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## Effectiveness of Peer Reading Strategy Towards Reading Performance

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### ABSTRACT

Reading performance is vital for academic success. This study explored the effectiveness of peer reading in enhancing reading performance among Grade 5 students. It assessed students' reading abilities and attitudes through pretests and posttests, comparing control and experimental groups. Sixty students from West City Central School participated, divided into two sections using purposive sampling. A researcher-made questionnaire and survey were used to evaluate performance and attitudes. An experimental design measured outcomes, analyzing data with means, standard deviations, ANOVA, and T-tests. The findings revealed that the Peer Reading Strategy significantly improved reading comprehension. The experimental group showed higher post-test scores than the control group, highlighting the strategy's effectiveness. Peer reading fostered a supportive learning environment, increased student engagement, improved fluency, and boosted confidence and motivation to read. The study underscores the importance of tailored interventions like peer reading, which provide additional support for struggling students. It recommends that school leaders offer training for teachers on peer reading methods and that the Department of Education explore adapting the strategy to other grade levels and subjects. Identifying key elements of peer collaboration can further enhance its impact, ensuring broader academic success for learners.

### INTRODUCTION

Peer reading involves learners working together, typically in pairs, to read and analyze a text to improve reading comprehension. However, developing strong comprehension skills can be a challenge for many learners. Reading comprehension in the Philippines was marked by poor proficiency levels across all educational levels (Obenza *et al.*, 2023). This challenge of Filipino learners in reading comprehension was seen in the dismal performance of the Philippines in the 2022 Program for International Student Assessment (PISA). In reading and arithmetic, Filipinos performed worse than other Program for International Student Assessment participants. This alarming result needs immediate action to ensure Filipino learners are not left behind. Learners need help with reading comprehension (Idulog *et al.*, 2023). The Department of Education (DepEd) vows to improve the quality of education with the National Learning Recovery Program through DepEd Order No. 013, s. 2013, which aims to strengthen the learning recovery and continuity program, improve literacy and numeracy, and accelerate the achievement of education targets.

Educators are constantly seeking effective strategies to address this challenge. Implementing better teaching strategies that successfully incorporate oral reading and comprehension can considerably increase reading outcomes (Obenza *et al.*, 2023). Peer reading has emerged as a promising approach. In response to this issue, this research investigated the effect of peer reading to enhance reading performance. Thus, this research aims to investigate the effectiveness of peer reading as a strategy

for improving reading performance among Grade 5 pupils in West City Central School, West 1 District Division of Cagayan de Oro City.

With this, the researcher sought to fill the gap by determining the effectiveness of peer reading towards reading performance using an experimental method. This study used control and experimental designs to give realistic evidence about the effects of peer reading strategy on pupil's reading performance. This aimed to contribute to understanding the effectiveness of instructional strategies for the reading performance of pupils with diverse abilities and how it can be tailored to meet their specific needs.

### LITERATURE REVIEW

Reading is a fundamental skill that underpins academic success and personal growth. It empowers individuals to access information, expand their knowledge, and develop critical thinking abilities. As Felipe (2022) emphasizes, cultivating a strong reading foundation in children and students is essential. Reading comprehension, the ability to understand and interpret written text, is a vital skill that significantly impacts educational attainment. However, Filipino students often struggle with comprehending written texts, particularly when it comes to drawing inferences and making judgments (Cabural & Infantado, 2023). This challenge can hinder academic progress and limit opportunities for lifelong learning.

To address this issue, it is crucial to enhance both prior knowledge and vocabulary. By building a strong foundation of background knowledge and expanding

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vocabulary, learners can better comprehend complex texts. When students possess relevant prior knowledge, they can connect new information to existing schemas, facilitating deeper understanding. Additionally, a rich vocabulary allows learners to decode words accurately and grasp the nuances of language, leading to improved comprehension. Thus, reading comprehension is a cornerstone of academic success. By prioritizing reading instruction and providing opportunities for students to engage with diverse texts, educators can empower learners to become confident and skilled readers. By focusing on building prior knowledge and vocabulary, we can equip students with the tools they need to excel in reading and beyond.

### Peer Reading Strategy

Peer reading is a strategy that involves students collaboratively reading and discussing with each other and has emerged as a powerful tool for improving reading performance. This collaborative approach fosters critical thinking, comprehension, and fluency. Within this broader framework of peer-to-peer learning, peer reading, peer tutoring, and peer-assisted learning (PAL) are distinct yet interconnected methods that share the common goal of enhancing learning. Numerous studies have demonstrated the efficacy of peer reading strategies in improving reading comprehension. Sulistami *et al.* (2018) found that students who participated in Peer Reading Learning Strategy (PALS) activities exhibited significant improvements in comprehension compared to those who engaged in individual reading.

Similarly, Sholikhah (2018) determined that peer tutoring had a positive impact on reading comprehension among eighth-grade students. Putri (2019) further supported these findings, revealing that students taught using PALS outperformed those taught through teacher-centered instruction. However, while the majority of research supports the positive side of peer reading, some studies have yielded mixed results. Icaopao (2019) found a significant difference in reading performance between the control and experimental groups, but the specific impact of peer-assisted learning was not explicitly examined. Akhtar *et al.* (2020) investigated peer tutoring for writing skills, highlighting its potential to improve students' understanding of text and enhance English writing abilities. Further, Ullah *et al.* (2020) emphasized the democratic and cooperative nature of peer tutoring, which can positively impact the academic performance of both students.

In addition to comprehension, peer reading strategies can improve reading fluency and accuracy. Gersten *et al.* (2020) highlighted the potential of peer tutoring interventions to enhance these skills. Robison (2022) and Mantiquilla (2023) further supported the positive impact of peer tutoring on reading comprehension. However, Jumud *et al.* (2023) found no statistically significant difference between pre-test and post-test scores, suggesting the need for longer-term interventions. Gubalani *et al.* (2023) also emphasized the significant improvement in reading

comprehension after peer tutoring but called for further research to solidify these findings.

