



Improving the Comprehension Skills of Grade 6 Pupils at Tuhian Elementary School through Catch-Up Fridays

Allan A. Talain¹, Jonny P. Cruzado²

¹²Departement of Education Republic of Philippines

* Corresponding authors: allan.talain@deped.gov.ph, <http://orcid.org/0000-0002-8181-035X>
jonny.cruzado@gmail.com

Received: 17 July 2024

Revised: 3 Sept 2024

Accepted: 30 Sept 2024

Online: 20 Nov 2024

Abstract

True experimental research design was utilized in this study. Specifically, pretest posttest control group design was employed to demonstrate causality between the intervention and an outcome. The respondents involved 28 Grade 6 learners who comprised the control and experimental groups, which were formed through simple random sampling. In connection, the reading performance of the respondents in both groups was assessed using the standardized passages from Phil-IRI. The data gathered were analyzed and interpreted using Weighted Mean. In connection, a test of normality of data was conducted using Kolmogorov-Smirnov Test. The results provide good evidence that the data are normally distributed. Thus, independent t-test, as a parametric test, was utilized to statistically treat the data. Meanwhile, Lavenne's test for equality of variance was employed to test the variances of pre-test scores both in control and experimental groups. The results suggest that there is no difference between the variances of both groups, which means that there is homogeneity before the implementation of Catch-up Fridays in the treatment group and teacher-led reading approach in the control group. The study revealed that there was no significant difference between the pre-test scores of the control and experimental groups in terms of comprehension, which indicated that there was homogeneity before implementing Catch-up Fridays. On the other hand, after the treatment, there was a significant difference between the post-test scores of the two groups. Therefore, there was a marked improvement in the comprehension performance of the respondents. This demonstrated that the respondents' comprehension skills have improved. In this regard, this study revealed that Catch-up Fridays as a reading intervention program be adopted by other schools to enhance struggling learners' comprehension skills.

Keywords: *Catch-up Fridays, comprehension skills, intervention program*

INTRODUCTION

Reading is a basic instrument in the learning process (Jala, 2020). It is a multifaceted process of interpreting written text that involves a combination of skills and knowledge. This includes understanding the connection between phonemes (speech sounds) and their written forms, having adequate background knowledge and vocabulary to enhance reading and comprehension, employing effective strategies to derive meaning from the text, and maintaining a motivation to read (Garnet, 2015). Through reading, readers can practice and participate in the types of thinking like forming predictions, setting goals, and posing questions (Gelzheiser et al., 2019, p. 270). Thus, it is essential for learners to improve their reading skills, defined as the ability to comprehend written text. Reading skills are crucial and indispensable for learners' success. They hold great importance for learners' academic achievement and personal development (Caper, 2015). Consequently, the significance of reading in an educational setting is immense, profoundly impacting learning.

Copyright Holder:

This Article is Licensed Under:

@talain, (2024)

Corresponding author's email: allan.talain@deped.gov.ph



In congruence, reading comprehension is a critical reading skill for the learners as it is the act of interacting and working with written language to simultaneously construct and extract meaning (Clarke et al., 2013). Also, it is the process of making meaning from text (Rahmi & Marnola, 2020; Woolley, 2014). Comprehending the meaning of words, evaluating the perspectives of writers, and striving to write and acquire new vocabulary are all crucial reading abilities that facilitate comprehension (Ruiz, 2015). In other words, the function of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wahyuningsih, 2021; Widiyanto, 2017).

In this regard, learners need to put in more effort to pay attention to the meaning of words and phrases since they are reading with the intention of learning facts, explanations, or details. They make use of techniques and methods to decipher the writings' meaning. Reading is an active process; thus, to enhance understanding, readers and texts engage in a variety of intricate interactions. In congruence, when learners read, they are involved in a complex set of cognitive activities. They use their knowledge of phonemes (the individual sounds in language), phonics (the relationship between letters and sounds), and their ability to derive meaning from the text. Reading comprehension consists of two main components: understanding vocabulary and comprehending the text. To fully grasp a text, readers must understand the vocabulary used within it (Custodio, 2015). Since the text contains meaning-encoding letters, words, sentences, and paragraphs, reading comprehension entails much more than readers' responses to the text. Hence, it can be argued that understanding of the texts entails comprehension of the words (Perfetti & Stafura, 2014).

