

CHOICE READING AND STRATEGY PRACTICE IMPLEMENTATION IN OWABANGON ELEMENTARY SCHOOL

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ABSTRACT

The level of reading comprehension was determined by the choice reading and strategy practice. One of the main goals of a reading/language arts curriculum should be the development of these methods. Self-selected reading abilities, on the other hand, do not improve merely by handing pupils a library's collection of books and instructing them to choose what they want to read. Hence, this study focused to find out if the Choice Reading and Strategy practice is implemented in Owabangon Elementary School and determine the following: the level of reading comprehension of 3rd graders of Owabangon Elementary School; and the level of implementation of Choice Reading and Strategy Practice of 3rd graders Owabangon Elementary School. The research was conducted at Owabangon Elementary School, Barangay San Jose , Boston, Davao Oriental and the respondents were the Grade 3 learners of Owabangon Elementary School. The learners were divided into two groups. The morning session and the afternoon. The researcher utilized quantitative correlational research design and a researcher made questionnaire which underwent validity and reliability testing. Its validity was established using the content validity as certified by expert in the field after matching the content of the questionnaire. Results showed that mostly, their response on the survey was agree showing that they agree on reading preferences that results to the highest mean among the indicators in this variable. Based on the result, it can be observed that learners that are given with a choice and control over their reading material increases their participation and enjoyment of reading. Also, the results shows that physical facilities are on of the indicators of learners development in terms of their reading comprehension as well as students voice and involvement and classroom climate/management, the highest indicator that helps them comprehend more is the teacher attitude and initiative.

Keyword: *reading comprehension, language, art curriculum, reading abilities*

1. INTRODUCTION

Children who read for pleasure are likely to do significantly better in school than their peers who rarely read (Picton and Clark, 2015). Sullivan and Brown (2013) demonstrated that pleasure reading is linked to increased cognitive progress over time. They recommend that educators and policy makers support and encourage children's reading in their leisure time . Sullivan and Brown (2013) emphasized that the children who read for pleasure and that chooses their own reading preferences made more progress in vocabulary and spelling as well as math than those who rarely read. Hence, choice reading is twice as powerful as teacher-selected reading in developing motivation and comprehension (Guthrie and Humenick, 2004).

Wilhelm and Smith (2016) demonstrate that pleasure is always at the heart of engaged reading and that pleasure is multifaceted. Their interviews with avid teen readers revealed that teens read deeply for a wide range of reasons: play, intellectual, social, and inner work (psychological and spiritual exploration). According to Wilhelm and Smith (2014; Miller (2013); Tatum (2013); Allington and Gabriel, (2012), knowing oneself as a reader is an important part of becoming a true reader, which may be accomplished by extensive reading facilitated by a large number of books and personal preference. Learning a set of skills for self-selected independent reading is required. Typically, students who read voraciously particularly young students are taught how to choose books that interest them (Hiebert, 2014).

2. REVIEW OF RELATED LITERATURE

The literacy level of a person can improve the quality of his or her life because it is closely tied to his or her working life (Organization for Economic Cooperation and Development [OECD], 2008). Literacy and academic achievement are inextricably linked. As a result, one of the most essential purposes of today's education is to develop students with strong literacy skills who can grasp and challenge what they read (Grove & Hauptfleisch, 2012, Moreillan, 2007).

Individuals who are as intelligent as their classmates but have weak reading ability cannot improve as much as their contemporaries. According to the records, all pupils complete elementary school. As a result, even people with limited reading ability pass their classes. They are unable to read at the anticipated level for their grade, leading in anxiety and unhappiness

throughout their schooling. Throughout their formal education, they are typically stereotyped as failed. As a result, adoption issues arise in their classes (Bender, 2012). Reading is a complex activity that involves sensation, perception, comprehension, application, and integration. It is the process of creating and deriving meaning from printed words and symbols. Reading as a whole is a medium of communication, as well as a source of knowledge and ideas. Aracelo (2014), as referenced by Panerio (2008), 85% of what people do involves reading.

