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## RESEARCH ARTICLE

### UTILIZATION OF READING MATERIALS: BASIS FOR AN EFFECTIVE READING PROGRAM

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#### ABSTRACT

This study primarily aimed to determine the utilization of reading materials as a basis for effective reading programs. With the recent challenges faced by the educational sectors because of the pandemic, there is a need for reconsideration as to how students can improve their reading comprehension. Considering the number of students in the university, there is a need for the university to revisit the utilization of SRA Reading Laboratory as well as the Power Book Builders after many years of using it. This is to cope with the standard of the society and meet the needs of industry. A descriptive quantitative research design was utilized in order to describe and assess the SRA Reading Program as well as the students' reading comprehension levels. Accessible documents about the Science Research Associate (SRA) Reading Program, specifically the available number of reading booklets per power builder kit, and data on reading comprehension of student takers from SY 2017-2018 to 2019-2020 were used to investigate students' reading booklet utilization and reading comprehension level. Results showed that there is a substantial change in the reading comprehension of students throughout the past three years.

#### INTRODUCTION

Reading is one of the macro skills in English that is considered to be vital. It gets one's mind working across different areas. Reading strengthens brain activity, boosts communication skills, helps self-exploration, makes one intellectually sound, imparts good values, enhances creativity, lowers stress, and entertains. It's an essential skill that's developed at a very young age until one grows up. When a child or adult reads, he or she develops reading comprehension. It is a cornerstone of the reading process in which a person participates in a wide range of complex cognitive processes when reading a book. Reading comprehension is a deliberate, active, and interactive process that takes place prior to, during, and following the reading of a particular work of literature. According to K12reader, there are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. The reader must be able to comprehend the vocabulary used in the text in order to understand it. If the words individually don't make sense, neither will the whole story, while text comprehension is much more complex and varied than vocabulary knowledge since it needs more reading comprehension strategies such as asking and answering questions, summarizing, keeping track of and utilizing a text's structure to enhance comprehension, and monitoring for understanding.

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The education sectors encourage every parent to let children practice reading at an early age. Reading is a mental practice. It promotes children's relaxation while providing doors to fresh information that will enrich minds. Children who read have stronger cognitive abilities as they age according to the Young Readers Foundation. However, many adults lack the reading comprehension necessary to comprehend. That is a terrifying idea, especially for parents who have children who cannot read at an early age will surely have difficulty operating in the society when they grow up. Life is dependent on being able to read. Concerning the significance of functional literacy, much has been written. People must be able to understand basic texts like bills, housing agreements (leases, purchase contracts), instructions on packaging, and transportation paperwork in order to survive and succeed in today's environment (bus and train schedules, maps, travel directions). With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually. However, the Philippines ranked lowest in reading comprehension. The Programme for International Student Assessment or PISA released its results last December 3, 2018 on Students' performance in reading, mathematics and science among 79 participating countries. The score for reading comprehension is 340 and mathematics and science had a score of 353 and 357, respectively. The scores were below the average which is 487 according to the study conducted by the Organization for Economic Co-operation and Development (OECD). As a result of this rank, it gave different dismal interpretations and opinions to the Filipino people as to whom to put the blame on

