

Project REACH (Reading Empowerment Asserting Connection at Home): Input to an Enhanced Reading Comprehension Skills of Grade 9 Students in English

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ABSTRACT

Reading comprehension is one of the most useful lifetime skills that go beyond the classroom setting. Students who have excellent reading comprehension can succeed inside and outside the school. Relative to this, the study aimed to find out the possible impact of Project REACH (Reading Empowerment Asserting Connection at Home) on the reading comprehension skills of Grade 9 students of Alaminos Integrated National High School, A.Y. 2021-2022. This study was descriptive correlational for it aimed to accurately and systematically describe a population, situation, or phenomenon and at the same time it investigated relationships between variables without the researcher controlling or manipulating any of them. It aspired to find out the significant difference between the mean pre-test and post-test scores of Grade 9 students in English and the significant relationship between the Project REACH and reading comprehension skills of Grade 9 students in English. Eighty percent (80%) or one hundred and sixty (160) of the two hundred (200) Grade 9 students of Alaminos Integrated National High School who have undergone the Project REACH pilot implementation since the school year 2020-2021 were the respondents and the study covered the Fourth Quarter period of the academic year 2021-2022. The researcher utilized a teacher-made pre-test and post-test based on the particular reading skills, as well as a researcher-made survey questionnaire to test the students' perception of the Project REACH components. Statistical treatments used in the study were frequency count, percent distribution, mean, standard deviation, paired sample t-test, and Pearson Product-Moment Correlation Coefficient (Pearson r). The result showed that among all the reading skills, only Getting the Main Idea is associated with the Project Reach's Assessment, $r=.258$, when tested at $P<.01$. However, when tested at $P<.05$, it was found that Drawing Conclusions has a very weak association with Project REACH's Content, $r=.164$ while Noting Details is associated with Project REACH's Procedure, $r=.184$. Thus, partially rejecting the null hypothesis. Since the study reveals that there is the partial relationship between the level of reading comprehension skills of Grade 9 students and the Project REACH components, the school may continue supporting and improving the implementation of Project REACH, as well as involving all the learners in this kind of reading program and to religiously follow its mantra, "no child will be left behind".

Keywords: reading, reading comprehension, reading skills, Project REACH, reading materials.

Introduction

Reading is one of the skills that should be given focus by the students because it helps them to learn a lot of information and be aware of the things and happenings around them. This activity brings the learners to different parts of the world.

According to OECD iLibrary (2021), reading proficiency is essential for a wide variety of human activities – from following instructions in a manual; to finding out the who, what, when, where and why of an event; to communicating with others for a specific purpose or transaction. Reading was the main subject assessed in PISA 2018. The PISA 2018 reading assessment, which was delivered on the computer in most of the 79 countries and economies that participated, included new text and assessment formats made possible through digital delivery. The test aimed to assess reading literacy in the digital environment while retaining the ability to measure trends in reading literacy over the past two decades. PISA 2018 defined reading literacy as understanding, using, evaluating, reflecting on, and engaging with texts to achieve one's goals, develop one's knowledge and potential, and participate in society.

For the first time, since the adoption of the new K to 12 curriculum, the Philippines participated in an international assessment of basic education. The Programme for International Student Assessment or PISA is a triennial survey of 15-year-old students around the world in three subjects: Reading, Mathematics, and Science. The results are dismal for the Philippines. Students in the Philippines scored lowest in reading, and second lowest in both mathematics and science. Over 80% of students in the Philippines did not reach a minimum level of proficiency in reading, which is one of the largest shares of low performers amongst all PISA-participating countries and economies. 15-year old students are near the end of junior high school in the Philippines, demonstrating convincingly that Philippine basic education has serious problems in the early years (Philippine Basic Education, 2019).

Accordingly, Mrs. Erma S. Valenzuela, the proponent, and Mrs. Rosa A. Pacaigue, the co-proponent, of the SDO Laguna EPS 1 in English, were motivated to consider strategies to enhance the pupils' reading comprehension even during this epidemic. This gave birth to PROJECT REACH (Reading Empowerment Asserting Connection at Home), a reading program designed in the new normal that emphasizes teaching and developing reading at home through the support and involvement of parents or guardians who become vital reading partners of the teachers in the light of the worldwide health crisis. Project REACH aims to: (1.) establish a connection between the school and home; (2.) empower parents and guardians in assisting their children to read at a regularly scheduled time; (3.) empower the readers by developing their vocabulary, study skills, media literacy, and reading comprehension skills.

