

# Using Project STaRR (Strategies in Teaching as Reading Remediation) to Enhance the Reading Skills of Grade 11 Students with Reading Difficulties: A Quasi-Experimental Study

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## ABSTRACT

This study investigates the effectiveness of Project STaRR (Strategies in Teaching as Reading Remediation) in improving the reading skills of Grade 11 students at Monkayo National High School. The research aims to determine the impact of the intervention on students' word recognition, fluency, and comprehension skills. Using a quasi-experimental design, 33 Grade 11 students identified as struggling readers were divided into experimental and control groups. The experimental group underwent the Project STaRR intervention, while the control group followed traditional reading activities. Pretest and posttest scores were obtained using the Philippine Informal Reading Inventory (Phil-IRI) to assess students' reading proficiency. Statistical treatment involved paired t-tests to compare pretest and posttest scores within groups and an independent t-test to analyze differences between groups. Results revealed significant improvements in the experimental group's reading proficiency compared to the control group, with the posttest scores demonstrating statistically significant gains ( $p < 0.05$ ). The findings indicate that Project STaRR is a highly effective intervention for addressing reading difficulties and enhancing literacy skills among senior high school students. These results underscore the importance of evidence-based strategies in fostering student reading development and academic success.

**Keywords:** Education Research, Reading Intervention Strategies, Student Literacy Improvement, Educational Program Assessment, English Language Teaching, Project STaRR, Reading Difficulties, Grade 11 Students, Philippines

## The Problem and Its Background

Reading difficulties among students present a significant challenge to educational systems worldwide. Most students have problems such as difficulties in word recognition, fluency, and comprehension, which inhibit them from making academic progress thereby affecting their overall development. Traditional teaching methods are not effective in solving these problems. Therefore, there is a need for new, innovative interventions that would suit the diverse learners' needs.

Globally, reading issues have been growing among basic education students, especially those at the senior high school level. The study by Vazquez-Lopez and Huerta-Manzanilla (2021) assessed students' reading skills in 80 countries. It was noted that a staggering 217 million secondary school students, or 60% of the

world's adolescents, have not reached minimum levels of reading proficiency by the end of secondary school. These statistics speak of a critical global concern in education, which indeed demands quick action. Reading is also an evident issue among high school students in the Philippines. Filipino students were rated last among the countries regarding reading proficiency, with only 19% meeting the minimum standards (Level 2) in the PISA 2018 test (Bernardo et al., 2021). This sheds light on the primary concern regarding reading skills that become evident among 15-year-old students. This statistical figure spells out broader literacy problems among high school students nationwide, compounded by unadjusted teaching strategies and limited best practices.

Additionally, schools in Davao De Oro observed a rapid increase in students who struggle or have reading difficulties (Marcelo, 2015). Given such time of education, to look for reading remediation strategies in Davao de Oro's schools, the Provincial Government of Davao de Oro, in collaboration with the Department of Education-Division of Davao de Oro, connects initiatives to organize an intervention for readers focusing on improving the fundamentals of comprehension and reading skills called iDdO Read: Have Fun in Reading (Reading Remedial Instruction for Elementary - Secondary Learners) to assist the reported non-readers in learning to read.

In Monkayo National High School-Senior High, Project STaRR (Strategies in Teaching as Reading Remediation) was introduced as an innovative approach to bridge these gaps to enhance students' reading skills. Project STaRR aims to implement targeted reading interventions, enhance students' literacy skills through differentiated instruction, and provide supportive learning environments that cater the diverse reading needs. It focuses on improving word recognition, fluency, and comprehension through structured remediation strategies, teacher-guided reading sessions, and interactive learning activities. This research study is a foundation for developing an intervention that could significantly address reading difficulties and benefit struggling learners.

### **Review of Related Literature**

This portion contains literature related to the problem in focus. Specifically, this includes researches and studies already conducted discussing on the use of reading interventions to address reading difficulties of the students.

**Project STaRR (Strategies in Teaching as Reading Remediation).** The teaching strategies literature concerning reading remediation, particularly Project STaRR, has expounded on various approaches and intervention programs meant to enhance the reading skills of struggling readers. In a closely related study, "Strategic Reading Intervention for Left-Behind Learners in the Philippines", the authors proposed that particular reading strategies should be applied rather than the common generic approaches. Hence, they developed a set of strategic reading intervention materials that included learning contents and guides, which greatly improved the reading abilities of the learners after the intervention (Pocan et al., 2022).

