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Identifying Common Challenges in Reading Comprehension Among Middle School Students and Effective Teaching in Meycauayan National High School

**A Research Project presented to Meycauayan National High School-
SENIOR HIGH SCHOOL
Camalig, City of Meycauayan, Bulacan**

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~ The Researchers



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ABSTRACT

This study aimed to identify common challenges in reading comprehension among middle school students and effective teaching strategies in Meycauayan National High School during the academic year 2024-2025. Using a descriptive research design, data were gathered from 16 Grade 9 and 10 teachers selected through purposive sampling. Google Forms questionnaires revealed that students faced challenges such as limited comprehension skills, difficulty identifying main ideas, and reliance on explicit details. To address these issues, teachers utilized strategies like phonemic awareness exercises, contextual learning, and vocabulary development.

The findings underscore the importance of enhancing reading comprehension for academic success and effective communication. The study offers valuable insights for students, teachers, parents, and future researchers, emphasizing the need for tailored teaching strategies and inclusive approaches to support diverse learning needs in middle school education



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INTRODUCTION

RATIONALE

Reading is the process of interpreting written or printed text to understand its meaning. It involves recognizing words, sentences, and paragraphs, and using comprehension skills to make sense of the information. Reading can be done silently (in your mind) or aloud, and it is an essential skill for learning, communication, and accessing information across various fields. It is key to gaining knowledge in school and throughout life. This ability enables individuals to comprehend written text and images, helping them expand their understanding of various beliefs and practices. Reading also ensures the transfer of knowledge to future generations and allows learners to connect their past experiences with new information.

As Alexander (2007) said, “Reading is more important today than it ever was as it is crucial to being an informed citizen, to succeed in one’s chosen career, and to personal fulfillment. People thought technology would decrease the need to read. On the contrary, today one finds more access to text than ever, more specialized magazines, more books published, more newspapers, and more articles read on the internet”. This means that reading has become more important even before the boost of technological advancements. Francis Bacon (1561-1626) stressed the importance of reading to everyone. According to him, “Reading maketh a full man” that is how readers have personal fulfillment.

According to Brynes (1998) as cited in Dala (2008), proficient readers tend to read widely, connect information from the text to their prior knowledge, adapt their reading approach based on the material, and stay motivated. They also employ a range of skills, such as perceptual and phonemic processing, recall, and purposeful reading. Additionally, educational researchers have found a strong link between reading ability and academic achievement. In essence, learners who are strong readers are more likely to succeed in school and perform better on exams than those who struggle with reading. Expanding their vocabulary through reading enhances learners’ language skills, which in turn improves both verbal and non-verbal communication.

Miciano (2007) identified two primary issues among Filipino learners when it comes to reading. First, while learners may read, they often struggle with comprehension. They tend to be good at identifying details, but unless the text explicitly states the main idea, they often miss it. Second, learners sometimes completely misunderstand the details, leading to incorrect conclusions.

In accordance with recent comprehension models and the Progress in International Reading Literacy Study (PIRLS) framework, reading comprehension can be defined as:



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The ability to use and understand those written language formats required by society and/or valued by the individual. Readers can construct meaning from written texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment (Mullis & Martin, 2019, p. 6).

This definition of reading comprehension reflects various theories in which reading comprehension is seen as a constructive and interactive process. It is the product of the interaction between factors at both the level of the reader and the text (Kintsch, 1998; Perfetti & Stafura, 2014; Van den Broek et al., 1999). Reading comprehension, therefore, requires a broad set of skills and a certain level of prior knowledge on the part of the reader. In addition, the present definition also reflects three overarching purposes for reading, namely, reading for pleasure and personal interest, learning, and participation in society. Young readers' reading is mainly centered around the first two reading purposes. Therefore, the PIRLS assessment framework is focused around these two, using narrative texts to assess literary experience (pleasure and personal interest) and informative texts to assess the acquisition and use of information (learning).

One Second Reading

Theory According to Philp Goughs (1972) in Brown (2000), one second of the reading model suggests that reading is a sequential mental process, and the emphasis is on the smaller speech sounds which are connected to form individual words. Decoding is essential to the reading process. Contrary to the whole language approach which supports the meaning first, the understanding of the author's message comes last. Readers can grasp higher-level text than they can decode. This inability prevents the reader from accessing more difficult text. Concerning the present study, this theory explains when learners emphasize decoding rather than on the meaning of the written text.

Goodman's Model

There is a wealth of evidence contradicting some of the main tenets of Goodman's model and certain aspects of schema theory. The most important tenet of Goodman's model is that good reading is about getting the meaning of texts without reading every single letter or word by guessing the meaning of only a few key segments of the text by using context cues. However, as Pressley asserts "the scientific evidence is simply overwhelming that letter-sound cues are more important in recognizing words (i.e. reading the words) than either semantic or syntactic cues" (Pressley, 2006, p. 21). Some of this evidence is presented below.



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STATEMENT OF THE PROBLEM

This study is aimed to identify the common challenges in reading comprehension among middle school students and effective teaching in Meycauayan National High School Academic Year (2024-2025). In particular, the following questions are what the researchers hope to learn or find out:

1. What are the usual difficulties in reading comprehension faced by middle school students at Meycauayan National High School, and how do these relate to their reading abilities as a students?
2. What teaching methods are seen as helpful for improving reading comprehension in middle school students, and how are these methods being used at Meycauayan National High School?
3. How do various teaching methods affect the reading comprehension results of middle school students, depending on their specific comprehension struggles

SIGNIFICANCE OF THE STUDY

The researchers would intended to identify the common challenges in reading comprehension among middle school students and effective teaching in Meycauayan National High School. The information obtained from this study would be beneficial to the following:

Student: This study can be used by students to enhance and address their reading comprehension., which is crucial for academic success across all subjects.

