

# English Reading Comprehension Competencies of Low Performing High School Students: Inputs for Instructional Enhancement

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## Abstract

*This pre-experimental study is aimed at identifying inputs for a proposed instructional enhancement program in reading. Respondents were 50 third and fourth-year high school students (15 fourth year, 35 third year) who obtained a final grade below 75 percent or below the proficiency level in English and who were subjected by their schools to undergo a summer English Program. The study used parallel 26-item pre and posttests and a formative test for every stage of the intervention with modified items from the SRA 2C kit and additional researcher-made items to fit the purpose of the study. All test materials were subjected to content validation by the experts before use. Respondents underwent the whole procedure: the pretest, five-staged intervention, and the post-test. The result of the pretest was used in the formulation of the five-staged intervention with the following strategies: Preview, Question, Reading, Summary, and Test (PQRST), Directed Reading-Thinking Activity (DR-TA), Choral Reading, Use of Graphic Organizer and Reader's Theater. A posttest was given after the intervention.*

*In the pretest, the students scored below average in drawing conclusions and average to superior knowledge on the other 11 comprehension skills. Thus, the five-staged intervention program was designed focused on the development of the students' skills in concluding but with enhancement on the other 11 skills. T-test results indicate that the students' performance significantly improved, leading to the recommendation for the inclusion of the intervention strategies as inputs for a proposed reading enhancement program.*

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**Keywords:** English Reading Comprehension, competencies, low performing high school students, pre-experimental study, instructional enhancement

## INTRODUCTION

“Reading is a tool for learning (Bernardez, 2009, p. 6). Reading has a vital role in any subject in school (Aquino, 2014). It is a skill everyone needs to have to acquire information and knowledge from written text. Theories, principles, ideas, facts, and selections would never be understood without competence in reading; thus, it may be identified as a weapon needed by people to conquer the world of knowledge and as an instrument for every child’s success. Villamin, Diaz, Talens, and Santos (2001) stress that essentially, reading is not just making meaning from a printed page but rather, an active, interactive, and a strategic process that incorporates word association, perceptual learning, cognitive analysis, interpretation and evaluation of ideas through metacognition and utilization of schemata or one’s preconceived thought acquired from past experiences to understand the printed text.

Block, as cited in Santos and Crisostomo (2013) stated that both schema and metacognitive theories are found to be effective instruments in the comprehension process. Relating prior knowledge to the topic would help readers retrieve information, predict, infer, evaluate, judge, and draw a conclusion. With the use of schema theory, readers can understand data from text through the use of background information. Utilizing metacognition, on the other hand, directs the readers’ attention to the content being read. With the application of this approach, the readers get to know their purpose for reading a certain text. They are helped in formulating hypotheses and questions, in classifying ideas, in concluding, and coming up with judgments and predictions and construct summaries. Applying both practices would constitute interactive reading, which directly demonstrates what Buendicho (2010) points out as the interactive reading theory where the readers interact with themselves, with others, and with the text.

Reading is comprehension, and comprehension involves skills. In order for the readers’ competencies to flourish, proper utilization of schema and metacognitive theories must be employed. Huffman, as cited in Buendicho (2010), supported this in stating that reading involves questions and comprehension, is the search for answers to these queries through the text. In a similar vein, Pardo, as cited in Bernardo (2013), defines comprehension as the construction for meaning through the reader’s interaction with the text through the use of existing knowledge and prior experiences. One’s competence in reading may be assessed through observation and evaluation of the readers’ demonstration of their ability to manipulate sounds of spoken words (phonemic awareness); capability to hear, identify and use sounds of words (phonic); skill to read with accuracy, speed, appropriate expression and phrasing (fluency); competence to know the meaning of words and their pronunciation (vocabulary development); and proficiency to deduce, recollect and communicate concepts or ideas acquired from any text read (comprehension techniques or strategies). These, according to Anderson in Buendicho (2010), are essential in the manifestation of an individual’s reading comprehension proficiency.

Also, reading comprehension fluency can be observed based on the four dimensions of reading as enumerated in Anonot (2011). These are (1) literal understanding or one's ability to answer Wh-/H- questions, (2) interpretative understanding or one's capacity to note relevant details in a selection in order to conceptualize the larger concept of the word or text read, (3) critical thinking or one's ability to assess the worth of the material, and, (4) creative understanding or integrative extension of one's skill to formulate and relate ideas and concepts with his own life experiences. The use of the four levels of comprehension, according to Bernardez (2013), may also be used to gauge one's reading competency. The levels include a literal level, interpretative level, critical level, and application level. Once a reader exhibits the application level, where he/she can learn and profit from the reading experience, he may be evaluated as a competent and proficient reader.

The comprehension competence of every reader may also be valued through the display of his/her acquired reading comprehension skills. Buendicho (2010) identifies that comprehension skills pertain to the ability to grasp or construct meaning mentally and to absorb ideas and facts. These skills point specifically to the reader's capacity to note, identify, recall, analyze, distinguish, understand, predict, infer, reflect, evaluate, synthesize details and ideas, and relate the text to one's personal life. These skills are critically essential in the educational success of all individuals. Without the acquisition of such, students may struggle in learning or understanding concepts from different subject areas. These skills are essential in order for students to analyze and comprehend Math problems, to explain and interpret science concepts and to come up with conclusions in experiments, or plainly to follow directions from examinations. Reading comprehension is a way of life because one needs it to understand text printed on labels, signboards, consumption bills, and even text messages. Without such competence, it is impossible to understand the printed text.

The development of reading comprehension in every learner is a worldwide drive. It has been a global concern. A study in the U.S., which was conducted by Literacy Project Foundation, found that according to the 2007 California Index, from the six million students in California, 57 percent failed the California Students Test in English. Of these millions of students in the California School System, 25 percent of them are incapable of performing basic reading skills. The problem of illiteracy has continuously prevailed in the different states of America, having been assessed to have 44 million adults unable to read a simple story to their children. Fifty percent of the American students cannot read a book written at an eighth-grade level, and 45 percent were found out to read below a fifth-grade level (The Literacy Company, U.S. Census Bureau, 2011).

Faek and Lynch (2013) reported that in Egypt alone, 17.2 million are illiterate. From the total population of Egypt, 25.9 percent who are found to be illiterate are above 10 years old. These numbers are based on the data released recently by Egypt's Central Agency for Public Mobilization and Statistics (CAPMAS). From the 24.9 percent recorded in 2012, an elevation of 1 percent was noted in 2013. The problem of illiteracy is also persistent in the Arab world. Thirty-three percent of the Arabs are illiterate in relation to the 18.8 percent total

illiteracy worldwide from the period of 2005-2012. Morocco shares the same dilemma. In the 2012 report, 30 percent of the Moroccans or roughly 10 million could not read nor write. This statistic is, according to UNESCO.

In the Philippines alone, the problems of illiteracy and the lack of comprehension skills have been persistent for the past school years. International Tests Result like 2003 TIMSS (Trends in International Mathematics and Science Study) ranked Philippines as the 34<sup>th</sup> of the 38 countries in high school Mathematics II and the 43<sup>rd</sup> of the 46 countries in high school Science II. These results made the Philippines land on the 23<sup>rd</sup> spot out of the 25 participating countries. In 2008, the country ranked the lowest in the Advanced Math Category, despite the sole participation of science high schools in the assessment activity (Asprer, 2011). As observed, both subjects require reading comprehension fluency to be able to understand related concepts and questions under these courses.

The low performance of the Filipino students is also evident in the National Achievement Test result in 2011, where almost two-thirds of the country's high school students got below-average NAT scores, the Department of Education reported (Quismundo, 2011). According to DepEd Order No. 72, dated September 20, 67.10 percent of the schools scored within the "lower average" range (26 and 50% correct) in NAT for second-year high school students. Some 0.35 percent of schools performed between 0 and 25 percent, making the lowest performers. However, the results were fairer for the elementary schools because only 14 percent scored within the low average, while 36. Twenty-eight percent were classified as superior, scoring at 76 percent and above, still, there are some 37, 000 schools which scored just from 51 percent to 75 percent, with the latter being the percentage target projected by DepEd For Academic Year 2010-2011.

Santos and Crisostomo (2013) stress the importance of being able to comprehend well as they attest that reading makes a man full. Without it, a man will acquire less information. It is an effective avenue to gain access to various areas of knowledge. Savage (1994) emphasizes that the heart of education is to have students learn to read. How to teach reading the best way is a major concern for every member of the academe. Villamin and Villamin (1999) reported that based on research, the best way to teach the child is through effective and efficient teaching, and this could only be provided by skillful and competent educators who could serve as effective mediators for others to learn and achieve the competence in reading (Rosemary, Poskos & Landreth, 2007).

To address the needs of students in reading, teachers must employ various strategies or techniques in response to the different learning styles and needs of students. With the development and enhancement of different strategies, methods, and materials in the education world, teachers of reading are now given an array of alternatives to suit their learners' needs (Savage, 1998).

Savage (1994) cited that all the efforts exerted by teachers in facilitating reading instruction must lead to the utmost goal of reading, that is, comprehension. If the best treatment for any reading problem is good teaching, teachers then must explore, experiment, and evaluate the efficacy of their teaching strategies in order to determine which strategies or techniques are effective for certain components and skills. They must also equip the readers with reading comprehension techniques that they can utilize in order to fully understand and evaluate whatever text they come across with independently. It is a must for teachers to formulate instructional enhancement programs and to learn exercises that would help uplift the comprehension competencies of their learners. Different strategies should dutifully be taught by the teachers and subsequently be employed by students to help the latter become comprehensive readers.