Objectives of the Study

The study was conducted to answer the following questions:(1) Identify the student's profile in terms of age and gender; 2) Determine the level of students' perception on the Project REACH components in terms of objective, content, procedure and assessment; 3) Find out the mean pre-test score of the student's reading comprehension in Grade 9 English in terms of drawing conclusions, sequencing events, noting details, getting the main idea, following directions, predicting outcomes, cause and effect relationship; and interpreting graphs and tables; 4) Identify the mean posttest score of the student's reading comprehension in Grade 9 English in terms of drawing conclusions, sequencing events, noting details, getting the main idea, following directions, predicting outcomes, cause and effect relationship; and interpreting graphs and tables; 5) to determine the significant difference in the mean pre-test and posttest

scores of Grade 9 students in English; and 6) to evaluate the significant relationship between the level of reading comprehension skills of Grade 9 students and the Project REACH components.

Methodology

This study used a descriptive correlational research design. Descriptive method because it aims to accurately and systematically describe a population, situation, or phenomenon. It answers the what, where, when, and how questions, but not the why questions (McCombes, 2022). The researcher also used correlational research design because it investigates relationships between variables without the researcher controlling or manipulating any of them. It reflects the strength and/or direction of the relationship between two (or more) variables (Bhandari, 2022). Eighty percent (80%) or one hundred and sixty (160) of the two hundred (200) Grade 9 students of Alaminos Integrated National High School have undergone the Project REACH pilot implementation since the school year 2020-2021 and they served as the respondents of the study. The students were chosen through the purposive sampling technique, wherein the qualitative researcher recruited participants who can provide in-depth and detailed information about the phenomenon under investigation. The study utilized a researcher-made survey questionnaire which was divided into two parts. The first part dwelt on the respondent's profile, while the second part was a 40-item perception-based survey on the Project REACH (Reading Empowerment Asserting Connections at Home) components. The researcher likewise developed a 40-item test that served as the pre-test and the post-test for Grade 9 students. The construction of the test was based on the reading skills being developed in Project REACH. To ensure the validity of the said instruments, both survey-questionnaire and pre/post-test underwent content and language validation by the experts in the lesson of a Head Teacher, a Master Teacher, and a Teacher I from Alaminos Integrated National High School. The instruments were evaluated using a scale with numerical and descriptive ratings in a five-point range to determine the strong and weak areas specified in the set criteria. Before the implementation of Project REACH, the students were categorized first as to their reading levels such as Superior, Upper, and Lower. The Schools Division Office of Laguna constructed and furnished copies of reading materials based on the student's reading levels. The researcher gave the students Project REACH reading materials weekly. Moreover, the students responded to a Monthly Assessment in Reading (MAR), which was given every last week of the month.

Before the conduct of the study, the researcher sought permission from the Offices of the Schools Division Superintendent, Public Schools District Supervisor, and School Principal with the Grade 9 students of Alaminos Integrated National High School as target respondents. The conduct of study covered the Fourth Quarter period of the academic year 2021-2022. After this, the researcher carefully identified the target respondents of the study which comprised eighty percent (80%) or one hundred and sixty (160) of the two hundred (200) Grade 9 students of Alaminos Integrated National High School who have undergone the Project REACH pilot implementation since the school year 2020-2021. During the conduct of the study, the researcher personally prepared the survey questionnaire with the assistance of her adviser and the statistician. Pilot testing of the instrument was conducted where the questionnaire's indicators were subjected to test score reliability also known as Cronbach's alpha coefficient to ensure the internal consistency of a questionnaire. Both the survey questionnaire and the pre-/posttest underwent content and language validation by the experts. The instruments were evaluated using a five-point Likert scale to determine the strong and weak areas specified in the set criteria. The modified research instruments were further refined by the researcher. The research paper underwent reviews to achieve the target and importance of the study. After the conduct of the study, accomplished instruments were gathered, with all

the data collated and tabulated for appropriate statistical analyses. To address the questions posited in the study, the following statistical tools were used for the analysis and interpretation of the data gathered:

Frequency count, mean, and percent distribution were utilized to describe the student’s profile in terms of age and gender. Mean and standard deviation was used to evaluate the student’s perception of the Project REACH components.