A different research effort entitled "Remedial Reading Programs: Identification, Instruction, and Impacts of a Separate System for Learning" states that reading scholarship policies built over the six decades have not been responsive to the work these learners need. A call is made to change towards a holistically conceived understanding of readers and their literacy strengths and challenges before constructing ideal secondary reading programs (Frankel, 2022).

In addition, the systematic review "Exploring the Benefits of Information and Communication Technologies (ICT) and Gamification in Strengthening Reading Skills" addresses the engagement ICT and gamification provide in the classroom setting to help students read. The benefits of these approaches may

be evident; however, the study cites obstacles in the implementation such as equitable access to technology (Cano et al. 2023).

The integration of articulation and phonemic awareness is depicted as important in the pilot study "Coupling Articulatory Placement Strategies With Phonemic Awareness Instruction to Support Emergent Literacy Skills in Preschool Children." The evidence showed that collaboration between teachers and speech-language pathologists could improve literacy skills when articulation was linked to phonemic awareness activities (Becker & Sylvan 2021).

**Peer Reading Strategy.** Marking a comprehensive study on Impartial Peer Selection, the reading list traces the mechanisms of peer selection in academic peer review as a site where members can improve how groups select their best members. Although each member wishes to be chosen, understanding these selection processes enables the group to fare better overall. The authors provide an annotated reading list covering the fundamentals and some of the latest considered developments in the field, all to improve peer selection in different settings (Lev et al., 2024).

Moreover, the peer assessment study in reading comprehension examines how beneficial the Padlet digital platform can be in fostering collaborative learning among university students at A2 level. The research comprises 26 participants who want to improve their reading comprehension skills during growing pressure in Ecuador for students to gain proficiency in English. The results collected from the pretest, posttest, qualitative interviews, and an application of peer assessment strategy showed that peer assessment can significantly facilitate better reading comprehension outcomes and can develop positive student perspectives toward collaborative learning tools like Padlet (Reyes, 2024).

In addition, the study entitled "Peer up! (practice and enhance through engaging in reading using peer tutoring): pagpapaunlad sa kasanayan sa wikang filipino ng mga mag-aaral sa sekondarya" investigates the efficacy of the PEER UP intervention geared toward improvement of reading comprehension skills among secondary school students through peer tutoring. The study used a pre-experimental design with a one-group pretest and posttest model, which revealed a statistically significant development in the students' reading skills after the intervention, thus indicating that peer tutoring is an effective strategy for the enhancement of language skills in the Filipino context of education (Caparos et al., 2024).

Furthermore, the application of the Peer teaching method to enhance students' skills in reading the Al-Qur'an at SMK Negeri 2 Karanganyar would map towards student-student collaborations in learning processes and children narrating their learning experience from the qualitative approach used for data collection through interview, observation, and documentation (Kamelia & Inayati, 2023). On the other hand, Safitri and Rahmawati (2023) examine the peer teaching mechanism to improve some aspects of early reading ability among elementary school students with a first-grade focus. A qualitative approach, exploratory-descriptive in nature, was employed through observations, interviews, and documentations to substantiate the claim that peer teaching promotes students' reading fluency and understanding of words in a collaborative learning milieu. The paper concludes by advocating for proper selection of tutors and preparation before applying this method.

Similarly, Bjorn (2023) analyzes the approaches of academic social collaborative annotation (SCA) in critical reading for graduate education. The study conducted on doctoral students demonstrated that SCA could facilitate reading and comprehension through real-time interaction and misunderstanding correction as well as create a supportive learning environment. This method addresses the absence of explicit in critical reading in graduate programs and promotes inclusivity, especially for radio linguistically diverse students.

In addition, peer collaborative strategic reading and reflective journal writing to see how these activities impacted ninth graders' reading strategies and reading comprehension. The experimental group that received strategy training significantly outperformed the comparison group in comprehension and frequency of strategy use, emphasizing the importance of collaboration and reflection in developing reading strategies (Pinninti, 2024).

On the other hand, in peer tutoring concerning reading comprehension among primary school students, the authors' study further indicates significant improvements associated with various peer tutoring formats and roles. Data has been collected from over 8,000 students from different schools from 2012 to 2022 (Ribosa & Duran, 2024).

