

# THE EFFECTIVENESS OF CARTER AND LONG'S PERSONAL GROWTH MODEL IN ENHANCING READING COMPREHENSION AMONG GRADE 5 PUPILS

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## ABSTRACT

*This study was conducted to determine the effectiveness of Carter and Long's Personal Growth Model in improving the reading comprehension of the Grade 5 pupils at Poo Elementary School. This study employed a quasi-experimental design, where a researcher-made instrument that underwent validity and reliability was used to collect data. The study's results revealed that the control group's pretest scores did not meet the expected standard, whereas the experimental group performed satisfactorily. The pretest scores differ significantly between the two groups. Moreover, the results revealed that the control group had a consistent performance, where they failed to meet the expectations based on the post-test scores between the two groups. Based on the K-12 Grade Percentage description, the experimental group's post-test scores were deemed outstanding after the intervention. In addition, the difference in results between the pretest and post-test scores differ significantly. Furthermore, it was observed that the students' interest increased after the intervention as they carried out their responses, and the teaching and learning process became more interactive and engaging. The study found that choosing stories must stimulate learners' interests and increase their comprehension. Further, teachers should provide and expose students to various reading activities, including effective reading comprehension techniques, to improve the learners' skills and make the teaching and learning process engaging, interactive, and interesting. These led to the enhancement of the learners' skills, especially their comprehension skills.*

**Keyword:** *Carter and Long's Personal Growth Model, during reading, post reading, pre-reading, reading process, teaching approach*

## 1. INTRODUCTION

Reading is a constant process that must be improved through practice. Students can enhance their reading skills by practicing techniques or strategies that help them understand English passages (Johnson 2008). However, there are students from other countries, as well as in the Philippines, who are having difficulty comprehending.

A study by Tomas, Villaros, and Galman (2021), states that many Filipino students lack the reading style necessary for achievement at school. Reading is one of the areas where most fifteen-year-old pupils in the Philippines scored worse than students in the majority of other countries who participated in the Programme for International Student Assessment (PISA) in 2018. Among all PISA-participating countries, only the Philippines had a high percentage of low scorers, where 80% of students did not meet the nominal reading ability requirement. The pupils' poor performance in English, Mathematics, and Science was due to their lack of fundamental reading and comprehension skills. These statements were similar to Satriani's (2018) study that most students' difficulties with reading comprehension at the University of Islam Riau in Indonesia are caused by a lack of motivation to read, a lack of reading skills, and reading material that is too difficult to understand. They also stated that the students complained about studying hard to remember what they had just read, being unfamiliar with the reading material, and grammatical complexity.

Like the other subjects, the English text is one of the subjects that is hard to master. Sad to say, some readers, particularly intermediate learners, have poor skills in comprehending English passages that result; most

elementary teachers are struggling and addressing this issue (Zhang, 2010). According to Miftah (2013), students who do not have a good foundation in reading comprehension grapple to read and confine to a cycle of failure. They become like this because reading is a challenging skill for students to master. On the other hand, the students may find it easy to read and understand English passages if they are led, corrected, exposed, and given reading materials or activities that could help them grasp and develop the skills needed for reading with comprehension (Miftah, 2013). Nonetheless, reading comprehension is one of the necessary skills for students to enhance and allows them to think critically, analyze and communicate their understanding skills based on the materials they read (Paris, Lipson, and Wixson, 2015).

As a result, the researcher decided to undertake action research to address the problem of students comprehending English passages and presents a solution by the Carter and Long's Personal Growth Model using three phases of reading as an alternative method to improve pupils' reading comprehension.

## 2. REVIEW OF RELATED LITERATURE

Reading comprehension is regarded as the essence of reading as it describes the process of effectively understanding the meaning of written texts (Gonzales, 2017). The standards of this modern literacy require students to self-modify, self-managed, and self-monitor to become strategic learners which can select important details from the text, develop logical thought, and incorporate critical thinking on the text while reading (Billmeyer, 2004). In this case, teachers may provide and expose students to a variety of reading activities, including effective reading comprehension techniques (Alfallaj, 2011). Reading comprehension is important not only for school learning, but also for general learning, academic success, and job success (Chantman, 2015). Furthermore, comprehension is a challenging task that necessitates the coordination of numerous cognitive skills and abilities (Oakhill, Cain, and Elbro, 2014).

