

# Determinants Of Reading Comprehension Instruction: Basis For an Intervention Plan

**REY M. LUBGUBAN**  
Nabutay Elementary School  
Nabutay, Maria, Siquijor  
rey.lubguban@deped.gov.ph

**ANGELIE B. SUAN**  
Catulayan Elementary School  
Catulayan, San Juan, Siquijor  
angelie.suan@deped.gov.ph

**JOSEPH BRYAN D. BAGOOD**  
Ponong Elementary School  
Ponong, Larena, Siquijor  
josephbryan.bagood@deped.gov.ph

**GRETCHEN MILE A. SERANIA**  
Cantaroc Elementary School  
Cantaroc B, Maria, Siquijor  
gretchen.acain@deped.gov.ph

**MARICIL M. BULAYBULAY**  
Tignao Elementary School  
Tignao, Lazi, Siquijor  
maricil.bulaybulay@deped.gov.ph

**REINALYN S. MADELO**  
Cantaroc Elementary School  
Cantaroc B, Maria, Siquijor  
reinalyn.madelo@depedgov.ph

*Abstract* — This study examined the status of English instruction in relation to the reading comprehension skills of learners in Larena and San Juan Districts, Department of Education Schools Division of Siquijor, for School Year 2024-2025, with the Philippine Informal Reading Inventory as a key tool for assessment. Employing a descriptive-quantitative research design, data were collected in April 2025 from 179 respondents (54 teachers, 125 students) via questionnaires. The teacher respondents presented a varied demographic profile, with representation across different marital statuses, age brackets, highest educational attainment and training attended. There was a gender imbalance, with more female than male respondents. Analysis revealed a statistically significant relationship between English instruction quality and reading comprehension, leading to the rejection of the null hypothesis. Based on these findings, a reading comprehension intervention plan was developed to improve literal and inferential understanding, vocabulary, summarization, and analytical skills. The study recommends strategic use of Phil-IRI, tailored

interventions, enhanced reading fluency, critical thinking promotion, and progress monitoring, which is consistent with current educational recommendations.

**Keywords** — *English Instruction, Comprehension Skills, Philippine Informal Reading Inventory, Descriptive-Quantitative Research Method*

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## I. Introduction

Reading comprehension is a foundational skill critical to academic success and lifelong learning. Despite its importance, Filipino learners continue to struggle, as evidenced by low performance in international assessments like PISA 2018 and 2023, where the Philippines ranks near the bottom for reading literacy. This study investigated the relationship between the quality of English instruction and learners' reading comprehension skills in the Larena and San Juan Districts of the Schools Division of Siquijor during the 2024-2025 school year. Utilizing the Philippine Informal Reading Inventory (Phil-IRI), the research aimed to identify instructional determinants affecting comprehension and to propose an evidence-based intervention plan targeting key reading components such as literal and inferential comprehension, vocabulary, summarization, and analysis. The study is grounded in established theories including the Simple View of Reading, Schema Theory, and Cognitive Theory, addressing the urgent need to improve reading outcomes in the Philippine educational context.

Reading comprehension, the capability to interpret, understand, and analyze written language, plays a critical role in learning, critical thinking, and effective communication (Vaughn & Barnes, 2023). It is more than merely reading words to include understanding their meanings, making inferences, and reaching conclusions. Effective readers are able to identify main points, make sense of vocabulary as it is used, and infer meaning that is not necessarily stated.

Republic Act No. 10533, the Enhanced Basic Education Act of 2013, considerably maps the educational trajectory in the Philippines (Rivera et al., 2021). The law brings to light a learner-centered, inclusive, developmentally appropriate, relevant, and research-based curriculum (Rivera et al., 2021). It further prescribes the application of pedagogical practices that are constructivist, inquiry-based, reflective, collaborative, and integrative (Rivera et al., 2021). Supporting this, Republic Act No. 9155 codifies the Department of Education's mandate and function in terms of the governance and management of basic education. Included among these is that the schools are accountable for the students' learning outcomes, most importantly, reading comprehension. DepEd Order No. 14, s. 2018 gives the schools a framework of how to implement reading programs.