Thus, the study regarding peer tutoring and reading comprehension level of young learners in Claveria, Misamis Oriental, showed that a large number of participants were indicated as "frustrated" reading levels, with a few "independent" or "instructional" before the intervention. After tutoring sessions were held, some learners increased their reading comprehension levels; however, the overall results showed no statistically significant difference between the pretest and posttest due to the short duration of tutoring sessions. More extended tutor sessions should be considered for future research to evaluate fully the effectiveness of peer tutoring in reading comprehension. (Jumuad et al., 2023).

Moreover, a collaborative reading system is meant to stimulate the social act of annotating in school-based settings, highlighting how individual annotations can positively contribute to understanding learners and collaborative learning processes. The authors recommend applying state-of-the-art techniques from natural language processing to generate automatic feedback. (Wang et al., 2023).

In addition, Rho (2022) examines peer interaction in synchronous online reading classes in English by 6th graders. They focus on how different pairing conditions, such as proficiency levels and gender, affect the interaction dynamic. They identify seven distinctive interaction patterns based on equality, contribution, and participation. They reveal homogeneous pairs as by proficiency and gender to foster high participation equality, while heterogeneous pairs are found to have significant contributions in academics. Furthermore, Peer Tutoring towards Improved Reading Comprehension in Grade 10 Learners of a National High School looks at peer-tutoring strategies for improving reading comprehension with Grade 10 learners. Using an experimental design, it particularly investigates comparing performance in both oral and written assessments through pretests and posttests, demonstrating significant gains in the experimental group as opposed to the control (Robison, 2022).

According to a study on Grade 2 nonreaders in Toledo City, researchers identified a variety of reading difficulties such as mispronunciations, omissions, and non-recognition among pupils, several of whom were from low-income families. This research showed that a peer mentoring program proved effective in dealing with the reading concerns raised, and it recommended a thorough diagnostic approach to be applied on students from Grade Two to Grade Six, to understand the root causes of reading disabilities (Kilag et al., 2023).

Furthermore, peer-led and teacher-led discussions in conceptualizing texts through cooperative learning explore how different forms of cooperative learning (peer-led and teacher-led discussions) impact reading comprehension and literary understanding of students. One finding from the study is that competitive learning encourages students to make more connections between texts. However, teacher-led lectures enable students to delve into more in-depth, richer analysis and understanding of the author's craft than peer-led discussions. The findings suggest a need for a better balance of cooperative learning within more traditional spaces for deeper exploration of literature (Klang et al., 2023).

Moreover, Lisan (2022) explores how peer-assisted learning strategies can help bridge the reading skills gap between high and low proficiency learners. The reasons for focusing on reading within the research include the fact that reading represents an important input of second language acquisition and that Peer-Assisted Learning Strategies (PALS) encourage interaction and cooperation among learners, thereby improving their reading fluency, pronunciation, and word recognition.

For instance, a longitudinal study conducted by FİLİZ et al. (2024) demonstrated that participants in structured interventions showcased greater gains in reading proficiency compared to their peers who did not receive such interventions. Likewise, a meta-analysis by Devi and Suroto (2024) reaffirmed that interventions based on systematic and explicit instruction yield significant improvements in reading abilities for at-risk students. As stated by Rivera and McKeithan (2022), frequent progress monitoring facilitates responsive adjustments in instruction and ensures that interventions are yielding the desired outcomes.

Thus, Peer Group Reading Program (PGRP) is useful for cultivating tenacity, self-resilience, and adaptation to university life in the new entrants of S University. Using a quasi-experimental design, the research placed the experimental group in the PGRP and the control group in a general program for 13 weeks. The results show that the experimental group significantly improved in tenacity and self-resilience after the intervention, hinting that a structured reading program may benefit personal development and adaptation to university life (Hwang, 2020).

**Give me Five strategy.** This classroom management and instructional technique is designed to quickly gain students' attention and promote active engagement. A study conducted by Kulkarni et al. (2023) viewed people who are meant to replace great teachers; instead, technology should augment the teaching-learning process, demonstrated more affectively by good use from well-skilled professional teachers. The paper presents a systematic five-point approach towards the improvement of teaching methods, which goes quite a way to respond to very demanding and quick changes in educational practices brought about by the pandemic. This strategy stemmed from a survey undertaken before the implementation, and it was applied to subjects like Electronics and Communication and Electrical and Electronics disciplines, finally culminating in a noticeable change of a learning curve in students' lives.

