

# Paired Reading Strategy and Comprehension Level Among Grade 10 Students

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## Abstract

This study aimed to determine the effectiveness of paired – reading strategy in improving the reading comprehension of Grade ten learners. In this study, the subjects were profiled first about their age, sex, parents' highest educational attainment, family income and availability of reading materials. Then, the subjects reading comprehension level was also determined before and after the exposure in paired – reading strategy.

The subjects of this study are the Grade 10 – Ruby learners which are assigned as control group and Grade 10 – Jade learners which were assigned as experimental group. Both groups are enrolled in Palina East National High School, Urdaneta City, Pangasinan, where the study was conducted, during the school year 2019 – 2020.

In this study, the researcher utilized descriptive research design in addressing the problems about the profile of the subjects and their reading comprehension level. Then, a quasi - experimental research design was also used to determine the effectiveness of paired reading strategy in improving the reading comprehension of the learners. And in gathering the data needed in this study, a test which is the Oral Reading Comprehension assessment was utilized.

Findings of the study revealed that both groups, the control and the experimental group, are at the literal level of reading comprehension before exposing to paired – reading strategy, then after the experimentation, the control group reached the interpretive level of reading comprehension while the experimental group reached the applied level of reading comprehension. Results were further supported by the findings of test of difference between the post-test of both groups which revealed that the experimental group had statistically better performance compared to the control group. Thus, paired reading strategy is more effective than traditional teaching in facilitating reading comprehension among learners.

**Keywords:** paired-reading strategy, reading comprehension, performance

## 1. Introduction

Teachers are managers of the classroom because they manage students' behavior and class instruction (Serrabou, 2013). They provide opportunities for the students to learn (Mcber 2013) and are responsible to adopt suitable practice of management in classrooms (Wingo 2000). However, managing a classroom is not an easy task. A classroom that is out of control yields lower achievement for students. Therefore, teachers must implement a learning plan which develops positive student interaction, and take immediate action when problems arise (Meier, 2020).

It should also be taken into consideration, alongside classroom management, the ultimate goal of the teachers. This is to transfer learning to students through a child-friendly, gender-sensitive, safe, and motivating approach in accordance to the Department of Education's (DepEd) mission. Therefore, tactfulness is needed in carrying the daily lessons to the students so that learning could take place. As Mcber characterized, teachers should be someone with leading educational initiatives, coping with discipline problems, master subject matter, and employs a variety of teaching methods. Focusing on the methods, this is used to help students learn the desired course contents and be able to develop achievable goals in the future Armstrong [5]. Though there are provided activities found in teachers manual, learners materials, and textbooks, still it is the responsibility of the teacher to contextualize or execute the appropriate learning to his students. Why? It is because what to teach is different from how to teach the lessons. As Maria Cecelia Junio-Fernandez, Schools Division Superintendent stressed the terms, "We look after the quality of teaching not the quantity."

The noblest profession, that is teaching, is not an easy task. But, with dedication and passion, teachers effortlessly think of proven research-based strategies. A good teacher is sensitive of the needs of the students and realistic as well. He views that each student in the classroom has unique intelligence, strengths, and weaknesses. Moreover, they are always willing to try new approaches to delivering information (Patten, 2020). These approaches, better known as the teaching strategies, identify the different available learning methods to enable the teachers to develop the right strategy to deal with the target group identified. The assessment of the learning capabilities of students provides a key pillar in the development of a successful teaching strategy (Armstrong 2013).

Highlighting reading, as one of the macro skills that should be developed in the field of communication, should also be assessed. As Block, Gambrell, and Pressley (2002) stated, reading comprehension is an urgent national priority whose time has come. Indeed, reading comprehension is being neglected as claimed in the study of Pressley et al. (2000), who expressed their concerns on learners' reading comprehension.

