

# Daily Routine Reading Exercises: A Strategy in Enhancing Student Comprehension in The Philippines

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## Abstract

Reading comprehension is an important skill for every student. Brandon (2021) emphasized that without it, student gain no meaning from what they read. Manaog (2020) stated that the Program for International Student Assessment (PISA) results of 2018 revealed that 80% of Filipino students did not achieve the minimum reading comprehension. Ozowuba (2018) noted that the academic performance of students is influenced by their level of proficiency in their language of instruction connected to limited comprehension and reading ability. Students who struggle to read and comprehend struggle in all subjects. The Daily Routine Reading Exercises are short texts reading exercises given to the students every day as a part of their classroom routine activity to aid the struggling readers to practice and enhance students' reading comprehension skills. The researcher employed descriptive research design using the survey questionnaire as a data gathering tool as assessed by English teachers from selected public secondary schools in Cluster I, North I District, City of Caloocan. The extent of effectiveness of the use of Daily Routine Reading Exercises in enhancing student reading comprehension got an average weighted mean of 3.06 or High Extent and with a Wm of 3.33 or Very High Extent Used as reinforcement in teaching reading, in helping the students develop and enhance their comprehension skills.

**Keywords:** Daily Routine Reading Exercises, Strategy, Enhance, Reading Comprehension

## Introduction

One of the most important skills a person can obtain is reading comprehension. Brandon (2021) emphasized that without it, people gain no meaning from what they read. Comprehension is the foundation for all reading processes. It plays a vital role as foundation and the ultimate objective of the reading learning process. The capacity of the readers to apprehend what they are reading, interpret thoughts, and make use of what one learns from studying to real-life conditions represents comprehension. Being able to decode and understand the meaning behind the text helps one develop intellectually, socially and professionally.

Manaog (2020) stated in a 2018 global survey of 600,000 students for the Program for International Student Assessment (PISA), participating Filipino students around the age of 15 had 340 points of reading comprehension, may below the average of 487 points. As a result, the Philippines was the last of the 79 countries in the survey. Consequently, 80% of Filipino students did not achieve the minimum reading comprehension.

In addition, Sadongdong et al. (2019) stated that the overall results of the national assessment showed that learners struggle to meet learning standards in early language, literacy and numeracy which appear to be caused by gaps in learners reading comprehension. This means that there are many low performing learners

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who could not read and comprehend and unable to demonstrate knowledge. Apparently, there are still deficits in literacy skills both in languages and content areas among elementary and high school learners. Poor reading ability of Filipino students is a reality that needs to be recognized in order to improve the country's educational system. Briones underscored the need to strengthen the proficiency of every learner due to students' lack of reading and comprehension.

In connection to the aforementioned, in one of the public schools in Caloocan where the researcher is teaching, out of 2,857 students evidently shows that 1,237 students get low points in reading comprehension. The problem is observed based on the researcher experienced and Grade 7 English teachers in their teaching practice. The reality in the field presumably, that learning comprehension in class is still not as expected based from the results of their tasks, outputs and tests. This clearly shows from the results of their tasks, outputs and tests. Thus, reading and comprehension is a lackluster and an issue to resolve in early years of the development of the child.

To bridge the gap between the problems presented, the researcher thought of a fitted strategy which can be used in practice through the utilization of the Daily Routine Reading Exercises a Strategy in Enhancing Student Comprehension. Daily routine reading exercises is an activity to practice reading comprehension (Lopez, 2020). Creating a reading routine, a day results in a more productive form of reading. The daily routine reading exercises fills a child's mind with facts and information, helps improve writing, grammar, spelling and vocabulary. These are short texts reading exercise given to the students every day as a part of their classroom routine activity suitable to enhance low level of comprehension and struggling readers to practice and enhance students' reading comprehension skills.

