

ENHANCING THE READING SKILLS INSIDE THE SCHOOL LIBRARY BUS: AN EXPERIMENTAL STUDY

Janet E. Lim¹, Dhan Timothy M. Ibojo, PhD²

¹ Student, English Language Teaching, Assumption College of Nabunturan, Philippines

² Professor, Graduate School, Assumption College of Nabunturan, Philippines

ABSTRACT

This true experimental quantitative research aimed to assess the effectiveness of Library Bus in enhancing Grade 12 HUMSS students' reading difficulties in Discipline and Ideas in Applied Social Sciences. School Library Bus as an intervention, required the HUMSS students to engage themselves in an active reading endeavor while learning and at the same time, improving their reading skills. Results of the study revealed that there was a significant difference between pretest and posttest results. Moreover, it was revealed that the school library bus addressed the reading difficulties and improved their reading skills in DIASS. Therefore, using this intervention is recommended to educators to implement, not only for the HUMSS students but for other students as well. It gives a conducive learning space where students can thrive on their reading and academic successes.

Keyword: HUMSS, school library bus, DIASS, true experimental research

1. INTRODUCTION

Education recognizes reading proficiency as vital for academic achievement and lifelong learning. At Senior High School (SHS), reading experiences vary greatly across different subjects. While some students enjoy literature, others struggle with reading difficulties in DIASS that hinder their ability to engage with texts. Gaining insight into their individual viewpoints enhances interventions such Library inside the Bus and improves reading proficiency. Thus, it helps to promote equal access to education for individuals facing difficulties with reading.

In Nigeria, the Mobile Library and Outdoor Readers Hub represents an innovative strategy to address the lack of access to libraries in underserved communities, particularly among children. While specific studies directly addressing this particular initiative are lacking, existing literature on mobile libraries and community-based literacy programs provides relevant insights. Research on mobile library programs suggests that they play a vital role in promoting literacy and fostering a love for reading among children and adolescents, especially in areas with limited access to traditional library. Additionally, the emphasis on facilitating both reading sessions and other constructive activities reflects the holistic approach often seen in successful literacy interventions (UNESCO, 2013).

In the Philippines, it has been noted that during the previous school year, a certain School has been using the Library Hub to strengthen the reading skills of their students through the help of teachers and students. This emphasizes the importance of utilizing the learning materials in our library hubs and promoting the idea that every child can develop good reading habits and skills through increased access to reading materials (Llego, 2014).

Recent investigation in Indonesia by Lestari et al. (2017) found that Senior High School students face reading comprehension challenges—identifying main ideas, finding details, making inferences, references, and understanding vocabulary in context. Contextual vocabulary posed the most difficulty (27%), while finding details (14%) was less problematic. Factors include limited reading, weak vocabulary, text types, question formats, missing strategies, and reading level uncertainty. English teachers should gauge levels, teach effective strategies, and use engaging methods

to nurture English reading. While this study focused on specific aspects, further research can explore more dimensions of comprehension.

Addressing the ongoing challenge of reading deficiency among Senior High School (SHS) students, as highlighted by results from the Philippine Informal Reading Inventory (Phil-IRI), emphasizes the critical importance of improving reading skills for balanced educational advancement and overall growth. The school has implemented requisite reading programs like Project CESAR and reading intervention programs during free time. Recently with the implementation of a library bus program, the goal is to enhance reading levels among participants in Discipline and Ideas in Applied Social Sciences. This cutting-edge program provides a mobile library service that offers a wide range of reading materials and literacy activities customized to students' preferences and reading abilities. By making the library easily accessible to students, obstacles to access are removed, promoting consistent reading habits and nurturing a culture of literacy. By engaging in activities like reading clubs and storytelling sessions, the program fosters a passion for reading, sharpens critical thinking abilities, and broadens knowledge in the field. In the end, the library bus program offers a hopeful chance to tackle reading challenges and assist in the educational and personal development of SHS students in the local community.

1.1 Statement of the Problem

This study investigated the efficacy of the school library bus to the reading difficulties in DIASS of the Grade 12: Humanities and Social Sciences (HUMSS) Students of Maragusan National High School.