Teachers: This study will help teachers identify common reading comprehension challenges faced by middle school students, allowing for more targeted and effective instruction. Teachers will be benefit from the findings by gaining insights into effective strategies for improving reading comprehension.

Parents: This study can help parents understand the common reading comprehension difficulties their children may face, fostering empathy and support for their learning journey.



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Future Researchers: This study may give future researchers information all about the identifying common challenges in reading comprehension. It can be useful reference for researchers that there is a plan to do a study about the common challenges in reading comprehension and effective teaching.

SCOPE AND DELIMITATION

This study will identify the common challenges in reading comprehension among middle school students and effective teaching in Meycauayan National High School Academic Year (2024-2025). The researcher will be able to know the common challenges in reading comprehension among the middle school students and effective teaching.

DEFINITION OF TERMS

Several terms are defined here to make this research easier to grasp.

Comprehension: an ability to understand the meaning or importance of something (or the knowledge acquired as a result). This is an understanding of ideas, concepts, or information, reflecting the capacity to grasp usefully.

Middle school: These are the students in grades seven and eight. A school for students in grades seven or eight, usually ages 12-14, which serves to facilitate maturity development from elementary school to high school.

Challenges: refers to the difficulties or obstacles that individuals face when trying to understand and interpret written text. And refers to difficulties or problems that require effort to overcome. It can describe situations that test your abilities, skills, or determination. Qualifications, difficulties, barriers, or problems that need effort, concentration, and a firm desire to be solved. These can serve as a trial of an individual's skills, talents, or mental and physical strength, often resulting in positive growth and learning once solved.

Reading: is the process of interpreting written or printed text to understand its meaning. It involves recognizing words, sentences, and paragraphs, and using comprehension skills to make sense of the information.



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Reading Comprehension: The ability of students to read text, understand its meaning, and extract knowledge from it through cognitive involvement, as explained by Hjetland & Larvag (2020) and other related sources.

METHODOLOGY

RESEARCH DESIGN

This research study will focus on identifying common challenges in reading comprehension among middle school students and effective teaching through a descriptive research design because it offers a comprehensive framework. This approach enables the researchers to observe and analyze variables within their natural setting, enabling a detailed understanding of the common challenges in reading comprehension among middle school students and effective teaching. This research design is also relevant to this study because it provides insights into the challenges in reading comprehension and effective teaching and academic engagement, enabling educators and students to optimize learning comprehension experiences.

POPULATION AND SAMPLE

The respondents of this research study comprises all Grade 9 and 10 Teachers in Meycauayan National High School Academic Year 2024-2025. A sample of 16 teachers will be selected using purposive sampling. This method is chosen to focus on educators who have direct experience and knowledge in teaching reading comprehension. By targeting these teachers, the research aims to gain deeper insights into the specific challenges faced in reading comprehension and the strategies employed to address them effectively. They use this purposive sampling because which enhances the research's accuracy and the reliability of the data and results.

DATA COLLECTION

The data collection method used by the researchers is through online platform which is google form questionnaire. The researchers used this because to reduce excessive use of printed



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materials or paper and to give respondents more time to answer. The information gathered from the google form questionnaire is categorized, characterized, and studied by the researchers to Identifying Common Challenges in Reading Comprehension Among Middle School Students and Effective Teaching in Meycauayan National High School. In-depth interviews and distributing survey questionnaire was not possible because teachers might have important things to do. The researchers are still confident that the data and information from the respondents were answered seriously and competitively because of their concern to provide their responses to answer our question with proper planning and proper dedication.

DATA ANALYSIS

A descriptive analysis was used in this study, which is commonly applied to analyze survey data in educational research (Zhou & Brown, 2020). This method helped the researchers interpret the Likert scale responses from 16 teachers at Meycauayan National High School. The analysis involved calculating the mean and frequency distribution of responses to identify common challenges in reading comprehension and assess the effectiveness of teaching methods.

ETHICAL CONSIDERATION

One ethical consideration is ensuring that the identification of challenges and the implementation of teaching strategies are inclusive and equitable. Teachers must avoid bias and make sure that assessments and interventions are fair to all students, regardless of their socioeconomic background, language proficiency, or learning abilities. Creating an environment where every student has access to the support they need, without stigma or favoritism, is crucial for fair and effective education.

By prioritizing ethical considerations related to privacy and the well-being of participants, researchers can contribute to a more equitable and respectful educational environment.

RESULTS

It also discusses the various perspectives, thoughts, and experiences of teachers with every question of the survey questionnaire regarding the study of identifying common challenges in reading comprehension among middle school students and effective teaching in Meycauayan National High School Academic Year (2024-2025)

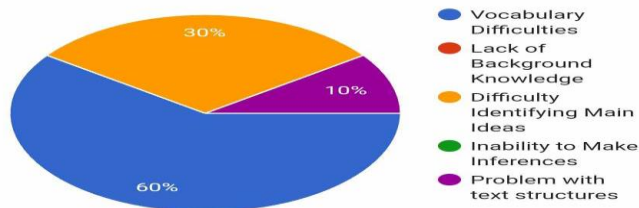


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Research Question No. 1: Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

10 responses



The reading and comprehension assessment reveals key challenges faced by students. The most common issue is vocabulary difficulties, affecting 60% of students, indicating that many struggle to understand unfamiliar words. Additionally, 30% of students find it difficult to identify main ideas, which affects their ability to focus on essential points in a text. A smaller percentage, 10%, experience problems with text structures, showing difficulty in navigating and understanding the organization of written material. Interestingly, none of the students face challenges related to a lack of background knowledge or an inability to make inferences.



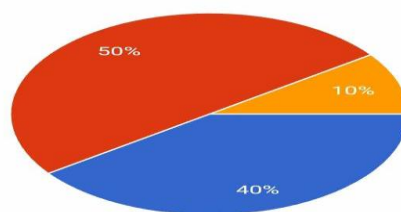
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Research Question No. 2. How do the difficulties experienced by students correspond to their reading skills?