Schema theory proposes that reading comprehension is a constructive process between reader prior knowledge and text (Yan & Kim, 2023). Prior knowledge of the reader is utilized in constructing meaning of the text (Kaplan, 2018; Ting & Tai, 2004; Yan & Kim, 2023). Interactive theory emphasizes interaction between bottom-up (decoding) and top-down (prior knowledge)

processes of reading. Transactional theory suggests that meaning is created by transaction between the reader and the text and that they construct one another.

Global studies reveal an alarming trend in reading literacy. In the Programme for International Students Assessment 2015 report, close to 20% of students from Organization for Economic Cooperation and Development nations fall below the baseline reading literacy level. Furthermore, students' average reading literacy in most OECD nations has been stagnant or decreased since 2010.

The Philippines has a very urgent problem. The 15-year-old Filipino students scored lower at 340 points in reading literacy in the PISA 2018 assessment compared to the average of 487 points, where the Philippines was at the last rank among 79 nations (Misanes & Pascual, 2023). The 2023 PISA report confirmed this issue further with Filipino learners remaining weakest in reading out of the subjects and ranking at place 77 among 81 countries. This is a sign of continued difficulty in reading comprehension despite increased decoding and fluency capabilities among learners. The low reading comprehension puts reading teachers in Philippine schools at a disadvantage.

The reading comprehension level of students, as indicated by the Schools Philippine Informal Reading Inventory pre-test results, is a growing concern. Based on the Phil-IRI pre-test results, out of 1925 test-takers, 825 (42.86%) were at the frustration level, 593 (30.8%) were at the instructional level, and 507 (26.3%) were at the independent level. This situation has prompted researchers, who are also reading teachers in Larena and San Juan Districts in the Schools Division of Siquijor, to explore effective, evidence-based solutions to address this challenge. This study aims to determine the extent of the factors affecting reading comprehension, using the Phil-IRI pre-test data as a primary source of evidence, and to propose a targeted intervention plan focused on traditional reading strategies to address the identified gaps. The Phil-IRI is a reading inventory composed of graded passages (Misanes & Pascual, 2023). This situation is especially concerning given that reading comprehension is a vital foundation for acquiring knowledge and achieving success across all learning areas. The Phil-IRI is utilized to pinpoint the precise domains in which students encounter difficulties (Gr, 1992).

This study addresses critical gaps in reading instruction, proposing targeted intervention strategies to enhance reading comprehension. Many schools face the challenge of limited resources and access to diverse reading materials. To address this, interventions such as implementing book donation drives, creating reading corners with available resources, and encouraging the use of local library facilities can be adopted. Another significant gap is the sustainability of reading programs, which often suffer from funding constraints, lack of ongoing training, and inadequate monitoring and evaluation mechanisms. To ensure long-term success, sustainable reading programs should be designed utilizing readily available resources, incorporating peer tutoring, and providing ongoing teacher training through workshops and mentoring. Furthermore, teacher training and support is crucial, as educators may lack adequate preparation in implementing effective reading

comprehension strategies. Regular professional development workshops focusing on explicit instruction in comprehension strategies such as summarizing, questioning, clarifying, and predicting can help bridge this gap. The need for contextualized learning materials that are relevant to the local context and cultural background of the students is also vital. Developing localized reading materials that incorporate familiar stories, cultural elements, and relevant real-life scenarios can enhance engagement and comprehension. Interventions should also target specific reading components, such as vocabulary, working memory, and comprehension strategies. To address this, implement targeted interventions focusing on vocabulary development, working memory enhancement techniques, and explicit instruction in comprehension strategies. Finally, it is important to address the limited data on the effectiveness of current programs in improving reading comprehension outcomes. Regular assessments using the Phil-IRI can monitor student progress and inform data-driven adjustments to the intervention plan, ensuring continuous improvement and program effectiveness