Specifically, it sought to answer the following questions:

1. What is the pre-test score among;
 - 1.1 Experimental Group
 - 1.2 Control Group
2. What is the posttest score among;
 - 2.1 Experimental Group
 - 2.2 Control Group
3. What is the pretest and posttest scores among;
 - 3.1 Experimental Group
 - 3.2 Control Group
4. Is there a significant mean difference between:
 - 4.1 pre-test and post-test scores of the control group
 - 4.2 pre-test and post-test scores of the experimental group
 - 4.3 post-test scores of the control and experimental group.

1.2 Hypothesis

The following hypotheses would be raised in the study and will be tested at 0.05 level of significance:

Ho₁ There is no significant mean difference between the pre-test and post-test results of the control and experimental groups.

Ho₂ There is no significant mean difference between the pre-test and post-test results of the control and experimental groups.

Ho₃ There is no significant mean difference between the post-test scores of the control and experimental group.

2. METHODS

2.1 Research Design

This research utilized a pre-test post-test design, a quantitative experimental approach that collected data before and after the implementation of needs-based learning modules, as suggested by Glen (2021). The main goal was to evaluate the effectiveness of the Library Bus in improving the reading skills of Grade 12 HUMSS students in DIASS. As an experimental study, it sought to establish cause-and-effect relationships by comparing the pre-test and post-test results of the participants. Through the analysis of the data using statistical methods, such as paired t-test, the study aimed to determine whether the intervention significantly contributed to the participants' improved reading skills in DIASS. The experimental design allowed for controlled manipulation of variables, which increased the study's internal validity and provided valuable insights into the impact of the School Library Bus on the students' reading development.

2.2 Research Subject

The research involved a total of 180 participants, with 90 students being assigned to the control group and another 90 to the experimental group. The subjects consisted of Grade 12 HUMSS students from Maragusan National High School in Maragusan, Davao de Oro. The researcher employed systematic random sampling to select participants who were available and willing to participate in the study, regardless of their age or gender, but met the criteria to answer the research questionnaires.

In the given scenario, the researcher chose systematic sampling to acquire 180 respondents from a total population of 360 students. First, the total number of students (360) was divided by the desired sample size (180), which resulted in a sampling interval of 2. Then, a random selection was made from the first two students, and every second student was chosen until the required sample size was reached.

Official approval had been obtained from the Department of Education before their involvement, ensuring ethical compliance and protecting the participants' well-being. The process ensured that the rights and privacy of the participants were upheld throughout the study, and their participation was conducted with proper permissions and consent in place. The researcher ensured the integrity and credibility of the study's findings by adhering to ethical guidelines.

2.3 Research Instrument

The instrument in this study is the test questions, the researcher-made with 40 items that are based on the specific lessons to be taken in the first semester. This questionnaire was used for the pretest and posttest which would be validated by experts identified by the Dean of the Graduate School. Table of specifications was prepared to show the distribution of the test questions based on the cognitive level: understanding, comprehension, analyzing, applying, evaluating, and creating.

To identify whether the control and experimental groups were initially equivalent, a pretest was administered. Moreover, the researcher would develop an intervention program which is the school library bus to test the reading capability of the students. The control group would use the traditional method of teaching DIASS while the experimental group would have the visitation to Enhancing Reading Skills inside the School Library Bus. After the intervention, a posttest is administered to find out if there is an increase of the reading performance of the students and to determine which group had significantly learned more.

2.4 Validation of Instrument

The researcher-made questionnaire was checked and validated for the purpose of checking the validity of the instrument. Comments and suggestions about the questionnaire from the validators were followed and revised if there was any. To establish the questionnaire's reliability, the researcher conducted a pilot testing and administered to a group of students who are not included in the experimentation.

2.5 Research Procedure

The following were the data gathering procedures that were employed in this study:

Seeking permission to conduct the study. The dean of graduate school endorsed the researcher to the superintendent of Davao de Oro division through letter. Once approved by the division superintendent, another letter is prepared for the school principal to allow him to conduct this study.

