



TECHNIUM
SOCIAL SCIENCES JOURNAL

www.techniumscience.com



Vol. 75/2025
A New Decade for Social Changes

PLUS
COMMUNICATION P



International
Communication & PR

Reading Motivation, Reading Habits, Word Recognition, And Reading Comprehension of Grade 5 Pupils in Public Elementary Schools

Gladys L. Panganiban, Merfe C. Hucalinas, Dennis V. Madrigal

Faculty of Central Philippines State University-Hinoba-an Campus, Philippines

Faculty of Central Philippines State University, Philippines

Faculty of University of Negros Occidental Recoletos, Philippines

Email: panganibangladys37@gmail.com

This study explored the correlation between reading motivation, reading habits, word recognition, and reading comprehension among elementary pupils in a southern district of Negros Occidental. A total of 365 participants were involved in the study. The study revealed a significant correlation between reading motivation and reading habits, reading motivation and word recognition, reading motivation and reading comprehension, and word recognition and reading comprehension. No significant correlation was found between reading habits and word recognition, nor between reading habits and reading comprehension. Word recognition emerged as the only predictor of reading comprehension. These findings supported Krashen's Second Language Acquisition (SLA) theory. The study concluded that 74% of participants did not meet the grade-level reading requirements, underscoring the need for effective reading intervention programs. The findings suggested that enhancing reading motivation, habits, and word recognition could significantly improve reading comprehension, and that these factors should be integrated into the development of targeted reading programs.

Key words: motivation, habits, recognition, comprehension, reading

Introduction

Reading comprehension is the process of understanding and getting meaning from the text [8]. It is considered the ultimate goal of reading which can be achieved through the intermingling of several factors such as reading motivation [7], reading habits [13], and word recognition [23].

Specifically, Region 6 Western Visayas surpassed the 50% national requirement on the National Achievement Test (NAT) in 2019; however, 60% of the pupils reached reading competence, while around 40% of Grade 5 pupils still performed below the competent level. According to the Philippine Informal Reading Inventory (Phil. IRI) report (DO No. 14, s. 2018), the results for 2023 indicate that 73% of pupils in Grades 4-11 have reading difficulties and perform below average in reading proficiency [22]. In Negros, many pupils struggle with reading fluency due to limited vocabulary and exposure to the second language [15].

To address low reading performance, DepEd adopted the National Learning Recovery Program (NLRP) through the DepEd Order No. 013, series of 2023, which promotes the

National Reading Program (NRP) as one of its major components. It implemented the Academic Recovery and Accessible Learning Program in Reading (ARAL-Reading) to promote reading proficiency and to help the pupils catch up with the reading requirements of the Grade Level through the DepEd Memo No. 064, s. 2025. The ARAL-Reading program offers tutorials to pupils who struggle with reading. Among the specified tutors in Republic Act 21028 are the pre-service teachers, para-teachers, or newly graduated professionals who are competent in the specialization. This requires the reading tutor to understand various factors and effectively teach reading comprehension.

Several factors such as reading motivation, reading habits, and word recognition affect reading performance. Although numerous studies examined the relationship and effect of each variable, there is a dearth of published research on the relationship between or among several factors affecting reading comprehension [12].

The study examined the levels of and the relationship between reading motivation, reading habits, word recognition, and reading comprehension, as well as the factors affecting reading comprehension.

Review of Related Literature

Reading Motivation

Reading motivation is defined as the desire to read which is crucial for language learning success, as it drives engagement in reading activities, acquisition of new words, and a positive attitude toward goal setting and planning [7].

Reading motivation, whether intrinsic or extrinsic, is affected by factors such as home literacy practices, social interaction, self-efficacy, value, choice, and teachers [16]. The study also identified the major factors that influenced reading motivation. These include the perceived value of reading, students' preferences, classroom environment, home support, personal characteristics, and book-related elements, like visuals and language.

Reading Habits

Reading habits involve reading frequency, reading amount, type and length of reading time [14], and consistency in reading and studying the English language [20]. When pupils understand what they read, they read more, and the more they read, the more they learn to read [13]. Hence, Sakinah [19] presented the four elements of reading habits as reading frequency, duration, purpose, and type of material read.