Paired sample t-test was utilized to determine the significant difference in the mean pre-test and post-test scores. Moreover, Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to test the significant relationship between the level of reading comprehension skills of Grade 9 students and the Project REACH components

Results and Discussion

1. Respondents’ Perception of Project REACH Components (Objectives)

Table 1
Perception of the Respondents on Project REACH in terms of Objectives

| Item Indicators | Mean | SD | VI |
|---|--------------|--------------|-----------|
| As a student, I... | | | |
| 1. notice that the school always involves our parents in school reading programs like Project REACH. | 4.33 | .732 | HE |
| 2. always communicate with my reading teacher about the things to be done in this reading program. | 4.11 | .600 | HE |
| 3. notice that our school religiously follows to Project REACH mantra, “no child will be left behind.” | 4.18 | .717 | HE |
| 4. feel encouraged to answer the reading materials and be involved in implementing this reading program. | 4.11 | .741 | HE |
| 5. find this reading program fun, and it relives my love for reading. | 4.29 | .713 | HE |
| 6. find this reading program enjoyable, at the same time, informative. | 4.21 | .780 | HE |
| 7. find this reading program helpful in improving my reading comprehension and English literacy. | 4.08 | .757 | HE |
| 8. notice that this reading program establishes a connection between school and home. | 4.17 | .765 | HE |
| 9. observe that this reading program empowers parents and guardians to assist us with reading regularly. | 4.13 | .750 | HE |
| 10. find this reading program empowers us by developing our vocabulary, study skills, media literacy, and reading comprehension skills. | 4.31 | .709 | HE |
| Overall | 4.190 | .4939 | HE |

Table 1 presents the perception of the student-respondents in terms of Project REACH objectives. All indicators got “highly extent” responses, with indicator 1 having the highest mean of 4.33 and standard deviation of 0.732, meaning most of the respondents notice that the school always involve their parents in school reading program like Project REACH. This can be supported by the fact that even during AINHS Parents and Teachers Conference (PTA), one of their agendas is to discuss the updates on Project REACH. Moreover, indicator 7 is considered the lowest having a mean of 4.08 and a standard deviation of 0.757. This is maybe because the students are no longer practicing the habit of reading, like allotting ample time to read every day. The overall mean of 4.190 and standard deviation of 0.4939, reveal that most of the respondents are to a “high extent” in achieving the objectives of the reading program (Project REACH) which is developing their vocabulary, study skills, media literacy, and reading comprehension skills, as well as reliving their love for reading. This is supported by the study of Koenig (2015), wherein he determined the effect of the Lector reading program on the reading performance levels of 120 first-year B.Sc. Students in the Access Program. Results indicated that first-year students read at distressingly low levels, but eight sessions on the reading intervention program significantly contributed to the improvement

of the student’s reading performance. It also suggests that reading development programs may contribute to academic literacy development, which includes the reading ability.

2. Respondents’ Perception of Project REACH Components (Content)

Table 2
Perception of the Respondents on Project REACH in terms of Content

| Item Indicators | Mean | SD | VI |
|---|--------------|--------------|-----------|
| As a student, I... | | | |
| 1. know what I am answering because the focus skills are identified and written clearly. | 4.31 | .744 | HE |
| 2. know what to do because the directions/instructions are clear and comprehensive. | 4.11 | .600 | HE |
| 3. get ideas about the topic because there is a brief discussion about the target skill before the comprehension questions. | 4.18 | .749 | HE |
| 4. enjoy reading because the passages or selections are neither lengthy nor tiring to read. | 4.09 | .751 | HE |
| 5. find reading interesting because the reading materials are appropriate for my age and reading level. | 4.30 | .690 | HE |
| 6. enjoy reading the stories because it manifests moral lesson. | 4.21 | .796 | HE |
| 7. notice that the chosen stories are anchored to the focus skill. | 4.13 | .716 | HE |
| 8. observe that there are comprehension questions after every selection. | 4.27 | .716 | HE |
| 9. notice that the sources of the stories are acknowledged and written in the reading materials. | 4.18 | .732 | HE |
| 10. become aware of the unfamiliar words I encounter in the stories/selection. | 4.28 | .754 | HE |
| Overall | 4.204 | .4867 | HE |

Table 2 manifests the respondents’ perception of the Project REACH content. It can be seen that “highly extent” responses were given by the respondents in all indicators, with item indicator 1 having the highest mean of 4.31 and standard deviation of 0.744, meaning most of the respondents know what they are answering because the focus skills are identified and written clearly. It is evident that in Project REACH reading materials, the focus skill for that particular week is clearly stated to avoid confusion and to lessen queries.

