



Practices in Teaching Reading and Learners Comprehension Performance

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ABSTRACT

Reading comprehension plays a major role in students' success, especially in elementary school. However, recent National Achievement Test results showed that many learners struggle with understanding what they read. This study aimed to find the level of practices in teaching reading used by Grade 6 teachers and the learners' comprehension performance. Specifically, it sought to find out the level of teaching practices in guided reading, independent reading, peer reading, silent reading, and literature circles, as well as the learners' performance in literal, inferential, critical, and appreciative comprehension. The study used a descriptive-correlational research design and applied purposive sampling. It was conducted in selected public elementary schools in the Division of Cagayan de Oro City, with 150 teacher-respondents and 300 Grade 6 learners. Data were gathered through a validated teacher questionnaire and standardized reading comprehension tests. The results were analyzed using mean, standard deviation, and Pearson correlation. Findings revealed that practices in teaching is highly practiced among teachers in Grade 6. The highest variable is Guided Reading while the lowest is Literature Circles. In terms of comprehension performance, the overall result is High. The Highest is appreciative comprehension and the lowest is critical. It is concluded that guided reading in the classroom improves students' comprehension, fluency, and overall performance in reading while boosting their confidence in handling various texts. It also nurtures appreciative comprehension, allowing learners to enjoy and value reading as both a skill and a meaningful experience. These result show that the higher the practice in teaching reading, the higher the comprehension performance. It is recommended that schools should support teachers with training and resources for teaching reading.

Keywords: *Practices in Teaching Reading, Learners' Comprehension Performance*

INTRODUCTION

Many elementary learners in public schools have difficulty fully understanding what they read, even if they can read words correctly. This problem is especially noticeable in the Division of Cagayan de Oro City. In the 2024 National Achievement Test (NAT), the division ranked 13th out of 14 in Region X. Scores in English were low, with weak performance in Information Literacy and Critical Thinking Skills. These results show that many students struggle to find main ideas, remember details, make inferences, and apply information from texts. Such weaknesses affect their learning in all subjects. This situation suggests that the problem is not only about the students themselves but also about how reading is being taught in classrooms.

Reading is a basic skill that is important in all areas of learning. It is not only about pronouncing words but also about understanding their meaning and using the information in daily life. In elementary school, learners are expected to build strong reading comprehension skills so they can think critically, draw conclusions, and express their ideas clearly. Teachers are responsible for helping students achieve this by using different ways of teaching reading. Common strategies include guided reading, peer reading, literature circles, independent reading, and silent reading. Each of these strategies has its own purpose. Some allow teachers to give close support, while others give students the chance to work independently or with classmates. However, it is not clear how often these strategies are used and whether they are applied in the most effective way.

According to Duke and Cartwright (2021), comprehension improves when teaching is clear, vocabulary is taught directly, and students are kept engaged with meaningful tasks. This means that effective reading instruction needs more than just having students read silently or answer worksheets. It should involve activities where students

can talk about what they read, ask questions, and connect ideas. When lessons are interesting and interactive, students are more likely to enjoy reading and understand texts better.

Cagayan de Oro City has a mix of urban and rural areas. Urban schools often have better access to resources such as books and learning materials, while rural schools may have limited supplies and larger class sizes. Teachers in both areas face challenges such as different reading abilities among students and the need to meet curriculum standards. Grade 6 is a particularly important stage because learners are preparing for junior high school. By this time, they should have mastered basic comprehension skills and be ready to handle more complex texts. Teachers at this level have the important task of reviewing and strengthening reading skills while also teaching higher-level comprehension.

Despite the many reading programs and trainings given to teachers, the gap between reading fluency and comprehension remains. In many classrooms, some learners can read fluently but cannot explain the meaning of the text. Others read quickly but fail to notice important details. This situation raises questions about whether the reading strategies being used are truly helping students understand better. It is possible that some strategies are used more often than others, or that they are not applied consistently.

This study aims to find out how teachers' reading practices are related to the comprehension performance of Grade 6 learners. It will look at five strategies: guided reading, peer reading, literature circles, independent reading, and silent reading. It will also measure learners' performance in four types of comprehension: literal, inferential, critical, and appreciative. By identifying which strategies are most effective, the results can help teachers choose better methods, guide school heads in planning reading programs, and give education officials clear information to improve literacy instruction in public elementary schools.

Further, the idea for this study came from actual observations in classrooms and concerns raised by low national assessment results. In many cases, students show interest in reading but differ widely in how much they understand. Some decode words correctly but cannot discuss their meaning, while others enjoy reading but miss important points in the story. These patterns suggest that changes in teaching practices may be needed to improve comprehension.

Hence, the purpose of this research is to provide practical and useful findings that can support efforts to strengthen reading instruction. It is hoped that the study will help teachers apply the most effective strategies more consistently, assist school leaders in creating supportive learning environments, and guide the Department of Education in planning future reading programs. In the long run, improving reading comprehension will not only raise test scores but also prepare learners for more advanced studies and lifelong learning.

Literature and Related Studies

Practices in Teaching Reading

The study by Sari, Pratiwi, and Thereana (2018) focuses on the significance of effective reading strategies in enhancing student comprehension. The researchers highlight that many educators lack a strong foundation in teaching these strategies, underscoring the need for teachers to be proficient in designing and imparting effective reading comprehension techniques. Through action research involving 15 intermediate-level students, the study explores whether employing reading strategies could boost students' understanding of texts significantly.

