

Learning domains affecting the reading comprehension of grade 10 students in Magsaysay, Occidental Mindoro

Herrera, Fresalie T. ✉

Divine Word College of San Jose, Philippines (fresalie.herrera@deped.gov.ph)

Rayton, Maria Pura C.

Divine Word College of San Jose, Philippines

Limos-Galay, Jenny A.

Divine Word College of San Jose, Philippines (jennygalay05@gmail.com)

Lazaro, Neofe J.

Divine Word College of San Jose, Philippines (mharifel.javier.lazaro@gmail.com)

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Abstract

This study identified the reading comprehension difficulties of grade 10 students, their level of learning domains, and their reading comprehension level in Magsaysay, Occidental Mindoro using the mixed sequential exploratory method. There were 229 respondents randomly selected among the 564 grade 10 students of the four public secondary schools in Magsaysay, Occidental Mindoro for the school year 2023-2024. The qualitative data gathered from the interview underwent thematic analysis while the quantitative data employed statistical treatments such as frequency, weighted means, PLS-SEM, and WarpPLS version 7.0. Based on the results of the interview, six reading comprehension difficulties were extracted as the main themes from the respondents' narratives. This became the basis for constructing the survey questionnaire related to the difficulties in reading and it revealed that vocabulary, close reading, finding the main idea, and concentration had a significant relationship to the respondents' reading comprehension level. This study found that the majority of the respondents were at the Instructional Level based on the Phil-Iri profiling. Furthermore, when the learning domains were linked to the level of reading comprehension, only the psychomotor domain was found to have a direct connection. Based on the findings, the study concluded that almost half of the grade 10 students could comprehend though they found reading challenging but manageable. Therefore, it is recommended that teachers and educational leaders continue addressing the reading comprehension difficulties of the students by providing various techniques, exercising reading activities, and adopting online interactive strategies. Also, educational authorities may use the proposed plan to acquire the skill in reading comprehension.

Keywords: learning domains, reading difficulties, reading comprehension, Phil-Iri profiling, mixed sequential exploratory method

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1. Introduction

In today's society, the ability to read and comprehend is crucial for communication with the surrounding environment. Elleman & Oslund, 2019 cited the reading theorists have struggled to provide a thorough and relevant description of reading comprehension, since it is the foundation of all other academic skills. Having this, an individual can take the information he or she has read about and use it to answer questions, write opinions or even create something new. With the increasing volume of electronic messaging, online news stories and other printed sources of information, these skills are more important than ever. It could be quite a demanding process for the reasons that people read magazines, newspapers, advertisements, posters, e-mails, and text messages throughout the day (Cheon & Ma, 2014). In relation to this, DepEd has adopted a National Learning Recovery Program that underscores the necessity of addressing pupils' learning losses as a result of the COVID-19 pandemic's interference with traditional classroom instruction. "Promote literacy development of Key Stages from 1 to 3" is the program's stated goal. It will have two tiers: a core reading program and a supplemental reading program which will be held at the end of the school year 2022-2023 and is sustained in the regular school year (Chi, 2023).

Learners who do not understand a reading material cannot enjoy reading for it occurs when words on a page are not just mere words but thoughts and ideas. Imagine transactions and crucial documents such as a birth certificate, students' handbook, or housing agreement, and a reader cannot understand what he or she reads. Alternatively, when solving/answering an exam, and he/she cannot understand the instruction. Also, understanding the significance of reading and in line with the implementation of the K to 12 Basic Education Program, DepEd implemented the "Every Child A Reader Program" (ECARP), through (DepEd, 2004 National Educators Congress, 2004) DepEd Memorandum No.402. s.2004 and Administrative Order No. 324. In addition to that, 2018 PISA results detail the implementation guidelines of the Phil-IRI for grades from 3 to 6 in elementary levels nationwide.

In this case, during the conduct of PHIL-IRI in the school year 2022-2023 using GST materials (pre-test), almost 62 % out of 291 grade 10 students in Magsaysay National High School obtained a frustrating result. This is evident even in the results of their periodical tests and other examinations which require reading comprehension skills. It is quite alarming that grade 10 students are experiencing poor reading comprehension due to the difficulties they encounter during reading. Thus, it encourages this researcher, a teacher at Magsaysay National High School to research the domains of learning affecting the reading comprehension and level of reading comprehension skills of grade 10 students in Magsaysay District. One purpose of this study is to determine not only the unique contributions of domains of learning but also to consider how factors of each type of domain interactively contribute to readers' comprehension of text content and determine the domains of learning (cognitive, affective, and psychomotor) affecting the reading comprehension of students. The researcher also aims at developing a possible intervention plan to master reading comprehension, or solutions to assist students in acquiring this skill. This interest in determining and helping address the factors in reading comprehension difficulties led her to carry out a study with an intervention plan.