The following strategies and techniques which Bernardo (2009) enumerates, may be used by students in reading activities: (1) *To skim or read the text quickly*. This is an important strategy which readers should develop to assist them in distinguishing important details from a text read without reading the full selection; (2) *To scan*. This would help readers locate keywords or ideas without running through the entire content. Both strategies, skimming, and scanning, are found to be crucial in the students' capability to note details; (3) *To go through the whole text extensively*. Readers are obliged to read the whole selection to be able to fathom its meaning, which is very much in contrast with reading intensively. With this faculty, readers are engaged to go over a shorter selection to gain the specific information needed; (4) *To visualize*. This is another expertise which readers need to acquire to be able to conceptualize and envision images in their minds for a profound understanding of the text content; (5) *To monitor and to repair understanding*. This helps readers keep an eye on the details while they run through the text. (6) *To classify*. This guides readers to determine ideas as main or supporting, to sharpen their skill in identifying the key idea; (7) *To synthesize*. This is a strategy used to evaluate and classify information as known or new that would help readers formulate a bigger concept of the selection; (8) *To use background knowledge*. This is a strategy employed by readers to connect prior knowledge with what they read. It helps readers spot the relationship of their prior knowledge with what they currently read, thus enhancing their comprehension and their knowledge as readers.

Readers engage in various strategies to understand confusing parts that may hinder their full comprehension of the text. With the strategies mentioned above, readers would be able to make a deeper and wider appreciation of the text's content. On top of this list of crucial reading strategies or techniques, metacognition plays a vital role in enhancing acquired reading skills since Adler (n.d.) describes it as a process of "thinking about thinking." Metacognitive strategies would guide readers to recall prior knowledge related to texts, empower them to clarify their purpose for reading, preview the text, monitor and track their understanding, directly address comprehension problems, and deepen their comprehension by appropriating answers to the questions they have previously formulated. With the utilization of metacognition, along with some comprehension monitoring strategies such as

resolving any difficulty met while reading the text, readers would be able to read between and beyond the lines.

When readers can use a variety of strategies in combination, they would be able to engage in a rich interaction with the text and ultimately build their knowledge of the world around them. "Readers who could employ reading strategies and techniques like visualizing and connecting with what they read will most likely derive greater enjoyment and satisfaction from the act of reading" (Bernardo, 2009, p. 81). With the identified readers' techniques and with the proper application of these, students' comprehension proficiency would certainly progress.

Bernardo (2009) enumerates the following teaching strategies that may be used by teachers in the advancement of their reading classes: SQ3R reading strategy as noted is an effective means in the development of the students' ability to understand and absorb written information because it helps readers conceive a mental image of a subject or topic. The strategy provides five stages for students to undergo. This includes the survey, the stage where the readers familiarize themselves with the text by previewing the printed material, scanning its content, introduction, and summaries, and taking note of brief overviews of the text. This is the stage where the reader evaluates the information acquired as useful or not. Question is the next stage where the readers formulate inquiries during the pre-reading stage to aid readers to note details and information as they proceed to the reading stage. The read stage is third. In this stage, the readers go through the whole selection with a specific purpose in mind. As they read the whole document, they identify all the specific details found to be significant to the questions formulated. The recite part, on the other hand, directs the readers to read the information several times in their mind, taking note of the relevant facts about the text. Review, the last stage, makes the readers recall the main ideas and pertinent details and identify existing relationships between them.

The Repeated Reading Tactic, which Casela, Marquez, and Sadorra (2009) promote, is a multi-step strategy which could be utilized by students with varied reading abilities, particularly those who have learning difficulties. It involves the fixing of reading rates, selection of the text based on the reading levels of students, calculation of their reading rates, orientation on how to calculate, record and interpret reading rates, identification of an interesting story, practice reading time, the actual reading of the story aloud again while being timed and lastly comparison of one's previous reading rate, goals, and performances.

Still, another strategy to enhance the students' reading competencies is the use of Story Grammar. It directly guides the learners to classify the components, elements, and specific relationships among them. Madler and Johnson, as cited in Alcantara, Cabaneilla, Espina, and Villamin (2003), believe that learners at an early age have their technique in comprehending a text. They use such terms as setting the theme, plot, and resolution to understand various selections. The Question-Answer Relationship (QAR) strategy, on the other hand, helps students recognize what types of questions are being asked and the four

possible areas from which answers may be located. According to the experts, as mentioned above, answers may be found in a single sentence, in several sentences, in the students' background knowledge or combination of information from the text and their prior knowledge. Fisher and Frey (2004) sum them up as: (1) right there questions, (2) think and search questions, (3) author and you, and (4) on my own.

The following steps are suggested to perform QAR strategy: (1) reading the text, (2) formulation of questions, (3) determining which information is relevant, (4) locating where to find relevant information, and (5) finding out whether the information requires several questions to answer. Determining which among the four areas suggested previously will help one in addressing the questions. In using this strategy, students may work in pairs and small groups ((Fisher & Frey, 2004).

A variety of studies were undertaken and are continuously being conducted to emphasize further the essentials of having proficient reading comprehension competency in dealing with other courses and to assess the efficacy of reading strategies, interventions, and programs to assist teachers to choose the more appropriate and effective techniques/programs in the facilitation of reading classes. Still, other studies are designed and conducted toward the formulation of different reading instructional enhancement programs for the benefits of the students.

Since the importance of having efficient and fluent reading comprehension competencies is inevitable especially among students who need to study different courses or subjects, research has been conducted to test the significance of an array of teaching comprehension programs, strategies, techniques, and interventions in improving the comprehension competencies of students and in providing data to formulate instructional enhancement reading programs in accordance to the readers' needs. The following results of those researches had helped in the pursuance of the present study:

Boduch (2008), in her study, "Improving Reading Comprehension: Using Inferring Strategies to Promote Comprehension with Second Grade Students," made use of inferring strategies. The study involved the facilitation of inferring lessons to the subjects, which later on were given an evaluation to note for a significant improvement in their comprehension performances. Comprehension assessment using QRI (Qualitative Reading Inventory) at each independent reading level was given to the pupils in the form of pre and posttests. The results were then treated using a one-tailed t-test with the alpha level set on .05. A significant difference was noted after the computation concerning the class pretest of 73.96 and a posttest of 85.42. The t-values registered at 1.748;  $p < .05$  with df of 23. The results indicated that a significant improvement between the pretest and posttest scores occurred.

Another study entitled "Understanding Reading Comprehension: Multiple and Focused Strategy Interventions for Struggling Adolescent Readers" conducted by Yee (2010) from the University of Saskatchewan investigated on which methods will help improve the

reading comprehension of struggling adolescent readers. More specifically, this study focused on the effectiveness of “pull-out intervention.” To gauge the most influential and most effective reading comprehension intervention is the focus of this research. Twenty-nine participants, grouped into three, were the respondents. The first group, or the MSI, were treated with decoding practices and six comprehension strategies while the second group was focused on decoding exercises with two comprehension strategies. The third group, being the control group, was only exposed to the typical education program.

His study was conducted to specifically validate that improvement would practically affect the intensity of intervention on all reading measures; thus the group with MSI, having the most integrated strategies applied, is expected to have improved the most, with the FSI group having greater significance than the control group, which would show the least improvement. In summary, the analysis produced the following result: no positive influence in the students’ comprehension was noted in the pull-out intervention, although the students in the control group showed greater gains than the experimental group. Nonetheless, an improvement in decoding was displayed by the MSI group on their posttest.

With this result, Yee (2010) concluded that the degree of concentration and focus the participants extended on the intervention had affected the result, since some participants were unable to complete the homework, while others had rushed through their work and still others failed to bring the book used in the intervention sessions. All these reasons were presumed to be a sign of low or lack of self-motivation to develop one’s reading competence. The de-contextualization of the intervention in the class instruction had also affected the result since there was no direct orientation on the use of these strategies and the usefulness of these strategies in uplifting their reading competence. The possibility of direct or indirect alteration in the execution of regular classroom teaching had probably contributed to the outcome of the study. The concerned teachers must have unconsciously given more focus on reading comprehension instruction as evident during their informal conversation with the researcher with the mentors expressing their high regard on the students’ performance and the importance of comprehension skills. This may have caused some of the teachers to consciously or unconsciously place greater weight on reading comprehension in the course of their regular teaching.

Another study worth citing was conducted by Amy Barr (2006) when she correlated the effectiveness of reading comprehension strategies at the University of Wisconsin-Stout in December 2006. The study was explored to evaluate the literacy programs or interventions for at-risk readers in the educational system of Minnesota. The research covered the secondary level educators in Minnesota in May and June. The respondents consisted of English teachers, special education teachers, school counselors, and school psychologists. A survey form with 25 questions designed by the researcher and which has been approved through the IRB process at the University of Wisconsin-Stout was sent randomly to 300 educators. Fifty or 16 percent of the surveys were returned. Barr found out that the majority of the respondents in the district used other types of interventions other than



those being surveyed. They particularly employed Comprehensive Assessment for Reading Strategies (C.A.R.S), summer reading classes, remedial reading classes, University of Kansas Word Identification Strategy and Self- Questioning Strategy, Read Naturally, Rewards, skills tutors, language classes, special education reading, a school within a school, teacher instruction, Title 1, paraprofessionals teacher aides, inclusion, reading resource room, and reading support classes. However, 41 percent of the respondents used the Read 180 program, America's Premiere Reading Intervention Program for Language Learners.

Barr's study also discovered that 40.8 percent of the respondents were English teachers, while 32.7 percent belonged to the special education group. She also had noted that 95 percent of the students were white Caucasians. Another result that the researcher had noted in the study is the rate the participants (teachers) made on the number of students reading below grade level, at-grade level, and above grade level. Most participants indicated that their students were reading at-grade level or below. Very few responded that their students were reading above grade level. She had also found that the most difficult skills as perceived by the students according to difficulty were reading comprehension, vocabulary, reading fluency, and decoding phonemic awareness. The majority of the educators use Title 1 services, remedial reading programs, special education reading, language classes, support reading, and resource room. Approximately, 41.3 percent of the subjects described using some type of tutorial program in addressing the needs of their at-risk students, and most of them refer their struggling readers to intervention programming through the use of statewide, district-wide assessments and teacher guidance referral. Finally, it was reported that the majority of the used interventions were conducted five days a week (88.6 %), 200 minutes a week (67.4 %), and 24 to 36 weeks (38.8 %). Barr recommended that future studies be made with a focus on just a single intervention used by the teachers in Minnesota to give a clearer picture of the significance of that particular intervention under evaluation.