Word Recognition

The first step of reading is word recognition, since one cannot read without recognizing letters and words. Word recognition started from sound awareness and progressed gradually to letter awareness, alphabetical relationships, and syllables [24]. Accordingly, word recognition occurs when the reader can easily and effortlessly identify written words or texts [25].

Reading intervention programs that involve phonics instructions improved the word recognition of the participants. In a study by Johnson [10], students categorized into low, medium, and high proficiency groups received explicit phonics instruction over 10 weeks, resulting in enhanced reading fluency across all groups. Because of the effectiveness of phonics in teaching reading Bowers [4] recommended that phonics instruction be seriously considered within the education system.

Reading Comprehension

Research shows that reading comprehension can be effectively developed through explicit instruction and mastery of reading strategies and to become proficient readers,

students need to be taught how to apply these strategies to interpret and understand texts [17].

Reading comprehension can be enhanced through reading activities like guided reading, interactive reading, shared reading, repeated reading aloud, or silent reading. Canuel and Samarita [5] investigated the impact of guided reading strategies on the reading comprehension of Grade 3 pupils. They found that employing structured strategies, before, during, and after reading, significantly enhanced students' comprehension skills.

Correspondingly, Tikaningsih [23] conducted a pre-experimental investigation with 26 elementary students using vividly illustrated storybooks. The intervention led to a significant increase in comprehension scores, from a pre-test average of 59% to a post-test average of 83%. These findings suggest that engaging visual media, such as storybooks, can effectively enhance students' reading comprehension [1] and should be considered a valuable component of reading instruction.

Factors affecting Reading Comprehension

Recent studies have highlighted various factors that influence reading comprehension among elementary pupils in the Philippines, including motivation, vocabulary, reading habits, and environmental factors such as parental influence and availability of books or resources.

Biscocho and Magpantay [3] explored the factors that affect the oral reading level of Grade 4–6 learners in Barigon Elementary School. Their study revealed that poor comprehension skills, environmental factors, and retention issues were common challenges among pupils. Interventions such as parental involvement, repeated reading, and peer tutoring were recommended to enhance reading comprehension. The researchers emphasized the need for targeted intervention programs to address these issues.

Methodology

Research Design

This study is a descriptive-correlational research design, a quantitative research method, to determine the relationship between variables. The study is descriptive in nature as it aimed to identify the levels of reading motivation, reading habits, word recognition, and reading comprehension using various statistical me.

Respondents

The respondents of the study were 367 Grade 5 elementary pupils from three large schools in the district of Southern Negros during the school year 2024–2025. While several schools exist in the district, these three were selected due to their significantly larger student populations, nearly three times that of other schools, representing diverse community classes. Homogeneous purposive sampling was employed to identify participants. Specifically, pupils identified by the Philippine Informal Reading Inventory (Phil-IRI) Group Screening Test (GST) as at risk of not meeting the grade-level reading requirements were included as respondents.

Table 1. Distribution of Respondents

Grade 5 Pupils	N	%
School A	147	40.1
School B	61	16.6
School C	159	43.3
Total	367	100.0

Research instruments

This study used three main tools to assess students' reading skills. First, the Revised

Motivation for Reading Profile (MRP-R) was used to measure reading motivation, focusing on students' self-concept as readers and the value they place on reading. This 20-item survey, which uses a 4-point Likert scale, has a high reliability score (Cronbach's alpha = 0.90) and a validity index of 4.94. Second, the Modified Self-Report Habit Index (SRHI-R), based on the work of Verplanken and Orbell (2003), was used to evaluate students' reading habits, specifically the automaticity and frequency of their reading behaviors. This 10-item tool also demonstrated strong reliability with a Cronbach's alpha of 0.923 and high validity (average score of 4.92 out of 5.00). Finally, the Philippine Informal Reading Inventory (Phil-IRI), a standardized assessment tool from the Department of Education, was used to measure students' word recognition and reading comprehension.

