ENHANCEMENT OF GRADE 10 JHS STUDENTS' READING SKILLS USING THE PRIME ENGLISH PROGRAM (PEP)

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C.G.D.R   **C.R.D.B**
R.M.M.L   **K.G.Z.M**
R.J.M.T   **R.D.G.**

Dedication

To our Almighty God, who gave us strength, knowledge, and unity to finish our

research paper;

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This study we dedicate.

A.M.B.C	**R.L.G.C**
C.G.D.R	**C.R.D.B**
R.M.M.L	**K.G.Z.M**
R.J.M.T	**R.D.G.S**

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Abstract

This study aimed to assess the enhancement of grade 10 JHS students' reading skills using the Prime English Program (PEP), which can be used as a basis to improve the students' reading skills using the different features of the Prime English Program (PEP). The research utilized a descriptive design, emphasizing the statistical analysis of data collected using questionnaires. There were 108 students in total who were gathered through stratified random sampling. The researchers used frequency count, ranking, and weighted mean as statistical tools in examining the gathered data. The results from the data collected from the respondents revealed that using the Prime English Program can enhance the students' different skills, such as reading skills, language skills, comprehension, analytical skills, and vocabulary. The said program also can make the students better readers and speakers and improves their brain connectivity. The Prime English Program depicts great results in line with the conclusions and findings. It is recommended that students join school competitions to hone their speaking and reading skills. In addition, it is recommended to monitor their improvements to test their skills.

CHAPTER I

THE PROBLEM AND ITS SETTINGS

Introduction

One of the most common hobbies an individual can have is reading. Having the ability to read gives you a lot of advantages as this is the way to get knowledge and information. Francis Bacon once said, "reading maketh a full man; conference a ready man; and writing an exact man", to reduce narrow-mindedness and biases. Reading actually enhances one's comprehension and analytical skills.

As time goes on, people can't deny how our technologies develop and improve. It's no surprise that the books we had in paper and folds are already in our gadgets. A swipe is equal to a page. The books on our hand-carried gadgets are so useful as a one-thick hundred pages kilo weighted book can be carried with an easy carry light phone or tablets. There are a lot of apps and games to download in order to enhance your reading skills, some are paid and some are free as well.

Scholastic Prime English program is a comprehensive English literacy program that builds English skills and reading comprehension. Reading skills can now be measured using this program. It can help the students to determine whether they need more practice comprehending while reading. Since the University of Batangas partnered with this program, students starting from Grade 7 to Grade 10, are required to take a LitPro test. It only takes about 20-25

minutes, with no limited time, to complete and assess students' reading levels and provide their Lexile scores.

This computer-adaptive test adjusts as a response to students' answers, making text passages either harder or easier, based on prior results to pinpoint the level of student competency. Students don't have to worry about having random categories they might get in the test. Students have 23 choices of reading interests to choose from. Students are given by their English subject teachers a simple token such as badges and books for every amount of books a student has read.

The Prime English Program (PEP) requires reading books and answering a quiz after each book you have read. The school requires a specific number of books to read. Along these lines, students are required to make an assessment at the end of the school year to see any development of their reading skills. This is introduced to the students at the beginning of the school year.

They are given time for seminars on how to participate in this program as well as its benefits to the students. As it gets introduced, the objective of the speaker is to make it interesting for the students to participate and make them familiar with the system of this program.

The goal of this curriculum for the students is to develop English reading skills and comprehension. On top of that, it helps the students build vocabulary and well-constructed paragraphs of sentences with the help of its built-in features. The feature of the program includes leveled nonfiction and fiction titles

that are suited for each Lexile level of students. There are different genres for students to read according to their interests. Reading aloud is also one of the features of the program, a functioning aid for students to help them with fluency.

As the program aims for students to broaden their terms and vocabulary, a feature called clickable definitions is provided in the program. This function can be used by clicking a word the students desire to find out. The audio recorder is one of the features teachers use to access an individual's oral reading fluency. Integrated comprehension is also provided for the students. The function of this feature is taking a quiz at a specific website called Scholastic Literacy Pro, wherein after they read a book, they take a quiz afterward to assess the students' understanding of the book they have read.

The objective of the Prime English Program is to expand Grade 10 students' not only reading skills, but also vocabulary and fluency in English, the features that are mentioned are very much helpful for each individual. The program also has a feature called, LitPro Library Bookshelf. Just like every bookshelf in the libraries, this is where you can see the books you've read and been assigned. You can also launch the e-book and start or continue reading it.

The researchers in this study aim to analyze how PEP helps the students to be more aware of their own skills and improve them. With that process, researchers will determine if the students who are part of the said program ever improved or were retained. Plus, know how effective PEP is when it comes to different levels of students.

Theoretical Framework

      To further realize the objective of the paper, the researchers explored some principles and theories that enhanced the clarity of the ideas of this study. The figure below shows different substructures used by the researchers which were significantly supported by the enhancement of grade 10 JHS students' reading skills using the Prime English Program (PEP). This study shows the benefits of studying this study about the enhancement of Grade 10 JHS Students' Reading Skills using the Prime English Program (PEP). Also, this chosen study will show the content of the highlighted topics, to make this research easily understood.

      The Prime English Program (PEP) is offered to grades 7 to 10, this supports the reading skills and comprehension that every student has. It is a comprehensive, full-service English literacy program that builds English literacy skills until mastery, starting with the foundation of reading. This part of the research will explain the details of the chosen study here in the research.
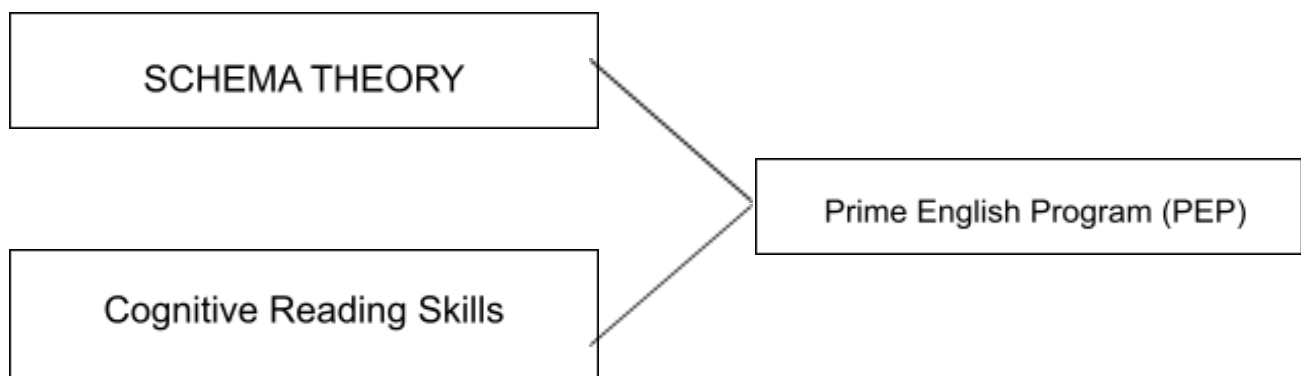

Figure 1
Theoretical Paradigm on Enhancement of Grade 10 JHS Students' Reading Skills Using the Prime English Program (PEP)

The theory of Schema is pointed out by Rumelhart (1980:34) this theory is basically a theory about knowledge. It is a theory about how knowledge is expressed and how knowledge is used in distinct ways. According to schema theories, knowledge is packaged into units. These units are schemata, in this package of knowledge it is an addition to the knowledge itself, and information about how knowledge is being used. While schema is a data structure that represents the generic concepts that are stored in the memory.

In addition to this said information, McCormick and Pressley (1997:62-63) define schemata as generalized knowledge all about objects, situations, and events. It was described that the activation of schema can affect the comprehension, inferences, attention allocation, and memory of what is said dramatically. There are also ways to activate schemata, by the title of the passage. When it comes to reading, schema theory only provides the directions for the readers on how they should retrieve or construct a definition from their previously acquired knowledge. When researchers say previously acquired knowledge it is the background knowledge and structures of the reader.

Based on this theory, it is an interactive process between the reader's background knowledge and the text itself is what the researchers called comprehending a text. While it requires the ability of a person to relate the textual material to one's own knowledge it is efficient comprehension. Comprehending words, sentences, and also entire texts elaborate more than just relying on one's linguistic knowledge.

Cognitive Reading Skills depend first of all on having the purpose of reading. In this case, the reader knows why he/she is reading that text. A possible way of establishing a purpose of reading is by letting the learner's attention focus on a specific cognitive skill, there are 8 cognitive skills that are suggested by a person who is interested in reading instructions.

These are the 8 cognitive skills, to foretell both forms and their content; to identify the main idea/s; to be able to familiarize and recall specific details; to acknowledge the relationship between the main idea/s and its expansion; to follow a sequence, such as events, illustration, stages of arguments; to draw conclusions; and to acknowledge the writer's purpose and attitude.

In relation to the said reading skills, Brown Mueller and Tiffany (n.d.) have compiled a taxonomy of reading micro-skills. The taxonomy comes up with an overview of the skill processes learners must learn to perform as they become efficient readers.