### 2.1 The Importance of Reading Comprehension

According to DeBruin-Parecki (2015), modern literacy standards are not only limited to self-modification, self-management, and self-monitored but also reading enables students to become self-sufficient in comprehending complex text structures while improving academic and professional skills. Successful readers have a higher level of comprehension because they can connect disparate ideas, understand complex concepts, and reflect on the information as they read. On the contrary, this cannot be accomplished if there are factors that could jeopardize the student's learning success (Jingblad and Johansson, 2017) and the learner's inability to comprehend effectively may hinder the students' ability to learn, retain what they read, and reap its purpose – understanding, while also harming the school where they graduated due to their reading performance at their workplace (Sloat, Beswick, and Wilms, 2007). Meanwhile, Woolley (2011) also added that reading difficulties harm many aspects of students' lives, including their educational progress, self-esteem, attitudes toward reading and learning, motivation to read, career choices, socioeconomic status, and future reading success expectations. As a result, to improve students' comprehension abilities, educators must implement educational strategies that encourage the critical thinking of the learners (Javed, 2015).

There have been many effective reading comprehension techniques that must be practiced to improve students' comprehension (Pressley, Johnson, Symons, McGoldrick and Kurita, 2000). Thus, teachers must implement adequate reading strategies to improve comprehension skills and facilitate critical thinking in understanding complex texts to improve comprehension skills and reflection (Alenizi, 2019). In accordance with Glenberg (2017), reading interventions in the classroom enable students to engage in critical reflection and text comprehension, as well as the used of logic to generate adequate comprehension responses. DeBruin-Parecki et al. (2015) considered reading itself as a strategy to encourage the readers to obtain related information from texts, improve their academic vocabulary, and engage in critical thinking. However, reading comprehension is complicated by the presence of cognitive, linguistic, and sociocultural variables, making it difficult for teachers to develop an effective reading strategy (Ismail & Tawalbeh, 2015).

Yet the effectiveness of reading strategies were widely acknowledged, teachers must also recognize the significance of reading engagement because engagement was the result of a variety of strategies, including mental dispositions known as 'Habits of Mind' (HoM) (Costa and Bena, 2008). Impulse control, empathic listening, rational and flexible thinking, and persistence are examples of Habits of Mind (Abdelhalim, 2017). These factors were considered to be important in helping students develop effective problem-solving skills by allowing them to ask the right questions, reflect on available information, and think constructively (Abdelhalim, 2017). The main goal of HoM was to promote interaction between students and reading material, revitalize

reading objectives in language courses, and assist students in developing HoM skills in reading practices (Costa and Kallick, 2008). Teachers also emphasize collaborative reading practices to provide students with an effective way to engage in their social environment while developing their comprehension skills. An appropriate social environment that can improve reading comprehension includes literature circles, group discussions, reading apprenticeships, book clubs, and author analyses while reading and engaging with texts. These activities could help to encourage students to engage in interpretive discussions and use critical reflection (Hintun, Suh, and Colon-Brown, 2016).

However, Roomy & Alhawsawi (2019) stated that when students reflect and think about questions in a complex text, using a discussion-based reading model to engage them in shared inquiry results in effective cognition stimulation. It has been proposed that reading engagement was required for students to develop attentiveness, which eventually leads to high student performance in reading comprehension. The context of engagement was to keep the readers cognitively and behaviorally active. Therefore, measuring readers' engagement should include a balance of interest, self-regulation, motivation, reading attitude, and involvement with the text (Wolley, 2011).

## 2.2 Factors Affecting Reading Comprehension

Comprehension is referred to as the ability to respond appropriately to textual information (Glenberg, 2017). It is one of the skills in learning and acquisition that students must master because it necessitates complex activity involving memory to construct and comprehend its meaning (Gilakjani and Ahmadi, 2011). However, there are some factors that may influence one's learning.

There are many studies indicating that the students' reading comprehension was affected by several factors. In an international context, according to the study by Cain (2004), reading comprehension is a complex process that involves many other skills (as cited in Iqbal, Noor, Muhabat, and Kazemian, 2015). Numerous factors influence the reading comprehension process and these factors are related to the text, context, work, and the reader (Snow, 2002). Vocabulary was another important factor that influences reading comprehension (Bauman, 2009). This was supported by Kiew and Shah (2020) that motivation, prior knowledge, and vocabulary are the common factors among Level 2 Primary School ESL Learners at the University of Kebangsaan, Malaysia.