Results and Discussion

Level of Reading Motivation

Table 2 presents the mean scores of the Grade 5 pupils' reading motivation levels. The results indicate that, overall, the pupils demonstrated a moderate level of reading motivation (M=2.93, SD=0.32). When examined by the school, all three schools also reflected a moderate level of reading motivation: School A (M=2.82, SD=0.23), School B (M=2.95, SD=0.37), and School C (M=3.03, SD=0.35). Based on the interpretation scale used, the findings confirm that all three schools, as well as the overall results, fall within the moderate range of reading motivation.

The findings indicate that Grade 5 pupils generally exhibit a moderate level of motivation towards reading. Results revealed that pupils could mostly guess the meaning of the words they are reading. This suggests that they are intrinsically driven or enthusiastic readers who are interested and engaged in reading activities. They regard reading as a valuable activity and believe that learning to read is important to be successful in the future.

Table 2. Level of Reading Motivation

Grade 5 Pupils	M	SD	Interpretation
School A	2.82	0.23	Moderate
School B	2.95	0.37	Moderate
School C	3.03	0.35	Moderate
Whole	2.93	0.32	Moderate

Level of Reading Habits

Table 3 presents the levels of the Self-Response Habit Index, which reflects the reading habits of Grade 5 pupils across three schools. Overall, the Grade 5 pupils demonstrated a moderate level of reading habits (M = 2.68, SD = 0.51). School A showed a moderate level as well (M = 2.71, SD = 0.32). In contrast, School B exhibited a lower level of reading habits (M = 2.44, SD = 0.68), while School C recorded a slightly higher level (M = 2.75, SD = 0.55). Based on the interpretation scale, Schools A and C were classified as having moderate levels of self-response habits, whereas School B was rated as low. Taken together, these results indicate that the Grade 5 pupils fall within the average range in terms of their reading habits.

These results suggest that most Grade 5 pupils demonstrate a moderate tendency to engage in reading-related self-response habits. These habits include showing interest in reading, independently choosing books, and setting personal time for reading [26]. Although the overall index points to a moderate level, the lower result from School B can be attributed to the scarcity of interesting and age-appropriate reading materials.

Table 3. Level of Reading Habits

Grade 5 Pupils	M	SD	Interpretation
School A	2.71	0.32	Moderate
School B	2.44	0.68	Low
School C	2.75	0.55	Moderate
Whole	2.68	0.51	Moderate

Level of Word Recognition

As shown in Table 4, the Grade 5 pupils are at the Instructional Reading Level (M=90.74, SD=11.5) of word recognition. Individually, School A was found at the Frustration Reading Level (M=89.22, SD=10.18), while School B was at the Instructional Reading Level (M=94.90, SD=3.86), as well as School C (M=90.54, SD=14.00).

These findings suggest that students at the Instructional Reading Level can recognize words but may have several difficulties decoding and may require the guidance of the teacher. However, the data from School A reveals a concerning level of word recognition suggesting that many pupils may have found the reading material difficult to decode, nor pass the oral reading test [2]. The poor performance indicates that pupils were not able to master basic literacy skills such as phonological awareness, phonemic awareness, fluency, and vocabulary and need to go back to the basic reading skills instruction in order to develop word recognition skills [21].

Table 4. Level of Word Recognition

Grade 5 Pupils	M	SD	Interpretation
School A	89.22	10.18	Frustration
School B	94.90	3.86	Instructional
School C	90.54	14.00	Instructional
Whole	90.74	11.50	Instructional

Level of Reading Comprehension

As shown in Table 5, all three schools recorded mean scores that fall within the Frustration Reading Level in reading comprehension (M=43.48, SD=20.97) based on the interpretation scale used. Specifically, School A struggles with reading accuracy and comprehension (M=43.35, SD=23.15). Similarly, School B cannot understand what they read (M=36.36, SD=17.60), and School C needs a significant reading intervention (M=46.32, SD=19.45).