this problem. The data has shaken not only the educational sectors of the Philippines, but also the government. The Philippines has been part of this international assessment of basic education since the country adopted the new K to 12 Curriculum. PISA is a triennial survey of 15-year-old students around the world in three subjects: reading, mathematics and science. According to Asian Journal, the Malacañang Palace on Thursday, December 5, 2018 said that the Filipino students' poor reading comprehension is a "reality" that must be recognized in order to improve the country's educational system. Presidential spokesperson Salvador Panelo noted that the Philippines joined the assessment as part of President Rodrigo Duterte's Quality Basic Education Reform Plan, adding that the government was working to address gaps in the education sector. The Palace viewed the result constructively. When it comes to addressing the problems and deficiencies in the basic education sector, education officials are on the right track. These include retooling instructors' knowledge and skills, improving students' learning environments, and continuing to review the K-12 program. The result has been an eye-opener not only in basic education but also in higher education to find ways on how to strengthen the reading skills of the students as they progress to become professionals in the near future. To cater to students who have poor reading skills, some schools integrated supplemental activities. Others have implemented reading laboratory programs that would serve as a supplementary material such as the SRA or Science Research Associates. SRA is a Chicago-based publisher of educational materials and schoolroom reading comprehension products that was acquired by McGraw-Hill Education in the early 2000s. The reading laboratory kits were sizable boxes filled with cardboard sheets that had been colored-coded, and each sheet had a reading assignment for the students. Each student in the class would work on it independently of the others, asking the teacher for help only when he was stuck. A series of multiple-choice questions would then be given to the student. As the student moved ahead, the cards would advance in difficulty. This individualized instruction has been proven to be effective already by different schools around the world who have adopted this scientific-based and research-based program into their curriculum. Previous research investigating the relation between vocabulary and reading comprehension has measured vocabulary breadth and depth in different ways: in particular, word definitions has been included as a measure of breadth (Tannenbaum *et al.*, 2006) as well as depth (Ouellette, 2006). We believe the ability to define a word is an aspect of vocabulary depth because it concerns "how well the meanings are known" (Ouellette, 2006) and "the richness of knowledge that the individual possess about the words that are known" (Tannenbaum *et al.*, 2006, p. 383). As noted by others, there are different degrees of depth of knowledge including being able to provide a detailed definition of a word and understanding the relations between that word and others (Tannenbaum *et al.*, 2006). This contrasts with vocabulary breadth, which refers to the size of the lexicon (Ouellette, 2006; Tannenbaum *et al.*, 2006), and is typically assessed with single-word recognition tasks as an estimate of the size of the lexicon (Ouellette, 2006). Previous research has demonstrated that measures of vocabulary that tap an individual's ability to define words or understand the interrelations between words are more strongly related to general measures of reading comprehension than other measures of vocabulary knowledge, although both are predictive of comprehension level (Ouellette, 2006; Tannenbaum *et al.*, 2006). However, the extent to which these two aspects of vocabulary knowledge are related to

reading comprehension may depend on the nature of the reading comprehension assessment, which can differ on many dimensions including the extent to which literal and inferential comprehension are assessed (Cain & Oakhill, 2006). Given the central importance of literal memory, local cohesion inferences, and global coherence inferences to the construction of an adequate mental model of a text, it is important to determine how vocabulary knowledge is related to each. Furthermore, the reading laboratory program has been adopted by the college departments of the University of Cebu Lapu-Lapu and Mandaue over the years already. It was pioneered by the education department and followed by the other colleges. The Center for English Enhancement (CEE) who facilitates the reading program has been true to its objectives as a catalyst in providing efficient and effective delivery of educational services towards college students. The program aims to guide and bridge the gap for those students who have poor reading levels which are not suitable on their age and year level. It also aims to provide sustainable enhancement for those students who have weaknesses in reading. With the recent challenges faced by the educational sectors because of the pandemic, there is a need for reconsideration as to how students can improve more in their reading comprehension. Considering the number of students in the university, there is a need for the university to revisit the utilization of SRA Reading Laboratory as well as the Power Book Builders after many years of using it. This is to cope with the standard of the society and meet the needs of industry. With this, the researchers conduct this study to determine the utilization of reading materials as a basis for effective reading programs.

