

ENHANCING COMPREHENSION THROUGH READING HABIT INTERVENTION STRATEGIES: A QUASI- EXPERIMENTAL STUDY

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ABSTRACT

This study examined the impact of reading habit intervention strategies on the reading comprehension skills of Junior High School students at Mangayon National High School-Side 4 Extension, Compostela, Davao de Oro. Anchored on Constructivist Theory, the research employed a quasi-experimental design using a single-group pretest-posttest design to determine the effect of three combined interventions: guided reading, daily reading routine, and peer/partner reading on students' comprehension performance. Forty-two students from Grades 7 to 10 participated in an eight-week intervention program which was conducted every Friday. The pretest and posttest were adapted from the DepEd Phil-IRI Reading Comprehension Test and validated prior to use. Statistical analyses, including mean, class proficiency, and paired t-test, were used to assess changes in performance. Results revealed that students' performance significantly improved after the conduct of the intervention. The findings assert that integrating multiple reading habit strategies can meaningfully enhance students' comprehension skills. The study concludes that structured and consistent reading interventions foster both improved literacy and academic performance. It recommends that schools institutionalize such reading programs and that teachers integrate guided, routine, and collaborative reading strategies in instruction to sustain students' reading growth.

Keyword: English language teaching, reading habits, reading comprehension, guided reading, peer reading, daily reading routine, constructivist theory, quasi-experimental study

1. INTRODCUTION

To be an active participant in successful and purposeful interactions with text, reading comprehension is vital to the ability of a student. Comprehension is the process where readers make meaning of the text by engaging with it responsive to what they already know and relationships to their experiences (Decena, 2021). Nevertheless, comprehension is a problem that remains common and is a topic of debate in any learning institution. In line with this, this issue is tangible because the higher the number of exasperated readers, the more alarming it was. In fact, even though the students are able to read, understanding is observed to be a challenge.

In Indonesia, poor reading comprehension in secondary Indonesian students has been a matter of concern, especially at an elementary institution located in Palembang, Indonesia, Watering Mat Coastal Sunnah, 80, 9th-grade Indonesian students revealed minimal results on reading comprehension with an average score of just 3.76 out of 18 (Hidayati et al., 2025). The common reasons why this problem occurs are the students' lacking interest in reading, lacking necessary background knowledge, and their insufficient knowledge of English vocabulary. Not only do these aspects impair reading skills in students but they also have adverse impacts on their general academic results (Nanda & Azmy, 2020). Therefore, this problem is reflected in the large number of students with

whom tasks requiring inferences and extrapolations based on the context proved to be a significant challenge demonstrating that vocabulary and background knowledge were significant obstacles.

In the Philippines, the apprehension in reading comprehension context remains evident in the achievements of the country in the Programme for International Student Assessment (PISA, 2022). Philippines was ranked 77 out of 81 countries which indicate that it is still one of the worst performing countries in reading. There was a mean score of 347, which is drastically lower than the OECD average, meaning that Filipino students have a great challenge in reading and understanding written information (OECD, 2023). These national findings are in line with the results of Cabural and Infantado (2023), who discovered that Grade 10 students at Aloran Trade High School in Misamis Occidental have low reading competence, especially the inferential and evaluative forms of comprehension. Literal and reorganization comprehension is fairly difficult, but the inferential comprehension and evaluation comprehension are very difficult among the students.

Besides, In Davao de Oro, particularly in Mangayon National High School- Side 4 Extension, poor reading habits and low-level understanding among students seem to be evident. According to the Phil-IRI assessment results of the current school year, the school indicated that 42 students enrolled across all grade levels are at the frustration level in reading comprehension even though they are able to read. Students also show no attitude and interest towards reading except during the time spent in lessons and also in the tasks they are assigned by their teachers. Lack of understanding, therefore, lowers the learning performance of students.