The results indicate that pupils across all three schools are struggling with reading comprehension. Specifically, the findings suggest that the pupils exhibit reading challenges in decoding words and comprehending meaning. Essential reading comprehension skills, such as making inferences, identifying main ideas, making generalizations, and drawing conclusions, as well as the higher-order thinking skills, appeared to be underdeveloped. The results imply the adoption of necessary reading intervention programs that address diverse reading needs [5].

Table 5. Level of Reading Comprehension

Grade 5 Pupils	M	SD	Interpretation
School A	43.35	23.15	Frustration
School B	36.36	17.60	Frustration
School C	46.32	19.45	Frustration
Whole	43.48	20.97	Frustration

Relationship between Reading Motivation and Reading Habits

The results revealed a positive correlation between reading motivation and reading habits among Grade 5 pupils, [$r_s(365)=0.249$, $p=0.000$]. Since the p -value is less than 0.05, this indicates a significant relationship between the two variables. This suggests that as reading motivation increases, reading habits also improve. Specifically, as pupils exhibited a moderate level of reading motivation, their reading habits were also observed at a similar level.

Results revealed that the self-perceived reading abilities and the recognized value of reading correlate with automaticity, frequency, and reading identity of the participants of the study. This implies that when children are motivated to read, they are more likely to engage in reading activities when reading materials are available.

Table 6. Relationship Between Reading Motivation and Reading Habits

Variable	r_s	df	p
Reading Motivation and Reading Habits	0.249*	365	0.000

Note: *correlation is significant when $p \leq 0.05$

Relationship between Reading Motivation and Word Recognition

Table 7 presents the correlation between reading motivation and word recognition level, revealing a statistically significant positive relationship [$r_s(365)=0.346$, $p=0.000$]. The significance of this correlation highlights the crucial role of reading motivation in the development of word recognition skills among the pupils assessed and vice versa.

Grade 5 pupils have a moderate reading motivation. This finding suggests that increased reading motivation plays a significant role in enhancing students' word recognition abilities. When learners are more motivated to read, they are likely to engage more frequently and meaningfully with a variety of texts. This consistent exposure not only fosters familiarity with words but also strengthens their decoding strategies, ultimately contributing to more effective and fluent word recognition.

Table 7. Relationship between Reading Motivation and Word Recognition

Variable	r_s	df	p
Reading Motivation and Word Recognition	0.346*	365	0.000

Note: *correlation is significant when $p \leq 0.05$

Relationship between Reading Motivation and Reading Comprehension

Table 8 presents the significant correlation between reading motivation and reading comprehension [$r_s(365)=0.113$, $p=0.030$]. Grade 5 pupils were found to have a moderate level of reading motivation, while at the lowest level of reading comprehension; however, the findings of the study revealed a significant correlation between motivation and comprehension. Since a correlation between the two variables existed, the result implies that reading motivation must be enhanced so that reading comprehension will also improve.

Table 8. Relationship between Reading Motivation and Reading Comprehension

Variable	r_s	df	p
Reading Motivation and Reading Comprehension	0.113*	365	0.030

Note: *correlation is significant when $p \leq 0.05$

Relationship between Reading Habits and Word Recognition

Table 9 presents the correlation between reading habits and word recognition. This indicates a negligible positive correlation that is not statistically significant [$r_s(365)=0.009$, $p=0.867$]. In other words, there is no meaningful relationship between students' self-reported reading habits and their word recognition abilities within this sample.

The study did not find enough evidence to support a relationship between reading habits and word recognition. The result suggests that automaticity and frequency or quantity of reading do not necessarily translate to improved decoding abilities. Pupils may engage in surface-level reading or choose materials that do not challenge their word recognition skills. In other cases, self-reports may overestimate actual reading behaviors or fail to capture the quality and complexity of the texts being read.