Furthermore, reading is the most useful and important skill (Patel 2008). Though other authors like Winter (1989) and Moawad (2019) say reading is not plainly an important skill but with added significant benefits as well. According to them, reading serves as a mental stimulation that can slow the progress if not prevent the Alzheimer's and Dementia diseases because the brain connectivity increases as you read. They even added that reading can also reduce stress, expand knowledge and vocabulary, improve the memory, focus, and concentration, develops one's critical thinking and writing skills and also for entertainment.

Relating reading in the medical field, those with dyslexia can also be benefited by reading alone. As defined in the dictionary, dyslexia is a term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that does not affect general intelligence. This was further proven by Chalfin (2000) in his article stating the positive impact of reading to those with these disorders. Additionally, it was found out that 100 hours of remedial reading classes improved the quality of the brains' white matter in children aged 8-10 who were below-average readers as shown in a study published in the journal *Neuron* as cited by Chalfin (2000). Truly, reading has a lot of benefits. Throughout the world, there has a distinct reading program because every person in every nation knows how important reading is. No wonder there were unnumbered local and international authors in reading supporting the campaign of its enhancement.

In the Philippines, similarly, Filipinos gave importance to literacy. The Department of Education issued many memoranda or directives to all public and private schools to intensify reading programs. One of these reading programs formed in the Philippines is called "Basa Pilipinas" (Read Philippines), a worldwide reading program. The Basa Pilipinas is USAID/Philippines' flagship basic education project in support of the Philippine Government's early grade reading program. Implemented in close collaboration with the Department of Education (DepEd), Basa Pilipinas (n.d) aims to improve the reading skills for at least one million early grade students in Filipino, English, and selected mother tongue subjects USAID. Another program, the DepEd Order No. 18 series of 2017, "Every Child A Reader Program" (ECARP), aims to develop in Filipino children the literacy, numeracy skills and attitudes. Many schools throughout the Philippines initiated different reading programs like, "I Can Read and Play" (IREAP) initiated by the Curriculum and Learning Management Division (CLMD) of DepEd-NCR. The primary program, "Summer Reading Camp" across all learning areas or subjects in an inclusive setting started on April 1, 2016 to April 27, 2016. It aimed to promote the value of reading through games and play and boost the remedial reading program's success in the Philippines. According to National Statistics Office (NSO), 2010 Census of Population and Housing (CPH) from 21% dismal rate in the Philippines before World War, literacy increased into 92.3% which means 71.5 million children were literate with age 10 years older. However, the results of the study of Chall, Jacobs, and Baldwin (1990) presented on a research seminar showed that Junior High School Students have difficulty in reading comprehension. In addition, a breakdown or slowdown in reading for meaning may occur in the fourth year of schooling which means "students can decode the words but might not understand what they are reading about Palinscar (1985)" Chall et al (1990) concluded that the results of the findings show that some students became less effective readers as they moved from the early years into the middle and upper years of primary and early secondary schooling.

Mentioning a local example, Palina East National High School, Urdaneta City, Pangasinan strengthened reading starting this school year 2019-2020. The top priority programs set by the school principal are literacy, numeracy and facilities under Priority Improvement Areas (PIAs). Based on the results of the reading assessment conducted in the third week of June 2018, out of one hundred sixty (160) Grade 7 students fifty-three (53) were categorized as beginning readers. Thus, the reading program "DANGGAY" was conceptualized by the school reading coordinator. Danggay is an Iloko term that means "assist, guide or support". All students categorized as beginning readers are to undergo the Danggay program spearheaded by all of the designated reading team teachers. The team renders their

vacant time conducting remedial programs to beginning readers in the library every Wednesday. This reading schedule was dubbed as the “Independent Reading Activity Time” or IREACT. IREACT is the new conceptualized reading activity anchored on DepEd programs and is introduced by the new EPS in English, Almera S. Zarate. Under DANGGAY and IREACT teachers may use the reading materials found in DepEd Order No. 14, s. 2018 or the Revised Philippine Informal Reading Inventory (Revised PHIL-IRI) or other reading materials suited to their assigned clients like ABAKADA brochures.