Durukan's (2023) study revealed that there was no significant difference in the impact of peer-assisted learning, learning together, and current practices on students' attitudes toward reading. However, a significant difference was found in the lasting impact of students' attitudes toward reading, with the learning together technique demonstrating a more enduring effect. In conclusion, the research overwhelmingly supports the effectiveness of peer reading strategies in improving reading performance. By fostering collaboration, critical thinking, and a deeper understanding of texts, peer reading empowers students to become more confident and proficient readers. While further research is needed to fully explore the nuances of peer reading and its impact on diverse learners, the potential benefits of this collaborative approach are undeniable.

### Attitudes Towards Reading

An individual's attitude toward reading plays a pivotal role in shaping their reading habits and academic performance. A positive attitude fosters a love for reading, leading to increased engagement and comprehension. As Divya (2020) aptly points out, one's feelings toward reading can significantly influence their willingness to engage with texts. Successful reading comprehension demands a complex interplay of cognitive skills and motivation. To extract meaning from text, readers must be motivated to engage with the material. Research on reading motivation and engagement can inform effective instructional practices that cater to the diverse needs of learners. Barber *et al.* (2020) explored various characteristics of reading motivation and engagement, proposing instructional approaches to support students from diverse linguistic and cultural backgrounds.

Akhmetova and colleagues (2022) delved into the relationship between reading attitudes and achievement in middle school students. Their study revealed a strong correlation between reading enjoyment and positive attitudes toward reading. However, the link between attitude and reading comprehension scores was less pronounced. The authors emphasize the importance of cultivating a love of reading through appropriate instruction and access to engaging materials, which can contribute to the development of positive reading attitudes. Moreover, Wang *et al.* (2022) state that many factors affect the child's reading development, including social, cultural, genetic, and other aspects. Among them was their attitudes toward reading. Thus, a positive attitude toward reading is a powerful catalyst for academic success. By fostering a love of reading and providing opportunities for meaningful engagement, educators can empower students to become lifelong learners. Future research should continue to explore the intricate relationship between reading attitudes, motivation, and comprehension to develop effective strategies to support all students.

## Reading Performance

Reading performance, the ability to understand, utilize, and reflect on written text, lies at the heart of academic success. As Madrazo *et al.* (2019) define it, reading performance equips learners to achieve goals, develop knowledge, and fulfill their potential. It serves as the foundation for tackling tasks, grasping concepts, and demonstrating an understanding of various academic disciplines. According to Betts *et al.* (2019), students in the experimental group exhibited significantly higher academic achievement compared to those in the control group. This was evident in their performance on assessments, mastery of subject content, and increased motivation and engagement in their learning (Yabo, 2023). Unfortunately, studies revealed a concerning trend in declining reading abilities among students. Madrazo *et al.* (2019) identified an average reading comprehension level and satisfactory reading performance, which raises concerns about the overall preparedness of learners. This decline in reading proficiency has been linked to the broader crisis within Philippine education, highlighted by Librea *et al.* (2023). Identifying the factors leading to this decline is crucial for addressing the educational challenges faced by students. The findings of Logsdon (2020), stated that students who have trouble understanding what they are reading might struggle for a good part of the school. For students who struggle with reading comprehension, comprehending and explaining written content might present unique difficulties. The strong correlation between reading performance and academic achievement underscores the vital role reading plays in a student's success. Regardless of location, cultural background, or specific academic setting, fostering strong reading skills is paramount. When students can effectively understand and analyze written text, they are better equipped to excel across all subjects.

In conclusion, reading performance stands as the cornerstone of academic success. By prioritizing the development of strong reading skills, educators can empower students to become critical thinkers, confident learners, and successful contributors to society. Addressing the decline in reading proficiency requires a concerted effort to identify contributing factors and implement effective interventions. Only by ensuring strong reading skills can one ensure a solid foundation for a thriving educational system.

## Statement of the Problem

This study aimed to determine the effectiveness of the Peer Reading Strategy in improving reading performance and attitudes towards reading among Grade 5 pupils in West City Central School, Division of Cagayan de Oro City, during the First Quarter of the School Year 2024-2025. Particularly, this paper sought to answer the following questions:

1. What is the respondents' level of reading performance and their attitudes on the pretest of the control and experimental group?

2. What is the respondents' level of reading performance and their attitudes on the posttest of the control and experimental group?

3. Is there a significant effect on peer reading strategy on the pupil's reading performance?

## Theoretical Framework

Lev Vygotsky's Socio-Cultural Theory (1962) emphasized the role of social contact in learning. In terms of reading comprehension and peer reading practices, this paradigm proposes that peer interactions during reading activities might aid in the co-construction of meaning. Peers can scaffold one another's comprehension processes by engaging in collaborative discourse and negotiating understanding. This leads to a greater grasp of texts. Using the theory, the study looks into how peer interactions influence the development of reading comprehension abilities and the function of social context in learning.

In addition, Albert Bandura's work laid the groundwork for Social Learning Theory (1977), emphasizing the impact of observation and modeling on learning and behavior. Regarding peer reading practices, this concept indicates that students can learn by seeing their peers engage in reading activities and discussing books. Students can improve their comprehension skills by observing their peers' excellent reading tactics and comprehension techniques and adopting similar approaches.

Furthermore, the Social Learning Theory emphasizes the importance of reinforcement and feedback in the learning process, implying that peer interactions during reading activities might give useful feedback and reinforcement to improve reading comprehension. Using this theory, the study can investigate how observational learning and peer feedback influence the efficiency of peer reading practices in improving reading comprehension. With these theories, a peer reading strategy can be designed to optimize learning and development. Students can benefit from the collaborative nature of Vygotsky's approach while learning from observing and imitating the strategies of their peers, as suggested by Bandura's Theory.