Statement of the Problem - This study sought to determine the learning domains affecting the reading comprehension of grade 10 students in Magsaysay, Occidental Mindoro. It specifically sought to answer the following questions: (1) What do you find difficult when you read English materials? (2) What is the extent of the reading comprehension difficulties of grade 10 students in terms of vocabulary, spelling, close reading, finding the main idea, concentration and reading motivation? (3) What is the level of the reading comprehension learning domains of grade 10 students in terms of cognitive, affective and psychomotor? (4) What is the level of the reading comprehension of the grade 10 students in Magsaysay, Occidental Mindoro in terms of independent, instructional, frustration and nonreader?; (5) Is there a significant relationship between the extent of the reading comprehension

difficulties of grade 10 students and their reading comprehension level?; (6) Is there a significant relationship between the learning domains and the reading comprehension level of grade 10 students?; and (7) What reading intervention program may be proposed based on the findings of the study?

Significance of the Study - The researcher believes that the study would benefit the following: First, this study will be helpful to students since they are the primary beneficiaries of this research. It helps them to have an idea of their reading comprehension performance. The activities and interventions in teaching reading comprehension will be addressed thus enhancing their performance. Second, the teachers themselves are also seen to be the beneficiaries of this research. The result of this study may help them understand better the needs and interests of their students to improve their reading comprehension through interactive strategies. This will also be beneficial to understanding their learners as they strive to comprehend and learn a text. Third, through this research, school heads in the study areas will be provided with reliable information that will create awareness and determine the learning domains affecting the students' reading comprehension, making interventions and planning for possible activities and training for the professional development of the teachers. The result of this study will also serve as a basis for an intervention plan. Fourth, it will serve as a guide in determining the learning domains that affect their reading comprehension. The result of this study will also serve as a basis for planning an intervention program, that ensures the goal of education.

Being the primary educators of their children, parents are also the beneficiaries of this study. Through this, they will be objectively informed of the reading comprehension status of their children and help establish their children's interest in reading and attitude toward reading. In addition, this will allow the Local Government Unit of Magsaysay to track the level of the reading ability of its constituents. The findings of the research will provide a basis for developing an overall plan and budget for the implementation of an intervention program in collaboration with DepEd. The government, as the prime mover of the program, will be greatly benefitted by the study. The findings of this research will provide more reading programs like Project CARLO and help upgrade teachers' professional development and skills to improve students' reading comprehension. This will allow the states and universities to develop accessible and relevant studies addressing current challenges and providing practical solutions for struggling readers. Lastly, this study can be used as a reference for developing effective strategies in reading comprehension as well as for planning and writing an action plan.

Scope and Delimitation of the Study - The study was conducted among the four secondary schools of Magsaysay District: Magsaysay National High School-Calawag Extension, Magsaysay National High School-Main Campus, Paclolo National High School, and Sta. Teresa National High School to determine the learning domains affecting the students' reading comprehension. It focused on the learning domains: Cognitive, affective, and psychomotor, together with the reading comprehension difficulties of students, and investigated their significant relationship with their reading comprehension level. The respondents of the study consisted of grade 10 students of the said secondary schools. Six reading comprehension difficulties were also studied. These were vocabulary, spelling, close reading, finding the main idea, concentration, and reading motivation, while the learning domains are cognitive, affective, and psychomotor. The reading comprehension difficulties were determined through a self-made interview guide. In terms of reading comprehension learning domains, the researcher used a survey questionnaire while the level of reading comprehension was based on their Phil-Iri reading assessment result in the school year 2022-2023. The study covered the school year 2023-2024 only.

2. Methodology

Research Design - To see the general picture of the study on the correlates of the reading comprehension difficulties and learning domains in relation to reading comprehension, **mixed sequential exploratory methods** of research were used. A qualitative method was conducted through an interview followed by quantitative research through a survey questionnaire (Creswell, 2013, Fraenkel et al, 2013). Data on Phil-IRI were taken from respondents' previous grade 9 assessment records. The study aimed to identify reading comprehension difficulties and the learning domains affecting the reading comprehension of grade 10 students in Magsaysay, Occidental

Mindoro.

Respondents of the Study - The respondents of the study were randomly selected (229) from the population size of 564 grade 10 students using Raosoft with a 5% margin of error from the selected secondary schools in Magsaysay, Occidental Mindoro. They were included in the study because of the Phi-IRI frustration results conducted by DepEd with grade 10 students. Thus, they were randomly selected and had an equal chance to participate. They were also asked about the reading comprehension difficulties and learning domains that affected their reading comprehension.

Research Instrument - The researcher used an interview guide for the qualitative part with the randomly selected 15 grade 10 students outside the locale of this study to avoid the duplication of the answers in the quantitative part. In addition, the interview guide aimed to identify the reasons for the reading comprehension difficulties, while a survey questionnaire was used to gather the quantitative data. The English version of the questionnaire was translated into Filipino for easy understanding of the respondents. The questionnaire for the students had two parts. It consisted of items that assessed the following; Part I, Reading Comprehension Difficulties of Grade 10 Students, and Part II, Reading Comprehension Learning Domains The questionnaire for the students consisted of items that assessed their performance in reading comprehension for school year 2022-2023. A five-point Likert scale was used by the researcher to assess the respondents' attitudes toward the variables being investigated. In addition, weighted mean scores were interpreted accordingly.