Collectively, the overall mean of 4.204 and standard deviation of 0.4867, signifies that most of the respondents are in “highly extent”, meaning they agree that the Project REACH reading materials contain clear and comprehensive instructions, a brief discussion of the targeted skill, interesting stories that are appropriate to the respondents’ age, grade level, and reading level, and comprehension questions which are anchored to the given selection or passage. This is supported by the viewpoint of Zrna (2012), stating that any successful learning experience involves the content, the sequence of the content, the pace at which the new content is presented, and the repetition of the content. These same elements can be applied to learning to read. The use of a gradient of difficulty, or leveling of texts, allows for texts to be organized in an appropriate sequence, with opportunities for concepts to be the pace and repeated, assisting children to learn to read successfully. Leveling texts allows children to progress from simple to more complex texts with increasingly more challenges.

3. Respondents’ Perception of Project REACH Components (Procedure)

Table 3
Perception of the Respondents on Project REACH in terms of Procedure

| Item Indicators | Mean | SD | VI |
|--|--------------|--------------|-----------|
| As a student, I... | | | |
| 1. feel enlightened after attending the Project REACH launching and orientation. | 4.31 | .654 | HE |
| 2. am aware that our reading teachers use the three bases to determine our reading levels (final grade in English in the previous year, silent reading result, and pre-assessment in reading development). | 4.08 | .634 | HE |
| 3. actively join the Group Chat created by my reading teacher according to my reading level. | 4.12 | .721 | HE |
| 4. receive my Project REACH reading materials weekly. | 4.09 | .747 | HE |
| 5. clarify instructions and my reading teacher entertains questions via Group Chat. | 4.18 | .653 | HE |
| 6. answer my Project REACH reading materials through the guidance of my parents. | 4.06 | .803 | HE |
| 7. ensure that I read and try to comprehend the reading selections before answering the comprehension questions. | 4.17 | .720 | HE |
| 8. allot thirty minutes of my time a week to read and answer the comprehension questions on my reading materials. | 4.24 | .668 | HE |
| 9. receive and answer the Monthly Assessment in Reading (MAR) per focus skill before the end of the month. | 4.02 | .677 | HE |
| 10. submit the Project REACH reading materials with complete answers weekly. | 4.22 | .861 | HE |
| Overall | 4.148 | .4771 | HE |

Table 3 exhibits the Project REACH procedure as perceived by the student respondents. It is noticeable that item indicator 1 has the highest mean of 4.31 and standard deviation of 0.654, which means they are in “high extent” for they feel enlightened after attending the Project REACH launching and orientation. This is because, during the launching and orientation of the said project, things like PROJECT REACH’s objectives, organizational chart, reader’s categories, reading materials, and reading methodologies and procedures were well-discussed and well-explained by the reading teachers. Moreover, item indicator 9 is considered the lowest, with a mean of 4.02 and a standard deviation of 0.677. The possible reason for this is that there were times when students’ parents or guardians were not able to go to school on the scheduled date and time of distribution of reading materials. In addition, the rest of the indicators also got “agree” responses. The overall mean of 4.148 and standard deviation of 0.4771 indicates that most of the respondents are in “highly extent”, meaning they agree that this reading program, Project REACH, follows a clear procedure --- starting from orienting the participants, categorizing them into their appropriate reading levels, until reading

4. REACH Components (Assessment)

Table 4 shows the perception of student respondents regarding the Project REACH assessment. It is visible that the respondents gave “highly extent” responses in all the indicators, with item indicator 1 as the highest having a mean of 4.33 and a standard deviation of 0.689, which means that the students quickly know what to do because the directions/instructions are vivid and self-explanatory. During the conduct of the study, the researcher noticed that only a few students asked questions about the directions/instructions (what to do), for these were clear, simple, and easy to understand. Moreover, item indicator 9 is revealed as the lowest with a mean of 4.10 and a standard deviation of 0.665. This may suggest that the number of comprehension questions per focus skill must be enough to measure the students’ understanding, as well as to help them master the said skills. An overall mean of 4.33 and standard deviation of 0.689, entails that most of the respondents are in “high extent” for the Project

REACH Monthly Assessment in Reading (MAR) helps them master the focus skills and measures both their lower and higher-order thinking skills. This is supported by the viewpoint of Diamond (2006), that student achievement is crucial.