By addressing these gaps, and using the Phil-IRI Pre-Test results to inform the intervention plan, this study aims to enhance the teaching of reading comprehension and improve the academic performance of Phil-Iri test takers in the Division of Siquijor. The results of the Phil-IRI serve as the basis for teachers in creating appropriate reading intervention initiatives to improve the performance of struggling readers (The Philippine Informal Reading Inventory (Phil-IRI) Program: A Critical Analysis, 2025).

This study examines the impact of poor reading comprehension on understanding context, a common problem in basic education. Reading comprehension lays the foundation for future learning across all subject areas. Therefore, understanding these factors is crucial to developing effective intervention plans to address reading comprehension difficulties and improve student outcomes (Ritchey et al., 2017).

This study is significant for several key stakeholders. The findings will provide teachers and school administrators with valuable insights into the specific reading comprehension challenges faced by students. This will enable them to tailor instructional strategies and interventions to address these needs effectively. The study will also contribute to the existing body of knowledge on reading comprehension interventions in the Philippine context, providing evidence-based practices that can be adopted and adapted by other schools and educators. Furthermore, the results may inform policy decisions related to reading instruction and curriculum development at the national level. Finally, the study will empower students by providing them with the tools and strategies they need to become proficient and engaged readers, setting them on a path towards academic success.

The Division Education Development Plan (DEDP) of the Department of Education Schools Division of Siquijor directs all education leaders in all governance levels and stakeholders to invest significant engagement to implement programs and projects to recover from the pandemic-related learning gaps for the first three years (phase 1) and sustain gains for the next

three years (phase 2). It particularizes effective remedial interventions and comprehensive efforts to optimize basic literacy and numeracy skills. Hence, concerted effort will eventually achieve the MATATAG Agenda of the Secretary of Education: **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens. Moreover, it encourages robust participation of all vital components of the department and its pillars to **TA**ke the recommended steps to tailor needs of learners for improved basic education facilities and services. It prescribes ways and means for the top management down to the frontliners to **TA**ke good care of learners by promoting their well-being and expanding the coverage of inclusive education and Alternative Learning System (ALS) programs. Lastly, it urges the key forces to **GI**ve equal opportunities to all teachers to access reskilling and upskilling pursuits to support their need for 21<sup>st</sup> century pedagogies and to meet the requirement for quality instruction thereby producing Batang Makabansa, Bansang Makabata.

Indeed, the outlined programs, activities, and projects will ultimately respond to the overall vision, mission, and goals and will elevate employee performance and build hone personalities of the young to be 21<sup>st</sup> century literate and globally competitive.

### **Literature Review**

This study presents a synthesis of conceptual and empirical literature relevant to the factors influencing the teaching of reading comprehension and the development of effective intervention plans. It encompasses a review of established theories, research findings, and best practices in reading education. This review serves as the foundation for the current study, informing the research design, guiding the interpretation of findings, and providing a context for the proposed intervention plan.

Focusing on the improvement of reading comprehension through the Philippine Informal Reading Inventory (Phil-IRI), the following review of related literature highlights key sources that provide valuable insights. These include studies that examine the implementation and effectiveness of the Phil-IRI, explore various strategies for enhancing reading comprehension, and discuss theoretical models relevant to reading development.

In connection with the Philippine Informal Reading Inventory (Phil-IRI), Misanes and Pascual (2023) explored how Grade 8 students performed on the assessment and used their findings to design a targeted reading intervention program. A more recent examination of the Phil-IRI, published in 2025 under the title *The Philippine Informal Reading Inventory (Phil-IRI) Program: A Critical Analysis*, took a closer look at how the tool is being applied in schools. This study shed light on both its strengths in identifying reading gaps and the practical challenges educators face during implementation. Earlier, a 2005 publication simply titled *Informal Reading Inventory* described the instrument as a means of evaluating students' reading skills, cognitive strategies, and overall literacy development.