The researcher aimed to determine the effectiveness of the daily routine reading exercises, a strategy in enhancing student comprehension as assessed by English teachers from selected public secondary schools in Cluster I, North I District, Division of Caloocan City, during the Academic Year 2021-2022.

## Statement of The Problem

This study aimed to determine the effectiveness of the daily routine reading exercises, a strategy in enhancing student comprehension as assessed by English teachers from selected public secondary schools in Cluster I, North I District, City of Caloocan, during the Academic Year 2021-2022.

Specifically, it sought answers to the following questions:

1. How do the respondents use the daily routine reading exercises as a strategy in enhancing student comprehension?
2. What is the extent of effectiveness on the use of daily routine reading exercises in enhancing student reading comprehension?
3. What reading difficulties are encountered by the student in using daily routine reading exercises as perceived by the teachers?
4. What challenges are encountered by the teachers using the daily routine reading exercises and how are these resolved?
5. How may the findings be utilized in compiling the contextualized selections used in enhancing student reading comprehension?

## Theoretical Framework

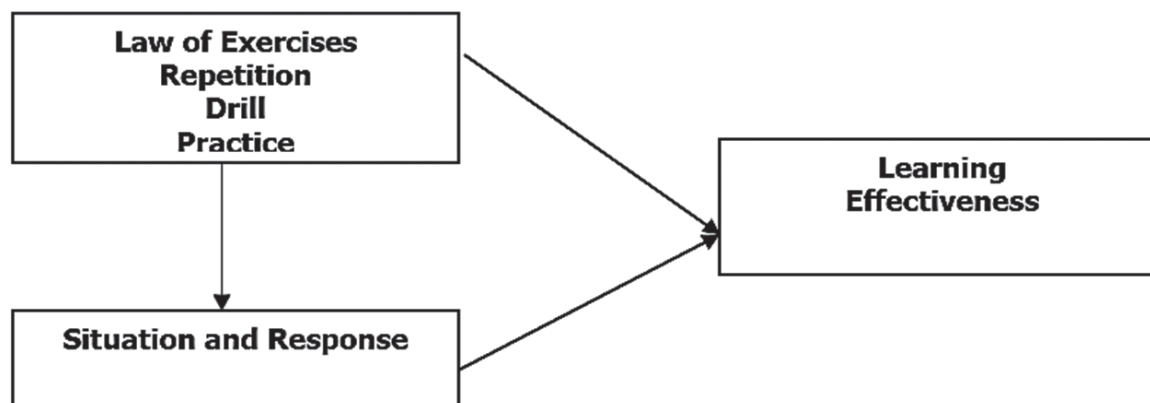


**Figure 1.** Thorndike's Law of Exercise

To further guide the researcher in understanding guidelines and procedures to conduct the daily routine reading exercises as strategy in enhancing student's comprehension, Thorndike's Theory of the Law of Exercise (1932) was adopted. Connections are strengthened with practice and weakened when practice is discontinued which reflects the adage "use it or lose it." The learners need to practice what has been learned in order to understand and remember the learning. Exercise is most meaningful and effective when a skill is learned within the context of a real world. Thorndike's Law of Exercise deemed on the value of repetition, drill, and practice. The term drill and practice are defined as a method of instruction characterized by disciplined, systematic repetitious exercises and concepts used as a means of teaching and perfecting a skill or procedure.

The Daily Routine Reading Exercises serves as an instructional strategy that will promote the acquisition of knowledge or skills through systematic training by multiple repetitions, rehearses, practices, and engages in a rehearsal in order to learn or become proficient reader. This also shows to develop or maintain one's specific skills and the sub skills built through drill and practice should become the building blocks for more meaningful learning.

Further, the implication of the theory in this study merely relied on the beliefs of Thorndike's law of exercise in learning. Drill or practice of exercises helps in increasing efficiency and durability of learning. This suggests that by exercising frequently and vigorously, bonds between the situation and response are strengthened.