## THEORETICAL BACKGROUND

The Interactive Model of Reading by David E. Rumelhart (1977) is a comprehensive framework that aims to shed light on the complex process by which people make sense of text. This concept, based on educational research, emphasizes that reading is an interactive and dynamic activity. It proposes that reading comprehension is a constant interaction of two important processes: bottom-up and top-down processing (Rumelhart, 1977). The bottom-up process, at its foundation, focuses on the decoding and recognition of individual words and phrases. Readers use decoding to determine the meaning of words and syntactic rules to comprehend sentence structure. At the same time, the top-down process emphasizes the importance of prior knowledge, context, and reader expectations. Readers use their pre-existing schema or mental frameworks to form predictions, fill in gaps in the text, and develop a cohesive comprehension of the subject. Importantly, the Interactive Model maintains that readers must constantly shift their attention between these two processes. When confronted with an unknown term, for example, a reader may temporarily convert to a bottom-up technique for decoding before returning to a top-down strategy to comprehend the larger meaning. The technical nature of reading comprehension is reflected in this dynamic interaction between bottom-up and top-down processing. The recognition of these processes and their mutual significance by the Interactive Model has been essential in altering both research and educational methods. Metacognitive reading strategy awareness plays a significant role in reading comprehension and the educational process (Ahmadi *et al.*, 2013). It emphasizes the necessity of teaching decoding skills alongside strategies for activating prior knowledge and metacognitive awareness in order to help students become proficient readers who can effectively engage with a wide range of texts.

## OBJECTIVES

The study aimed to determine the following: (a) number of students enrolled from SY 2017-2018 to 2019-2020, (b) number of students taking the SRA Reading Program from SY 2017-2018 to 2019-2020, (c) number of available reading booklets for each reading power builder kit, (d) ratio of student to reading booklet utilization, (e) level of reading comprehension of student takers from SY 2017-2018 to 2019-2020, and (f) reading booklet that is highly needed by the student takers.

## METHODOLOGY

This study employed a descriptive quantitative research design in order to describe and assess the SRA Reading Program as well as the students' reading comprehension levels. Accessible documents about the Science Research Associate (SRA) Reading Program, specifically the available number of reading booklets per power builder kit, and data on reading comprehension of student takers from SY 2017-2018 to 2019-2020 were used to investigate students' reading booklet utilization and reading comprehension level. The students' comprehension ratings were secured from the CEE office upon request for the periods 2017-2020. The study was carried out at the University of Cebu Lapu-Lapu and Mandaue campus. The school is situated near the old Mactan Bridge, which connects Cebu and Lapu-lapu. The university is committed to providing a genuine education based on the values of humanism, nationalism, and academic excellence.

Respondents in the study were from all of the university's college departments, including the College of Teacher Education, the College of Maritime Education, the College of Criminology, the College of Computer Studies, the College of Hotel Management, the College of Engineering, the College of Business and Accountancy, and the College of Custom Administration, who were enrolled in the Science Research Associate (SRA) Reading Program at the Center for English Enhancement (CEE) office. The actual respondents were the entire population of students enrolled in the aforementioned colleges from the 2017-2018 school year to the 2019-2020 school year. The official results of the students' performance in the SRA Reading Program from SY 2017-2018 to 2019-2020 were used in the study, as provided by the CEE office in charge. As a result, no survey instrument was required in this study.

**Data Collection Procedure:** The following steps were taken by the researchers prior to and during data collection. Before beginning the study, the researchers asked the approval from the Academic Director's Office and the University Research Office. Second, the researchers requested the official results of the students' performance in the SRA Reading Program from the CEE office. After gathering the data, the researchers should assess and evaluate the findings.

**Data Analysis Plan/Statistical Treatment of Data:** The data were quantitatively analyzed. The following statistical tools that were used to assess and analyze the data. In the first to third sub-problems, the frequency count distribution was used to determine the number of students enrolled from SY 2017-2018 to 2019-2020, as well as the number of students taking the SRA Reading Program and the number of available reading booklets for each reading power builder kit. In the fourth sub-

problem, the ratio was used to determine the quantity difference between the number of students to reading booklet utilization. In the fifth sub-problem, the mode and the standardized level of comprehension were used to determine the level of reading comprehension of student takers. Finally, the CEE office's standardized level of comprehension and the overall mode was used to identify the reading booklet which is highly needed by the student takers.