## Scope and Limitations

This research focused on the effectiveness of a Peer Reading Strategy in improving reading performance among Grade 5 pupils in West City Central School, Division of Cagayan de Oro City. It focused on the level of reading performance and attitudes of the pupils in the pretest and posttest and identified the significant effect of the Peer Reading Strategy. Peer reading was implemented during the First Quarter of the School Year 2024-2025 for 13-weeks period. Reading performance was measured through pretest and posttest assessments, while attitudes towards reading were measured through a survey questionnaire. However, the study involved a limited number of Grade 5 pupils, affecting the generalizability to the entire school population. It also assessed the effectiveness of Peer Reading Strategy within a specific timeframe, not reflecting long term effects. Other external

factors influencing reading performance may not account such as individual learning styles, student motivation, or home environment. The effectiveness also impacted by how well the Peer Reading Strategy was implemented and monitored. Overall, by acknowledging these limitations, the researcher improved the interpretation of the results and suggests areas for future research.

**MATERIALS AND METHODS**

**Research Design**

This research study used the experimental design. Experimental research seeks to find the relationship among variables in a controlled and experimental group. The study utilized a pretest-posttest comparison group design. This research design, commonly employed in educational research (Bulus, 2021), has proven effective in studies on strategy instruction (Teng, 2020). The goal of this study was to investigate the effectiveness of the Peer Reading Strategy on the Grade 5 pupils’ reading performance and attitude towards reading. In this design, two groups were created: the control group, which did not receive any intervention but performed the same tests at the same time, and the experimental group, which received a peer reading strategy. The learners’ reading comprehension skills were assessed using pretest and posttest procedures (Gubalani, 2023). This design allowed the researcher to test the hypothesis by drawing reliable conclusions regarding the relationship between independent and dependent variables. It suggested the conceptual context in which the experiment was carried out (Robison, 2022).

**Study Setting**

The research was conducted at West City Central School (WCCS), a public elementary school located in one of the barangays of Cagayan de Oro City. This school is situated in Barangay Carmen. Division of Cagayan de Oro City has both public and private elementary and secondary schools. The Division of Cagayan de Oro has nine districts: Central District, East District I, East District II, North District I, North District II, South District, Southwest District, West District I, and West District II. Among West I District I were the schools of Balulang Elementary School, Fr. William F. Masterson S.J Elementary School, Macanhan Elementary School, Sacred Heart Village Elementary School, PIKIFI-Sacred Heart Village Elementary School-Annex, Upper Carmen Elementary School, and West City Central School. West City Central School is part of West 1 District of the Division of Cagayan de Oro City, which caters to a diverse student population from various socioeconomic backgrounds. Known for its commitment to providing quality education, West City Central School offers a conducive learning environment for students of diverse abilities. Further, the classrooms at West City Central School were typically moderate in size, equipped with traditional desks and chairs, and supplemented with flexible seating arrangements. The learning environment

was conducive to effective instruction, with access to essential instructional materials such as textbooks, workbooks, and reading materials.

Additionally, the school leveraged digital resources like tablets and the internet to enhance the learning experience through online reading materials and interactive activities. The teachers at WCCS were experienced educators dedicated to providing quality education. They possessed a strong foundation in reading instruction and were open to incorporating innovative strategies, such as peer reading, into their teaching practices. The school’s administrators were supportive of research initiatives and provided the necessary permissions, logistical support, and assistance to facilitate the smooth implementation of the study.

**Study Population and Sampling Technique**

The participants of the study involved Grade 5 pupils at West City Central School, Division of Cagayan de Oro City. Two sections participated in the conduct of this study comprising a total of sixty (60) respondents. Below is the table showing the distribution of the respondents. The researcher utilized purposive sampling to select participants who were deemed most suitable for the study. This strategic approach involved the researcher leveraging their expertise to identify individuals who possessed the specific characteristics and experiences necessary to provide valuable insights. By carefully selecting participants, the researcher aimed to maximize the depth and quality of the data collected. This ensured that the findings were not only relevant but also informative, contributing significantly to the understanding of the research topic.

**Table 1:** Distribution of Respondents per School

| Group        | Sections | Respondents |
|--------------|----------|-------------|
| Experimental | Rose     | 30          |
| Control      | Daisy    | 30          |
| Total        |          | 60          |

**Research Instruments**

In determining the effectiveness of the Peer Reading Strategy towards reading performance, the researcher administered a pretest and posttest to measure participants’ reading comprehension skills before and after the peer reading strategy for both the control and experimental groups. The test questionnaire was researcher-made. The researcher conducted the pretest for both the control and experimental groups. The learner’s attitude in reading was measured through a survey questionnaire with four point-scale with the description of strongly agree, agree, disagree and strongly disagree consisting of fifteen (15) indicators. The questionnaire consisted of multiple-choice statements based on the reading passage. Participants answered the questions to demonstrate their understanding of the text. After the pretest, the researcher conducted the reading session using the peer

reading strategy for the experimental group. The control group in this study continued with traditional, individual reading instruction and reading silently on their own, with the teacher providing guidance and support as needed.

**Statistical Treatment of Data**

To analyze the data the effectiveness of the Peer Reading Strategy, an experimental design was employed, with sixty (60) Grade 5 pupils purposively picked and assigned to experimental and control groups. An experimental group received peer reading intervention and control group followed a traditional teaching methods. A researcher-made questionnaire was administered as a pretest and posttest to assess reading performance and the survey questionnaire measured the reading attitude. A pretest was administered to both groups to assess their baseline reading comprehension level. After the intervention, a posttest was conducted to measure the impact of the strategy.

Statistical analysis involved descriptive statistics (mean, standard deviation) to summarize the data. Inferential statistics, specifically f-test and t-tests, were utilized to compare the mean scores of the experimental and control groups before and after the intervention. This statistical test determined if there was a significant difference between the mean scores of the experimental and control group. Additionally, a one-way ANOVA was conducted to examine the overall effect of the peer reading strategy on reading comprehension. This analysis compared the mean scores of the two groups on the posttest to determine if there were significant differences between them.