Administration and retrieval of the research instrument. The researcher administered the pre-test to both control and experimental groups, after administering, intervention follows using the school library bus to the experimental group. After weeks of the intervention, the researcher administered the posttest. During the intervention, the researcher keeps a record of activity conducted in the classroom and analyzes the gathered data and discussion would follow.

Collection and tabulation of data. The researcher gathered and tallied all data and submitted it to the statistician for the statistical treatment. Subsequently, the data were subjected to analyses and interpretations.

2.6 Statistical Treatment of Data

The statistical treatment for the experimental study on enhancing reading skills involving the use of school library bus through the computation of the mean, standard deviation, and T-test for relevant variables. Furthermore, the data collected was forwarded to the statistician utilizing the Statistical Package for Social Sciences (SPSS).

Mean (Average). The mean was calculated to determine the average score or value for specific variables, such as participants' pre-test and post-test scores. The mean provided a central point of reference to understand the overall performance, or changes observed in the study.

Standard Deviation. The standard deviation was calculated to measure the dispersion or variability of data points around the mean. It provided insights into the spread of scores and helps assess the consistency or variability of participants' responses to the learning modules.

T-Test. A T-test was conducted to analyze the significance of differences between two sets of data, such as pre-test and post-test scores of participants. The T-test helps determine whether any observed changes are statistically significant or if they could have occurred due to random chance.

3. RESULTS

3.1 Pre-Test Score Among Control Group and Experimental Group

Pretest	Mean	Standard Deviation	P-value	Remarks
Control	18.44	4.55	0.217	Not significant
Experimental	19.24	4.10		

Table 1: Pretest Score Among Control Group and Experimental Group

Table 1 shows data from a study assessing the efficacy of a school library bus intervention designed to address reading difficulties in DIASS among Grade 12 Humanities and Social Sciences (HUMSS) students. The pre-test mean score for the control group is 18.44, 4.55 standard deviation and the p-value that is related is 0.217. It indicates not significant. Moreover, a p-value of 0.217 indicates that there is a 21.7% chance of obtaining the observed difference in mean pre-test scores (or a more extreme difference) between the control group and the experimental group. As the p-value exceeds the standard significance level, the outcome is considered not significant.

Control	Mean	p-value	Remarks
Pre-test	18.44	0.000	Significant
Post-test	25.43		

Table 2: Significant Mean Difference Between Pre-test and Post-test of Control Group

Table 2 presents the results of analyzing the pre-test and post-test scores of the control group. The data from the control group reveals a substantial improvement in performance from the pre-test to the post-test phase of the study. Initially, the mean pre-test score stood at 18.44. However, the post-test mean score significantly increased to 25.43. This notable increase suggests a marked enhancement in the group's performance over the course of the study without having the intervention. Moreover, a p-value of 0.000 indicates that there is an extremely low probability of obtaining the observed difference in mean scores between the pre-test and post-test. This p-value is much lower than the conventional threshold of significance indicating strong evidence to reject the null hypothesis and conclude that there is a significant difference between the pre-test and post-test scores.

Experimental	Mean	p-value	Remarks
Pre-test	19.24	0.000	Significant
Post-test	34.18		

Table 3: Significant Mean Difference Between Pre-test and Post-test of Experimental Group

Significant results of the experimental group's pre- and post-test scores are shown in Table 3 of a study assessing the effectiveness of a school library bus intervention for Grade 12 Humanities and Social Science students at DIASS who struggle with reading. With a mean pre-test score of 19.24 and a corresponding p-value of 0.000 for

the comparison of pre- and post-test scores, the experimental group was statistically significant. The experimental group's mean post-test score was 34.18, which was significantly higher than their mean pre-test score. These findings imply that the Grade 12 HUMSS students in the experimental group's reading skills were significantly improved by the school library bus intervention.

POSTTEST	Mean	p-value	Remarks
Control	25.43	0.000	Significant
Experimental	34.18		

Table 4: Significant Mean Difference Post-test of Control Group and Experimental Group

Table 4 summarizes the significant mean difference in post-test scores between the control group and the experimental group in the study evaluating the effectiveness of a school library bus intervention for Grade 12 Humanities and Social Sciences students with reading difficulties at DIASS. For the control group, the mean post-test score was 25.43, with a p-value of 0.000, indicating statistical significance. For the experimental group, the mean post-test score was 34.18.