The researcher used this theory because it is anchored to the present study wherein the teacher and parents are the knowledgeable persons who can extend efforts and patience through repetitive drills on reading as a reinforcement tool. Repetition of activities fix knowledge and enhance skills to be learned. The exercises and practice are mainly to encourage the learner who is experiencing problems and to develop the love for reading and the favorable results on competencies in reading. Moreover, the researcher looks at reading routine and habit as the foundation of reading comprehension and thinks that this might be the most appropriate model to form an instruction for her study.

## Conceptual Framework

Reading and reading comprehension nowadays remain the most needed skills of the students. Elementary and high school learners are still deficient in literacy skill both in language and content areas. In order to address the aforementioned gaps, there is a need to strengthen the reading proficiency of every learner and to nurture a culture of reading which is a requisite skill in all content areas. DepEd Memorandum No.173, s 2019 entitled “Hamon: Bawat Bata Bumabasa (3Bs Initiative)” strongly encouraged the educators to respond on this call by intensifying the advocacy for reading and by pledging commitment to make every learner a reader at at his/her grade level.

The conceptual paradigm illustrates the utilization of the Daily Routine Reading Exercise a Strategy in Enhancing Students Comprehension. This reflects that the researcher considered this daily exercise as a gear and mediating device which helps to enhance student’s comprehension through persistent engagement in reading drill and practice.

This study was anchored on the concept of Bismo (2018) claimed that reading a book everyday as a part of daily activities has many significant benefits to a student. The more books the students read the more students realize the importance and see the better views of life. Daily routine reading activity of the students will help improve their knowledge, augment analytical skills, and give better writing and communication skills. In addition, Boakye (2017) mentioned the repeated constant and continuous substantial exposure to the texts help make students acquire reading speed and comprehension. Nash (2019) ten-minute daily routine reading practice can help build stronger reading skills. Inspiration was drawn from a review on the different studies and its effectiveness of the daily routine reading exercises to enhance student comprehension skill. The purpose of the concept is to help student enhance their reading comprehension, broaden their ideas, develop the habit of reading that will transform student into an independent reader and the impact will be in long term not only to make change in their entire academic trajectories as well as can be very beneficial in the life ahead and can change one’s lives.

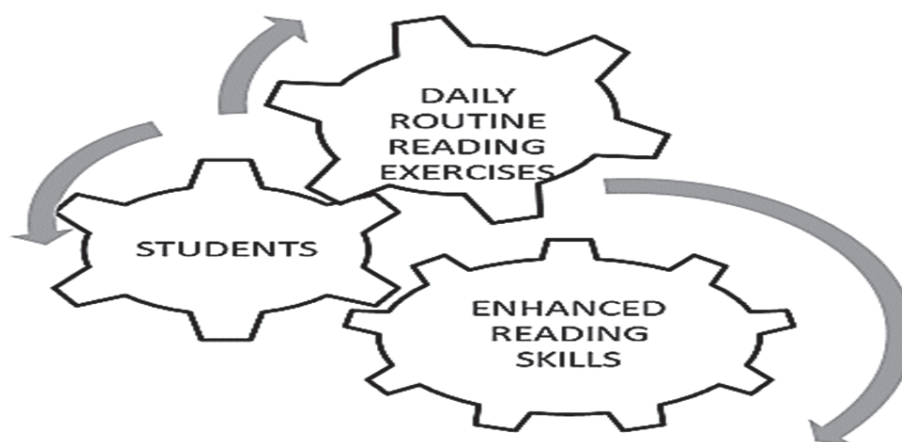


**Figure 2.** Conceptual Paradigm

Figure 2 explained the process of the daily routine reading exercises strategy to improve student’s comprehension. In daily routine reading exercises students were given a ten-minute contextualized reading

material with their pleasure and their level. This will elicit student's participation in engaging in reading. By using the Daily Routine Reading Exercises, like the gears they mesh and grind together, both the teacher and the students can be assisted in their own roles during the teaching and learning of reading. The students can be helped to improve their comprehension skills and the teacher can be more involved and active to guide the students during the reading session every day. Hardy (2018) emphasized that a ten-minute routine of learning and reading can develop a powerful memory. It helps someone to be a powerful thinker and develops to become extremely intelligent. Thus, it helps to become productive. It also develops expertise in solving difficult areas of someone's life.