**Ethical Consideration**

The researcher precisely explained the study to potential

participants, outlining its benefits and the expected level of involvement. Throughout the research process, the researcher adhered to ethical principles and values. A specific consent form was developed for both parents and selected pupils, clearly outlining their roles, the research methods employed, and the confidentiality measures in place. This transparent approach fostered trust and encouraged open participation. Respondents were assured that only the researcher would have access to the study results. The researcher ensured that all participants fully understood the study’s purpose, procedures, and potential risks or benefits before agreeing to participate. They were informed about data collection methods, usage, and protection measures.

Further, to safeguard privacy, anonymity, and confidentiality, additional measures were implemented. While peer reading activities involved close collaboration between pupils, steps were taken to anonymize collected data and prevent the disclosure of individual performance or interactions that could lead to embarrassment or discomfort. To ensure ethical conduct, the researcher obtained ethical clearance prior to the study. This involved submitting a comprehensive proposal, informed consent forms, and other necessary documents to the ethics committee. By adhering to ethical guidelines, the researcher protected participants’ rights, maintained confidentiality, and upheld the highest ethical standards.

**RESULTS AND DISCUSSION**

**Problem 1. What is the respondents’ level of reading performance on the pretest and their attitude of the experimental and control group?**

**Table 2:** Distribution of Respondents’ Level of Reading Performance in the Pretest

| Level of Reading Performance                          | Control Group |               | Experimental Group |               |
|---|---------------|---------------|--------------------|---------------|
|   | Frequency(f)  | Percentage(p) | Frequency(f)       | Percentage(p) |
| Outstanding(90-100) 42-50                             | 6             | 20            |                    |               |
| Very Satisfactory (85 – 89)38-41                      | 7             | 23.3          | 2                  | 6.7           |
| Satisfactory (80 – 84) 34-37                          | 9             | 30            | 7                  | 23.3          |
| Fairly Satisfactory (75 – 79)30-33                    | 6             | 20            | 11                 | 36.7          |
| Did Not Meet the Expectations (74 and below) 29-below | 2             | 6.7           | 10                 | 33.3          |
| Total   | 30            | 100           | 30                 | 100           |
| Mean  | 33.70         |               | 30.87              |               |
| SD  | 5.80          |               | 5.30               |               |

Legend:

90 – 100 Outstanding – Advance  
 85 – 89 Very Satisfactory – Proficient  
 80 – 84 Satisfactory - Approaching Proficiency

75 – 79 Fairly Satisfactory - Developing  
 74 below- Did not Meet Expectation - Beginning

Table 2 presents the distribution of respondents' level of reading performance in the pretest with an overall mean score of 33.70 (SD=5.80) for the Control Group described as Satisfactory. This means that pupils had a fair understanding of the reading material. This could have been due to a variety of factors, such as previous reading habits, teacher-led instructions, or exposure to different texts. It also showed that the control group had some foundational skills in reading comprehension, although there was still room for improvement. While the Experimental Group revealed an overall mean score of 30.87(SD=5.30), described as Fairly Satisfactory. This means that pupils had foundational reading skills but may have needed more practice or motivation to reach a higher level of understanding. This implies their natural reading ability at the time. It suggests that the group had the potential to benefit more from targeted interventions, as their scores indicated more room for growth compared to the control group. Understanding these initial results was key to evaluating how effective peer reading would be in enhancing their comprehension. According to Robison's (2022) study, the experimental group was deemed superior following peer tutoring, but the control group was classified as advanced.

The Control Group revealed that the highest frequency was obtained by 9 (30%) participants, described as Satisfactory level of reading comprehension which means a solid understanding of the text. This implies that the control group possessed adequate foundational reading skills. In contrast, the Experimental Group revealed that the highest frequency was obtained by 11 (36.7%) participants, described as Fairly Satisfactory level of reading comprehension. This means a moderate

understanding of the text. These findings highlight the need for targeted interventions to address the diverse needs of the learners, particularly those struggling with reading comprehension. Reading comprehension is one of the essential factors in developing learners to become successful (Valledor, 2023). It is essential to prioritize and strengthen their reading skills, as suggested by Felipe (2022). The lower performance of the experimental group suggests potential limitations in their engagement with reading activities or exposure to reading materials.

On the other hand, the lowest frequency of the Control Group was obtained by 2 participants (6.67%), described as Outstanding. This means that these pupils possessed a strong understanding of the reading material. Factors such as prior reading experience, teacher-led instruction, or exposure to different texts may have contributed to their higher performance. However, in the Experimental Group, the lowest frequency was obtained by 2 participants (6.7%), described as Very Satisfactory. Despite these initial challenges, the experimental group demonstrated foundational reading skills. However, to reach a higher level of comprehension, they may require additional practice and motivation. Before the introduction of peer reading strategies, the pretest scores reflected their natural reading abilities. To evaluate the effectiveness Peer Reading Strategy in enhancing reading comprehension, it is essential to understand these baseline results. Several studies, such as Sulistami (2018), have demonstrated the positive impact of peer reading strategies on reading skills. By engaging in peer reading activities, pupils can benefit from collaborative learning, increased motivation, and improved comprehension.

