehension skills of the pupils. They strongly agree that they ensure that pupils take their past knowledge when reading the text with weighted mean of 3.78 (SD=0.538), provide vocabulary in supporting pupils to their reading and comprehension skills with weighted mean of 3.72 (SD=0.547), provide classroom educational games and activities to improve the memory and attention of pupils with weighted mean of 3.68 (SD=0.550), let pupils combine new information with their prior knowledge to formulate a new thought or idea with weighted mean of 3.65 (SD=0.555), use phonetics to read and understand what pupils are reading with weighted mean of 3.64 (SD=0.581), connect new words with pupils' prior knowledge and favorite activities to motivate them to read with weighted mean of 3.61 (SD=0.579). This means that the respondents strongly agree that understanding the selection read make the pupils understand and analyzed what they are reading. This implies

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that understanding the selection truly helps the pupils to motivate themselves to read a lot to gain
mor knowledge on what they have read.

This finding is connected to the paper of Spencer (2015) that practices in understanding the selection read meant many things to many people. It could be one of the most rewarding pre-occupations of an individual, expanding his horizons and making it possible for him to partake of man's accumulated experiences and achievement through the ages. Reading is primarily a process of constructing meaning from written words and students from written words. Students were also taught how to apply a variety of comprehension and critical- thinking skills and strategies to do it well. These skills range from making inferences, understanding cause and effect relationships, and summarizing main ideas and key facts to understanding a writer's point of view, recognizing various persuasive devices, and being able to distinguish between facts and opinions

In addition, Broek and Espin (2016), stated that understanding the selection was considered in the reading comprehension strategies in developing reading comprehension which is a complex interaction among automatic and strategic processes that enabled the reader to create a mental representation of the text. Comprehension depended not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation.

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Table 2

Comprehension Reading Strategies Used by the Teachers for Improving the Reading Comprehension of Pupils in Terms of Understanding the Selection Read

Items	Weighted Mean	Qualitative Description	SD
1. Connect new words with pupils' prior knowledge and favorite activities to motivate them to read	3.61	Strongly Agree	0.579
2. Ensure that pupils take their past knowledge when reading the text	3.78	Strongly Agree	0.538
3. Let pupils combine new information with their prior knowledge to formulate a new thought or idea	3.65	Strongly Agree	0.555
4. Use phonetics to read and understand what pupils are reading	3.64	Strongly Agree	0.581
5. Provide vocabulary in supporting pupils to their reading and comprehension skills	3.72	Strongly Agree	0.547
6. Provide classroom educational games and activities to improve the memory and attention of pupils	3.68	Strongly Agree	0.550
Grand Weighted Mean	3.68	Strongly Agree	0.588

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Disagree

Table 3. registers that the respondents strongly agree that the reading and annotation is a comprehension reading strategy they use in teaching reading to their pupils with grand weighted mean of 3.83 (SD=0.566). This explains that through reading and annotation as a way of teaching reading the teachers are encourage and motivate the pupils to love reading and comprehend what they read. They strongly agree that they monitor the reading progress of the pupils weekly with weighted mean of 3.96 (SD=0.571), let pupils to read a loud to promote

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ISSN: 2704-3010

Volume IV, Issue IV

May 2023

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fluency and literacy with weighted mean of 3.92 (SD=0.587), use picture books or texts with
descriptive language with weighted mean of 3.89 (SD=0.545), do choral reading to let pupils read
the selection together and read the words correctly with weighted mean of 3.85 (SD=0.583),
visualize short stories to encourage pupils to create mental pictures or movies in their mind with
weighted mean of 3.70 (SD=0.549), pair up two pupils to work and read together with weighted
mean of 3.64 (SD=0.563). This implies that the pupils easily improve their reading skills through
reading and annotation. This further deduces that annotating words may the pupils easily cope
the learning of the selection they read.

This is paralleled to the work of Peter and Jain (2018) that strategies in reading and
annotation of the selection read in developing reading comprehension skills made the students
enjoy their learning process in finding some information that is needed. It is an unlimited
area that makes students know everything, such as education, politics, social, culture, religion,
health and etc. All of the information can be obtained by reading. It could bring students in
contact with the minds of great authors, with the written account of their experiences.