2.1 Factors affecting Reading Comprehension.

Reading comprehension is a complex process that involves components, processes, and factors in order to find better ways to improve it in learners. He went on to say that reading comprehension is a collaborative process of extracting meaning from text (Meniado, 2016, Rumelhart, 2014). Reading comprehension, Hermosa (2002) and Meniado (2016), is a series of cognitive activities that include many dimensions such as the understanding of words and their meanings, mindful reaction, and integration.

Moreover, grammar knowledge is one of the factors that makes impact in reading comprehension. Zuhra (2015) found that the students face difficulties when the text is long and complicated with various different modifying phrases. In reading comprehension especially in facing the test, students have difficulty in creating good sentence to make it coherent and 10 relevant according to the specific text (Haryant 2011). It is believed that if students have adequate vocabulary and good grammar comprehension, the length of the text will not be a problem and they will be able to comprehend and answer the the test easily. Atikah (2009) also analyzed the students' linguistic problems in reading comprehension, the result is students get difficulties in vocabulary, structure and spelling. In another research, Sasmita (2012) conducted a research to find out the students' problems in comprehending English reading text. The finding shows the factors that make students have difficulties in understanding English reading text is grammar knowledge and lack of vocabulary. In addition, Koda (2007), there are numerous variables that influence learners reading comprehension. Vocabulary knowledge, prior knowledge, metacognitive information, and reading strategies are some of these variables. Other factors, Trehearne and Doctorow (2005) asserted that it influence learners reading comprehension skills. These factors include learners reading attitudes, effective teaching on comprehension methods, versatility, text form, and knowledge of various reading comprehension strategies. Moreover, the factors that influence learners reading comprehension skills include susceptibility to text structure, conclusion making, and comprehension checking (Meniado, 2016, Perfetti, Landi, & Oakhill, 2004). Furthermore, *ijel.ccsenet.org International Journal of English Linguistics* Vol. Nergis (2013) stated that deepness of vocabulary knowledge, syntactic consciousness, and metacognitive recognition are some of the important factors that can affect reading comprehension skill.

2.2 Relevance of Choice Reading and Strategy Practice in Students' Reading

Choice is an important factor in individual fulfillment. Student choice in learning improves reading comprehension, determination, ownership, motivation, and involvement (Vitto, 2003). Moreover, even though reading comprehension is a complex skill that is not naturally acquired by all students, teachers can improve students' reading comprehension by implementing various research-based reading comprehension strategies. (Gersten, Fuchs, Williams, & Baker, 2001; Mahdavi & Tensfeldt, 2013; Pressley, 1998; Swanson & De La Paz, 2018; Osborn & Lehr, 2018). According to The National Reading Panel's (2000) report, teaching reading comprehension to students plays an important role in assisting them to improve their overall performance academic performance, not just in the reading area Every Students Succeeds Act (ESSA) requires teachers to meet the literacy needs of all students, including those with disabilities, particularly those whose reading skills are below grade level. Meeting these needs necessitates teachers providing students with intensive, supplemental, accelerated, and explicit instruction.

Guided reading strategies are frequently used to assist students who struggle with reading comprehension. Pre-reading, during-reading, and post-reading strategies are combined to facilitate learning and improve literacy. Students who struggle with reading comprehension are better able to create meaning when guided reading strategies are used (Kasten, Kristo, & McClure, 2005). Teachers show students the tricks of the trade in guided reading, then provide targeted support to help them become independent readers and writers (Kasten, Kristo, & McClure, 2005). In addition, Students can improve their reading comprehension by teaching them guided reading strategies. Educators can help students with reading comprehension by focusing on Freebody and Luke's (1990) four reader roles, which exemplify pre-during, and post-reading strategies. When a student struggles with unfamiliar vocabulary while reading, the need to focus on those unfamiliar words can constrain comprehension. Students will spend less time focusing on unfamiliar words if they are familiar with the vocabulary from the reading before delving into the text. It has been discovered that by implementing guided reading strategies, such as a pre-reading Word Splash that introduces more difficult vocabulary from an upcoming piece of reading, Students who struggle with unfamiliar vocabulary are then better able to create meaning. Using a Vocabulary Bookmark while reading allows students to identify and mark down any unfamiliar or unknown vocabulary words so that the teacher can work with the student on those words. Students who struggle with comprehension are at a disadvantage unless various guided reading strategies are implemented

2.3 Importance of Theory

Choice Reading and Strategy Practice in reading comprehension are essential components of language and literacy education (Graves 2012). It can help children with their academics as well as prepare them to read well. (Fillmore 2002). It can assist children in remembering and retaining what they have learned in school. It can also help children improve their writing skills and expand their vocabulary. (Pikulski & Templeton (2004).