2. How do the difficulties experienced by students correspond to their reading skills?

10 responses

 Copy chart



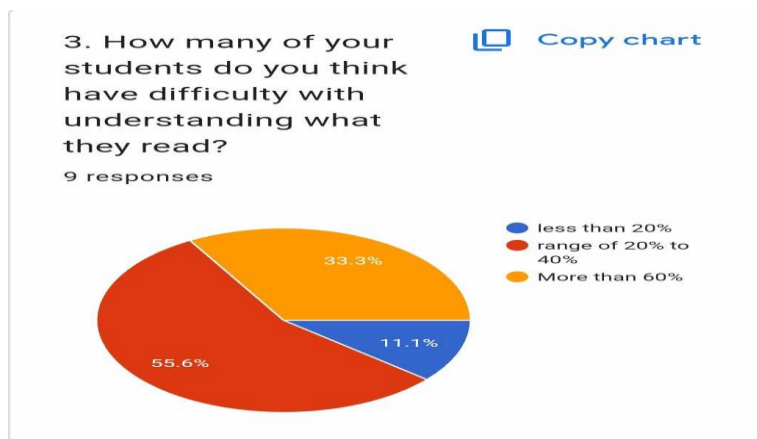
- Beginner level students have trouble mainly with identifying words and und...
- Intermediate level students have difficulties with understand...
- Advanced level students encounter challenges wit...

The difficulties experienced by students align with their reading skill levels. Beginner-level students (40%) struggle with identifying words and basic sentence structures. Intermediate-level students (50%) face challenges in understanding meanings, drawing conclusions, and comprehending moderately complex texts, needing strategies like inference-making and exposure to varied texts. Advanced-level students (10%) struggle with critical analysis, theme evaluation, and interpreting nuances, which calls for exercises in higher-order thinking and critical reading.



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Research Question No 3. How many of your students do you think have difficulty with understanding what they read?

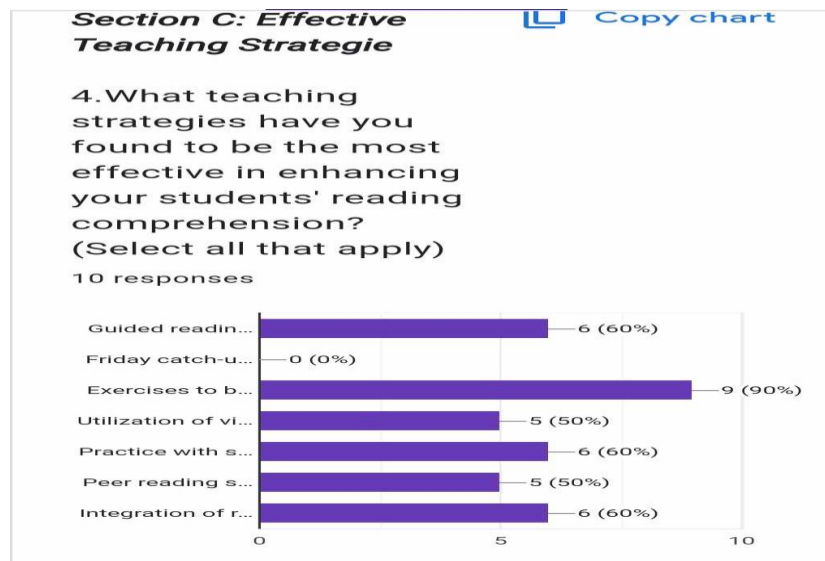


The results indicate that 55.6% of students have moderate difficulty with reading comprehension (20%-40%), while 33.3% face significant challenges (more than 60%). Only 11.1% of students have minimal difficulty (less than 20%). This shows that a majority of students struggle to some extent, with a significant portion facing serious comprehension issues.



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Research Question No 4. What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)



The results highlight the effectiveness of various teaching strategies for enhancing students' reading comprehension. Exercises to build vocabulary were the most effective, with 90% of teachers selecting this strategy. Practice with summarizing and paraphrasing and integration of reading comprehension apps and online resources followed at 60% each, demonstrating their value in fostering active engagement and critical thinking. Guided reading sessions were effective for 60% of respondents. Utilization of visual aids (charts, pictures, diagrams) and peer reading sessions or group activities were chosen by 50%, showing their importance in providing clarity and collaborative learning. Lastly, Friday catch-up sessions were not utilized at all (0%).



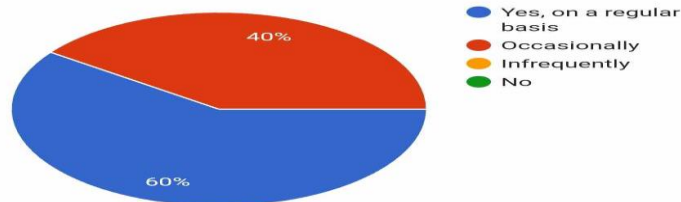
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Research Question No. 5: Do you currently use these strategies in your teaching approach?

5. Do you currently use these strategies in your teaching approach?

10 responses

 Copy chart



The results show that most teachers incorporate these strategies into their teaching, with 60% using them regularly and 40% using them occasionally. This indicates a strong commitment to applying effective methods for enhancing reading comprehension. However, the occasional usage by 40% suggests that some educators may need more consistency in integrating these strategies into their lessons. Notably, no teachers reported using these strategies infrequently or not at all, highlighting general awareness of their importance.



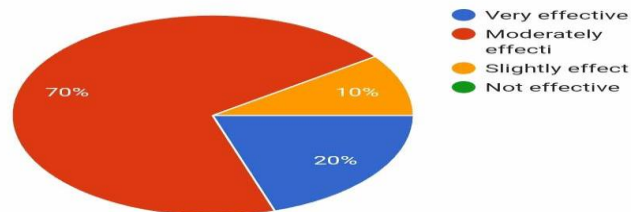
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Research Question No.6: In your perspective , how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

6. In your perspective ,
how effective do you
think the teaching
methods are in
enhancing the reading
comprehension skills
of your students?