**Ethical Considerations:** Ethical considerations pertinent to this study encompassed several key aspects. Firstly, there was no conflict of interest as the study primarily aimed at educational development and professional growth. Secondly, privacy and confidentiality were upheld, with students being informed of the utilization of their SRA Reading Program results, ensuring that no personally identifiable information was disclosed. Informed consent was not required as the data derived from the SRA results were part of their English subject requirement.

There were no risks to the participants, data collection occurred once results were accessible, and recruitment adhered to established inclusion criteria with full disclosure of the study's procedure. The study's potential benefits extended to respondents and future university students, offering insights for enhancing English writing, communication, and comprehension skills. In terms of incentives, gratitude was expressed to departments for their assistance, given that the data were readily available. Finally, the study was conducted collaboratively, involving contributions from various faculty members, deans, and university offices, with financial support from the University of Cebu Lapu-Lapu and Mandaue throughout its duration.

## RESULTS AND DISCUSSION

This chapter provides the results, discussions, analyses, and interpretations of data based on the stated objectives. Table 1 showed the total number of enrollees in each department of the university from 2017-2020. There were a total of nine colleges listed above with their corresponding students for two semesters in three years. These colleges were Maritime Education, Teacher Education, Business and Accountancy, Criminology, Customs Administration, Computer Studies, Engineering, Hotel Management, and Nursing, respectively. The data showed that there was a grand total of 46, 982 students enrolled in nine colleges. Among all the colleges, Maritime Education got the highest percentage of 26.5% that had a total of 12, 454 while Nursing had only 2.1 % which has a total equivalent of 996 enrolled students.

For the last three years, the school year 2019-2020 first semester had the highest number of 8993 enrollees while the second semester of 2018-2019 showed the least number of enrollees which had 7083. Based on the data presented, the number of enrollees in the first semesters in the three consecutive years were increasing while the second semester of 2018-2019 decreased with 3 points compared to the second semester of 2017-2018. However, in the third year which was 2019-2020, data showed that the second semester increased with 686 enrollees. This implied that the population of students for the past three years increased despite the small decrease of enrollees in the second semester.

Table 1. The Enrollment Statistics from 2017 to 2020

| COLLEGES                 | 2017-2018   |             | 2018-2019   |             | 2019-2020   |             | Grand Total  | Percentage   |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|
|                          | First Sem   | Second Sem  | First Sem   | Second Sem  | First Sem   | Second Sem  |              |              |
| Maritime Education       | 1994        | 1769        | 2143        | 1812        | 2501        | 2235        | 12454        | 26.5         |
| Teacher Education        | 1240        | 1155        | 1168        | 979         | 935         | 761         | 6238         | 13.3         |
| Business and Accountancy | 1271        | 1209        | 1423        | 1250        | 1461        | 1241        | 7855         | 16.7         |
| Criminology              | 499         | 445         | 612         | 509         | 678         | 558         | 3301         | 7.0          |
| Custom Administration    | 446         | 412         | 487         | 454         | 771         | 716         | 3286         | 7.0          |
| Computer Studies         | 732         | 619         | 660         | 529         | 634         | 540         | 3714         | 7.9          |
| Engineering              | 700         | 609         | 791         | 688         | 872         | 747         | 4407         | 9.4          |
| Hotel Management         | 793         | 774         | 836         | 718         | 877         | 733         | 4731         | 10.1         |
| Nursing                  | 99          | 94          | 157         | 144         | 264         | 238         | 996          | 2.1          |
| <b>Total</b>             | <b>7774</b> | <b>7086</b> | <b>8277</b> | <b>7083</b> | <b>8993</b> | <b>7769</b> | <b>46982</b> | <b>100.0</b> |