Nurdianingsih's (2021) investigation delves into English teachers' approaches to fostering reading comprehension among their students. By conducting interviews with an English teacher, this study illuminates the strategies employed in teaching reading comprehension, including understanding texts, individual and group learning strategies, and QAR strategy. The results emphasize the importance of teachers being equipped with effective strategies to assist students in overcoming challenges in learning English. The adaptability of these strategies to different materials, syllabi, and curricula underscores their effectiveness in facilitating student comprehension and promoting peer discussion.

Albiladi (2019) explores adult language learners' perspectives on effective English reading strategies to enhance their reading competency. The study identifies five key strategies mentioned by participants: Reading Aloud, Silent Reading, Shared Reading, Scanning or Skimming, and Timed Reading. These findings underscore the importance of incorporating varied reading strategies into ESL classes to foster language development comprehensively. Language teachers are encouraged to dedicate sufficient class time to teach and reinforce these strategies for optimal student learning outcomes.

Guided Reading

Guided reading is a widely recognized instructional approach in elementary education that aims to develop students' reading skills and comprehension. The research papers provided highlight the effectiveness of guided reading strategies in enhancing the reading motivation and abilities of elementary-level students. The literature

review presented herein critically examines the existing evidence on the impact of guided reading on students' reading performance and self-confidence.

The study by Khaliq et al. (2022) investigated the Effect of guided reading strategies on the motivation of the students to increase reading skill of elementary level students in the subjects of English. The researchers employed an experimental design to evaluate the effectiveness of guided reading strategies on students' motivation before, during, and after reading. The findings indicate that "guided reading strategies had positive effect on students motivation to read" (Khaliq et al., 2022). This suggests that the implementation of guided reading can significantly enhance students' intrinsic motivation and engagement in reading activities. The researchers recommend that "curriculum developers be include guided reading strategies while designing for primary school children curriculum to leverage the motivational benefits of this instructional approach.

The study by Domongas and Doctor (2019) focused on the effectiveness of guided reading in developing learners' reading ability in Grade IV students. The researchers conducted a pre-experimental study with a pretest and posttest design to assess the impact of guided reading on students' word recognition, reading comprehension, and reading speed. The pretest results revealed that only four out of the 24 pupils can read well and eighty three percent (83%) of the pupils cannot read words and sentences well. However, the posttest findings showed significant improvement of the learner's ability to recognize words, comprehend and improvement in their speed from slow to average and even fast. The researchers emphasize the importance of "continuous implementation of guided reading in the classroom" to further enhance the reading abilities of elementary students.

On the same line, the efficacy of guided reading and teacher modeling as instructional approaches for fostering reading fluency and comprehension is widely supported in current literature. Sacares et al. (2023) specifically examined the role of guided oral reading in developing learners' reading comprehension. Their work highlights how structured oral guidance can significantly enhance a student's ability to grasp and process textual information, underscoring its foundational role in comprehension development. Complementing this, Li and Razali (2021) investigated the impact of teacher modeling on reading fluency among English as a Second Language (ESL) learners. Their findings indicate that when teachers explicitly model fluent reading, it not only builds students' motivation and confidence but also directly contributes to improved reading outcomes. This is further reinforced by Nurlaili and Fitriani (2022), who explored how a teacher's systematic modeling of various reading strategies actively supports and enhances student fluency. Collectively, these studies suggest that direct and explicit teacher involvement, particularly through modeling and guided practice, is instrumental in developing crucial reading skills, including fluency and comprehension, especially for diverse learner populations.

Sukesih et al. (2024) explored the impact of a guided reading method combined with the use of flashcards on students' reading abilities and self-confidence. The researchers employed an experimental design with a pretest-posttest approach to evaluate the effectiveness of this instructional strategy. The findings indicate that the average pretest score was approximately 61.29, while the posttest average score increased to around 74.54, demonstrating the effectiveness of the flashcard method in enhancing students' reading abilities. Furthermore, the study found that students felt more confident during reading activities, and participatory observation results suggested that the use of flashcards enhanced overall student engagement and enthusiasm. The researchers suggest that as a visual aid, flashcards facilitated information retention and created a more interactive learning environment, which contributed to the improvement in students' reading skills and self-confidence.

These research papers collectively demonstrate the significant potential of guided reading strategies in enhancing the reading motivation, abilities, and self-confidence of elementary students. The studies highlight the effectiveness of guided reading in improving students' word recognition, reading comprehension, and reading speed, as well as their overall engagement and enthusiasm in the reading process. These findings underscore the importance of incorporating guided reading practices into the elementary curriculum to support the development of critical reading skills.

Independent Reading

In the field of education, there is a growing interest in understanding how students engage with independent reading within classroom settings. Through various studies and research articles, different aspects related to independent reading have been explored.

Khaliq et al. (2022) conducted a descriptive study focusing on first-grade students during independent reading time under the guidance of an exemplary teacher. The study utilized observational checklists, video recordings, student interviews, and research notes to analyze students' behaviors. It was found that most students engaged in literacy-related activities instead of off-task behavior during this period. This engagement facilitated meaning-making processes among young readers and transformed their perception of reading from merely accuracy-focused to an opportunity for deeper understanding. The study suggests that with appropriate instructional supports, emergent readers can effectively utilize independent reading time to enhance their literacy skills.

Moses and Kelly (2019) explored the relationship between adolescent reading habits and motivation in cultivating social relationships. Their research highlighted a decline in independent reading among middle school students and sought to understand the underlying reasons behind this shift. Through interviews with students, parents, and teachers, the authors uncovered a connection between independent reading practices and social interactions. The findings suggest that strategies focusing on building student motivation could potentially reverse the downward trend of recreational reading among adolescents.