 Copy chart

10 responses

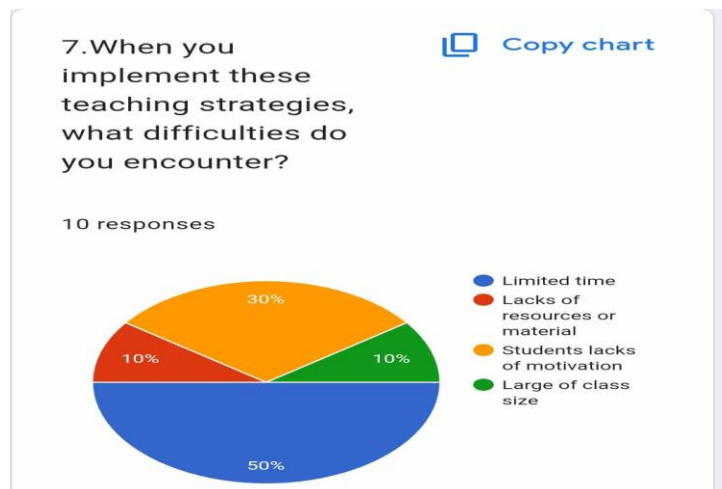


The results show that 70% of teachers find the teaching methods moderately effective, with 20% considering them very effective, and only 10% viewing them as slightly effective. No teachers found the methods to be completely not effective/ ineffective. This indicates a generally positive perception of the teaching strategies.



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Research Question No.7: When you implement these teaching strategies, what difficulties do you encounter?



The results reveal that the most common difficulty teachers face when implementing teaching strategies is limited time (50%), followed by students' lack of motivation (30%). Lack of resources or materials and large class sizes were each identified by 10% of teachers as challenges. These findings indicate that time constraints and engaging students are the primary barriers, while logistical and material concerns are less significant but still present.



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Research Question No. 8: How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

Based on the gathered responses, there are several perspectives on improving reading comprehension among 9th and 10th-grade students. Below is an analysis based on the feedback provided, including the points of agreement.

Learners' Willingness to Learn

Most respondents agree that students' motivation plays a significant role in improving reading comprehension. Motivation can be enhanced by providing engaging materials and ensuring strategies align with their interests.

Vocabulary and Grammar Mastery

Some respondents emphasized the importance of building a strong foundation in grammar and vocabulary. Mastery of these basics was seen as a prerequisite for better comprehension.

However, others suggested that vocabulary exercises alone might not significantly improve understanding unless applied in meaningful contexts.

Utilizing Additional Resources

Many agreed on the need for diverse reading materials and resources, such as books, articles, and digital platforms, to cater to varying student interests and levels.

Respondents also highlighted the importance of appropriate instructional materials to guide reading sessions effectively.



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Time for Analysis and Practice

It was noted that students often require more time to analyze and interpret complex texts.

While allocating additional time is important, strategies to improve efficiency, such as guided reading and structured activities, were suggested to maximize learning within available timeframes.

Implementing Strategies and Activities

Respondents recommended incorporating innovative strategies like group discussions, peer learning, and think-aloud methods to enhance comprehension.

Others emphasized the value of differentiated and interactive teaching approaches to address diverse learning styles.

Based on the feedback provided, there are six (6) respondents who disagreed, 3 respondents disagree from Grade 9 and another 3 respondents disagree from Grade 10.



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DISCUSSION

CONCLUSION

Based on the result of the conducted research, the researchers have come up with a few conclusions regarding the Identifying Common Challenges in Reading Comprehension Among Middle School Students and Effective Teaching in Meycauayan National High School

This study examined how implementing strategies and utilizing resources can enhance reading comprehension among 9th and 10th-grade students. The findings revealed that vocabulary difficulties, affecting 60% of students, are the most common challenge, limiting their ability to understand unfamiliar words. Additionally, 30% of students struggle with identifying main ideas, which hampers their focus on essential points in a text, while 10% face issues with understanding text structures. Interestingly, no students reported challenges with background knowledge or inference-making, indicating these are less significant barriers in this group. The challenges align with the students' reading skill levels, where beginner-level students (40%) struggle with basic word identification and sentence structures, intermediate students (50%) face difficulty with moderately complex texts and inference-making, and advanced students (10%) encounter problems with critical analysis and nuanced interpretation.

The results highlight the effectiveness of teaching strategies, with vocabulary-building exercises being the most successful (90%), followed by summarizing, paraphrasing, and using reading comprehension apps (60%). Guided reading sessions, visual aids, and peer activities (50%) also played an essential role in fostering collaborative and interactive learning. However, barriers such as limited time (50%) and low student motivation (30%) were identified as primary obstacles, while limited resources and large class sizes (10%) were less significant. Despite these challenges, most teachers (70%) rated the strategies as moderately effective, with 20% finding them very effective. While 60% of teachers use these strategies regularly, 40% use them only occasionally, suggesting a need for more consistent integration.

The findings emphasize the importance of fostering student motivation by aligning strategies with their interests and providing engaging materials. Vocabulary and grammar mastery must be prioritized but applied in meaningful contexts to ensure holistic comprehension. The utilization of diverse resources, such as digital platforms, and the optimization of time through guided and



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structured reading practices are crucial. Interactive and differentiated approaches, such as group discussions and peer learning, cater to varied learning needs and enhance engagement. Addressing time constraints and motivation challenges through flexible schedules and additional support mechanisms is also recommended. Overall, while existing strategies show promise, further efforts to address logistical barriers and deepen student engagement are essential to significantly improving reading comprehension among 9th and 10th-grade students.