Conceptual Framework

This section presents an overview of the concept study. The figure below includes the overall input, processes, and output to be followed by attaining the goal of the study, which is the enhancement of grade 10 JHS students' reading skills using the Prime English Program (PEP)

INPUT	PROCESS	OUTPUT
1. Prime English Program (PEP) and its features	Use of Theories	Plan of Action
2. Perception of Grade 10 JHS students on the Prime English Program (PEP)	⇩	
3. Difficulties encountered by students in using the Prime English Program (PEP)	Preparing and Making of Questionnaires ⇩	
4. Effect of the Prime English Program (PEP) on the reading skills of Grade 10 JHS students.	Data Gathering	
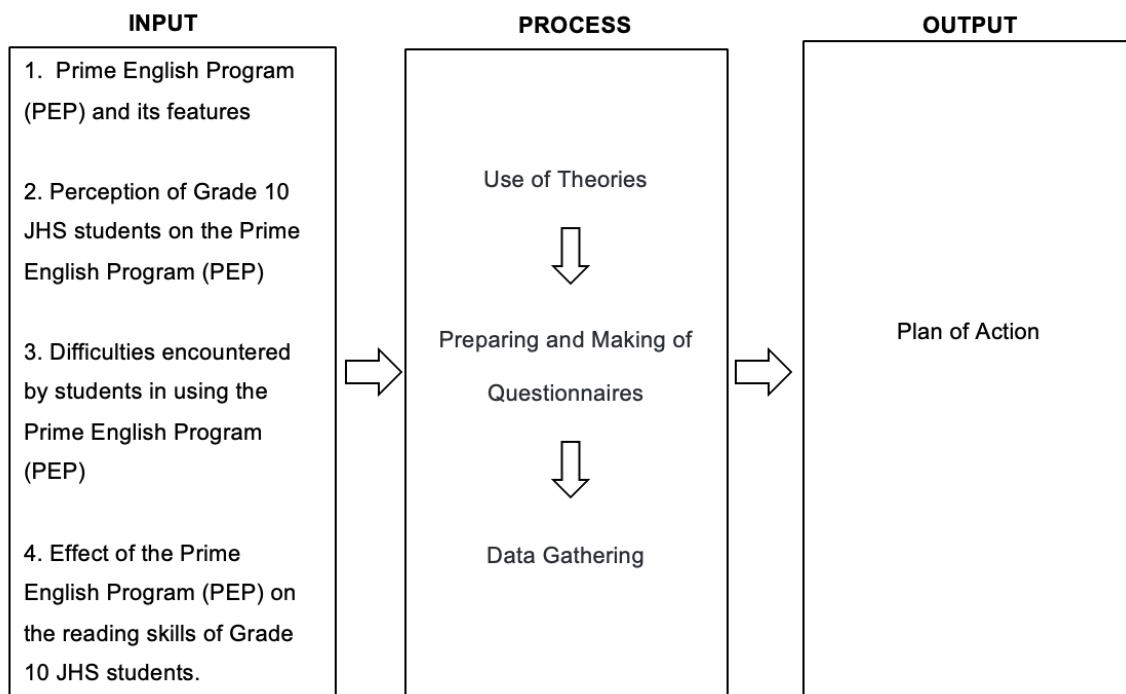
Figure 2
Conceptual Framework on Enhancement of Grade 10 JHS Students'
Reading Skills Prime English Program (PEP)

The conceptual framework presents the Input-Process-Output or IPO model. The input box presents the Prime English Program (PEP) and its features, the perception of Grade 10 JHS students on the Prime English Program (PEP), the difficulties encountered by students using the Prime English Program (PEP), and the effect of the Prime English Program (PEP) on the reading skills of Grade 10 JHS students.

The process box represents the methods that are needed in the study. The methods that are under are the following; use of theories, surveys, and data gathering. In order to gather the needed information, the researchers will use the method of having questionnaires/surveys.

However, the output box represents the outcome of the material that will enhance the reading skills of each JHS Grade 10 student after conducting the study. The outcome of this research is to propose a plan of action to help students develop their reading skills through the Prime English Program (PEP).

Statement of the Problem

The study aimed to assess the enhancement of Grade 10 JHS students' reading skills using the Prime English Program

Specifically, it sought to answer the following questions:

1. What is the student's assessment of the features of the Prime English Program (PEP)?

2. How do the Grade 10 JHS students perceive the Prime English Program (PEP)?

3. What difficulties do students encounter in using the Prime English Program (PEP)?

4. What is the effect of the Prime English Program (PEP) on the reading skills of Grade 10 JHS students?

5. What plan of action can be proposed to help students develop their reading skills through the Prime English Program (PEP)?

Scope, Limitations, and Delimitation of the Study

The main focus of this study assessed the effects, perception, and enhancement of grade 10 JHS students in using the Prime English Program. This program lets the students monitor and improve their reading skills with the help of different effective reading strategies. This research was used to help students gain more knowledge and make their reading skills better.

Initially, this study is for junior high school students, specifically grade 10 students. The grade 10 students of junior high school are the ones who used the Prime English Program the longest, in that case, the students of grade 10 know more about the Prime English Program and its effects on them. The study is limited to grade 10 students who used the program.

Additionally, it was delimited on the use of other reading programs that aren't related to the Prime English Program because the focus of this study is all about the program.

Significance of the Study

This research study believed that this study about the Enhancement of Grade 10 JHS students' reading skills using the Prime English Program (PEP) will be beneficial to the following:

To the Students. This study will be beneficial to the students because they will be able to enhance their reading and comprehensive capabilities through the help of the Prime English Program.

To the English Teachers. This study will be beneficial to the teachers because they will be the ones who will help the students to enhance their reading capabilities and intellectual development.

To the Parents. This study would be beneficial to the parents because they will be involved in enhancing their children's reading capabilities and reading comprehension.

Definition of Terms

To understand this study better, the following terms are defined lexically and operationally.

Bias. Bias is being prejudiced in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair (Rey, 2021). In this study, bias is preferring one person or thing to another.

Computer-adaptive Test. It is an assessment of the selection, order, and a number of items administered depending on a student's ability at the time of assessment. Students receive harder or easier items based on their performance, and the system stops administering items once it has enough information about the student's ability. Thus, adaptive assessments maximize the precision of information while minimizing the time spent gaining it (Mitchell, Truckenmiller, & Petscher, 2015). In this study, a computer-adaptive test adjusts as a response to students' answers, making text passages either harder or easier, based on prior results to pinpoint the level of student competency.

Curriculum. A curriculum is a plan of action that is aimed at achieving desired goals and objectives. It is a set of learning activities meant to make the learner attain goals as prescribed by the educational system. Generally, it includes the subjects and activities that a given school system is responsible for (Stotsky, 2013). In this study, the curriculum decides the distribution of time to a particular activity/content.

Enhancement. it usually means arriving at the mastery of something (Ghaz, 2021). In this study, enhancement increases and improves the reading capabilities of Grade 10 students.

Intellectual Development. Intellectual or Cognitive development is the changes in one's ability to think, reason, and extract meaning from experiences encountered in multiple contexts (Sessa, 2016). In this study, it refers to the changes that occur, as a result of growth and experience, in a person's capacities for thinking, reasoning, relating, judging, conceptualizing, etc.

Prime English Program. Scholastic PR1ME English Program is a comprehensive, full-service English literacy program that builds English literacy skills to mastery, beginning with the foundations of reading (Scholastic Inc., 2020). In this study, the Scholastic Prime English program is a comprehensive English literacy program that builds English skills and reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies that help the researchers to gather sufficient data and contexts that are relevant and significant for the study after a thorough investigation.

Related Literature

The researchers reviewed the following literature which tackled the Assessment on Prime English Program and its features: Reading skills, Reading comprehension, Learning Process, Difficulties encountered by students,and Vocabulary Skills.

Reading Skills. A key factor that influences student success in reading is student engagement. When readers struggle, engagement in classroom activities is often decreased. Early on, students identify and begin to compare their skills (academic and not) to those of their siblings and classmates. Reading skills are observed by students; as such, without ever identifying specific reading levels, children quickly determine who is a "better reader."

Reading comprehension is one of the most complex behaviors in which humans engage. Reading theorists have grappled with how to comprehensively and meaningfully portray reading comprehension and many different theoretical models have been proposed in recent decades (Perfetti & Stafura, 2014).

Reading is one of the English skills besides speaking, listening, and writing. It is the way to understand written messages. Reading means a result of

interaction between the writer's mind and the reader's mind. It is the way the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message and the writer's meaning sense.

Reading is defined as understanding written texts. Reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences, and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies can help them understand written texts.

Based on the two definitions above reading can be defined as the instantaneous recognition of various written symbols with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer.

It also can be said that reading is not only the process of getting the written symbols to correspond to one's spoken language but it is also the process of making the meaning of words, sentences, and connected text that can be called comprehension.

Reading Comprehension. One of the keys for better understanding. For it to be able to determine what the book was all about. An understanding of the

book or page we have read. This shows if a student really understood what the book has in store for us and further understanding of the reading material and even the interpretation of the students.

These processes require a linkage between the word identification system and the comprehension system, with the lexicon in the linking role. Studies of these processes examine the influence of one sentence on the reading of a single word in a second sentence, which enables the integration of the word meaning into the reader's mental model of the text. Skilled comprehenders, more than less-skilled, show immediate use of word meanings in the integration process. Other evidence is also consistent with the assumption that word meaning processes are causal components in comprehension skills. (Perfetti & Stafura,2013)

The practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students and thus, language instructors are required to implement adequate reading strategies to improve comprehension and facilitate critical thinking in understanding complex texts. Reading comprehension is composed of complicated factors; mainly cognitive, linguistic, and socio-cultural variables, due to which the development of an effective reading strategy is difficult for language instructors (Alenizi, 2019; Ismail & Tawalbeh, 2015).

The effectiveness of reading strategies is accepted widely, but language instructors should also understand the significance of engagement in reading. Because engagement is not a mere consequence of reading strategies, as it is a

combination of strategies that incorporate mental dispositions known as 'Habits of Mind' (HoM). The Habits of Mind include factors like managing impulsivity, empathic listening, rational and flexible thinking, and persistence. These factors are considered significant in the development of students with effective problem-solving skills by enabling their ability to ask the right question, reflect on available information and think constructively (Abdelhalim, 2017).

Reading comprehension integrated with HoM promotes interaction between students and reading material, due to which reading objectives in language courses are rejuvenated to develop HoM skills in reading practices. Furthermore, language instructors accentuate collaborative reading practices to provide the students with an effective means to engage in their social environment while developing their comprehension skills.

The adequate social environment that can improve reading comprehension consists of literature circles, group discussions, reading apprenticeships, book clubs, and author analyses. These activities result in stimulating an interpretive discussion among the students and utilizing critical reflection while reading and engaging with texts (Abdelhalim, 2017).

Similarly, engaging readers in a shared inquiry on account of a discussion-based reading model results in effective stimulation of cognition among students as they engage in reflecting and thinking about questions in a complex text. It has been implied that reading engagement is an antecedent of developing attentiveness among the students which eventually results in high performance of students in reading comprehension. The context of engagement

resides in keeping the readers cognitively and behaviorally active and thus, it is an essential balance of interest, self-regulation, motivation, reading attitude, and involvement with text should also be included in measuring readers' engagement (Roomy & Alhawsawi, 2019).