Rubin and Opitz (2007) distinguished educational and non-educational factors that may influence learners' reading performance. Educational factors were those aspects under the control of the educational system that influence learning, for example, the teaching method, instructional time, and school environment. Non-educational factors were those that are outside of the educational system's control and cannot be influenced by it, such as home environment, understanding, motivation, and prior knowledge. Mohammed and Amposah (2018) confirmed that those factors mentioned are the most common issues that students and teachers are facing. They also added that lack of confidence to practice how to read in class, poor motivation from teachers and parents to help develop the interest of the pupils in reading, lack of pre-reader books in school and at home, lack of library, teachers inadequate knowledge on phonemic awareness strategy of teaching reading, lack of reading clubs and lack of reading competition among the pupils in the school are hindrances in the development of students' reading comprehension skills.

There are also factors associated with student reading comprehension that have a significant impact on children's reading comprehension achievement, such as the student's individual, family, and teacher factors (Wu and Valcke, 2019). Some factors, according to Dennis (2008), influence reading comprehension skills. They are the reading text's complexity, environmental influences, anxiety during comprehension, interest, and motivation, decoding or word recognition speed, and medical problems. Suwanaroa (2021) mentioned several influential factors or issues. Grammar, vocabulary difficulty, comprehension, personal experiences, and the student's attitude toward reading are examples of these. He also mentioned the difficulties that students face in reading comprehension, the majority of which are spelling, identifying the main idea, recognizing plot and generic structure, word analyses, translation, boredom, and being unable to enjoy their reading class. It was also added the factors that lead to success or failure on the test performance of the students. Machucho (2018) added that overall intelligence, familiarity of testing materials, ability to focus, statement of mind, socioeconomic factors and other factors such as class size.

However, there are factors in the Philippine setting that may affect the learner's reading comprehension. According to Torres (2021), strategy of the teachers, home-related factors, learners who did not read reading materials at home or school, and learner-related factors all have an impact on students' reading comprehension skills. Home-related factors have a large impact on learners' reading comprehension in her study as evidenced by respondents whose parents only completed elementary school. If the parents, on the other hand, have a good



educational background it will be easier for them to guide and assist their children in their academic difficulties, particularly in reading. Similarly, a parent's demographic profiles and statuses, such as occupation, income, age, gender, and so many more are factors related to home. In addition, another factor mentioned in her study was learners' reading comprehension skills suffer when they do not read reading materials at home or school which was supported by Camosa (1987) and De Leon (2009). According to them, exposing children to reading materials has a significant impact on their reading habits and interests. Students who read every day help to develop their skills specifically in comprehending the English texts. Furthermore, the last factor is learner-centered factors. Learner-related factors like prior knowledge, comprehension, and motivation were low. It can cause problems for students and made a barrier to students' learning specifically their reading comprehension.

Along with these factors, Estremera and Estremera (2017) identified additional factors influencing students' academic performance and achievement at school. They discovered that pupils, language, teacher, school head, home, and community were the factors influencing students' reading comprehension. The pupil factor was influenced by nutritional status, a lack of motivation to read, selective reading of the story and essays, poor study habits, and absenteeism. The language was influenced by students' poor/limited vocabulary, poor grammar and spelling, low comprehension level, unfamiliar words in the selected stories, and students' lack of immersion in English. Teacher factors include a lack of appropriate reading strategies and approaches, a lack of skills in preparing reading materials, overlapping teaching loads, and extra functions. School heads' factors could be rooted in a lack of seminars in teaching reading or an incompetent supervisory scheme, while teacher factors included class size, a lack of catchy reading materials, and a substandard and inadequate learning environment. There are no follow-ups at home, less motivation for parents and siblings to study, parents with low educational background, students forced to work for extra money, and a lack of reading materials at home. On the other hand, these factors are contradicted by Yang (2016). According to his study, situational and individual factors were affecting the reading comprehension of the students.