**Table 3:** Distribution of Respondents' Level of Attitude towards Reading among the Control Group and Experimental Group in the Pretest

| Indicators  | Control Group |      | Description    | Experimental Group |      | Description    |
|---|---------------|------|----------------|--------------------|------|----------------|
|   | Pre-test      |      |                | Pre-Test           |      |                |
|   | Mean          | SD   |                | SD                 | Mean |                |
| Reading is fun and enjoyable activity.                                    | 3.57          | 0.57 | Strongly Agree | 3.53               | 0.51 | Strongly Agree |
| I believe reading can make my studies easier.                             | 3.37          | 0.67 | Agree          | 3.70               | 0.53 | Strongly Agree |
| Reading helps me learn new things and expand my knowledge.                | 3.73          | 0.45 | Strongly Agree | 3.50               | 0.68 | Strongly Agree |
| I would rather spend my free time in reading than doing other activities. | 2.80          | 0.81 | Agree          | 2.83               | 0.70 | Agree          |
| I am enthusiastic in reading books.                                       | 3.17          | 0.59 | Agree          | 3.23               | 0.77 | Agree          |
| Reading allows me to escape into different worlds and stories.            | 2.97          | 0.81 | Agree          | 2.93               | 1.08 | Agree          |
| Finding the right book to read is a challenge for me.                     | 2.87          | 0.78 | Agree          | 3.23               | 0.82 | Agree          |
| Reading new things helps me learn and grow.                               | 3.27          | 0.78 | Agree          | 3.50               | 0.57 | Strongly Agree |

|  |      |      |                |      |      |                |
|--|------|------|----------------|------|------|----------------|
| I like exploring things through reading.                     | 3.07 | 0.83 | Agree          | 3.17 | 0.75 | Agree          |
| Reading helps me relax and de-stress.                        | 2.97 | 0.89 | Agree          | 3.27 | 0.83 | Agree          |
| Learning new vocabulary words through reading is satisfying. | 3.20 | 0.71 | Agree          | 3.20 | 0.89 | Agree          |
| I would recommend reading a good book to my friends.         | 3.33 | 0.61 | Agree          | 3.37 | 0.72 | Agree          |
| Reading makes me feel more intelligent.                      | 3.33 | 0.66 | Agree          | 3.57 | 0.50 | Strongly Agree |
| I consider myself a person who enjoys reading.               | 3.07 | 0.74 | Agree          | 3.07 | 0.69 | Agree          |
| Reading improves my academic performances.                   | 3.50 | 0.73 | Strongly Agree | 3.63 | 0.67 | Strongly Agree |
| Overall  | 3.21 | 0.71 | Agree          | 3.32 | 0.71 | Agree          |

*Legend:*

3.41-4.00 - Strongly Agree / Very High

2.61-3.40 – Agree / High

1.81-2.60 – Disagree / Low

1.00-1.81 - Strongly Disagree / Very Low

Table 3 presents the level of attitude towards reading in the control group and experimental group during the pretest. The Control Group showed a generally positive attitude toward reading, with an overall mean of 3.21 (SD=0.71), described as Agree. This means that pupils already valued reading. They likely recognized the importance of reading for academic success and personal growth. The consistent “Agree” response suggests that reading was seen as valuable tool for improving learning skills. However, this positive attitude did not necessarily translate to increased reading engagement or improved habits without further motivation or support. This finding implied that while pupils recognized the benefits of reading, they might have required more structured encouragement to actively engage with texts. Gatchalian (2022) underscores the importance of focusing on reading, especially in the context of pandemic-related challenges, highlighting the need for strategies that enhance reading engagement and motivation.

The indicator, Reading helps me learn new things and expand my knowledge, obtained the highest mean score of 3.73 (SD=0.45), described as Strongly Agree. This means that pupils strongly recognized the intellectual benefits of reading. This implies that students were well aware of how reading contributed to their academic and general knowledge, which likely explained the strong agreement. Their understanding of reading’s role in learning might have stemmed from their school experiences, where reading was closely tied to acquiring information. However, despite this acknowledgment, it was important to question whether this recognition translated into actual reading practices outside of the classroom. This revealed that while pupils saw reading as a tool for gaining knowledge, it might not have been an activity they actively chose during their free time. Research by Sholikhah (2018) supports the idea that recognizing the importance of reading alone does not equate to active engagement, highlighting the necessity for targeted approaches to foster actual reading practices.

On the other hand, the indicator, I would rather spend my free time reading than doing other activities, got the lowest mean score of 2.80 (SD=0.81), described as Agree. This means that while pupils valued reading for learning, they were less likely to prioritize it in their leisure time. This could have been because pupils might have found other activities, such as socializing or using technology, more appealing and relaxing. The relatively low rating showed that even though pupils understood the importance of reading, they might not have found it enjoyable enough to make it a regular free-time activity. This disconnect suggested that promoting reading as a pleasurable activity rather than just an academic task might have been necessary to foster better reading habits among students. Research by Barber *et al.* (2020) indicates that nurturing a love for reading through appropriate training and access to appealing resources can create positive attitudes, which could help in making reading more appealing to pupils in their leisure time.

The Experimental Group showed a positive attitude towards reading being described as Agree indicated by an overall mean of 3.32 (SD = 0.71). This means that many pupils saw value in reading and understood its importance for their education. The participants felt that reading could enhance their understanding of different subjects, making learning easier for them. However, the overall agreement also indicated that there might have still been some hesitation or barriers to fully embracing reading as a key part of their studies. It was essential to foster a more positive environment around reading to help pupils gain confidence and see it as a daily habit. As highlighted by Gatchalian (2022), the need to focus on reading is even more crucial now, especially considering the educational challenges exacerbated by the pandemic. A supportive environment could greatly enhance students’ attitudes towards reading.