The study conducted by Jingblad and Johansson (2017) implies that lack of motivation prevails in students, due to which students are required to be intrinsically motivated as a means to develop autonomous and engaging reading habits. It can help in improving reading comprehension in EFL learners while keeping them intrinsically engaged in reading activities that improve their extent of comprehension. Similarly, Protacio (2017) has suggested that reading engagement accounts for students' motivation to read, participate in social activities that promote reading, use learning strategies while reading and develop meaning from texts.

Reading comprehension is "the process of constructing meaning by coordinating several complex processes that include word reading, word, and world knowledge, and fluency". It refers to the ability in interpreting the words, and understanding the meaning and the relationships between ideas conveyed in a text. It was summarized as reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then give them opportunities to practice those skills through workbooks or worksheets, and finally assess whether or not they use the skill successfully.

Reading is defined as an enjoyable, intense, private activity in which the readers get much pleasure and can absorb the reading. Comprehension is the process of making sense of words, sentences, and connected text. He says that comprehension is the process of deriving the meaning of one word from another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text, and other strategies to help them understand the written texts.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text and to understand the ideas and the relationships between ideas conveyed in a text.

Learning Process. The main key to better knowledge for students and for it to be able not to force the students to understand books not suitable for them. Help them learn slowly and what books can be fitted with enjoyment at the end. Findings are interpreted within the Reading Systems framework. Findings confirm the role of vocabulary, morphology, and syntax in supporting reading comprehension and suggest a relatively stronger role for vocabulary and morphological awareness. The meaningful role of the four morphological skills also suggests a broad role for morphology. Implications for theory, research, and practice are shared. (Godwin, Petscher & Reynolds,2021)

The teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred to as the

combination of various elements within the process where an educator identifies and establishes the learning objectives and develops teaching resources and implements the teaching and learning strategy. On the other hand, learning is a cardinal factor that a teacher must consider while teaching students. The paper evaluated various academic journals, pedagogy, and inclusive practices to assess the teaching effectiveness within the higher education setting.

The objective of the research is to assess the teaching effectiveness in a higher education setting. The research used experimental research methods (primarily reflection) using literary forms to analyze the theory with the reinforcement of the practice from the university experiences. The research findings suggest that by providing positive and adequate formative and developmental feedback, the introduction of role-play has a profound positive impact on the students' confidence and self-esteem.

It was also revealed that an active learning environment promotes inclusivity and improves the faculty and student academic performances. The research findings will enable the educators to help create and implement an inclusive teaching and learning environment to improve the learner's expectations and academic performance.

The findings of the current research revealed that it is a teacher's responsibility to ensure regular interaction occurs between the basic human capabilities of a learner and the culturally invented technologies so that it finally leads to enhancement in their cognitive capabilities. In line with this theory's principles, the use of class interaction, role play, and visual stimulation to the

students in the form of graphs, charts, and newspapers from where information on various business and financial matters challenged their learnings and allowed them to become more creative.

In terms of resources, the research found that teachers need to use various resources in the learning process that may include computers, books, smartboards, equipment, artifacts, whiteboards, special speakers, games, computer programs, etc. It was evident from the research that the more the lesson is interactive, the more the learners are engaged/motivated to improve their learning experiences.

The research also realized that certain teaching methods might be very useful for certain learners which may be flawed for others. Thus, it is recommended to use blended learning (a mixture of online and offline learning) along with experiential learning (cross-age peer tutoring, pro and con grid, prodigy games, mnemonic) which have been very useful in improving the learning experience and reducing the disruptive issues in the classroom from the case study.

Reading Difficulties Encountered By Students. For some students, it is difficult to comprehend the text because they have problems with vocabulary. Garcia, Ramayan, Sepe, and Silor (2014) analyzed students' difficulty in reading. They found that students had difficulties in understanding difficult words because they forgot the vocabulary words that they learned. Zuhra (2015) revealed in his research that students faced reading comprehension problems because they did not know the meaning of many words. As the program provides books with levels

of difficulty and is compatible with the student's Lexile level, some books that have long paragraphs of words are not very often read by the students as they are very hard to read, based on a student.

From some research before, grammar knowledge is one of the factors that make an impact in comprehending the text. Zuhra (2015) found that the students face difficulties when the text is long and complicated with various modifying phrases. In reading comprehension, especially in facing a test, students have difficulty creating good sentences to make them coherent and relevant according to the specific text (Haryanto, n.d.).

Sofyan (2016) and Sari (2017) also added that students who lack the motivation to learn actively, understand, and knowledge deeply will face difficulty in the learning process. Lack of motivation is one of the problems students face, they have the instrument to enhance their reading skills, however, they don't have the willingness to read, develop and widen their vocabulary. Students currently are lacking in reading books and materials due to the pandemic.

That's why the Prime English program has been frequently used these days since It's an online library that serves students to be able to read books in the comfort of their own homes. This has been guaranteed to help students a lot in Reading Comprehension, better word pronunciation, and better understanding. This can motivate students and guide them to better understanding and help them for the future that they would overcome.

DeBruin-Parecki et al. (2015) stated that reading enables students to become independent in comprehending complex text structures while improving

their proficiency in academic and professional skills. Successful readers tend to have a higher extent of comprehension as they can create connections between different ideas, understand complex notions and reflect on the information simultaneously while reading. Hence, educators are required to implement educational strategies that promote critical thinking and pre-reading to develop comprehension skills in students (Javed et al., 2015).

Similarly, reading should be considered as a strategy by the educators and authors so that it can intrigue the readers to attain related information from texts and improve their academic vocabulary while engaging in critical reflection to promote comprehension (DeBruin-Parecki et al., 2015). Glenberg (2017) implies that comprehension accounts for the ability to engage in an adequate response to the information provided in the text. Similarly, reading interventions in education settings enable the students to engage in critical reflection and understanding of text and utilize rational thinking to generate adequate responses to incomprehension.

Ness (2016) has enlightened the context of strategies that promote effective reading in students and their effect on enhancing their level of reading comprehension, and the findings suggest that teachers should adopt explicit teaching styles in reading comprehension during reading activities. Rastegar et al. (2017) have implied that metacognitive reading strategies; mainly consisting of thinking about text and character, rereading, intuitive pause during reading, note-taking, and underlining important information in text, help the students to engage in effective comprehension.

In a seminal article in The Reading Teacher Magazine, author and professor of literacy education Barbara Moss states, "The ascendance of standards-based education throughout the United States has helped heighten interest in students' ability to read informational texts. In almost every state, language arts standards related to reading and writing informational-text genres now appear at kindergarten and extend through the high school level.

Requirements that teachers address these standards at every level have made educators more aware of their importance." Reading and comprehension skills in math class have become an area of particular concern. Teachers report that it is not uncommon for students who excel in math to complain about "word problems." Students who may be able to calculate arithmetic problems and break records in "Mad Math Minute" exercises may read through a standardized test problem and say, "I don't know what to do!"

Teachers are facing the fact that real-life problems involving math knowledge are seldom presented as a worksheet full of four-step multiplication problems. Instead, in contemporary test settings where students are asked to evaluate and solve realistic problems, students' reading skills must support grade-level math ability. According to the Intercultural Development Research Association, "Reading and writing activities can help students analyze, interpret and communicate mathematical ideas.

These are skills needed to evaluate sources of information and the validity of the information itself, a key competency for mathematically literate citizens." In response to what she sees as the increasingly abstract nature of math

curriculum, math coordinator Allesandra King has students work on projects that engage both, as reading and writing "are complex, fundamental, integrative learning skills that should be used to their potential in math class."

In addition to using reading and writing skills in math, the skills required to process both math and reading are very similar. The ability to predict, infer, compare and contrast and determine cause and effect is necessary to work through both math problems and intricate reading passages. When a student is successful in one area of learning, it is more likely they will be able to transfer some of their skills to another area. At the elementary level, this ability to transfer builds a foundation of understanding and independence that will serve young students well as they mature and progress.

Vocabulary Skills. Helps students improve their speaking language and helps enhance it for the better. Can help students in their daily life and even when growing up. This can help not only them but the understanding of different people as well. Completing a capstone project is not only about receiving a good grade at the end of your studies but also about a developmental journey you will undertake that will enrich your knowledge and skills.

These skills will develop your professional capacities, allowing you to tap into the potential you never thought existed. In this chapter, we will review the main skills you require. Some of them are conventional final-year project skills, such as reflection or critical thinking. Others are more specific to capstone projects, such as practice or project management. The skills in this chapter are not exhaustive. Later on in this book, we will assist you in developing other skills,

such as writing, and carrying out research. However, the skills discussed in this chapter are fundamental to getting you started on your capstone project (Burke & Dempsey, 2021).

There are several definitions of vocabulary by some experts. Vocabulary is one element of a language component that should be learned and taught. In addition, word vocabulary is the tool we use to express ideas and feelings and learn about the world. It is said that vocabulary is used by people as the basic knowledge of learning a language to make communication and interaction among them in their daily life.

According to Napa (in Badingatussalamah, 2013:2) "vocabulary is the component of language and no language exists without words." Meanwhile, Hornby (in Wakidah, 2013:1) states that vocabulary is the total number of words in the language. From the definitions above, it can be concluded that vocabulary is all the words in the language which enhance the language skill. Because mastering a language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

Vocabulary is one of the important factors in language learning and develops language skills. The learners feel difficulty if they lack vocabulary. Meanwhile, vocabulary development is an important aspect of language development. Vocabulary is central to teaching English because without sufficient vocabulary students cannot understand others or express their ideas.

Vocabulary is the basic component of language proficiency which provides the basis for learners' performance in other skills, such as: speaking, reading,

listening, and writing. The students who have good vocabulary mastery will have better reading comprehension and high scores on achievement tests than students who lack vocabulary. It can be seen that vocabulary is very important to master the four language skills such as speaking, reading, listening, and writing, and additionally vocabulary can help people communicate with others.

Based on the classroom action research done by Lubnatul Jannah (2014), the researcher said that using the guessing game in every teaching-learning process makes students having fun, very entertaining, and a really good pastime for adults and kids as well, since apart from being fun it can be a good chance for kids to learn new words and improve spelling and facilitate student to learning mastery of vocabulary for Junior High School.

This strategy from this game makes students enthusiastic to follow the teaching-learning process, they do not feel bored, and motivates the students to study vocab. Besides that, Prasetiawati (2011) explained that guessing games can be an interesting activity for children to learn English. They will feel happy to learn English and they will not experience difficulties. They will be more motivated to learn English. As a result, guessing games are a good activity to be applied in the learning process at elementary school and Junior High School learning plus having fun is a good combination.