Although there is wide research on reading habits and comprehension, the direct predictive impact of interventions of reading habit on the comprehension skills of students is under-researched, especially in quasi-experimental designs. The majority of related studies analyze each of the single strategies independently, which leads to a piecemeal picture of the role of reading habits as a complicated predictor of a comprehension outcome. Likewise, studies to date have not examined the effect of multiple interventions involving reading habits where a gap exists concerning the way in which integrated interventions can be more advantageous in developing student comprehension. As part of bridging this gap, the present paper considers reading habits as a multidimensional predictor of Reading comprehension and utilizes mixed interventions: guided reading, peer reading activities and reading routines that occur every day. The aim of the study is to bring in a wider insight as to how reading habits have contributed to better comprehension through the cumulative and interactive effects they have.

1.1 Review of Related Literature and Studies

This part of the study aims to demystify some major concepts which bear a close relationship to the title of the study, like reading habits and reading comprehension, and to review related literature which can shed light on the critical aspects of reading habits and comprehension.

Reading. No knowledge and information is better acquired through reading. Millrood (2001) defined Reading as a mental and visual process which involves deconstructing information, evaluating and analyzing written words and contrasting it with own experience. Reading is the mental operation of interpreting a written message that is recoded in an orderly and logical language. Patel and Jain (2008) agreed that reading helps in the interpretation of information which is hidden within the text. Knowing what he/she means and what he/she represents, Lone (2011) goes on to state that it should be in the power of the readers to diagnose particular characters and ideas, as well as sentences, in the texts, to understand their meaning and the meaning of them.

Sesma et al. (2009) found that without the ability to understand related words in one sentence, readers will not get any information. This conformed with Zhang and Annual (2008), who found that students who have difficulty understanding English vocabulary also struggle to develop their reading comprehension. As a result, comprehension determines whether students understand what they read.

Reading habit. Habits are behaviors people repeat regularly. According to Nilsen et al. (2012), a habit is a behavior that has been performed so many times that it is no longer automatic, meaning it is done without thinking or even being aware of it. To develop a reading habit, one must consistently participate in the activity and integrate it into everyday routines. Also, Duhigg (2012) claimed that habit is a behaviour performed regularly and automatically, often without conscious thought. It is therefore an integral part of daily human life. Thus, an individual's positive habits significantly influence the outcomes of their actions.

In addition, Owusu-Acheaw and Larson (2014) reveal that students with better reading habits can answer questions more easily than students who are not used to reading. Thus, it shows that reading habits are intentional. As a result, when students get more reading experience, they are more likely to understand the information.

To strengthen students' reading habits, a combination of strategies including guided reading, peer reading, and daily reading routine was implemented.

Guided Reading. Guided Reading is an instructional approach in which teachers engage with small groups of students with comparable reading abilities to deliver targeted teaching designed to enhance reading skills. Guided Reading is firmly grounded in the work of Fountas and Pinnell, who established a small group teaching model using leveled texts to deliver systematic, scaffolded assistance. Their paradigm prioritizes teacher-led instruction that progressively enhances students' decoding, fluency, and comprehension, positioning Guided Reading as an essential element of effective literacy education (Fountas & Pinnell, 2017).

All students can improve their reading comprehension skills through the implementation of a guided reading strategy. Within the scope of a study by Hansen (2016), the impact of guided reading on students' reading comprehension was examined across various skill levels. The study's findings indicate that guided reading sessions improved comprehension among struggling, average, and advanced readers. This indicates that guided reading can effectively improve reading habits and, consequently, comprehension among diverse student demographics using various educational approaches.

In a comparable study conducted in America, pre-service teachers employed the Guided Reading technique with struggling readers who exhibited low academic performance. The findings indicated that learners enhanced their literacy and motivational abilities through Guided Reading, which emphasized modeling (McGrail et al., 2018).

Peer Reading. Topping (2001) and Fuchs (2005) have contributed significantly to the peer reading practices such that they significantly impact the current knowledge about peer mediated reading instruction. A systematic approach that has been provided in Topping study of peer reading is where a better-skilled reader helps an inferior counterpart by using collaboration in reading, feedbacking on the piece, and giving him/her a scaffold. Such group dynamic space fosters a friendly, non-stressful environment that promotes fluency in reading and comprehension as well as motivation and confidence among learners by means of direct student interaction with texts. The peering assisted learning tactics of Peer-Assisted Learning of Fuchs & Fuchs are based on parallel and collaborative notions and are much more systematic and research grounded giving students' alternate roles as coaches and readers. Such coordinated drills foster decoding, fluency, and oversight of comprehension. (Fuchs & Fuchs, 2005; Topping, 2001).