Further, Davis (2018), discussed that strategies like reading and annotation of the
selection read in developing reading comprehension skills were complex balance between
recognizing printed symbols and interpreting the meaning behind the symbols. Strategies in
metacognitive in developing reading comprehension skills were recognized as an acquired skill
that is focused on the understanding of input. Comprehension is the action or fact of reading

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and comprehending with the mind; understanding, grasping with the mind, power of receiving
and containing ideas.

Table 3

**Comprehension Reading Strategies Used by the Teachers for Improving the Reading
Comprehension of Pupils in Terms of**

Reading and Annotation

Items	Weighted Mean	Qualitative Description	SD
1. Pair up two pupils to work and read together	3.64	Strongly Agree	0.563
2. Vizualize short stories to encourage pupils to create mental pictures or movies in their mind	3.70	Strongly Agree	0.549
3. Use picture books or texts with descriptive language	3.89	Strongly Agree	0.545
4. Let pupils to read a loud to promote fluency and literacy	3.92	Strongly Agree	0.587
5. Monitor the reading progress of the pupils weekly	3.96	Strongly Agree	0.571
6. Do choral reading to let pupils read the selection together and read the words correctly	3.85	Strongly Agree	0.583
Grand Weighted Mean	3.83	Strongly Agree	0.566

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Disagree

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Table 4. displays that the respondents strongly agree that the reading progress is a comprehension reading strategy they use in teaching reading to their pupils with grand weighted mean of 3.85 (SD=0.566). This shows that through reading progress the teachers are able to monitor and evaluate the reading comprehension skills of the pupils both in oral and written communication. They strongly agree that they inspire the pupils to read and develop love for reading using different activities with efficient use of time with weighted mean of 3.95 (SD=0.613), generate reports to determine any difficult areas on the reading level of pupils that require attention with weighted mean 3.94 (SD=0.499), ensure that pupils' reading performance is successfully track by the teacher with weighted mean of 3.93 (SD=0.561), allow pupils to participate in reading activities and track their progress in real time with weighted mean of 3.91 (SD=0.568), provide pupils with access to the number of books that pupils have to read with weighted mean of 3.73 (SD=0.577), provide reading selection and create quizzes based on it with weighted mean of 3.65 (SD=0.583). This proves that the respondents are monitoring and evaluating the reading progress of their pupils using the different strategies in teaching reading. Further, they can give enrichment reading activities to improve the reading and comprehension skills of the pupils.

This result is similar to the finding of the work of Emetes (2018) that reading progress required the mastery of a system that takes literally years to learn. On the part of the teacher, this required skills in noting the difficulties of the learners in both oral and written English,

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presuming that the secondary freshmen students of a public school have mastered the skill while still in their elementary years. He also added that the outcome of individual or social integration cannot be achieved unless the student has acquired a command of the language which he learned in school. The manifestation of various teaching strategies for use in the field has confused a lot of public secondary teachers whose students came from different educational backgrounds.

Additionally, Marcelo (2019), cited that reading progress was based on the recent language test result released by the IDP Education PTY Ltd. Philippines, an accredited group that administered the International English Language Testing System to Filipinos seeking to work and migrate abroad, showed that the Philippines is no longer the top English-speaking country in Asia. With an overall score of 6.71, Malaysia is now ranked first in English proficiency in Asia. The Philippines placed second with the score of 6.69, followed by Indonesia 5.99, India 5.79 and Thailand 5.71. This was gleaned in 2008 when some thirty-five thousand (35, 000) Filipinos took the language examination to evaluate their English proficiency.

Bautista and Bolton (2019), stated that reading progress keeps everyone in the class on board with what was going on. It had something he had developed after many years of self-reflection and practice, applying a very simple yet, effective public speaking techniques to his own teaching style. According to them, the most important thing is that a teacher realizes two

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things: first, the job of a teacher is to make sure everyone in class is listening and learning that no child is left behind. A teacher can only do this if he cares well enough for each student.