The COVID-19 pandemic has had widespread ramifications, including in education. As educators transitioned from traditional face-to-face learning to digital platforms for remote teaching, many challenges arose, including limited technology and internet, limited time to prepare, and low student participation, necessitating quick solutions and changes in procedures to provide equitable and appropriate remote learning to all students (Huck and Zhung, 2021). Even though the technology was useful during the pandemic (Dhawan, 2020), teachers, students, parents, and other relevant educators were faced with numerous challenges for which they were unprepared (Chakraborty, 2020). Despite the challenges, it was revealed that students' academic performance does not affect by the pandemic. It greatly showed that students' greater interest was evident since the teachers used instructional strategies in lined with the new learning modality. This was also supported by Hammerstien, Konig, Dreisorner and Frey (2021), that due to the abundance of issues, many researchers stated that COVID-19 pandemic doesn't affect the reading performance of the students. It was indicated that the pandemic had a negative effect on students. It was revealed that there are no differences in reading comprehension and self-determined reading motivation of students who attended during and before pandemic. The result contradicted that assumption that the pandemic-driven shift to distance learning would inevitably impair students' achievements and self-motivation (Thomas, 2021).

Furthermore, a learner's performance on a test can be influenced by several factors. Panic, carelessness, lack of focus, excessive anxiety, an inadequate diet, low motivation, and a negative attitude are examples of these symptoms (Test Performance, 2000). It was also added by Bukhsh and Rasul (2011) that extrinsic factors, intrinsic factors, personal factors, and miscellaneous factors. Regular studying, self-motivation, punctuality, regular class attendance, hard work, and interest in a subject, on the other hand, were discovered to be student factors that contribute to an improvement in academic performance.

In conclusion, based on the studies mentioned above are the common factors that possibly affect the learning of students specifically in comprehending English texts or passages in both international and national contexts.

### 2.3 Approaches in Reading Comprehension

Every reader's goal was to comprehend what they read (McKown and Barnett, 2007). According to Block and Israel (2005), there are reading strategies that can be used and taught by teachers in class to help students improve their reading comprehension. Those effective strategies are prediction, making connections, visualizing, inferring, questioning, and summarizing for improving reading comprehension. Moreover, modeling through the think-aloud process, group practice, partner practice, and independent approach are other strategies that can also help the students to enhance their reading comprehension skills (Duke and Pearson, 2005).

Predicting is one strategy for improving comprehension as it allows the reader to set a reading goal (McKnown and Barnett, 2007). This strategy also allows for increased student interaction and improves student interest, and understanding of the text (Oczkus, 2003). A crucial step in the prediction process was comparing the prediction to the outcome in the actual text. Improving the student's comprehension is pointless if this aspect of the prediction process is missing (Duke and Pearson, 2005). There were approaches for teaching prediction that can be utilized in the teaching and learning process. This was teacher modeling, predicting throughout the text, with partners, with a graphic organizer, or using post-it notes throughout the text. The teacher can also include the title, table of contents, images, and keywords as one prediction strategy. Another effective prediction strategy is to have students see specific points in the text, then evaluate and revise their predictions as needed (Teele, 2004).

Along with Block and Israel (2005), good readers make predictions and form ideas as they read by drawing on their previous experiences and knowledge. Making connections strategy could be taught using comparisons, teacher modeling, graphic organizers, think-pair-share, and teacher questioning. The students can make text-to-self connections, draw, make a chart, or write. Teachers may ask students if they have ever experienced anything similar to the textual events (McKnown and Barnett, 2007). Through this, students can make text-to-text connections by drawing, charting, writing, and using graphic organizers. These text-to-text connections may be based on how the story's characters interact with one another or how story elements relate between stories. To make text-to-world connections, students can draw, make a chart, write, or use graphic organizers which can be made by comparing characters from a story to characters from today, or by comparing the text's content to the world today (Teele, 2004).

Another strategy that can be used by teachers and readers to understand text was visualization (Adler, 2001). Visualization requires the reader to create an image of what is read. This image is remembered by the reader as a representation of the reader's interpretation of the text (National Reading Panel, 2000). Students can put their visualization strategy into practice by writing and drawing or drawing and writing. Moreover, the students were asked to visualize the settings, characters, and events in a story.

Inferring is all about reading between the lines. According to Serafini (2004), in this approach, the students can form their own opinions based on their knowledge and information from the text, can conclude, predict outcomes, and identify underlying themes using inference. Text information is used to generate meaning, while images are used to generate meaning (Harvey & Goudvis, 2000). Inferences from the illustrations, graphs and book titles can be taught to students. In addition, one method for inferring is to keep a double-entry notebook. Students can keep track of their ideas in one column and textual evidence in the other.