Eliot (2005) purposely scrutinized the effectiveness of a reading intervention employed among 9<sup>th</sup>-grade students in a secondary school from Northern Virginia. With the use of the Stanford Diagnostic Test (4<sup>th</sup> Edition), the pretest and posttest, in particular, helped her identify the reading comprehension competencies of the students in the intervention class as compared to those in the control group. The attendance and discipline of the respondents were also noted and compared. After correlating the quantitative results, no significant difference was noted between the students in the control and treatment groups as regards their academic performance, attendance, and behavior. It was further recommended that more studies be made regarding reading comprehension at the high school level.

Falth (2013) from Linnaeus University, whose purpose is to contribute to the development of students who have below age level reading abilities, conducted a study to promote the development of struggling readers through the use of certain interventions. The study made use of two studies containing different interventions which made up the training programs that targeted the promotion of pupils' reading development from grades 1-4 to perform an analysis on the effects of the interventions utilized both on the quantitative aspects

of the pupils' reading abilities and qualitative aspects of interpreting the intervention. The first study involved grades 1-4 while the second one had the grade 2 pupils as the only participants.

Two training programs comprised the first study, one of which is computer-based while the other study consisted of two computer-based training programs with one program targeting phonology and the other one focusing toward improvement in reading comprehension. Results showed that the group which received both the phonological and comprehension training showed greater improvement than the comparison group. Findings also indicated that the computer-based intervention in the reading training combined with individually adapted contents could have a certain degree of influence on the intervention's success.

Greater progress on written tests was noted with the participants who were exposed to the combination of phonological and comprehension training, particularly in the skills of assessing words, decoding, phonology, and comprehension as compared to the other group. According to Falth (2013), the result of this study should open the door for further research to address the needs of children appropriately.

To further contribute to the enhancement of Reading instruction, Baier (2005) accomplished a study that linked the connection between reading comprehension and reading strategies. She hypothesized that readers who use appropriate reading comprehension strategies while reading can note more details and comprehend the text better. The result of Baier's study validated that students equipped with effective reading comprehension skills make better comprehension test results. The investigation made use of the Qualitative Reading Inventory – four reading comprehension pretests after determining their reading levels. The participants were given instructions using the Self-Questioning Reading Strategy for six weeks. After the intervention, the subjects were given a posttest under the Qualitative Reading Inventory - 4. Based on the pretest and posttest results comparison, 12 of the 14 sixth grade students were noted to have improved in their reading comprehension scores while the remaining two participants had not shown any improvement nor decline in their performance. With the noted results, this conclusion was drawn: the Self-Questioning Reading Strategy had helped improve the performance of the sixth-grade literature students, as evident in their posttests results.

A study conducted by Simatupang and Sihombing (2002) aimed to evaluate the effect of the PQRST Method in improving the reading comprehension of 60 students, which were grouped into two, the control group receiving conventional method and the treatment group which was taught using PQRST method. T-test was used to analyze the data. Results displayed a significant difference of 0.80 and a mean difference at the 0.05 level, with 58 as the degree of freedom. Findings made the researchers conclude that the PQRST method has significantly affected the students' reading comprehension of descriptive text.

Another study that Dhrel, Armitage, Peterson, and Wettles (2011) assessed the significance of a Three-Phased Reading Comprehension Intervention among Intermediate Grade-Word Callers in two rural public schools with five teachers and 25 students in the third to sixth grades as the participants. The 30 intervention sessions involved explicit instruction until the gradual release of it in three phases: the metacognitive strategy, comprehension strategy, and peer-led discussions. The study employed The Qualitative Reading Inventory in Leslie-Calwell as cited in Dhrel, Armitage, Peterson & Wettles (2011) for the participants' growth in reading. After the comparison of the posttest results among the groups, the one receiving the interactive instruction displayed higher gain in their reading comprehension as compared to the recitative instruction group.

The whole process was executed in phases, starting with phase one, where the teachers taught metacognitive strategy while phase two involved the giving of four comprehension strategies: predicting, clarifying, questioning, and summarizing. For phase three, the students were directed to participate in group discussions with the gradual release of the teacher's support. The findings revealed that the students using interactive style gained more than those who experienced typical recitative style. Moreover, it was noted that regardless of types of strategies or styles teachers employ; students may gain a certain extent in their reading comprehension. It was also assumed that readers perform best in their comprehension of a peer-led discussion, coupled with the teacher's instructional attention and explicit explanations.

The present state of comprehension fluency among Filipino students is no different from the condition globally. To give light and contribute to the solution to this concern has been the never-ending aim of research enthusiasts. Gillaco (2014) joined the tribe of advocates through her research on the level of word recognition and reading comprehension to serve as the basis for a reading program to be developed. The reading profile of the grade 4 pupils in the school year 2013-2014 was identified with a notation on their word recognition and level of comprehension.

This Descriptive study of Gillaco (2014) used the data as the bases for designing a reading program. For the oral reading part, the Dolch's Basic sight words with emphasis on pronunciation were used as the basis for the data on word recognition while reading comprehension was assessed through a silent reading of a text and answering a set of questions afterward. After the assessment, the participants were found to have mastery in word recognition with reference to the standards set by the Philippine Informal Reading Inventory (Phil-IRI) for both oral reading and silent reading skills, as noted with the only few miscues committed.

On the contrary, the pupils were identified to be under the instructional level in their silent reading proficiency, which Gillaco had technically categorized. This means that they could still benefit from further reading instructions. The findings of the study led her to formulate a reading profile for the respondents, from which she had based her design for the

reading programs she intended to do. The program focused on the following: theme and content, reading or teaching approach, assessment, and teaching materials.

Based on the results, Gillaco had recommended that the participants should be exposed to varied instructional materials in reading like books, articles, short reading selections, and different teaching methods and strategies in reading for the improvement and enhancement of their reading performance. They should also be exposed to a variety of reading techniques, strategies, exercises for further development, and enhancement of their reading comprehension abilities, which must be anchored on the standards of the Department of Education.

A study conducted by Montes (2001) was pursued to formulate and propose a Developmental Reading Program for sophomore high school students in a local secondary high school. She made use of the final grades of the respondents in their freshmen year; their strengths and weaknesses in oral reading and comprehension and the common reasons for the students' retardation in reading developments from their teachers' point of views, and parents and students themselves, as her bases for her conclusion. Based on the results, the following conclusions were drawn: the respondents had low English Proficiency levels in their freshmen year, which infers that they also have weak reading skills. Another is that the respondents had low oral reading proficiency and poor reading comprehension skills, hence giving them difficulty in comprehension. Though teachers addressed the needs by using strategies and techniques to enhance their teaching skills and improve the students' performance in reading, the exploration of the use of other reading materials other than their textbook is limited. Most of the teachers classify themselves as mere English Teachers as well, with a few who find teaching reading not enjoyable. The general perception of the instructors among themselves was presumed to have caused a significant influence on their effectiveness in facilitating reading classes. Also, the parents' lack of time to supervise their children with their studies due to their preoccupations, may have contributed to their children's retardation in reading comprehension performance.

As experts would say, a lesson plan is the weapon of teachers in their campaign to affect learning. It is also claimed to be the compass and the procedure of the teacher facilitating classes. Santos (2002) accentuates that for a reading lesson to be considered good, it should start with SMART objectives, a subject matter, and means by which the set objectives could be achieved. Pre-reading and post-reading activities are the means used in order to make the reading experience enjoyable and insightful, for they would help students engage in understanding the selection profoundly. Such learning experiences may be used to unlock vocabulary words, activate prior knowledge, identify relationships, elicit interest and attention, and, enhance and assess the acquisition of information after the discussion.

Using appropriate and effective teaching strategies is important in planning for a lesson. Teachers employ such strategies during Reading classes to promote interaction and collaboration. Five strategies that were used and found to be very effective by the researcher

in the facilitation of Reading classes were incorporated in the five-staged reading intervention. These strategies are generally used and designed to improve the readers' ability to comprehend, to understand written text, to note and recall details, to improve one's vocabulary using context clues, and to judge and evaluate given situations. The strategies used were: (1) PQRST, (2) DRTA, (3) Choral Reading, (4) The Use of Graphic Organizers, and (5) Reader's Theater.

**Preview, Question, Reading, Summary, and Test (PQRST).** Atkinsons (2009), affirms that this teaching comprehension strategy has been proven to improve the readers' understanding and their ability to note and remember information. The readers' comprehension competencies are honed so they could read critically and with retention as they will undergo the five stages designed in the process. It is an effective strategy in grasping and noting down written information, which may help them formulate a good mental picture of the subject or text at hand (Bernardo, 2009).

The five steps in the PQRST Study Method as enumerated in Bernardo are the following: (1) Preview which pertains to the utilization of scanning and skimming techniques on the text to be read to get salient details or information, (2) Question which involves the formulation of queries that may be answered as the text is read, (3) Read which refers to the actual reading of the text making sure to emphasize the details that will answer the reader's questions, (4) Summary which involves the part where the reader makes a synopsis of the important details with the application of jotting down of notes and use of diagrams, and (5) Test, the final step in the strategy which includes the accomplishment of a set of questions as a form of evaluation.

**Directed Reading-Thinking Activity (DR-TA).** Directed Reading-Thinking Activity (DR-TA) is a strategy used to develop the critical and reflective reading of the students. To guide the readers' focus on the important details of the text and to direct them of their purpose for reading are the basic aims of this strategy. It gives readers the insight that each part of the text will help them understand the next segment (Richardson & Morgan, 2000). With this strategy, students have the opportunity for interactive exchange of ideas and formulation of hypotheses which they could validate, reject, or modify as they read. Still, Richardson and Morgan (2000) emphasized that these techniques are powerful means to develop independence and self- help among readers since they direct them to utilize their knowledge and reasoning abilities. Rierney and Readance (2000) explain that DR-TA also trains readers to evaluate or give judgment or make decisions based upon the details gathered from the text. The strategy aims to provide conditions for readers to be critical thinkers, learners, and evaluators.

Tejero (2010) stresses that DR-TA allows the students to be involved with the text by prediction-making and verifying as they experience the text. Questions are utilized to direct students to employ their background knowledge, to introduce and enhance their vocabulary and word meaning, and to develop in them word identification skills and comprehension.

