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Reading Comprehension of English Major Students:
A Perspective Analysis

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Abstract: This research aims to know the level of comprehension of the students through reading. Driven by the result of a previous institutional research conducted in Talisay City College and directed towards graduated senior high school students where more than 50% from each cluster of students from the top 5 feeder schools are below average in both verbal comprehension and verbal reasoning, the researcher would like to know if the reading comprehension test yields the same result. Most of the respondents were average in almost all reading skills and they only differ in three areas namely background knowledge, sequencing event, and self-questioning. Students in section A were excellent in using their prior knowledge. However, they were found to be poor in arranging the events chronologically. On the other hand, section B was excellent in self-questioning skills. Even so, the Z-test result showed that there was only one skill that made a significant difference among the two groups. Program R.E.A.D.Y. or Reading Enhancement Activity and Development for the Youth is developed and proposed for implementation. Reading is a multifaceted process that develops only with practice. Having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but also professionally, and in a person's personal life.

Keywords: Reading comprehension, perceptive analysis, professional development, academic excellence, personal growth

INTRODUCTION

Reading is the vital phase in the child's educational development. Reading skills and abilities determines the child's performance progress because proficiency in Mathematics, English and Science depends largely on the reading ability of a student.

Comprehension is the first thing that the student should develop because disability in it greatly affects the performance of the learners in answering and understanding the lesson, so it requires practice and support from teachers to improve their proficiency and make them a none valid activity. Understanding or comprehension is highly interactive, such that readers use a variety of skills and processes when encountering text. It is dependent upon some sort of construction. Additionally, evidence suggested that texts are organized, knowledge of the word strategies for fostering and monitoring comprehension. For example, The Kinch and Rouson Model (2005) this suggested that the text comprehension involves processing at different level according to Loiko and Dodler (2007), Jeffer, Chin

and Marie (2007) MC Grew and Wendy (2010). In particular, this model suggested that readers build a semantic network of ideas as they attempt to determine the meaning of the text.

According to Grabe (1988) and Villanueva (2006), "Reading is not just extracting meaning from the text but a process of connecting to the information given by the text. Reading in this sense, is a communication between the reader and the text". According to Lastrella (2010), Reading is essential to life and reading with comprehension is the chief justification why we read, understand what the text is all about. As stated by Dennis (2011). Reading comprehension is a complex balance between recognizing printed symbols and interpreting the meaning behind the symbols.

Furthermore, according to Worthy (1996), it is not sufficient to provide books that are geared solely to a student's instructional reading level. When reading level is solely considered, below level basal readers are generally used for instructing struggling readers. Reading such as "baby works" often makes struggling readers feel more defeated. Focusing on student interests in selecting reading materials may be more beneficial in promoting reading success than a focus on level. It turns out that interest is far more significant in readability. When students have strong interest in what they read, they can frequently transcend their reading level.

Furthermore, for an individual to survive in today's world. It is a requirement for him or her to know how to read with understanding. He/she would be capable for understanding simple text such as transportation documents which includes travel directions and road instructions, bills and contracts. According to some authors; the effect of not being able to comprehend could be disastrous (e.g. instructions on a bottle of medicine or chemical warnings) (Yale 2011 and Lastrella, 2010). They further said that with the ability to comprehend a text, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

Likewise, reading is a very significant language skill for a student. Since they are subject to a continuous flow of information, they need to prepare themselves for the demands that reading in school and in the bigger society places on them. Reading also has been a segment of the entrance test in most colleges and universities. But there are cases by which students fail during the entrance examination because of lack of comprehension said Maggart and Zintz (1970); in addition Marquez (2008) stated that comprehension is the major purposes of reading-without comprehension, reading is a meaningless activity regardless of age or ability of a reader. There are levels of reading comprehension, namely: literal level (reading the lines), inferential or interpretive level (reading between the lines) and the critical level (reading beyond the lines) stated by: Romero (1987 in Marquez, 2008).

Since the respondents of this study are the first year BSED English student both section A and B the researcher assumed that the respondents' reading comprehension is in the process of improving their capabilities in comprehending a particular story. Moreover, the researcher came up with a program called Reading Enhancement Program (REP) that could help the students in enhancing their reading comprehension skills. The researcher will seek support to the administration to provide the needs of the students upon implementing the said program.