The main purpose of the daily routine reading exercises is to engage the students into reading habits that will enhance their vocabulary and comprehension, increase attention span, and develop an interest to learn more every day, prepare them higher education, and instill a lifelong love of books and become an independent reader.

A gear is a rotating circular machine part having cut teeth or, in the case of a cogwheel, inserted teeth (called cogs), which mesh with another (compatible) toothed part to transmit (convert) torque and speed. Like the basic principle behind the operation of gears, the (called cogs) can be referred to the students which mesh with another (compatible) toothed part, referred to Daily Routine Reading Exercises to transmit (convert) torque and to increase speed or increase force, referred to the Enhanced Reading Skills. Figure 2 is comparable to how this study will work as the gear works and functions. Gearing or meshing together with the daily routine reading exercises and engagement of the students into their reading task the effect will be never ending, once the skills are enhanced.

## Methodology

### Research Design

The researcher employed Descriptive research design using the survey questionnaire as a data gathering tool. According to Siedlecki (2020), a descriptive research design is the most appropriate tool when studying a phenomenon that tends to seek the opinion of the respondents without the researcher attaching his value. This method was deemed the most appropriate to be employed in this study to determine the prevailing conditions on measuring the effectiveness of the daily routine reading exercises as a strategy in enhancing student comprehension. The reading difficulties encountered by the students and the challenges explained by the teacher in using the strategy, as well as the resolution employed by the latter.

### Respondents

The respondents utilized in this study were the 54 teachers from the selected six (6) public secondary schools in Cluster I North I District, Division of Caloocan during Academic Year 2021-2022.

The number of respondents per school are as follows: Amparo High School (6); Caloocan Business Science High School (6); Caloocan National Science and Technology High School (6); Camarin High School (20); Cielito Zamora High School (10) and Horacio Dela Costa High School (6) yielding a total of 54 teachers of English from whom the needed data were derived.

### Sampling Techniques

The researcher used cluster random sampling in the selection of the teacher respondents limiting the fifty percent (50%) of the total number of English teachers' population per school to serve the intention of the study from the six (6) selected public secondary schools in Cluster I, North I District City of Caloocan.

In terms of statistical treatment, the researcher employed descriptive statistics such Weighted Mean, to address problems nos. 1 and 2. Frequency and Percentage Distribution was applied for problem nos. 3 and 4 to determine the reading difficulties of the students, challenges encountered and solutions made by the teachers in using the Daily Routine Reading Exercises. The Four-Point Rating Scale was used in scaling the value to each of the four (4) responses.

### Summary of Findings

Based on the gathered data, the researcher came up with the following findings.