Table 4
Perception of the Respondents on the Project REACH in terms of Assessment

| Item Indicators | Mean | SD | VI |
|---|-------------|-------------|-----------|
| As a student, I... | | | |
| 1. can quickly know what to do because the directions/instructions are vivid and self-explanatory. | 4.33 | .689 | HE |
| 2. find the Monthly Assessment in Reading (MAR) questions clear and straightforward. | 4.13 | .636 | HE |
| 3. answer various reading materials with different focus skills every month. | 4.15 | .729 | HE |
| 4. notice that the questions' difficulty level is appropriate for my age and grade level. | 4.15 | .720 | HE |
| 5. find the reading materials and comprehension questions free from any grammatical errors. | 4.20 | .642 | HE |
| 6. encounter questions that measure both my lower and higher-order thinking skills. | 4.11 | .782 | HE |
| 7. find the reading material not too tiring to answer, for it consists of enough questions to measure my mastery of the focus skill. | 4.18 | .705 | HE |
| 8. have experience answering reading materials with questions such as multiple-choice, matching type, identification, enumeration, etc. | 4.29 | .660 | HE |
| 9. find the comprehension questions helpful in my mastery of the focus skill. | 4.10 | .665 | HE |
| 10. can answer comprehension questions within the allotted answering time. | 4.24 | .845 | HE |
| Overall | 4.33 | .689 | HE |

The best assessments will be aligned to the reading program, tracking student progress, and monitoring teacher pacing and program use. She also mentioned that in the early grades, it is important to assess the specific skills and strategies that provide the foundation for long-term outcomes such as comprehension and fluency.

5. Mean Pre-test Scores

Table 5
Mean Pre-test Score of the Students in the Reading Comprehension Skills Test

| Skills | Mean | Std. Deviation | Verbal Interpretation |
|--------------------------------|--------------|----------------|-----------------------|
| Drawing Conclusions | 1.61 | .952 | LL |
| Sequencing Events | 1.83 | .841 | UL |
| Noting Details | 1.84 | .977 | UL |
| Getting the Main Idea | 2.08 | .938 | UL |
| Following Directions | 2.22 | .929 | UL |
| Predicting Outcomes | 2.00 | .971 | UL |
| Cause & Effect Relationship | 1.98 | .901 | UL |
| Interpreting Graphs and Tables | 2.06 | .998 | UL |
| Pre-test Scores | 15.61 | 2.756 | Upper Level |

Table 5 illustrates the mean pre-test score of the students in the reading comprehension skills test. It can be seen that among all the mentioned reading skills, only Drawing Conclusions got the mean of 1.61 with a verbal interpretation of “Lower Level”. This is because the given situations in the test do not apply to the day-to-day life experiences of the students. It suggests that teachers may give the students more reading materials that are more relatable to their life experiences. Moreover, the rest of the reading skills got mean scores of 1.83, 1.84, 2.08, 2.00, 1.98, and 2.06, with Following Directions as the highest

having a mean of 2.22 and a standard deviation of 0.929, which are all interpreted as “Upper Level”. The possible reason for this is that most of the student-respondents have already developed their skills in analyzing and following instructions/directions at their early stage before the post-assessment of reading comprehension skills. It has a mean pre-test score of 15.61 and a standard deviation of 2.756 which also falls under the “Upper Level”. This may imply that the respondents have good comprehension and schema on the said reading skills, but still need assistance from the teachers to develop their mastery of the topics.

6. Mean Posttest Scores

Table 6
Mean Posttest Score of the Students in the Reading Comprehension Skills Test

| Skills | Mean | Std. Deviation | Verbal Interpretation |
|--------------------------------|--------------|----------------|-----------------------|
| Drawing Conclusions | 3.34 | 1.283 | SL |
| Sequencing Events | 3.76 | .791 | SL |
| Noting Details | 4.07 | .736 | SL |
| Getting the Main Idea | 4.12 | .638 | SL |
| Following Directions | 3.79 | .739 | SL |
| Predicting Outcomes | 3.87 | .810 | SL |
| Cause & Effect Relationship | 3.69 | .810 | SL |
| Interpreting Graphs and Tables | 3.69 | .912 | SL |
| Post-test Scores | 30.31 | 2.880 | Superior Level |