These findings suggest that both the control and experimental groups experienced significant improvements in their post-test scores after the intervention. However, the experimental group had a notably higher mean post-test score compared to the control group, indicating that the school library bus intervention had a greater impact on improving the reading abilities of the experimental group compared to the control group. The data above affirm the study of Sokny (2023) on Library on wheels initiatives, such as the one highlighted in the article Library on wheels drives Kampong Chhnang book crazes by that have gained recognition globally as effective means of promoting literacy and enhancing access to reading materials, particularly in underserved communities. Thus, the success of library on wheels initiatives often relies on strong community partnerships and support networks.

4. CONCLUSIONS

In conclusion, the experimental group achieved significant results after the implementation of the school library bus. Both the control and experimental groups exhibited significant improvements from pre-test to post-test, with p-values of 0.000, indicating statistical significance. However, the experimental group showed a larger increase in mean scores (from 19.24 to 34.18) compared to the control group (from 18.4 to 25.43). This suggests that the intervention had a more substantial effect on the experimental group's performance. Additionally, the experimental group had a slightly higher baseline mean score. Despite this, both experimental groups responded positively to the intervention, demonstrating the effectiveness of the implemented measures in enhancing their performance.

5. ACKNOWLEDGEMENT

With deepest gratitude and appreciation, I would humbly give thanks to the following people who have been very helpful and supportive in my research from the beginning to its completion.

To my HUMSS Students who have been my respondents for this study, for your genuine and honest cooperation which made this study possible.

To my friends, classmates and colleagues on this journey, for your support and help as well as your encouragement in times of challenges. Special thanks to Sir Winson L. Almerida who helped me a lot in collecting information and data and guiding me in doing this research despite the busy schedules.

To my adviser, Dr. Dhan Timothy M. Ibojo along with my professors and panelists of this endeavor, namely: Dr. Elizabeth D. Dioso, Prof. Elenita III R. Doronio and the head of the ACN Graduate School, Dr. Roel P. Villocino for giving me this golden opportunity to do this wonderful research topic. It was a great privilege and honor to work and study under your guidance.

To the Division of Davao de Oro headed by Ma'am Cristy C. Epe, CESO VI and the Maragusan National High School headed by Dr. Paciano M. Resuena, Jr. for allowing me to conduct this study within the school premises.

To my parents who always have their backs in taking care of my children while I was busy conducting my study.

To my loving husband, Danjo, who is always sympathetic in moral or in financial aspect throughout the making of this study. I am also grateful for his words which inspires me and serves as my motivation in pursuing this journey. Also, to my children, Dana and Cali for the smiles to restore my energy when it was so tiring.

Above all, thanks to our Almighty God for his spiritual guidance and showers of blessings throughout the research expedition. You have given me the strength to go on when it seems to be impossible to complete this endeavor. I praise and worship you, O Lord.