Table 9. Relationship between Reading Habits and Word Recognition

Variable	r_s	df	p
Reading Habits and Word Recognition	0.009	365	0.867

Note: *correlation is significant when $p \leq 0.05$

Relationship between Reading Habits and Reading Comprehension

Table 10 displays a correlation that is not statistically significant between the Self-Response Habit Index and reading comprehension [$r_s(365)=-0.029$, $p=0.584$]. Result reveals that the perceived reading habits of the pupils do not have any meaningful relationship with their performance in reading comprehension tasks. It also implies the need to enhance and strengthen reading habits to improve reading comprehension.

The pupils perceived their reading habits at a moderate level while struggling to understand the meaning of the words or texts. This suggests that while students may report frequent reading behaviors, these activities might not involve deep engagement or critical interaction with texts. It is possible that such reading lacks focus, variety, or comprehension-oriented strategies, resulting in minimal gains in understanding. Encouraging reading frequency may not be sufficient; it is equally important to promote purposeful, reflective, and strategy-based reading practices to enhance comprehension outcomes. Without access to texts that match learners' developmental stages, reading habits cannot fully translate into comprehension gains.

Table 10. Relationship between Reading Habits and Reading Comprehension

Variable	r_s	df	p
Reading Habits and Reading Comprehension	-0.029	365	0.584

Note: *correlation is significant when $p \leq 0.05$

Relationship between Word Recognition and Reading Comprehension

Table 11 presents the positive and significant correlation between Word Recognition Level and Reading Comprehension [$r_s(365)=0.319$, $p=0.000$]. This implies that pupils need to develop stronger word recognition skills to improve reading comprehension.

The results of the study confirm that although pupils can read or recognize words, they struggle to comprehend the text they are reading. The findings also suggest that the pupils have not yet fully mastered the reading skills expected at their grade level. This means that mastery of word recognition is equivalent to the development and improvement of reading comprehension skills.

This finding aligns with the results of the study of Rivera and Aggabao [18], where

pupils identified at the instructional level in word recognition were also found at the frustration level in reading comprehension. What Kids Are Reading Report (2024) emphasized that declining word recognition skills are closely associated with reduced reading comprehension performance, reinforcing the critical, foundational role of decoding in the development of overall reading proficiency. The results underscore the urgent need for intervention programs that would improve the reading skills of the pupils and bridge the gap between decoding and comprehension.

Table 11. Relationship between Word Recognition Level and Reading Comprehension

Variable	r_s	df	p
Word Recognition Level and Reading Comprehension	0.319*	365	0.000

Note: *correlation is significant when $p \leq 0.05$

Factors affecting Reading Comprehension

Table 12 shows that word recognition has a significant effect on reading comprehension. Results from the multiple linear regression analysis indicated that the word recognition, the predictor variable, explained 10.9% of the variance in reading comprehension scores [$F(1, 365) = 44.769$, $p = 0.000$, $R^2 = 0.109$]. Further analysis of the individual predictor revealed that word recognition significantly predicted reading comprehension [$\beta = 0.603$, $t = 6.691$, $p = 0.000$]. Based on the regression analysis [$y = -11.224 + 0.603 * \text{word recognition}$], for every one-unit increase in word recognition score, reading comprehension increases by approximately 0.603 units.

Among the variables examined in the study, word recognition appeared to be a significant predictor of reading comprehension. This underscores the importance of word recognition as a critical foundational skill in the development of reading proficiency. This result is supported by the study of Catts [6], which considers word recognition as a predictor of reading comprehension.

Table 12. Predictor of Reading Comprehension

R	R^2	Adjusted R^2	F	df	p
0.331	0.109	0.107	44.769	1, 365	0.000
Variables	Beta		t	p	
(Constant)	-11.221		-1.362	0.174	
Word Recognition	0.603		6.691	0.000	

The findings of this study validated the theoretical assumptions and the framework anchored in Krashen's Second Language Acquisition (SLA) Theory. The scarcity of comprehensible input, particularly of engaging and level-appropriate books and materials, lends support to Krashen's Input Hypothesis, which emphasizes that exposure to meaningful and understandable language input is essential for language acquisition. The significant relationships found between reading motivation, reading habits, and reading comprehension further validate the idea that a learner's internal drive and consistent engagement with reading are crucial in the development of language proficiency. This aligns with the Affective Filter Hypothesis, which posits that emotional factors such as motivation, anxiety, and self-confidence can facilitate or hinder language comprehension and acquisition. Lastly, the emergence of word recognition as a predictive factor of reading comprehension supports the Natural Order Hypothesis, which suggests that language features are acquired in a predictable

sequence. The development of word recognition skills reflects a necessary stage in the natural progression toward more complex reading abilities, such as comprehension. Thus, the theory that one cannot understand what one cannot decode was reinforced.