However, applying five strategies- activating prior knowledge, questioning, text structure analysis, visualizing, and summarizing- should be investigated to see whether they improve EFL students' reading comprehension. The results show that these strategies allow students to retrieve prior knowledge, ask relevant questions, and visualize structures, improving their comprehension of text and the possibility of interacting with textbooks actively. The situation is common among Indonesian EFL students, and comprehension reading level includes those worthwhile challenges (Surayatika, 2014).

Furthermore, studying techniques, the authors bring to fore the growing concern of researchers and educators to applying cognitive principles for enhancement use within educational practice, and the use of strong methods for better learning identified by some reviews. (Miyatsu et al., 2018)

Similarly, to acquire the meaning of meishi lexicon, particularly through the comic, "Yotsubato!" The research shows that Yotsuba uses six strategies, namely naming new categories, reference strategies, etc., which add to the substantial vocabulary the child acquires from the preoperational stage of development. (Ingrida & Ainie, 2023).

Furthermore, appropriate classroom management techniques go a long way in English teaching, and the article explains some of the varied methods, like establishing clear expectations, nurturing positive relationships, and using positive reinforcement, that help make the learning environment constructive. The

authors state that by keeping a uniform standard of discipline in their classrooms, educators can use time management and varied methods to engage students and create better learning outcomes. Additionally, the article emphasizes technology, good seating arrangements, and effective communication in establishing a productive climate while stressing that teaching practices must also incorporate the student voice and address problems that surface for improvements to take place (Yousuf, 2023).

Furthermore, the study mentions the strategies employed by English teachers at SMA Islam Sultan Agung 1 Semarang to cope with students' difficulties in learning English. The teachers used similar strategies, such as brainstorming, games, and songs, to promote the learning atmosphere and tackle the problems faced by students, which improved the learning process (Cahyaningdyas et al., 2023).

In addition, the study conducted at IAIN Bone examines different approaches to teaching English. It stresses the importance of an approach that develops students' language skills, knowledge, and motivation. It found that effective strategies for teaching an English language lesson include using methods suited to the subject matter, explaining clarifications clearly, enabling students to realize the knowledge for themselves, being aware of the different backgrounds and values each student brings to the class, and establishing a strong rapport with the students (Ishak & Nahdhiyah, 2020).

Similarly, Abdiyeva (2024) discusses the strategies in Teaching English as a Second Language and examines innovative teaching methods such as cooperative, problem-based, and project-based learning to improve language acquisition. The study emphasizes participative learning wherein all these strategies foster student engagement, communication, and critical thinking through collaborative activities group work, peer editing, and role-playing. This article provides useful recommendations and practical steps to all teachers of English in view of the existing educational reform in Uzbekistan.

Thus, consider planning, implementation, and assessment strategies for teaching young English learners. An in-depth qualitative case study of observation, interviews, and document analysis reveals substantial enhancement in student participation and motivation using various strategies such as icebreaking, brainstorming, and games. Thus, well-designed teaching methods are highly important for effective English language learning in the international primary school context (Lestari et al., 2019).

Furthermore, Aslamiah (2022) explores diverse approaches, such as Multiple Intelligences, Situational Language Teaching, and Communicative Language Teaching, to enhance English language skills. The article emphasizes the importance of engaging learning strategies and interactive, enjoyable experiences tailored to student needs, highlighting how these methodologies improve English teaching and learning.

Moreover, Anuradha (2023) discusses various innovative teaching strategies that can improve students' learning experience, especially highlighting that cooperative learning, problem-based learning, and project-based learning can enhance language learning and provide a more engaging and effective setting for the whole teaching-learning process.

In addition, the study examined the speaking strategies used across educational levels. Employing a descriptive qualitative method with focused group discussions, the study found that teachers tailor strategies to student needs and speaking components like pronunciation and fluency. Common strategies such as discussion, storytelling, and role-playing are used across levels, with implementation variations. The article recommends future research to consider time constraints and strategy effectiveness (Wulandari, 2020).

Gomes-Koban et al., (2019) posit that these interventions should be evidence-based and tailored to meet the unique needs of each learner, thus reinforcing the necessity for individualized approaches within frameworks. Moreover, research by Contesse et al. (2020) establishes that intensive interventions can

significantly benefit at-risk students when implemented effectively. Lindström and Roberts (2022) indicates that the effectiveness of reading interventions significantly improves with well-prepared educators.