However, with all these programs long practiced by educators, breaking news saddened the Filipinos particularly the Education sector on December 3, 2018. The bottom line of the news is that “Philippines ranked among the lowest in Reading, Math and Science in 2018 study by Programme for International Student Assessment (PISA), a student assessment of 15-year-old learners across 79 countries done by the Organization for Economic Cooperation and Development (OECD).

This situation gave the researcher a hint to study the paired reading strategy to address this prevailing issue in the country. The paired-reading activity also called as partner reading is a research-based strategy used with readers who lack fluency as it provides a model of fluent reading which would help students learn decoding skills and improve low self-esteem (JCTIE, n.d., and Schneider, 2007). Since again in reading comprehension as well as reading accuracy is very commonly reported with the use of paired-reading Topping (1995), the researcher believes that this is suitable to address the current concerns of educators.

In synthesis to the above considerations, this study was advanced to contribute to one of the explored researchable areas in the field of ESL linguistics and communication studies. It is a modest gesture of the researcher to perpetuate the tradition in reading comprehension with the involvement of paired reading strategy to arouse readers’ interest in this field for the sake of prospective researchers in this university and other institutions. Specifically, this study focused on the Paired Reading Strategy and Reading Comprehension to address problems that raised and alleviate the possibility of getting lower rating in the field of reading comprehension particularly among the Grade 10 students of Palina East National High School in Urdaneta City, Pangasinan. The study further indulged in the profile of the respondents, their level of reading comprehension before and after exposure to paired reading strategy, and the significant difference of the reading comprehension level of two involved group respondents. Further, the researcher would like to dig deeper in coming up with an intervention plan to address the results of the study.

## **2. Objectives of the Study**

The purpose of this study was to determine the effects of Paired Reading Strategy on the Reading Comprehension Level among Grade 10 Students at Palina East National High School, Urdaneta City for the school year 2019-2020. The study pursued several objectives that involve: (a) determining the students’ profile; (b) determining the reading comprehension level of the students before and after the exposure to paired reading strategy; (c) proving the hypothesized difference in the reading comprehension level of the group of students based on the pre-test and post-test; and (d) formulating a reading intervention program that could be proposed to the students.

## **3. Research Questions**

The purpose of this study was to determine the effects of Paired Reading Strategy on the Reading Comprehension Level among Grade 10 Students at Palina East National High School, Urdaneta City for the school year 2019-2020. This study sought to answer the following questions:

1. What is the profile of the students in terms of sex, age, highest educational attainment of parents, monthly family income; and available reading materials at home (print or electronic)?
2. What is the reading comprehension level of the students before and after the exposure to paired reading strategy?
3. Is there a significant difference in the reading comprehension level of the group of students based on the pre-test and post-test?
4. What reading intervention program could be proposed to enhance the students’ comprehension level?

## **4. Hypothesis**

The hypothesis below was tested in its null form using 0.05 level of significance:

There is no significant difference in the groups of students reading comprehension level on the pre-test and post-test

## **5. Methods**

To arrive at a reliable and accurate data, and correct interpretation, the quantitative research will be used as the mode of inquiry. Defined by Babbie (2010), the quantitative method emphasizes objective measurements and the statistical, Published by Sciedu Press

mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. It focuses on gathering numerical data and generalizing it across groups of people to explain a particular phenomenon. Under this, quasi-experimental design of study was applied in the collection, analysis, and evaluation of the data determining the effects of paired reading strategy on the reading comprehension level of the Grade 10 students.

Quasi means “resembling”. Thus, Quasi-experimental design resembles experimental research but is not true experimental research (Cook & Campbell, 1979). However, it tests causal hypotheses (White & Sabarwal, 2014). It is the manipulation of an independent variable without the random assignment of participants to conditions or orders of conditions (White & Sabarwal, 2014; Abraham & MacDonald, 2011). Among the important types are nonequivalent group designs, pretest- posttest, and interrupted time-series designs. Pretest-posttest design is an experiment where measurements are taken both before and after a treatment (Statistics How To, n.d). The design means that you are able to see the effects of some type of treatment on a group. Pretest-posttest designs may be quasi-experimental, which means that participants are not assigned randomly.