The 2010 resource *Reading & Literacy Lessons: Instructional Strategies* provided a range of methods and interventions designed to support struggling readers. One approach, Concept-Oriented Reading Instruction (CORI) (2025), focused on how activating students' prior knowledge can boost their understanding of new texts. This method encourages connecting what students already know with new information to make reading more meaningful and accessible.

To expand your literature review, it's helpful to examine key reading comprehension theories and models. For instance, the Simple View of Reading clarifies how decoding and language comprehension together influence reading abilities, making it a valuable tool for identifying where students may face challenges. Another important model is Walter Kintsch's Construction-Integration Model, which explains how readers build meaning by combining different pieces of information from the text. Bartlett's Schema Theory highlights the role of prior knowledge in helping readers understand what they read, while Interactive Reading Models focus on how readers balance bottom-up processing (decoding) with top-down influences like expectations and background knowledge. Additionally, the meta-analysis by Spencer and Wagner (2018) is a significant resource that explores why some children struggle with understanding texts despite having adequate decoding skills. This broad spectrum of theories offers a comprehensive foundation for understanding the complexities of reading comprehension.

Vocabulary growth is a key area of focus, with much research highlighting effective teaching methods and the strong connection between knowing more words and better understanding what is read. Fluency also plays an important role, with studies examining ways to improve reading flow and how expressive reading (prosody) can influence comprehension. Additionally, the significance of background knowledge is well documented, with research showing how it shapes understanding and exploring ways to help students build and actively use what they already know to make sense of new information.

Additional research examines the effectiveness of strategy instruction in explicit form within methods such as summarizing, questioning, and inference-making, and with the utilization of graphic organizers. Motivation and interest are also extremely significant, with research examining their role in comprehension as well as strategies for developing a love of reading.

It's also worth exploring how culturally responsive teaching influences students' reading development, how Universal Design for Learning (UDL) principles can shape inclusive reading instruction, and how Response to Intervention (RTI) models support learners who face reading challenges. For deeper insights into these areas, academic platforms like ERIC, JSTOR, and Google Scholar offer a wealth of peer-reviewed studies and scholarly articles. Another helpful strategy is to examine the reference lists of key sources—these often lead to additional research that can enrich your literature review and broaden your understanding of the topic.

Many studies conducted in the Philippines rely on the Philippine Informal Reading Inventory (Phil-IRI) as a key tool for assessing students' reading comprehension. This instrument

has proven valuable in identifying the specific areas where learners encounter difficulties, which in turn helps teachers tailor their interventions more effectively. Research also highlights the importance of a well-rounded instructional approach—one that brings together phonological awareness, phonics, vocabulary development, and direct teaching of comprehension strategies. In the same vein, your study aims to strengthen students’ literal and inferential reading skills, as well as their ability to summarize and analyze texts. A common thread across these efforts is the emphasis on consistent progress tracking, which allows educators to refine their teaching methods based on students’ evolving needs.

However, this study differs from some research by focusing specifically on the relationship between English instruction quality and reading comprehension outcomes within the Larena and San Juan Districts, Schools Division of Siquijor. While several studies concentrate on the challenges of Phil-IRI implementation, such as teacher workload and limited resources, this study contributes by developing a targeted intervention plan (The Philippine Informal Reading Inventory (Phil-IRI) Program: A Critical Analysis, 2025). This plan, when contrasted with research documenting implementation difficulties, has the potential to offer strategies for enhancing reading comprehension despite existing obstacles. Some studies also explore factors like gender or socioeconomic status (Misanes & Pascual, 2023), while this research hones in on the direct impact of instructional quality.