6. REFERENCES

- [1]. Akyol, H., & Garrison, W. (2011). Coping with dyslexia: The reading strategies of university students with dyslexia. *Journal of Learning Disabilities*, 44(5), 456-466. doi:10.1177/0022219410391151
- [2]. Akyol, M., & Baştuğ, M. (2015). Yapılandırılmış akıcı okuma yönteminin üçüncü sınıf öğrencilerinin akıcı okuma ile okuduğunu anlama becerilerine etkisi. *Trakya University Journal of Social Science*, 17*(1).
- [3]. Al Odwan, T. A. A. H. (2012). The effect of the directed reading thinking activity through cooperative learning on English secondary stage students' reading comprehension in Jordan. *International Journal of Humanities and Social Science*, 2(16), 138–151.
- [4]. Alderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
- [5]. Allington, R. L. (2002). What I've learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers. *Phi Delta Kappan*, 83(10), 740-747.
- [6]. Armbruster, B. B., Lehr, F., & Osborn, J. (2010). *Put reading first: The research building blocks for teaching children to read* (3rd ed.). Developed by the Center for the Improvement of Early Reading Achievement (CIERA). Washington, DC: The National Institute for Literacy (NIFL).
- [7]. Bakken, J. P. (2011). Coping strategies and self-concept of adolescents with reading disabilities. *Learning Disability Quarterly*, 34(1), 59-69. doi:10.1177/0731948710380809
- [8]. Bales, K. (2018). *How to Assess and Teach Reading Comprehension*. Retrieved from <https://www.thoughtco.com/reading-comprehension-4163099>
- [9]. Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.
- [10]. Caraig, R. V., & Quimbo, M. A. T. (2016). Assessing reading comprehension difficulties in core science subjects of senior high school students in a private school in Calamba City, Philippines. *International Journal of Curriculum and Instruction (IJCI)*. Retrieved from <http://creativecommons.org/licenses/by-nc-nd/4.0/>
- [11]. Caraig, R. V., & Quimbo, M. A. T. (2022). Assessing reading comprehension difficulties in core science subjects of senior high school students in a private school in Calamba City, Philippines. *International Journal of Curriculum and Instruction*, 14(3), 1983-2010.
- [12]. Chen, X. (2016). *Remedial coursetaking at U.S. public 2- and 4-year institutions: Scope, experiences, and outcomes* (NCES 2016-405). Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>
- [13]. Chea Sokny. (2023). Library on wheels drives Kampong Chhnang book crazes. *The Phnom Penh Post*. Retrieved from <https://www.phnompenhpost.com/national-post-depth/library-wheels-drives-kampong-chhnang-book-crazes>
- [14]. Doğanay Bilgiç, H. G., & Kutlu, M. (2020). Coping strategies used by students with reading disabilities in higher education. *Journal of Learning Disabilities*, 53(2), 123-135. doi:10.1177/0022219420908252
- [15]. Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*, 34(3), 338-355. <https://doi.org/10.1598/RRQ.34.3.2>
- [16]. Eslit, E. R. (2017). English language proficiency skills: Towards a progressive speech improvement program. St. Michael's College. <https://doi.org/10.13140/RG.2.2.23489.45920>
- [17]. Fata, I. A., & Mutia, N. (2017). "Watching English Movie Helps Me!" Language Exposure and Metacognitive Awareness on TOEFL. *Lingua Cultura*, 11(1), 7-12.
- [18]. Fitrisia, D., Tan, K.-E., & Yusuf, Y. Q. (2015). Investigating metacognitive awareness of reading strategies to strengthen students' performance in reading comprehension. *Asia Pacific Journal of Educators and Education*, 30, 15–30. Retrieved from [http://eprints.usm.my/34764/1/APJEE_30_Art_2_\(15-30\).pdf](http://eprints.usm.my/34764/1/APJEE_30_Art_2_(15-30).pdf)
- [19]. Gediki, O., & Akyol, H. (2022). Reading Difficulty and Development of Fluent Reading Skills: An Action Research. *International Journal of Progressive Education*, 18(1), 22. Retrieved from <https://www.inased.org/ijpe-article/view/reading-difficulty-and-development-of-fluent-reading-skills-an-action-research>
- [20]. Green, L., & Roth, K. (2013). Increasing inferential reading comprehension skills: A single case treatment study. *Canadian Journal of Speech-Language Pathology and Audiology*, 37, 228–239.