Questioning is a strategy and process that readers use before, during, and after reading (McKnown and Barnett, 2007). The questioning process requires readers to ask themselves questions to construct meaning, improve understanding, find answers, solve problems, find information, and discover new information (Harvey and Goudvis, 2000). Teachers must ask students questions both during and after reading a passage. Students are instructed to return to the text to find answers to questions. Teacher's model and students practice distinguishing between literal questions, inferred, or based on the reader's prior knowledge. Children are taught to generate questions while reading and to evaluate questions as literal, inferential, or based on prior knowledge. Using the student-generated questioning strategy, text segments are integrated, thereby improving reading comprehension (National Reading Panel, 2000).

The last strategy in reading comprehension was summarizing. Summarization requires the reader to determine what is essential while reading and to shorten the information in the reader's own words (Adler, 2001). Teacher modeling and student practice of the summarization process had been shown to improve students' ability to summarize text and improve text comprehension. Students can be taught to identify main ideas, connect main ideas, eliminate redundant and unnecessary information and remember what they read using the summarization strategy.

## 2.4 Significance of Personal Growth Model to Reading Comprehension

The personal growth model was essential and beneficial for improving reading comprehension because the majority of the students' problems were a lack of motivation, interest, and reading habits. This model could help them change their minds about reading by developing a taste and appreciation for the texts (Zafeiriadou, 2004). Furthermore, to gain comprehension, this model required students to appreciate and evaluate what they have read (Benegas, 2010). It is important as it enables students to improve their skills specifically comprehension, personality, and emotions by connecting and responding to issues in the community (Hwang and Embi, 2007)

and encourages students to love and enjoy reading for personal development that will not last in the school but also to their homes (Aydin, 2013). Also, encouraged students to interact with their fellow students and teachers, share feelings and opinions, motivate readers, and develop a sense of accomplishment once they understand a piece of value (Clanfield, 2003).

The model was significant because it makes teachers facilitate the transmission of knowledge. It encourages and assists students in reading and appreciating texts, eventually promoting emotional and psychological growth. It also motivated the students by selecting engaging learning materials and interactive group experiences (Zafereiadou, 2004). According to Perez and Tenorio (2013), the Personal Growth Model was functional in the classroom and recommended for use in teaching elsewhere and with other learners because more discussions and better responses were observed (Hammad, 2017).

### 3. METHODOLOGY

#### 3.1 Research Design

The present study used a quantitative type of research particularly a quasi-experimental design that aimed to determine the effectiveness of one of the comprehensive teaching models, namely the Carter and Long's Personal Growth Model in improving the reading comprehension skills of the Grade 5 pupils, who were divided into two groups and labeled as experimental and control groups. Its goal was to determine whether the model was effective or not by utilizing the three stages of reading and whether the pupils contributed or progressed in terms of their comprehension skills. It also aimed to detect significant differences between the experimental and control groups, if any exist.

#### 3.2 Research Instrument

The data collection of this study was solely based from the researcher-made quantitative instrument mainly the pretest-posttest questionnaires. The questionnaires used undergone reliability and validity through the conduct of pilot test in Alegria Intergrated School before administering it to the actual respondents of the research study in Poo Elementary School. The content of the questionnaires was anchored to a specific English reading comprehension lesson.

#### 3.3 Respondents of the Study

The target population for this study was 16 pupils from the Fifth grade of Poo Elementary School in San Vicente, Cateel, Davao Oriental. The Grade 5 class consisted of ten boys and six girls aged between 10 to 12 years old who are current students and bonafide San Vicente residents. The use of whole populations as a sampling method was a purposive method. Due to the limited face-to-face learning modality, the 16 participants were divided into two separate sessions. The eight students from the morning session were assigned to the experimental group, while the remaining eight students from the afternoon session were allowed to be in the control group. The researcher used a coin toss to determine which period was in which groups.

### 4. RESULTS AND DISCUSSION

This chapter includes a detailed presentation of study results and answers the statement of the problem stated in Chapter 1. The findings are organized under the following major subheading: level of pre-test scores, the significant difference in the pre-test scores between the control and experimental groups, level of post-test scores, the significant difference in the post-test scores between the two groups, and the significant difference on pre-test and post-test scores.

#### 4.1 Level of Pre-Test Scores between the Control and Experimental Groups

The levels of pre-test scores were compared between the control and experimental groups using descriptive statistics: mean and standard deviation. The mean values, standard deviations, and interpretations were shown in table 1.