RECOMMENDATIONS

- Addressing these through targeted strategies like vocabulary development, main idea identification exercises, and text structure analysis can significantly enhance reading comprehension
- Introduce teacher training programs focused on innovative strategies and efficient time management.
- Provide access to diverse and contextually relevant reading materials.
- Establish a structured yet flexible approach to integrating comprehension-enhancing strategies consistently.
- Implement targeted interventions, such as small-group tutoring and individualized support, to address the needs of students with higher difficulty levels. For those with moderate challenges, reinforce comprehension skills through regular practice with diverse and engaging materials.

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APPENDICES

Participant 1

Section A: Demographic Information

Name: _____

What grade level teacher are you?

- ☒ Grade 9
☐ Grade 10

What language do you teach? *

- ☒ English
☐ Filipino

Years of teaching experience

- ☐ 1-3 years
☐ 4-6 years
☒ 7-10 years
☐ More than 10 years

Do have advisory class? if yes what section do you handle?

Yes _____

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

- ☒ Vocabulary Difficulties
☐ Lack of Background Knowledge
☐ Difficulty Identifying Main Ideas
☐ Inability to Make Inferences
☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

- ☐ Beginner level students have trouble mainly with identifying words and understanding basic sentence structures.
☒ Intermediate level students have difficulties with understanding meanings, drawing conclusions, and comprehending moderately complicated texts.
☐ Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

- ☐ less than 20%
☐ range of 20% to 40%
☒ More than 60%

Section C: Effective Teaching Strategie

4. What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

- ☒ Guided reading sessions
☐ Friday catch-up sessions
☒ Exercises to build vocabulary
☐ Utilization of visual aids (charts, pictures, diagrams)
☒ Practice with summarizing and paraphrasing
☐ Peer reading sessions or group activities
☐ Integration of reading comprehension apps and online resources
☐ Other: _____

5. Do you currently use these strategies in your teaching approach?

- ☐ Yes, on a regular basis
☒ Occasionally
☐ Infrequently

6. In your perspective, how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

- ☐ Very effective
☒ Moderately effective
☐ Slightly effective
☐ Not effective

7. When you implement these teaching strategies, what difficulties do you encounter?

- ☐ Limited time
☐ Lacks of resources or material
☐ Students lacks of motivation
☒ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

With learners willingness to learn. _____



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Participant 2

Section A: Demographic Information

Name:

Mary Ann M. Orito

What grade level teacher are you?

☒ Grade 9

☐ Grade 10

What language do you teach? *

☐ English

☒ Filipino

Years of teaching experience

☐ 1-3 years

☐ 4-6 years

☐ 7-10 years

☒ More than 10 years

Do have advisory class? If yes what section do you handle?

N/A

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

☒ Vocabulary Difficulties

☐ Lack of Background Knowledge

☐ Difficulty Identifying Main Ideas

☐ Inability to Make Inferences

☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

☒ Beginner level students have trouble mainly with identifying words and understanding basic sentence structures.

☐ Intermediate level students have difficulties with understanding meanings, drawing conclusions, and comprehending moderately complicated texts.

☐ Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

☐ less than 20%

☒ range of 20% to 40%

☐ More than 60%

Section C: Effective Teaching Strategy

4. What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

☒ Guided reading sessions

☐ Friday catch-up sessions

☒ Exercises to build vocabulary

☐ Utilization of visual aids (charts, pictures, diagrams)

☒ Peer reading sessions or group activities

☐ Integration of reading comprehension apps and online resources

☐ Other:

5. Do you currently use these strategies in your teaching approach?

☐ Yes, on a regular basis

☒ Occasionally

☐ Infrequently

☐ No

6. In your perspective, how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

☐ Very effective

☒ Moderately effective

☐ Slightly effective

☐ Not effective

7. When you implement these teaching strategies, what difficulties do you encounter?

7. When you implement these teaching strategies, what difficulties do you encounter?

☐ Limited time

☐ Lack of resources or material

☒ Students lack of motivation

☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

...more on practice reading and study more vocabulary words



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Participant 3

Section A: Demographic Information

Name:

catherine tomin

What grade level teacher are you?

☒ Grade 9

☐ Grade 10

What language do you teach? *

☐ English

☒ Filipino

Years of teaching experience

☐ 1-3 years

☐ 4-6 years

☐ 7-10 years

☒ More than 10 years

Do have advisory class? if yes what section do you handle?

no

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

☐ Vocabulary Difficulties

☐ Lack of Background Knowledge

☐ Difficulty Identifying Main Ideas

☐ Inability to Make Inferences

☒ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

☐ Beginner level students have trouble mainly with identifying words and understanding basic sentence structures.

☒ Intermediate level students have difficulties with understanding meanings, drawing conclusions, and comprehending moderately complicated texts.

☐ Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

☒ less than 20%

☐ range of 20% to 40%

☐ More than 60%

Section C: Effective Teaching Strategie

4. What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

☐ Guided reading sessions

☐ Friday catch-up sessions

☐ Exercises to build vocabulary

☐ Utilization of visual aids (charts, pictures, diagrams)

☒ Practice with summarizing and paraphrasing

☒ Peer reading sessions or group activities

☒ Integration of reading comprehension apps and online resources

☐ Other:

5. Do you currently use these strategies in your teaching approach?

☐ Yes, on a regular basis

☒ Occasionally

☐ Infrequently

☐ ...

6. In your perspective, how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

☒ Very effective

☐ Moderately effective

☐ Slightly effective

☐ Not effective

7. When you implement these teaching strategies, what difficulties do you encounter?

☐ Lacks of resources or material

☒ Students lacks of motivation

☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

implementing more strategies



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Participant 4

Section A: Demographic Information

Name:

Ralyn mamaril

What grade level teacher are you?

☐ Grade 9

☒ Grade 10

What language do you teach? *

☐ English

☒ Filipino

Years of teaching experience

☐ 1-3 years

☐ 4-6 years

☒ 7-10 years

☐ More than 10 years

Do have advisory class?if yes what section do you handle?