Conclusion

Reading is a complex skill influenced by multiple interrelated factors, including reading motivation, reading habits, word recognition, and reading comprehension. Pupils who are motivated to read, have developed consistent reading habits, and can read words orally may still struggle with understanding what they read. Since these variables contribute toward the same goal, it is essential to foster both high levels of reading motivation and word recognition to enhance reading comprehension. The indirect relationship of reading habits with word recognition and comprehension underscores the importance of providing learners with sufficient access to developmentally appropriate texts. Pupils who are more motivated to read also tend to read more frequently. Increased engagement with reading allows them to encounter and recognize a broader range of words, thereby strengthening word recognition. Notably, word recognition emerged as the predictor of reading comprehension. Mastery of word recognition is closely linked to the development of reading comprehension skills, which means that strong decoding abilities serve as a critical foundation for the advancement of higher-level reading competencies. This underscores the need for educators to prioritize and strengthen this foundational skill to support the pupils in achieving reading proficiency. Hence, the inclusion of reading motivation, word recognition, and reading comprehension, as well as reading habits, is essential in reading intervention programs aimed at improving reading proficiency.

Limitations of the Findings

The study highlights a significant correlation between and among the variables projecting word recognition as a predictive factor of reading comprehension. On the other hand, it recognizes several elements that limit the study. First, the participants of the study were only Grade 5 pupils in the district, limiting the applicability of the study to other grade levels and the region. Second, the participants were key stage 1 pupils during the pandemic, which may have hampered their present reading performance. This limits the study to explaining and identifying specific decoding difficulties that need to be addressed.

In addition, MRP-R and SRHI-R tests were generally formulated for native speakers of the English language, while participants of the study were second-language speakers. This limitation prompted the researcher to explain and translate the questions and options into the participants' native language. Further, SRHI-R measures frequency, identity, and automaticity of the reading activity. However, a more comprehensive description of the reading habits levels was not provided in the study. Furthermore, MRP-R generally measures intrinsic reading motivation, focusing on self-concept and value of reading, and has not included the extrinsic elements of reading motivation. Levels of the pupils' self-concept and value of reading were not identified, nor were the factors affecting them. The test was also divided into two parts: the quantitative and qualitative assessments. The study employed only the quantitative portion and did not describe the qualitative interpretation of the results.

Another limitation of the study was the reading miscues committed by the pupils, which were not specifically mentioned in the study. Identification of the reading miscues committed by the pupils during oral reading would reveal the common errors committed by the pupils and would shed light on the appropriate activities to be employed in order to solve decoding difficulties. Lastly, the levels of comprehension questions in the reading comprehension were not identified. Analysis could have strongly supported and comprehensively explained reading comprehension levels.

Practical Value of the Study

The success of future generations is closely tied to the current literacy status of the country, while reading comprehension plays a vital role in acquiring knowledge and developing the essential skills needed to navigate an increasingly complex world. The findings of this study offer valuable insights for reading and literacy teachers, particularly at the elementary level, within the basic education program.

To effectively enhance word recognition, it is essential to assess students' phonological awareness, sight word recognition, reading fluency, and vocabulary knowledge. Doing so enables teachers to design and implement instructional materials and strategies that are targeted, appropriate, and responsive to the specific needs of learners. Through this focused approach, reading comprehension can be improved, ultimately contributing to the broader goal of national literacy development.