The most interesting aspect of the game is that if we run out of words and phrases, we can easily create our lists in text files following the conventions detailed in the help file. That way, a Guessing game is a game where the object is to guess some kind of information, such as a word, a phrase, a title, or the

location of an object, in which a person or participant knows something and competes in a team to identify or to find out it.

Related Studies

The researchers reviewed the following studies related to enhancing reading skills.

Reading comprehension is a fundamental cognitive ability for children that supports school achievement and being able to successively participate in most areas of adult life. It is a complex cognitive ability that involves not only linguistic (e.g., vocabulary, grammatical knowledge), but also cognitive, and metacognitive skills (both for the aspects of knowledge and control), and, more specifically, higher-order comprehension skills such as the generation of inferences.

Reading theorists have struggled a lot with how to comprehensively and meaningfully depict reading comprehension and many different theoretical models have been proposed in recent decades (McNamara & Magliano, 2009; Perfetti & Stafura, 2014). The said models range from broad theoretical models portraying the relationships and interactions among comprehension subcomponents to models of specific comprehension processes.

Tartila (2013) stated that the teachers found difficulties in conducting steps when teaching, totally because the students sometimes did not understand their teaching due to a lack of vocabulary which highly affected their performance in learning. In addition, to know the content, we need to know the words, sentences, and pronouns that are used in the text. Students can't participate

actively in the classroom due to a lack of vocabulary which makes another problem in teaching and learning.

Furthermore, in the study conducted by Zuhra (2015), the students face reading comprehension problems because most of them don't know the meaning of the words. He found that the students face difficulties when the text is long and complicated with various modifying phrases. In reading comprehension, especially in facing the test, students have difficulty in creating good sentences to make them coherent and relevant according to the specific text.

Swan (2015) determined the effectiveness of reading strategies in improving reading comprehension and provided evidence that active learners tend to have a lower level of performance in reading comprehension followed by the pre-and re-reading activities based on keyword strategy in reading, whereas visual, sensitive, and sequential learners performed in this reading strategy. Swan suggested that keyword strategy should be integrated with a reading strategy to enhance the range of comprehension in students.

The study of Kusumawanti and Bharati (2018) explained English proficiencies, reading skills have the most important role in students' learning success since overall activities of learning are started and developed by the reading activity. In the writing activity, we need to read a lot to find the topic that we will write about. We also need to read first before speaking to prepare what we will convey or say. In listening, if we do not know the meaning of the topic or the vocabulary, we will face trouble comprehending what the speaker says.

Moreover, as cited by Hamouda (2013), listening comprehension needs knowledge of vocabulary to catch what the speaker says, but it can be solved by reading to improve vocabulary. Another example of the application of correlation between reading and other skills is people usually pick some words from reading and they will use those words in writing or speaking activity.

Practicing effective reading comprehension techniques is important to enhance the expansion of skills among students. Thus, language teachers are required as well to teach them adequate reading strategies to improve comprehension and develop critical thinking in understanding complex passages. According to this study, reading comprehension is composed of the following complicated factors; mainly cognitive, linguistic, and socio-cultural variables, due to which the development of an effective reading strategy is not that easy for language instructors (Alenizi, 2019; Ismail & Tawalbeh, 2015).

DeBruin-Parecki et al. (2015) stated that reading makes the students independent in terms of understanding complex text structures while improving their proficiency in academic and professional skills. Successful readers tend to have a higher level of comprehension as they are capable of creating connections through different ideas, understanding complex topics, and reflecting on the information or data given simultaneously while reading. Hence, educators need to provide educational strategies to teach that help the students extend their critical thinking and pre-reading to develop comprehension skills (Javed et al., 2015).

With the fast improvement of the Internet and related technologies, physical transformations in the classrooms have occurred, and changes in the ways of teaching and learning can't be avoided. Searching for information online or being able to search for a word in a dictionary are both valid actions nowadays from a pedagogical point of view.

Jiang (2016) studied the relationships between oral reading and comprehension levels in ESL students with different first-language origins. The data indicate that there was a difference at the outset. As each first language has its own set of characteristics that influence reading comprehension, each language background has its own set of factors. It differs from English in terms of orthography. that discusses the ramifications of the ESL. To improve the amount of reading comprehension among ESL students, curriculum design and reading exercises were used. Reading comprehension is the result of decoding and understanding, and this process is common. For a second language, it becomes more difficult.

Synthesis

This part presents and emphasizes the similarities and differences between the collated pieces of literature and studies to the study being conducted. The related literature and studies are used by the researchers for the study to be conducted.

Perfetti and Stafura have two similar topics. First, it was the Reading Skills they consider the key factor that influences student success in reading is student

engagement. Reading skills are observed by students; as such, without ever identifying specific reading levels, children quickly determine who is a "better reader." Also Reading Comprehension is One of the keys to better understanding. For it to be able to determine what the book was all about. An understanding of the book or page we have read.

Their similarity is that both topics have the same main point of their topics because their purpose has the same point about reading. While they also have their differences, which is the purpose of the mentioned topics. Reading skills was to inform about the action to be acted out while reading, while the reading comprehension was to inform about the knowledge that has been collected or been learned from what they have read.

According to the study by Burke and Dempsey, vocabulary skills help students to improve their speaking language and help to enhance it for the better. It will not only benefit the students but also the understanding of different people as well. It will help you to get good grades at the end of your studies, but also a developmental journey that you will undertake that will surely enrich your knowledge and skills. According to the study of Perfetti and Stafura, reading comprehension is one of the keys to better understanding. This can show if a student really understood what the book has stored for us and further understanding of the reading material and even the interpretation of it to the students.

These two topics have similarities, in that once the reader understands what the book is all about, the reader gains knowledge of something, wherein when the reader gains knowledge, the reader will apply it to how the reader speaks. Reading comprehension can enhance one's vocabulary, the more the reader comprehends the more knowledge the reader knows, which will make sure to deepen your vocabulary of words to speak.

According to the study of Godwin, Petscher & Reynolds, it is about the learning process. They both created the idea about how to help people to have a strong vocabulary. Their findings are all about the confirmation of the role of vocabulary, morphology, and syntax in supporting reading comprehension to have some knowledge of some different and challenging vocabulary. And also suggest a relatively stronger role for vocabulary and morphological awareness. The meaningful role of the four morphological skills also suggests a broad role for morphology. So their study was also that important, to give some knowledge on having an idea in some different kinds of vocabulary, to help everyone on understanding every content of what we are reading.

CHAPTER III

METHODOLOGY

This chapter presented the discussion on the methods and procedures used in this study, This includes the design, population, data gathering procedure, and statistical treatments.

Research Design

The descriptive research design was used by the researchers to conduct the study. It helps answer the what, when, where, and how questions regarding the research problem, rather than the why. The fundamental grounds of this design provided the information on the characteristics of a population or phenomenon.

According to Nassaji (2015), descriptive research is a research design in which the data is collected qualitatively and analyzed using quantitative procedures. This design is the best one to use in describing the characteristics of the respondents. Descriptive research refers to the scientific methodology in which observation of the sampled population is carried out in its natural surrounding.

For Lambert and Lambert (2012), descriptive research methodology intends to find out 'what' is related to a phenomenon. In this method, data are collected qualitatively and analyzed through a quantitative method. Data is collected through methods like surveys, interviews, correlation studies,

observation studies, or content analysis. Moreover, the observer does not intervene in this observation process or influence any of the variables of the study.

Subject of the Study

The researchers involved Grade 10 students of the University of Batangas as the main research participants. The number of Grade 10 Junior High School students that answered is 108 students. The researchers used a random sampling method to get the 108 students from the Grade 10 Junior High School students of the University of Batangas.

The random sampling provided more efficient ways to gather the necessary data needed for this research.

The strength of simple random sampling lie in its advantages of being representative of the population, simple to use, free from bias and prejudice, furthermore it needs only a minimum knowledge of the study group of the population (DePersio, 2015). The simplest random sample allows all the units in the population to have an equal chance of being selected. Often in practice, we rely on more complex sampling techniques.

Data Gathering Instrument

For this research, the researchers used the survey questionnaire as the main instrument to gather the information needed. The survey questionnaire helped the researchers to get information faster and easier.

Construction of Questionnaire. For the researchers to get the needed information regarding the study, the use of questionnaires will be employed. The survey questionnaire was composed of four parts. The first part was all about the Prime English Program and its features; the second part was about the perception of g10 students on the Prime English Program; the third part was about the effects of the Prime English Program on students' reading skills, and for the last part were the difficulties encountered during the Prime English Program.

Validation of Questionnaire. The researchers presented the first draft of their questionnaire to the research adviser and experts for initial checking, revision, and approval. This underwent the process of checking and scrutinizing to ensure its validity. This is checked by the research adviser and experts to check its content, and then validated by the group of validators.

Administration of Questionnaire. The researchers prepared a letter of request of consent in conducting the research study to the validators. Since there is a pandemic, the researchers made a google form to be distributed online to the respondents. The researchers made the questionnaire through the use of Google Form, and distributed it to the respondents after. The respondents gave a period of time to answer the questionnaire and the researchers observed the questionnaire if how many respondents already answered.

Scoring of Responses. The scoring of responses is based on the four-point positioning wherein the respondents chose what option was most appealing to them. Values ranged from 1 to 4, 1 being the lowest value and 4 being the highest.

Options	Scale/Range	Verbal Interpretation
4	3.50-4.00	Strongly Agree (SA)
3	2.50-3.49	Agree (A)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

Data Gathering Procedure

The researchers proceeded with the following procedures: First, the researchers prepared a letter of request to inquire for consent for the research study to be conducted and distributed authorized questionnaires to the grade 10 students of the University Batangas Junior High School Department.

Following this, the researchers prepared a questionnaire survey in google form for the chosen respondents and made a collection of answers that helped the researchers to incorporate the study. Subsequently, after the questionnaires were distributed, the researchers retrieved the responses from the respondents and prepared for data and statistical analysis.

Statistical Treatment of Data

The data will be analyzed and interpreted for the valid presentation of results. The following statistical tools and techniques were used to acquire enough information for the study.

Frequency Count. This tool was provided with a tabular presentation of the actual distribution of the respondents responses to the given questionnaire. It showed whether the observations are high or low, and also whether they are concentrated in just one specific area or spread out across the entire scale.