Table 4

Comprehension Reading Strategies Used by the Teachers for Improving the Reading Comprehension of Pupils in Terms of

Reading Progress

Items	Weighted Mean	Qualitative Description	SD
1. Provide reading selection and create quizzes based on it	3.65	Strongly Agree	0.583
2. Allow pupils to participate in reading activities and track their progress in real time	3.91	Strongly Agree	0.568
3. Provide pupils with access to the number of books that pupils have to read	3.73	Strongly Agree	0.577
4. Inspire the pupils to read and develop love for reading using different activities with efficient use of time	3.95	Strongly Agree	0.613
5. Ensure that pupils' reading performance is successfully tracked by the teacher	3.93	Strongly Agree	0.561
6. Generate reports to determine any difficult areas on the reading level of pupils that require attention	3.94	Strongly Agree	0.499
Grand Weighted Mean	3.85	Strongly Agree	0.566

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

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Table 5 reveals that the respondents strongly agree that the time allotment provided for reading is a comprehension reading strategy they use in teaching reading to their pupils with grand weighted mean of 3.80 (SD=0.549). This deduces that through time allotment provided for reading as away of teaching reading the teachers easily motivate the pupils to develop their genuine love for readin leading to the improvement of the reading and comprehension skills. They strongly agree that they provide remedial time for reading especially to the struggling readers with weighted mean of 3.98 (SD=0.542), set time regularly in the classroom schedule with weighted mean of 3.95 (SD=0.556), set time by the teachers to have individual pupils read aloud from a selection given to each member of the class with weighted mean of 3.83 (SD=0.609), make a weekly schedule and time to read during english and filipino classes with weighted mean of 3.81 (SD=0.478), provide 10-15 minutes 3 to 4 times a week for less fluent pupils in reading with weighted mean of 3.68 (SD=0.555), make an extremely time-efficient and reliable way to track pupils fluency and all reading ability on the selection read with weighted mean of 3.53 (SD=0.551). This implies that remedial reading methods help contribute to the reading performance of pupils. This further explains that setting time for reading make the pupils the habit of daily reading for the improvement of their reading skills.

This is correlated to the paper presented by Harlaar, et.al. (2016) that time allotment provided for reading influenced the reading comprehension skills of students which were

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associated with both overlapping and independent genetic pathways. In contrast, there was little evidence for shared environmental influences. Non-shared environmental influences were also significant, but were uncorrelated with reading comprehension.

Futher, Petrill et.al. (2017), found that time allotment provided for reading influenced the reading comprehension skills. Genetic studies suggested that reading comprehension was heritable with modest amounts of shared environmental influences.

Furthermore, Betjemann, et.al, (2018) concluded that time allotment provided for the selection read help improve the reading comprehension skills and considered as a way of understanding the genetic and shared environmental influence on reading comprehension, very little was known about the child-specific, non-shared environmental influences on reading comprehension.

Table 5

Comprehension Reading Strategies Used by the Teachers for Improving the Reading Comprehension of Pupils in Terms of Time Allotment Provided for Reading

Items	Weighted Mean	Qualitative Description	SD
1. Provide 10-15 minutes 3 to 4 times a week for less fluent pupils in reading	3.68	Strongly Agree	0.561

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2. Set time regularly in the classroom schedule for both teachers and pupils to drop everything and read	3.95	Strongly Agree	0.558
3. Provide remedial time for reading especially to the struggling readers	3.98	Strongly Agree	0.546

Table 5, continued...