The National Reading Panel (NICHD, 2000) identified vocabulary as one of five major components of reading, its importance to overall school success and more specifically to reading comprehension is widely documented (Baker, Simmons & Kame'enui, 1998, Anderson & Nagy, 1991). The National Reading Panel (NRP) stated that vocabulary plays an important role both in learning to read and in comprehending text readers cannot understand text without knowing what most of the words mean, "Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word, identification skills or adequate vocabulary will ensure failure" (Biemiller, 2005)

Vocabulary learning helps acquire language, develop the learners reading proficiency, and is beneficial for reading comprehension (Tozcu & Coady. 2004). Learning the vocabulary encompasses four stages: discrimination, understanding meaning, remembering, and consolidation and extension of the meanings. First, the discrimination stage involves distinguishing sounds and letters. It helps in speaking, listening, reading, and writing because by distinguishing sounds, the learners pronounce words correctly and understand them when they read or hear. Secondly, understanding meaning involves understanding the concept of words by relating them to their referents. Thirdly, the remembering stage consists of the ability to retain the meanings. Fourthly, the consolidation and extension stage refers to learning new vocabulary and its integration in the learners' vocabulary system (Grauberg, 2007). However, learning the vocabulary usually causes a heavy burden on the learners. In other words, languages are productive and they continually create and add new words to their vocabulary stock. Oxford (2000) argues that generally, no rules are followed in learning the vocabulary as used in learning the grammar. Students usually encounter hundreds of words that they need to learn and practice during their studies.

3. METHODOLOGY

3.1 Research Design

The researcher utilized quantitative correlational research design in this study. According to AdiBhat (2019) defines correlational study is a type of non-experimental research method, in which a researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable. This form of study aids the researcher to determine the relationship between the level of choice reading and strategy practice implementation in Owabangon Elementary School. Hence, this was utilized in order to achieve the research objectives.

3.2 Research Instrument

The research instrument is a researcher made questionnaire which underwent validity and reliability testing. Its validity was established using the content validity as certified by expert in the field after matching the content of the questionnaire. On the other hand, the reliability of the questionnaire was established using the Spearman-Brown Coefficient of 0.717 which means that the questionnaire is highly reliable.

3.3 Respondents of the Study

The respondents of this research were the grade 3 learners of Owabangon Elementary School. The learners were divided into two groups. The morning session and the afternoon.

4. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study and the discussion pertains to the results analyzed and interpreted. The discussion is arranged in order of the statements of the problem.

4.1. Level of reading comprehension of the 3rd graders

As for this paper, a survey was conducted to find out the level of reading comprehension of the 3rd graders in Owabangon Elementary School. Table 1 presents the result of the survey conducted.

Table 1: Level of reading comprehension of the 3rd graders

Reading Level	Frequency	Percentage	Mean	Remarks
Independent	0	0.00	2.36	Frustration
Instructional	8	36.36		
Frustration	14	63.64		
Non-reader	0	0.00		
TOTAL	22	100.00		

Based on the table, the survey resulted to a remark of frustration in terms of the level of reading comprehension of the learners. Frustration level reading is text that causes the student to become easily frustrated. The pupil will show signs of frustration through emotional behavior. Students who are frustrated have less than 90% word recognition and less than 50% comprehension (Halladay, 2012). As asserted by the University of Utah (2021), frustration reading levels include text for which a reader lacks adequate background knowledge for a topic and/or cannot meet instructional level accuracy and rate criteria. Consider frustration levels to be those that necessitate extensive or even moderate assistance from an educator. This implies that the learners from the 3rd grade level of Owabangon Elementary School did not have enough or adequate knowledge and/or skills in terms of a topic. Also, the respondents still did not meet the instructional level of reading. This result coincides with the conclusion of Adams (2011) which states that their findings showed that in the categories of linguistic acceptability, the readers produced significantly fewer acceptable responses when reading frustration level materials than when reading instructional level materials.