Table 2. The Number of SRA Takers from the Nine Colleges

| SCHOOL YEAR | First Semester | Second Semester | Total | Percentage |
|-------------|----------------|-----------------|-------|------------|
| 2017-2018   | 1980           | 1188            | 3168  | 19.7       |
| 2018-2019   | 2951           | 2606            | 5557  | 34.6       |
| 2019-2020   | 4473           | 2856            | 7329  | 45.7       |

Table 3. The Number of Available Reading Booklets for each Reading Power Builder Kit

| POWER BUILDER KIT | 2B         | 2C         | 3A         | 3A(NEW)    | Total      | Percentage   |
|-------------------|------------|------------|------------|------------|------------|--------------|
| Blue              | 31         | 13         | 20         | 10         | 74         | 10.4         |
| Purple            | 27         | 13         | 20         | 10         | 70         | 9.8          |
| Violet            | 0          | 13         | 20         | 10         | 43         | 6.0          |
| Rose              | 29         | 10         | 20         | 10         | 69         | 9.7          |
| Red               | 27         | 14         | 20         | 10         | 71         | 10.0         |
| Orange            | 28         | 8          | 20         | 10         | 66         | 9.3          |
| Gold              | 30         | 11         | 20         | 10         | 71         | 10.0         |
| Brown             | 27         | 14         | 20         | 10         | 71         | 10.0         |
| Tan               | 0          | 15         | 20         | 10         | 45         | 6.3          |
| Lime              | 30         | 0          | 20         | 10         | 60         | 8.4          |
| Green             | 0          | 0          | 20         | 10         | 30         | 4.2          |
| Aqua              | 30         | 12         | 0          | 0          | 42         | 5.9          |
| <b>Total</b>      | <b>259</b> | <b>123</b> | <b>220</b> | <b>110</b> | <b>712</b> | <b>100.0</b> |

Table 4. The Ratio of Student to Reading Booklet Utilization

| Power Builder Kit | 2017 - 2018 |         | 2018 - 2019 |         | 2019 - 2020 |         |
|-------------------|-------------|---------|-------------|---------|-------------|---------|
|                   | 1st sem     | 2nd sem | 1st sem     | 2nd sem | 1st sem     | 2nd sem |
| 2B                | 2:1         | 2:1     | 3:1         | 3:1     | 4:1         | 3:1     |
| 2C                | 2:1         | 2:1     | 3:1         | 3:1     | 5:1         | 4:1     |
| 3A                | 7:1         | 4:1     | 9:1         | 8:1     | 14:1        | 8:1     |

Table 5. The Level of Reading Comprehension of Student Takers from SY 2017-2018 to 2019-2020

| COLOR  | 2017-2018 | Rank Average | 2018-2019 | Rank Average | 2019-2020 | Rank Average | Total | Rank Average |
|--------|-----------|--------------|-----------|--------------|-----------|--------------|-------|--------------|
| Blue   | 57        | 2            | 156       | 2            | 155       | 9            | 368   | 9            |
| Purple | 37        | 3            | 136       | 3            | 115       | 10           | 288   | 10           |
| Violet | 13        | 11           | 66        | 6            | 112       | 11           | 191   | 11           |
| Rose   | 23        | 8            | 76        | 5            | 351       | 4            | 450   | 3            |
| Red    | 29        | 5            | 49        | 7            | 310       | 6            | 388   | 7            |
| Orange | 18        | 9            | 42        | 8            | 330       | 5            | 390   | 6            |
| Gold   | 25        | 7            | 17        | 11           | 390       | 3            | 432   | 5            |
| Brown  | 30        | 4            | 25        | 9            | 431       | 1            | 486   | 2            |
| Tan    | 17        | 10           | 20        | 10           | 404       | 2            | 441   | 4            |
| Lime   | 26        | 6            | 118       | 4            | 228       | 7            | 372   | 8            |
| Green  | 217       | 1            | 178       | 1            | 171       | 8            | 566   | 1            |

The Maritime Education who got the highest percentage in terms of grand total was expected to maintain the biggest population since this course was the flagship of the university whereas Nursing had only few enrollees because this course got the most expensive tuition among all the courses. Table 2 showed that the number of students taking the SRA Reading Program from the last three school years were increasing based on the total number from both first and second semesters.