In conclusion, this study shares common ground with existing research by employing the Phil-IRI and aiming to improve reading comprehension through targeted interventions, its distinct focus on the relationship between English instruction quality and reading outcomes sets it apart. By providing evidence of this link, your work can contribute valuable insights for educators and researchers seeking to enhance reading outcomes in similar contexts. The editor document supports this by detailing how educators can use the Phil-IRI to customize interventions and promote a supportive learning environment.

## **II. Methodology**

### **Research Design**

The goal of the study was to determine the effectiveness of teaching strategies in reading comprehension based on the results of the English Phil-IRI Test. The respondents of the study were all reading teachers in Larena and San Juan Districts, and 125 learners from the schools of the same districts during School Year 2024–2025, as the basis for a proposed intervention plan. Furthermore, a descriptive quantitative approach was used for the research design and data analysis.

The researchers used descriptive quantitative method. It used the questionnaire administered to all reading teachers in the elementary schools of Larena and San Juan Districts in the Division of Siquijor. The questionnaires used to gather data related to the effectiveness of teaching strategies in reading comprehension.

Consequently, the statistical tools employed in data processing will be Chi-square test to determine if there is significant relationship between the extent of the contributing factors to the effectiveness of teaching strategies in teaching comprehension and school behavioral engagement and assess the inner dependability and constancy of the framed instrument, the normality test to ascertain whether samples had been obtained from a normally dispersed populace to select appropriate statistical tools for inferential statistics and descriptive statistics which will be employed for the frequency spreading the sample.

### Sample of the Study

The sample refers to the number of reading teachers and learners who were involved in the study. The sample size, which was determined by the number of items, individuals, or data points chosen to statistically represent a larger population, was a crucial determinant in research due to its direct impact on the reliability and generalizability of the results to the broader population (Coursera, 2023).

There were 179 total respondents composed of 54 teachers and 125 learners, who responded to the unstructured questionnaire served as the basis of proper recommendation in this research. The study utilized a simple random sampling procedure to ensure a diverse sample of teachers in the Division of Siquijor. It aimed to gather a range of views on the significance of teaching strategies in reading comprehension.

The researcher used the technique of simple random sampling (SRS) to choose a random subset of individuals from a larger group or population. Every member of the group had an equal probability of being chosen in a basic random sampling procedure. To obtain a sample that was typical of the overall population, statistics, a field of applied mathematics, frequently used this technique. Using the above formula, the calculation yielded  $n = 179$ . The respondents of the study used 54 reading teachers and 125 learners.

A simple random sample was a randomly selected subset of a population. In this sampling method, each member of the population had an exactly equal chance of being selected. This method was the most straightforward of all the probability sampling methods, since it only involved a single random selection and required little advance knowledge about the population. Because it used randomization, any research performed on this sample had high internal and external validity, and was at a lower risk for research biases like sampling bias and selection bias.

Respondents	Sample Respondents	Population	%
Teachers	54	61	88.52
Learners	125	161	77.63
Total	179	222	80.63
StdDev	5.63		

**Table 1.** Table presented the Distribution of the Respondent Groups at Larena and San Juan Districts

Survey questionnaires were administered to 179 respondents . The sample included 88.24% of teachers (54 out of 61) and 88.52% of learners (125 out of 161), representing an overall sampling rate of 77.63% and with the standard deviation of 5.63. The respondents were selected because of their direct involvement with the Department of Education School Division of Siquijor.

### **Measures**

The study gathered data using an unstructured questionnaire related to the topic, with modifications made to fit the present research. The researcher employed a simple random sampling technique and conducted the survey both face-to-face and online.

There were four (4) parts in the questionnaire. Part I gathered information on the profile of the respondent groups regarding the following: a. teachers' age, sex, civil status, highest educational attainment, number of years in teaching, and number of relevant trainings /seminars attended . learners' age, sex, and general academic performance. Part II focused on the effectiveness of strategies in teaching reading comprehension, including explicit teaching, use of HOTS, collaborative teaching, use of graphic organizers, and repeated reading and practice. Part III presented the performance level of the Phil IRI test takers. Finally, the questionnaire also identified the challenges encountered in the utilization of strategies in teaching reading comprehension.. To measure the responses to Part I, under profiling of the respondents, simple percentage was used.