Weighted Mean. It is the total average of the responses of the respondents in the given questionnaire.

The formula was used in order to compute the weighted mean and composite.

$$\overline{x} = \frac{\Sigma fx}{n}$$

Wherein : $\overline{x}$ = mean

f = frequency

x = magnitude

n = number of respondents

Composite Mean. Involved combined items which represented a variable to create a score, or data point, for that variable. It is also a measurement of an unobservable or constructed with aggregated scores on several observable variables into an overall score.

Ranking. It was used by the researchers to arrange the data from highest to lowest according to their weighted mean. It is also the data transformation of numerical or ordinal values, in an increasing manner. Items that gain the highest frequency or weighted mean ranked the highest, and vice versa. This is set in a question response format. This is used when a researcher was interested in establishing some type of priority among the set of objects, whether it can be attributes, policies, organization, or individuals.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter covers the researchers' presentation, interpretation, and analysis of the data gathered through the use of a survey questionnaire. The data collected were presented and tabulated in the sequence of the research question raised in the study with the aid of tables for easier comprehension.

1. Prime English Program and Its Features

The table below shows the students' assessments of the Prime English Program and its features.

Table 1
Assessment on Prime English Program and Its Features

Statements	WM	VI	R
1. Helps in improving and strengthening language skills.	3.61	SA	1.5
2. Provides visual and verbal support to make core content more comprehensive.	3.53	SA	7.5
3. Serves as good reading support for students.	3.54	SA	6
4. Improves students' vocabularies.	3.61	SA	1.5
5. Defines and clarifies language and content objectives.	3.59	SA	3
6. Enhances comprehension and analytical skills with its built-in quizzes based on the book read.	3.57	SA	4
7. Saves time searching and looking for books that students like to read.	3.43	A	10
8. Helps to determine Lexile and comprehension level.	3.56	SA	5
9. Enhances fluency with the English language through read-aloud.	3.52	SA	9
10. Broadens terms and technical skills with its clickable definitions.	3.53	SA	7.5
Composite Mean	**3.55**	**SA**	

Legend: WM – Weighted Mean; VI – Verbal Interpretation; SA-Strongly Agree; A-Agree

Based on the table above, the statement "Improves students' vocabularies" got the first rank. Garnering a weighted mean of 3.55, and having a verbal interpretation of Strongly Agree. This means that the Prime English Program really does help students enhance their vocabularies. To give support for this matter, Hornby (2013) stated that vocabulary is the total number of words in the language. From the definitions above, it can be concluded that vocabulary is all the words in the language which enhance the language skill because mastering a language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

Additionally, the statement "Helps in improving and strengthening language skills, got tied with the highest rank, accumulating the weight of 3.55, and a verbal interpretation of Strongly Agree. The Prime English Program helps students to enhance and strengthen their language skills by reading. Hornby (2013) stated that vocabulary is the total number of words in the language. From the definitions above, it can be concluded that vocabulary is all the words in the language which enhance the language skill because mastering a language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

Third in the rank is the statement "Defines and clarifies language and content objectives", having a weighted mean of 3.59 and has the verbal interpretation of Strongly Agree. This means that the Prime English Program, when it comes to the objectives to be followed and the words that are in the

books, is specified how the students will understand it clearly. To give support for this matter, Alenizi (2019) and Ismail & Tawalbeh (2015) mentioned that the practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students and thus, language instructors are required to implement adequate reading strategies to improve comprehension and facilitate critical thinking in understanding complex texts.

Next, the statement "Enhances comprehension and analytical skills with its built-in quizzes based on the book read" is placed on rank four. It has a weighted mean of 3.57 and has the verbal interpretation of Strongly Agree. The Prime English Program can really enhance students' reading comprehension by answering the 10-item quiz right after reading the story, which will determine how clearly you understand the story. The practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students and thus, language instructors are required to implement adequate reading strategies to improve comprehension and facilitate critical thinking in understanding complex texts (Alenizi, 2019; Ismail & Tawalbeh, 2015).

In addition, the statement "Helps to determine Lexile and comprehension level" ranked fifth, with a weighted mean of 3.56, and has a verbal interpretation of Strongly Agree. It is said that the Prime English Program helps to determine the students' Lexile and comprehension level that is suitable for each student. According to Zuhra (2015), students faced reading comprehension problems because they did not know the meaning of many words. As the program provides

books with levels of difficulty and are compatible with the student's Lexile level, some books that have long paragraphs of words are not very often read by the students as they are very hard to read, based on a student.

Next in the sixth rank was the statement "Serves as good reading support for students" accumulating a weighted mean of 3.55 and a verbal interpretation of Strong Agree. Furthermore, language instructors accentuate collaborative reading practices to provide the students with an effective means to engage in their social environment while developing their comprehension skills. The adequate social environment that can improve reading comprehension consists of literature circles, group discussions, reading apprenticeships, book clubs, and author analyses. These activities result in stimulating an interpretive discussion among the students and utilizing critical reflection while reading and engaging with texts (Abdelhalim, 2017).

The statement "Provides visual and verbal support to make core content more comprehensive" is in the seventh rank, with a weighted mean of 3.54 and a verbal interpretation of Strongly Agree. The Prime English Program makes the core content more comprehensive, wherein they include visual and verbal support for students to have a better understanding of the words that are used. Practicing effective reading comprehension techniques is important to enhance the expansion of skills among students. Thus, language teachers are required as well to teach them adequate reading strategies to improve comprehension and develop critical thinking in understanding complex passages. Reading

Comprehension is composed of the following complicated factors; mainly cognitive, linguistic, and socio-cultural variables, due to which the development of an effective reading strategy is not that easy for language instructors (Alenizi, 2019; Ismail & Tawalbeh, 2015).

In eighth rank, with the statement "Enhances fluency with the English language through read-aloud", garnering a weighted mean of 73.53 and a verbal interpretation of Strongly Agree. It means that the Prime English Program can absolutely help students to be fluent in the language of English that can also be effective in communicating with others. To support this study, Bruin-Parecki et al. (2015) stated that reading enables students to become independent in comprehending complex text structures while improving their proficiency in academic and professional skills.

Second to the last is the statement "Broadens terms and technical skills with its clickable definitions", which has a weighted mean of 3.49 and a verbal interpretation of Agree. With the use of the Prime English Program, it broadens the terms and technical skills of a student with its clickable definitions, that when you click it, it will show what is the definition of the word. To show support for this, vocabulary mastery is the basic requirement in learning English. Vocabulary is one of the most important aspects of language learning and development If a student lacks vocabulary, he or she will struggle. Meanwhile, expanding vocabulary is a crucial part of improving language skills. Students cannot understand or express themselves without proper vocabulary, which is why

vocabulary is so important when teaching English. Vocabulary is the foundation of fluency and lays the foundation for learners' success in other areas such as speaking, reading, listening, and writing. Students with strong vocabulary have better reading comprehension and achieve higher test scores than students without strong vocabulary. It is clear that vocabulary is essential to mastering the four language skills of speaking, reading, listening, and writing, and that vocabulary can also help people communicate with others.

Lastly, the statement that says "Saves time searching and looking for books that students like to read" with a weighted mean of 3.43, and a verbal interpretation of Agree. Prime English Program helps you to find the right books for you that are within your Lexile. To support this matter here is Ness (2016) has enlightened the context of strategies that promote effective reading in students and their effect on enhancing their level of reading comprehension, and the findings suggest that teachers should adopt explicit teaching styles in reading comprehension during reading activities.

The overall assessment of grade 10 junior high school to the Prime English Program and its features has a composite mean of 3.55, and a verbal interpretation of strongly agree. According to Sofyan (2016) and Sari (2017), This has been guaranteed to help students a lot in reading comprehension, better word pronunciation, and better understanding. This can motivate students and guide them for better understanding and help them for the future that they would overcome.

2. Students' Perception of Prime English Program

The following table shows the students' perceptions of using the Prime English Program.

Table 2
Students' Perception of Prime English Program

Statements	WM	VI	R
1. Hones the students' reading comprehension.	3.62	SA	3
2. Increases confidence in writing in English.	3.40	A	9
3. Enhances communication skills.	3.48	A	8
4. Improves reading analysis.	3.60	SA	4
5. Makes English subjects fun and easy to learn.	3.49	A	7
6. Improves spelling and deeper understanding of the lesson.	3.64	SA	2
7. Helps me in expanding my vocabulary.	3.69	SA	1
8. Enhances my critical and analytical thinking skills.	3.58	SA	6
9. Helps in developing creative imaginations.	3.59	SA	5
10. Helps lessen the stress-related school work.	3.27	A	10
Composite Mean	**3.54**	**SA**	

Legend: WM – Weighted Mean; VI – Verbal Interpretation; SA-Strongly Agree; A-Agree

From the collected and analyzed data, the researchers were able to arrive at the following results. First in rank with the highest weighted mean is the statement, "Helps me in expanding my vocabulary." with a weighted mean of 3.69 and a verbal interpretation of strongly agree which means that, the said program called "Prime English Program" helps most of the respondents in expanding their vocabulary. It is important for the students to expand their vocabulary in order for them to enhance their language skills and gain new knowledge and information.

In support of the result, Hornby (2013) stated that vocabulary is the total number of words in the language. From the definitions above, it can be concluded that vocabulary is all the words in the language which enhance the language skill. Because mastering a language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

Followed by the statement "Improves spelling and deeper understanding of the lesson." having a weighted mean of 3.64 and a verbal interpretation of strongly agree. Aside from expanding the vocabulary skills of the students, the data also showed that it improves their spelling and makes the students have a deeper understanding of the lesson. As stated by DeBruin-Parecki et al. (2015) stated that reading makes the students independent in terms of understanding complex text structures while improving their proficiency in academic and professional skills. Successful readers tend to have a higher level of comprehension as they are capable of creating connections through different ideas, understanding complex topics, and reflecting on the information or data given simultaneously while reading.