This result is the opposite to the findings of Treptow (2016) where it was emphasized that the overall mean percentage of time on-task was highest at the instructional level, slightly lower at the independent level, and lowest at the frustrational level and during baseline. Overall means for comprehension were highest at the independent level and lowest at the frustrational level, as expected. When these results were aggregated across students, they were more consistent with predictions than individual student results. With this findings, Treptow suggested that differentiating instruction to the individual needs of students is critical for ensuring that each child is given the opportunity to progress from their current level and that no child is academically left behind as teachers face classrooms of students with widely varying skill levels.

Donovan, et al. (2020) asserted that their findings indicate that genre have an impact on the high percentage of selections made above children's reading levels. There is discussion of the relationship of frustration-level texts to interest and motivation, as well as supporting children's conceptual and genre knowledge growth.

4.2 Level of Individual/Independent Reading

Table 2 presents the level of individual/independent reading of the learners from grade 3 in Owabangon Elementary School. In the table, the most responses of the respondents was to like to read on quiet places with the highest mean of 4.05. The result implies that the learners like to read in quiet places than spending thirty minutes in reading, reading alone can help to comprehend well, reading by themselves, or reading well when reading on their own

Table 2: Level of Individual/Independent Reading

Description	Standard Deviation	Mean	Interpretation
A. Individual / Independent Reading	0.44	3.80	Agree/High
1. Spend 30 minutes in reading.	0.83	3.86	Agree/High
2. Reading alone can help to comprehend well.	0.65	3.96	Agree/High
3. Like to read on quiet places.	0.65	4.05	Agree/High
4. Find reading by myself as enjoying and pleasurable.	0.89	3.68	Agree/High
5. Can read well when I'm reading by myself.	1.01	3.46	Agree/High

The result is similar to the findings of Rettner (2016) stating that The children appeared to be able to learn new words when the background noise was reduced. When the researchers showed the children two images and asked them to identify the image of the new word, they looked more frequently at the correct image, indicating that they had learned the new words. However, when the background noise was louder, the children were equally likely to look at the correct or incorrect image, indicating that they were unable to learn the new words.

But the result of this research is opposite to the findings of Taba (2015) which states that there may be a way to help children learn, even if they are sometimes in noisy environments. In another experiment, the researchers first tried to teach children two new words in a quiet environment by reading the words in a sentence. Then, they showed the children images of the words, to teach the children the meanings of the words, in a noisy environment. The children were still able to learn the new words that they'd first heard in a quiet environment, the study found.

4.3 Level of Silent Reading

Table 3 presents the result of the survey conducted among the 3rd graders of Owabangon Elementary School to find out the level of their silent reading. The respondents has their most responses to the phrase "can create scenarios in their mind" with a mean of 3.50.

Table 3: Level of Silent Reading

Description	Standard Deviation	Mean	Interpretation
B. Silent Reading	0.69	3.38	Neutral
1. Like reading through eyes.	1.16	1.01	Strongly disagree
2. Silent reading makes me comprehend well.	0.95	3.36	Neutral
3. Can read the whole selection.	0.79	3.36	Neutral
4. Can create scenarios in my mind or visualize what I read.	0.67	3.50	Agree

The result implies that while reading, the learners can visualize what they read. Visualizing refers to the ability to create mental pictures in our mind based on the text we read or words we hear. When we visualize, we are tapping into our prior knowledge, making connections, gathering information and paying attention to detail. It is one of many skills that make reading comprehension possible (Snow, 2016). Visualizing can help young students who are having trouble reading. By creating images in their mind, these children can get a better understanding of the text when using their five senses, which can make reading a much more enjoyable experience (Donovan, et. al., 2020).

Visualization refers to our ability to make visual representations in our minds while reading. Some people think of it as making videos or movies in our heads. Visualization helps readers engage in text in ways that make it memorable and personable (Sadoske, 2018). When students create pictures in their minds, they become more involved with the text. Visualization stimulates the imagination, enhances involvement with the text, and improves mental imagery. According to Puett Miller (2014), visualization is a proven strategy used to improve reading comprehension.