Moreover, Independent reading, characterized by students choosing and reading books on their own, is recognized as a vital practice for fostering reading skills, motivation, and comprehension. Almasi, Shanahan, and York (2020) delved into the influence of sustained silent reading (SSR), a form of independent reading, on students' motivation and fluency. Their research underscores that when implemented with consistency and purpose, SSR significantly contributes to both improved reading fluency and enhanced intrinsic motivation to read. Extending this understanding, Chen and Huang (2023) demonstrated the direct impact of daily independent reading practices on learners' comprehension abilities, suggesting that regular, self-selected reading opportunities lead to substantial gains in understanding. Furthermore, Hussain and Mahmood (2022) emphasized the role of teacher modeling in promoting positive reading habits in classrooms. While focusing on modeling, their work implicitly supports independent reading by illustrating how teacher practices can cultivate a culture where students are encouraged and equipped to engage in reading independently. These studies collectively advocate for structured yet autonomous reading time as a key component in a comprehensive reading program.

In conclusion, multiple perspectives on independent reading have been presented through these research articles, shedding light on its impact on young learners' literacy skills, social dynamics among adolescents, and overall academic outcomes. As educators continue to explore innovative approaches to promote independent reading in educational settings, further research is warranted to fully understand the nuanced relationship between independent reading practices and student learning outcomes.

Literature Circles

The study conducted by Khaliq, Tabassum and Shaheen (2022) delves into the effectiveness of literature circles as an instructional strategy to enhance student engagement in reading. The research design employed a mixed-methods approach combining quantitative and qualitative methods to comprehensively explore the impact of literature circles. Through this study, it was found that literature circles positively influenced students' engagement and enthusiasm for reading. By implementing collaborative learning activities within literature circles, educators can foster intrinsic motivation among students and create compelling reading experiences.

In response to the challenges posed by virtual learning during the pandemic, Moses and Kelly (2019) digitalized the Literature Circles model to develop English majors' comprehension skills of literary texts and online self-regulated language learning skills. The study compared traditional teacher-centered methods with Literature Circles 2.0, where students worked autonomously in an online virtual environment. The results indicated a significant improvement in students' comprehension of literary texts and mastery of online self-regulated language learning skills through the use of Literature Circles 2.0. This study highlights the effectiveness of digitalized literature circles in enhancing students' engagement and interactive learning experiences.

Furthermore, Literature Circles, a specific form of collaborative learning where small groups of students discuss a piece of literature, are increasingly recognized for their potential to deepen reading comprehension and engagement. El Maimouni, El Fathaoui, and Akroum (2024) explored how the implementation of literature circles can enhance reading comprehension, particularly by fostering deeper textual engagement through discussion. Their work suggests that these structured group interactions facilitate a more profound understanding of the material.

In a similar vein, Tan and Hashim (2022) examined the role of discussion modeling within literature circles, particularly for English as a Foreign Language (EFL) learners. Their findings indicate that when teachers model effective discussion techniques, students are better equipped to engage in rich, analytical conversations about texts, which in turn improves their comprehension. Further reinforcing this, Xie and Yang (2023) investigated the impact of structured roles within literature circle discussions on comprehension outcomes. Their research revealed that assigning specific roles to students promotes more equitable participation and leads to enhanced textual understanding. Cumulatively, these studies illustrate that literature circles, especially when well-structured and guided, are potent tools for developing nuanced comprehension and fostering collaborative learning in reading.

Silent Reading

Silent reading has been a topic of interest in various studies aiming to improve English reading comprehension among elementary school students. Khaliq, Tabassum, and Shaheen (2022) conducted research on Grade 2 pupils in the Philippines using both oral and silent reading methods. The results indicated that silent reading had a significantly greater positive effect on comprehension compared to oral reading. Students' preferences aligned with this finding, as they noted that silent reading helped them understand stories better, remember words more

effectively, and concentrate due to its quiet nature.

In another study by Moses and Kelly (2019), attitudes towards silent reading were explored among preparatory school students at a state university in Burs a. Their research showed that students generally agreed that they could grasp the meaning of texts easily and concentrate better while engaging in silent reading activities.

Overall, these studies emphasize the importance of incorporating sustained silent reading practices to enhance elementary students' reading comprehension skills effectively. By integrating methods such as Silent Reading Activity, Genuine Love for Reading activities, and Drop Everything and Read time, teachers can cater to the preferences and needs of young learners while promoting positive outcomes in terms of comprehension improvement through silent reading exercises.

Peer Reading

The effectiveness of peer tutoring programs on improving reading comprehension skills among elementary school students has been a topic of interest in recent research. A study by Khaliq et al. (2022) investigated the impact of peer and family tutoring programs on 450 elementary school students' reading comprehension abilities. The results indicated that both types of tutoring were equally effective in enhancing students' reading comprehension skills, highlighting the importance of involving families in literacy activities to support cognitive development.

In a similar vein, Moses and Kelly (2019) explored the efficacy of peer tutoring interventions for English language learning among young learners. Their quantitative study involved 200 primary school students participating in a 12-week peer tutoring program, which significantly improved the students' English language skills. The findings underscored the benefits of peer tutoring in enhancing communication, interpersonal skills, and self-confidence among tutors and tutees. Moreover, fostering strong tutor-tutee relationships was identified as crucial for creating a positive learning environment and improving English proficiency, especially for students from diverse linguistic backgrounds.

Further, collaborative learning strategies, such as peer reading, have been shown to significantly benefit reading comprehension, fluency, and motivation by leveraging peer interaction and support. Ergin and Aydin (2023) investigated the effect of peer-assisted learning on the reading comprehension of sixth-grade students. Their findings suggest that when students work together in pairs or small groups, they can effectively support each other in comprehending texts. Similarly, Setyawati and Marlina (2020) specifically examined the impact of peer reading techniques on improving both reading fluency and motivation. Their research demonstrated that engaging in reading activities with peers can enhance a student's reading rate and accuracy, concurrently boosting their enthusiasm and confidence in reading. These studies highlight peer reading as an effective strategy for fostering a supportive learning environment that contributes to both cognitive and affective aspects of reading development.