In this study, two groups of Grade 10 students, particularly sections Jade and Ruby were involved and observed with pretest-posttest strategy to identify their level of reading comprehension with the use of paired reading strategy where one group served as the control group and the other, the treatment group. Posttest scores of both groups were compared. With the scenario at hand, it can be said that quasi-experimental research design best suits the study.

### **Data Gathering Instrument**

The data for this research were collected using a questionnaire for the profile of the respondents and an oral reading comprehension assessment of the students to be given before and after the paired reading activities. A 30-item multiple choice type of test was given to the respondents to assess their reading comprehension level. Further, the reading comprehension assessments were created using questions modified from related researches and articles, and individual questions formed by the researcher. The 2013 National Geographic Learning Pathways 2: Reading, Writing, and Critical Thinking, the JHS TOEFL Junior Tests were the major contributor in the development of the said assessment tool. The assessment tool was validated by five experts associated in the different educational institutions and organizations with the total mean of 4.58 with a descriptive equivalent of “valid”.

### **Data Gathering Procedure**

Upon the approval of the research proposal by the thesis committee, the intent to conduct the study was implemented immediately. First action was the distribution of the communication letter – a request to conduct a study addressed to the school principal of Palina East National High School seeking approval to allow the researcher to use the proposed instrument to Grade 10 students particularly those under Section Jade being the experimental group. The researcher explained to the school principal clearly that in the conduct of the study, there would be no disruptive classes. Instead, informative contextualized lesson featuring Mexico, Singapore, and Denmark culture will be held. Moreover, the researcher ensured student’s safety, security interest, and students’ rights not to be compromised and all other ethical considerations. In addition, a letter to the respondents seeking their full cooperation about the study was also distributed.

The researcher followed a 3-day lesson plan to carry on the proposed Paired Reading Strategy among the respondents. On the first day, the researcher administered the distribution of the questionnaire where the respondents gave their profile which answered problem number 1. After that, the pretesting was done. For the experimental group, a proper flow of teaching scheme was considered before the conduct of the actual pretest. A game was administered to determine the pairing of the respondents. The respondents picked strips of colored paper and whoever has the same color were paired. Partners then sat together so as to be given equal chance to socialize, learn, and build a friendship. However, on the control group, Grade 10 section Ruby took the pretest individually. Same test materials were used in the experimental group.

Second day was the discussion of the material taken from 2013 National Geographic Learning Pathways 2: Reading, Writing, and Critical Thinking by Blass, et. Al 2018. The objectives in this activity are to let the students explore the theme through a survey, enrich vocabularies and strengthen pre-reading learning partnership.

On the third day, the researcher discussed the topic entitled “Is there a Recipe for Happiness” where the respondents were taught to read with their partners in the experimental group. Respondents were expected to understand the gist by giving their predictions and use context clues to define unfamiliar words. They were also exposed in answering critical thinking questions and make judgments by putting their ideas into words through prepared activities.

### Statistical Treatment of Data

A number of steps were followed in gathering the data. First, permission was secured from the Principals of the research areas to float the questionnaire. The questionnaire was pre-tested before they were given to the students personally. During the test administration, the short story was distributed first; the questionnaire was given after twenty minutes. The students were able to answer within an hour. A number of steps were followed in gathering the data. First, permission was secured from the Principal of the research areas to float the questionnaire. The questionnaire was pre-tested before they were given to the students personally. During the test administration, the short story was distributed first; the questionnaire was given after twenty minutes. The students were able to answer within an hour. Various modes of data treatment were used to analyze the sets of data corresponding to the objectives of each research question. Generally, the statistical analyses employed in this forgoing study is the descriptive statistics like frequency, percentage count with descriptive statistics for the profile of the students as to their age, sex, grade in English, highest educational attainment of parents, monthly family income, and available reading materials at home for problem number one as shown below.

$$P = \frac{f}{n} \times 100$$

Where:

P= percentage

f= frequency

n= total number of respondents

For problem number two, pertaining to the level of reading comprehension of the respondents, if it is literal, interpretative, or applied, the scoring method which is based on Philippine Individual Reading Inventory (PHILIRI). The comprehension score was derived by dividing the number of correct answers over the number of items and multiplying it by 100.