Fisher and Frey (2004) attest that this strategy is a tool used in the expository and narrative text, which allows the students to improve their metacognitive skills to help them regulate, evaluate, and monitor their thinking process. They present DR-TA in three basic stages: Predicting, Reading, and Proving. This strategy is facilitated in stages, and each of the stages emphasizes prediction or the process of thinking ahead, verification or confirmation and reading with a certain purpose. Experts, as mentioned earlier, enumerate these stages as:

### **(1) Pre-Reading/ Activating Background Knowledge**

Through a brainstorming session, the teacher draws out predictions among students to explore their previous experiences related to the topic.

Nichols, as cited in Fisher and Frey (2004), expounds that questions are given to establish background knowledge. The students may also write predictions that later on will be reviewed and shared with a group after the reading process. Through predictions, readers are directed to set their purposes and are guided to accomplish them.

### **(2) Development of Vocabulary**

Before reading, a set of vocabulary words or new words are introduced through context clues or any other relevant technique to aid the readers in understanding the text better. Students are then encouraged to use new words. This activity makes the students aware of their connection with the text being read.

### **(3) Identifying Significant Patterns of Text Organization**

This step involves the readers scanning the text to determine the over-all text structures they should expect.

### **(4) Asking Springboard Questions**

Questions that are aligned with their purpose for reading are formulated to help readers focus their thinking before the reading activity. Questions formulated by the students may be posted or written on the board so that students can refer to them during reading.

### **(5) Reading of the Selection**

With this part, the students are directed to read the selection and closely check on their comprehension based on the following questions: *What do I think so?*, *Why do I think so?*, and *How can I prove it?* These questions will scaffold student self-monitoring of metacognitive strategies while reading. Students may refer to the questions and predictions formulated while reading.

## (6) Reviewing, Reinforcing and Evaluating

Group discussions and sharing of one's predictions and revisions made after reading the text are utilized. The teacher then facilitates the class interaction with the use of the springboard questions and other relevant questions which students have to answer with text support (Fisher & Frey, 2004). This, according to Almasi (2003), promotes independence since the learners are involved in a learning process where they use their reasoning abilities and their insights or ideas.

**Choral Reading.** Choral reading develops the fluency of readers, which will enable them to spend less time decoding words and greater time comprehending the text (Pikulski & Chard, 2005). This scholars' claim is supported by Crawley (2009) when he states that the strategy involves the students reading the text together or in unison, thus, making the less fluent readers learn expression as they read along with the skilled readers. Choral reading involves reading in unison done by a group to aid readers to increase content comprehension and accurate recall of details.

Through repeated readings of the text, readers' sight words, vocabulary, and decoding skills will be enhanced. This teaching strategy helps build students' fluency, vocabulary knowledge, self-confidence, motivation, and enjoyment in reading texts. Kuhn and Stahl, as cited in Rasinski and Padak (2004) point out that choral reading incorporated with reading and speaking and hearing the words at the same time develops students' word recognition and fluency.

**Use of Graphic Organizers.** According to Dayagbil, Abao, and Lozarita, (2009), "Graphic organizers are well-thought-of-figures which facilitate comprehension" (p. 83). These learning tools are used in facilitating reading classes to make every reading experience more comprehensive. Rierney and Readence (2000) claim that "The use of graphic organizers as a reading comprehension strategy is an important and effective way to introduce the vocabulary of a text, to present an idea of framework design, to illustrate related or connected and important concepts between content vocabulary and aid teachers in clarifying lessons" (p. 398).

This strategy, based on how Crawley (2009) describes it, provides visual representations of the existing relationship among words through the use of geometric shapes and lines to show relationships and connections. Furthermore, he claims that this process can be used in teaching morphology, word relationship, and comprehension skills. Blanchowicz and Fisher, as mentioned in Crawley (2009), stress that this strategy provides experience for students to develop a deeper and broader understanding of the words by seeing their relationships.

The use of visual pictures as a strategy, as Anonat (2011) highlights, is powerful to elicit active participation and to facilitate the greater acquisition of learning among students because graphic organizers help demonstrate interconnection and interaction among groups and accommodation of learning styles, engaging students in higher-order thinking.

Graphic organizers are both teaching and learning tools (Anonat, 2011). She explains that students can comprehend and understand new lessons or selections when these tools are used in the teaching-learning process. These frameworks, according to her, can also be used as assessment or evaluation tools, which could help students grasp and reflect on new knowledge. The strategy is helpful in the reinforcement of the students' newly acquired information through the use of visual tools, which help readers comprehend not only at the literal level but until the critical and creative levels of comprehension. For as Anonat (2011) affirms, this technique deals with the capacity of a reader to relate or integrate concepts in their own life experiences. Lewin and Shoemaker in Fisher and Frey (2004) state that graphic organizers serve as guiding tools for readers to determine relationships between ideas and address questions while providing an opportunity for the instructor to assess the students' comprehension level of a text.

**Reader's Theater.** According to Rasinski and Padak (2004), "Reader's theater is a developmental fluency activity which is a beneficial process for students to respond to reading and a powerful comprehension activity because performers must comprehend to convey meaning to others while their audience must understand the message of the script" (p. 174). Worth and Prater, cited in Rasinski and Padak (2004), mentioned that this strategy incorporates several effective research-based practices that lead readers to a higher level of comprehension performance, even to the resistant ones. It is a strategy that makes students read aloud the scripts they have created. It is usually done without props and costumes. Its main goals are to develop or enhance students' reading skills and self-confidence by having them practice reading with a purpose. It also promotes fluency, helps readers learn to read aloud with expression and correct voice projection, and helps build their reading confidence.

Crawley (2004) enumerates how this strategy is employed. Students may be asked to write a script, or a script may already be available for them. Students are then asked to practice reading their parts in the script, which they will present later on to an audience without necessarily memorizing it, and without the use of costumes, movements, and props. After the performance, the audience could discuss whether the performance of their classmates reflected their understanding of the text. This technique or strategy is used to integrate language arts and to motivate students to read further. Rierney and Readence (2000) claim that "Readers' Theater focuses on improving or developing students' oral fluency and interpretative skills, as well as their comprehension" (p. 250).

Viewing reading as a key that unlocks the world of knowledge and an avenue that leads to success, it is then pertinent that essential skills be nurtured. Answering application and evaluation questions, contextual analysis, drawing conclusions, getting the main idea,

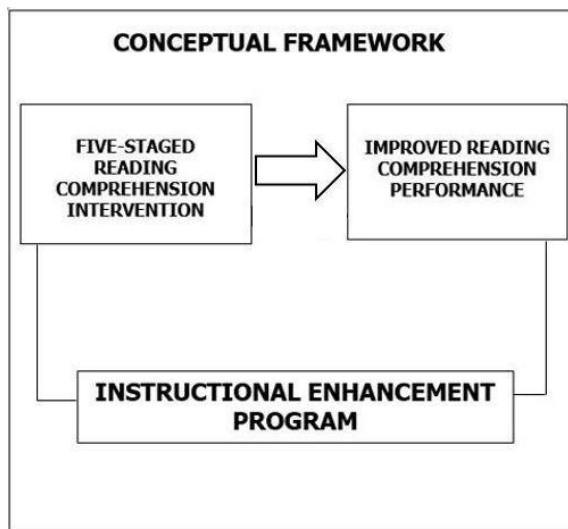


identifying the author's purpose, identifying cause and effect relation, distinguishing fact from opinion, identifying the tone or mood of the selection, making inferences, noting details, predicting outcomes and sequencing events are the twelve of the reading comprehension skills that must be given focus.

The current research upholds the importance of reading comprehension competence in learning different disciplines or courses. This stance is based on the researcher's long years of experience as a literature teacher. As a Reading and Literature teacher, she has noticed the complexity of teaching Reading as a major component of the curriculum. Various types of readers in different grades and year levels with varied learning styles, difficulties, and needs have been under her care for the past 22 years. It has always been her advocacy to develop readers to be critically equipped with the needed strategies and techniques necessary to understand and interact with the text being read. She had tried different teaching strategies in delivering instruction, and she had incorporated these techniques and strategies in facilitating her reading classes.

The researcher has always wanted to help in pursuing excellence in facilitating Reading classes. She has aspired to indulge in a study that would help teachers of Reading improve the reading comprehension performance of their students, especially the low performing ones through the construction of an instructional enhancement program in Reading that could be used as a basis or instrument in helping develop the reading comprehension of students. It is for this intention that she had conducted this study.

This study generally aimed to use the results as inputs for the construction of an instructional enhancement program in developing the reading comprehension competency of high school students (refer to Figure 1). Other teachers may also use the results of this study in choosing appropriate strategies for their students. It specifically intends to accomplish the following objectives: (1) describe the reading comprehension levels of respondent-low performing high school students; (2) present their performance after every stage of the intervention, and (3) identify the significant difference between their performances in the comprehension skills understudy before and after the five-staged intervention.



*Conceptual Framework of the Study*

The following terms were defined for the conduct of this study:

**Context clues.** This word is defined in Dayagbil, Abao, and Lozarita (2009) as the capability of determining the meaning of vocabulary words through the words in the sentence without the use of any reference. It was measured in the pre-test, five formative tests, and the posttest in the form of multiple-choice items.

**Distinguishing fact from opinion.** This refers to the ability of the reader to categorize a statement as truth grounded on objective proof or an opinion that cannot be disproved (Dayagbil, Abao, and Lozarita, 2009). Operationally it is the skill of being able to ascertain which statement is fact-based on true information and which is just a personal belief. In this study, the skill was measured under the multiple-choice type pretest, five formative tests, and the posttest.

**Drawing a conclusion.** As described in Bernardo (2014), this pertains to the skill of making a sensible conclusion or judgment in cognition with the information presented. In this study, it is one of the comprehension skills measured in the multiple type pretest, five formative tests, and posttest.

**Getting the main idea.** This is operationally defined as the skill of identifying the major thought or idea of a paragraph or text, which provides the reader with a summary of the text. Dayagbil, Abao, and Lozarita (2009) convey this skill as the act of identifying the general statement of the content of a particular passage. Giving titles is a sub-skill under getting the main idea. Villamin, Talens, and Santos (2001) identify it as the capacity to identify an appropriate title to a text-based on the general idea reflected on the passage. In this

study, both were measured under the multiple-choice type pretest, five formative tests, and the posttest.