Table 6 presents the mean post-test score of the students in the reading comprehension skills test. It is evident that all the stated reading skills got mean scores of 3.34, 3.76, 4.07, 3.79, 3.87, 3.69, with Getting the Main Idea as the highest having a mean of 4.12 and a standard deviation of 0.638, which are all interpreted as “Superior Level”. The researcher knew that Getting the Main Idea got the highest mean score for this skill is in its literal interpretation, wherein the students just literally have to get the main idea in the paragraph or selection. Moreover, Drawing Conclusions got a mean score of 3.34 and a standard deviation of 1.283, and still considered as the reading skill with the lowest mean score like what is stated in the pre-test result in Table 5. This is because in Drawing conclusions, the students should relate the given situations to their everyday experiences, as well as required them to use their higher-order thinking skills. It has a mean posttest score of 30.31 and a standard deviation of 2.880 which is also interpreted as “Superior Level”. This entails that after focusing on reading the Project REACH materials that enhance the reading comprehension skills of the students, their reading comprehension level improved and increased.

7. Paired Sample Statistics of the Mean Pre-test and Posttest Scores of Grade 9 Students in English

Table 7 manifests the paired sample statistics of the mean pre-test and post-test scores of Grade 9 students in English. It is noticeable that the mean pre-test scores of all the stated reading skills increased during the post-test, with Noting Details as the most improved reading skill having the mean pre-test score of 1.84 and mean post-test score of 4.07 and Following Directions as the least improved reading skill having the mean pre-test score of 2.22 and mean posttest score of 3.79.

Table 7
Paired Sample Statistics of the Mean Pre-test and Posttest Scores of Grade 9 Students in English

| Skills | Pre-Test | SD | Post test | SD |
|--------------------------------|--------------|--------------|--------------|--------------|
| Drawing Conclusions | 1.61 | .952 | 3.34 | 1.283 |
| Sequencing Events | 1.83 | .841 | 3.76 | .791 |
| Noting Details | 1.84 | .977 | 4.07 | .736 |
| Getting the Main Idea | 2.08 | .938 | 4.12 | .638 |
| Following Directions | 2.22 | .929 | 3.79 | .739 |
| Predicting Outcomes | 2.00 | .971 | 3.87 | .810 |
| Cause-and-Effect Relationship | 1.98 | .901 | 3.69 | .810 |
| Interpreting Graphs and Tables | 2.06 | .998 | 3.69 | .912 |
| Test Scores | 15.61 | 2.756 | 30.31 | 2.880 |

8. Test of Significant Difference

Table 8
Test of Significant Difference between the Mean Pre-test and Posttest Scores of Grade 9 Students in English

| Skills | Paired Differences | | | | | | Sig |
|--------------------------------|--------------------|----------------|-----------------|---|--------------|--------------|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | Two-Sided p |
| | | | | Lower | Upper | | |
| Drawing Conclusions | 1.73 | 1.45 | 0.11 | 1.51 | 1.96 | 15.12 | <.001 |
| Sequencing Events | 1.93 | 1.06 | 0.08 | 1.76 | 2.09 | 23.07 | <.001 |
| Noting Details | 2.23 | 1.12 | 0.09 | 2.06 | 2.41 | 25.14 | <.001 |
| Getting the Main Ideas | 2.04 | 1.13 | 0.09 | 1.86 | 2.21 | 22.77 | <.001 |
| Following Directions | 1.57 | 1.09 | 0.09 | 1.40 | 1.74 | 18.29 | <.001 |
| Predicting Outcomes | 1.87 | 1.19 | 0.09 | 1.68 | 2.05 | 19.90 | <.001 |
| Cause & Effect Relationship | 1.71 | 1.28 | 0.10 | 1.51 | 1.91 | 16.90 | <.001 |
| Interpreting Graphs and Tables | 1.63 | 1.29 | 0.10 | 1.43 | 1.83 | 15.98 | <.001 |
| Test Scores | 14.70 | 4.14 | 0.33 | 14.05 | 15.35 | 44.96 | <.001 |

Table 8 exhibits the test of significant difference between the mean pre-test and post-test scores of Grade 9 Students in English. With the mean test scores of 14.70, t-value of 44.96, and p-value of <.001, the table reveals that there is a significant difference in the scores achieved by the students in their reading comprehension skills in the pre-test and post-test. The results imply that the respondents perform better during the post-test than the pre-test and that there is a notable improvement in the student's reading comprehension. This is supported by the study of Celadiña (2020) about enhancing the performance reading comprehension skills of Grade 11 TVL students of San Isidro National High School Tagkawayan through E-texts. The result of the study revealed that the pre-test MPS was 17.120 (Low) while the post-test MPS was 56.140 (Average), more than three jumps from the pre-test result.