In addition, the researcher coordinated with the DWCSJ graduate school professors for the instrument validation. The researcher-made questionnaire was used as a main tool and was validated by the DWCSJ graduate school professors. In addition, she also sought help from the authorities in the field to validate the translated Filipino version. It underwent expert validation. The three learning domains with ten indicators were tested for item reliability using the test-retest method. Another part of the questionnaire was about the reading comprehension difficulties and it was comprised of six indicators having five items each. The instrument was administered to 30 grade 10 students who were excluded from the final set of respondents in the study. To establish the measure of the instrument's internal consistency, the Cronbach's Alpha coefficients were computed and the reliability analysis results are shown in Table 1. The result showed a generally high reliability of the items on the learning domains and reading comprehension difficulties. The instrument was set to be administered to the final group of respondents.

Table 1

Reliability Results of the Instruments

Components	Number of Items	Cronbach's Alpha Coefficients*	Interpretation
Reading Comprehension Difficulties			
Vocabulary	5	0.828	High Reliability
Spelling	5	0.853	High Reliability
Close Reading	5	0.845	High Reliability
Finding the Main Idea	5	0.647	Moderate Reliability
Concentration	5	0.782	High Reliability
Reading Motivation			
Learning Domains	5	0.834	High Reliability
Cognitive			
Cognitive	10	0.716	High Reliability
Affective			
Affective	10	0.793	High Reliability
Psychomotor			
Psychomotor	10	0.751	High Reliability

*Based on Standardized Items

Data Gathering Procedure - The letter to the school heads requesting their permission to conduct an interview which underwent thematic analysis and based on the results of the interview, six reading comprehension difficulties were extracted as the main themes from the respondents' narratives. From that, the questionnaires were constructed and distributed to the respondents. The researcher conducted an orientation of the respondents toward the rationale of the study, after which, questionnaires were administered. The distribution and retrieval of the instrument were administered personally for almost 1-2 weeks, to give them enough time to answer the survey and assure them of

the confidentiality of their responses.

Statistical Treatment of the Data - Qualitative data were analyzed by grouping those into categories and themes. Thematic analysis was used to determine the reading comprehension difficulties of grade 10 students. Recording, transcription, tabulation, and coding were undertaken to extract the themes. The qualitative results were illustrated through thematic maps. The quantitative data on the extent of the reading comprehension difficulties and learning domains were described using a weighted mean. Frequencies and percentages were computed using the statistical software, SPSS v.26 to present the level of reading comprehension. The inferential problems that tested the relationship among the extent of the reading comprehension difficulties and the respondents' level of reading comprehension and the relationship between the level of learning domains and the respondents' level of reading comprehension were given answers using the Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis was done using the statistical software, WarpPLS version 7.0, and computations were all anchored at the 0.05 significance level.

Ethical Considerations - The study complied with the research guidelines provided by the Graduate School of Divine Word College of San Jose. The purpose of the study and the participation of the respondents were explained first before administering the survey. The respondents' confidentiality of information and answers and their anonymity were maintained throughout the data collection, analysis, and presentation of findings. It was ensured that all data and results collected were solely used for the study. The researcher used the American Psychological Association (APA) to give credit to other research studies used as references. On the other hand, some studies and sources that were used as bases for this study were properly cited and acknowledged as well. This study only sought to contribute to the education sector and posed no risk to anyone involved in its conduct.

3. Results and Discussions

The analysis of the responses to the qualitative problem has been done through thematic analysis. The results were derived from the questions given to the participants during the interview. Recording, transcription, tabulation, and coding were undertaken to extract the themes. After the descriptions were finally categorized, the final thematic map as reflected in Fig. 1 revealed six reading comprehension difficulties that were perceived by the students. The final themes were presented in semi-circular figures. These included vocabulary, spelling, close reading, finding the main idea, concentration, and reading motivation. For reading comprehension, vocabulary is a relevant variable because it influences the processes of decoding, speed, and accuracy of reading (Nalom et al. 2015). However, Ferrer & Carmen (2022) suggested the English language teachers to consider upgrading their pedagogical abilities in vocabulary instruction by attending seminars/workshops on the most up-to-date teaching strategies that will withstand the test of time in the new standard education system. Perfetti et al. (2014) stated that spelling and reading are interdependent therefore, a successful instruction must take all this and more into account, keeping in mind the unique matrix of proclivity, background, and motivation that each learner brings to this task. Without the ability to do close reading, secondary students do not academically progress. This creates a difficult instructional environment for the teacher and a less productive academic experience for the students (Almasi & Hart, 2015).

As pointed out by Prebianca (2017) identifying main ideas in any type of communication has been a great challenge to language users; but, on the other hand, it is also essential to a successful comprehension. Reading will be pointless for students unless they can pull the main ideas from the text in order to get the writer's message. Table 2 shows the mean extent of reading comprehension difficulties of Grade 10 students in terms of vocabulary, spelling, close reading, finding the main idea, concentration, and reading motivation. On the whole, the grade 10 students perceived to a high extent the difficulties affecting their reading comprehension garnering an overall mean of 3.88. Students found the most difficult which was a very high extent in the area of spelling. Reading comprehension difficulties encountered to a high extent were evident in vocabulary, close reading, concentration, and reading motivation. Only a moderate extent of difficulty was evident in finding the main idea. In the study of Proctor et al. (2014), the finding revealed that despite the difficulties, some students managed to maintain

confidence in their reading abilities, accepted the reading efforts as a challenge, and believed that their reading difficulties could be overcome.