**Identifying the author's purpose.** This is operationally referred to as a skill that involves the identification of the author/authors' objective or purpose in writing a certain text or book. The reader can identify the goal of the author in writing a specific text. This refers to one of the twelve skills examined in the multiple-choice type of pretest, five formative tests, and the posttest.

**Identifying cause and effect relationships.** This is defined in Dayagbil, Abao, and Lozarita (2009) as a skill that aids the students in identifying the reason or the outcome of every action. It points to the ability to identify the action-reaction relationship. The skill was particularly measured in the multiple type pretest, five formative tests, and posttest.

**Instructional enhancement program.** This is operationally defined as the program developed by the researcher based on the results of the study guided by the K-12 Curriculum formulated to enhance the reading comprehension competencies of low performing high school students. It focuses on the 12 reading comprehension skills measured in the pretest, formative tests, and posttest, which also includes various learning tasks.

**Identifying the tone and mood of the selection.** Operationally defined, this pertains to one's skill in determining the general feeling or atmosphere in the story. Through a multiple choice type of pretest, five formative tests, and summative tests, this skill was gauged.

**Low performing high school students.** In this study, it refers to the third and fourth-year students taking up summer classes in English who obtained failed final grades, below 75 percent in their English classes for the School Year 2013 -2014.

**Making inferences.** This refers to the skill of formulating hypotheses or conceived ideas expressed in the text (Dagdag, Padilla, Esguerra, Roxas, & Buluran, 2002). This leads students to come up with sensible conclusions grounded on given facts or pieces of evidence. As used in this study, it refers to one of the twelve skills measured in the multiple-choice type of pretest, five formative tests, and the posttest.

**Making judgment.** Operationally described, pertains to the cognitive process of reaching a decision or drawing conclusions based on data evaluated. In this study, this skill refers to the ability to answer application and evaluation questions incorporated in the multiple-choice type of pretest, five formative tests, and the posttest.

**Noting details.** Noting details as operationally defined involves readers directly in remembering information or facts within the passage. It is the act of noting information from a text after considering known facts or pieces of evidence. In this study, it especially pertains

to one of the 12 comprehension skills under assessment in the multiple-choice type pretest, five formative tests, and posttest.

**Predicting outcomes.** This skill refers to the capacity to formulate predictions or to forecast something in advance (Dayagbil, Abao & Lozarita, 2009). This skill steers the pupils to make intelligent guesses on what they think may happen next after careful consideration of a series of observations. It may be used as a pre-reading strategy wherein readers are directed to foretell or guess intelligently what the text is about or what the next event would be based on the given information and prior knowledge (Casela, Marquez & Sadorra, 2009). In this study, predicting outcomes refer to the skill evaluated in the multiple-choice type of pretest, five formative tests, and the posttest.

**Pretest.** Operationally, it is defined as the evaluation given before the application of the intervention to determine the students' baseline knowledge or preparedness for an educational endeavor or course of study. In this study, it refers to a 26 item multiple-choice type of test used to measure the 12 comprehension skills which were administered to the respondents before the conduct of the five-staged intervention to assess their reading comprehension levels.

**Posttest.** Operationally defined, is a 26- item multiple-choice type of assessment used to evaluate the respondents' skill acquisition after the five-staged intervention, which is parallel to the pretest.

**Reading comprehension.** This word pertains to one's faculty to grasp and understand information mentally (Buendicho, 2010). In this study, it is a skill measured through a series of written tests given to the respondents.

**Reading comprehension skills.** This operationally refers to the 12 comprehension skills measured in the multiple-choice type pretest, five formative tests, and the posttest.

**Sequencing events.** This is described as the skill of chronologically putting events, or actions in order, systematizing steps in a procedure or arranging life cycles correctly (Dayagbil, Abao, & Lozarita, 2009). In this inquest, it is one of the skills evaluated under the multiple type pretest, five formative tests, and posttest.

## METHOD

This pre-experimental study is primarily intended to identify inputs for a proposed instructional enhancement program in reading. Calderon and Gonzalez (1993) described this method as an investigation aimed at discovering the influence of one factor upon a group to study the effects of treatment. Hence, for this study, data were derived from a single group composed of 50 high school students (15 fourth year, 35 third year) who obtained a final

grade below 75 percent or below the proficiency level in English, and who were subjected by their schools to undergo a summer English Program.

The study used parallel 26-item pre and posttests and a formative test for every stage of the intervention with modified items from the SRA 2C kit and additional researcher-made items to fit the purpose of the study. All test materials were subjected to content validation by the experts before use. These experts were composed of teachers who have taught Reading and Literature subjects for more than 15 years.

Respondents underwent the whole procedure: the pretest, five-staged intervention, and posttest within ten sessions with two and half hour time allotment per session. A formative test after every stage of the intervention was given to assess the students' progress in their Reading comprehension competencies. After the intervention, a post-test was administered to establish a significant difference in their performance.

The result of the pretest was used in the formulation of the five-staged intervention with the following strategies: Preview, Question, Reading, Summary, and Test (PQRST), Directed Reading-Thinking Activity (DR-TA), Choral Reading, Use of Graphic Organizer and Reader's Theater. A posttest was given after the intervention.

The strategies PQRST, DR-TA, Choral Reading, Use of Graphic Organizers, and Readers' Theater were used in sequential order for the five-staged intervention. These strategies had these same parts: Vocabulary Development, Brainstorming, Preview, Oral and Silent Reading, Summarizing, Evaluation with the incorporation of Graphic Organizers, Choral Reading, and Readers' Theater strategies in the third, fourth and fifth stages. All the planned lessons and formative tests were designed to develop the 12 comprehension skills under Answering Application and Evaluation Questions, Context Clues, Distinguishing Fact from Opinion, Drawing Conclusions, Getting the Main Idea, Identifying Cause and Effects, Identifying the Tone and Mood of the Selection, Identifying the Author's Purpose, Making Inferences, Noting Details, Predicting Outcomes, and Sequencing Events. A special focus is placed on the least performed skill, as revealed in the pretest results. Additional items on Drawing Conclusions, being the least performed skill with a mean of 0.38 (low average), were added in the five formative tests to fit the need of the study and to give more weight in developing the Drawing Conclusion skill while still enhancing the other 11 comprehension skills under study.

The cumulative approach was utilized in this research to monitor the progress of the respondents' performance in every identified skill after every intervention, which was assessed through the formative test. Since this study entails interdependence and interconnection between the stages, the result of the preceding stage was related to the result of the next stage. The previous performance of the group was compared to the recent performance using the differences through the mean difficulty index. To establish the progress in the students' performance and to establish the effectiveness of the intervention,

the significant difference between the pretest and posttest results were numerically computed with the use of t-test for two dependent means. In describing the baseline performance of the respondents, the mean scores from the pretest were computed to serve as the basis for the baseline reading comprehension competencies of the respondents. The results were also used as the bases in formulating the five-staged intervention.

Statistical treatment was used to measure the significant relationship between the pretest and posttest results. The mean scores of both previous tests were computed utilizing a t-test for two dependent means to get the value of both 0.01 and 0.05 critical values with 49 as the degrees of freedom. The mean scores recorded for every skill in the pretest and posttests were also compared to determine the skill with the most significant improvement based on the mean differences. The mean scores with negative differences were noted to be the skills with improvement after the intervention. The post-test result was also used to identify the most performed skill after the intervention.

The results of the investigation were used to design a proposed instructional reading enhancement program for grade 9, which is also anchored on the English K-12 curriculum designed by the Department of Education. This level was deliberately identified for the proposed instructional enhancement program as preparation for the grade 9 students who will accomplish more challenging and more complicated learning tasks in the next grade level which requires proficiency in both reading comprehension and vocabulary skills and other learning competencies which will later be assessed in the National Achievement Test (NAT). The instructional enhancement program is designed toward vocabulary development, reading comprehension proficiency, and attitude development, which is all required in every high school student.

The learning tasks used in the enhancement program were formulated based on the competencies set on the English 9 K to 12 Curriculum. Every text used in the learning tasks was lifted from *A Journey through Anglo-American Literature*, an English Learner's Manual published by the Department Education. The exercises and the reading program underwent evaluation and validation by the same experts who have previously validated the pretest, formative tests, five-staged intervention, and the posttest used in the study. This was done to ensure the accuracy and appropriateness of the whole program and learning tasks.

Figures 1 and 2 respectively illustrate the whole process of the pre-experimentation and the development of the proposed instructional enhancement program in reading.

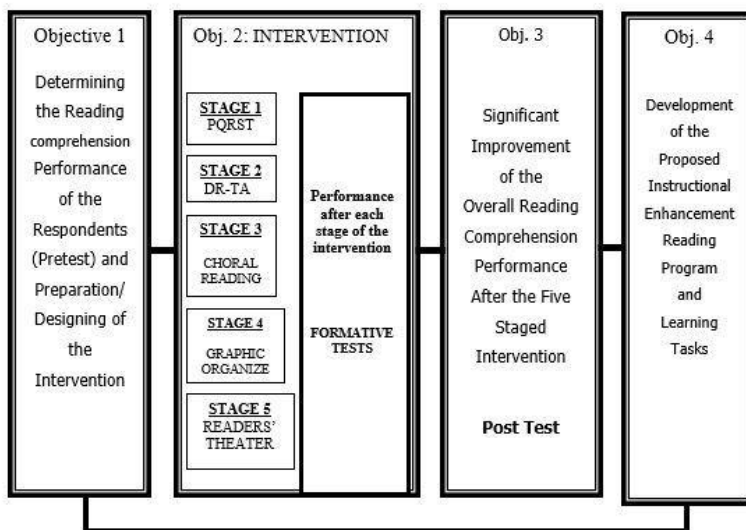


Figure 1. Implementation of the Five-Staged Intervention

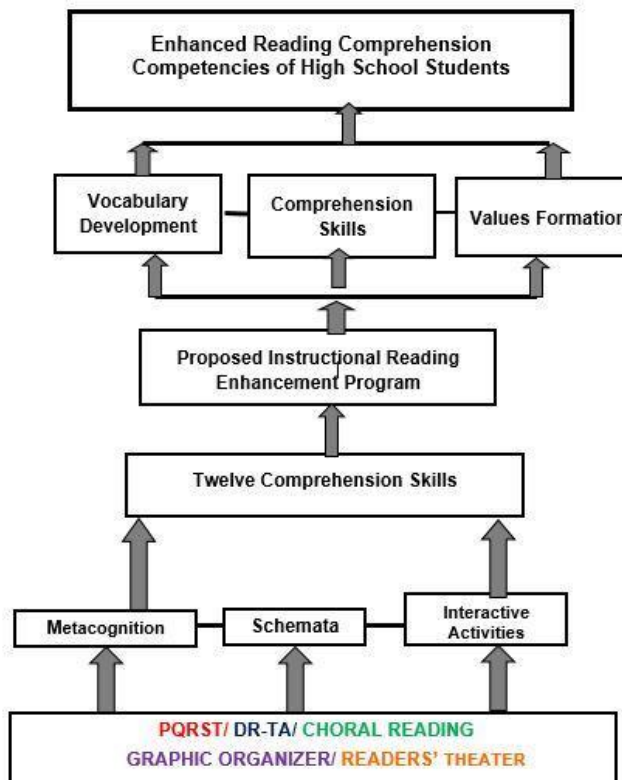


Figure 2: Development of a Proposed Instructional Enhancement Program in Reading for Low Performers