**Table 1:** Level of pretest scores between the control and experimental groups



Group	Total Score	Standard Deviation	Mean	Grade Percentage	Remarks
Control	10	2.00	4.37	71.85	Did Not Meet Expectation
Experimental	10	1.28	6.75	83.75	Satisfactory

Table 1 show that the control group did not meet the expectation. The result was synonymous with the study of Rahimipour (2019), where the experimental group outperformed the control group by a significant margin. However, some factors might have influenced their reading comprehension process and why they did not meet the expected standards. These factors are maybe related to the text, context, work, and the reader (Snow, 2002). Aside from Rahimipour (2019) and Snow (2002), some researchers supported the idea. Rubin and Opitz (2007) affirmed that educational and non-educational factors that may influence learners' reading performance. These educational factors are those aspects under the control of the educational system that can affect learning like teaching method, instructional time, and school environment. Non-educational factors are those that are outside of the educational system's control such as home environment, understanding, motivation, and prior knowledge. Moreover, there was another reason that may affect the skills of the learners including the transition of the learning modalities from modular to limited face-to-face learning modality since the students were still adjusting (Chakraborty, 2020). In this case, teachers may provide and expose students to a variety of reading activities, including effective reading comprehension techniques to improve the skills of the learners (Alfallaj, 2011).

#### 4.2 Significant Difference on the pre-test Scores between Experimental and Control Group

The difference in pre-test scores between the experimental and control groups was computed and tabulated to determine the difference. T-test was used to analyze and estimate the difference in the pre-test scores between the two groups.

**Table 2:** Mean comparison between pre-test scores of control and experimental group

Group	Mean	Standard Deviation	t-value	p-value	Interpretation
Control	4.37	2.00	-2.832	0.013	pre-test scores between the two groups differ significantly
Experimental	6.75	1.28			

Based on the results, it was revealed that the pre-test scores between the two groups differ significantly. Pre-testing was designed and given to assess learners' baseline knowledge at the start of the discussion (Salkind, 2010). The purpose of the pre-test was to identify the learners' problems and the student's ability to perform tasks and orient students on the coverage of the material (Berry, 2008). The result revealed that in the pre-test scores of both groups, the control group got the low scores. The learners' performance of the control group, however, may be affected by several factors, such as panic, carelessness, lack of focus, excessive anxiety, an inadequate diet, low motivation, and a negative attitude (Test Performance, 2000). It was supported and added by Bukhsh and Rasul (2011 saying) that the learners' performance in answering the test could be affected by temperature, light, seating positions, test paper, family problems, and exam phobia. However, there are also possibilities that the learners from the experimental group got high scores compared to the control group because maybe they studied regularly, had self-motivation, punctuality, regular class attendance, hard work, and interest in a subject (Abaidoo, 2018).

#### 4.3 Level of Post-test Scores between the Control and Experimental Groups

The mean and standard deviation of the post-test scores were used to compare the control and experimental groups. Table 3 displays the averages, standard deviations, and interpretations

**Table 3:** Level of post-test scores between the control and experimental groups

Group	Total Score	Standard Deviation	Mean	Grade Percentage	Remarks
Control	10	1.92	4.62	73.10	Did Not Meet Expectation
Experimental	10	0.89	8.75	93.75	Outstanding

Based on the table presented, the experimental group outstands the control group. This statement was evident in the study of Savvidou (2014) that incorporating the three stages of reading based on the Personal Growth Model has improved on comprehension skills of the learners, increased their enjoyment of the text, and allowed learners to reach their interpretation of the text as a result of this intervention. On the other hand, some factors may have influenced the students' reading comprehension skills and why they performed better after the intervention Dennis (2008). These factors may include the students themselves, their family, and their teachers (Wu and

Valcke, 2019) that affect their success or failure in answering the test (Suwanaroa, 2021). Moreover, maybe the students appreciate and evaluate what they have read (Benegas, 2010) and determined the essentials while reading (Adler, 2001). The result was in line with the study of Barzan and Mansori (2021), which revealed that male students preferred this model, and the female participants outperformed the class. It was also supported by Perez and Tenorio (2013) that the post-test scores of the treatment group were higher than the control group.