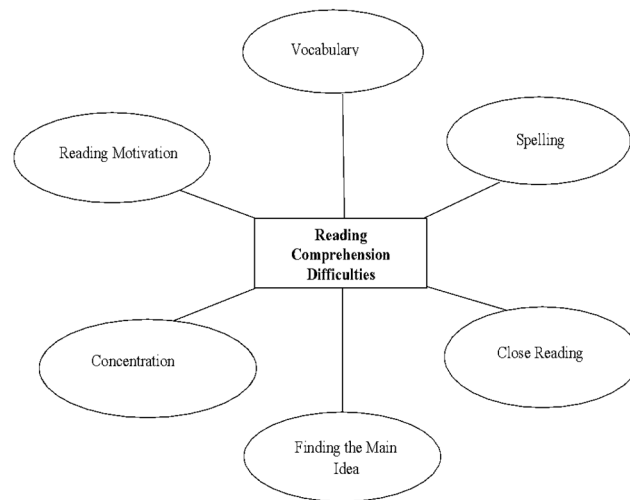


Figure 1. Final Thematic Map

In terms of vocabulary, the difficulty encountered by the grade 10 students may be because English is a second language and since vocabulary is one important component of the language, they have to understand first its vocabulary. In learning vocabulary, most often, students are required to memorize the words so that they can express the idea in the form of written or spoken English. This finding is parallel to the study conducted by Hambali (2018) and Nor & Rashid (2018) which disclosed that students found it difficult to read, pronounce, and memorize English vocabulary, and a great number of students without sufficient vocabulary knowledge mostly faced reading comprehension difficulties. Moreover, studies made by Nalom et al. (2015) and Afzal (2019) put emphasize that without learning more the vocabulary, the ability of language is hard to accomplish, and vocabulary is relevant to reading comprehension since it influences decoding, speed and accuracy of reading. Similarly, motivation has a great effect on the reading comprehension skill. The development of reading comprehension skills heavily depends on the motivation and interest of the learners. It will be difficult for readers to focus on their understanding if they find the reading material uninteresting. Moreover, while spelling may be difficult for students, many children and even adults have problems with spelling. This has been underscored by Terry (2023), stating that poor spelling abilities can lead to a lack of confidence and poor performance at school. Since spelling and reading are interconnected and are interdependent, according to Perfetti et al. (2014), so one step in improving reading skills is to improve spelling skills. It was recommended that spelling instruction be included in the reading and spelling program. The importance of learning the spelling of words and its support for learning to read has been underscored by Cabell et al. (2023) and Moats (2013). Learning about the meaningful relationships between words will likely contribute to vocabulary growth and reading comprehension. This is supported by Daffern (2020) which summarized the real importance of spelling to reading, stating that spelling and reading build and rely on the same mental representation of a word and that knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading.

In terms of close reading, this study intends to help students understand the purpose of reading the text, Dakin (2013) suggested that teachers have to consider how close reading can fit into classroom instruction to bring about effective and explicit teaching of close reading to students, so they would be independent readers. A study conducted by Beers & Probst (2013) also suggested that by using close reading, students can examine and notice a specific text that is surprising, confusing, contradictory, or any facts that will support the objective of the lesson. A similar statement in Cummins's (2013) findings disclosed the importance of close reading in reading comprehension. While the students are closely reading, they become engaged with the text finding the most important ideas and how the ideas fit together logically to convey the author's central ideas. In addition, the

findings of Janus (2014) stated that without the ability to read with understanding, secondary students do not academically progress. Students have fewer successful academic experiences as a result, and teachers are placed in a challenging teaching environment.

Table 2

Mean extent of reading comprehension difficulties of grade 10 students in terms of vocabulary, spelling, close reading, finding the main idea, concentration and reading motivation