## RESULTS

### Baseline Reading Comprehension Levels of Low Performing High School Students

**Table 1.**  
**Pretest results**

Skill Measured	X (Pretest)	Verbal Interpretation
Predicting outcomes	0.83	Superior knowledge
Identifying cause and effect relationship	0.80	Above-average knowledge
Answering application/evaluation questions	0.68	Above-average knowledge
Noting details	0.67	Above-average knowledge
Sequencing events	0.65	Above-average knowledge
Making inferences	0.65	Above-average knowledge
Context clues	0.65	Above-average knowledge
Distinguishing fact from opinion	0.60	Average knowledge
Identifying the tone/mood	0.52	Average knowledge
Identifying the author's purpose	0.50	Average knowledge
Getting the main idea	0.43	Average knowledge
Drawing conclusion	0.38	Low average

Table 1 data show that the respondent-students have the greatest difficulty in *Drawing Conclusions* with a mean difference index of 0.38 or low knowledge based on the Table of Interpretation of Test Results (Gabuyo, 2012). They were also found to have average knowledge in *Getting the Main Idea*, *Distinguishing Fact from Opinion*, *Identifying the Tone and Mood of the Selection*, and *Identifying the Author's Purpose*.

On a good side, they appear to be superior in *Predicting Outcomes* with a mean difficulty index of 0.83. The rest of the skills were seen to be above-average knowledge.



**Respondents' Performances after Every Stage of the Intervention**  
**Performance after Stage 1 (PQRST) of the Intervention**

**Table 2.**  
**Comparison of the results in pretest and stage 1 (PQRST) formative test**

Skill Measured	X (Pretest)	X (PQRST)	Difference
Predicting outcomes	0.83	0.93	-0.10
Identifying cause and effect relationship	0.80	0.93	-0.13
Answering application/evaluation questions	0.68	0.61	0.07
Noting details	0.65	0.68	-0.03
Sequencing events	0.65	0.55	0.10
Making inferences	0.65	0.74	-0.09
Context clues	0.65	0.65	0
Distinguishing fact from opinion	0.60	0.80	-0.20
Identifying tone and mood	0.52	0.80	-0.28
Identifying the author's purpose	0.50	0.77	-0.27
Getting the main idea	0.43	0.81	-0.38
Drawing conclusion	0.38	0.74	-0.36

Table 2 shows that the respondent-students had the lowest performance in *Sequencing Events* having a 0.55 mean difficulty index after stage 1 (PQRST) of the intervention. It is also observed that the students have learned the most in *Predicting Outcomes* and *Identifying Cause and Effect*, both with mean difficulty indices of 0.93.

Also, the respondents were noted to have had highly learned in skills like *Answering Application and Evaluation Questions*, *Noting Details*, *Making Inferences*, *Context Clues*, *Distinguishing Fact from Opinion*, *Identifying the Author's Purpose*, *Getting the Main Idea* and *Drawing Conclusions* all having mean indices from 0.61 -0.81.

However, comparing their scores in the pretest and formative tests, the PQRST intervention indicated a certain degree of improvement in the mean scores in the nine (9) out of the 12 skills measured.

*Getting the Main Idea, Drawing Conclusion, and Identifying the Tone and Mood of the Selection* appeared to have the greatest improvement with -0.38,-0.36, and -0.28 mean differences. Meanwhile, no suggested improvement was noted on *Answering Application/Evaluation Questions, and Sequencing Events and Contextual Clues* having posttest mean equal or lower than the pretest means.

### Performance after Stage 2 (DR-TA) of the Intervention

**Table 3.**

**Comparison of the respondents' reading comprehension skills in the use of PQRST and DR-TA**

Skill Measured	X (PQRST)	X (DR-TA)	Difference
Predicting outcomes	0.93	0.90	0.03
Identifying cause and effect relationship	0.93	0.70	0.23
Answering application/evaluation questions	0.61	0.50	0.11
Noting details	0.68	0.95	-0.27
Sequencing events	0.55	0.87	-0.32
Making inferences	0.74	0.92	-0.18
Context clues	0.65	0.61	0.04
Distinguishing fact from opinion	0.80	0.73	0.07
Identifying tone and mood	0.80	0.97	-0.17
Identifying the author's purpose	0.77	0.40	0.37
Getting the main idea	0.81	0.70	0.11
Drawing conclusion	0.74	0.67	0.07

Statistical data in Table 3 display the least performed skill of the respondents, which is *Identifying the Author's Purpose* with a mean difference of 0.37 based on the comparison between PQRST and DR-TA results.

On the other hand, the students had performed the greatest or highest in *Sequencing Events* with mean difficulty indices of 0.55 and 0.87, which results in a mean difference of -0.32.

The students have also shown some improvement concerning their reading comprehension skills scores in *Noting Details, Identifying the Tone and Mood of the Selection* and *Making Inferences* with mean differences ranging from -0.17- to -0.27 regarding their PQRST and DR-TA means.

No improvement was noted with the rest of the skills having DR-TA means lower than or equal to the PQRST results.

In general, Table 3 reveals that only four of the twelve measured reading comprehension skills were noted to have an improvement in the students' performance after the second stage (DR-TA) of the intervention regarding their PQRST mean scores. This is an implication that there was a general decline in the reading comprehension performance of the respondents after stage 2 or the DR-TA stage.

### Performance after Stage 3 (Choral Reading) of the Intervention

**Table 4.**

***Comparison of the respondents' reading comprehension performance in the use of DR-TA and choral reading***

Skill Measured	X (DR-TA)	X (Choral Reading )	Difference
Predicting outcomes	0.90	0.77	0.13
Identifying cause and effect relationship	0.70	0.47	0.23
Answering application/evaluation questions	0.50	0.87	-0.37
Noting details	0.95	0.87	0.08
Sequencing events	0.87	0.73	0.14
Making inferences	0.92	0.82	0.10
Context clues	0.61	0.67	-0.06
Distinguishing fact from opinion	0.73	0.77	-0.04
Identifying tone and mood	0.97	0.60	0.37
Identifying the author's purpose	0.40	0.58	-0.18
Getting the main idea	0.70	0.83	-0.13
Drawing conclusion	0.67	0.69	-0.02

Table 4 exhibits the comparison of the students' reading comprehension skills performance on the use of DR-TA and Choral Reading strategies for stages 2 and 3, respectively, of the intervention. As the results show, *Identifying the Tone or Mood of the Selection* was the least performed among the skills with a 0.37 drop in their mean difficulty index regarding their DR-TA and Choral Reading means. Meanwhile, the students were noted to have the highest performance on *Answering Application/Evaluation Questions* with DR-TA and Choral Reading with a mean difference of -0.37.

Also, the means recorded for *Context Clues*, *Distinguishing Fact from Opinion*, *Identifying the Author's Purpose*, *Getting the Main Idea*, and *Drawing Conclusion* indicates an improvement in the students' performance with mean differences ranging from -0.02 to -0.18.

In contrast, no implied improvement was assumed in *Identifying Cause and Effect*, *Sequencing Events*, *Predicting Outcomes*, *Noting Details*, and *Making Inferences* evident with their mean differences of 0.10 to 0.23.

In general, it is noted that the performance of the students in the six out of the twelve comprehension skills under study indicates a certain degree of improvement after the comparison of the mean scores for DR-TA and Choral Reading Stages.

The data records an increase in six skills showing a certain extent of improvement as seen with their negative mean differences.

#### **Performance after Stage 4 (Use of Graphic Organizer) of the Intervention**

**Table 5.**

***Comparison of the respondents' reading comprehension performance in the use of choral reading and graphic organizer***

<b>Skill Measured</b>	<b>X (Choral Reading)</b>	<b>X (Graphic Organizer )</b>	<b>Difference</b>
Predicting outcomes	0.77	0.80	-0.03
Identifying cause and effect Relationship	0.47	0.83	-0.36
Answering application/evaluation questions	0.87	0.80	0.07
Noting details	0.87	0.83	0.04
Sequencing events	0.73	0.72	0.01

Skill Measured	X (Choral Reading)	X (Graphic Organizer )	Difference
Making inferences	0.82	0.90	-0.08
Context clues	0.67	0.67	0
Distinguishing fact from opinion	0.77	0.60	0.17
Identifying tone/mood	0.60	0.87	-0.27
Identifying the author's purpose	0.58	0.67	-0.09
Getting the main idea	0.69	0.81	-0.12
Drawing conclusion	0.83	0.70	0.13

Table 5 presents the mean difficulty indices acquired by the students after the conduct of *Choral Reading* in stage 3 and *The Use of Graphic Organizers* in stage 4.

As revealed by the data, the respondents display the lowest performance *Distinguishing Fact from Opinion* with a mean difference of 0.17 regarding their mean of 0.77 and 0.60 in the two stages under comparison. On the contrary, the students performed the highest in *Identifying Cause and Effect* relationship with mean difficulty indices of 0.47 and 0.83, with a notable mean difference of -0.36.