Next in the rank is the statement, "Hones the students' reading comprehension" with the weighted mean of 3.62 and a verbal interpretation of strongly agree. This means many students agree that this program enhances and sharpens their reading comprehension. Based on Alenizi (2019) and Ismail & Tawalbeh (2015), the practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students and thus,

language instructors are required to implement adequate reading strategies to improve comprehension and facilitate critical thinking in understanding complex texts. Reading comprehension is composed of complicated factors; mainly cognitive, linguistic, and socio-cultural variables, due to which the development of an effective reading strategy is difficult for language instructors

In addition, "Improves reading analysis" ranked fourth with a weighted mean of 3.60 and a verbal interpretation of strongly agree. This result proved that the Prime English Program Improves the reading analysis of the respondents. According to Protacio (2017), reading comprehension is "the process of constructing meaning by coordinating several complex processes that include word reading, word, and world knowledge, and fluency". It refers to the ability in interpreting the words and understanding the meaning and the relationships between ideas conveyed in a text. It was summarized as reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing.

While the statement, "Helps in developing creative imaginations" placed fifth in the rank, accumulating a weighted mean of 3.59 and a verbal interpretation of strongly agree. It can be said that the Prime English Program also helps in developing and creating imaginations for the respondents. According to Godwin, Petscher & Reynolds (2021), their findings revealed that a teacher's responsibility to ensure regular interaction occurs between the basic

human capabilities of a learner and the culturally invented technologies so that it finally leads to enhancement in their cognitive capabilities.

The next statement, "Enhances my critical and analytical thinking skills." has accumulated a weighted mean of 3.58 which is placed at the sixth rank, and a verbal interpretation of strongly agree. The respondents can agree that practicing effective comprehension is important because it will help them to gain an enhanced expansion of skills. This result can prove that educators are required to implement educational strategies that promote critical thinking and pre-reading to develop comprehension skills in students (Javed et al., 2015).

The statement that ranked seventh is the "Makes English subjects fun and easy to learn" with a 3.49 weighted mean and verbal interpretation of agree. The students are seeing the Prime English Program as a way to enjoy learning the English subject. Based on the classroom action research done by Lubnatul Jannah (2014), using the guessing game in every teaching-learning process makes students having fun, very entertaining, and a really good pastime for adults and kids as well, since apart from being fun it can be a good chance for kids to learn new words and improve spelling and facilitate student to learning mastery of vocabulary. This strategy from this game makes students enthusiastic to follow the teaching-learning process, they do not feel bored, and motivates the students to study vocabulary.

Next to that is "Enhances communication skills" which is ranked at the 8th spot with its weighted mean of 3.48 and the verbal interpretation is agree. It is safe to say that vocabulary is used by people as the basic knowledge of learning

a language to make communication and interaction among them in their daily life. According to Napa (2013), vocabulary is the component of language and no language exists without words. It can also be seen that vocabulary is very important to master the four language skills such as speaking, reading, listening, and writing, and additionally vocabulary can help people communicate with others.

At the ninth rank, there is the statement "Increases confidence in writing in English" The research findings suggest that the Prime English Program has a profound positive impact on the students' confidence and self-esteem which makes it easier for them to write English. Rastegar et al. (2017), the ascendance of standards-based education throughout the United States has helped heighten interest in students' ability to read informational texts. In almost every state, language arts standards related to reading and writing informational-text genres now appear at kindergarten and extend through the high school level.

The last one ranks tenth is "Helps lessen the stress-related school work" with a weighted mean of 3.27 and a verbal interpretation of agree. This result explains that guessing games can be an interesting activity for students to learn English. Prasetiawati (2011) explained that guessing games can be an interesting activity for children to learn English. They will feel happy to learn English and they will not experience difficulties. They will be more motivated to learn English. As a result, guessing games are a good activity to be applied in the learning process at elementary school and Junior High School learning plus having fun is a good combination.

In general, the perception of grade 10 students' to the Prime English Program, garnering a composite mean of 3.54 and a verbal interpretation of strongly agree. Glenberg (2017) implies that comprehension accounts for the ability to engage in an adequate response to the information provided in the text. Similarly, reading interventions in education settings enable the students to engage in critical reflection and understanding of the text and utilize rational thinking to generate adequate responses to incomprehension.

3. Difficulties Encountered by the Students in Using the Prime English Program

The following table shows the difficulties the respondents have encountered in using the Prime English Program.

Table 3
Difficulties Encountered in Prime English Program

Statements	WM	VI	R
1. Poor comprehension	2.46	D	6
2. Issues with decoding words	2.52	A	3.5
3. Poor phonemic awareness	2.52	A	3.5
4. Lack of fluency and difficulty reading	2.45	D	7
5. Inaccessible website and resources	2.47	D	5
6. Problems with spelling	2.22	D	10
7. Incompatibility with other devices	2.44	D	8
8. Unstable internet connection	2.77	A	1
9. Lack of direct and clear instructions	2.38	D	9
10. Attention difficulties	2.69	A	2
Composite Mean	2.49	D	

Legend: WM – Weighted Mean; VI – Verbal Interpretation; D-Disagree; A-Agree

Looking at table 3, the highest rank is the statement, "Unstable Internet Connection" was given with a 2.77 weighted mean with the verbal interpretation of Agree. This means that most of the respondents suffered from an unstable internet connection that hinders them from using the Prime English Program. According to Sofyan (2016) and Sari (2017), students who lack the motivation to learn actively, understand, and knowledge deeply will face difficulty in the learning process. Lack of motivation is one of the problems students face, they have the instrument to enhance their reading skills, however, they don't have the willingness to read, develop and widen their vocabulary. Students currently are lacking in reading books and materials due to the pandemic.

Moving on to the statement that ranked second, "Attention Difficulties", with the weighted mean of 2.69 and verbal interpretation of Agree. This is due to students' lack of focus or having something in mind that distracts them from opening and reading books in Scholastic Literacy Pro. This result can be supported by the study of Roomy & Alhawsawi (2019), stating that reading engagement is an antecedent of developing attentiveness among the students which eventually results in high performance of students in reading comprehension. The context of engagement resides in keeping the readers cognitively and behaviorally active and thus, it is an essential balance of interest, self-regulation, motivation, reading attitude, and involvement with text should also be included in measuring readers' engagement.

Moreover, the statement "Issues with Decoding Words" tied up in third with statement no. 3, "poor phonemic awareness". Both got a 2.52 weighted mean

and a verbal interpretation of Agree. This simply means that respondents that agreed with this statement had trouble with what message of the text or passage wanted to project. This is somehow related to what Jiang (2016) experienced. She studied the relationships between oral reading and comprehension levels in ESL students with different first-language origins. As each first language has its own set of characteristics that influence reading comprehension, each language background has its own set of factors. It differs from English in terms of orthography that discusses the ramifications of ESL. To improve the amount of reading comprehension among ESL students, curriculum design and reading exercises were used.

Furthermore, the fifth rank has the statement "Inaccessible website and resources" and has a weighted mean of 2.47 and its verbal interpretation is Disagree. This result proved that respondents don't get to experience having any access to the website and resources of the program. To support this study, Ofyan (2016) and Sari (2017) that's why the Prime English program has been frequently used these days since It's an online library that serves students to be able to read books in the comfort of their own home. This has been guaranteed to help students a lot in reading comprehension, better in word pronunciation, and better understanding. This can motivate students and guide them for better understanding and help them with the future that they would overcome.

Going from this, placed in the sixth rank is the statement of "Poor Comprehension" which has a weighted mean of 2.46 with the verbal interpretation of Disagree. This result showed that respondents do not have the

problem of not understanding a text and hardships that show a lack of poor comprehension. According to DeBruin-Parecki et al. (2015), reading comprehension becomes independent in comprehending complex text.

By now we have the seventh rank which has a weighted mean of 2.45 and the verbal interpretation of Disagree and the statement of "Lack of fluency and difficulty reading".This has shown that respondents do not have hardships in reading and fluency. To support this, DeBruin-Parecki et al. (2015) and Ness (2016) stated that reading enables students to become independent in comprehending complex text structures while improving their proficiency in academic and professional skills. The context of strategies that promote effective reading in students and their effect on enhancing their level of reading comprehension, and the findings suggest that teachers should adopt explicit teaching styles in reading comprehension during reading activities.

In eighth rank, with the statement of "Incompatibility with other devices" accumulating a weighted mean of 2.44 and the verbal interpretation of Disagree. This has shown that respondents do not have a problem using other devices in reading. With this respondents were able to read the books without having a problem with it. To support this, Sari (2017), students currently are lacking in reading books and materials due to the pandemic. That's why the Prime English program has been frequently used these days since It's an online library that serves students to be able to read books in the comfort of their own homes.

To follow up in the ninth rank with the statement of "Lack of direct and clear instructions" with the weighted mean of 2.38 and the verbal interpretation of

Disagree. The table has shown that Prime English does not have any hardships in understanding where to follow to be able to read a book. To support this, Javed et al. (2015) stated that successful readers tend to have a higher extent of comprehension as they can create connections between different ideas, understand complex notions and reflect on the information simultaneously while reading. Hence, educators are required to implement educational strategies that promote critical thinking and pre-reading to develop comprehension skills in students.

Lastly placed in the tenth rank with a statement of "Problems with spelling", with a weighted mean of 2.22 and its verbal interpretation of Disagree. This shows that respondents do not have a problem with spelling. According to Godwin, Petscher & Reynolds (2021), findings are interpreted within the Reading Systems framework. Findings confirm the role of vocabulary, morphology, and syntax in supporting reading comprehension and suggest a relatively stronger role for vocabulary and morphological awareness.

In general, the difficulties encountered in prime English programs have a composite mean of 2.49 and have a verbal interpretation of disagree. The study conducted by Jingblad and Johansson (2017) implies that lack of motivation prevails in students, due to which students are required to be intrinsically motivated as a means to develop autonomous and engaging reading habits.

4. Effects of Prime English Program on Grade 10 Junior High School Students' Reading Skills

The table below shows the effects of the Prime English Program on the reading skills of the respondents.