On the other hand, despite numerous efforts to improve reading instruction through various initiatives over the years, many students still fail to reach grade-level reading proficiency by the time they reach upper elementary grades. Struggling readers often cannot meet the reading expectations for their grade level. This achievement gap tends to widen in the subsequent grades (Toste & Ciullo, 2017). Various factors contribute to this disparity, including background knowledge, cognitive ability, attention span, home environment, and school experiences (Anderson, 2018).

Many students encounter several issues when reading a text, particularly in the linguistic aspect. Dzulfikri and Saukah (2017) highlight that vocabulary and syntactical knowledge are key components within the linguistic domain. A limited vocabulary serves as a significant barrier and a primary reason why learners lack interest in reading texts. In connection, learners' low interest in reading stems from their struggles to comprehend the text. Without a strong vocabulary, learners face difficulties in understanding passages, as they constantly search for meanings while reading (Kasim & Raisha, 2017). This hampers their ability to fully grasp and maximize the knowledge presented.

In this context, Claessen et al. (2020) agreed that reading difficulties are prevalent globally. The reading performance of most learners falls significantly short of the standards outlined by the Programme for International Student Assessment (PISA). In the global context, despite advancements in reading scores through phonics-based instruction, the United States of America (USA) continues to confront a significant literacy challenge. Roughly 65% of fourth graders nationwide possess only basic reading skills, with 40% struggling to read at all. Phonics, which emphasizes letter-sound correspondence, is often criticized for being unsuitable for the complexities of the English language and for requiring the memorization of numerous rules. Alternative methods that focus on automatic word recognition and extensive practice show promise as solutions. However, these methods have received limited attention, leaving many children inadequately prepared for proficient reading and contributing to the high literacy failure rates across the country. In the Asian context, Thailand ranks below average in science and mathematics, and significantly lower in reading, according to the latest Programme for International Student Assessment (PISA) 2022 by the Organization for Economic Co-operation and

Development (OECD) (Blauw, 2023). Furthermore, Thailand's performance in the latest EF English Proficiency Index survey was also poor, ranking 101 out of 113 non-native English-speaking countries, falling into the "very low proficiency" category (MSM Reporter Bureau, 2023). In the national context, the Philippines' performance in the PISA 2022 showed a slight improvement from previous years but remained significantly below the OECD average. The country's average reading score increased from 340 points in 2018 to 347 points in 2022. Despite this progress, the score is still well below the OECD average of 476 points, placing the Philippines 77th out of 81 participating countries. This implies that majority of Filipino learners' comprehension skill failed to attain the standard reading competency level.

Considering the local context, the researcher's analysis of the Philippine Informal Reading Inventory (Phil-IRI) pre-test results in English for the school year 2023-2024 showed that most Grade 6 learners' reading performance was at the frustration level. Most of these students face significant difficulties in reading comprehension. Clearly, this is a critical issue that demands immediate attention. Struggling readers in school who do not receive remediation make little to no progress. Therefore, it is crucial to provide them with intensive intervention. Integrating reading strategies into daily classroom routines has the potential to enhance learners' performance not only in reading but also across the curriculum (Delfin, 2017).

Given the evident benefits that an intervention program can provide in addressing reading difficulties and improving reading performance, the Department of Education (DepEd) has launched the "Catch-Up Fridays" initiative. Introduced nationwide on January 12, 2024, in elementary and secondary schools as well as community learning centers (CLCs), this intervention program aims to optimize learning opportunities. Every Friday throughout the school year is dedicated to the "Drop Everything and Read" (DEAR) activity, promoting a culture of reading and knowledge acquisition. Additionally, Catch-Up Fridays serve as a platform for gathering valuable feedback from field implementers regarding program guidelines. It also offers an opportunity to gather student perspectives on the project's implementation, ensuring its effectiveness and relevance in achieving educational goals (Department of Education [DepEd] Memorandum No. 001, series of 2024). In this regard, the researcher thoroughly implemented Catch-up Fridays to improve the reading comprehension skills of struggling readers through using a variety of reading techniques as suggested in DepEd Memorandum No. 001 s. 2024. Among these techniques is explicit phonics training, which teaches learners the correspondence between letters and sounds and helps them decode words they are unfamiliar with. The goal of vocabulary training is to increase learners' word knowledge, which is essential for comprehension. By using comprehension techniques like summarizing, asking, and predicting, learners can actively interact with readings and derive meaning. Furthermore, guided reading sessions offer customized assistance according to learners' reading proficiency, fostering comprehension and fluency. These diverse strategies seek to improve fundamental reading abilities and promote a greater enthusiasm for reading in a variety of topic areas.