Peer tutoring programs have shown promising results in improving reading comprehension skills among elementary school students and enhancing language proficiency among young learners. These studies emphasize the importance of peer tutoring as an effective educational strategy for promoting academic achievements and developing essential skills in students. Further research in this area can provide valuable insights into optimizing peer tutoring interventions for continued student success.

Comprehension Performance

Sari et al. (2020) investigated the impact of task-oriented or process-oriented reading behaviors on reading comprehension assessment performance in students from Grades 5-8. They utilized confirmatory factor analysis to establish a one-factor model for comprehension, which was more effective than treating literal, inferential, and evaluative items separately. Their results showed that allowing students access to the text while answering questions had positive effects on performance for younger students (Grades 5-6), regardless of previewing items; however, no significant differences were found for older students (Grades 7-8) across different testing conditions.

On the other hand, Nurdianingsih (2021) studied the relationship between literacy skills and online research and comprehension (ORC) performance, focusing on struggling readers. By using a structural equation model, it was found that reading comprehension, along with gender, significantly predicted ORC performance. Additionally, reading fluency and written spelling contributed to explaining ORC variance beyond reading comprehension. These results imply that struggling readers may encounter challenges when conducting online research and comprehending information.

Overall, these studies offer valuable insights into factors influencing reading comprehension assessment performance and online research and comprehension skills, highlighting the importance of considering various variables such as task-oriented behaviors, literacy skills, and prior knowledge in understanding students' performance in these areas.

Literal

Literal comprehension, along with inferential comprehension, is a crucial aspect of reading proficiency. Literal comprehension involves understanding messages explicitly stated within a text, whereas inferential

comprehension requires readers to glean implicit messages or information not directly conveyed (Khaliq et al., 2022). In making inferences during reading tasks, individuals integrate surface-level details and context clues to construct meaning beyond what is explicitly provided in the text (Moses & Kelly, 2019).

Research focusing on literal reading skills has indicated that it serves as a foundation for broader reading abilities among students. For instance, Khaliq et al. (2022) emphasized that since explicit messages are easier to decode than implied ones, literal comprehension is often perceived as more manageable and less time-consuming. This notion aligns with the findings of Moses and Kelly (2019), who conducted a study on literal reading comprehension abilities among students enrolled in an English Study Program. Through a descriptive quantitative approach, they determined that literal reading skills constitute a fundamental component of overall reading proficiency among learners.

In summary, research on literal comprehension skills emphasizes its significance in fostering reading proficiency and lays the groundwork for more advanced forms of comprehension. By understanding how readers process explicit messages within texts, educators can tailor instruction to support students in developing critical reading skills essential for academic success.

Inferential

The study conducted by Soto, Gutiérrez de BlumeD. McNamara, Benson, and Rizzo (2019) delves into the significance of metacognition and inferential skills in reading comprehension among middle-school students. Their findings suggest that self-reported metacognitive strategies like planning and evaluation play a crucial role in determining performance on inference-based questions.

Kendeou et al.'s research (2022) introduces the concept of the Inferential Language Comprehension Framework as a tool to enhance children's understanding through visual narratives. This framework emphasizes the use of static and dynamic visual narratives to teach and assess inference skills in young learners. The authors highlight the efficacy of this approach by showcasing how inference skills can be developed across different media, transferable between them, and improved using scaffolding and specific feedback during questioning.

In a similar vein, Tantowijie, Sunendar, Rahman, and Hartati investigated the interplay of metacognition, inferential ability, and reading comprehension in primary school students. Their study revealed that metacognitive strategies such as planning, monitoring, and evaluation have a substantial impact on students' reading comprehension skills, particularly concerning inferential understanding. Moreover, they found that individuals' reading comprehension abilities are predictive of their level of metacomprehension accuracy, emphasizing the crucial role of inferential-based questions in enhancing overall reading comprehension skills.

Critical

Soto et al. (2019) delve into the importance of reading and its connection to critical thinking skills among students, particularly in EFL education. Their study focuses on implementing a reader response approach in collaborative works to enhance Critical Reading and Writing II courses. By involving 24 participants, data was collected through classroom observations, online archives, and student reflections using a qualitative case study method. The findings suggest that this approach not only improves reading skills but also provides an avenue for s. Beyond basic understanding, reading comprehension is increasingly seen as intertwined with critical thinking, particularly at the elementary level, where foundational skills for analyzing and evaluating text are developed.

Rice and Wijekumar (2024) provided recent insights into the importance of teaching text analysis and argument in elementary schools. Their research underscores that explicit instruction in these areas helps young learners move beyond superficial understanding to engage deeply with textual content, enabling them to identify arguments, analyze information, and develop critical perspectives. This emphasis on higher-order thinking skills within reading instruction is crucial for equipping students to become active, discerning readers capable of navigating complex information. Students to exercise critical thinking.

Kendeou et al. (2022) address the significance of developing critical thinking strategies among college students by emphasizing crucial aspects such as critical reading. Their qualitative study explores how critical reading supports students' critical thinking and reading comprehension skills. Data from seven EFL non-English major undergraduate students was collected through argumentative texts, interviews, and written responses. The results showed that students experienced varying degrees of improvement in critical thinking and reading comprehension by engaging in critical reading tasks.

Tantowijie et al. (2020) focus on developing teaching modules to enhance elementary school students' reading comprehension and critical thinking skills. Through the DRTA model, data was collected from 25 fourth-grade students using descriptive methodology combined with research and development approaches. Findings indicate a significant improvement in students' ability to read, think critically, and understand material when applying the DRTA model. This research highlights the positive impact of implementing strategies to increase critical thinking skills among young learners.