#### 1. Use of the Daily Routine Reading Exercises as a Strategy in Enhancing Student Comprehension

| Table 1               |                                                                                         | Use of the Daily Routine Reading Exercises as a Strategy in Enhancing Student Comprehension |     |      |
|-----------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----|------|
| Respondents:          |                                                                                         | Wm                                                                                          | I   | Rank |
| a.                    | use the Daily Routine Reading Exercises as motivation.                                  | 3.06                                                                                        | HE  | 10   |
| b.                    | adopt the Daily Routine Reading Exercises as a tool to convey information.              | 3.19                                                                                        | HE  | 6    |
| c.                    | utilize the Daily Routine Reading Exercises to makes close links into their lesson.     | 3.19                                                                                        | HE  | 6    |
| d.                    | use the Daily Routine Reading Exercises to mentor reading progress of a student.        | 3.24                                                                                        | HE  | 4    |
| e.                    | utilize the Daily Routine Reading Exercises as a tool for effective reading engagement. | 3.26                                                                                        | VHE | 3    |
| f.                    | use the Daily Routine Reading Exercises to reinforce teaching reading                   | 3.33                                                                                        | VHE | 1    |
| g.                    | adopt the Daily Routine Reading Exercises as an aid to student retention of knowledge.  | 3.19                                                                                        | HE  | 6    |
| h.                    | utilize the Daily Routine Reading Exercises as a world bank.                            | 3.15                                                                                        | HE  | 8.5  |
| i.                    | use the Daily Routine Reading Exercises to promote self-directed learning.              | 3.31                                                                                        | VHE | 2    |
| j.                    | incorporate the Daily Routine Reading Exercises in daily lesson.                        | 3.15                                                                                        | HE  | 8.5  |
| Overall Weighted Mean |                                                                                         | 3.21                                                                                        | HE  |      |

The first three in rank are:

- Use to reinforce in teaching reading with a Wm of 3.33 or Very High Extent;
- Use as to promote self-directed learning with a Wm of 3.31 or Very High Extent; and
- Utilize as a tool for effective reading engagement with a Wm 3.26 or Very High Extent.

Overall, the assessment of the respondents on the use of the daily routine reading exercises as a strategy in enhancing student comprehension got an average Wm of 3.21 or High Extent. It is therefore essential to provide these multiple reading experiences for young learners: Daily Routine Reading Exercises with a variety of genres, reading with them and facilitating this strategy with tailored feedback and guidance and promoting extended independent reading opportunities at home and after the school. If reading makes one smarter, and if reading is important for a child to get off to a successful early start for future reading ability and engagement, then the value of early reading engagements cannot be overestimated. Reading reinforcement produces reading engagement, which promotes achievement. When students fully engage in reading activities and it is consistent, active reading engagement helps individual build the varied cognitive processes requisite to deep reading comprehension.

## 2. Extent of Effectiveness of the Use of Daily Routine Reading Exercises in Enhancing Student Reading Comprehension

| <b>Table 2      Extent of Effectiveness of the Use of Daily Routine Reading Exercises in Enhancing Student Reading Comprehension</b> |                                                                  |             |           |             |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------|-----------|-------------|
| <b>Indicators</b>                                                                                                                    |                                                                  | <b>Wm</b>   | <b>I</b>  | <b>Rank</b> |
| The students:                                                                                                                        |                                                                  |             |           |             |
| a.                                                                                                                                   | are focused on their reading task.                               | 3.07        | HE        | 5           |
| b.                                                                                                                                   | have developed their vocabulary skills                           | 3.09        | HE        | 4           |
| c.                                                                                                                                   | are able to determine important and supporting ideas             | 3.00        | HE        | 8           |
| d.                                                                                                                                   | have developed skill in decoding reading exercises               | 3.11        | HE        | 2.5         |
| e.                                                                                                                                   | are able to acquire necessary skills in comprehension            | 3.11        | HE        | 2.5         |
| f.                                                                                                                                   | have developed to become enthusiastic and motivated readers      | 3.06        | HE        | 6           |
| g.                                                                                                                                   | have strengthened the love of reading                            | 3.04        | HE        | 7           |
| h.                                                                                                                                   | are able to learn new things and can connect to the world        | 3.15        | HE        | 1           |
| i.                                                                                                                                   | have developed to become more proficient and independent readers | 2.93        | HE        | 10          |
| j.                                                                                                                                   | are able to enhance their academic performance                   | 2.96        | HE        | 9           |
| <b>Overall Weighted Mean</b>                                                                                                         |                                                                  | <b>3.06</b> | <b>HE</b> |             |

The first three in rank are:

- The students are able to learn new things and can connect to the world with a Wm of 3.15 or High Extent;
  - The students have developed skill in decoding reading exercises and the students are able to acquire necessary skills in comprehension with Wm of 3.11 or High Extent;
- and
- The students have developed their vocabulary skills with Wm of 3.09 or High Extent.