This study aimed to determine the effectiveness of Catch-up Fridays in enhancing the reading comprehension skills of the struggling readers. Specifically, this sought answers to the following questions: 1). What is the reading performance of the respondents both in control and experimental groups before and after the implementation of Catch-up Fridays in terms of comprehension? 2). Is there a significant difference in the mean scores between the control and experimental groups before the implementation of Catch-up Fridays in terms of comprehension? and 3). Is there a significant difference in the mean scores between the control and experimental groups after the implementation of Catch-up Fridays in terms of comprehension?.

LITERATURE REVIEW

Written texts serve as a form of communication between an author and their readers. To accomplish this, readers must actively generate meaning from the text by understanding ideas, analyzing data, and assessing correctness. They also connect this content to their prior knowledge and life experiences, such as social, cultural, educational, and other elements, to discover both explicit and implicit meanings. This knowledge, or comprehension, shifts when readers interact with the text, combining information with their own understanding to create meaning. Reading is not only deciphering words, but also comprehending and expanding the messages provided. As a result, reading is a cognitively demanding activity that is critical to academic performance, emphasizing the significance of reading proficiency as a major measure of competence (Cicerchia, 2016). For this reason, it is crucial for learners to develop reading skills early in their education. Achieving automaticity and fluency in reading, essential for successful comprehension, is expected by the first grade of primary school. Early intervention is particularly critical in supporting learners with reading difficulties, preventing potential literacy challenges before they progress to higher grades.

According to Acedillo (2023), reading plays a significant role in daily activities, accounting for almost 80% of all work. This statistic highlights the importance of reading, not just in education but also in everyday life. Reading is crucial for scholastic success and navigating modern life. According to Tomas et al. (2021), reading is critical in a child's educational journey since it serves as the foundation of language competency and a key ability required for classroom success.

A conscious and interactive process that takes place prior to, during, and following the reading of a particular text, reading comprehension is essential to the act of reading (Custodio, 2015). It involves sophisticated cognitive processes in which people make use of phonics—the knowledge of how letters and sounds relate to one another—phonemic awareness—the capacity to identify specific sound units in language, and the capacity to interpret and deduce meaning from text. Understanding the meaning of the text and having a solid vocabulary are essential components of reading comprehension (Custodio, 2015). This skill is very crucial for learners, supporting the simultaneous extraction and production of meaning through active engagement with written language (Clarke et al., 2013). To improve comprehension, it is necessary to acquire fundamental reading abilities such understanding word meanings, evaluating authors' points of view, and broadening one's vocabulary (Ruiz, 2015).

Proficiency in reading comprehension skills is critical for students' success in both academic and personal settings. Reading comprehension is the foundation for understanding and engaging with all academic content, and it becomes increasingly important as learners progress through different grade levels. These skills are essential for meeting educational expectations both inside and outside the classroom. For example, to undertake research across many academic disciplines, learners must understand a variety of information sources. Furthermore, the capacity to properly grasp written material allows people to quickly seek relevant information, filter out unnecessary facts, and pinpoint key points pertinent to their current concentration (Almutairi, 2018).

Conversely, it should be regarded that reading comprehension is a difficult process for both teachers to teach and learners to acquire. The reason why, despite all the efforts to enhance the standards of reading teaching throughout the years, many learners fail to reach grade level reading when they reach the upper elementary grades. This achievement disparity tends to expand in subsequent grades (Toste & Ciullo, 2017). Furthermore, Khan (2017) observed that learners' poor level reading skills placed them at a disadvantage for the rest of their academic careers. Cleveland (2017) also claimed that the consequences of students reading below grade level by fourth grade are daunting.

Learners who do not learn to read in the early grades are more likely to struggle with reading later in school. As a result, it is crucial to assist them with reading difficulties in overcoming

comprehension issues that may prevent them from achieving literacy achievement before the fourth grade. This is because learners in lower primary grades are focused on learning to read, whereas learners in grades three and up are focused on reading to learn (Clarke et al., 2013).