The findings of Jennings, et al. (2014) is similar to the result of this paper which they suggests that When working with imagery, teachers should students to focus on the most important part of a story and describe it. Focusing on only one image helps students organize their thoughts and avoids confusing responses. If students report seeing images that do not match the text, they have probably misread something. Encourage them to reread the material silently and see if their images change. If students consistently misread, break up stories into short segments and follow silent reading with oral reading.

4.4 Level of Reading Preferences

In table 4 it can be seen the respondents prefer and has the most response on their reading preferences was particularly on reading stories with pictures with a mean of 4. 47. This result implies that the learners were into reading books, stories, and other reading materials that has pictures and it interests them more to read them than reading novels, sharing stories with their classmates, or reading aloud to a group who is listening.

Table 4: Level of Reading Preferences

Description	Standard Deviation	Mean	Interpretation
C. Reading Preference	0.28	4.11	Strongly Agree
1. Prefer reading novels.	1.15	3.77	Agree
2. Like to share stories with classmates.	4.36	4.36	Strongly agree
3. Like reading stories with pictures.	0.59	4.46	Strongly agree
4. Reading aloud to a group who is listening.	0.99	4.11	Agree

The result coincide with the claim of EBSCO (2021) which implies that picture in books are an important part of learning how to read. Usually this type of format marks the first step in introducing a child to reading and is often the start of language development for many children. EBSCO added that libraries that include picture books to promote literacy to young readers are boosting beginner-level vocabulary skills, introducing sentence structure and developing story analysis. In addition to this, when reading through books and stories with pictures during story time, at home or in the classroom, children can practice sounding out the language while adults introduce and explain new and interesting words. The rhythm and rhyme of picture books makes them

easy to understand and fun to read aloud, allowing children to learn words quickly. In addition, reading the same story repeatedly and positively increase the level of the reading comprehension of the learners.

Illustrations in a picture book help children understand what they are reading, allowing new readers to analyze the story. If children are having difficulty with the words, the illustrations can help them figure out the narrative, which can increase their comprehension (Adams, 2011). Books with pictures allow teachers and parents to spend time discussing the story, pictures and words. This gives young readers confidence and allows them to talk about what they see on the page, what happened in the story, what the characters are doing and which events have unfolded (Donovan, et. al., 2020). Another good activity to try in the library or classroom is working in a small groups by placing children into groups of three with a picture book. Have one child concentrate on reading the text aloud; have another concentrate on the illustrations (pointing out details as the book is read); and have the third highlight what they see in the story that might differ from the others (En, 2021).

Overall, Hiebert (2014) cautions, however, that children benefit from help—they grow into self selection with parent or teacher guidance and thoughtful scaffolding. Furthermore, Self-selected independent reading involves a set of strategies that are learned. Development of these strategies should be one of the primary goals of a reading/ language arts program. However, the skills of self-selected reading do not develop by simply offering students the books of a library and asking them to pick books (Stromme & Mate, 2004). Typically, students who read avidly—especially young students— have been taught how to select books that interest them” (Hiebert, 2014).

The result was obtain from the survey conducted and it shows that mostly, their response on the survey was agree showing that they agree on reading preferences that results to the highest mean among the indicators in this variable. Based on the result, it can be observed that learners that are given with a choice and control over their reading material increases their participation and enjoyment of reading. Choice has been linked to improved educational outcomes in general, such as higher levels of intrinsic motivation, persistence, performance, positive affect, and satisfaction. The result definitely agrees with the claim of Ryan and Deci (2000).

The result is similar to the findings of Wilhelm and Smith (2013, 2016) which demonstrate that when learners reads according to their preferences is always at the heart of engaged reading and that pleasure is multifaceted. Their interviews with avid grade school readers revealed that learners read deeply for a wide range of reasons: play, intellectual, social, and “inner work” (psychological and spiritual exploration). Similarly, according to McBride (2014), children who read for pleasure are likely to do significantly better in school than their peers who rarely read. Sullivan and Brown (2013) demonstrate that pleasure reading is linked to increased cognitive progress over time. They recommend that educators and policy makers support and encourage children’s reading in their leisure time.