Numerous studies have demonstrated the efficacy of peer reading activities in enhancing reading comprehension. Sulistami et al. (2018) discovered that the students undergoing the Peer Reading Learning Strategy activities comprehended more as compared to those reading independently. Likewise, Sholikhah (2018) discovered that eighth-grade students had a better reading comprehension with peer reading or tutoring.

Daily Reading Routine. Daily reading practice is the daily routine of setting aside time to read to build literacy, gain deeper understanding, and transform into a lover of Reading (Vega Schools, 2024). Stephen Krashen firmly believes in having a daily routine of reading which on regular and self-selected reading enhances vocabulary, understanding and writing as well as overall development in literacy (Krashen, 2004). Krashen points that effective daily reading of meaningful texts provides the intelligible input of language development.

Additionally, reading daily exposes students to various language structures and topics thereby enhancing critical thinking and inferential skills, which are critical elements in understanding. According to a study conducted by Kirmizi (2010), there is a high positive correlation between the duration that students read each day and the reading comprehension strategies that they employ. In particular, daily reading duration explained 57% of variance in the method usage, implying that more frequent readers are more likely to employ more optimal comprehension strategies. Likewise, Gambrell (2011) pointed out that students involved in reading daily not only develop their reading fluency but also build an intrinsic interest to read the text thus developing a reading habit throughout life helping to facilitate academic success.

Reading Comprehension. Comprehension of text plays a vital role in the process of interaction of a student with the text. Reading comprehension plays a critical role in finding out whether a reader derives meaning out of what he is reading. In line with Indriani (2019), comprehension is understanding what is in the reading, what it is doing, and what it is telling.

Shea and Ceprano (2017) asserted that comprehension is a complex endeavor that requires active thought and the integration of an author's message through investigation, appraisal, and synthesis of its content.

Conversely, the study by Alpitche-Bunda and Pineda (2023) found that only 39% comprehended critically, 44% inferentially, and 56% literally. This implies that students see reading comprehension as a challenging cognitive task, highlighting their struggles with vocabulary recognition. Similarly, in the research conducted by Marcelo and Santillan (2020), students exhibited satisfactory performance at the literal level, whereas their performance at the inferential and evaluative levels was moderate.

1.2 Statement of the Problem

1. What is the competency level of the students during pretest?
2. What is the competency level of the students during the posttest?
3. Is there a significant difference between the pretest and posttest scores of the students?

2. METHODS

2.1 Research Design

This study used a quasi-experimental design to collect data. A single group pretest and posttest design, where there is only one group of participants that is exposed to the Treatment or intervention, without a control group for comparison. Dinardo (2008) defined a quasi-experiment as empirical intervention research used to assess the causal influence of an intervention on a specific population. In this design, researchers collect data before (pretest) and after (posttest) an intervention to determine whether there is a significant change in the dependent variable in the experimental group during the experiment period.

The researcher conducted a Phil-IRI pretest to assess the target respondents' reading comprehension. Using Reading Habit Intervention Strategies, the study aimed to have a significant impact on students' reading comprehension. After the intervention, the respondents underwent Phil-IRI posttest to measure any significant improvement in students' comprehension skills.

2.2 Research Locale

The study was conducted at Mangayon National High School-Side 4 Extension, Mangayon, Compostela, Davao de Oro.

Davao de Oro is a province in the Philippines located in the Davao Region in Mindanao. It was previously known as Compostela Valley until December 2019, when a plebiscite approved a law proposing to rename the province Davao de Oro. Moreover, Davao de Oro is ranked top four richest province in the Philippines as of December 22, 2021. The province holds one of the largest gold deposits in the Philippines. The largest gold ring in the Philippines, known as "The Solidarity Ring," is in Nabunturan, the provincial capital.