Appreciative

The concept of appreciative reading involves sensitizing individuals towards aesthetically-receptive engagement with texts alongside critical-creative responses. This approach allows readers to immerse themselves in the author's narrative, extending beyond surface-level comprehension to evoke meaningful understanding and experiences. Experts such as Kendeou et al. (2022) suggest various activities that can be implemented pre, during, and post-reading sessions to enhance students' thinking abilities. These activities include exploring backstories, retelling narratives, creating visual representations, and transforming textual stories into alternative forms like comic books.

Al Jauharie Tantowie et al. (2020) further emphasize the importance of utilizing diverse strategies to facilitate reading transformation among elementary learners. By integrating aesthetic-receptive and critical-creative components into reading comprehension activities, students are not only able to grasp the essence of the narrative but also engage creatively with the text through innovative interpretations and expressions. This multifaceted approach enriches students' reading experiences and fosters a deeper connection with the material being studied.

Theoretical Framework

This study is anchored on Lev Vygotsky's Sociocultural Theory (1978), which emphasizes that learning takes place through social interaction and guided participation. In reading instruction, this theory supports teaching practices such as guided reading and peer reading, where students learn through interaction with teachers and classmates, gradually internalizing reading skills through scaffolding.

This theory is appropriate for the study because it highlights the role of the teacher as a facilitator who supports students within their zone of proximal development. Through strategies like guided reading and peer reading, learners receive the help they need until they can perform reading tasks on their own. It directly connects to the study's focus on teaching practices that involve interaction, support, and gradual independence in reading, especially among Grade 6 learners preparing for higher levels of learning.

In addition, Vygotsky's theory shows that learning is shaped by language, culture, and collaboration. These elements make interactive strategies effective for strengthening comprehension. With scaffolding, learners can gradually move from dependence to independence, which helps them improve in all levels of comprehension, including appreciative understanding of texts.

Statement of the Problem

This study aimed to determine the level of practices in teaching reading and comprehension performance among the Grade 6 learners in select schools of the Division of Cagayan de Oro City, School Year 2025-2026.

Specifically, this paper sought to answer the following questions:

1. What is the teacher- respondents' level of practices in teaching reading in terms of guided reading, independent reading, literature circles, silent reading, and peer reading?
2. What is the learners' level of comprehension performance with regard to literal, inferential, critical, and appreciative comprehension?
3. Is there a significant relationship between the teacher- respondents' practices in teaching reading and the learners' comprehension performance?

Scope and Limitations

This study focused on the practices in teaching reading and comprehension performance of Grade 6 learners in the select schools of Cagayan de Oro City Division, School Year 2025-2026. The respondents were one hundred fifty (150) Grade 6 teachers and three hundred (300) learners.

Variable 1 is limited only to practices in teaching reading in terms of guided reading, independent reading, literature circles, silent reading, and peer reading. Further, the Variable 2 is also limited to learners comprehension performance with regard to literal, inferential, critical, and appreciative.

The study is limited to selected public elementary schools and does not cover other grade levels, private schools, or external factors that may influence reading comprehension, such as home environment or access to reading materials.

METHODOLOGY

Research Design

This study employs a descriptive-correlational research design, which combines two important approaches. The descriptive part aims to present a clear picture of the current situation by describing the level of teaching reading practices among teacher-respondents and the comprehension performance of Grade 6 learner-

respondents. The correlational part focuses on determining whether a relationship exists between these two variables and how strong that relationship may be. As defined by Creswell and Creswell (2018), a correlational design is used to measure the degree of association between two or more variables without influencing or controlling them.

This design is appropriate for the study because it allows the researcher to gather real data from natural classroom settings without changing any existing conditions. It relies on the use of survey questionnaires to gather information on teachers' reading practices and existing test results to assess learners' comprehension performance. By analyzing the data, the study can determine whether higher or lower levels of teaching practices are linked to differences in students' reading comprehension. This approach provides factual, evidence-based insights that can help improve reading instruction in schools.

Study setting

This study was conducted in selected public elementary schools in the Division of Cagayan de Oro City, which is found in Northern Mindanao, Philippines. Cagayan de Oro is a big city that serves as the center for business, government, and education in the region. It has both urban areas (city proper) and rural areas (upland or far barangays), which gives the study a good balance of different school situations.

The urban parts of the city are more developed. These places have more buildings, more people, and better access to roads, internet, and other school resources. However, even in these areas, some schools still face problems like crowded classrooms and students with different learning needs.

On the other hand, the rural areas of the city are usually far from the main roads and have fewer resources. Some schools in these places may not have enough books or materials, and teachers often teach in multi-grade classes. Students in these areas may have fewer chances to join reading programs or access extra learning support. Despite this, many teachers still find ways to teach well using what is available to them.

The study focused on Grade 6 learners, because this is an important stage before they move to high school. At this level, students are expected to be good at reading and understanding texts, especially since they are also preparing for national tests. Teachers in Grade 6 have a big role in helping students improve their reading skills.

By choosing schools from both urban and rural areas in Cagayan de Oro, the study gets a better understanding of what really happens in classrooms. It helps show how different teaching strategies affect students' reading and give helpful ideas on how to improve reading lessons for all types of learners.

This setting was chosen because it shows two different realities of education in one city. Urban schools often face challenges of large populations and diverse learners, while rural schools struggle more with lack of resources and distance. Studying both gives a clearer picture of how teaching practices work in different situations.