THEORETICAL BACKGROUND

This research reviews reading as an active process. In order to get text meaning, a reader always communicates his mind with the printed information, creates own thinking about what he is reading, what

it means to him and relates to other things he knows according to (Liu, 2010). In the process of decoding text information, a reader is not only required to understand the words' meaning but he is also demanded to share his prior information. Reading is one of the English skills besides speaking, listening, writing and viewing. It is the way to understand written messages. According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. The following are theories that have a huge part which supports the reading comprehension skills of the students.

In Gunning's Monitoring Theory (2006), he stated that monitoring occurs when the reader is aware that they do not understand what they are reading so the act of monitoring is knowing how to go back and find a way to gain understanding of the selection. Monitoring can be divided into three categories depending on when they take place: pre-reading, during reading and proofreading. According also to Gunning's pre-reading: collecting and defining vocabulary terms from the text will assist students in understanding words that otherwise may interrupt their reading. While during reading is guiding student's interaction with the text by asking questions about literary elements. And post-reading is summarizing. However, summarizing is the most difficult level of reading comprehension. Therefore, reading the selection frequently can be considered as one of the actions that can be taken to improve the reading skills of the reader.

On the other hand, Katim's Strategies Theory (1985) stated that strategy is how the reader approaches the task which is reading. According to him, strategies are also a technique or motives that enable students to learn to solve problems and complete tasks independently. So, reading comprehension therefore may vary the strategy of the reader towards the selection. Moreover, it is necessary to read over and over the selection to understand what does it imply and of course to gain understanding. Through reading selections, it can also help the students to improve their skills in sequencing event and summarizing. Under this Strategy Theory of Katim, four main types of comprehension strategies were identified, one of those is organization strategy. It is a process of selecting important details and building relationships from them. This strategy includes identifying the main idea and topic sentence, classifying information, deciding which information is relevant, sequencing and summarizing. Each of this strategies and methods are important for improving them and needs to be taught starting from basic ideas and gradually getting more difficult. So in this strategy, the learning of the student is organized. The learner will start picking from the most basic ideas and then progress to the most difficult one. Furthermore, the student will read the selection carefully then pick up from the most basic information to the most complicated that can be possibly found from the selection. In this strategy, the reader will be able to comprehend the text in a step by step process.

Payne (2001:35) states that reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to Dole et. al (2004), in the new tradition of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read.   According to Huhan (2002), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest of making sense of the text. He referred to this process as the bottom-up view of reading. According to McKurthy (2003), he called his view outside-in processing, referring to the idea that meaning exists in the printed page and is interpreted by the reader then taken in. This model of reading has almost always been under attack as

being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure. Cognitively based views of reading comprehension emphasize the interactive nature of reading and the constructive nature of comprehension.

In addition, Dole et al (2004) have stated that, besides knowledge brought to bear on the reading process, a set of flexible, adaptable strategies are used to make sense of a text and to monitor ongoing understanding. For literacy has been linked with poor self-esteem and maladaptive internalizing and behaviors (Alves-Martins et al. 2002: Willcutt and Pennington, 2006.) People who have a low level of literacy may encounter multiple situation where their inability to read draws the attention and possible failure of others. A person who struggles to read may thus struggles to feel a sense of self-worth (Alves-Martins et al, 2002) an inability to read has been to found to correlate with symptoms of anxiety and depression (Willcutt and Pennington, 2000 B).

According to (Hoover and Gough, 2000) decoding may be thought of as the process through which a reader can translate symbols or a page into language as a reader looks at page off print. Certain skills are called upon in order to recognize the symbols as letters and to then combine the letters into words that the reader can identify. Reading comprehension can be understood as the process through which the recognized words are transformed into a meaningful idea by (Hoover and Gough, 2000). It is a complex process that requires the activation of numerous cognitive skills said (Kintsch, 2003). There are also different depths of understanding according to (Perfitti et al, 2005) at the most basic level, reading comprehension may involve the picture that comes into the mind when reading the word, e.g. cat. The interactive-compensating model implies that the reader will rely on higher level processes when lower level processes are inadequate, and vice versa. Stanovich (2000) added that extensively reviewed research are devastating to such compensation in both good and bad readers. According to Rosenblatt (2000.p.1063) "every reading act is an event, or a transaction involving a particular reader and a particular pattern of sign, a text and occurring at a particular context. Instead of two fixed entities acting one another, the reader on the text is two aspects of a total dynamic situation. The meaning does not reside ready-made in the reader but happens or comes into being during transaction between reader and text. Thus, text without a reader is merely a set of marks capable of being interpreted as written language. However, when a reader transacts with the text, meaning happen.