The Scoring Rubric for the Measurement of Reading Comprehension

Raw Score	Comprehension Score (in %)	Oral Reading Level	Descriptive Equivalent
24-30	80-100%	Independent	Applied
18-23	59-79%	Instructional	Interpretive
0-17	58%	Frustration	Literal

For the descriptive equivalent of the findings, the Three Level Comprehension Guide for active Reading of Kent State University Writing Commons will be used where Level 1 is Literal, Level 2 is Interpretive, and Level 3 is Applied.

For problem number three, identifying the significant difference of the reading comprehension level of the group of students based on their pretest and posttest, paired sample t-test was used. The paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero (Statistics Solution, n.d). Its mathematical presentation along with its definition is presented below as:

Where:

N = number of samples

D = difference per paired value

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d)^2}{n-1}}}$$

### 6. Results and Discussion

The profile of the subjects of the study was determined. The profile being investigated among the subjects was about their sex, age, parents' educational attainment, family income, and type of available reading materials available at their homes.

Table 2. Profile of the Subjects of the Study

Profile		10 Ruby		10 Jade		Total	
		f	%	f	%	F	%
Sex	Male	19	48%	19	48%	38	48%
	Female	21	53%	21	53%	42	52%
Age	15 - 17 Years Old	32	80%	39	98%	71	89%
	18 - 20 Years Old	8	20%	1	2%	9	11%
Father's Educational Attainment	Elementary	2	5%	0	0%	2	2.5%
	Secondary	28	70%	30	75%	58	72.5%
	Tertiary	10	25%	10	25%	20	25%
	Post Tertiary	0	0%	0	0%	0	0%
Mother's Educational Attainment	Elementary	2	5%	1	2.5%	3	3.75%
	Secondary	38	95%	33	82.5%	71	88.75%
	Tertiary	0	0%	5	12.5%	5	6.25%
	Post Tertiary	0	0%	1	2.5%	1	1.25%
Family Income	Php 10, 999 and Below	32	80%	21	53%	53	66%
	Php 11, 000 - Php 19, 999	8	20%	19	47%	27	34%
Reading Materials at Home	Printed	14	35%	23	57.5%	37	46.25%
	Electronic	15	38%	16	40%	31	38.75%
	Both Printed and Electronic	11	28%	1	2.5%	12	15%

n = 80 (40 students from 10 Ruby and 40 students from 10 Jade)

Based on the findings of the study, as presented in Table 2, among eighty (80) subjects of the study 38 (48%) are males and 42 (52%) are females.

After determining the sex of the subjects, the researcher also identified the age of the subjects and it was found out based on the above presented results that most of the subjects were categorized as under 15-17 years old. The results revealed that there are 78 with an equivalent percentage of 97.5. On the other hand, there were 2 or 2.5% fall under 18 – 20 years old.

The profile about their parents’ educational attainment was identified and it was found out that, 2 subjects in terms of father’s attainment finished elementary level, 58 of them have fathers who finished secondary level, 20 of them have fathers who have finished tertiary level, 3 of them have *mothers* who finished elementary level while in secondary level there were 71 and 5 finished tertiary level. Based from the results there was also 1 subject whose mother reached post tertiary level.

The subjects’ profile about their family income was also determined based on the data gathered, there were 53 among 80 subjects had below Php11, 000 family income and 27 of them had family income ranging Php11, 000.

Lastly, the available reading materials of the subjects also gathered interpreted it was revealed that in their home it was found out that 37 among the 80 subjects have available printed reading materials at home, 31 of them have available electronic reading materials at home, 12 of them have both printed and electronic reading materials.