The indicator I believed reading could make my studies easier got the highest mean score of 3.70 (SD = 0.53), described as Strongly Agree. This means that pupils saw

reading as a helpful tool for their education. When pupils believed that reading could help them learn better, they were likely to approach their studies with a more positive mindset. This attitude could motivate them to read more, which was essential for their academic success. The belief that reading was beneficial could have led to increased reading activities in their daily lives, encouraging a habit that supported their learning. Developing this positive connection with reading was important because it could shape how they viewed learning for years to come. Research by Sulistami *et al.* (2018) supports this, demonstrating that positive attitudes toward reading can significantly enhance reading comprehension through collaborative strategies like Peer Assisted Learning. On the other hand, the indicator I would rather spend my free time reading than doing other activities, got the lowest mean of 2.83 (SD = 0.70), described as Agree. This means that while pupils agreed that reading had value, they might still have preferred other activities during their free time. This implies that reading might not have been seen as enjoyable or engaging enough compared to other hobbies. A learner's attitude towards reading significantly influences their reading performance and overall academic success. A positive attitude towards reading can motivate learners to engage with texts, persist through challenges,

and ultimately develop strong comprehension skills. It is crucial to foster positive reading attitudes by creating engaging and supportive learning environments. This can be achieved through a variety of strategies, such as providing access to a diverse range of texts, incorporating student interests, and encouraging discussion and reflection on reading materials. By cultivating a love for reading, educators can empower pupils to become lifelong readers and critical thinkers.

To improve this, it might have been important to introduce reading in a fun way, perhaps through group reading sessions or interactive activities that sparked interest. Encouraging pupils to see reading as a leisure activity rather than just a school task could have helped change their attitude. Fostering a more positive relationship with reading during free time could have helped build lifelong readers. Sholikhah (2018) found that taught through peer tutoring showed significant differences in reading engagement, underscoring the importance of making reading a more enjoyable activity.

**Problem 2. What is the respondents' level of reading performance and their attitudes on the posttest of the control and experimental group?**

**Table 4:** Distribution of Respondents' Level of Reading Performance in the Posttest

| Level of Reading Performance                          | Control Group |               | Experimental Group |               |
|---|---------------|---------------|--------------------|---------------|
|   | Frequency(f)  | Percentage(p) | Frequency(f)       | Percentage(p) |
| Outstanding(90-100) 42-50                             | 4             | 13.3          | 1                  | 3.3           |
| Very Satisfactory (85 – 89)38-41                      | 8             | 26.7          | 10                 | 33.3          |
| Satisfactory (80 – 84) 34-37                          | 6             | 20            | 16                 | 53.3          |
| Fairly Satisfactory (75 – 79)30-33                    | 11            | 36.7          | 3                  | 10            |
| Did Not Meet the Expectations (74 and below) 29-below | 1             | 3.3           |                    |               |
| Total   | 30            | 100           | 30                 | 100           |
| Mean  | 31.7          |               | 36.63              |               |
| SD  | 5.2           |               | 4.2                |               |

*Legend:*

90 – 100 Outstanding – Advance  
 85 – 89 Very Satisfactory – Proficient  
 80 – 84 Satisfactory - Approaching Proficiency

75 – 79 Fairly Satisfactory - Developing  
 74 below- Did not Meet Expectation - Beginning

Table 4 presents the distribution of respondents' level of reading performance in the pretest score of the control and experimental group. The posttest results for the Control Group, which utilized the traditional teaching method, obtained an overall mean of 31.7(SD=5.2) described as Fairly Satisfactory. This means that while they understood some material, they did not fully grasp it as well as they could have. Traditional learning often focused on lectures and memorization, which may not have engaged students deeply. In contrast, the Experimental Group that used the

peer reading strategy scored significantly higher, with an overall mean score of 36.63(SD=4.2), described as Satisfactory. This means that when pupils worked together and helped each other learn, they tended to understand the material better. Peer reading allowed pupils to share ideas, ask questions, and explain concepts to one another, making learning more interactive and fun. This method encouraged teamwork and communication skills, which were vital in that world. When pupils felt supported by their peers, they might have been more motivated to participate and take risks in their

learning. The improvement in the experimental group’s performance suggested that social interaction played a crucial role in effective learning. This shift towards collaborative learning could have led to better academic outcomes and prepared students for future challenges. This shift towards collaborative learning could have led to better academic outcomes and prepared pupils for future challenges. As highlighted by studies such as those by Sulistami *et al.* (2018) and Sholikhah (2018), peer-assisted learning strategies have shown significant improvements in reading performance, illustrating the effectiveness of peer reading in enhancing students’ understanding and academic performance.

Subsequently, the highest frequency of the Control Group was obtained by 11 (36.7%) participants, described as Fairly Satisfactory level. This means that while they understood some materials, they did not fully grasp them. The results highlight the challenges pupils face when learning in a predictable manner. If this approach continued, many students might have struggled to reach their full potential. Implementing better teaching strategies that successfully incorporate oral reading and comprehension can considerably increase reading outcomes (Obenza *et al.*, 2023).

Conversely, the Experimental Group obtained the highest frequency from 16 (53.3%) participants, described as Satisfactory. This means that when pupils work together and help each other learn, they tend to understand the material better. Peer reading allowed pupils to share ideas, ask questions, and explain concepts to one another, making learning more interactive and fun. This method encouraged teamwork and communication skills, which were vital in that world. When students felt supported by their peers, they might have been more motivated to participate and take risks in their learning. The improvement in the experimental group’s performance suggested that social interaction played a crucial role in effective learning. Schools should have recognized the benefits of such collaborative approaches and

incorporated them into their teaching strategies.

However, the lowest frequency of the Control Group was obtained by 1 (3.3%) participant, described as Did not Meet the Expectation. This could have led to gaps in understanding and limited their ability to apply what they learned in real-life situations. Looking for new ways to teach was essential for improving overall learning. Using traditional methods alone might not have met the needs of all learners, so schools should have considered trying more engaging strategies to boost pupils performance. As Gatchalian (2022) pointed out, reading is one of the fundamentals that must be instilled in children, emphasizing the need for educational strategies that effectively enhance pupils’ reading comprehension. Implementing better teaching strategies that successfully incorporate oral reading and comprehension can considerably increase reading outcomes (Obenza *et al.*, 2023).