Readily comprehensive is influenced by attitude according to Matthews Saris (2004) Model of Attitude, influence upon reading and learning to read is derived from the area of social psychology. This model attempts to explain the rules that affect cognition, in reading comprehension. The care of the attitude-influence model explains that a reader's whole attitude while reading (i.e. prevailing feelings and evaluation beliefs about reading and action readiness for reading) will influence the intention to read in turn will result to fluency reading behavior.

Reader response theories of Stanly Fish (1967) and Louise Rosenblatt (1978) reminded us that comprehending literature was not only a cognitive practice but also an interpretative aesthetic, literary process, like Schema theory, readers' response held that meaning in reading was not found in the printed symbols themselves, but in the meaning that readers brought to the text. Rather, it involved the readers' ability-based on the text itself are his/her "reservoir of past experiences with language, literature and life"-to evoke responses, thoughts, feelings and images in the minds' eyes. It may be as in depth as the symbolic representation of a cat as having good-life qualities, as is sometimes associated with ancient Egyptians. Comprehension is the revision for reading. It encompasses the learning, growth and evolution of ideas that occur as one needs.   Piaget (1936) use the term 'schema' to refer to the cognitive structure by which individuals adapt to and organize their environment. It is an individual way to understand or

create meaning about a thing or experience that includes creativity, intelligence and how people learn, understand and use language.

Reading according to E.L Thorndike (1917), is the application of thinking and reasoning skills as observation, prediction, verification in analyzing an author's meaning. The concept of reading today has two important aspects, recognition and interpretation. Because of this broad concept of reading, elementary schools adopted comprehensive program of the reading instruction, speed, comprehension, proficiency this to develop the interpretation, evaluation, and application of the learning.

Stanovich (2000) terms the latter kind of processing as interactive-compensatory, because the reader (any reader) compensates for deficiencies in one or more of the knowledge sources by using information from remaining knowledge sources. Those sources that are more concerned with concepts and semantics relationships are termed higher level stimuli. Sources dealing with print itself that sight words and other word-attack skills are termed lower level stimuli. In Edward William Dolch's (2001) book of Psychology and Teaching of Reading, reading was defined as "imagining, thinking and feeling about ideas and thoughts made from past experiences that is suggested by perception of printed words". In order for readers to attain this connection and fully comprehend the text that they have read, Dolch (2001) asserted that the process of reading requires the different capabilities of the mind, as the reader processes words and their meanings.

This processing of words and text can also be defined as "literacy" or as Castello and Charlton (2007) explained the cognitive processing of text information, a motivational attitude toward reading, and the integration of texts into everyday life. The authors asserted that through this cognitive process of reading, readers learn to apply the meanings of the words and sentences that they comprehend to their present knowledge. Castello and Charlton (2007) posited that readers can then incorporate and evaluate the content of these readings to their own lives and experiences as well as use the text as basis for future actions.

According to Vigotsky (1975) he believed that learning was the act of building on what was known, he diverged from Piaget's Cognitive Model asserting that learning is also inherently social and dependent on language (Smith, 1994). "In Thought and Language" (1986) and Vigotsky argued that language is a tool that makes higher mental function possible, for it is serves as a way of organizing and recalling experiences and also as a way of communicating the internal thinking process. His theory emphasized that language plays an active role in children's development because thought and language are not developed separately from each other, but they are excitably related to a basic human need to know how signs of all kinds are not separate system but are jointly related are interpreted (cited in Smith, 1994,p290) Vigotsky (1975) believed that language promotes thought and that collaborative experiences and interaction with others, especially with those in mentor rules, both reinforce learning.