Numbers from Table 5 reveal an extent of improvement in the students' performance in six of the twelve skills assessed, namely; *Identifying Cause and Effect*, *Identifying the Tone/Mood of the Selection*, *Drawing Conclusion*, *Identifying the Author's Purpose*, *Making Inferences* and *Predicting Outcomes* with mean differences ranging from -0.03 to -0.36 based on their mean scores after the facilitation of the third stage.

However, no observed improvement was implied with their mean scores on *Answering Application/Evaluation Questions*, *Noting Details*, *Sequencing Events*, *Distinguishing Fact from Opinion*, *Context Clues*, and *Getting the Main Idea* with mean differences ranging from 0 to 0.13.

Based on the figures, six from the twelve reading comprehension skills, recorded a certain degree of improvement as observed with the mean differences. Hence, there was a slight increase in the performance of the subjects in comparison with their performances under stages 3 and 4.

### Performance after Stage 5 (Use of Readers' Theater) of the Intervention

**Table 6.**

***Comparison of the respondents' reading comprehension performance in the use of graphic organizers and readers' theaters***

Skill Measured	X (Graphic Org.)	X (Readers' Theater )	Difference
Predicting outcomes	0.80	0.70	0.10
Identifying cause and effect relationship	0.83	0.73	0.10
Answering application/evaluation questions	0.80	0.67	0.13
Noting details	0.83	0.88	-0.05
Sequencing events	0.72	0.78	-0.06
Making inferences	0.90	0.75	0.15
Context clues	0.67	0.50	0.17
Distinguishing fact from opinion	0.60	0.70	-0.10
Identifying tone and mood	0.87	0.69	0.18
Identifying the author's purpose	0.67	0.80	-0.13
Getting the main idea	0.70	0.80	-0.10
Drawing conclusion	0.81	0.66	0.15

Table 6 indicates the mean scores of the respondents after Graphic Organizers and Reader's Theater Stages.

As observed from the correlated data, the students had the lowest performance in *Identifying the Tone/Mood of the Selection* with a mean difference of 0.18 which is in contrast with their highest performance in *Identifying the Author's Purpose* with mean scores of 0.67 and 0.80, respectively, resulting to a mean difference of -0.13.

Skills in *Distinguishing Fact from Opinion*, *Getting the Main Idea*, *Sequencing Events*, *Noting Details* were identified to have been better performed in the Readers' Theater stage

with the previous stage as evident with the noted mean differences ranging from -0.05 to -0.10.

Nonetheless, no suggested improvement was seen in *Answering Application /Evaluation Questions, Context Clues, Drawing Conclusion, Making Inferences, Predicting Outcomes, and Identifying the Cause and Effect* with mean scores lower than the means recorded under the 4<sup>th</sup> stage of the intervention, Graphic Organizer.

All six skills recorded a positive difference ranging from 0.10 to 0.17, which indicates that the students had performed less in the four skills regarding their previous performance.

As a whole, five of the twelve comprehension skills record a certain extent of improvement as noted with the negative differences after the correlation or comparison of the means under *Graphic Organizer* and *Readers' Theater*. It can be inferred then that based on the respondents' reading comprehension performance under the fourth stage, a slight decrease was evident.

#### Performance in the Readers' Theater vs. Posttest

**Table 7.**

***Comparison of the respondents' reading comprehension performance in the use of readers' theater intervention vs. posttest***

Skill Measured	X (Readers' Theater)	X (Posttest )	Difference
Predicting outcomes	0.70	0.73	-0.03
Identifying cause and effect relationship	0.73	0.82	-0.09
Answering application/evaluation questions	0.67	0.62	0.05
Noting details	0.88	0.78	0.10
Sequencing events	0.78	0.68	0.10
Making inferences	0.75	0.60	0.15
Context clues	0.50	0.70	-0.20
Distinguishing fact from opinion	0.70	0.78	-0.08
Identifying tone and mood	0.69	0.63	0.06
Identifying the author's purpose	0.80	0.82	-0.02
Getting the main idea	0.80	0.63	0.17
Drawing conclusion	0.66	0.70	-0.04

Table 7 indicates the comparison of the results of the respondents' performances on the reading comprehension skills understudy after the Readers' Theater stage and after taking their summative or posttest.

As the data show, the students had the lowest performance on *Getting the Main Idea* with a mean difference of 0.17 concerning their mean scores after the administration of the summative or posttest regarding the Readers' Theater Stage (5<sup>th</sup> stage). On the contrary, the highest performance of the respondents was exhibited on Context Clues having a mean difference of -0.20.

Still noted from the data, the students mean scores imply an improvement in *Drawing Conclusion, Identifying Cause and Effect, Distinguishing Fact from Opinion, Drawing Conclusions, Predicting Outcomes, and Identifying the Author's Purpose* having posttest means higher than that of their Readers' Theater means registering mean differences ranging from -0.02 to -0.09.

However, no implied improvement was noticed in the skills *Making Inferences, Sequencing Events, Noting Details, Answering Application and Evaluation Questions and Identifying the Tone and Mood of the Selection*, as suggested by their lower mean difficulty indices scores ranging from 0.05 to 0.15, in contrast with the means under Readers' Theater stage.

The data revealed six out of twelve improved skills, which indicate that fifty percent of the skills were found to have improved after the fifth stage of the intervention, thus a presumed improvement could be noted based on numerical results.

### Comparison between the Pretest and Posttest Results

**Table 8.**  
**Comparison of the pretest and posttest results**

Skill Measured	X (Pretest)	X (Posttest)	Difference
Predicting outcomes	0.83	0.73	0.10
Identifying cause and effect relationship	0.80	0.82	-0.02
Answering application/evaluation questions	0.68	0.62	0.06
Noting details	0.67	0.78	-0.11
Sequencing events	0.65	0.68	-0.03
Making inferences	0.65	0.60	0.05



Skill Measured	X (Pretest)	X (Posttest)	Difference
Context clues	0.65	0.70	-0.05
Distinguishing fact from opinion	0.60	0.78	-0.18
Identifying tone and mood	0.52	0.63	-0.11
Identifying the author's purpose	0.50	0.82	-0.32
Getting the main idea	0.43	0.63	-0.20
Drawing conclusion	0.38	0.70	-0.32

Table 8 data present a comparison between the pre and posttests results. In the posttest, respondents performed the highest in *Identifying the Author's Purpose* and *Drawing Conclusion* recording means difficulty indices of 0.82 and 0.70 as contrasted with their pretest means of 0.50 and 0.38, respectively, with both skills recording a -0.32 mean difference.

On the contrary, said respondents had performed the least in *Predicting Outcomes* with a mean difficulty index of 0.73, which is 0.10 lower than their pretest mean difficulty index of 0.83 based on the Table of Interpretation of Test Results (Gabuyo, 2012 ).

After comparing the respondents' pretest and posttest results, the students were observed to have highly learned or highly performed in nine of the twelve reading comprehension skills based on the Table of Interpretation of Test Results (Gabuyo, 2012) with mean differences ranging from -0.02 to -0.32.

Moreover, students showed the greatest improvement in *Drawing Conclusions* and *Identifying the Authors' Purpose*, both having a mean difference of -0.32. On the other hand, the posttest result indicates no improvement in *Predicting Outcomes*, *Making Inferences*, and *Answering Application and Evaluation Questions* having posttest mean lower than the pretest means.

Overall, data indicate a certain degree of improvement in the respondents' performance after the conduct of the first stage of the intervention until the execution of the last stage of the intervention with at least 27.7 percent to 66.67 percent improvement in the different stages. In comparison, a good 75 percent increase in the performance of the students was demonstrated after the comparison between the pretest and posttest means. It could then be implied that at every stage of the intervention, an improvement in the respondents' performance is found.

**Table 9.**  
**T-test results: pretest vs. posttest**

Test	Mean Score	t-value	Verbal Interpretation
Pretest	15.86	4.91	Significant
Posttest	19.30		

cv 0.05= 1.679

;

cv 0.01 = 2.412

df = 49

df = 49

A significant difference is found in the performances of the respondents between the pretest and posttest results. Table 9 displays the over-all mean result of the students' comprehension performance under pretest in comparison with their posttest mean.

As noted, the computed t – value between the Pretest and Posttest registered at 4.91, which is greater than either the critical values at 0.05 and 0.01, of 1.679 and 2.412, respectively. The said t-value indicates a significant improvement in the Reading Comprehension competencies of the low performing high school students with degrees of freedom of 49. The result may be an implication of the effectiveness of the intervention employed based on the computed t-value of 4.91.

**Table 10.**  
**Inventory on the performance of the 12 reading comprehension skills of the low performing high school students with noted improvement**

Pretest Rdg. Comp. Skills	Pretest and PQRST	PQRST and DR-TA	DR-TA and Choral Rdg.	Choral Rdg. and Graphic	Graphic Org. and Readers' Theater	Readers' Theater and Post -Test	Pretest and Posttest	Number Of Recurrence
Predicting Outcomes	☆			☆		☆		
Identifying Cause And Effect	☆			☆		☆	☆	
Application And Evaluation Questions			☆					
Noting Details	☆	☆			☆		☆	
Sequencing Events		☆			☆		☆	

Pretest Rdg. Comp. Skills	Pretest and PQRST	PQRST and DR-TA	DR-TA and Choral Rdg.	Choral Rdg. and Graphic	Graphic Org. and Readers' Theater	Readers' Theater and Post -Test	Pretest and Posttest	Number Of Recurrence
Making Inferences	☆	☆		☆				
Context Clues			☆			☆	☆	
Distinguishing fact From Opinion	☆		☆		☆	☆	☆	
Identifying The Tone/ Mood	☆			☆			☆	
Identifying The Author's Purpose	☆		☆	☆	☆	☆	☆	
Getting The Main Idea	☆		☆		☆		☆	
Drawing Conclusion	☆		☆	☆		☆	☆	
Total Skills with Marked Improvement with every Stage of the Intervention				6		6		

Meanwhile, Table 10 illustrates the comprehension skills noted to have an improvement in terms of their mean differences. A star is used to indicate improved performance. Each skill with a negative mean difference is marked with a star.