On the other hand, the Experimental Group that used the peer reading strategy scored significantly higher, with the highest frequency obtained by 16 (53.3%) participants, described as Satisfactory. This means that when pupils worked together and helped each other learn, they tended to understand the material better. Peer reading allowed students to share ideas, ask questions, and explain concepts to one another, making learning more interactive and fun. This method encouraged teamwork and communication skills, which were vital in that world. When students felt supported by their peers, they might have been more motivated to participate and take risks in their learning. The improvement in the experimental group’s performance suggested that social interaction played a crucial role in effective learning. As highlighted by studies such as those by Sulistami *et al.* (2018) and Sholikhah (2018), peer-assisted learning strategies have shown significant improvements in reading comprehension, illustrating the effectiveness of peer reading in enhancing students’ understanding and academic performance.

**Table 5:** Distribution of Respondents’ Level of Attitude Towards Reading Among the Control Group and Experimental Group in the Posttest

| Indicators  | Control Group |      | Description    | Experimental Group |      | Description    |
|---|---------------|------|----------------|--------------------|------|----------------|
|   | Pre-test      |      |                | Pre-Test           |      |                |
|   | Mean          | SD   |                | SD                 | Mean |                |
| Reading is fun and enjoyable activity.                                    | 3.53          | 0.51 | Strongly Agree | 3.57               | 0.57 | Strongly Agree |
| I believe reading can make my studies easier.                             | 3.67          | 0.68 | Strongly Agree | 3.40               | 0.67 | Agree          |
| Reading helps me learn new things and expand my knowledge.                | 3.57          | 0.48 | Strongly Agree | 3.73               | 0.45 | Strongly Agree |
| I would rather spend my free time in reading than doing other activities. | 3.03          | 0.74 | Agree          | 3.37               | 0.61 | Agree          |
| I am enthusiastic in reading books.                                       | 3.47          | 0.73 | Strongly Agree | 3.50               | 0.63 | Strongly Agree |

|  |      |      |                |      |      |                |
|--|------|------|----------------|------|------|----------------|
| Reading allows me to escape into different worlds and stories. | 3.06 | 1.05 | Agree          | 3.37 | 1.79 | Agree          |
| Finding the right book to read is a challenge for me.          | 3.23 | 0.82 | Agree          | 3.13 | 0.78 | Agree          |
| Reading new things helps me learn and grow.                    | 3.60 | 0.56 | Strongly Agree | 3.33 | 0.76 | Agree          |
| I like exploring things through reading.                       | 3.30 | 0.60 | Agree          | 3.10 | 0.84 | Agree          |
| Reading helps me relax and de-stress.                          | 3.27 | 0.78 | Agree          | 3.07 | 0.78 | Agree          |
| Learning new vocabulary words through reading is satisfying.   | 3.17 | 0.87 | Agree          | 3.23 | 0.73 | Agree          |
| I would recommend reading a good book to my friends.           | 3.30 | 0.70 | Agree          | 3.43 | 0.57 | Agree          |
| Reading makes me feel more intelligent.                        | 3.47 | 0.51 | Strongly Agree | 3.30 | 0.70 | Agree          |
| I consider myself a person who enjoys reading.                 | 3.07 | 0.69 | Agree          | 3.10 | 0.76 | Agree          |
| Reading improves my academic performances.                     | 3.63 | 0.67 | Strongly Agree | 3.53 | 0.73 | Strongly Agree |
| Overall  | 3.36 | 0.69 | Agree          | 3.34 | 0.76 | Agree          |

*Legend:*

3.41-4.00 - Strongly Agree / Very High

2.61-3.40 – Agree / High

1.81-2.60 – Disagree / Low

1.00-1.81 - Strongly Disagree / Very Low

Table 5 presents the level of attitude towards reading in the control and experimental group during the posttest. The Control Group showed a positive attitude towards reading, with a slight increase in the overall mean of 3.36 (SD=0.69), described as Agree. This means that pupils maintained a favorable view of reading, possibly because they continued to recognize its value over time. The stable attitude implies that even without specific interventions, pupils’ perception of reading remained consistent, suggesting a general satisfaction with traditional reading practices. However, the minimal change also highlighted that deeper shifts in behavior or engagement might have required more targeted approaches. This suggests that while pupils’ positive attitudes were solid, further strategies were needed to translate this into more active reading habits. The study by Akhmetova *et al.* (2022) found a connection between reading enjoyment and positive attitudes toward reading, emphasizing that while students may recognize reading’s importance, fostering a love for reading can be crucial in improving engagement. The indicator I believe reading can make my studies easier obtained the highest mean score of 3.67 (SD=0.68), described as Strongly Agree, only slightly lower than in the pretest. This means that pupils’ recognition of the cognitive benefits of reading remained strong. This implies that their view of reading as an important tool for learning did not waver over time. The fact that this score stayed almost the same suggested that intellectual reasons were a primary motivator for reading among students. However, the challenge lay in encouraging students to not just appreciate reading but to engage in it more frequently as a habit. The research by Gersten *et al.* (2020)

indicates that peer reading strategies can significantly improve reading fluency and accuracy, suggesting that implementing such strategies might help bridge the gap between recognizing the importance of reading and actively engaging in it.

On the other hand, the lowest indicator I would rather spend my free time reading than doing other activities obtained a mean score of 2.80 (SD=0.81), described as Agree. This means that the respondents showed some improvement in pupils’ willingness to choose reading in their free time. This increase, while modest, could have suggested a slight shift in how students viewed reading as a leisure activity, perhaps because of increased familiarity or comfort with reading over time. However, even with this improvement, the score remained relatively low, indicating that pupils still preferred other activities. This suggests that while progress was possible, making reading a more attractive option for free time required further effort, such as creating environments where reading was seen as both fun and rewarding. Studies by Jumud *et al.* (2023) emphasize the need for longer peer tutoring interventions, which could help enhance students’ enjoyment of reading and their likelihood of choosing it as a leisure activity.