Indicators (Vocabulary)	Weighted Mean	Verbal Description
1. When I read a text/passage, I experience difficulty in sight words/vocabulary.	4.12	High Extent
2. I struggle in reading English vocabulary words.	3.93	High Extent
3. I am confused about the meaning of unfamiliar words.	4.22	Very High Extent
4. Unfamiliar words are difficult to pronounce.	4.29	Very High Extent
5. At home, nobody helps me to enrich my vocabulary.	4.32	Very High Extent
Composite Mean	4.18	High Extent
Indicators (Spelling)		
1. I find it difficult to read words with silent letters.	4.28	Very High Extent
2. I misread some words because of the spelling.	4.21	Very High Extent
3. It is difficult for me to recognize words because of the spelling.	4.20	Very High Extent
4. Spelling new words is difficult for me.	4.29	Very High Extent
5. I tend to forget the rules in spelling.	4.21	Very High Extent
Composite Mean	4.24	Very High Extent
Indicators (Close Reading)		
1. I cannot understand easily what the author is trying to say in a text.	3.23	Moderate Extent
2. I cannot read the word so I skip it.	2.62	Moderate Extent
3. I do not have a background knowledge on the reading material.	4.29	Very High Extent
4. It is difficult for me to interpret a short passage in a text.	4.17	High Extent
5. I am slow in reading a passage or text.	4.42	Very High Extent
Composite Mean	3.75	High Extent
Indicators (Finding the Main Idea)		
1. I experienced confusion about the theme of the story.	4.40	Very High Extent
2. I easily understand the author's purpose in a passage.	3.36	Moderate Extent
3. I find it hard to locate the significant details in the passage.	4.10	High Extent
4. I can relate to what the author wants to convey.	3.13	Moderate Extent
5. I give my best to understand the value of information in the text.	1.76	Very Low Extent
Composite Mean	3.35	Moderate Extent
Indicators (Concentration)		
1. I usually repeat words that I am reading.	4.20	Very High Extent
2. I easily get distracted while reading.	4.40	Very High Extent
3. I lose my concentration when I encounter unfamiliar words.	4.17	High Extent
4. Noise can easily distract me.	4.31	Very High Extent
5. I use visual information to get me focused on what I am reading.	1.56	Very Low Extent
Composite Mean	3.73	High Extent
Indicators (Reading Motivation)		
1. I feel nervous when reading passages with lengthy texts.	4.26	Very High Extent
2. I am uninterested in reading lengthy passages.	4.12	High Extent
3. I feel bored when reading lengthy texts.	4.31	Very High Extent
4. I read with correct phrasing.	2.95	Moderate Extent
5. When I get confused, I lose interest in reading.	4.41	Very High Extent
Composite Mean	4.01	High Extent
OVERALL MEAN		
(READING COMPREHENSION DIFFICULTIES)	3.88	High Extent

Scale: 4.20-5.00- Very High Extent; 3.40-4.19- High Extent; 2.60-3.39- Moderate Extent; 1.80-2.59- Low Extent; 1.00-1.79- Very Low Extent

Additionally, the findings in terms of the main idea seemed to conform with the results of the study conducted by Ekorini (2021) which revealed that students who had a low score in reading had problems in reading comprehension, especially in getting the main idea which formed the passage. One of the problems they faced in reading practice was understanding ideas that were stated in long sentences. The same was disclosed in Mauli's et al. (2014) study that the students' less interest in reading made it difficult to identify the main idea of the reading test. As one essential part of understanding the reading text, finding the main idea, as emphasized by Prebianca

(2017), is needed for successful comprehension considering it as the basis for perceiving relevant information and drawing appropriate inferences from a text, to construct its meaning. Concerning concentration, findings also revealed that if the lesson was not engaging and if the student's experienced anxiety about failure, concentration would be highly affected. Studies by Gilakjani & Sabouri (2016) concluded that the readers' loss of concentration in understanding a text affected students' interest and background knowledge about what they read.

Lastly, the high extent of difficulty in reading motivation appeared to agree also with the findings of Gilakjani & Sabouri (2016) which proved that motivation had a great effect on reading comprehension skills. So, if readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension and this can lead to a lowering of reading comprehension among readers. Moreover, reading comprehension, according to Hairul et al. (2013), is a difficult process because students should be able to read the written words, decode vocabulary, and recognize the meanings of the texts.

The high extent of difficulty in reading motivation appeared to agree also with the findings of Gilakjani & Sabouri (2016) which proved that motivation had a great effect on reading comprehension skill. So, if readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension and this can lead to a lowering of reading comprehension among readers. Moreover, reading comprehension, according to Hairul et al. (2013), is a difficult process because students should be able to read the written words, decode vocabularies and recognize the meanings of the texts. Hence, reading motivation, as underscored by Yamac & Çeliktürk (2018) is an important element which distinguishes students' success in text recognizing and understanding. As recommended in the study of Azizifar et al. (2015) in order to make the learner more interested in the reading activity, teachers should select the reading texts that are in the range of interest, or topics related to their everyday life.

While reading comprehension difficulties may stem from an underlying oral language weakness that existed from early childhood, before reading was even taught, recent research according to Perfetti et al. (2014) spelling instruction must be included in the reading and spelling program. Since spelling and reading are interconnected and are interdependent one step in improving reading skills is to improve spelling skills. According to Moats (2015) those of us who can spell reasonably well take for granted the role that spelling plays in daily life. Filing alphabetically; looking up for words in a phone book, dictionary, or thesaurus; recognizing the right choice from the potential that a spell checker offers; spelling is important when writing notes that other people can read and even when playing parlor games. The importance of learning the spelling of words and its support to learning to read have been underscored by Cabell et al. (2023).

Table 3

Mean level of reading comprehension learning domains in terms of cognitive

Indicators (Cognitive)	Weighted Mean	Verbal Description
1. I understand what I am reading.	4.01	High
2. I use dictionary when coming across new words.	3.55	High
3. I pay attention to what I am reading.	4.36	Very High
4. I use previous information to understand what I am reading.	3.88	High
5. I can predict the main idea of the whole passage from its title.	3.26	Moderate
6. I analyze the structure of the sentence when reading a passage.	3.92	High
7. I combine information to understand what I am reading.	4.05	High
8. I understand the text on the basis of pictures.	3.86	High
9. I predict the main idea of the passage from keywords.	3.24	Moderate
10. I evaluate educational material to have my own opinion.	3.95	High
Composite Mean	3.81	High