Therefore, this research study has explored the strategies to gain active attention in a large sixth-grade English classroom at Chone City, Ecuador. The study proves the battle of engaging 62 students with a further stress on interactive methods, such as group discussions, multimedia presentations, and so on. Continuous professional development for teachers is essential to applying contemporary techniques to keep students interested (Molina Andrade et al., 2024).

**Reading Difficulties.** Reading difficulties among senior high school students have been a persistent challenge, affecting academic performance and overall literacy development. Crawford et al. (2024) identified gaps in early literacy education as a primary contributor to these challenges, emphasizing the importance of foundational reading skills. Similarly, Nasrullah et al. (2024) highlighted that poor decoding and fluency impede comprehension, particularly when students encounter complex academic texts.

The transition to senior high school often exacerbates reading difficulties due to increased academic demands. According to Aziz et al. (2024), students with insufficient reading skills struggle to adapt to the higher-level texts required in this stage of education. Godfrey (2019) observed that this struggle often leads to disengagement and lower self-esteem, further compounding the issue.

Moreover, schema theory is important in comprehending and tackling reading challenges encountered by English learners. Research indicates that difficulties stem from multiple aspects, including visual processing issues, lack of context, and subjective reader perceptions. The insufficient activation of past information (schemata) is a significant obstacle to comprehension. A lack of understanding of good reading practices intensifies these challenges. The research underscores the need for instructional methods incorporating schema theory into reading education. By promoting active participation and urging learners to link new information with prior knowledge, this method can improve reading comprehension, address learning challenges, and elevate reading speed. This corresponds with modern educational trends emphasizing active learning and accommodating many learning styles, departing from conventional passive learning approaches (Li, 2024; Zhang & Dong, 2023).

Schema theory, originating from Kantian philosophy and further developed by Rumelhart (2017), posits that reading comprehension requires the activation of prior knowledge (schemata) to comprehend a text correctly. This is beyond mere decoding, emphasizing the fundamental role of language, content, and rhetorical frameworks in the reading experience. Effective reading instruction must incorporate activities that engage these schemata before, during, and after the reading process. Schema-based training significantly enhances learners' understanding and retention of material by creating connections between new information and existing knowledge structures (Yan, 2020).

The application of schema theory in fundamental English education aims to transform children from passive readers into active learners who can autonomously organize and understand content. Incorporating schema theory into reading instruction allows educators to improve students' reading skills and foster increased enthusiasm for reading, as evidenced by research on middle school English teaching (Xiao, 2024).

Holmes et al. (2022) found that students with working memory deficits struggle to retain and apply information from texts. Corso et al. (2024) emphasized that addressing these cognitive barriers through targeted interventions can significantly enhance reading outcomes.

Moreover, Nigerian classrooms include diverse student learning abilities and insufficient cognitive engagement during instruction. Many teachers lack a deep understanding of the cognitive processes involved in reading, leading to ineffective teaching methods. While research demonstrates that integrating cognitive strategies like metacognition and visualization can enhance reading comprehension, translating these strategies into effective classroom practice remains challenging for many educators. Furthermore, the literature emphasizes the crucial role of parental involvement and community engagement in promoting literacy development, yet this aspect is often overlooked. The review underscores the urgent need for comprehensive professional development programs for teachers, focusing on cognitive theory and effective instructional practices to improve reading outcomes for Nigerian students (Olufemi et al., 2024).

Furthermore, Al-Majdawi (2022) underscores the vital importance of cognitive processes, including phonological processing, syntactic awareness, and working memory, in inefficient reading development. Studies demonstrate that adolescents with reading problems frequently encounter substantial difficulties in these domains, affecting their capacity to interpret and understand text. The review differentiates between reading comprehension and word recognition, emphasizing the need for distinct assessments. Different classifications of cognitive processes in reading, such as decoding, fluency, and comprehension, are examined as essential for proficient reading. Literature indicates that effective reading education must specifically target these cognitive skills, as numerous struggling readers lack essential cognitive underpinnings. The study highlights the advantages of incorporating cognitive training programs into educational environments to assist struggling readers.

A study of Sand et al. (2024) highlighted a significant challenge faced by students with intellectual disabilities in reading and comprehension, while also pointing towards potential strategies for improvement through enhanced listening practices. The study found that a significant number of students with intellectual disabilities (ID) demonstrated reading abilities that were below the average levels expected for grade 3 students in compulsory school. This indicates a substantial gap in reading skills among these students, highlighting the need for targeted educational interventions.