### **Procedures**

The following procedures will be carefully observed in conducting this research. The researcher will personally confer with the higher school officials of the schools in Larena and San Juan Districts, Schools Division of Siquijor, about the observations, the researcher had gathered regarding the level of teachers' instructional performance and student's engagement affecting the reading comprehension in English.

The researcher share the observation on the issue and explain how the process will be done, the interventions, tools to be used, benefits that the school will gain from this research, some clarifications and recommendations. After the validation of the instrument, necessary permission will be secured by the researcher to gain approval from the concerned school officials through a letter of approval. After getting the approval from the concerned school official, selection from the two hundred respondents consisting of teachers and students will be made through random sampling technique.

### **Data Processing**

Data were gathered and evaluated from the survey and were statistically treated using various statistical tools. Frequency tallies and percentages were applied to summarize the respondents' information and the prevalence of specific responses to questions related to the status

of English instruction and the level of reading comprehension skills. Weighted means and standard deviations were used to calculate the average perceptions regarding the extent of factors contributory to school absenteeism and the level of behavioral school engagement. The Chi-square test was utilized to determine the significant relationship between the status of pedagogical instruction and the level of reading comprehension skills as perceived by the teacher and parent respondents. The information obtained served as the basis for understanding the relationship between the extent of the factor's contributory to pedagogical instruction and the level of reading comprehension skills.

### **III. Results and Discussion**

This offered a comprehensive understanding of the determinants of reading comprehension instruction. This showed the result in comparison with the existing literature.

#### **Results**

This section provided, evaluated, and interpreted the information gleaned from the study participants' questionnaires. Together with related statistical analysis and interpretation, the data are given in tabular and graphical formats. The conversation focuses on the determinants of reading comprehension instruction.

The findings reveal that educators frequently rely on a mix of instructional strategies—such as direct teaching, fostering higher-order thinking, encouraging collaboration, using visual tools like graphic organizers, and applying repeated reading techniques. The consistently high average scores across these areas suggest that these methods are widely embraced in the classroom. Still, certain challenges persist. For example, maintaining regular use of repeated reading and practice routines can be difficult, possibly due to time constraints or the demands of ongoing assessments, as noted by Abril et al. (2022) and Miller (1979). Direct instruction remains a powerful approach, helping students actively engage with texts and make sense of what they read. Collaborative activities, on the other hand, deepen understanding and sharpen critical thinking. Choosing the right reading materials and ensuring students have the necessary background knowledge are also key to successful literacy instruction (Reversing Readicide, 2023). Beyond that, it's essential to nurture analytical thinking by guiding learners to interpret the author's intent, draw evidence-based conclusions, and tailor teaching to meet the varied needs of every student.

Successful reading comprehension relies on a repertoire of strategic strategies. Explicit instruction, with one that includes goals for assessment, enhances motivation and motivation (Khayali, 2014). Learners' goal-setting strengthens self-regulation and critical thinking. Higher-Order Thinking Skills such as critical thinking, analysis, evaluation, and creation are constructed on lower-order skills and past experience (Elleman & Oslund, 2019). Instrumentalities such as the PhiL-IRI can be able to identify areas in which learners need to be taught in order to acquire HOTS.

Cooperative learning, as the editor document points out, promotes better understanding and critical thinking through collective ideas and dialogue. Graphic organizers, including Venn diagrams and concept maps, facilitate students to visually organize information and link (2025). Lastly, reading and practice every day enhance fluency, speed, and accuracy, freeing mental resources for comprehension (Miller, 2024; Sun et al., 2021). The document editor further highlights the need for activities such as paired and choral reading to complement such skills. Incorporating such practices, educationists can ensure increased reading comprehension and more interest in reading (2025).