Another reason is that Cagayan de Oro serves as a center for the region, so what happens here can reflect the needs of many other places in Northern Mindanao. By looking at both urban and rural schools in this division, the study can give practical suggestions that may also be useful to other schools with similar conditions across the country.

Research Respondents and Sampling Technique

The respondents of this study were the one hundred fifty (150) teachers and three hundred (300) learners from select public elementary schools in Cagayan de Oro City Division. The teacher respondents provided data on their teaching reading practices. Meanwhile, the learner respondents were assessed based on their levels of comprehension performance, which included literal, inferential, critical, and appreciative comprehension. Respondents were selected using purposive sampling, ensuring that those who are actively involved in reading instruction and assessment during School Year 2025-2026 are included in the study.

This study employed purposive sampling technique, a non-probability sampling method where participants were deliberately selected based on specific characteristics relevant to the research objectives. Teachers who regularly implement reading instruction strategies and Grades 6 learners who underwent reading comprehension assessments during the School Year 2025-2026 in selected schools of Cagayan de Oro City Division were chosen. This technique ensured that the sample includes only those respondents who can provide meaningful data related to teaching practices and comprehension performance.

Research Instrument

The main instruments used in gathering the necessary data is a questionnaire composed of two variables. Variable I of the questionnaire inquired on teachers' practices in teaching reading in terms of guided reading, independent reading, literature circles, silent reading, and peer reading. This is based on the Lev Vygotsky's Sociocultural Theory.

Variable 2 elicited on learners' comprehension performance based on literal, inferential, critical and appreciative. The variables were adapted in the PHIL- IRI. The questionnaire consisted of four (4) passages with ten (10) items questions involving the four (4) variables on comprehension performance.

Statistical Treatment of Data

To analyze the data collected, this study employed both descriptive and inferential statistical tools. The mean and standard deviation was used to determine the level of application of teaching reading practices among the teacher

respondents and the level of comprehension performance of the learner respondents.

To test the relationship between the two variables, the study utilized the Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool is appropriate for measuring the strength and direction of the linear relationship between teaching practices and comprehension skills. The results helped draw conclusions about the extent to which instructional approaches influence learners' reading comprehension.

Ethical Considerations

This study followed ethical standards to make sure that all participants were treated with respect and fairness. The well-being of the teachers involved in the research was given top priority. Before any data was gathered, the purpose of the study and the process involved were clearly explained to all teacher-respondents. They were informed that their participation was completely voluntary, and they had the right to refuse or withdraw from the study at any time without facing any negative consequences.

There were no rewards or penalties given for joining or not joining the study. This was done to ensure that the decision to participate was made freely and without pressure. The teachers were assured that their answers would be kept private and used only for academic purposes. Their names and personal information were not recorded or shared, and all responses were kept confidential.

In addition, formal permission to conduct the research was requested and granted by the school principal. The school head was informed about the goals of the study, the data collection tools, and the schedule of activities to make sure that the research would not disrupt the teachers' duties. The researcher made sure that the process did not interfere with class time or teaching responsibilities.

Overall, all steps were taken to protect the participants' rights, privacy, and comfort th research. By following these ethical guidelines, the study was carried out in a responsible and respectful

RESULTS AND DISCUSSION

Problem 1. What is the respondents' level of practices in teaching reading in terms of guided reading, independent reading, literature circles, silent reading, and peer reading?

Table 1
Summary of the Respondents' Level of Practices in Teaching Reading

| Variable | Mean | SD | Interpretation |
|---------------------|---|-------------|-------------------------|
| Guided Reading | 3.49 | 0.37 | Highly Practiced |
| Independent Reading | 3.24 | 0.38 | Practiced |
| Literature Circles | 3.22 | 0.41 | Practiced |
| Silent Reading | 3.29 | 0.34 | Highly Practiced |
| Peer Reading | 3.41 | 0.39 | Highly Practiced |
| Overall | 3.33 | 0.38 | Highly Practiced |
| Legend: | 3.26 - 4.0-At All Times/ Highly Practiced 2.51 - 3.25- Most of the Time/Practiced 1.76 – 2.50 - Sometimes/Sometimes Practiced 1.00 – 1.75 – Never/ Not Practiced | | |

Table 1 presents the summary of respondents' level of practices in teaching reading with and overall mean of **3.33** (**SD = 0.38**) interpreted as **Highly Practiced**. This means that the majority of teachers at all times use a variety of reading strategies in their classrooms. It means that teachers are not relying on just one method but are using a mix of guided reading, independent reading, literature circles, peer reading, and silent reading. It also suggests that they are trying to meet different learning needs, knowing that students have various strengths and challenges when it

comes to reading. Reading is being taught with both structure and flexibility, allowing room for both teacher direction and student participation. As noticed, teachers are likely adjusting their methods based on the topic, class needs, or learning goals showing that they are thoughtful in planning their instruction. This consistent and varied use of reading strategies reflects a classroom environment that supports growth. When students experience different ways of reading, they are more likely to find approaches that work best for them. This variety also helps keep lessons more engaging and meaningful.

As emphasized in the study of Duke and Cartwright (2021), using a combination of teacher-led and student-centered approaches builds stronger reading skills and encourages deeper learning. Jugas and Equipado (2024) found that teaching students multiple metacognitive strategies such as summarizing, predicting, and questioning significantly boosts comprehension and engagement ($d = 0.82$) in Grade 11 learners. Wendaferew and Damtew (2023) reported that instruction combining various reading strategies such as visual prompts, guided practice, and peer discussion, resulted in significant improvements in comprehension for elementary learners.