In addition, reading can easily be defined as the process in a person receives and interpret a message from printed materials. Reading is a process of how information is processed from the text into meanings, starting from the information from the text, and ending with what reader gains. Goodman (1976) and Smith (1973) indicated that reading is a language process, not merely the sum of various decoding and comprehension sub skills. In short, reading is the process of reconstructing the author's ideas and information.

Proficiency in reading involves many variables, for example, automaticity of word recognition, familiarity with text structure and topic, awareness of various reading strategies in processing a text. While a substantial body of literature has been accumulated on this issues in both first language (LI) and second language (L2) reading, the findings remain scattered in many diverse pieces of research, mainly within the fields of applied linguistics and cognitive and educational psychology. This paper reviews current theory and research on the topic and then presents a profile that summarizes the characteristics of good readers in both L1 and L2 contexts.

In L1 according to Vigotsky (1978), he believed that learning was the act of building on what was known, he diverged from Piaget's cognitive model, asserting that learning is also inherently social and dependent on language (Smith 1994).

READING STRATEGIES OR SKILLS

Perfetti, Marron, & Folz (1996) divided the factors that contribute the reading comprehension into two general areas: process and knowledge. Process involve decoding, working memory, inference-making, and comprehension monitoring. In contrast, knowledge factors include word meanings and domain knowledge related to the content of what is being read. These factors provide a framework for thinking about trends in reading comprehension instructional research. Most of the research over the past several years has focused on the teaching of specific comprehension strategies that reflect those used by good readers (Pressley, 2000) and this continues to be an important focus for researchers. However, there is renewed interest in other aspects of reading comprehension. For example, an area of interest in contemporary reading comprehension research relates to the importance of individual word knowledge and decoding and its contribution to text comprehension. Another current issue is how strategic processing interacts with specific domain knowledge in content area reading.

BACKGROUND KNOWLEDGE AND SCHEMA THEORY

Researchers examining the role of background knowledge have concluded that it is important for ongoing meaning (Anderson et al, 1984/2004). Theories such as this one fall under the schema theoretic view of reading. Schema theory implies that some individuals learn more than others because they are able to create a mental representation of the new learning that is linked to the knowledge structure that already exists in their memory. Psychologists believe that learning new information depends on relating the new to something already known. To make sense of the world, the learner attempts to relate new information to already known information by drawing a schema or framework. Schema theory explains how prior knowledge is stored in memory and grows to include other topics, creating larger and larger schemata. Interrelationships among schemata aid understanding and information processing when reading or listening.

The discussion was introduced by Richard Anderson, but the concept has been studied from as early as the 1930's (Richardson & Morgan, 2003). Anderson (1984/2004) explains that the conventional view of comprehension that only consists of making meaning of words to form the meaning of clauses, that in turn form the meaning of sentences, and then the sentences form the meaning of paragraphs and ultimately the whole text, is not sufficient in explaining what comprehension truly is. A person's schemata should be added into the view of comprehension as that supports development of understanding.

According to Van Dijk and Kintsch (1983) suggest that we use text structure and content schemata to help us select important information when reading. A text structure schema includes the reader's knowledge of how authors structure their ideas. For example, narrative, comparison, problem/solution, description, and causation are some of the organizational patterns author's use. Content schemata, on the other hand, are defined by the reader's world, or background knowledge (Ohlhausesn & Roller, 1988). In addition to the importance of content and structural schemata on text processing, Dole, Duffy, Roehler, and Pearson (1991) have added yet another type of schemata that relates to the knowledge of metacognitive skills a reader uses to process text. While some researchers consider these to be strategies, the reader needs to possess these metacognitive strategies in their schemata to actually be able to apply them while reading. This allows the reader to access their metacognition schema when comprehension breaks down, and helps them find a strategy that would help fix it. For example, when reading sentences, if something does not make sense, the reader can access their meta-cognitive strategies to help them figure out the meaning, and specifically what does not make sense to them. The strategies Dole et al. (1991) suggest that classroom comprehension instruction should focus on include determining the important information in a text by identifying the text structure, summarization, drawing inferences, generating questions and comprehension monitoring. These strategies all relate to semantic processing.

THE PROBLEM
STATEMENT OF THE PROBLEM

This research focused on reading comprehension skills in which it signifies the comparison of the BSED English 1A and 1B students in Talisay City College on their ability in reading through the proper application of the following reading comprehension skills.