It started from 3,168 students, then to 5,557, and lastly, to 7,329. The percentage of SRA takers from 2017-2018 was 19.7 and for 2019-2020 was 45.7. The data showed an increasing trend on the SRA takers for the past three years. As a result, as the population of enrollees increased, the SRA takers also increased. Table 3 showed the number of available reading booklets for each power building kit. There were 712 booklets all in all, of which the power builder kit 2B had the highest

**Table 6. The Category Level of Reading Comprehension of Student Takers from S.Y. 2017-2018 to S.Y. 2019-2020**

|                    | Level of Comprehension | 2017 - 2018 | Total   | 2018 - 2019 | Total   | 2019 - 2020 | Total   |
|--------------------|------------------------|-------------|---------|-------------|---------|-------------|---------|
| <b>Upper Level</b> | Green                  | 217         | 315     | 178         | 358     | 171         | 1624    |
|                    | Lime                   | 26          |         | 118         |         | 228         |         |
|                    | Tan                    | 17          |         | 20          |         | 404         |         |
|                    | Brown                  | 30          |         | 25          |         | 431         |         |
|                    | Gold                   | 25          |         | 17          |         | 390         |         |
| <b>Neutral</b>     | Orange                 | 18          | Neutral | 42          | Neutral | 330         | Neutral |
| <b>Lower Level</b> | Red                    | 29          | 159     | 49          | 483     | 310         | 1043    |
|                    | Rose                   | 23          |         | 76          |         | 351         |         |
|                    | Violet                 | 13          |         | 66          |         | 112         |         |
|                    | Purple                 | 37          |         | 136         |         | 115         |         |
|                    | Blue                   | 57          |         | 156         |         | 155         |         |

number of booklets, while power builder kit 3A had 220, power builder kit 2C had 123, and the smallest number of booklets was the power builder kit 3A new which had 110 only. Among all the colors, the Blue Booklet of all Power Builder Kit had the highest percentage of 10.4 while the lowest was Green which had a percentage of 4.2. There were two 3A Power Builder Kit available in the Center for English Enhancement office which comprised the biggest number of booklets. Based on the SRA takers data, the highest total belonged to the first semester of school year 2019-2020 which had 4999 while the lowest total had only 1188 for the second semester of 2017-2018. With this, based on the total number of booklets in all Power Builder Kit, the available booklets did not suffice to the total number of SRA takers every semester. According to McGrawHill Education, the process of implementing SRA Reading Laboratory was a flexible program that can be easily implemented to fit a variety of school calendars and schedules. Although the program had a flexible reading schedule; however, the power builder booklets were expected to be individualized and must be available the moment they needed to read the assigned color. On the contrary, the university SRA laboratory Power Builder kits were not enough to cater all the SRA takers. Table 4 displayed the ratio of SRA takers to the number of booklets available. The Power Builder Kit 3A has the greatest ratio in the first semester of the school year 2017–2018 (7:1). It means that for every 7 student takers there is only 1 booklet available. In school year 2018-2019 the data showed with the highest ratio of 9:1. The data kept on the rise in the first semester of school year 2019-2020 with the ratio of 14:1. Based on the result of the ratio, the number of available booklets was not sufficient to the number of SRA takers in every power builder kit because of the increasing population. The result further verified the increasing trend of SRA takers. Thus, the data proved that there was a need for the SRA laboratory to add more Power Builder Kits and most likely to expand the area of SRA laboratory to cater the increasing number of SRA takers. This will also minimize cheating during the session. Table 5 showed the level of reading comprehension of students from 2017-2020. In the table, the number of colors and the number of students who underwent diagnostics for each year with its equivalent rank were all presented. For the 2017-2018 school year, the top three colors who got the highest number of takers were Green (217 takers), followed by Blue (57), and Purple (37). For the next school year of 2018-2019, the top three colors who got the highest number of takers were Green (178 takers), followed by Blue (156), and Purple (136). Lastly, for the school year 2019-2020, the top three colors who got the highest number of takers were Brown (431), followed by Tan (404), and Gold (390). Overall, the top three ranks who got the highest number of takers in diagnostics were Green (566), Brown (486), and Rose (450).