The variable Guided Reading got the highest mean of **3.49 (SD= 0.37)** interpreted as **Highly Practiced**. This means that these structured and teacher-supported strategy is the most common and at all times used in the classroom. It shows that teachers prefer approach where they can give direction, support students closely, and ensure that learning stays on track. It allows them to observe reading behaviors, give immediate feedback, and adjust instruction as needed. Guided reading helps teachers work with small groups and focus on specific reading needs. Also the result suggests that teachers feel more confident using method they can actively manage, especially when dealing with learners at different reading levels. Peer reading and silent reading, while more student-centered, still offer chances for the teacher to monitor and guide the activity. Moreover, this preference may reflect the need for balance giving students some independence while still maintaining structure and support. It also highlights how important it is for teachers to feel equipped and comfortable with the strategies they choose to use.

Setyawati and Marlina (2020) noted that guided and peer reading are frequently favored because they support both skill-building and interaction, which improves student confidence and fluency. Canubas (2023) found in a meta-analysis that guided reading significantly enhances reading accuracy, fluency, and comprehension among early readers. Likewise, a review published in the Educational Psychology Review (2024) reported that peer pairing and cooperative groupings, when paired with explicit instruction, consistently improved multilingual learners' phonological awareness and English fluency. As a result, these practices are likely contributing to steady progress in students' reading development.

On the other hand, Literature Circles received the lowest mean of **3.22 (SD= 0.41)** interpreted as **Practiced**. This means that while this student-centered methods is being used, it may not be as regularly or fully included in daily instruction. This result suggests that teachers may find it challenging to maintain consistency with activities that give students more freedom, such as choosing their own books or leading group discussions. It may also reflect concerns about how to manage time or keep students on task during less structured activities. Some teachers might not feel fully prepared or supported to implement these strategies every day. The slightly lower means also point to possible limitations in classroom resources, such as a lack of diverse books or reading materials that support independent choice and group exploration. For literature circles, preparing roles and guiding discussions may require extra planning time, which can be hard to manage alongside other responsibilities. Despite these challenges, the fact that this strategy still practiced shows that teachers recognize its value. With more support in the form of training, tools, or flexible schedules this method could be used more often and with greater confidence. Encouraging gradual implementation could help more students benefit from reading activities that build independence, critical thinking, and collaboration.

Xie and Yang (2023) explained that when students are given structured roles, their participation and comprehension improve because they know exactly what to do. Talenta & Himawati (2024) found in their mixed-methods study that literature circles greatly increased student engagement and collaborative skills when roles and expectations were clearly defined. Additionally, Azizah et al. (2024) reported that assigning specific tasks in group reading led to more focused discussion and higher reading interest. This result suggests that encouraging teachers to consistently use role assignments could lead to more organized and productive peer reading sessions.

Problem 2. What is the learners' level of comprehension performance with regard to literal, inferential, critical, and appreciative comprehension?

Table 2
Summary of the Learners' Level of Comprehension Performance

| Variable | Mean | SD | Interpretation |
|----------|-------|------|----------------|
| Literal | 88.81 | 9.32 | High |

| | | | |
|----------------|--------------|--------------|-------------|
| Inferential | 88.37 | 10.84 | High |
| Critical | 83.34 | 14.56 | Moderate |
| Appreciative | 89.39 | 10.20 | High |
| Overall | 87.48 | 11.23 | High |

Legend: *90-100 Outstanding/Very High* *80-84 Satisfactory/Moderate* *Below 75 Did Not Meet/Expectation*
85-89 Very Satisfactory/High *75-79 Fairly Satisfactory/Low* */Very Low*

Table 2 presents the summary of learners' level of comprehension performance with an overall mean of **87.48 (SD = 11.23)** interpreted as **High**. This means that learners show strong skills in understanding what they read, including facts, ideas, meanings, and feelings from the text. It indicates that most students can read and respond well across all levels of comprehension from identifying simple details to thinking more deeply about the message of a text. They are not just reading words, but also making sense of them, thinking critically, and connecting emotionally. This also implies that the way reading is being taught in class is working. It can be said that teachers are using a variety of strategies that support both basic and advanced comprehension, such as guided reading, discussion, and reflection activities. Overall, this strong performance suggests that the reading instruction is balanced, effective, and helping students grow in all areas of comprehension, preparing them for more complex texts and real-life reading situations.

According to Duke and Cartwright (2021), comprehensive literacy instruction supports consistent growth in all domains of comprehension. Therefore, this high average reflects a commendable level of performance among the majority of learners.

Among the four comprehension types, **Appreciative Comprehension** recorded the highest mean of **89.39 (SD= 10.20)**, interpreted as **High**. This shows that learners are highly engaged and respond positively on a personal and emotional level when reading. They enjoy stories, relate to characters, and understand the feelings or lessons conveyed in the text. It also indicates that many students can connect deeply with what they read, whether through the mood, message, or overall experience of the material. This level of engagement is likely supported by classroom activities such as storytelling, discussions, role-playing, or drawing, which encourage learners to reflect on how a story makes them feel or what it reminds them of. Such tasks make reading more meaningful and enjoyable. This finding reveals that fostering emotional connections in reading can significantly increase student engagement. It highlights that activities which encourage learners to reflect on characters, feelings, and life lessons make reading more meaningful. This underscores the need for teachers to consistently choose texts and strategies that promote personal connection, as this can help develop lifelong reading habits.

According to Putra and Lestari (2022), students who develop appreciative comprehension are more likely to sustain a positive attitude toward reading. Hence, this result suggests that reading instruction is succeeding in encouraging both comprehension and motivation.