Pezzino et al. (2019) showed that children with intellectual disabilities have delayed development in oral language, a crucial foundation for reading comprehension. Deficiencies in phonological processing are linked to difficulties in word recognition and hinder reading development. The literature highlights the variability in reading proficiency among individuals with intellectual disabilities, influenced by factors such as the severity of the condition and the presence of syndromes. The investigation highlights the need for tailored educational strategies that address the unique cognitive profiles of individuals with intellectual impairments to enhance their reading skills and promote effective literacy development.

The research of Najafabadi et al. (2025) found significant correlations between reading skills and the variables of orthographic knowledge (OK), phonological awareness (PA), rapid automatized naming (RAN), and phonological working memory (PWM). This indicates that these cognitive skills are closely linked to how well children read. The study also identified that OK and RAN were the strongest predictors of reading abilities. This suggests that understanding the structure of written language and the speed of naming objects or letters are crucial for reading success in this language. The result also showed that the relationship between reading skills and the cognitive factors was most pronounced in fourth-grade students. This implies that as children progress in their education, the influence of these cognitive skills on reading becomes more significant. On the other hand, Nachshon and Horowitz-Kraus (2018) explain that dyslexia is chiefly defined by reading difficulties that cannot be ascribed to other causes and frequently

occurs alongside issues in language learning and cognitive control. Children with reading difficulties may encounter emotional concerns, including diminished self-esteem, anxiety, and sadness, which can intensify their learning obstacles. Research indicates a bidirectional association between reading difficulties and emotional concerns, where challenges in reading contribute to emotional suffering and vice versa. Executive functions, essential for reading, are frequently compromised in children with reading difficulties and are associated with increased emotional challenges. This study seeks to elucidate the complex interplay among emotional competencies, executive functions, and reading proficiency, highlighting the necessity for thorough examinations that incorporate emotional assessments for children experiencing reading challenges.

Humairoh, Rezeki, and Salam (2023) noted that anxiety related to reading tasks can hinder students' ability to focus and process information effectively. Yasir et al. (2023) suggested that creating a supportive classroom environment can alleviate anxieties and encourage greater engagement with reading activities. Research on English as a Foreign Language (EFL) has predominantly concentrated on negative emotions, neglecting the significance of positive emotions such as enjoyment, hope, and pride. This research used the Control-Value Theory (CVT) to examine the impact of pleasant emotions on self-regulation and English as a Foreign Language (EFL) performance among Chinese senior high school students. Research indicates that kids exhibit differing degrees of these emotions and self-regulatory abilities. The research indicates that self-regulatory capacity partially mediates the connection between happy emotions and EFL performance, corroborating the CVT framework. These findings underscore the necessity for more studies to elucidate how pleasant emotions, via their impact on self-regulation, can improve EFL performance, especially in high-stakes educational contexts (Li et al., 2024).

Furthermore, a study by Acatrinei (2024) underscores the substantial interaction between motivation and academic emotions in affecting student performance. Motivation influences learning engagement, although both good and negative emotions encountered during the learning process substantially affect student behavior, cognition, and attention. This study examines the distinct functions of motivation and several categories of academic emotions (activating and deactivating) as determinants of high school student success. Research indicates that positive and activating emotions impact performance more than motivation alone, highlighting the necessity of cultivating pleasant emotional environments in educational settings to improve learning efficacy.

In addition, studies indicate a significant relationship between reading competency (RC) and emotional intelligence (EI), with proficient readers typically demonstrating enhanced emotional regulation and empathy. Emotional intelligence can boost reading comprehension, and the effects of reading for pleasure on emotional development, such as stress alleviation and enhanced conduct, are well-established. Incorporating emotional learning into reading programs has been suggested to enhance reading proficiency and emotional development. Nonetheless, the correlation between RC and EI is not consistently reliable, warranting additional investigation. This study examines the effects of a two-year reading intervention on reading comprehension (RC) and emotional intelligence (EI) in high school students, offering significant insights into the beneficial influence of structured reading programs on students' emotional and cognitive growth. The research review emphasizes the significance of using both reading and emotional intelligence in educational techniques to enhance student learning results (Jiménez-Pérez, 2023).

Furthermore, Destacamento's (2018) Educational research underscores the substantial influence of academic emotions (worry, delight, pride) on student achievement. Research indicates that happy

emotions facilitate learning, but negative emotions impede it. This study examines the impact of academic emotions during pivotal activities (class attendance, studying, and test-taking) on the performance of senior high school students. The study utilized a descriptive-correlational and descriptive-comparative research design, revealing a substantial correlation between heightened emotional engagement and enhanced academic achievement, which explained 12.8% of the outcome variability. These findings highlight the significance of emotional self-regulation and the necessity for treatments that improve students' emotional experiences in educational settings to foster enhanced academic achievement.