Dagohoy

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

☐ Vocabulary Difficulties

☐ Lack of Background Knowledge

☒ Difficulty Identifying Main Ideas

☐ Inability to Make Inferences

☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

☒ Beginner level students have trouble mainly with identifying words and understanding basic sentence structures.

☐ Intermediate level students have difficulties with understanding meanings, drawing conclusions, and comprehending moderately complicated texts.

☐ Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

☐ less than 20%

☒ range of 20% to 40%

☐ More than 60%

Section C: Effective Teaching Strategie

4.What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

☐ Guided reading sessions

☐ Friday catch-up sessions

☒ Exercises to build vocabulary

☒ Utilization of visual aids (charts, pictures, diagrams)

☒ Practice with summarizing and paraphrasing

☐ Peer reading sessions or group activities

☒ Integration of reading comprehension apps and online resources

☐ Other:

5. Do you currently use these strategies in your teaching approach?

☒ Yes, on a regular basis

☐ Occasionally

☐ Infrequently

6.In your perspective , how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

☐ Very effective

☒ Moderately effecti

☐ Slightly effect

☐ Not effective

7.When you implement these teaching strategies, what difficulties do you encounter?

☒ Limited time

☐ Lacks of resources or material

☐ Students lacks of motivation

☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

More reading materials



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Participant 5

Section A: Demographic Information

Name:

What grade level teacher are you?

- ☐ Grade 9
☒ Grade 10

What language do you teach? *

- ☐ English
☒ Filipino

Years of teaching experience

- ☐ 1-3 years
☐ 4-6 years
☐ 7-10 years
☒ More than 10 years

Do have advisory class? if yes what section do you handle?

Wala

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

- ☐ Vocabulary Difficulties
☐ Lack of Background Knowledge
☒ Difficulty Identifying Main Ideas
☐ Inability to Make Inferences
☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

- ☐ Beginner level students have trouble mainly with identifying words and understanding basic sentence structures.
☒ Intermediate level students have difficulties with understanding meanings, drawing conclusions, and comprehending moderately complicated texts.
☐ Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

- ☐ less than 20%
☒ range of 20% to 40%
☐ More than 60%

Section C: Effective Teaching Strategie

4. What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

- ☐ Guided reading sessions
☐ Friday catch-up sessions
☒ Exercises to build vocabulary
☒ Utilization of visual aids (charts, pictures, diagrams)
☐ Practice with summarizing and paraphrasing
☐ Peer reading sessions or group activities
☒ Integration of reading comprehension apps and online resources
☐ Other: _____

5. Do you currently use these strategies in your teaching approach?

- ☒ Yes, on a regular basis
☐ Occasionally
☐ Infrequently

6. In your perspective, how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

- ☐ Very effective
☒ Moderately effective
☐ Slightly effective
☐ Not effective

7. When you implement these teaching strategies, what difficulties do you encounter?

- ☐ Limited time
☐ Lacks of resources or material
☒ Students lacks of motivation
☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

Ang pagkakaroon ng motibasyon at istrategiya ay malaki ang maitutulong sa pagbabasa. Marami sa internet yan



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Participant 6

Section A: Demographic Information

Name:

Jennielyn Golong

What grade level teacher are you?

☐ Grade 9

☒ Grade 10

What language do you teach? *

☐ English

☒ Filipino

Years of teaching experience

☐ 1-3 years

☐ 4-6 years

☐ 7-10 yeaes

☒ More than 10 years

Do have advisory class?if yes what section do you handle?

Gomburza

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

☐ Vocabulary Difficulties

☐ Lack of Background Knowledge

☒ Difficulty Identifying Main Ideas

☐ Inability to Make Inferences

☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

☐ less than 20%

☒ range of 20% to 40%

☐ More than 60%

Section C: Effective Teaching Strategie

4.What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

☒ Guided reading sessions

☐ Friday catch-up sessions

☒ Exercises to build vocabulary

☐ Utilization of visual aids (charts, pictures, diagrams)

☐ Practice with summarizing and paraphrasing

☐ Peer reading sessions or group activities

☐ Integration of reading comprehension apps and online resources

☐ Other:

5. Do you currently use these strategies in your teaching approach?

☒ Yes, on a regular basis

☐ Occasionally

☐ Infrequently

☐ No

6.In your perspective , how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

☐ Very effective

☒ Slightly effect

☐ Not effective

7.When you implement these teaching strategies, what difficulties do you encounter?

☒ Limited time

☐ Lacks of resources or material

☐ Students lacks of motivation

☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

More strategies



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Participant 7

Section A: Demographic Information

Name:

What grade level teacher are you?

- ☐ Grade 9
☒ Grade 10

What language do you teach? *

- ☒ English
☐ Filipino

Years of teaching experience

- ☐ 1-3 years
☒ 4-6 years
☐ 7-10 years
☐ More than 10 years

Do have advisory class? if yes what section do you handle?

Yes, Jaena

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

- ☒ Vocabulary Difficulties
☐ Lack of Background Knowledge
☐ Difficulty Identifying Main Ideas
☐ Inability to Make Inferences
☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

- ☒ Beginner level students have trouble mainly with identifying words and understanding basic sentence structures.
☐ Intermediate level students have difficulties with understanding meanings, drawing conclusions, and comprehending moderately complicated texts.
☐ Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

- ☒ More than 60%

Section C: Effective Teaching Strategie

4. What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

- ☐ Guided reading sessions
☐ Friday catch-up sessions
☒ Exercises to build vocabulary
☒ Utilization of visual aids (charts, pictures, diagrams)
☒ Practice with summarizing and paraphrasing
☒ Peer reading sessions or group

5. Do you currently use these strategies in your teaching approach?

- ☐ Yes, on a regular basis
☒ Occasionally
☐ Infrequently
☐ No

6. In your perspective, how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

- ☐ Very effective
☒ Moderately effective

7. When you implement these teaching strategies, what difficulties do you encounter?

- ☐ Limited time
☒ Lacks of resources or material
☐ Students lacks of motivation
☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

By using appropriate instructional materials, implementing different activities



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Participant 8

Section A: Demographic Information

Name:

What grade level teacher are you?