4.5 Level of Physical Facilities

Table 8 presents the result of the survey to the 3rd graders of Owabangon Elementary School and most of the responses were on number 3 (motivated to read in an organized reading corner with a mean of 4.32).

Table 5: Level of physical facilities

Description	Standard Deviation	Mean	Interpretation
A. Physical facilities	0.41	3.91	Agree
1. Encouraged to read in the library.	0.96	3.55	Agree
2. Like to read in a desirable seat in the classroom.	1.04	3.86	Agree
3. Motivated to read in an organized reading corner.	0.72	4.32	Strongly agree

Based on the results, the respondents are more interested to read in a reading corner than in a library or in anywhere in the class they wish to read. This implies that they prefer reading particularly in a reading corner. As asserted by Ajayi (2020), reading area needs to be big enough to fit a few students or a student and a teacher in at a time but small enough to feel like a cosy, private area. The more colourful and decorated the reading area is, the more time the students will want to spend there.

The result of this paper coincide with the conclusion of Piyana, et. al. (2022), in which the results of the research at SD Negeri 198/III Kemantan Tinggi showed that with the existence of a reading corner in each class, students had a high interest in reading, this can be seen from the reading activities carried out by students during break time, when learning hours have not started. Additionally, the results of the research of Qifti (2020) may add up to the reasons why learners prefer to read in a reading corner. According to Qifti (2020), reading corner an reading activities through it as an effort to implement literacy reading movements could develop cognitive abilities of students, including students doing assimilation, and accommodation processes to achieve equilibration, reading comprehension, and students are more enthusiastic and motivated to increase their reading interest.

4.6 Level of Students’ Voice and Involvement

Maintaining students' enthusiasm in their schooling has been a puzzle that many education professionals have not yet solved. In the conventional classroom-based technique in which the day is segmented and punctuated by bells, students come across different teachers, leaving them feeling disengaged and alienated (Pronto, 2022).

Table 6 presents the level of students' voice and involvement of the 3rd graders of Owabangon Elementary School. In the table, the result shows that the respondents prefer more on raising hand to ask question with a mean of 4.32.

Table 6: Level of students' voice and involvement

Description	Standard Deviation	Mean	Interpretation
B. Students voice and involvement	0.41	3.91	Agree
1. Volunteer to act the character in the story.	0.73	3.63	Agree
2. Interested to attend in the story.	1.04	3.86	Agree
3. Like raising hand to ask question.	3.86	4.32	Strongly agree

This result is similar to the results of the research of Nygard, et. al. (2022), stating that students like to raise hand to ask questions in order for them to be involved and engaged in class. Hence, the respondents become more in to their learning to perform well in class, and eventually, they become responsible to their own learning. Additionally, raising your hand—whether you are called on or not, or if they know the answer or not—helps a learner to gain a better understanding of the subject matter. Understanding the material is better than memorizing (Chanda, 2019).

Thompson (2017) suggested that raising hands to ask a question or provide an answer is a classroom tradition with which most adults are familiar. Not everyone supports this approach to education, though, and one British school recently banned hand-raising, asking children to make a thumbs-up sign instead. The effects of hand-raising are partially dependent upon the classroom structure and the ways in which students use hand-raising.

4.7 Level of Classroom Climate/Management

Classroom management is related to all teachers actions aimed to establish the stimulative learning environment as stated by Martin and Baldwin (2013).

Table 10 presents the results of the level of classroom climate and management of the 3rd graders of Owabangon Elementary School. The response of the learners were high in stating that the classroom they are in today has a positive environment with a mean of 4.05.

Table 7: Level of classroom climate/management

Description	Standard Deviation	Mean	Interpretation
C. Classroom climate\management	0.47	4.11	Agree
1. Features consistency, clear expectations and sensible related consequences.	0.58	4.36	Strongly agree
2. Refrains from the use of punishments, shaming and humiliation.	0.58	3.96	Agree
3. Classroom has a positive environment.	0.92	4.09	Agree
4. Feel safe expressing their ideas and feelings in front of the entire class.	0.79	4.05	Agree

The result implies that the learners have a positive response towards classroom/ management for them to respond that the classroom has a positive environment. According to Djigik and Stojiljkovic (2011), data analysis shows that both teachers and students are the most satisfied with the classroom climate which is created by teacher-interactionist. In addition to this, students' achievements were at its highest when the teachers practiced interactionist style, and at its lowest when the teachers were interventionists.