For problem number two, three and four. Determined the results of Reading Comprehension Level of the Subjects Before and After the Exposure of the experimental group to Paired Reading, identified the significant difference in the reading comprehension level of the group of students based on the pre-test and post-test and discovered a reading intervention program which could enhance the students’ comprehension level.

As shown below there are levels of reading comprehension which are literal comprehension reading, interpretive comprehension reading and applied comprehension reading.

**Reading Comprehension Level of the Subjects**

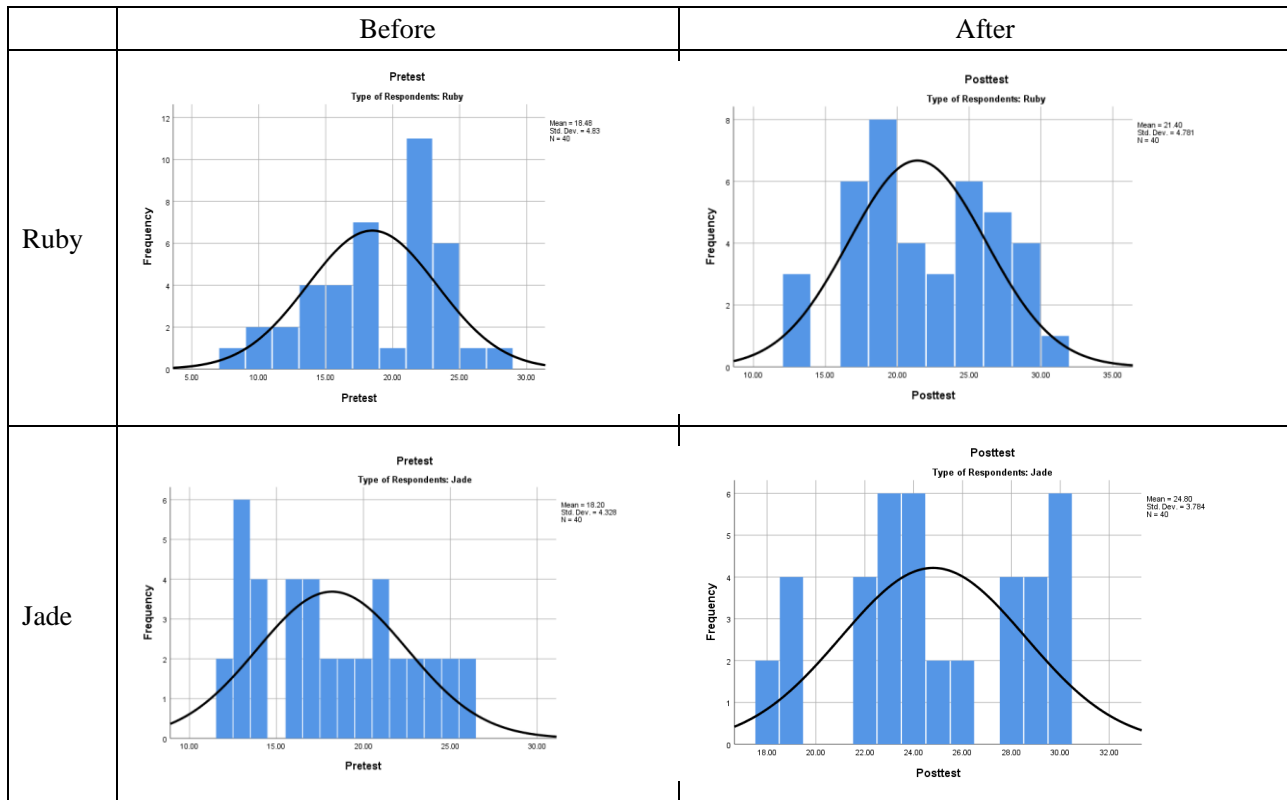
**Before and After the Exposure to Paired Reading Strategy**