#### 4.4 Significant Difference of Post-test Scores between Control and Experimental Group

The post-test scores difference between the experimental and control groups were calculated and tabulated. Table 4 shows the results of the T-tests that were used to analyze and estimate the difference in data means between the two groups for the difference in pre-test.

**Table 4:** Mean comparison between post-test scores of control and experimental group

Group	Mean	Standard Deviation	t-value	p-value	Interpretation
Control	4.62	1.92	5.153	0.041	Post test scores between the two groups differ significantly
Experimental	8.75	0.89			

The table revealed that the post-test scores between the two groups differ significantly. Post-test was designed to measure and evaluate the effect and changes after the intervention (Frey (2018). It revealed that the students' skills' who were exposed to the intervention improved, specifically their comprehension. Hwang and Embi (2007) mentioned that there are differences in favor of the treatment group, indicating that exposing students to the approach in the classroom helps learners perform tasks better (Perez and Tenorio, 2013). Further, it was found out that the students gradually loved to answer localized questions and loved reading for personal development (Aydin, 2013).

#### 4.5 Significant Difference on the Results between Pretest and Post-test Scores

Table 5 shows the calculated and tabulated mean values for the two groups, as well as the t-value, p-value, and interpretation.

**Table 5:** Mean comparison between pretest and post-test scores of control and experimental group

Group	Mean		t-value	p-value	Interpretation
	pre-test	Post Test			
Control	4.37	4.62	5.202	0.000	pre-test and post test scores differ significantly
Experimental	6.75	8.75			

Table 5 presents the comparison between pre-test and post-test scores between the two groups and revealed that there was a significant difference between the pre-test and post-test scores of the two groups. The result was echoed in the study (Alenizi, 2019) that the intervention implemented in the experimental group was an effective reading comprehension technique than the whole-class instruction used in the control group. Thus, teachers must implement adequate reading strategies (Block and Israel, 2005) that can be used by teachers in class to help students improve their comprehension skills and facilitate critical thinking in understanding complex texts to improve comprehension skills and reflection (Glenberg, 2017). For learners to have modern literacy standards, students need to self-modify, self-managed, and self-monitor to become strategic learners that can select essential details from the text, develop logical thought, and incorporate critical thinking on the text while reading (Alfallaj, 2011).

#### 4.6 Implication of Personal Growth Model to English Education

The purpose of the study was to determine the effectiveness of the Personal Growth Model in improving the reading comprehension skills of the Fifth-grade learners in English. The study has implications for educational change because it helps learners develop their skills, particularly their comprehension skills.

Thus, teachers and curriculum developers in the English subject may include this model, the personal growth model, in teaching the English subject, as one of their responsibilities in providing learners with high-quality



teaching and learning processes (Richards, n.d.). Based on the results, the Personal Growth Model had made an important contribution to the learners. This model has a significant impact on the students' scores when answering an assessment tool and when implementing the intervention in which more discussions and better responses were observed (Hammad, 2017).

As a result, the Personal Growth Model was significant in the field of English Education because it enabled learners to improve their language skills, personalities, and emotions by connecting and responding to issues and themes in their lives (Hwang and Embi, 2007). It encouraged students to read for personal development while also connecting their relationships with the environment (Aydin, 2013). Furthermore, this model has shown effectiveness with academic students in improving their performance in reading skill courses. It may also be effective with other language skills and is recommended for use in teaching elsewhere and with other learners (Rahimipour, 2019).

## 5. CONCLUSION

The purpose of this study was to look into the effectiveness of Carter and Long's Personal Growth Model in improving reading comprehension in Grade 5 pupils. The following conclusions are made:

1. Some factors may have affected the level of comprehension skills of the students in the control group's pre-test scores, causing them not to reach the desired level of performance. On the other hand, the students in the experimental group have satisfactory performance on the test.
2. The pre-test scores between the two groups differ significantly.
3. The level of post-test scores of the students from the experimental group who were taught using the Personal Growth Model utilizing the three phases of reading were higher than those who were taught using whole-class instruction.
4. The post-test test scores differ significantly between the two groups, with the experimental group having higher mean scores than the control group. The data revealed that the experimental group's performance was significantly different following instruction and exposure to the Personal Growth Model using the three phases of reading.
5. The pre-test and post-test scores between the two groups differ significantly. It was observed that before and after the intervention, the students' scores have significant difference. The results indicated that students from the treatment group outstand those who were taught using the whole-class instruction.

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