In addition, Maulida et al. (2024) mentioned in their research on reading comprehension has predominantly concentrated on cognitive elements, overlooking the impact of emotive components, especially within the Indonesian setting of English language acquisition. This study emphasizes the significance of affective elements, such as learning motivation, academic self-efficacy, and self-concept, in enhancing reading comprehension among senior high school students. Research demonstrates that learning motivation and academic self-efficacy substantially influence reading comprehension, accounting for around 8.9% and 4.4% of the variance in scores, respectively. In contrast, self-concept seems to exert a minimal effect. This literature review underscores educators' need to adopt strategies that enhance motivation and self-efficacy to elevate students' reading comprehension abilities, bridging the current research gap by recognizing the significant influence of affective components in this domain.

Lervag (2019) argued that students from low-income backgrounds often lack access to adequate reading materials, resulting in limited vocabulary development. Porta (2022) added that these disparities are further magnified by a lack of exposure to enriching literacy experiences at home.

Effective interventions are crucial in addressing reading difficulties. Nurmahanani (2023) highlighted that tailored reading programs significantly improve comprehension and fluency among struggling students. Similarly, Griffin and Scullin (2024) emphasized incorporating evidence-based strategies, such as peer-assisted learning and guided reading sessions, to support literacy development.

However, the research underscores the substantial impact of socio-cultural factors on pupils' reading comprehension, including socioeconomic position, cultural experiences, and individual attitudes. Students from varied socio-economic backgrounds frequently demonstrate differing degrees of involvement and motivation, influencing their academic success. Although students may exhibit strong general reading comprehension in higher education, individual variances, especially grammatical proficiency, require customized assistance. Knowledge, attitude, and personal experiences profoundly affect reading comprehension. This literature emphasizes acknowledging socio-cultural variables in educational contexts to effectively improve students' reading and language abilities (Garil, 2024).

In addition, Shero et al. (2023) highlight that socioeconomic status (SES) substantially moderates the genetic impact on reading proficiency. Children from lower socioeconomic status backgrounds demonstrate diminished heritability for reading abilities relative to those from higher socioeconomic status backgrounds. The notion of gene-location interactions highlights the heterogeneity of genetic and environmental factors across various geographic areas. This research, centered on twin pairs in Florida, validates a significant gene-SES interaction, revealing reduced heritability rates for reading comprehension in lower SES households. The findings underscore the intricate interaction of socioeconomic status, geographic location, and genetic factors in influencing reading achievement, stressing the necessity of examining these elements collectively when analyzing differences in educational outcomes.

Research defines the alarming frequency of reading difficulties among students, estimating that approximately 20% of children experience profound challenges due to diverse factors, including socioeconomic status and language proficiency (Terry et al., 2023). Research regularly illustrates the substantial influence of socioeconomic status (SES) on reading proficiency, with kids from underprivileged families frequently attaining inferior academic results. A study of Michael and Kyriakides (2023) examined the mediating effect of academic motivation, mastery-approach orientation, enjoyment of reading, and anticipated occupational status in the correlation between socioeconomic status and reading achievement. The study, employing data from the PISA 2018 cycle, demonstrates that anticipated occupational status and reading enjoyment substantially influence the connection between socioeconomic status and reading achievement. The findings indicate that enhancing intrinsic motivation and elevating educational expectations may be essential strategies for augmenting reading achievement in students from lower socioeconomic status backgrounds, consistent with advocacy for educational interventions that promote equity and assist disadvantaged students.

Research has demonstrated that student-teacher relationships (STRs) and socioeconomic status (SES) substantially impact reading achievement. This research, employing a substantial sample of first-grade pupils and educators, examines the relationship between these two characteristics. Research demonstrates that both socioeconomic status (SES) and student-teacher relationships (STRs) independently influence reading achievement; however, their combination is more significant for students from low SES families. Fostering less contentious student-teacher relationships can markedly improve reading outcomes for these students. This finding corroborates current evidence that highlights the significance of supportive teacher-student relationships in alleviating the problems encountered by students from disadvantaged backgrounds, underscoring the necessity for educational measures that promote good STRs in diverse classroom environments (Olsen & Huang, 2022).