		PHIL-IRI& KSUC Comprehension Level	f	x	s	CV
Ruby	Before	58% and below (Frustration)	18	18.48	4.83	26.146
		59% - 79% (Instructional)	16			
		80% - 100% (Independent)	6			
	After	58% and below (Frustration)	9	21.40	4.78	22.343
		59% - 79% (Instructional)	15			
		80% - 100% (Independent)	16			

Jade	Before	58% and below (Frustration)	22	18.20	4.33	23.78
		59% - 79% (Instructional)	12			
		80% - 100% (Independent)	6			
	After	58% and below (Frustration)	0	24.80	3.78	15.26
		59% - 79% (Instructional)	16			
		80% - 100% (Independent)	24			
$f = \text{frequency}$		$x = \text{Mean}$	$S = \text{standard Deviation}$		$CV = \text{Coefficient of Variation}$	

Table 3. Shape of the Distribution of the Reading Comprehension Level of the Subjects Before and After the Exposure to Paired Reading Strategy

		Asymmetry		Peakness		Description
		Skewness	Standard error	Kurtosis	Standard error	
Ruby	Before	-0.455	0.374	-0.717	0.733	Normally Distributed
	After	0.019	0.374	-1.034	0.733	Normally Distributed
Jade	Before	0.244	0.374	-1.167	0.733	Normally Distributed
	After	-0.130	0.374	-1.032	0.733	Normally Distributed



Presented in Table 3 is the reading comprehension level of the subjects before and after the experimentation. In the pretest, it was found out that the control group which is the 10 Ruby students are at a literal level of reading comprehension but at the posttest, the controlled group remained at the frustration level though the mean became higher than the pretest.

Shown in the same table, like the control group, the experimental group, which are the students from 10 Jade, are also at a literal level of reading comprehension before experimentation. But after the experimentation, wherein the subjects were exposed to a paired-reading strategy, the group reached the independent level of reading comprehension.

The results imply that paired reading strategy is effective in improving the level of reading comprehension of the students.

**1. Test of Difference between Reading Comprehension Level of the Students Based on the Pretest And Posttest**

Test of significant difference between the performances of the groups in pretest and posttest were employed to determine the homogeneity of the subjects before experimentation and the effect of exposing the subjects to paired reading strategy.

**a. Independent Samples t-Test for the Pretest of the Control and Experimental Group**

Before the experimentation, the pretest was administered by the researcher to determine the entry behavior, the reading comprehension level of the subjects and to test the homogeneity of the subjects before the experiment.

Table 4. Independent Samples t – Test for the Pretest of the Control and Experimental Group

Group	n	Mean	SD	t	df	a	p	Decision
Control Group	40	18.48	4.83	0.268	78	0.05	0.789	Accept Ho
Experimental Group	40	18.2	4.328					

Employing independent samples t – test between the means of the pretest results of the control and experimental group, it was determined that at alpha level which is 0.05, the computed p-value is 0.789. Since the computed p – values is greater than the alpha level, then the decision is to accept the null hypothesis (Ho). Thus, there is no significant difference between the performances of the control group and experimental group in the pretest.

This implies that both groups are of the same entry level before experimentation and the researcher can proceed further in the study.

**b. Paired Samples t – Test for the Performance of the Control Group in Pretest and Posttest**

The traditional strategy was utilized among the control group. Pretest was administered before exposing the group to traditional strategy then administering the posttest after.

Table 5. Paired Samples t – Test for the Performance of the Control Group in Pretest and Posttest

	Mean	n	SD	t	df	a	p	Decision
Pretest Score	18.48	40	4.83	-9.286	39	0.05	0.00	Reject Ho
Posttest Score	21.4	40	4.781					

Employing paired samples t – test between pretest and posttest of the control group, it was calculated at 0.05 alpha level that the p – value is 0.00. Since the computed p – value is less than the alpha level, then the decision is to reject the null hypothesis. Thus, there is a significant difference between the pretest and posttest of the control group.

Based from the findings, it can be implied that the traditional strategy in facilitating reading comprehension among learners is also effective because of the increase of mean during the posttest.