Overall, the extent of effectiveness of the use of daily routine reading exercises in enhancing student reading comprehension got an average weighted mean of 3.06 or High Extent. The efficacy of the Daily Routine Reading Exercises instructional program as a strategy in enhancing reading comprehension designed to strengthen decoding and fluency skills have been shown to benefit students reading progress and achievement. Growth in comprehension was observed to occur as an indirect consequence of improvement in decoding, word recognition and fluency skills.

### 3. Reading Difficulties Encountered by the Students Using Daily Routine Reading Exercises as Perceived by the Teachers

| Table 3    |                                                                                    | Reading Difficulties Encountered by the Studenta in Using Daily Routine Reading Exercises as Perceived by the Teachers |    |      |
|------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----|------|
| Indicators |                                                                                    | *f                                                                                                                     | %  | Rank |
| a.         | lack of understanding of the text                                                  | 44                                                                                                                     | 81 | 1    |
| b.         | slow phase in reading                                                              | 31                                                                                                                     | 57 | 9    |
| c.         | inability to follow direction                                                      | 38.00                                                                                                                  | 70 | 5.5  |
| d.         | poor decoding and word recognition                                                 | 32                                                                                                                     | 59 | 7.5  |
| e.         | failure to use background knowledge                                                | 32                                                                                                                     | 59 | 7.5  |
| f.         | difficulty in concentration of the text                                            | 38                                                                                                                     | 70 | 5.5  |
| g.         | poor retention of the text read                                                    | 40                                                                                                                     | 74 | 3    |
| h.         | failure to understand the intent and to determine the author's purpose of the text | 41                                                                                                                     | 76 | 2    |
| i.         | poor understanding of grammatical structure of the text                            | 39                                                                                                                     | 72 | 4    |
| j.         | inability to read the English text orally                                          | 22                                                                                                                     | 41 | 10   |

The first three in rank are:

- Lack of understanding of the text with 44 respondents or 81%;
- Failure to understand the intent and purpose of the text with 41 respondents or 76%; and
- Poor retention of the text read with 40 respondents or 74%.

Overall, reading comprehension difficulty in which a person has trouble understanding the meaning of words and passages of writing. If the students are able to read a passage out loud but cannot tell much about it afterward, they have specific reading comprehension deficit. Some students with reading comprehension disorder have trouble learning to read and pronouncing words, but grasping meaning from text is their main challenge. Students with learning difficulty also often know they are behind their peers in certain academic areas, which can affect their self-esteem and motivation.

#### 4. Challenges Encountered by the Teachers in Using the Daily Routine Reading Exercises and Possible Solution to Address Them.

| <b>Table 4</b> Challenges Encountered by the Teachers in Using the Daily Routine Reading Exercises and Possible Solutions |           |          |             |                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------|-----------|----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicators</b>                                                                                                         | <b>*f</b> | <b>%</b> | <b>Rank</b> | <b>Solutions</b>                                                                                                                                                                  |
| a. lack of student's interest in reading                                                                                  | 46        | 85       | 2           | a. give students reading materials that fit into their interest and reading level                                                                                                 |
| b. poor student's family orientation on the importance of reading                                                         | 41        | 76       | 4           | b. remind the parents regularly about the importance and advantages of reading                                                                                                    |
| c. Lack of student's schema activation                                                                                    | 38        | 70       | 6           | c. give students shorter, interesting and fun-filled activities that will help elicit prior knowledge                                                                             |
| d. absence of patient's follow-up and support                                                                             | 47        | 87       | 1           | d. engage parents/guardians in monitoring the reading progress of students thru regular communication and progress monitoring charts                                              |
| e. student's over exposure to social media and online games/activities                                                    | 43        | 80       | 3           | e. maximize student interest in social media, online games and activities by giving them crafted reading materials using these platforms                                          |
| f. difficulty in imposing e-classroom discipline                                                                          | 27        | 50       | 8.5         | f. impose classroom discipline firmly and be prompt in giving merit to yielding students                                                                                          |
| g. insufficiency of time in preparing reading materials.                                                                  | 26        | 48       | 10          | g. budget ample time and devote self in preparing engaging reading materials                                                                                                      |
| h. limited times in monitoring student's progress in reading                                                              | 39        | 72       | 5           | h. promote peer coaching approach by tapping bright students' help in monitoring their class7mates who need assistance and require a regular reporting on peer's reading progress |
| i. insufficiency of trainings on related strategy                                                                         | 27        | 50       | 8.5         | i. attend webinars, trainings and workshops on teaching reading to gain new ideas, insights and strategies                                                                        |
| j. difficulty in addressing the needs of the learners with reading disabilities                                           | 34        | 63       | 7           | j. seek assistances from the school administrators and other teachers in creating a reading clinic for intervention program                                                       |