Specifically, this study sought to answer the following questions:
1. What is the level of reading comprehension of the respondents in their reading skills in terms of:
      1.1 relating background knowledge;
      1.2 finding main idea;
      1.3 sequencing event;
      1.4 summarizing; and
      1.5 self-questioning?
2. Is there a significant difference between the reading comprehension skills of BSED English 1A and 1B?
3. Based on the findings, what reading program can be proposed?

SIGNIFICANCE OF THE STUDY

This study is in significance with the reading comprehension. Reading comprehension develops as a result of practice reading into fluency of a high degree of success. This research helps the students and learners to develop proficiency and improving reading skills. It is critical that all students in the classroom including the least able have an easy access to books that they can read accurately with good comprehension. The researchers try to captivate the interest of learner to read, to comprehend and to understand the message of the topic.

Focusing on these variables the beneficiaries of the study are following:

The Teachers. Once teachers understand what is involve in comprehending and how the factors of readers, text and context interact to create meaning, they can more easily teach their student to be more effective readers and will be provided exercises for reading and applying systematic classroom instructional assessment to monitor the readers' progress in both rate and accuracy.

The Students. This will help them have interest in reading in order for them to boost their knowledge in so many things with the use of reading comprehension.

The Administrators. The findings of this study would make them more concerned about the reading needs and wants of the students.

The Parents. This study would enlighten them on the acquisition of reading skills and abilities in their children and give support to the teachers in monitoring their children.

The Society. This will give them awareness and more knowledge to the people the importance of reading comprehension in their daily life.

RESEARCH DESIGN
METHODOLOGY

This chapter included operation about the description of the subject involved in the study that was being included in the information about: who will be the research respondents, where will be the location of the research to be conducted, and what are the research instruments used in gathering the data. There will be a discussion on how the data will be gathered and the procedure after gathering the data. This study employed descriptive method of research and comparative survey. The researcher-made questionnaire was used to gather the data in order to cater the needs of the researcher. The data were consolidated and analyzed statistically.

RESEARCH LOCALE

The study was conducted in Talisay City College at Poblacion, Talisay City, Cebu Philippines. The research was implemented inside the classroom of the respondents specifically room number one and five located at the academic building of the campus. The institution located at Poblacion Talisay City, Cebu composed of several buildings such as Academic Building, Graduate School Building, New Building and also some laboratories like Computer Laboratory, Science Laboratory, Mini Hotel and Drawing Room. The institution offers several courses such as: Bachelor of Elementary Education, Bachelor of Secondary Education, Bachelor of Industrial Technology, Bachelor of Hospitality Managements and it also offer Masters in Education and Diploma in Professional Education.

RESEARCH INSTRUMENT

The instrumentation that was being used in this study is the researcher-made tool which was being comprised of the pre-reading, during reading and post reading questionnaires and it had a multiples choice tool. The pre-reading questions were about the relating background or the prior knowledge of the BSED English students particularly in the vocabulary that can be found in the story that the researchers will be providing. Next will be during reading questions which focused on the main idea and other ideas

of the selection. Lastly was the post-reading that dealt with the summarizing and the sequencing of the event of the story.

DATA GATHERING PROCESS

Permission was performed in this study with Talisay City College First year English Students which was verbal and also the researcher provided a letter that was signed by the College President and College Dean of Education. Then the questionnaires were distributed to 68 respondents. The questionnaires were checked and were converted to number of respondent's answers into percentage. Afterwards, the percentage was interpreted according to the rubric that was provided which was "RUBRIC FOR ASSESSING THE LEVELS OF READING COMPREHENSION SKILLS." Finally, the researchers formulated a recommendation that was based on the interpreted data which is at the last chapter (summary, recommendation, conclusion).