In the province of Davao de Oro, the Municipality of Compostela is a first-class municipality that was founded on August 1, 1948. Compostela comes from the 'Campus Stellae', which means Field of Stars. In the 2020 census, the population of Compostela was 89,884 people. The Municipality is composed of 16 barangays. Mangayon is one of the barangays of Compostela and is accessible by all forms of transportation.

Mangayon National High School is located in Barangay Mangayon. The name Mangayon came from the most popular creek of the place "Mangayon", which was named by the number of hunters passing through the creek. Mangayon National High School- Side 4 Extension is an adjacent school to Mangayon NHS in Purok 4B, Mangayon, Compostela. The extension school is situated in the mountainous area of Barangay Mangayon and is one of the last-mile schools in the Compostela East district. The school is seven kilometers away from the mother school.

Mangayon National High School- Side 4 Extension was once a vast area surrounded solely by thick grasses and trees. No one imagined that the collaborative efforts of various stakeholders could, over time, transform it into a remarkable place of aspirations and ambitions. In 2019, the school launched its initiative to instill hope and nurture youthful aspirations, starting with just 21 students across all grade levels who learned in makeshift shelters serving as temporary classrooms.

The problem of classrooms felt by teachers and students before has been replaced with spacious classrooms. The extension school was constructed in October 2019 as part of the Davao de Oro Provincial Local Government Unit's Bayanihan sa Paaralan Program, which involved various stakeholders. That same year, the school formally opened and began operations, equipped with two large classrooms and two regular teachers. For the last six years, the school has functioned as a multigrade school serving Matigsalog students from the

Indigenous Peoples' Community. At present, the extension school has six teachers with different areas of specialization under the supervision of an officer-in-charge designated.

The previously mentioned school served as the study's locale because the researcher had personally observed the problems of low-level reading comprehension and poor reading habits among the students.

2.3 Research Subjects

The subjects of the study were the Junior High School learners in Mangayon National High School-Side 4 Extension enrolled in the school year 2025-2026. This study employed universal sampling. Since there are only 42 learners enrolled, all learners from all grade levels were the subjects of the study, including transferred-in learners. Additionally, subjects were withdrawn from the study if they chose to discontinue their participation at any point without any consequences

Table 1
Subjects of the Study

Grade level	Number of Students
Grade 7	20
Grade 8	7
Grade 9	11
Grade 10	4
TOTAL	42

2.4 Research Instrument

To achieve the objectives of this study, the researcher used comprehension questions adapted from the DepEd Phil-IRI 2018. Both the pretest and the posttest, each with 40 multiple-choice questions, were administered. The pretest served as a baseline of reading comprehension levels before the intervention, while the posttest determined any significant improvements after the intervention. Moreover, the reading materials from the Phil-IRI handbook were used in this study, together with the short stories or passages from the National Learning Camp Reading Materials Workbook.

A Table of Specifications (TOS) was also prepared to distribute the test items across the different comprehension skills. The questionnaire was a multiple-choice test with 4 choices per item and consisted of 40 items. This test served as the pretest and posttest of the research study. Experts validated the pretest and posttest instruments before using them in the study. The reading session process adhered to provide an engaging instruction using reading habit strategies.

2.5 Research Procedure

The following were the data procedures that were employed in this study.

Obtaining Ethics Review Committee (ERC) Certificate. The researcher submitted a copy of the manuscript to the Ethics Review Committee (ERC) for evaluation and certification before taking any steps in conducting the research.

Securing Endorsement Letter from Dean of Graduate School. The researcher secures a copy of the Endorsement Letter from the Dean of the Graduate School. This endorsement served as formal authorization for the researcher to conduct the study within the identified research setting. The endorsement also facilitated coordination with the division and school administrators and helped establish credibility, enabling smoother access to participants, research sites, and necessary documents

Gathering Test Material. The researcher used the reading habits strategies to teach reading comprehension skills. Anchored in this is the teacher's lesson guide, which served as a framework for delivering lessons in every session. The comprehension pretest and posttest used is the instrument from the Phil-IRI Manual.