Scale: 4.20-5.00 -Very High; 3.40-4.19 -High; 2.60-3.39 -Moderate; 1.80-2.59 -Low; 1.00-1.79 -Very Low

The cognitive reading comprehension learning domain was described by the 10 statements given the corresponding weighted means and verbal interpretation. Table 3 disclosed a composite mean of 3.81 denoting the students' high cognitive level. It indicated that respondents had a high cognitive level in dealing with how they acquire, process, and use knowledge in reading comprehension. According to Wirayanti (2020), reading

comprehension is a complex interaction between automatic and strategic cognitive processes that enables the reader to create a mental representation of a text. While the cognitive domain was used as the foundation for creating teaching-learning activities in the classroom, as stated by Collins (2014), its emphasis on cognitive objectives has been proven to help teachers create meaningful learning events and worthwhile learning outcomes as disclosed by Fitriani et al. (2021). There is a need for students to determine the meaning of information from various sources like instructional messages in oral, written, and graphic communication to master this cognitive level.

Table 4

Mean level of reading comprehension learning domains in terms of affective

Indicators (Affective)	Weighted Mean	Verbal Description
1. I can describe the characters in the story in detail.	3.87	High
2. I can identify the moral lesson of the literary piece.	3.74	High
3. I understand the structure of educational material.	3.88	High
4. I understand the author's purpose.	3.94	High
5. I can write a summary/ reaction to the literature.	3.74	High
6. I can help my classmates in understanding the parts/points of the literature that are unclear.	3.80	High
7. I can relate values learned in solving real-life problems.	3.86	High
8. I can share with others the values learned from the literature which can be integrated into daily life.	3.83	High
9. I compare the actions and values of the different characters in the literature to real-life events.	3.69	High
10. I question my own behavior in contrast to the values I have learned.	3.73	High
Composite Mean	3.81	High

Scale: 4.20-5.00 -Very High; 3.40-4.19 -High; 2.60-3.39 -Moderate; 1.80-2.59 -Low; 1.00-1.79 -Very Low

Table 4 shows the descriptors under the affective domain, yielded high-weighted means ranging from 3.69 to 3.94. Hence, a composite mean also registered 3.81 corresponding to its high level. It showed that respondents possessed a high level of relating their interests, attitudes, and values to reading comprehension. As a behavioral pattern related to the social situation that was conditioned at the school, the affective domain, as earlier mentioned, was highly personal to learning, demonstrated by behaviors indicating interest, attention, concern, and responsibility.

The high level of affective domain affecting the students' reading comprehension found a support on the findings of Zolgar et al. (2018) which showed that positive or negative attitude toward reading activities has a significant influence on the amount of reading for pleasure and a child's reading achievement. The important role in education of the affective domain has been underpinned by Suarez & Diva (2022). In fact, people learn quickly when they feel safe, relaxed, included, and interested. By measuring one's affective learning domain levels and using the readers' background knowledge, beliefs, and perspectives in their responses, the learners' critical thinking competence will be enhanced. The findings of Proctor (2014) also underscored that despite difficulties, children were able to maintain confidence in their reading abilities and to believe that they can overcome their reading difficulties. Cunningham & Stanovich (2014) in another study, proved that the more reading for pleasure there is, the better their reading performance which encouraged the individual's interest in reading, creating favorable conditions for the formation of a positive attitude toward reading.

Considering the psychomotor domain, a generally high level was noted in Table 5 with a composite mean of 3.79 which meant that respondents were highly acquiring the psychomotor domain indicators affecting the reading comprehension. It could be concluded that the achievement was successful in reaching a particular goal, status, and standard, especially through effort, skill, and courage (Ulfa, 2013). Looking at the indicators describing the psychomotor domain, all were rated at a high level with means ranging from 3.46 to 4.01. The importance of the psychomotor domain in reading has been underscored by Slattery & Yates (2018) emphasizing that to use high excellent foveal vision to encode each word during reading, the eyes must move in unison across lines of text. Based on the relationship between the materials being learned and the psyche of the learner, Mazouzi et al. (2017)

concluded that the psychomotor learning process was very useful in a learning manual and verbal activities that involved repetition or practice such as pronouncing, articulating, writing, and the like.

Table 5

Mean level of reading comprehension learning domains in terms of psychomotor

Indicators (Psychomotor)	Weighted Mean	Verbal Description
1. I am reading without stopping too much.	3.46	High
2. I make notes of key terms.	3.75	High
3. I highlight the keywords or phrases to pick out the important parts.	3.93	High
4. I read the text word by word, concentrating on the overall meaning of it.	3.92	High
5. I can make an outline of the material.	3.49	High
6. I can write the most important ideas in the text without any problems.	3.67	High
7. I used to select and paraphrase to understand better.	3.79	High
8. I use simple words to replace difficult ones in sentence understanding.	3.94	High
9. I use illustrations or titles to help me figure out what a story is about.	4.01	High
10. I orally recite what I have read after each section/main topic.	3.98	High
Composite Mean	3.79	High

Scale: 4.20-5.00 -Very High; 3.40-4.19 -High; 2.60-3.39 -Moderate; 1.80-2.59 -Low; 1.00-1.79 -Very Low