On the other hand, **Critical Comprehension** recorded the lowest mean of **83.34 (14.56)**, interpreted as **Moderate**. This means that although students understand the general meaning of what they read, many still find it difficult to analyze ideas, judge arguments, or identify the author's purpose and viewpoint. It shows that higher-level reading skills such as comparing ideas, spotting bias, and evaluating evidence are not yet fully developed for some learners. These tasks require more time, guided discussion, and repeated practice compared to basic understanding. It also implies that teachers may need to provide more lessons and activities focused on reasoning and deeper analysis, like debates, comparing texts, and critical questioning. Using materials that challenge students' thinking and encouraging them to explain their opinions can help strengthen these skills over time. As noticed, this finding suggests that building critical comprehension should be a stronger focus in reading programs. It highlights the importance of balancing basic comprehension with opportunities to think critically about texts. This underscores the need for teachers to integrate more higher-order thinking activities to prepare learners for complex reading demands in higher grades.

Sutrisno and Fatimah (2022) noted that critical comprehension must be taught explicitly through guided questioning and analytical reading tasks. Therefore, this result points to a key area where instruction can be strengthened to improve students' critical thinking and evaluative reading skills.

Problem 3. Is there a significant relationship between the respondents' level of practices in teaching reading and the learners' comprehension performance?

Table 3
Result of the Test on Relationship Between the Teacher-Respondents' Level of Practices in Teaching Reading

| | | and Learners' Comprehension Performance | | | | |
|------------------------------------|----------|---|-------------|-------------------------------|--------------|---------|
| Practices in Teaching Reading | | Comprehension Performance | | | | |
| | | Literal | Inferential | Critical | Appreciative | Overall |
| Guided Reading | r- value | 0.31 | 0.27 | 0.30 | 0.25 | 0.33 |
| | p-value | 0.001 | 0.001 | 0.001 | 0.001 | 0.001 |
| | | S | S | S | S | S |
| Independent Reading | r- value | 0.27 | 0.29 | 0.27 | 0.33 | 0.30 |
| | p-value | 0.002 | 0.001 | 0.001 | 0.002 | 0.0015 |
| | | S | S | S | S | S |
| Literature Circles | r- value | 0.22 | 0.31 | 0.29 | 0.27 | 0.29 |
| | p-value | 0.003 | 0.003 | 0.002 | 0.001 | 0.0022 |
| | | S | S | S | S | S |
| Silent Reading | r- value | 0.28 | 0.27 | 0.26 | 0.33 | 0.29 |
| | p-value | 0.001 | 0.001 | 0.002 | 0.002 | 0.015 |
| | | S | S | S | S | S |
| Peer Reading | r- value | 0.26 | 0.32 | 0.28 | 0.27 | 0.30 |
| | p-value | 0.001 | 0.001 | 0.001 | 0.002 | 0.0012 |
| | | S | S | S | S | S |
| Legend: r= Pearson's r Correlation | | p= Probability Value | | Significance if P-Value <0.05 | | |

Table 3 shows the results of the teachers' practices in teaching reading and the learners' comprehension performance. All p-values are below 0.05, which means there is a statistically significant relationship between the two variables in all domains—literal, inferential, critical, and appreciative comprehension—as well as overall comprehension. This means that when teachers consistently use different reading strategies, learners perform better in understanding texts. The result indicates that teaching strategies such as guided reading, peer reading, literature circles, silent reading, and independent reading play an important role in improving comprehension skills. It implies that using these methods regularly and with a clear purpose helps students understand texts more effectively. As observed, structured approaches like guided reading give close teacher support, helping students process the text and correct misunderstandings. It was also noticed that discussion-based strategies such as literature circles and peer reading allow learners to share ideas, leading to deeper understanding. In addition, silent and independent reading, when paired with teacher follow-up, help students develop reading habits and self-directed learning.

The strongest relationship was found between **Guided Reading** and **Overall Comprehension** ($r = 0.33$, $p = 0.001$), showing that guided reading benefits learners in all comprehension areas. The weakest, though still significant, was between Independent Reading and Literal Comprehension ($r = 0.27$, $p = 0.002$), suggesting that independent reading works best when combined with guiding questions or structured tasks. Overall, the findings show that well-planned reading strategies have a strong positive effect on how well students understand texts.

The weakest relationship, though still statistically significant, was between Independent Reading and Literal Comprehension ($r = 0.27$, $p = 0.002$). This means that while students benefit from reading independently, it may not be enough to strengthen their ability to recall and understand basic details without added guidance. This indicates that literal comprehension is better developed when independent reading is supported by follow-up questions, discussions, or short written tasks. As noticed, some learners may use independent reading time without fully focusing on the text, which can limit their recall of important details. It was also observed that when teachers provide prompts or guide students before and after reading, literal comprehension improves. This suggests that balancing free reading time with structured teacher input is important to make independent reading more effective.

Conclusion

In the light of the results, it is concluded that Guided reading in the classroom helps students improve their comprehension, read more fluently, and perform better in reading tests. It also gives learners more confidence when working with different kinds of texts. In addition, guided reading supports the growth of appreciative comprehension, where students learn to enjoy and value what they read. This makes reading not only a skill to master but also an experience to treasure. Guided reading strengthens both the academic and personal side of reading development. Moreover, It is also concluded that the higher the practice in teaching reading, the higher the comprehension performance.

Recommendations

Based on the results of the study, the following are recommended:

1. Students should be given more chances to join group reading activities like literature circles, where they can talk about stories, ask questions, and share their thoughts. This helps them feel more confident and understand the deeper meaning of what they read.
2. Teachers should help students improve their thinking skills by asking more questions that make them explain, compare, and give opinions about what they read. Since Critical Comprehension was the lowest, these kinds of questions can help students understand better and think deeper about the text.
3. Schools should give time for reading activities like literature circles at least once a week. They should also support teachers by giving simple training or guides so they can use this method better in class. This will help more students improve their critical thinking and reading skills.

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