Failing to solve reading difficulties during learners' early grades dramatically increases the likelihood that the reading difficulties will follow them into their adult years. Thereupon, an intensive reading intervention program must be undertaken to address the problems in comprehension. In connection, the DepEd has launched the "Catch-Up Fridays" initiative, which is a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum (DepEd Memorandum No. 001, s. 2024). One of the key highlights of Catch-up Fridays, if not the greatest, is taking up the National Reading Program (NRP), a subprogram of the National Learning Recovery Program (NLRP), is scheduled for the first half of the day with a time allotment of 140 minutes. The NRP is both a core reading curriculum and a supplementary effort aiming at increasing literacy levels through enhancement, intervention, and remediation, and it coordinates all reading programs administered in DepEd schools (DepEd Order no. 013, s. 2023).

In congruence, Catch-Up Friday aims to provide learners with dedicated time to participate in various educational activities and interventions outside of the usual academic curriculum. The program recognizes the importance of holistic learner development and aims to address a variety of learning areas, such as literacy, values formation, health and wellness, peace education, and personal growth. Several factors have influenced the implementation of Catch-Up Friday. First and foremost, the initiative seeks to address longstanding issues in student attainment, notably in key disciplines like reading and mathematics. The project aims to provide additional help and remediation to struggling learners by assigning dedicated time for catch-up activities and interventions. Second, Catch-Up Friday supports DepEd's goals of promoting holistic education and meeting students' different needs beyond academic success. The initiative aims to strengthen collaborations across schools, families, and communities. By integrating parents and community organizations in the preparation and implementation of Catch-Up Friday events, DepEd hopes to foster a collaborative and supportive learning environment that encourages shared responsibility for student success (DepEd Order no. 013, s. 2023).

RESEARCH METHOD

This study used a true experimental research design to demonstrate causation between the intervention and the outcome. A pretest posttest control group design was used to examine the effectiveness of the treatment in improving the respondents' comprehension skills. The study's samples were divided into two groups: experimental and control. They were observed twice during the experiment: once before the treatment (pre-test) and again after the treatment. The control group received traditional reading instruction, which includes read-aloud and choral reading wherein the teacher reads the text aloud while the learners follow. This teacher-led approach helps develop learners' fluency and comprehension. Silent reading was also utilized in the control group where the learners are given time to read the texts silently at their own pace. In contrast, the treatment group experienced the implementation of Catch-up Fridays employing varied teaching strategies in reading instruction to maximize learners' reading achievement. One integral strategy used in the implementation of Catch-up Fridays is differentiated activities that address learners' diversity, benefiting both advanced and struggling learners. In this strategy, teachers use this day to reinforce ideas, administer tests, and provide remedial education, ensuring that no student falls behind. Another strategy incorporating technology and interactive tools into the catch-up meetings, which can improve learners' engagement. Catch-up Fridays also employ collaborative learning as it promotes collaboration among teachers, parents, and learners.

The study was conducted at Tuhian Elementary School in the Catanauan II District,

where the researcher is currently teaching. This location was selected due to the concerning results of the Philippine Informal Reading Inventory (Phil-IRI) pre-test in English reading for the 2023-2024 school year. The study involved 28 Grade 6 learners chosen through random sampling. They were divided into control and experimental groups.

The researcher used standardized passages from the Phil-IRI as assessment tools. The passages from Phil-IRI were chosen to ensure the validity and reliability of the materials since they already went through an arduous evaluation process. They were used to assess individual learners' reading comprehension in both the control and experimental groups. The pre-test and post-test consisted of 20 questions with varied levels of difficulty from the chosen readings. They were classed as literal, interpretative, critical, and applied to assess respondents' comprehension.

The data gathering strategy for the experimental investigation was separated into three stages. First, both groups were given a pre-test. Respondents were instructed to read standardized excerpts from the Phil-IRI. Then they were asked to answer 20 questions. It was done to obtain pre-test scores and to ensure that there was no substantial difference between the groups prior to the program's execution. The second component of the procedure was the implementation of Catch-up Fridays in the treatment group and a teacher-led reading strategy in the control group. Finally, using the same reading tool, the respondents completed a post-test to assess their reading achievement.