- ☐ Grade 9
☒ Grade 10

What language do you teach? *

- ☒ English
☐ Filipino

Years of teaching experience

- ☐ 1-3 years
☒ 4-6 years
☐ 7-10 years
☐ More than 10 years

Do have advisory class?if yes what section do you handle?

Yes, 10-Ponce

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

- ☒ Vocabulary Difficulties
☐ Lack of Background Knowledge
☐ Difficulty Identifying Main Ideas
☐ Inability to Make Inferences
☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

- ☒ Intermediate level students have difficulties with understanding meanings, drawing conclusions, and comprehending moderately complicated texts.
☐ Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

- ☐ less than 20%
☐ range of 20% to 40%
☒ More than 60%

Section C: Effective Teaching Strategie

4.What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

- ☒ Guided reading sessions
☐ Friday catch-up sessions
☒ Exercises to build vocabulary
☐ Utilization of visual aids (charts, pictures, diagrams)
☒ Practice with summarizing and paraphrasing
☐ Peer reading sessions or group activities
☒ Integration of reading comprehension apps and online resources

5. Do you currently use these strategies in your teaching approach?

- ☒ Yes, on a regular basis
☐ Occasionally
☐ Infrequently
☐ No

6.In your perspective , how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

- ☐ Very effective
☒ Moderately effective

7.When you implement these teaching strategies, what difficulties do you encounter?

- ☒ Limited time
☐ Lacks of resources or material
☐ Students lacks of motivation
☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

Mastery of the basics in grammar and vocabulary are the exercises needed. If there's mastery in these areas, comprehension follows.



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Participant 9

Section A: Demographic Information

Name:

Nenia May Abitago

What grade level teacher are you?

☒ Grade 9

☐ Grade 10

What language do you teach? *

☐ English

☒ Filipino

Years of teaching experience

☐ 1-3 years

☐ 4-6 years

☒ 7-10 years

☐ More than 10 years

Do have advisory class?if yes what section do you handle?

Yes / 9- Daffodil

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

☒ Vocabulary Difficulties

☐ Lack of Background Knowledge

☐ Difficulty Identifying Main Ideas

☐ Inability to Make Inferences

☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

Intermediate evel students have difficulties with understanding

☒ meanings, drawing conclusions, and comprehending moderately complicated texts.

Advanced level students encounter challenges with critical analysis,

☐ including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

☐ less than 20%

☐ range of 20% to 40%

Section C: Effective Teaching Strategie

4.What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

☒ Guided reading sessions

☐ Friday catch-up sessions

☒ Exercises to build vocabulary

☒ Utilization of visual aids (charts, pictures, diagrams)

☐ Practice with summarizing and paraphrasing

☒ Peer reading sessions or group activities

☒ Integration of reading comprehension and online resources

5. Do you currently use these strategies in your teaching approach?

☒ Yes, on a regular basis

☐ Occasionally

☐ Infrequently

☐ No

6.In your perspective , how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

☒ Moderately effecti

☐ Slightly effect

☐ Not effective

7.When you implement these teaching strategies, what difficulties do you encounter?

☒ Limited time

☐ Lacks of resources or material

☐ Students lacks of motivation

☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

They need more time in understanding and analizing problems from the text they're reading.



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Participant 10

Section A: Demographic Information

Name:

Robby B. Camacho

What grade level teacher are you?

☒ Grade 9

☐ Grade 10

What language do you teach? *

☒ English

☐ Filipino

Years of teaching experience

☐ 1-3 years

☐ 4-6 years

☒ 7-10 years

☐ More than 10 years

Do have advisory class? if yes what section do you handle?

9-Hyacinth

Section B: Reading Comprehension Challenges

1. Based on Reading and Comprehension assessment what are the possible common reading comprehension faced by students?

☒ Vocabulary Difficulties

☐ Lack of Background Knowledge

☐ Difficulty Identifying Main Ideas

☐ Inability to Make Inferences

☐ Problem with text structures

2. How do the difficulties experienced by students correspond to their reading skills?

☒ Beginner level students have trouble mainly with identifying words and understanding basic sentence structures.

☐ Intermediate level students have difficulties with understanding meanings, drawing conclusions, and comprehending moderately complicated texts.

☐ Advanced level students encounter challenges with critical analysis, including evaluating themes, comprehend subtleties, and interpreting the author's intentions.

3. How many of your students do you think have difficulty with understanding what they read?

☒ range of 20% to 40%

☐ More than 60%

Section C: Effective Teaching Strategie

4. What teaching strategies have you found to be the most effective in enhancing your students' reading comprehension? (Select all that apply)

☒ Guided reading sessions

☐ Friday catch-up sessions

☒ Exercises to build vocabulary

☒ Utilization of visual aids (charts, pictures, diagrams)

☒ Practice with summarizing and paraphrasing

☒ Peer reading sessions or group activities

☒ Integration of reading comprehension apps and online resources

☐ Other:

5. Do you currently use these strategies in your teaching approach?

☒ Yes, on a regular basis

☐ Occasionally

6. In your perspective, how effective do you think the teaching methods are in enhancing the reading comprehension skills of your students?

☒ Very effective

☐ Moderately effective

☐ Slightly effective

☐ Not effective

7. When you implement these teaching strategies, what difficulties do you encounter?

☒ Limited time

☐ Lack of resources or material

☐ Students lack of motivation

☐ Large of class size

Section E: Open Ended Question

8. How can we enhance reading comprehension for 9th or 10th-grade students by implementing more strategies or utilizing additional resources?

More on by utilizing additional resources.