Table 4
Effects of the Prime English Program (PEP) on the Reading Skills
of G10 JHS Students

Statements	WM	VI	R
1. Improves reading skills and performance.	3.66	SA	2
2. Helps develop grammatical skills.	3.62	SA	6
3. Shows greater reading comprehension.	3.64	SA	5
4. Develops verbal fluency and general knowledge.	3.58	SA	8.5
5. Results to better readers and speakers.	3.94	SA	1
6. Develops greater content knowledge.	3.65	SA	3.5
7. Results in higher vocabulary skills.	3.61	SA	7
8. Improves brain connectivity.	3.57	SA	10
9. Increases success with spelling and pronunciation.	3.65	SA	3.5
10. Improves literacy rate.	3.58	SA	8.5
Composite Mean	3.65	SA	

Legend: WM – Weighted Mean; VI – Verbal Interpretation; SA-Strongly Agree; A-Agree

Based on the table above, the statement "Results to better readers and speakers" got the highest rank with a weighted mean of 3.94 and a verbal interpretation of Strongly Agree. The Prime English Program helps students to be better readers and speakers in the future. This relates to a key factor that influences student success in reading is student engagement. When readers struggle, engagement in classroom activities is often decreased. Early on,

students identify and begin to compare their skills (academic and not) to those of their siblings and classmates. Reading skills are observed by students; as such, without ever identifying specific reading levels, children quickly determine who is a "better reader."

Followed by the statement "Improves reading skills and performance" with a weighted mean of 3.66 and a verbal interpretation of Strongly Agree. The Prime English Program enhances the reading skills of students and their performances in academics. To support this, Perfetti & Stafura (2014), reading comprehension is one of the most complex behaviors in which humans engage. Reading theorists have grappled with how to comprehensively and meaningfully portray reading comprehension and many different theoretical models have been proposed in recent decades.

The statement that placed the third rank is "Develop greater content knowledge", accumulating a weighted mean of 3.65 and a verbal interpretation of Strongly Agree. With this statement, the Prime English Program helps to expand one's content knowledge to a greater one by making connections. Similarly, reading should be considered as a strategy by the educators and authors so that it can intrigue the readers to attain related information from texts and improve their academic vocabulary while engaging in critical reflection to promote comprehension (DeBruin-Parecki et al., 2015).

In addition, the statement "Increases success with spelling and pronunciation" is tied with the third rank with a weight of 3.65 and verbal interpretation of Strongly Agree. Based on the statements, with the help of the

Prime English Program, students may increase their knowledge of spelling and pronunciation. To support this, DeBruin-Parecki et al. (2015) stated that reading enables students to become independent in comprehending complex text structures while improving their proficiency in academic and professional skills.

Followed by the statement "Shows greater reading comprehension" is in the fifth rank, with a weighted mean of 3.64 and a verbal interpretation of Strongly Agree. The Prime English Program helps students to have greater reading comprehension by reading and answering quizzes. The practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students and thus, language instructors are required to implement adequate reading strategies to improve comprehension and facilitate critical thinking in understanding complex texts (Alenizi, 2019; Ismail & Tawalbeh, 2015).

The sixth rank is the statement "Helps develop grammatical skills", with a weighted mean of 3.62 and verbal interpretation of Strongly Agree. The Prime English Program helps students to enhance their grammatical skills in many ways. Hornby (2013) stated that vocabulary is the total number of words in the language. From the definitions above, it can be concluded that vocabulary is all the words in the language which enhance the language skill. Because mastering a language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

Moreover, the statement "Results in higher vocabulary skills" is placed on rank seventh, garnering a weighted mean of 3.61 and a verbal interpretation of

Strongly Agree. Reading in the Prime English Program will result in higher vocabulary skills for a student. This is related to, vocabulary is one of the important factors in language learning and develops language skills. The learners feel difficulty if they lack vocabulary. Meanwhile, vocabulary development is an important aspect of language development. Vocabulary is the basic component of language proficiency which provides the basis for learners' performance in other skills, such as: speaking, reading, listening, and writing. Hornby (in Wakidah, 2013:1) states that vocabulary is the total number of words in the language. From the definitions above, it can be concluded that vocabulary is all the words in the language which enhance the language skill. Because mastering a language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

The statement "Develops verbal fluency and general knowledge" ranks eighth, with a weighted mean of 3.58, and verbal interpretation of Strongly Agree. It enhances the verbal fluency in communication and students' general knowledge. To support this, Hornby (2013) stated that vocabulary is the total number of words in the language. From the definitions above, it can be concluded that vocabulary is all the words in the language which enhance the language skill. Because mastering a language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

Additionally, the statement "Improves literacy rate" got tied in in the eighth rank, with a weight of 3.58 and a verbal interpretation of Strongly Agree. Practicing effective reading comprehension techniques is important to enhance

the expansion of skills among students. Thus, language teachers are required as well to teach them adequate reading strategies to improve comprehension and develop critical thinking in understanding complex passages. According to this study, reading comprehension is composed of the following complicated factors; mainly cognitive, linguistic, and socio-cultural variables, due to which the development of an effective reading strategy is not that easy for language instructors (Alenizi, 2019; Ismail & Tawalbeh, 2015).

Lastly, the statement that placed the tenth rank is "Improves brain connectivity" accumulating a weighted mean of 3.57 and a verbal interpretation of strongly agree. Reading comprehension is a fundamental cognitive ability for children that supports school achievement and being able to successively participate in most areas of adult life. According to (Alenizi, 2019; Ismail & Tawalbeh, 2015), the practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students and thus, language instructors are required to implement adequate reading strategies to improve comprehension and facilitate critical thinking in understanding complex texts.

To generalize the table above about the effect of the Prime English Program on the reading skills of grade 10 junior high school students, having a composite mean of 3.65 and a verbal interpretation of strongly agree. According to (Abdelhalim, 2017), the effectiveness of reading strategies is accepted widely, but language instructors should also understand the significance of engagement in reading. Because engagement is not a mere consequence of reading

strategies, as it is a combination of strategies that incorporate mental dispositions known as 'Habits of Mind' (HoM). The Habits of Mind include factors like managing impulsivity, empathic listening, rational and flexible thinking, and persistence.

5. Proposed Plan of Action to Help Students Develop their Reading Skills through Prime English Program (PEP)

Prime English Program is a type of program that helps students to enhance their knowledge in different aspects, such as vocabulary and reading skills, reading comprehension, grammatical skills, greater core content knowledge, etc. Below is the proposed plan of action to help students to develop their reading skills through the Prime English Program (PEP).

Table 5
**Activities that May Help Students' to Develop Reading Skills Using
Prime English Program**

	Activities	Objectives	Materials	Persons Involved	Indicator
1.	Seminar about time management using PEP	This activity is effective because this can help students to know how to handle time and schedules for them to have a compatible time for reading.	Online communication (Zoom), PowerPoint or Video Presentation	Students, Teachers, Speaker	The students will be enlightened to manage their time wisely, despite having their school works, they also get the time to read books.
2.	Creative Read all You Can Contest	This activity can help students to be more productive and interested in reading. The mechanics is the more you read the more you get points.	Scholastic Learning Zone	Students, Teachers	The students will get the chance to enhance their reading skills, by reading a story in their creative way and unlimited books.
3.	PEP Buddy	This activity is where students can meet other students, where he/she can choose or meet his/her reading buddy, they can be more interested in reading	Scholastic Learning Zone Google Meet	Students	Since some students are more interested in reading with their friends or buddies, in this activity, you get to know or meet other students, who will be with you when you read books.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

This chapter presents the summary of the study and findings based on the data obtained by the researchers from the questionnaire survey, as well as the conclusions formulated from the findings and recommendations derived from the conclusion of the study.

Summary

This study was conducted to determine the effect of the enhancement of grade 10 JHS students' reading skills using the Prime English Program (PEP).

Specifically, it sought to answer the following questions:

1. What is the Prime English Program (PEP) and its features?

2. How do the Grade 10 JHS students perceive the Prime English Program (PEP)?

3. What difficulties do students encounter in using the Prime English Program (PEP)?

4. What is the effect of the Prime English Program (PEP) on the reading skills of Grade 10 JHS students?

5. What plan of action can be proposed to help students develop their reading skills through the Prime English Program (PEP)?

The study utilized descriptive research in order to collect the needed data for this research. This involved 108 students from the University of Batangas Grade 10 Junior High School Students as the respondents of the study. The data were obtained through the use of the stratified sampling method to get the target respondents. The statistical treatment of data used in the research are frequency count, ranking, and weighted mean.

Findings

Based on the data obtained, the following are the findings of the study.

1. Assessment of the Features of PEP

In terms of assessment of the Prime English Program and its features, improving and strengthening language skills and improving students' vocabularies got tied for the highest rank. And saves time searching and looking for books that students like to read got the lowest rank. And got the composite mean of 3.55. Ness (2016) has enlightened the context of strategies that promote effective reading in students and their effect on enhancing their level of reading comprehension, and the findings suggest that teachers should adopt explicit teaching styles in reading comprehension during reading activities.

2. Students' Perception of Prime English Program (PEP)

In terms of assessment of students' perception of the Prime English Program, expanding students' vocabulary is at the highest rank. And lessen the stress-related school work was in the lowest rank. And got a composite mean of 3.54. Hornby (2013) stated that vocabulary is the total number of words in the

language. From the definition that is stated, it can be concluded that vocabulary is all the words in the language which enhance the language skill. Because mastering a language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

3. Difficulties Encountered in by Students' using the Prime English Program

In terms of assessment of the difficulties encountered by the students using the Prime English Program, unstable internet connection is what the students experience the most, and problem with spelling is what the students experience the least. And got the composite mean of 2.49. Sofyan (2016) and Sari (2017), students who lack the motivation to learn actively, understand, and knowledge deeply will face difficulty in the learning process. Lack of motivation is one of the problems students face, they have the instrument to enhance their reading skills, however, they don't have the willingness to read, develop and widen their vocabulary. Students currently are lacking in reading books and materials due to the pandemic.

4. Effects of Prime English Program on Grade 10 Junior High School Students' Reading Skills

In terms of assessment of the effects of the Prime English Program to grade 10 JHS students reading skills, results in better readers and speakers effects on the students' the most, and improves connectivity as the least got the

composite mean of 3.65. The practice of effective reading comprehension techniques is essential to enhance the extent of comprehension among students and thus, language instructors are required to implement adequate reading strategies to improve comprehension and facilitate critical thinking in understanding complex texts. (Alenizi, 2019; Ismail & Tawalbeh, 2015)

5. Proposed Plan of Action to Help Students Develop Reading Skills through the Prime English Program

With the proposed plan of action that the researchers provide for students to develop their reading skills through the Prime English Program, the students' will be enlightened to read more books in a creative way that may widen their imagination along with their pep buddy.

Conclusion

Based on the findings, the following conclusions were drawn:

1. It was perceived that the Prime English Program expands the students' vocabulary and helps to lessen the stress the students' are feeling while doing the school work.