The data collected were analyzed and interpreted using the weighted mean. A Kolmogorov-Smirnov Test was conducted to assess the normality of the data. Since the computed p-values ($p=0.23 > 0.05$, $p=0.34 > 0.05$, $p=0.44 > 0.05$, $p=0.56 > 0.05$) were all greater than 0.05, this provided strong evidence that the data were normally distributed. Consequently, an independent t-test, a parametric test, was deemed appropriate for statistically analyzing the data. Additionally, Levene's test for equality of variance was applied to examine the variances of pre-test scores in both the control and experimental groups. The results showed that the p-value ($p=0.36 > 0.05$) was greater than 0.05, indicating no significant difference between the variances of the two groups. This suggests homogeneity in performance before the implementation of Catch-up Fridays in the experimental group and the teacher-led reading approach in the control group.

On the other hand, the implementation of Catch-up Fridays presented numerous challenges. First, the teacher-researcher struggled to strike a balance between old and introducing new instructional resources. The teacher-researcher also faced time constraints since the implementation of the program required meticulous preparation to guarantee that it benefits all the respondents. Moreover, the implementation of the program encountered logistical challenges including scheduling, resource management, and parental rapport.

Meanwhile, regarding ethical considerations, the researcher initially requested authorization from the school's principal to perform action research. The responders' parents were then notified about the study. Several safeguards were implemented to preserve the respondents' rights. Initially, informed consent was obtained. Second, anonymity was ensured, with all obtained data kept strictly confidential and not made available to anybody not directly participating in the study.

FINDINGS AND DISCUSSION

This part includes the interpretation of the responses gathered through student journals, interviews and observations.

Table 1. Reading Performance of the Respondents Before and After the Implementation of Catch-up Fridays in terms of Comprehension

Group	Category	Mean	Standard Deviation
Control	Pre-test	9.07	1.38
	Post-test	15.71	1.32
Experimental	Pre-test	9.14	1.91
	Post-test	18.35	1.50

The reading performance of the respondents in terms of comprehension both in control and experimental groups before and after the implementation of Catch-up Fridays is presented in Table 1. As shown, based on the results of the post-test, there is a mean gain of 6.64 in the control group and 9.21 in the experimental group. However, the standard deviation of scores were reduced by 0.60 and 0.51 respectively. The data demonstrate a positive effect of Catch-up Fridays in enhancing the comprehension skills of the respondents. Likewise, the teacher-lead reading approach utilized in the control group also improved learners' reading achievement. However, as shown in the table, the implementation of Catch-up Fridays is better than the traditional way of reading instruction.

The findings can be supported by the study of Talain (2021), which concurred that Project EARES has a positive effect on treating comprehension challenges, as seen by improved reading performances. Similarly, the teacher-led reading technique used in the control group enhanced students' reading abilities. This was established as the post-test clearly show a mean gain of 7.05 in the control group and 9.5 in the experimental group. The standard deviation of scores decreased by 0.26 and 0.13, respectively.

Table 2. Significant Difference Between Control and Experimental Groups Before the Implementation of Catch-up Fridays in terms of Comprehension

	Mean	Standard Deviation	df			Decision	Impression at 0.05 level of significance
				Computed	Critical		
Control	90.93	5.22	26	-0.32	2.06	Accept Ho	Not Significant
Experimental	88.71	4.64					

Presented in Table 2 is the significant difference between the pre-test scores of the control and experimental groups in terms of comprehension before the implementation of Project RISE. In regard, with the computed t-value of -0.2 and a critical t-value of 2.06, the null hypothesis was accepted, which is significant at 0.05 level of significance. This suggests that there is no significant difference between the reading performance of the respondents in terms of comprehension both in the control and experimental groups before the implementation of Catch-up Fridays. In accordance, the results imply that there is homogeneity before utilizing the treatment. This means that at the start of the experimentation, both groups have the same level of reading performance.

The results can be corroborated by the results of the study of Marciano (2023), which revealed that there is homogeneity before implementing Project RISE as an intervention program, which means that at the start of the experimentation, both groups have the same level of reading performance in terms of comprehension. This was established because the computed t-value of -0.89 is lesser than the critical value of 2.07.