Seeking Permission to Conduct the Study. The researcher wrote a letter of request and permission to the Office of the Schools Division Superintendent of Davao de Oro to allow her to conduct the study at Mangayon National High School- Side 4 Extension. After approval, the researcher submitted the letter of approval to the Office of the School Principal and the adviser. Similarly, the researcher informed the selected research subjects

about the quasi-experimental study. Likewise, the researcher adhered to proper ethical standards in the conduct of the study, and the names of the subjects were not disclosed; any important matters were kept with utmost confidentiality. Then, proceeded to conduct the study.

Pilot Testing. Written permission was sought from the school head of Mangayon National High School-Main School for the pilot testing of the validated pretest and posttest materials for the reading comprehension test based on the Phil-IRI reading comprehension test. Twenty students from the main school, under frustration level, were asked to take the test to determine whether the questions really ask what it intend to measure. It was administered twice within a two or three day interval to ensure consistent results. Recommendations and changes were noted for future improvement.

Administration of the Instrument. First, an adapted pretest reading comprehension test was administered to students to evaluate their baseline reading comprehension skills. Second, the intervention lasted eight weeks. These activities focused on fostering reading habits through guided reading sessions, a daily reading routine, and peer- and partner-based reading practices. Lastly, after the intervention, the posttest was administered with the same reading comprehension test to measure any improvement in students' comprehension skills.

3. RESULTS AND DISCUSSION

This chapter discusses the presentation, analysis, and interpretation of data in accordance with the sequence of the statement of the problem.

Competency Level of the Students during Pretest in Reading Comprehension

This section presents the results of the first statement of the problem that examines the competency level of the students during the pretest in reading comprehension. Table 3 presents the results of the pretest performance of the Junior High School students.

Table 3
Pretest Performance of the Students

Skills	No. of Students	Mean	Class Proficiency	Level of Mastery	Competency Level
Reading Comprehension	42	12:31	31%	No Mastery	Did Not Meet Expectation

The students scored an average of 12.31 on reading comprehension pretest, which translates to a class proficiency rate 31%, as shown in Table 3. This outcome would be defined as they Did Not Meet Expectation category and would indicate that the students were not ready to show mastery over the necessary reading comprehension skills yet.

This indicates that students exhibit poor comprehension, requiring significant help in understanding texts. This implies that the students have difficulty in grasping key ideas, analysing information, and making inferences from the reading materials provided during the assessment. Moreover, the low mean score reflects a general struggle in processing and understanding written content, which may hinder their academic progress in other subject areas.

Competency Level of the Students during Posttest Reading Comprehension

This section presents the results of the second statement of the problem, which examines the competence level of the students' posttest scores in reading comprehension. Table 4 presents the results of the posttest performance of the Junior High School students.

Table 4
Posttest Performance of the Students

Skills	No. of Students	Mean	Class Proficiency	Level of Mastery	Competency Level
Reading Comprehension	42	28	70%	Nearing Mastery Level	Very Satisfactory

In Table 4, presents the performance of the students in reading comprehension was better at the end of the intervention. An average score of 28.00 and a class proficiency rate of 70% are the results the students

acquired. The result was categorized as a “Very Satisfactory” meaning that the students performed with an increased amount of reading comprehension following the reading habit intervention activities.

This indicates that students demonstrate a very satisfactory level of comprehension. Compared to the pretest results, this implies that students' posttest reading comprehension performance is substantial. The results further showed that the reading intervention strategies would substantially support students' development of reading comprehension skills.

Null Hypothesis

Table 5 presents the test of difference of means in pretest and posttest performances of the Junior High School students in reading comprehension.

Table 5
Test of Difference of means in Pre-test and Post-test Performances of Students

	Mean	df	P-value	T-value	Remarks
Pretest	12.31	41	<.001	-20.62	Significant
Posttest	28				

Table 5 presents the test of the difference in means between the students' pretest and posttest performances. The findings indicate that the average score of the students rose to 28.00 in posttest as compared to 12.31 in pretest. The calculated p-value was below .001 and t-value of -20.62. The null hypothesis was rejected as the p-value is less than the level of significance of 0.05. This implies that the difference between the pre- and post-test scores among the students was significant. Thus, the positive change in their performance with reading comprehension could not be explained by chance but rather by the intervention.