4. Set time by the teachers to have individual pupils read aloud from a selection given to each member of the class	3.83	Strongly Agree	0.611
5. Make an extremely time-efficient and reliable way to track pupils fluency and all reading ability on the selection read	3.53	Strongly Agree	0.556
6. Make a weekly schedule and time to read during English and Filipino classes.	3.81	Strongly Agree	0.498
Grand Weighted Mean	3.80		0.549

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Disagree

Strong

3. Significant Relationship Between the Common Reading Difficulties That Prevent Pupils From Reading Comprehending What They Are Reading And Reading Strategies Used By the Teachers For Improving the Reading Comprehension Of Pupils

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Table 6 manifests that there is a signification relationship between common reading difficulties that prevent pupils from reading comprehending what they are reading and reading strategies used by the teachers for improving the reading comprehension of pupils. The computed correlation coefficient of The computed p -value of 0.000 for understanding the selection read, reading and anotation, reading progress and time allotment provided for reading are all lesser than 0.05 level of significance, therefor the null hypothesis is rejected. This implies that reading strategies utilized by the teachers in teaching reading to all the upils greatly affect the reading performance of pupils and may minimize their common difficulties in reading. This also deduces that the respondents have the same idea that reading strategies utilized by them help pupils to improve their reading comprehension skills.

This findings is related to the work of Glenberg et.al (2017) that there was a significant relationship between the common reading difficulties and the comprehension reading strategies used by the teachers for improving the reading comprehension of the pupils. He also found out that strategies in developing reading skills were connected to object manipulations which have positive effects to students' reading comprehension when used in smaller groups. This is true for students in both individual and peer settings. Object manipulation appears to help students draw inferences necessary to construct integrated mental models. A mental model is often conceptualized as a representation that goes beyond information explicit in the text by

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incorporating a student's inferences and world knowledge: thus the mental model becomes representation of what the text is about rather than a representation of the text itself.

Moreover, Chambers (2018) claimed that there was a significant relationship between the common reading difficulties and the comprehension reading strategies used by the teachers for improving the reading comprehension of the pupils. He also claimed that the strategies in developing readingskills have effects on two types of technology application for teaching beginning reading: computer-assisted tutoring and the use of brief phonics and vocabularyvideos shown during classroom instruction by the teacher. Both applications added more than half a standard deviation to students' reading performance. Comprehension received the largest increase in effect size: students who experienced the technology scored more than a full standard deviation higher than those who received the identical classroom instruction and tutoring without technology. He also revealed that there was a significant relationship between the interactive reading comprehension strategies in developing reading skills of students and the challenges they experienced on it.

In addition, Paris and Paris (2017) demonstrated that there was a significant relationship between the common reading difficulties and the comprehension reading strategies used by the teachers for improving the reading comprehension of the pupils. He cited too that strategies in developing readingskills comprehension of first graders, even of students who cannot decode well, can be promoted through explicit instruction in reading strategies and text structure. They

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found out that instruction in narrative thinking benefited students' comprehension of narratives in the picture-viewing modality as well as narrative meaning-making in listening comprehension and oral production modalities. That was, students participating in the experimental group showed better understanding of explicit pictorial information and were more able to make conclusions about implicit pictorial information. They also improved in listening comprehension and recall of main narrative elements, in recall of main story elements, and were more able to ascribe dialogue to characters. From pre- to post-test, students in the experimental group showed improvements in recall, in the ability to organize main story elements, in understanding explicit pictorial information, and in making more accurate inferences about implicit pictorial information. For most of these variables, the students in the experimental groups had lower scores at pre-test and even surpassed the compared students at post- test.

Table 6

Test of Significant Relationship Between Common Reading Difficulties That Prevent Pupils From Reading Comprehending What They Are Reading And Reading Strategies Used By the Teachers For Improving the Reading Comprehension of Pupils

	Reading Strategies			
Common Reading Difficulties	Understanding the Selection read	Reading and Annotation	Reading Progrees	Time Allotment provided for reading

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Correlation Coefficient	0.892	0.999	0.887	0.986
Qualitative Description	High Relationship	Very High Relationship	High Relationship	Very High Relationship
P-Value	0.000	0.000	0.000	0.000
Remark	Significant	Significant	Significant	Significant

Legend: 0.00 No Relationship, ±0.00-±0.20 Negligible Relationship, ±0.21-±0.40 Low Relationship, ±0.41-±0.70 Moderate Relationship, ±0.71-±0.90 High Relationship, ±0.91-±0.99 Very High Relationship, ±1 Perfect Relationship, Significant at P<0.05



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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue IV

May 2023

Available online at <https://www.instabrightgazette.com>



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