- [21]. Gunn, J. (2018). The lifelong impact of illiteracy. Retrieved from <https://education.cuportland.edu/blog/classroom-resources/illiteracy-impacts>
- [22]. Guo, Y., & Roehrig, A. D. (2011). Roles of general versus second language (L2) knowledge in L2 reading comprehension. *Reading in a Foreign Language*, 23(1), 42–64. Retrieved from <https://pdfs.semanticscholar.org/3f09/d09c92688d3ad9e063123260e7986d499f04.pdf>
- [23]. Hertz, L. (2018, August 24). How can we reverse the steady decline of reading by teens? *Star Tribune*. Retrieved from <http://www.startribune.com/bookmark-the-sad-news-aboutteens-and-the-steady-decline-of-reading/491584741/>
- [24]. International Dyslexia Association. (2018, April 4). Scarborough's Reading Rope: A Groundbreaking Infographic. Retrieved October 4, 2022, from <https://dyslexiaida.org>
- [25]. Jabbari, M. J., & Golkar, N. (2014). The relationship between EFL learners' language learning attitudes and language learning strategies. *International Journal of Linguistics*, 6(3), 161–167. doi:10.5296/ijl.v6i3.5837
- [26]. Jang, B. G., & Henretty, D. (2019). Understanding multiple profiles of reading attitudes among adolescents. *Middle School Journal*, 50(3), 26–35. <https://doi.org/10.1080/00940771.2019.1603803>
- [27]. Llego, M. A. (2014). Reading Enhancement of Our Learners through Utilization of the Library Hubs [Blog post]. *TeacherPH*. Retrieved from <https://www.teacherph.com/reading-enhancement-of-our-learners-through-utilization-of-the-library-hubs-by-mark-anthony-llego>
- [28]. Kemendikbud. (2014). *Silabus Kurikulum 2013 Revisi 2014: Silabus Bahasa Inggris SMA*. Jakarta: Kemendikbud.
- [29]. Kırmızı, F. S. (2011). The relationship between reading comprehension strategies and reading attitudes. *Education*, 3–13, 39(3), 289–303. doi:10.1080/03004270903514320
- [30]. Klassen, R. M. (2002). The coping strategies of elementary students with dyslexia. *Journal of Learning Disabilities*, 35(6), 536–545. doi:10.1177/00222194020350060301
- [31]. Klassen, R. M., & Lynch, S. L. (2007). Coping strategies of children with reading disabilities: A qualitative study. *Exceptional Children*, 73(4), 391–416. doi:10.1177/001440290707300402
- [32]. Klassen, R., & Lynch, S. (2013). Coping strategies of students with dyslexia in higher education. *Dyslexia*, 19(1), 30–48. doi:10.1002/dys.1459
- [33]. Lestari, R. P., Fitriani, S. S., & Erdiana, N. (2017). Reading Comprehension Difficulties Encountered By Senior High School EFL Students. *Research in English and Education (READ)*, 2(2), 110–118. <https://doi.org/10.1177/001440290707300402>
- [1]. Leu, D. J., Kinzer, C. K., Coiro, J., & Cammack, D. W. (2007). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. *Theoretical Models and Processes of Reading*, 5(10), 1570–1613.
- [33]. Mancilla-Martinez, J., Kieffer, M. J., Biancarosa, G., Christodoulou, J. A., & Snow, C. E. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the simple view. *Reading and Writing*, 24, 339–354. doi:10.1007/s11145-009-9215-5
- [34]. Manlapig, M. (2020). What's to blame for the low reading comprehension of the Filipino youth? Retrieved from <https://www.cnn.ph/life/culture/2020/4/21/reading-comprehensionproblem.html>
- [35]. Marzano, R. J. (2013). *The art and science of teaching the Common Core State Standards*. Learning Services Marzano Center Teacher and Leader Evaluation. Retrieved from http://www.marzanocenter.com/files/Robert_Marzano_Common_Core_handout_201306
- [36]. McLeod, S., & Guy-Evans, O. (2024). Constructivism Learning Theory & Philosophy Of Education. Retrieved February 1, 2024, from <https://www.simplypsychology.org/constructivism.html>
- MEB. (2014). *Çocuk Gelişimi ve Eğitimi Öğrenme Güçlüğü Modülü*. Ankara: Milli Eğitim Bakanlığı.
- [38]. Meron, N. (2018). How poverty affects education in the Philippines. Retrieved from <https://www.truevolunteer.org/how-poverty-affects-education-in-the-philippines>
- [39]. Mutiana, N. B., Pundenswari, P., Nurlita, M., & Kania, I. (2020). The effectiveness of mobile library services socialization in improving reading interest in Kabupaten Garut. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.201021.039>
- [40]. National Center for Education Statistics. (2015). *National assessment of educational progress*. Retrieved from <https://nces.ed.gov/nationsreportcard/>
- [41]. Noble, J. P., Roberts, W. L., & Sawyer, R. L. (2006). Student achievement, behavior, perceptions, and other factors affecting ACT scores. Retrieved from <http://files.eric.ed.gov/fulltext/ED510477.pdf>
- [42]. Nordin, N. M., Rashid, S. M., Zubir, S. I. S. S., & Sadjirin, R. (2013). Differences in reading strategies: How ESL learners really read. *Procedia*, 90, 468–477. doi:10.1016/j.sbspro.2013.07.116
- [43]. OECD. (2018). *PISA 2018 draft analytical frameworks*. Retrieved from <https://www.oecd.org/pisa/data/PISA-2018-draft-frameworks.pdf>