**c. Paired Samples t – Test for the Performance of the Experimental Group in Pretest and Posttest**

Before exposing the experimental group to paired reading strategy, the pretest was administered first then right after experimentation a week after, the posttest was administered.

Table 6. Paired Samples t – Test for the Performance of the Experimental Group in Pretest and Posttest

	Mean	n	SD	t	df	a	p	Decision
Pretest Score	18.2	40	4.328	-13.42	39	0.05	0.000	Reject Ho
Posttest Score	24.8	40	3.784					

Shown in Table 6 was the comparison between the performances of the experimental group in pretest and posttest. At 0.05 alpha level, the resulting p – value is 0.000 after employing paired samples t – test. Since the computed p –value is less than the alpha level, then the decision is to reject the null hypothesis. Therefore, there is a significant difference between the pretest and posttest in the experimental group.

This signifies that paired reading strategy is effective in facilitating reading comprehension among leaners.

**d. Independent Samples t – Test for the Posttest of the Control and Experimental Group**

The researcher subjected the posttest results of the control group and experimental group to determine if the experiment which is exposing the experimental group to paired reading strategy was effective.



Table 7. Independent Samples t – Test for the Posttest of the Control and Experimental Group

Group	n	Mean	SD	t	df	a	p	Decision
Control Group	40	21.4	4.781	-3.527	78	0.05	0.001	Reject Ho
Experimental Group	40	24.8	3.784					

Employing independent samples t – test between the means of the posttest results of the control group and experimental group, the result shown that p – value is 0.001 which is less than the alpha level. Since the p – value is less than the alpha level, then the decision is to reject the null hypothesis. Therefore, there is significant difference between the performances of the control group and experimental group in the posttest.

This shown that paired reading strategy is more effective than the traditional strategy in facilitating reading comprehension among learners.

**7. Proposed Reading Intervention Program for Grade 10 Students**

**School Year 2020 – 2021**

Findings/Result	Proposed Intervention Program	Strategies/ Activities	Materials	Persons Involved	Time Frame	Budgetary Source	Success Indicators
A. Student-Respondents Reading Comprehension fall under Literal Level or Frustration Level before the conduct of the study	Paired-Reading Strategy	A. Pre-Reading Activities: 1. Exploring the Theme. 2. Building vocabulary. 3. Using vocabulary. 4. Brainstorming 5. Predicting. B. While Reading 1. Identify topic sentences and the main idea of paragraphs.  2. Distinguishing between general and specific ideas.  3. Identifying the connectors to see how they link ideas within the text.  4. Checking whether or not predictions and guesses are confirmed.  5. Skimming the text for specific information. C. Post Reading 1. Understanding the gist. 2. Identifying the key details. 3. Critical thinking by guessing meaning through context clues.	Computer/ Laptop, Projector Speaker Supplementary Reading material aside from the In-house textbook.	Teachers, Students, School Head	Every Reading Classes	Local Fund MOOE	At least 75 % of the students will be able to achieve Interpretive Level in their reading comprehension

**8. Conclusion and Recommendation**

Based from the results, the conclusions of the study were as follows: majority of the respondents were teen aged youth, with parents who finished high school, with family income within poverty line, and with reading materials at home mostly printed instead of electronic. As for the comprehension level of the learners, most were at literal level during the pre-test however the group which was exposed to paired reading activity obtained the applied level in reading comprehension. Thus, paired reading strategy is effective in improving the reading comprehension level of learners.

Based on the findings, the researcher recommended to investigate the influence of various reading materials, parents’ educational background, family income on the development of reading comprehension skills, as well to test the impact of other reading strategies such as PQ3R (Preview, Questions, Read, Recite, and Review) on reading comprehension

among students. It is also noteworthy to delve on the influence of other variables such as hours of exposure to reading activities and their situation on the improvement of reading skills. Trainings on how to utilize paired reading strategy in the classroom and inquiry and exploration of other preferred and effective means of developing reading comprehensions skills is as well recommended.

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