Results reveal a significant improvement during and after the intervention, as noted with the numbers of stars placed for each skill. The respondents were noted to have the greatest and consistent improvement in their performances in *Identifying the Author's Purpose*, with six out of six improved test results. At the same time, the data in *Answering Application and Evaluation Questions* indicates the least improvement skill as exhibited in the inventory of performance with only one marked improvement.

Also, data show a greater degree of improvement in the overall performance of the students in the following: *Distinguishing Fact from Opinion*, *Noting Details*, *Identifying the Cause and Effect Relationship* all noted to have 4-5 marked improvement. *Drawing Conclusion*, being the least performed skill in the pretest and on which more weight and focus was given during the conduct of the intervention, indicating a certain degree of improvement

with five notable improvements. The rest of the skills have also indicated a certain extent of improvement.

## DISCUSSION

Reading is believed to be an essential and integral part of one's daily life (Bernardo, 2009). Heath, as cited in Cooper (2000), claimed that more than the textbooks, literacy connotes understanding signs, advertisements, and even bumper stickers. The ability to read with comprehension is indispensable for individuals, for it is a prerequisite in both oral and written communication.

Furthermore, its importance is undoubtedly inevitable for every student. The acquisition of learning will be limited without proficiency in reading comprehension as it is believed to be the key that unlocks the doors of knowledge in the rooms of different disciplines. Students read to understand concepts, principles, facts, and theories in every course undertaken.

To use the results as bases for the construction of a proposed reading enhancement program and its learning tasks is the primary goal of the study. It also intends to assess the significance of the five-staged intervention in helping improve the reading comprehension competencies of the high school students, more specifically, concluding. The use of a pre-experimental approach was utilized to test the significance of the intervention in effecting improvement in the reading comprehension competencies of low performing high school students. The study employed a progressive strategy as five-stages of the intervention with a formative test for each stage was conducted and administered to establish connection and interrelation between test results.

After the conduct of the study, the following results emerged: data from the pretest indicated *Drawing Conclusion* as the least performed skill, identified as low average while *Predicting Outcomes* was identified as the best-performed skill with a superior knowledge based on the Table of Interpretation of Test Results (Gabuyo, 2012). With such means, it could be inferred that the skills above are the respondents' weaknesses and strengths, respectively. Having *Drawing Conclusion* as the least learned skill can probably be attributed to factors like lack of mastery of the content and proficiency in the application of the skill, making it difficult for the respondents to formulate conclusions or generalization despite the presented ideas and facts. Inefficiency in the use of *Drawing Conclusion* makes it more challenging and difficult for the students to formulate an accurate and reliable judgment. On the other hand, based on the data, it could also be deduced that *Predicting Outcomes*, being the most highly performed skill, is the most mastered skill indicating the respondents' proficiency in foretelling future events based on given information and facts. With such competence in the latter skill, the respondents could utilize this in developing their *Drawing Conclusion* skill since both use sound judgment and evaluation of presented ideas in order

to predict outcomes or draw conclusions, and both skills require the use of schemata and metacognition to be able to formulate sound judgments.

Results from stage 1 or PQRST stage, in comparison with the pretest, display poor performance in *sequencing events*, which is lower than the pretest result. In contrast, *Getting the Main Idea and Drawing Conclusion* emerged to be the most highly performed with mean scores higher than the Pretest means. Also, the facilitation of PQRST exhibited an increase in the performance of the students in nine of the twelve or 75 percent with the skills tested. This positive result could be attributed to the nature and goal of the strategy, as mentioned earlier. "PQRST" is a step-by-step plan proven to have raised test scores for students who observed all its steps (Station, 1987). This strategy helps readers grasp details that they would need to formulate a relevant mental structure of the subject or structure at hand. Also, with the five steps involved in facilitating this process in class, the students are ensured to have a better focus on the text under scrutiny giving them a better opportunity for comprehension and appreciation (Atkinson et al., 2009).

Results from stage 2 or the DR-TA stage revealed that only four of the twelve or just 33.33 percent of the comprehension skills were noted to have improvement concerning the means under the PQRST stage. *Sequencing Events* were identified to have been highly performed in comparison with its PQRST mean. However, the skill in *Identifying the Author's Purpose* appeared to be the least performed. The nature of the DR-TA strategy demands independence, for it directs students to work in group-led discussions to formulate analyses, predictions, evaluations, judgments, and decisions (Rierney & Readance, 2010).

The DR-TA strategy involves the formulation of own predictions and monitoring of one's assumptions. Students are directed toward setting their purposes for reading (Crawley, 2009). The respondents, subjected to take a summer class in English and also classified as low performing, may still lack the necessary comprehension skills to work independently. Constant use of this strategy will likely help build the reading comprehension competencies of students. As Fisher and Frey (2004) stress, this technique will empower students to develop their ability to regulate, evaluate and monitor their thinking process, which will lead to the enhancement of their cognitive skills.

Data reflected after Stage 3 or *Choral Reading stage* directly indicate a higher percentage of improvement as correlated with the preceding results. *Identifying the Tone and Mood of the Selection*, was found to be the least performed skill, which is directly in contrast with *Answering Application and Evaluation Questions*, which is the most highly performed skill. Such a result may be attributed to the nature of the Choral Reading strategy. According to Pikulski and Chard (2005), repetitive recitation of a selection, as exercised in this stage, promotes fluency, which further enables the readers to have a greater focus in understanding the text. Regular use of this strategy will help learners gain vocabulary skills and fluency and will further build their confidence, hence giving them more opportunity to comprehend the text better.

The statistics after the conduct of the *Graphic Organizer stage* or Stage 4 of the intervention displayed progress in the students' comprehension performance. With notable negative differences between -0.36 and -0.27 in the skills *Identifying Cause and Effect* and *Identifying the Tone and Mood of the Selection*, six of the twelve assessed skills indicate improvement. The increase in the performance of the respondents could be attributed to the efficacy and appropriateness of the strategy. The use of *Graphic Organizers*, as experts observed, is an effective tool in teaching vocabulary, presenting ideas, illustrating relationships between ideas, and clarifying lessons (Rierney & Readance, 2000). Annonat (2011) affirms that the use of pictures and figures encourage active learning engagement. The use of graphic organizers directs readers to identify interconnection, provides facilitation of genres and accommodation of different learning styles that will eventually lead them to use critical thinking.

Lewis and Shoemaker, as cited in Fisher and Frey (2004), emphasizes that the use of *Graphic Organizer* significantly raises the level of comprehension of students through the use of these visual tools. Annonat (2004) quotes that the use of graphic organizers helps develop students' integration and synthesizing skills. Readers learn to integrate concepts from the text with their own experiences. The improvement noted in stage 4 can be directly associated with the effectiveness of the *Use of Graphic Organizer*.

The results recorded after the facilitation of stage 5 or the *Readers' Theater* stage uncovered a decline in the students' performance, as evident in the five out of the twelve evaluated skills results. *Identifying the Author's Purpose* is observed to be the most highly performed recording while *Identifying the Tone and Mood of the Selection* was noted to be the least performed under this stage. The result of 5/12 improved skill performance may be accredited directly to the employment of the use of *Readers' Theater*. Rierney and Readance (2000) disclose that these techniques help motivate students to read with fluency as they enhance their interpretative and comprehension skills. Although only five of the twelve skills or 41.6 percent of the comprehension skills were recognized to display improvement, it could still be concluded that the use of *Readers' Theater* helped readers understand the text better and enhance comprehension skills.

Based on the posttest result, the use of the five-staged intervention in this study had helped improve the reading competencies of low performing high school students as evident with the result presented in Table 8. The result shows a 9:12 mean ratio improvement after comparing the pretest and posttest results. More so, the significance of the intervention could also be validated based on the computed t-value between the pretest and posttest means, which registered at 4.91, found to be greater than either the critical value at 0.05 or 0.01 of 1.679 and 2.412 respectively. As the figures imply, the use of this unique intervention had contributed to raising the reading comprehension competencies of the respondents to a significant level. It is sound to claim then that the use of this intervention could directly address the five essential components of reading, as previously discussed, most especially the third,

fourth, and fifth components which deal with oral fluency, vocabulary development, and reading comprehension.

It could also be safe to assume that the use of such intervention is very operative and effective in improving the reading comprehension of low performing students. The continuous use of this five-stage intervention regularly will develop and enhance the reading comprehension competencies of students. The notable improvement in the reading competencies of the respondents could be attributed to the nature and uniqueness of this intervention since the whole process focused on the development of the students' vocabulary, independence, confidence, and proficiency in the application of the twelve skills under study. The nature of each strategy employed in each stage directs students toward the development and enhancement of the five components of reading, especially oral fluency, vocabulary development, and reading comprehension.

Overall results lead to the formulation of a proposed Reading Enhancement Program, which aims to develop the reading comprehension of low performing high school students. The objectives, competencies, strategies, topics, and tasks in the program were all formulated based on the English K-12 curriculum with a focus on the development of Drawing Conclusion skill and enhancement of the other 11 skills under study.

In summary, the use of the five-staged intervention had helped significantly in improving the reading comprehension of high school students. It is suggested then that teachers facilitating reading and literature classes include this five-staged intervention and the strategies in the list used in delivering instruction. The outcome of the study is hoped to be useful to every educator since they will have a better knowledge of their students' needs. The results may also provide more credible bases for which instruction, program, technique, strategy, activity, and instructional materials to use and what objectives to formulate for the development and enhancement of the reading or literature instruction.

In the proposed program, learners will be provided with better and effective learning opportunities because teachers will be better informed and guided in choosing appropriate strategies, methods, and techniques in the delivery of instruction.

Due to the involvement of only a single experimental group in a particular school which only involved 50 high school students, further studies with a wider scope in terms of participants, schools, and comprehension skills are recommended. Other single interventions or multi-staged interventions are also suggested to be studied for the assessment of their significance in helping improve students' reading comprehension competencies. Furthermore, the identified recommendations were drawn based on the findings of the study.

With the positive results observed after the conduct of the five-staged intervention, this study recommends its use to address students' reading comprehension difficulties. The proposed interventions may be utilized by English teachers in designing daily lesson log or lesson exemplar. The results of this study may likewise be used as inputs for inclusion in the

Capability Building Programs for English Teachers. Also, language teachers and curriculum developers could benchmark the interventions covered in this study in the construction or development of their instructional enhancement programs.



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