\*multiple response

The first three in rank are:

- a. Absence of parent's follow-up and support with 47 respondents or 87%; Possible solution to this is to engage parents/ guardians in monitoring the reading progress of students thru regular communication and progress monitoring charts.
- b. Lack of student's interest in reading with 46 respondents or 85%; and Possible solution to this is to give students reading materials that fit into their interest and reading level.
- c. Students over exposure to social media and online games activities with 43 respondents or 80%. Possible solution to this is to maximize student interest in social media, online games and activities by giving them crafted reading materials using these platforms.

Generally, the basic obligations of families are to maintain children's health and safety, begin parenting, create a positive home environment and child rearing skills. However, Cutting (2017) stated that one of the best predictors on reading problems is if one or more relatives, particularly parents, struggled with reading themselves. Because reading difficulties have a large biological component that runs in families, and having a parent who has struggled with reading puts a child at risk genetically for also having reading problems. Likewise, the basic obligation of schools/teachers involve communicating all students progress and all necessary information to the home by many different forms. Foremost, teacher is to teach and give knowledge to students and support students when learning a skill. Understanding the root causes of non-readers and the signs that put children at risk for reading problems can facilitate early identification, and therefore early intervention. On the other hand, parental involvement has an impact on the reading achievement of the students. When at-home parent involvement included reading activities or reading games, then those children had higher reading comprehension.

5. Findings of the study were utilized in compiling the contextualized selections in enhancing student reading comprehension. (There was separate compiled contextualized reading selection)

## Conclusion

In the light of the foregoing findings, the following conclusions were derived:

1. The Daily Routine Reading Exercises showed that it was used by the respondents as a reinforcement in teaching reading, used to promote self-directed learning and utilized as a tool for effective reading engagement. Teachers considered the Daily Routine Reading Exercises (DRRE) significant in helping the students develop and enhance their comprehension skills.
2. The Daily Routine Reading Exercises (DRRE) is a highly effective strategy for teachers to use in teaching reading, where students would be able to learn new things, can connect to the world, developed skill in decoding reading exercises, acquire necessary skills in comprehension and develop student vocabulary skills.
3. The reading difficulties encountered by the students in using the Daily Routine Reading Exercises (DRRE), as perceived by the teachers, served as bases in crafting measures to prevent such difficulties emerge and to improve the DRRE that will result to more enjoyable reading sessions for the students.

4. The challenges encountered by the teachers were the absence of parent's follow-up and support, lack of student's interest in reading and students over exposure to social media and online games/activities. Therefore, ruling out these possible solutions given to the challenges like, to engage parents/ guardians in monitoring the reading progress of students through regular communication and progress monitoring charts, to give students reading materials that fit into their interest and reading level and to maximize student interest in social media, online games and activities by giving them crafted reading materials using these platforms.
5. The findings in this study were utilized in compiling the contextualized selections used in enhancing students reading comprehension.

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