9. Test of Significant Relationship between the Level of Reading Comprehension Skills of Grade 9 Students and Project REACH Components

Table 9

Test of Significant Relationship between the Level of Reading Comprehension Skills of Grade 9 Students and Project REACH Components

| Components | Reading Comprehension Skills | | | | | | | |
|------------|------------------------------|-------------------|----------------|-----------------------|----------------------|---------------------|---------------------------|--------------------------------|
| | Drawing Conclusions | Sequencing Events | Noting Details | Getting the Main Idea | Following Directions | Predicting Outcomes | Cause-Effect Relationship | Interpreting Graphs and Tables |
| Objective | -0.132 | 0.009 | 0.034 | 0.126 | -0.063 | 0.151 | 0.026 | 0.039 |
| Content | .164* | -0.028 | 0.001 | 0.134 | 0.116 | -0.023 | -0.110 | -0.027 |
| Procedure | 0.052 | -0.014 | .184* | 0.021 | -0.001 | 0.052 | 0.000 | -0.061 |
| Assessment | 0.063 | 0.026 | 0.079 | .258** | -0.015 | 0.088 | 0.065 | -0.091 |

Table 9 shows a test of a significant relationship between the level of reading comprehension skills of Grade 9 students and Project REACH components. The findings reveal that among all the reading skills, only Getting the Main Idea is associated with the Project Reach's Assessment, $r=.258$, when tested at $P<.01$. This is supported by the viewpoint of Roell (2019), that finding the main idea is critical to understanding what you are reading. It helps the details make sense and have relevance and provides a framework for remembering the content. However, when tested at $P<.05$, it was found that Drawing Conclusions has a very weak association with Project REACH's Content, $r=.164$. This finding is supported by the viewpoint of Cangelosi (2020), that sometimes you have to encourage your students to be detectives to dig deeper to find ideas that the author doesn't put in the text. Readers look for clues in the text which help them understand the story. Readers look for facts and details to determine what the author is telling them. Moreover, Noting Details is associated with Project REACH's Procedure, $r=.184$, $P<.05$. This is supported by the viewpoint of Idul (2016), that in noting details, you have to always read the story with full understanding and internalize the lines printed and jot down notes or highlight texts. He also said that you will know that you are doing the right thing when the things you have taken down describe the main idea and the supporting ideas.

Conclusions

Results show that among all the reading skills, only Getting the Main Idea is associated with the Project Reach's Assessment, $r=.258$, when tested at $P<.01$. However, when tested at $P<.05$, it was found out that Drawing Conclusions has a very weak association with Project REACH's Content, $r=.164$ while Noting Details is associated with Project REACH's Procedure, $r=.184$. Moreover, it reveals that there is a significant difference in the scores achieved by the students in the pretest and posttest with the mean test scores of 14.70, t-value of 44.96, and p-value of $<.001$. Based on the findings of the study, the following

conclusions are drawn: 1. The hypothesis stating that there is no significant difference in the mean pre-test and post-test scores of Grade 9 students in English are *not sustained*; and 2. The hypothesis stating that there is no significant relationship between the level of reading comprehension skills of Grade 9 students and the Project REACH Components is *partially sustained*.

Recommendations

Since it was found out in the study that there is a significant difference in the mean pre-test and post-test scores of Grade 9 students in English, the language teachers may give more reading materials that focus not only on the reading skills that are mentioned in the study, but also on the other reading skills that may also help improve the student's reading comprehension level, and since the study reveals that there is a partial relationship between the level of reading comprehension skills of Grade 9 students and the Project REACH components, the school may continue supporting and improving the implementation of Project REACH, as well as involving all the learners in this kind of reading program and to religiously follow its mantra, "*no child will be left behind*". Moreover, since it was found out that Drawing Conclusions has a very weak association with Project REACH's content but is considered as the reading skill having the lowest mean pre-test and post-test scores, the teachers may construct reading materials that requires higher-order thinking skills of the students to further develop their skills in Drawing Conclusions.

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