Moreover, the Experimental group, got an overall mean score of 3.34 (SD = 0.76), described as Strongly Agree. This slight increase from the pretest means that the introduction of the peer reading strategy may have positively influenced students’ attitudes toward reading. It shows that engaging with peers could make reading feel more enjoyable and less like a chore. With consistent exposure to reading, pupils might have felt more

comfortable and confident in their abilities. This growth in attitude could have led to a greater appreciation for reading and its benefits in learning. As pupils continued to engage with reading materials, they may have also developed a deeper understanding of the joy that reading could bring into their lives, making them more likely to choose reading as a regular activity. Putri (2019) confirmed that peer-assisted strategies significantly boost students' reading comprehension, aligning with the observed improvements in pupils attitudes in this study. The indicator Reading helped me learn new things and expand my knowledge, got the highest mean score of 3.73 (SD = 0.45), described as Strongly Agree. This strong belief reflected that students recognized reading as a key tool for gaining new information and ideas. When pupils felt that reading enhanced their learning, they were more likely to approach it with enthusiasm. This positive view could motivate them to explore different genres and subjects, expanding their horizons. As they continued to associate reading with knowledge, they might have developed a lifelong love for learning. Encouraging this mindset could have been crucial, as it might have led pupils to become more curious and proactive in their studies. The findings of Akhtar *et al.* (2020) indicate

that peer tutoring not only improves reading skills but also fosters a desire to learn, which aligns with pupils' recognition of reading as a means to gain new knowledge. On the other hand, the indicator Reading helped me relax and de-stress, got the lowest mean score of 3.07 (SD = 0.78), described as Agree. Although pupils agreed that reading could be relaxing, the lower means that they might not have fully viewed it to unwind. This could have meant that reading was still seen as a task rather than a source of enjoyment. To change this perception, it could have been helpful to provide students with relaxing reading materials or set aside time for them to read purely for pleasure. By creating a more comfortable and enjoyable reading environment, students might have begun to appreciate reading to relieve stress. Developing this view could not only have enhanced their reading habits but also contributed positively to their overall well-being. As emphasized by Gersten *et al.* (2020), the implementation of peer tutoring can lead to improved reading fluency and comprehension, which can transform reading into a more enjoyable and less stressful activity.

**Problem 3. Is there a significant effect on Peer Reading Strategy on the pupil's reading performance?**

**Table 6:** Test of Significant Effect on Peer Reading Strategy on the Pupil's Reading Performance

| Group        | N  | Reading Performance |          | T-test | f-test | Interpretation |
|--------------|----|---------------------|----------|--------|--------|----------------|
|              |    | Pre-Test            | Posttest |        |        |                |
| Experimental | 30 | 30.87               | 36.63    | -4.415 | 0.183  | Significant    |

Table 6 presents the reading performance of Grade 5 pupils who used the Peer Reading Strategy. The results of the study indicate a significant effect in the reading performance of the experimental groups, as evidenced by the t-test and f-test results. It revealed that the experimental group, had a pre-test mean score of 30.87 and significantly improved to a post-test mean of 36.63. The t-test value of -4.415 and f-test value of 0.183 indicate this improvement was statistically significant. The experimental group, which implemented the peer reading strategy, exhibited a significant increase in average reading performance from the pretest to the posttest. This significant effect suggests that the peer reading strategy was effective in improving reading comprehension for this group of pupils. Sholikhah, (2018) determined a significant difference in reading comprehension scores between students who are taught utilizing the peer technique and those who are not.

In addition, research indicates that peer reading strategies can significantly improve reading fluency and accuracy, which are crucial for reading comprehension. Gersten *et al.* (2020) highlight that interventions involving peer tutoring can lead to marked improvements in these areas. The findings of this study support the effectiveness of peer reading as a strategy to enhance reading comprehension. The collaborative nature of peer reading, as supported by Vygotsky's sociocultural theory (allows students to learn

from each other, receive feedback, and develop critical thinking skills).

While this study provides valuable insights into the effectiveness of peer reading, it is important to acknowledge some limitations. The sample size may have been limited, and the duration of the intervention may have been relatively short. Future research could explore the long-term impact of peer reading, investigate the effects of different peer grouping strategies, and examine the role of teacher guidance in peer reading activities. A study by Sulistami *et al.* (2018) corroborates these findings, indicating that students participating in Peer Assisted Learning Strategy (PALS) activities exhibited significant improvements in reading comprehension compared to those engaged in individual reading.

**CONCLUSIONS**

The findings of the study indicate that after implementing the Peer Reading Strategy, the pupils' reading performance significantly increased. The Experimental Group improved to a Satisfactory performance level, whereas the Control Group slightly decreased to a Fairly Satisfactory performance level. Meanwhile, the Experimental group maintained positive attitudes toward reading. Meanwhile, both groups maintained positive attitudes toward reading. However, the Experimental Group displayed a significant shift in their perception of reading. They increasingly

associated reading with gaining knowledge and recognized its educational benefits. Despite this positive change, both groups found it challenging to prioritize reading as a leisure activity over other interests. This suggests that further interventions are necessary to foster a love of reading for pleasure.

### Recommendations

Based on the given conclusions of the study, several recommendations are presented:

1. The curriculum planners of the department should integrate interactive teaching strategies to support learners who struggle with reading comprehension. Tailored intervention such as peer reading is essential to areas where students may need additional support. This approach has shown to significantly improve the reading performance among Grade 5 students.

2. School heads must provide an adequate training and professional development of teachers in using innovative teaching methods to enhance the reading performance of learners, such as Peer Reading Strategy. Establishing a supportive environment that encourages teachers to adopt these methods can lead to improve academic outcomes and foster a positive reading culture within the school. Moreover, schools can organize reading programs and activities that promote engagement and make reading a more enjoyable.

3. The Department of Education should investigate how these strategies can be modified to different grade levels and subjects, as well as to identify the specific elements of peer collaboration that contribute most to student success. By building on the findings of this study, researchers can provide valuable insights that further improve educational practices and contribute to enhancing student learning experiences.

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