4. DISCUSSIONS OF FINDINGS, CONCLUSION AND RECOMMENDATION

This segment presents a further discussion of the findings of the study as well as the conclusions being drawn and the relevant and valuable recommendations offered.

4.1 Discussions

Competency Level of the Students during Pretest in Reading Comprehension. The pretest results indicate that students' overall reading comprehension was below the expected proficiency level, indicating limited mastery of essential reading skills. This implies that the students lack the foundational reading skills necessary for effective comprehension. Their work indicates the necessity of intensive reading instruction, and the strategies that pay attention to vocabulary building, the identification of main ideas, and enhancement of the inferential thinking. Besides, the low mean score indicates an overall difficulty processing and comprehending written materials, which can hamper their academic achievement in other aspects of the curriculum.

Based on the evidence presented in the above sections, reading comprehension turns out to be very important and crucial to the students. Idris (2019) explains that reading and understanding are key abilities in academic performance of students. The lack of comprehension skills leads to an increased possibility of a student facing difficulties in his/her studies or even failing. In addition, as Kendeou et al. (2014) discovered, the poor English reading comprehension of students had a negative impact because they lacked the knowledge of the words and sentences used in the text. If students lack comprehension of language structures, it poses significant challenges for them. The study by Cruz and Lopez (2022) found that junior high school students have poor reading comprehension due to passive learning methods, limited vocabulary, and a lack of interaction with English texts.

Due to this, the need for plans in augmenting comprehension and skills in reading that encompasses educational levels are important because reading devoid of any comprehension is in fact useless and a unproductive human endeavor.

Competency Level of the Students during Posttest in Reading Comprehension. The posttest results demonstrate a marked improvement in students' reading comprehension, indicating that their overall competency has reached a very satisfactory level. This indicates that students use critical thinking skills in reading tasks and comprehend most of the content. Compared with the pretest results, this suggests that students' posttest reading comprehension improved substantially. The results further showed that the reading habit intervention strategies would substantially support the development of students' reading comprehension skills.

The literature shows that remedial reading is a proven method for improving reading comprehension and fluency (Therrien, 2004). Intervention strategies that build comprehension skills, such as remedial reading, strengthen vocabulary (McCardle et al., 2001). This instructional approach improves language and comprehension abilities. According to Sartika et al. (2020), students must also develop a strong reading habit to achieve effective reading comprehension. Put another way, students must read more to better comprehend what they read. This is further reinforced by a study by Ali et al. (2023), which highlighted the connection between reading habits and academic achievement and found that the majority of participants believed their reading habits directly affected their school performance.

To intensify students' reading habits, a combination of intervention strategies, including guided Reading, peer reading, and a daily reading routine, was implemented.

Using a guided reading technique helps all students improve their reading comprehension. Supported by the study of Hansen (2016), which investigated the impact of guided reading on student reading comprehension at various competency levels. According to the study's findings, implementing guided reading sessions improved comprehension for struggling, average, and advanced readers, indicating that guided Reading is an effective strategy for improving reading habits. Moreover, strengthened by the similar study conducted in the United States, pre-service instructors used the Guided Reading approach with struggling readers and students who performed poorly in school. The results showed that learners improved their literacy and motivational skills through guided reading, which emphasized modeling (McGrail et al., 2018).

Likewise, previous research on the application of the peer reading approach to promote students' reading comprehension by Sulistami et al. (2018) and Sholikhah (2018) found that students who participated in Peer Reading Learning Strategy activities understood better than those who read alone. Astrero and Eugenio (2025) also argue that peer-assisted reading reveals essential information about participants' reading comprehension levels. It is also corroborated by a study conducted by Ekowijayanto (2022), which found that the pretest yielded a mean score of 68.41, while the posttest yielded a mean score of 85.38 for student reading comprehension. This implies that the student's reading comprehension improved significantly when the partner reading strategy was implemented during instruction.