2. Students experienced difficulties while using the Prime English Program, more specifically, the slow internet connection that may cause delays or time errors.

3. The effect of the Prime English Program makes the students better readers and speakers.

4. The action plan that was made by the researchers will help the students to enjoy reading, and gain more knowledge that will widen their creativity and imagination, and enhance their reading and language skills.

Recommendation

The following recommendations are based on the presented conclusions and findings:

1. It is recommended to monitor the improvement of the students' reading skills while using the Prime English Program and how it helps students.

2. The students should be familiarized with the Prime English Program, so they can perceive or understand all about the Prime English Program.

3. The students may go to the Q and A section of the Prime English Program or simply ask the professionals or teachers if they are experiencing difficulties.

4. The students may join different competitions for speaking and reading like public speaking, storytelling, etc.

5. Improve and innovate other ways that may help the students' to be more enlightened to read and explore their skills.

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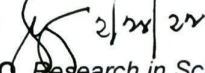
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Appendix A

Letter for Administration

University of Batangas
HIGH SCHOOL DEPARTMENT

MEMORANDUM

For	:	DR. HILARIA A. GUICO, *Principal*
From	:	MR. JERYLL NICKO L. MERCADO, *Research in Science Teacher*
Date	:	**February 24, 2022**
Subject	:	**PERMISSION TO ADMINISTER QUESTIONNAIRE**

Greetings of Peace!

Research is the best and reliable way to understand and act on the complexities of various issues that we as humans are facing (Reddy, 2016). As part of conducting research, data gathering is one of the most challenging yet important process of doing a study. In other words, data gathering is the process of acquiring and assessing information on variables of interest in a systematic manner that allows researchers to answer specific research questions.

In this regard, I would like to humbly ask for your permission to allow my Grade 10 student-researchers from the Science High School (SHS) to gather data by administering their self-made survey questionnaire to our students and teachers, as their target respondents.

Attached herewith is the list of the research groups with their corresponding research studies. Rest assured that the data gathered would be treated with utmost confidentiality.

Your favorable response to this request is highly appreciated.

Thank you very much!

Appendix B

Letter to the Respondents

Dear Respondents,

Greetings of Peace!

We, the student-researchers of G10 - J. Chadwick are currently writing a research paper entitled "Enhancement of Grade 10 JHS Students' Reading Skills using the Prime English Program (PEP)". This study aims to assess the use of the Prime English Program in developing the students' reading skills.

With this, we are humbly asking for your help to answer this survey questionnaire. Rest assured that all the information gathered would be treated with the utmost confidentiality and would not be disclosed and reported to any person. The research procedure will strictly adhere to the highest standards of ethical research and the Data Privacy Act of 2012.

Thank you and God Bless!

Respectfully yours,

Alodia Margarette B. Castillo
Charlene Grace D. Rodriguez
Raissa Mabel M. Luansing
Richelle Jeleana M. Tan
Rean Letasha G. Cueto
Christian Rhupert D. Baliwag
Kyle Geirhil Z. Maranan
Ron Danielle G. Sulit

Appendix C

Survey Questionnaire

General Directions: Kindly click the appropriate column that corresponds to your responses. Use the given scale below.

Options	Verbal Interpretation
4	Strongly Agree (SA)
3	Agree (A)
2	Disagree (D)
1	Strongly Disagree (SD)

I. Prime English Program and Its Features

Prime English Program…	4	3	2	1
1. helps in improving and strengthening academic English language skills.				
2. provides visual and verbal support to make core content more comprehensible.				
3. serves as good reading support for students.				
4. improves students' vocabularies.				
5. defines and clarifies language and content objectives.				
6. enhances comprehension and analytical skills with its built-in quizzes based on the book read.				
7. saves time searching and looking for books that students like to read.				
8. helps determine Lexile and comprehension level.				
9. enhances fluency with the English language through Read-Aloud.				
10. broadens terms and technical skills with its clickable definitions.				

II. G10 Students' Perception of Prime English Program

Prime English Program…	4	3	2	1
1. hones the students' reading comprehension				
2. increases confidence in writing in English				
3. enhances communication skills				
4. improves reading analysis				
5. makes English subject fun and easy to learn				
6. improves spelling and deeper understanding of lesson				
7. helps in expand vocabulary				
8. enhances critical and analytical thinking skills				
9. helps in developing creative imaginations				
10. helps lessen the stress-related school work				

III. Difficulties Encountered by the Students' in using Prime English Program

Students encountered…	4	3	2	1
1. poor comprehension				
2. issues with decoding of words				
3. poor phonemic awareness				
4. lack of fluency and difficulty reading				
5. inaccessible website and resources				
6. problems with spelling				
7. incompatibility with other devices				
8. unstable internet connection				
9. lack of direct and clear instructions				
10. attention difficulties				

IV. Effects of Prime English Program on Grade 10 Junior High School Students' Reading Skills

Prime English Program…	4	3	2	1
1. improves reading skills and performance				
2. helps develop grammatical skills				
3. shows greater reading comprehension				
4. develops verbal and general knowledge				
5. results to better readers and speakers				
6. develops greater content knowledge				
7. results in higher vocabulary skills				
8. improves brain connectivity				
9. increases success with speaking and pronunciation				
10. improves literacy rate				

Appendix D

CURRICULUM VITAE

Name: Alodia Margarette B. Castillo

Address: Pallocan West, Batangas City

Email Address: 1800276@ub.edu.ph

Contact Number: 09157567546

PERSONAL

Age: 16

Birthday: February 20, 2006

Birthplace: Bauan, Batangas

Gender: Female

Nationality: Filipino

Mother: Maila B. Castillo

Father: Roderick C. Castillo

EDUCATION

Primary

    School: West Bauan Central School

    S.Y.: 2012-2018

Secondary

    School: University of Batangas

    S.Y.: 2018-2022

CURRICULUM VITAE

Name: Charlene Grace D. Rodriguez

Address: Danglayan, San Pascual, Batangas

Email Address: 1800608@ub.edu.ph

Contact Number: 09618276956

PERSONAL

Age: 16
Birthday: August 6, 2005
Birthplace: Doha, Qatar
Gender: Female
Nationality: Filipino
Mother: Teresita Rodriguez
Father: Armando Rodriguez

EDUCATION
Primary

School: Philippine School Doha

S.Y.: 2008-2015

School: University of Batangas - Elementary Department

S.Y.: 2015-2017

School: U.P.Ed Montessori School

S.Y.: 2017-2018

Secondary

School: University of Batangas - High School Department

S.Y.: 2018-2022

CURRICULUM VITAE

Name: Rean Letasha G. Cueto

Address: Sorosoro Karsada, Batangas City

Email Address: 1110198@ub.edu.ph

Contact Number: 09171622604

PERSONAL

Age: 16

Birthday: October 20, 2005

Birthplace: Batangas City

Gender: Female

Nationality: Filipino

Mother: Maristine G. Cueto

Father: Ryan L. Cueto

EDUCATION

Primary

    School: University of Batangas - Elementary Department

    S.Y.: 2011-2018

Secondary

    School: University of Batangas - High School Department

    S.Y.: 2018-2022

CURRICULUM VITAE

Name: Raissa Mabel M. Luansing

Address: Kumintang Ibaba, Batangas City

Email Address: 1111185@ub.edu.ph

Contact Number: 09983708454

PERSONAL

Age: 15

Birthday: October 2, 2006

Birthplace: Lipa City

Gender: Female

Nationality: Filipino

Mother: Mylene Luansing

Father: Ronnaldo Luansing

EDUCATION

Primary

School: University of Batangas - Elementary Department

S.Y.: 2012-2018

Secondary

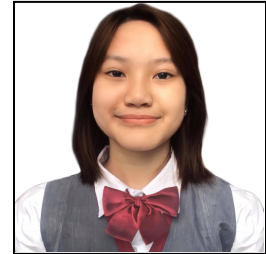**School:** University of Batangas - High School Department

S.Y.: 2018-2022

CURRICULUM VITAE

Name: Ron Danielle G. Sulit

Address: Conde Labac, Batangas City

Email Address: 1800635@ub.edu.ph

Contact Number: 09165904952

PERSONAL

Age: 15

Birthday: September 5, 2006

Birthplace: Batangas City

Gender: Male

Nationality: Filipino

Mother: Daisy G. Sulit

Father: Petronilo R. Sulit

EDUCATION

Primary

    School: Jesus Is Lord Christian School

    S.Y.: 2011-2018

Secondary

    School: University of Batangas - High School Department

    S.Y.: 2018-2022

CURRICULUM VITAE

Name: Christian Rhupert D. Baliwag

Address: San Pascual, Batangas

Email Address: 1800982@ub.edu.ph

Contact Number: 09690480119

PERSONAL

Age: 15

Birthday: July 8, 2006

Birthplace: Batangas City

Gender: Male

Nationality: Filipino

Mother: Richelle D. Baliwag

Father: Ruperto D. Baliwag

EDUCATION
Primary

    School: Agape Christian Academy

    S.Y.: 2011-2018

Secondary

    School: University of Batangas - High School Department

    S.Y.: 2018-2022

CURRICULUM VITAE

Name: Richelle Jelena M. Tan

Address: Bolbok Diversion Rd, Batangas City

Email Address: 1802015@ub.edu.ph

Contact Number: 09175308188

PERSONAL

Age: 16

Birthday: January 29, 2006

Birthplace:

Gender: Female

Nationality: Filipino

Mother: Catherine Joyce M. Tan

Father: Ritchie Allan M. Tan

EDUCATION

Primary

School: Marian Learning Center and Science High School

S.Y.: 2012-2018

Secondary

School: University of Batangas - High School Department

S.Y.: 2018-2022

CURRICULUM VITAE

Name: Kyle Gierhil Z. Maranan

Address: Mahacot West, Batangas City

Email Address: 1900514@ub.edu.ph

Contact Number: 09159721560

PERSONAL

Age: 16

Birthday: October 22, 2005

Birthplace: Al-Khobar, Saudi Arabia

Gender: Male

Nationality: Filipino

Mother: Hilda Z. Maranan

Father: Regie C. Maranan

EDUCATION

Primary

 School: International Philippine School in Al-Khobar

 S.Y.: 2011-2018

Secondary

 School: International Philippine School in Al-Khobar

 S.Y.: 2018-2019

 School: University of Batangas - High School Department

 S.Y.: 2019-2022