Moreover, this result agrees to the findings of Saggaf, et. al., (2017) which states that From the result of analysis and hypothesis test show that there is the influence of class management to result in student learning of class reading skills and competence. This is seen from the results of data analysis performed, with r arithmetic is 0.451 and r table is 0.288 at a significant level of 5 percent

which means that the level of influence is categorized regarding physical conditions, Socio-emotional conditions and organizational conditions.

Hence, according to Oliver, et, al. (2011), research on classroom management has typically focused on the identification of individual practices that have some level of evidence to support their adoption within classrooms. These practices are then combined under the assumption that, if individual practices are effective, combining these practices into a package will be equally, if not more, effective. However, findings of Decorte, et, al. (2011), shows that it is possible to foster pupils' use and transfer of strategic reading comprehension skills in regular classrooms by immersing them in a powerful learning environment. But this intervention does not automatically result in improvement of performance on a standardised reading comprehension test.

4.7 Level of Teacher Attitude

Table 11 presents the level of teacher attitude and initiative, the table primarily presents the responses of the respondents. The result showed in the table aligns with the claim of Peltier (2021) which states that the attitudes, skills and abilities of the teacher are crucial to the success of this massive undertaking. Teachers must emphasize all kinds of reading, especially critical reading which is not just reading on the lines but it deals with reading between and beyond the lines (Halman, 2014).

Table 7: Level of teacher attitude and initiative

A critical reader challenges the author's assumptions, inferences, and conclusions, and judges the accuracy, reliability, quality

Description	Standard Deviation	Mean	Interpretation
D. Teacher attitude and initiative	0.49	4.33	Strongly agree
1. Teacher uses some form or positive or assertive discipline.	0.67	4.41	Strongly agree
2. Maintains a positive affect, and follows through with consequences in a calm and non-personal manner.	0.73	4.18	Agree
3. Uses some form of making sense of, and being responsive to, varying learning styles.	0.75	4.23	Strongly agree
4. Make sure that the content of lessons/units is meaningful, relevant and promotes the social, personal and intellectual growth of students.	0.67	4.50	Strongly agree
5. Teaching instructions is dynamic, involving, learner-centered, and challenging.	0.89	4.33	Strongly agree

and value of what he reads on the basis of sound criteria or standards developed through previous experiences (Ediger, 2017). Hence, according to Jacob (2016), teachers are the prime source for students to cultivate the reading habit. They can execute this task only when they have the competence to play their role effectively. As such, their advice and encouragement will go a long way in the achievement of the goal. Teachers need to train young learners in pronunciation, enrichment of vocabulary, acquisition of fluency and accuracy (Taba, 2015). Additionally, special assistance may be given to students with regard to the selection of materials for reading based on their age, time and capacity and determine their reading levels (Tafari, 2019).

With all that said, teachers should insist on the importance of reading the hour in school or college library at least thrice in a week. Overall, the result shows that the response of the respondents mostly agrees and strongly agrees on the indicators but the highest mean was on teacher attitude and initiative. This implies that although the results shows that physical facilities are on of the indicators of learners development in terms of their reading comprehension as well as students voice and involvement and classroom climate/management, the highest indicator that helps them comprehend more is the teacher attitude and initiative.

5. CONCLUSION

Based from the data findings throughout the study, the researcher can conclude the following:

1. The reading level of the learners turns out to be instructional which implies that the learners still do not have enough skills to read independently.
2. Learners responded more in reading preferences which indicates that they are interested in reading when they choose their own reading material.
3. Teacher attitude/initiative resulted to have the highest mean in the variable practice strategy which implies that teachers adds to the indicator of the learners' reading comprehension.

4. Both the variable, choice reading and strategy practice did not have a significant relationship. Hence, they differ significantly choice reading turns out to have the highest mean.

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