According to the Standard Learning Chart of SRA program, the highest score in the diagnostics belonged to the Green color which had an equivalent score of 13-16 while the lowest belonged to the Blue color which had an equivalent score of 1-3. For the school year 2017-2018, the level of comprehension of students was Green and for 2019-2020, the highest was Brown which had an equivalent score of 10. Based on the overall results, the Green color got the highest level of comprehension which had the equivalent score of 13-16 in the Starting Level Chart. Second is Brown which had the equivalent score of 10, and lastly, Rose which had an equivalent score of 4. The overall level of comprehension of students in their diagnostics showed that students had a stabilized reading performance for the past three years. The first two years showed that student takers were divided into highest and lowest comprehension levels. In the last year, student takers comprehension level was concentrated and stabilized to the average level. The top three reading booklets that the students highly needed were Green, Brown, and Rose based on the overall result of their diagnostics which also got the highest number of takers.

The top three overall levels of comprehension of student takers in the SRA Diagnostics were Green (566), Brown (486) and Rose (450). Most of the students were assigned to the color of Green which had the highest comprehension level 13-16 scores in the Starting Level Chart (SLC). Next is Brown which had the equivalent of 10 score, and lastly, Rose which had the equivalent level of comprehension of 4 score. For the past three years, as the number of enrollees expanded, the SRA takers also increased in their participation on the reading program. The Green color who got the highest SRA takers in the diagnostics had the lowest number of available booklets. With this, there was already a mismatch or disproportion on the distribution of SRA booklets during the implementation. The demand was greater than the supply. Moreover, the challenge in the program to consider was the fact that the number of SRA takers were higher than the available SRA Power Builder Kits. Table 6 was the simplified presentation on students' comprehension level from 2017-2020. There were three categorical diagnostic levels: upper and lower with the center as the median or the neutral. The researchers used these levels to calculate the proportion of test-takers who fall into the upper, neutral and lower category levels of comprehension. The results indicated that out of the total number of students who took the diagnostic test (4372), 2297 (53%) were at the upper level of comprehension (college or high school level), 1685 (38%) were at the lower level of comprehension (elementary level), and 390 (9%) were neutral.

## CONCLUSION

Based on the result, the following findings are generated: study showed that there were 16, 054 SRA Takers for the last three years. The number of takers were increasing in number every year. There were different SRA takers every semester who underwent diagnostic exam for reading comprehension. The power builder kits were inadequate to serve the SRA takers as shown in the ratio and proportion. 53% of SRA student takers were in the upper level category which can be classified to have acquired the college and high school comprehension skills, while 38% were in the lower level which can be classified to have acquired the elementary comprehension skills based on the standard learning chart. For the past three years, as the number of enrollees expanded, the SRA takers also increased in their participation in the reading program. Lastly, the SRA laboratory needs to add more Power Builder Kits, a bigger area to cater to the increasing number of SRA takers and working scholars to assist the SRA coordinator in administering the reading program.

## Recommendations

**Based on the findings, below are the following recommendations**

- Purchase additional power-builder kits to cater the number of SRA takers.
- Provide a conducive Reading laboratory that has spacious and accessible area to accommodate all participating colleges and proper ventilation for better focus in reading.

- Strengthen the intensive monitoring of utilization and evaluation of the SRA Program by adding more working scholars to help oversee the process of implementation.
- Conduct a diagnostic exam to determine the level of comprehension of takers and to decide on what kit to purchase
- Subscribe or purchase reading materials appropriate for the Reading Comprehension level of students.

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