## Discussion

This analysis offers a discussion and interpretation of the data derived from the Phil-IRI results, connecting specific reading subskills to targeted interventions aimed at improving reading comprehension among teachers in Larena and San Juan Districts, as well as learners from the same district. It highlights the critical role of phonological awareness, phonics, sight word recognition, and vocabulary instruction as foundational elements, while also emphasizing the explicit teaching of comprehension strategies such as summarizing, questioning, and making inferences. This aligns with existing literature that emphasizes the importance of comprehensive intervention plans and regular progress monitoring to address reading comprehension difficulties.

**Summary of Findings.** This contained a concise summary of the results taken from the survey questionnaires in connection to the effectiveness of English Instruction and the learners' level of reading comprehension skills. This summarized a brief upshots and insights obtained and used it with notable trends and patterns perceived.

**1. Demographic Profile Analysis.** This demographic profile analysis looked at both teachers and learners, highlighting important characteristics of each group. Most teachers are between 31 and 40 years old (57.78%), with an average age of 41. Many also have strong teaching experience 44.44% have been teaching for 11–20 years, and 31.11% for 21–30 years. For the learners, most are 9 to 10 years old (82.61%), with an average age of 11. It's important to note that thinking and learning abilities grow with age. Quick thinking (fluid intelligence) usually peaks in early adulthood, while knowledge and experience. The teaching group is mostly female, with 96% of teachers identifying as female, and nearly all (97.78%) are married. In contrast, the learners have a more even gender distribution, with 53.04% female and 46.96% male. According to research, gender does not strongly affect reading comprehension levels (Misanes & Pascual, 2023). In terms of education, most teachers are well-qualified. A large number have taken postgraduate studies and continue to attend training and seminars to improve their teaching.

**2. The status of English instruction.** The findings showed that Learner perceptions suggested a moderate integration of English instruction strategies, including explicit teaching, higher-order thinking skills, collaborative learning, graphic organizers, and repeated practice, with a slight emphasis on higher-order thinking and explicit teaching; to optimize reading

comprehension, the PhiL-IRI tool can guide educators in refining their approach, focusing on areas needing more attention, such as graphic organizers, and implementing targeted interventions to enhance phonological awareness, vocabulary, comprehension strategies, and critical thinking, while fostering a supportive learning environment and involving parents in reinforcing skills at home.

**3. The learners' performance level .** The learners' performance on the PHIL-IRI test indicated that their weighted mean for the Independent level was 2.11, with a standard deviation of 0.85, categorized as "Instructional" (S)." This suggested that, while learners were not yet fully independent, they were at an instructional level, implying they could benefit from targeted support. The tool, PhiL-IRI, was used to determine specific areas of difficulty. To address the needs identified by the PhiL-IRI tool ,educators implemented tailored instruction focusing on phonological awareness, vocabulary, and comprehension strategies. These efforts were aimed at scaffolding learners towards greater independence in reading, ultimately enabling them to engage with texts more confidently and effectively.

**4. Test of Significant Relationship.** The cross tabulation analysis revealed a relationship between the status of English instruction utilization and learners' reading comprehension levels. Specifically, among learners categorized as "Independent" in reading comprehension, 30 were taught using "Most Effective" English instruction strategies, while 18 were taught using "Effective" strategies. Conversely, for those at the "Frustration" level, 29 received "Most Effective" instruction, and only 6 received "Effective" instruction. This distribution suggests that while effective instruction is beneficial, its impact may vary depending on the learner's existing reading comprehension level.

The Chi-Square test approach, with a Pearson's Chi-Square value of 7.066 and a one-tailed p-value of 0.0146 (two-tailed p-value of 0.0292), led to the rejection of the null hypothesis at a significance level of 0.05. This indicated a statistically significant association between the utilization of English instruction and learners' reading comprehension skills. Educators need to carefully analyze the PhiL-IRI results to customize instruction and address individual needs effectively. This underscored the importance of employing targeted interventions and tailoring instructional strategies to meet learners at their specific reading level.