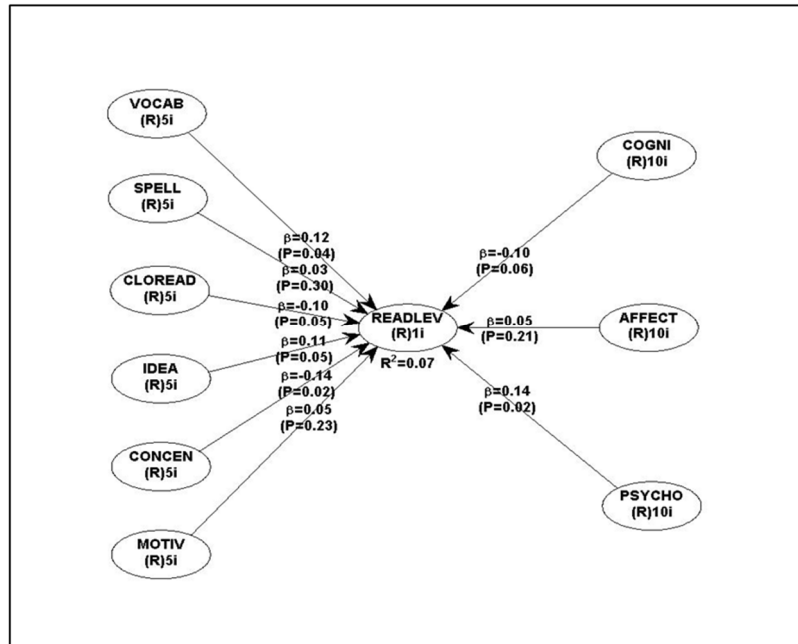
Table 6

Level of reading the comprehension of the grade 10 students in Magsaysay, Occidental Mindoro

Reading Comprehension	Frequency	Percent
Independent	49	21.4
Instructional	114	49.8
Frustration	66	28.8
Total	229	100.0

As earlier defined, the level of students' reading comprehension describes the type of mental representation made of the written text. In the process, the reader built a mental model in which he or she could integrate explicit and implicit data from the text, experiences, and previous knowledge (Kirby, 2017). Table 6 revealed the status of the grade 10 students' reading comprehension level in the secondary schools at Magsaysay, Occidental Mindoro. Almost half (114 or 49.8%) of the grade 10 student-respondents were categorized under the instructional level. This indicated that they find reading challenging but manageable. This means that they have reached 90% word accuracy. The lowest frequency of 49 or 21.4% proved that it was relatively easy for them to read with 95% word accuracy. This also confirmed their ability to read the words correctly. However, 28.8% or 66 grade 10 students still belong to the frustration level in reading comprehension. This was described by their difficulty in reading the text with less than 90% of word accuracy attained.

The finding above brought a signal to the school authorities to provide the necessary interventions to improve the student's reading comprehension levels. While experts said that fluency developed gradually over time and through practice, especially at the earliest stage of reading development, however, students' reading level at grade 10 should have improved at a much faster rate. Many studies suggested that average children did not reach the point of being able to read what they could understand if they heard it until around seventh or eighth grade, as underscored by Biemiller (2012). In his study, it was found that the child's level of reading comprehension was far below his or her listening comprehension. This was also supported by Chaka & Booi-Ncetani (2015), concluding that the success of reading comprehension was largely determined by text characteristics, the level of difficulty of the text, the context in which the text was embedded, and the reader's prior knowledge as well as their reading ability level. Moreover, Austin (2018) contended that comprehension was the most complicated because of its internal nature and was more difficult to explain as a process although it was easy to observe. The study emphasized that one's capability to comprehend reading material may be considerably more significant in comparison to other learned skills.



**Significant at $p < 0.05$

Figure 2. Structural Model

In testing the two hypotheses aforementioned, the partial least squares structural equation modelling was used. The analysis was done using the statistical software, WarpPLS version 7.0, and computations were all anchored at the 0.05 significance level. The structural model in Fig. 2 brought out the hypothesized connections between the following: level of reading comprehension (READLEV) and extent of reading comprehension difficulties, namely: vocabulary (VOCAB), spelling (SPELL), close reading (CLOREAD), finding the main idea (IDEA), concentration (CONCEN) and reading motivation (MOTIV); and the level of reading comprehension (READLEV) and the level of the domains of learning with the components: cognitive (COGNI), affective (AFFECT) and psychomotor (PSYCHO).

The coefficient of determination ($R^2=0.07$) found in Fig. 2 explained the small percentage of the variations in the level of reading comprehension which could be attributed to the differences in the reading comprehension difficulties. This indicated that a large percentage of the variations in the pupils' reading comprehension level could be accounted for by other factors. This result led to the rejection of the hypothesis of no significant relationship between the extent of reading comprehension difficulties of grade 10 students in terms of vocabulary, close reading, finding the main idea, concentration, and their reading comprehension level. For instance, with the degree of reading difficulties measured by the complexity of vocabulary and structure, it was likely that it would be more complicated for the students. On a positive note, this may also imply that while students found difficulties in reading, the more they became challenged to improve their ability to understand what they read.