RESULTS

The data shows that the BSED English 1-A has the higher percentage in terms of their BACKGROUND KNOWLEDGE, FINDING THE MAIN IDEA, and SUMMARIZING while the English 1-B has the higher percentage in terms of SEQUENCING EVENT and SELF-QUESTIONING of their Reading Comprehension Skills. BSED English 1-A students got the average of 89% correct answers and 11% wrong answers while the BSED English 1-B students got only 55% correct answers and 35% were incorrect answers under the Background Knowledge; 51% were the correct answers of BSED English 1-A and 49% were the wrong answers while the BSED English 1-B students got 48% of the answers of BSED English 1-A were correct and 55% were the wrong answers while the BSED English 1-B got 57% correct answers and 43% were wrong answers under Sequencing Event; the BSED English 1-A got 60% correct answers and 40% were wrong answers while 80% of the BSED English 1-B's answers were correct and 20% were wrong answers under Self-Questioning; and 74% of the BSED English 1-A's answers were correct and 26% were wrong while the BSED English 1-B got 59% correct answers and 41% wrong answers under Summarizing of their Reading Comprehension Skills.

TABLE 2
The Level of Comprehension of Students

Reading Comprehension Skills	BSED English 1-A		BSED English 1-B	
Background Knowledge	89%	EXCELLENT	56%	AVERAGE
Finding Main Idea	51%	AVERAGE	48%	AVERAGE
Sequencing event	45%	POOR	57%	AVERAGE
Self-questioning	60%	AVERAGE	80%	EXCELLENT
Summarizing	74%	AVERAGE	59%	AVERAGE

The table elucidated the corresponding level of the percentage and the comparison between the reading comprehension level of BSED English 1A and 1B. In the first skill, the BSED English 1A got 89 percent which was equivalent to an excellent level. It denoted that the respondents applied word structure origin and context clues in interpreting the meaning of the unfamiliar words while, the BSED English 1B had 56% which was in the average level. It signified that the respondents can decode unfamiliar words but not always able to interpret meaning context fully. The next skill is finding main idea, the BSED English 1A got 51% percent which correspond to average level. It intended that the person involved can determine the main idea, can support it with one to two details and can locate three details that can support the main idea – and the BSED English 1B got 48% which fell also into the average level. The third skill was sequencing event BSED 1A got 45% which fell into poor level. It does not mean that they do not understand the story but they have difficulty identifying the chronological order of the events in the story. On the other hand, BSED 1B got 57% it fell in average level which the students can recall parts of the text but encouragement is needed to recall information. The fourth skill was Self-questioning the BSED 1A got 60% which correspond to average level. The students can answer the implicit or explicit questions with little encouragement. While, BSED 1B got 80% which fell to excellent level- students can answer the questions correctly and have better knowledge on this skills. The fifth skill was summarizing BSED English 1A got 74% and BSED English 1B got 59%. The students can summarize but does not use text evidence to support the conclusion.

TABLE 3
The significant difference of Level Reading Comprehension Skills of the Students

Variables	Mean Difference English 11A	Level of Significance English 1A	P-Value English 1A	Mean Difference English 1B	Level of Significance English 1B	P-Value English 1B	Decision English 1A	Decision English 1B	Interpretation
Background Knowledge	30.4	1.96	-0.21	22	1.96	0.01	Accepted Ho		No Significant Difference
F.M.I	17.5	1.96	-0.24	16	1.96	-0.06	Accepted Ho		No Significant Difference
S.E	37.2	1.96	0.11	36.8	1.96	0.07	Accepted Ho		No Significant Difference
S.Q	22.8	1.96	0.18	24.5	1.96	0.15	Accepted Ho		No Significant Difference
Summarizing	260	1.96	2.45	200	1.96	2.06	Rejected Ho		There is Significant Difference

Among the four skills (background knowledge, finding main idea, sequencing event, self-questioning) of reading comprehension, there is no significant difference. Since, the P-value of each level is less than the level of significance (1.96). Therefore, the null hypothesis is accepted. On the other hand, the summarizing skill or variable have significant difference. Hence, the P-value (2.06) is greater than the level of the significance (1.96). So, the null hypothesis is rejected.

CONCLUSION

The BSED English Freshmen in Talisay City College shows that they have average level which means that they need to improve their level in reading comprehension. Therefore, the researcher will craft an enhancement program that will enhance and develop their capabilities in reading comprehension.

RECOMMENDATION

The proposed Reading Enhancement Program is intensely recommended and should be given supplementary attention and immediate implementation to improve the reading comprehension skills. The program will be called READY (Reading Enhancement Activity and Development for the Youth)

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