**5. Challenges encountered by teacher in teaching reading comprehension.** The data revealed several challenges encountered in the utilization of English instruction, encompassing issues at both the teacher and systemic levels. A primary concern was the implementation of modular learning, which presented difficulties in maintaining student engagement, conducting effective assessments, and providing adequate support. Time management, limited resources, and classroom management further compounded these challenges, leading to rushed lessons, a lack of individualized attention, and disruptions that hindered effective reading instruction.

Additional obstacles included limited opportunities for professional development, which left teachers feeling unprepared to implement new strategies, and the demands of pursuing graduate studies or involvement in community affairs, both of which contributed to teacher burnout and decreased focus on classroom instruction. Moreover, a teacher's attitude towards work significantly impacted their enthusiasm and effectiveness, subsequently affecting student learning and the overall classroom environment. Addressing these challenges required a multi-faceted approach that supported teachers with adequate resources, professional development, and strategies for managing their time and workload effectively [From the editor document]. It's important to note that current teaching strategies often require student-led classrooms, which can be a challenge for teachers whose expertise rests on their mastery of the grammatical system (Kiely, 2017).

#### **IV. Conclusion**

This provided a complete inference depending on what the study found about in relation to the effectiveness of English instruction and learners' reading performance.

The demographic profile analysis revealed key characteristics of both teachers and learners in the Larena and San Juan Districts Department of Education Schools Division of Siquijor. The teaching group was predominantly female, experienced, and well-qualified with many pursuing postgraduate studies (Ingersoll et al., 2021). The learners are primarily between 9 and 12 years old, with a near-equal gender distribution. These demographic insights were valuable for tailoring reading comprehension interventions to suit the specific needs and strengths of both educators and students. As this study stated a meticulous examination of the PhiL-IRI result was important to customize interventions that directly target specific requirements. The learner perceptions suggested a moderate integration of English instruction strategies, with a slight emphasis on higher-order thinking and explicit teaching. To optimize reading comprehension, the PhiL-IRI tool could guide educators in refining their approach, focusing on areas needing more attention, such as graphic organizers, and implementing targeted interventions to enhance phonological awareness, vocabulary, comprehension strategies, and critical thinking. A comprehensive intervention plan should start with a meticulous examination of the PhiL-IRI results. The results of the inventory also serve as the basis for teachers in creating appropriate reading intervention initiatives to improve the performance of struggling readers. The learners' performance on the PHIL-IRI test indicated that they were at an instructional level, suggesting that targeted support could help them progress towards greater independence. Educators implemented tailored instruction focusing on phonological awareness, vocabulary, and comprehension strategies, with the goal of scaffolding learners towards greater independence in reading. As this study emphasizes, ongoing assessment using tools like the PhiL-IRI is crucial for monitoring progress and adjusting instructional strategies to meet individual student needs. The statistical analysis revealed a significant association between the utilization of English instruction and learners' reading

comprehension skills. The rejection of the null hypothesis underscored the importance of employing targeted interventions and tailoring instructional strategies to meet learners at their specific reading level. Educators needed to carefully analyze the PhiL-IRI results to customize instruction and address individual needs effectively. As this study emphasized, a comprehensive intervention plan should start with a meticulous examination of the PhiL-IRI results. Teachers faced multifaceted challenges in teaching reading comprehension, including difficulties related to modular learning, time constraints, limited resources, classroom management, and insufficient professional development. Addressing these challenges required a comprehensive approach that provided teachers with adequate resources, professional development, and effective strategies for time and workload management. This study also underscored the importance of creating a positive and encouraging classroom environment and using strategies like the PhiL-IRI to tailor instruction. Taking time to teach students these skills could save time in the long run by helping them to improved reading comprehension.

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