Table 3. Significant Difference Between Control and Experimental Groups After the Implementation of Catch-up Friday in terms of Comprehension

	Mean	Standard Deviation	df			Decision	Impression at 0.05 level of significance
				Computed	Critical		
Control	116.43	3.03	26	-3.97	2.06	Reject Ho	Significant
Experimental	122.79	1,48					

Table 2 shows the significant difference between the reading performance of the respondents in terms of word recognition both in the control and experimental groups after the implementation of Catch-up Fridays. In regard, with the computed t-value of -3.97 and a critical t-value of 2.06, the null hypothesis was rejected, which is significant at 0.05 level of significance. This suggests that there is a significant difference between the reading performance of the respondents in terms of comprehension both in the control and experimental groups after the implementation of the treatment. Likewise, the data demonstrate a positive effect of the implementation of Catch-up Fridays as a reading intervention program utilized in the treatment group. Meanwhile, the teacher-led reading approach utilized in the control group also improved the respondents' reading achievement.

The findings agree with the results of the study of Talain (2024), which concurred a significant difference between the reading performance of the respondents in terms of comprehension both in the control and experimental groups after the implementation of Project ARISE. Furthermore, results revealed that the teacher-led reading strategy used in the control group was less successful than the intervention program in the treatment group.

CONCLUSIONS

Before the implementation of the intervention program, the comprehension performance of the respondents was similar in both groups. However, after the implementation of Catch-up Fridays, there was a marked improvement in the comprehension skills of the respondents in both groups. Initially, there was homogeneity in comprehension performance between the control and experimental groups. After Catch-up Fridays was implemented, the experimental group, which received reading instruction through varied reading strategies, demonstrated better comprehension improvement compared to the control group, which used traditional methods. The use of Catch-up Fridays, which aims to provide additional help and remediation to struggling learners by assigning dedicated time for catch-up activities and interventions, proved to be an effective tool for enhancing learners' comprehension skills and improving overall reading performance.

Meanwhile, what likely begins as a problem with comprehension can develop into a general weakness in both written and spoken language. Therefore, learners struggling with comprehension skills need a responsive reading intervention program tailored to their diverse needs. Teachers can use Catch-up Fridays as an effective intervention to address these difficulties. School administrators should encourage the implementation of such responsive reading programs to support struggling readers. Additionally, future researchers may employ both qualitative and quantitative approaches to provide a comprehensive understanding of the impact of Catch-up Fridays by collecting and analyzing numerical data and participants' experiences. Moreover, future researchers may replicate the study with a larger and more diverse student population to validate the effectiveness of Catch-up Fridays across different contexts.

LIMITATION & FURTHER RESEARCH

The study was limited only to struggling Grade 6 learners at Tuhian Elementary School, Catanauan II District, Schools Division of Quezon Province. The researcher suggested that further research should be conducted considering a larger of respondents and variation of locale.

REFERENCES

- Acedillo, N. B. (2023). Improving the reading comprehension skills of grade 5 pupils through contextualized learning materials: A school-based research. *International Journal of Scientific and Research Publications*, 13(3), 380-392.
<http://dx.doi.org/10.29322/IJSRP.13.03.2023.p13545>
- Almutairi, N. R. (2018). Effective reading strategies for increasing the reading comprehension level of third-grade students with learning disabilities [Publised *Dissertations, Western Michigan University*].
<https://scholarworks.wmich.edu/dissertations/3247>
- Anderson, J. (2018). *What are the factors affecting reading performance?*
<https://www.classroom/synonyms.com/factors-affecting-reading-performance.8131482.html>.
- Blauw, T. N. (2023, Dec. 06). *Thai students ranked lower on every PISA index*.
<https://www.nationthailand.com/thailand/40033530>
- Caper, C. (2015). The importance of reading in improving performance level. *The Modern Teacher*, 64(1), 126.
- Cicerchia, M. (2016). The common reading problem for students.
<http://www.readandspell.com/us/common-reading-problem>
- Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. (2013). *Developing reading comprehension*. Wiley- Blackwell.
- Claessen, M., Dzidic, P., Boyes, M., Badcock, N., Nayton, M., & Leitaio, S. (2020). Educators' perceptions of the impact of reading difficulties for young people. *Australian Journal of Learning Difficulties*, 25, 51-64.
<https://doi.org/10.1080/19404158.2020.1734952>
- Custodio, L. P. 2016). Reading comprehension: Path to a better understanding. *The Modern Teacher*, 64(1), 203.
- Delfin, D. A. (2017). Cebuano and English oral reading fluency among beginning readers. *International Journal of Linguistics and Education*, 2 (1), 1-5.
<https://www.sciencepublishinggroup.com/j/ij/e>.
- DepEd Memorandum No. 001 (2024). Implementation of Catch-up Fridays. Department of Education. https://www.deped.gov.ph/wp-content/uploads/DM_s2024_001.pdf
- DepEd Order no. 013 (2023) . Adoption of the national learning recovery program in the Department of Education. Department of Education. Republic of the Philippines.
https://www.deped.gov.ph/wp-content/uploads/DO_s2023_013.pdf
- Dzulfikri, D., & Saukah, A. (2017). Extensive reading in action: Voices from the grounds. *Journal of Education and Learning (EduLearn)*, 11(2), 111-119.
<https://doi.org/10.11591/edulearn.v11i2.5971>
- Garnet, K. (2015). Fluency in learning to read: Conceptions, misconceptions, learning disabilities, and instructional skills. *Multidisciplinary teaching of basic language skills*. Brookes Publishing.
- Gelzheiser, L. M., Scanlon, D. M., Flynn, L. H., & Connors, P. (2019). *Comprehensive reading intervention in Grades 3-8*. The Guilford Press.
- Jala, G. (2020). Pupils' reading comprehension, problem-solving skills and academic performance. *Journal of World Englishes and Educational Practices*.
<https://doi.org/10.32996/jweep.2020.2.4.1>
- Kasim, U., & Raisha, S. (2017). EFL students' reading comprehension problems: Linguistic and non-linguistic complexities. *English Education Journal (EEJ)*, 8(3), 308-321.
<https://jurnal.unsyiah.ac.id/EEJ/article/viewFile/8920/7068>
- Khan, S. (2017). Implication and utilization of various ICT reading technique. *International Journal of Computer Applications*, 167 (10).
<https://scholar.google.com>.