Surprisingly, spelling did not correlate with the reading comprehension level of the respondents as shown in the results above. This appeared contradictory to the findings of Moats (2015) which concluded that better spellers tended to be better readers. However, on average, the children tended to be better at reading comprehension than at spelling. Hence, children were learning to read at an average level, but their spelling achievement consistently decreased. The same result was shown when reading motivation predicted reading comprehension level. A similar result was disclosed in the study of Ahmadi (2017) which revealed the no apparent relationships between text comprehension and motivation among Japanese EFL students. However, this did not conform with the study of Hairul et al. (2013) which underlined motivation as one of the most important factors that helped learners read more and that was reading motivation and it had an important impact on reading comprehension. One of the significant consequences focused on the finding that reading motivation could lead to the improvement in language

learning performance for different levels irrespective of what learning context they were in. Learners should be motivated to increase their reading comprehension ability and become proficient readers.

Table 7

Proposed reading intervention program for students with reading difficulties

Areas	Objectives	Program/Activities	Persons Involved	Time Frame	Expected Outcomes	Success Indicator
Vocabulary	To understand the meaning of words	Remedial/Enrichment Vocabulary Short Story Sessions	Teachers/Students	Quarterly/Yearly	Learned words independently	Improved comprehension
Close Reading	To gain more knowledge of a text structure, and have a deeper understanding of the author's purpose	Text Annotation	Teachers/Students	Weekly/Monthly	Deepened understanding of the text and critical thinking skill	Detailed understanding
Finding the Main Idea	To determine the central idea of a text and how it is conveyed through particular details	Graphic Organizers or Charts Main Idea Puzzle Contest	Teachers/Students	Weekly/Monthly	Focused on the crucial information and better comprehended the author's intentions	Application to new texts
Concentration	To focus and restrain oneself from the noise that easily distracts	DEAR (Drop Everything and Read)	Teachers/Students/Parents	Weekly/Monthly	Enhanced reading skills and gained focus on the reading material	Retention of concentration
Psycho-motor Learning Domain	To focus on the items in questionnaire like taking down notes of the key terms, make an outline of the material, paraphrasing and reading without stopping too much.	Guided Response, Manipulative Games, and Online Educational Videos	Teachers/Students/Parents	Year-Round	Students performed independently in reading with a better eye coordination	Reading fluency

Table 7 shows the proposed reading intervention program for students with reading difficulties highlighted the variables with significant relationship to the study. These include vocabulary, close reading, finding the main idea, reading concentration, and psychomotor learning domain. Since reading comprehension skill is the most important and the most difficult to achieve in the basic education, education stakeholders are searching for approaches and methods which will be more meaningful and interesting for Filipino students. Hence, resulting in a higher reading comprehension and level of performance (Penafior, 2017), the main goal of a reading intervention program is to intervene when reading problems occur and use strategic and intentional teaching to get students back to their targeted reading goal.

4. Conclusions

Based on the summary of the findings presented above, the following conclusions were drawn: vocabulary, spelling, close reading, finding the main idea, concentration, and reading motivation were identified as reading comprehension difficulties. A very high extent of difficulty was found in spelling, and a high extent of difficulty was noted in terms of vocabulary, close reading, concentration, and reading motivation while finding the main idea was in a moderate extent. The levels of cognitive, affective, and psychomotor reading comprehension learning

domains were high. The reading comprehension level of the majority of grade 10 students was instructional and using the Phil-IRI assessment tool, teachers can better understand where students are struggling and where they excel. This also helps identify improvement areas and implement remedial classes for struggling students. A significant relationship existed between the extent of reading comprehension difficulties in terms of vocabulary, close reading, finding the main idea, and concentration and the student's reading comprehension level. The psychomotor learning domain had a significant relationship with the student's reading comprehension level. In terms of reading comprehension, almost half of the grade 10 students could comprehend, though they found reading challenging but manageable. An Intervention Program for grade 10 students is presented to provide additional strategies and help improve their reading comprehension skills.

Recommendations - Based on the findings of the study, the following recommendations are offered: The researcher recommends that teachers may provide reading interventions and integrate the trends in teaching reading such as interactive games and other online educational activities. Learning to spell and gradual integration of information strategies may be used by the teachers, such as filing alphabetically, looking up words in a phone book, or dictionary, writing notes that others can read, and even playing parlor games. Teachers may strengthen the practice of active reading, develop positive attitudes, and use physical activities. Also, select reading texts that are within the range of students' interests or topics related to their everyday lives. Since the majority of the grade 10 students were instructional in their reading comprehension, the school management and teachers in the research locale may strengthen the best practices of their school like helping raise the consciousness of their differentiated mother tongue during the primary years of their students through applying translation approach, creating mother tongue reading materials, and connecting reading to cultural identity. Students must be exposed to varied techniques, strategies, and exercises in executing reading activities for them to be able to achieve the highest level of reading based on the standards set by DepEd. School administration and teachers may provide classrooms with a safe and comfortable environment, a positive atmosphere, and engaging and organized to keep the students focused. Educational authorities may use the proposed intervention plan to aid the reading comprehension skills of grade 10 students. For future researchers, this study can be taken as a guideline and/or a reference for future research to further improve the reading performance of students with reading difficulties.

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