To effectively support reading motivation, it is essential that local officials, school leaders, teachers, and parents collaborate to cultivate strong reading habits and a nurturing reading culture. This can be achieved by providing pupils with access to engaging books across various genres, establishing well-resourced libraries, and ensuring consistent access to reading materials both at home and at school. While reading frequency alone does not guarantee improved comprehension, guided engagement with age-appropriate and interest-based texts is crucial. Teachers and other significant adults must scaffold reading experiences to ensure they are meaningful and enjoyable.

The results of the study confirmed the relationships among the four variables: reading motivation, reading habits, word recognition, and reading comprehension. This interconnection highlights the vital roles of reading motivation, consistent reading habits, and foundational decoding skills in the development of reading comprehension. Consequently, reading intervention programs must adopt a multi-component approach that integrates all significantly correlated variables. A holistic and effective intervention should be inclusive and should address the development of each element: motivational, behavioral, and cognitive, in a cohesive and complementary manner.

Moreover, such comprehensive reading programs can also be effectively implemented by practice teachers during their internship, as part of their literacy instruction responsibilities. Embedding sound principles of language acquisition and reading development into these programs may not only provide pre-service teachers with meaningful, competency-based experience but also contribute substantially to improving the reading comprehension skills of elementary pupils.

References

- [1] Abdulaziz Morsy Ahmed, E., Mahmoud Mabrouk Abdellatif, H., & Elsayed Mohammed, R. (2024). The Effectiveness of Using Short Stories on Developing Some Creative Reading Skills for University Students. *Technium Social Sciences Journal*, 53(1), 135–148. <https://doi.org/10.47577/tssj.v53i1.10387>
- [2] Amorganda, L. & Olores, A. (2024). Reading Proficiency of Grade 6 Learners. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(6), 139-149. <https://risejournals.org/index.php/imjrise/article/view/462>
- [3] Biscocho, D., & Magpantay, G. (2019). Factors Affecting the Oral Reading Level of Grade 4–6 Learners in Barigon Elementary School: a Guide in Developing Intervention Materials. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2D).

- Retrieved from <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/9981>
- [4] Bowers, J. S. (2020). Reconsidering the Evidence that Systematic Phonics is More Effective than Alternative Methods of Reading Instruction. *Educational Psychology Review*, 32(3), 681–705. Retrieved from <https://doi.org/10.1007/s10648-019-09515-y>
- [5] Canuel, M., & Samarita, J. (2019). Guided Reading Strategies and Comprehension Among Grade 3 Pupils at Hugom Elementary School [Unpublished Master’s Thesis]. Batangas State University.
- [6] Catts, H. W. (2018). The Simple View of Reading: Advancements and False Impressions. *Remedial and Special Education*, 39(5), 317–323. <https://doi.org/10.1177/0741932518767563>
- [7] Chamba, M. & Ramirez-Avila, M. (2021). Word Recognition and Reading Skills to Improve Reading Comprehension. *Journal of Foreign Language Teaching and Learning*. 6. <https://doi.org/10.18196/ftl.v6i1.10174>.
- [8] Chi, J. C. (2024). Digitized reading material: An Interactive Tool on Phonemic Awareness and Reading Comprehension Skills. *West Visayas State University*. Retrieved from <https://doi.org/10.5281/zenodo.15149682>
- [9] Dedeoglu, H., & Tuncay, A. A. (2019). Word Recognition Levels of First-Grade Students: an Application of Word Recognition Inventory. *Educational Policy Analysis and Strategic Research*, 14(3), 237–267. Retrieved from <https://doi.org/10.29329/epasr.2019.208.11>
- [10] Johnson, R. (2022). Phonics Instruction and Reading Fluency Across Ability Groups. *Journal of Primary Education*, 18(2), 77–93. Retrieved from <https://iojpe.org/>
- [11] Kannianen, L., Tan, R., & Lee, A. (2022). Electronic Reading Habits and Comprehension In Middle School Students. *European Journal of Literacy Development*, 15(1), 33–49. Retrieved from <https://www.ej-edu.org>
- [12] Madrazo, C., & Francisco, L. (2019). Reading Habits, Reading Comprehension and Academic Performance of Grade V Pupils. *The Iranian EFL Journal*, 15, 138–165. Retrieved from <https://www.researchgate.net/publication/354200233>
- [13] Nurhayati, & Najoan, G.A., (2023). Students’ Reading Habit and Their Reading Comprehension in Learning English. *Indonesian Journal of Interdisciplinary Research in Science and Technology*, 1(9), 805–822. <https://doi.org/10.55927/marcopolo.v1i9.6587>
- [14] Nurjanah, R. L. & Putri, S. R. (2022) The Effect of Literal Comprehension on the Higher Levels of Comprehension in Reading Skill: A Longitudinal Case Study. *English Language & Literature International Conference Proceedings*. Vol. 5 No. 1 <https://jurnal.unimus.ac.id/index.php/ELLIC/index>.
- [15] Panganiban, G. & Madrigal, D.V. (2021). Grappling with the Learning Modules: Experience of Public Elementary Pupils Attending English Written Modular Classes. *Technium Social Sciences Journal*. 20. 263-274. [10.47577/tssj.v20i1.3640](https://doi.org/10.47577/tssj.v20i1.3640).
- [16] Protacio, M. S. (2019). How Positioning Affects English Learners’ Social Interactions Around Reading. *Theory Into Practice*, 58(3), 217–225. Retrieved from <https://doi.org/10.1080/00405841.2019.1598718>
- [17] Ramsa, N. I. B., & Rawian, R. M. (2021). A Review on Systematic Guided Reading Strategies and Its Implication on Reading Comprehension. *International Journal of Academic Research in Business & Social Sciences*, 11, 203-215. <http://dx.doi.org/10.6007/IJARBSS/v11-i6/10112>
- [18] Rivera, A. & Aggabao, R. (2020). Reading Difficulties of Grade 5 Pupils in English. *International Journal of Linguistics, Literature and Translation*. 3. 114-126. [10.32996/ijllt.2020.3.6.11](https://doi.org/10.32996/ijllt.2020.3.6.11).