- Marciano, A. V. (2023). Project Rise (Reading Through Interactive and Strategic Exercises): A reading intervention program to improve the comprehension skills of struggling readers at Tuhian Elementary School. *Psychology and Education: A Multidisciplinary Journal*, 13, 889- <https://doi.org/10.5281/zenodo.8375257>
- McGown, M. A. (2013). *The effects of collaborative strategic reading on informational text* (Doctoral Dissertation, Liberty University, 2013). <https://doi.org/10.1002/qnq.23780>
- MSM Reporter Bureau (2023, Dec. 15). Thailand confronts educational crisis as PISA scores plummet to two-decade low. <https://www.oecd.org/en/publications/2023/11/pisa-2022>
- Perfetti, C., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading*, 18(1). <https://doi.org/10.1080/10888438.2013.827687>
- Rahmi, Y., & Marnola, I. (2020). Peningkatan kemampuan membaca pemahaman siswa melalui model pembelajaran cooperative integrated reading and compotion (CIRC). *Jurnal Basicedu*, 4(3), 662–672. <https://doi.org/10.31004/basicedu.v4i3.406>
- Ruiz, Y. (2015). Improving reading comprehension through the use of interactive strategies: A quantitative study (Doctoral dissertation, University of Phoenix, 2015). <https://www.proquest.com>.
- Talain, A., A. (2021). Project Educational Video-Assisted Reciprocal and Strategic Reading (Eares): An intervention program to address difficulties in word recognition and comprehension among Grade 6 pupils. *IOER Multidisciplinary Research Journal*, 3(3). <https://doi.org/10.54476/iimrj257>
- Talain, A., A. (2023). Enhancing the comprehension skills of grade 6 learners using Project ARISE (Acquisition of Reading Innovation Through Strategic Reading). *Psychology and Education: A Multidisciplinary Journal*, 16(5): 515-520. <https://doi.org/10.5281/zenodo.10512283>
- Toste, J., & Ciullo, S. (2017). Reading and writing instruction in the upper elementary grades. *Intervention in School and Clinic Journal*, 9(1), 20. <https://doi.org/10.1177/1053451216676835>
- Wahyuningsih, L. S. (2021). Meningkatkan kemampuan reading comprehension Siswa SMA Negeri 1 kebomas melalui extensive reading. *Jurnal Paedagogy*, 8(1), 112. <https://doi.org/10.33394/jp.v8i1.3325>
- Woolley, G. (2014). Reading comprehension: Assisting children with learning difficulties. *Canadian Journal of Education*, 37(3), 1–4. <https://doi.org/10.1177/0968344511403223>