Hicks (2023) found that introducing a daily reading practice significantly improved pupils' reading habits and comprehension skills. According to research, persistent daily reading enhances academic achievement, increases vocabulary, and refines critical thinking skills. According to the National Reading Panel (2000), students who read daily improve their phonemic awareness, fluency, and vocabulary development, all of which contribute to better comprehension. Hence, regular reading improves comprehension and develops long-term learning skills that promote academic success and intellectual development.

Difference between the pretest scores and posttest scores of the respondents. The comparison between the pretest and posttest results of the students shows a marked increase in the reading comprehensions of the students after the intervention. Their improvement in scores indicates that the strategies of reading habit intervention program assisted in reinforcing their comprehension level. The improvement was unlikely to have been by chance since the statistical outcome was significant difference. This indicates that the intervention used in the pretest and posttest was significant in influencing the learning outcomes of the students.

Providing remedial reading instruction is essential for improving both reading fluency and comprehension. It has been proven that adopting a combination of reading habit strategies such as guided reading, partner reading, and daily reading routines to improve students' reading comprehension in English is effective. Consistent reading habits are widely recognized as critical to improve student' academic achievement, literacy level, and cognitive development. Nilsen et al. (2012) and Simamora (2015) describe habits as actions that are repeated on a regular basis until they become habitual, citing the significant academic and personal benefits of reading. Corroborated by the study, regular readers have improved their vocabulary, comprehension, and cognitive engagement (Owusu-Acheaw & Larson, 2014; Iftanti, 2015).

Guided reading enhances fluency and comprehension with teacher support (Hornsby, 2000; Ramsa & Rawian, 2021), while Hansen (2016) found that guided reading improved results for students of all skill levels. Reading with a peer promotes active engagement with texts, cooperative learning, and shared feedback, all of which improve fluency and allow for deeper comprehension (Topping, 2001; Fuchs & Fuchs, 2005; Sulistami et al., 2018; Sumarsano et al., 2020). Consistent reading leads to a larger linguistic exposure and consistency, which ultimately reflects in future academic achievement and intrinsically drive (Cullinan, 2000; Hicks, 2023; Kırmızı,

2010). Therefore, the formulations of interventions that enhance understanding abilities among students are valuable towards enhancing literacy growth and general academic achievement. These interventions focus on particular challenges that the students might face in the accurate and effective recognition and understanding of printed texts.

4.2 Conclusion

Based on the findings, the researcher concluded that study indicates that strategies of the combined reading habit significantly and positively impacted the reading comprehension of students. Proficiency levels were low at the beginning of the study but with the application of the guided reading, peer reading and daily reading habits their comprehension level multiplied to a very satisfactory level. Therefore, activity of any intervention, such as the application of combined reading habit intervention strategies, in the area of reading comprehension of students was effective and increased significantly.

In general, the gradual rise of their competency can be attributed to the fact that the systematic and regular exposure to diverse reading activities and strategies contributed to reinforcing key skills, including vocabulary comprehension, identifying the main idea, and inferential reasoning. This favourable result demonstrates that by giving the students supportive yet involving and appropriately design reading intervention, their general comprehension skills can develop in a significance and consistent manner.

4.3 Recommendations

Following the conclusion drawn after considering the findings of the research, the following are the recommendations made:

1. The government should ensure and prioritize fund in literacy of the students. Consistent with this, schools should support the endeavours of teachers to initiate interventions to solve the problems of reading in students to enable the latter to boost their scores on reading comprehension.

2. DepEd shall promote teachers to test and modernize the materials and teaching method they used in teaching reading comprehension to their students through proper trainings and seminars. Moreover, it is suggested to update and assess the instructional methods of the teachers used in order to enhance the quality of reading comprehension of their students.

3. The interventional factors that employ the combined reading habit intervention strategies (guided reading, peer reading, the daily reading routine) approach is significantly improved in the experimental group. Subsequently, it is recommended that it be taken into account in the teaching methods.

4. To ensure that groups of students in reading comprehension intervention programs are not mishandled, the teachers should be provided with necessary tools and resources to facilitate their professional development in reading matters.

5. The data analysis and interpretation that were provided in the study were suitable and provided significant information on the effectiveness of the performance of the experimental groups. It is further advisable that, similar methods be employed in the future studies in order to come up with positive results.

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