- [19] Sakinah, N. (2018). Elements of Reading Habits. *Malaysian Literacy Journal*, 11(2), 90–105. Retrieved from <https://ir.uitm.edu.my/id/eprint/34214/1/34214.pdf>
- [20] San Jose, D. B., Guitche, M., Bual, J., & Madrigal, D. (2024). English Proficiency of Japanese Third-Age Learners: A Quantitative Inquiry. *Technium Social Sciences Journal*, 57(1), 27–41. <https://doi.org/10.47577/tssj.v57i1.10985>
- [21] Sazon, G. & Eslabon, R. (2024). Learners' Reading Readiness of Grade 3 Full Refresher. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(11), 62-72. <https://risejournals.org/index.php/imjrise/article/view/833>
- [22] Sornito, I. (2023, June 27). 73% of Iloilo learners have trouble reading. *Panay News*. <https://www.panaynews.net/iloilo-learners-reading-2023>
- [23] Tikaningsih, S. (2020). Improving Students' Reading Comprehension by Using Picture. Universitas Muhammadiyah Makassar. Retrieved from https://digilibadmin.unismuh.ac.id/upload/10724-Full_Text.pdf
- [24] Tuncay, A. A., & Dedeoglu, H. (2019). Word Recognition Levels of First Grade Students. *Educational Policy Analysis and Strategic Research*, 14(3), 237–267. <https://doi.org/10.29329/epasr.2019.208.11>
- [25] Viersen, S., Protopapas, A., Georgiou, G. K., Parrila, R., Ziaka, L., & de Jong, P. F. (2022). Lexicality Effects on Orthographic Learning. *Quarterly Journal of Experimental Psychology*, 75(6), 1135–1154. <https://doi.org/10.1177/17470218211047420>
- [26] Yusuf, K., John, D., Kundrata, K., & Pandian, A. (2019). Value and Self-Concept: A Study on Reading Habits among Primary School Students in Sarawak. *International Journal of Asian Social Science*, 9(12), 709–721. <https://doi.org/10.18488/journal.1.2019.912.709.721>