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CURRICULUM VITAE



PERSONAL INFORMATION

DIONISIO

(Family Name)

JANREI

(Given Name)

Mabato

(Middle Name)

Birth Date : **April 14 2007**
Place of Birth : **Heritage' marilao
bulacan**
Age : **17**
Gender : **Male**
Height : **5'8**
Weight : **70kh**
Religion : **Katolik**
Nationality : **Filipino**
Civil Status : **Single**
Mobile No. : **09636612943**

Present Address : **Loma degato, Heritage phase 3 emerald st
Marilao bulacan**

EDUCATIONAL BACKGROUND



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LEVEL	SCHOOL	ADDRESS	SCHOOL YEARS ATTENDED	HONORS RECEIVED
Grade 12	Meycauayan national high school	El, Camino ph.4 sto.nino camalig, Meycauayan city	2019 –2024	
Elementary	Bahay pare Elementary school		2012-2017	

JANREI M DIONISIO

Humss Student



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PERSONAL INFORMATION

FENIS

(Family Name)

JEAN JOY

(Given Name)

ELEMIA

(Middle Name)

Birth Date : **June 19, 2007**
Place of Birth : **Ayat, Mandaon, Masbate**
Age : **16**
Gender : **Female**
Height : **5'2**
Weight : **43 kg**
Religion : **Born Again**
Nationality : **Filipino**
Civil Status : **Single**
Mobile No. : **09633524045**

Present Address : **Gary's Ville, Phase 4 blk 6 lot 2, Barangay Bagumbong , Caloocan 17**

EDUCATIONAL BACKGROUND

LEVEL	SCHOOL	ADDRESS	SCHOOL YEARS ATTENDED	HONORS RECEIVED
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Secondary	Meycauayan National High School	El Camino Road Sto Niño Village CAMALIG 3020 Meycauayan, Philippines	2019 - 2024	
Elementary	Bagbaguin Elementary School	Bagbaguin, Manalon St., Meycauayan, Bulacan	2013-2019	Grade 5 - Top 8 Grade 6 - Top 9

JEAN JOY E. FENIS

HUMSS Student



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PERSONAL INFORMATION

LOZANO
(Family Name)

CATHERINE KATE
(Given Name)

SEVILLA
(Middle Name)

Birth Date : **November 25, 2006**
Place of Birth : **Surallah South Cotabato, Mindanao**
Age : **17**
Gender : **Female**
Height : **147**
Weight : **36**
Religion : **Baptist**
Nationality : **Filipino**
Civil Status : **Student**
Mobile No. : **09108016734**

Present Address : **Phase 3D, Blk 16, Lot 1-2, Psalm St. City of Meycauayan, Bulacan**

EDUCATIONAL BACKGROUND

LEVEL	SCHOOL	ADDRESS	SCHOOL YEARS ATTENDED	HONORS RECEIVED
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CAMALIG, CITY OF MEYCAUAYAN, BULACAN

Secondary	Meycauayan National High School (MNHS)	El Camino ph 4 Sto. Nino Camalig, City of Meycauayan	2024-2025	Prime Participation Award
Elementary	Surallah East Elementary School (SEES)	Surallah South Cotabato, Mindanao	2013-2019	Determined Award

CATHERINE KATE S. LOZANO
HUMSS Student



Republic of the Philippines
Department of Education
REGION III - CENTRAL LUZON
SCHOOLS DIVISION OF CITY OF MEYCAUAYAN
MEYCAUAYAN NATIONAL HIGH SCHOOL
CAMALIG, CITY OF MEYCAUAYAN, BULACAN



PERSONAL INFORMATION

Royales (Family Name)	John Rhey (Given Name)	Chico (Middle Name)
Birth Date	: <u>August 5, 2006</u>	
Place of Birth	: <u>Meycauayan Hospital</u>	
Age	: <u>18</u>	
Gender	: <u>Male</u>	
Height	: <u>5:3 (160.02)</u>	
Weight	: <u>75kg (165.347)</u>	
Religion	: <u>Catholic</u>	
Nationality	: <u>Filipino</u>	
Civil Status	: <u>Single</u>	
Mobile No.	: <u>NA</u>	
Present Address	: <u>#54 Sitio Uno Bahay Pare,</u> <u>City of Meycauayan, Bulacan</u>	

EDUCATIONAL BACKGROUND

LEVEL	SCHOOL	ADDRESS	SCHOOL YEARS ATTENDED	HONORS RECEIVED
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Secondary	Meycauayan National Highschool	El Camino Rd. St niño Camalig City of Meycauayan, Bulacan 3020	2019-2023	
Elementary	Bahay Pare Elementary School	Bahay Pare, City of Meycauayan, Bulacan 3020	2012-2019	

John Rhey C. Royales

HUMSS Student



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PERSONAL INFORMATION

<u>Pranillos</u> (Family Name)	<u>Richard</u> (Given Name)	<u>Brigola</u> (Middle Name)
Birth Date	: <u>November 7, 2000</u>	
Place of Birth	: <u>Marilao Bulacan</u>	
Age	: <u>24</u>	
Gender	: <u>Transgender woman</u>	
Height	: <u>5'5</u>	
Weight	: <u>60</u>	
Religion	: <u>Christian</u>	
Nationality	: <u>Filipino</u>	
Civil Status	: <u>Single</u>	
Mobile No.	: <u>09536958279</u>	
Present Address	: <u>BLK 934 LOT 3 Acacia Drive Phase 9, Heritage Homes Loma de Gato Marilao Bulacan</u>	



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EDUCATIONAL BACKGROUND

LEVEL	SCHOOL	ADDRESS	SCHOOL YEARS ATTENDED	HONORS RECEIVED
Secondary	Meycauayan National High School	El Camino Rd St.Niño Camalig, City of Meycauayan Bulacan Phil.	2014-2024	Gr7 top 2 Gr9 top 3 Gr12 with honors
Elementary	Heritage Homes Elementary School		2009-2013	Gr2 top 1 Gr3 top 5 Gr6 top 1

Richard B. Pranillos

Humss Student