- [44]. Pearson, P. D. (1993). A cognitive basis for reading disability. *Journal of Research in Reading*, 16(1), 16-32. <https://doi.org/10.1111/j.1467-9817.1993.tb00002>.
- [45]. READ Alliance. (2017). How a 'Library on Wheels' is inspiring and creating a generation of Readers. READ Alliance. <https://medium.com/@readalliance/how-a-library-on-wheels-is-inspiring-and-creating-a-generation-of-readers-99970bdaae4f>
- [46]. Roe, B., Smith, S. H., & Burns, P. C. (2005). *Teaching Reading in today's Elementary School* (ninth edition). Belmont: Wadsworth Publishing Company.
- [47]. Roe, B., Smith, S. H., & Burns, P. C. (2005). *Teaching Reading in Today's Elementary School* (ninth edition). Belmont: Wadsworth Publishing Company.
- [48]. Sariçoban, A. (2002). Reading strategies of successful readers through the three phase approach. *The Reading Matrix*, 2(3), 1–16. Retrieved from <https://bit.ly/2ApIBw5>
- [49]. Searfoss, L. W., Readene, J. E., & Mallette, M. H. (2001). *Helping children learn to read: Creating a classroom literacy environment*. USA: Pearson.
- [50]. Shanahan, T. (2005). Effective instruction in reading comprehension. *The Journal of Educational Research*, 98(3), 87-98. <https://doi.org/10.1080/00220671.2005.10782567>
- [51]. Shehu, I. (2015). Reading comprehension problem encountered by foreign language students, case study: Albania, Croatia. *Academic Journal of Interdisciplinary Studies*, 4(1), 91-96.
- [52]. Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. *System*, 29(4), 431–449. doi:10.1016/S0346-251X(01)00039-2
- [53]. Smith-Spark, J. H., & Fisk, J. E. (2007). The coping strategies of university students with dyslexia: An international study. *Dyslexia*, 13(3), 212-225. doi:10.1002/dys.337
- [54]. Türkyılmaz, M. (2015). The relationship between reading attitude, metacognitive awareness of reading strategies, personality and self-regulation: A study of modeling. *Education*, 136(1), 11–18. Retrieved from <https://bit.ly/2LDca2u>
- [55]. UNESCO. (2013). *Mother and child education programme (MCEP). Country profile: Nigeria*. Retrieved from www.unesco.org/ui/litbase/?menu=9&programme=14
- [56]. Ventic, J. M. N., & Eslit, E. R. (2018). *Reading Fluency, Comprehension, and Vocabulary Competence of Senior High School Students: Basis for Reading Enhancement Program*.
- [57]. Yıldız, M. (2019). *Kelime Hazinesi ve Anlama Becerilerinin Geliştirilmesi*. In H. Akyol & A. Şahin (Eds.), *Türkçe Öğretimi* (pp. 129-179). Ankara: Pegem Akademi.
- [58]. Yılmaz, M. (2008). Kelime tekrar tekniğinin akıcı okuma becerilerini geliştirmeye etkisi. *Journal of Turkish Educational Sciences*, 6(2), 323-350.
- [59]. Zuhra. (2015). *Senior high school students' difficulties in reading comprehension*. (Unpublished Bachelor's Thesis). Almuslim University, Bireun.
- [60]. Zuhra. (2015). *Senior high school students' difficulties in reading comprehension*. (Unpublished Bachelor's Thesis). Almuslim University, Bireun.