### **Theoretical Framework**

Bruner's Scaffolding Theory (1976) forms the basis of this study. The premise of this theory is that learning happens by means of guided interaction between teacher and student or between a more knowledgeable person and a learner. According to Bruner, students learn better when they are given scaffolded support and that support needs to be reduced gradually as the students learn to conduct and to learn independently. Scaffolding eventually enables the co-construction of abilities and knowledge that learners can master until they are able to perform a task independently. In Project STaRR, teachers assume the role of facilitators in guiding their struggling readers in word recognition, fluency, and comprehension, aided by systematic instructional support. As the student makes progress, they will receive less assistance in order to become truly independent readers, aligning with the scaffolding approach.

In this case, the theory assumes significance in structured, varying levels of instruction in which students are given supports based on individual reading level. Project STaRR features interactive and engaging reading activities that promote active student participation while solving specific reading problems. Scaffolding techniques provide remedies that increase student confidence and competence in reading by imparting literacy skills essential for their academic pathway. Project STaRR, showing the gradual, structured support required in reading remediation, is found valuable in stimulating reading skills in struggling learners.

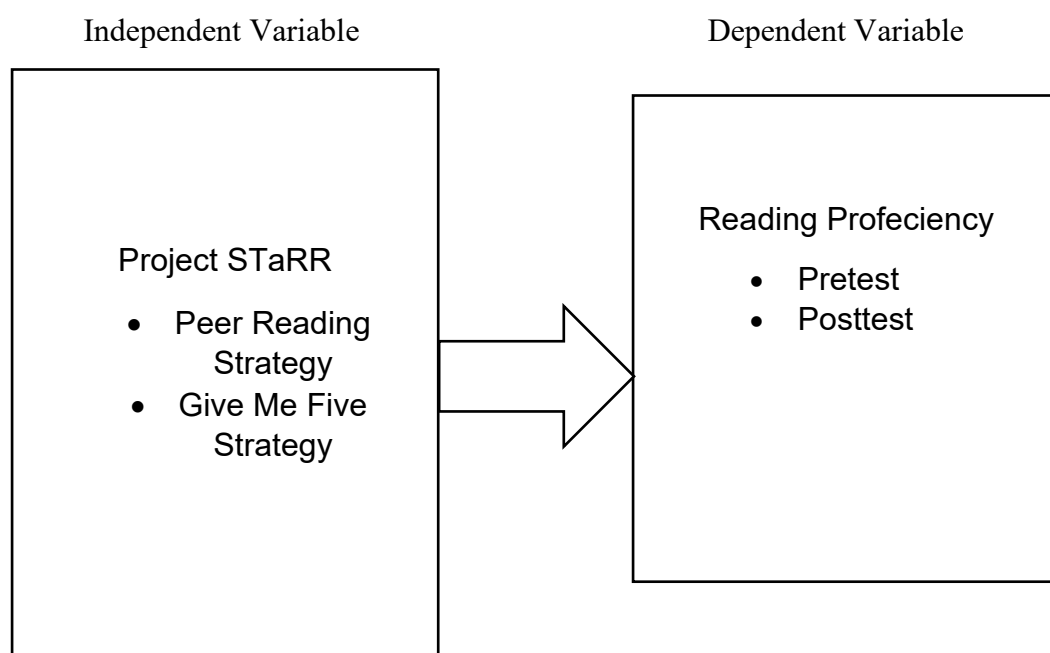
This study is also supported by Anderson's Schema Theory (1970). According to this theory, understanding is based on an individual's knowledge or schemas that help interpret and understand new

information. For this reason, students need schemas to construct meaning from reading. However, when these schemas are weak or poorly developed, understanding becomes difficult. Project STaRR applies this theory by incorporating structured reading interventions that activate and scaffold students' background knowledge so that they can connect new information to what they already know.

As an application to the teaching and learning process, this theory highlights and can serve as a starting point for this study. It argues that teachers should use the reader's prior knowledge and experiences, define straightforward comprehension objectives, and ask relevant questions before, during, and after reading classes.

Figure 1 shows that the independent variable is Project STaRR and the dependent variable is Reading Proficiency. Project STaRR consists of the Peer Reading Strategy and the Give Me Five Strategy. These strategies act as interventions to improve students' reading skills. The Peer Reading Strategy is focused on collaborative learning in which students support one another in developing reading fluency and comprehension. The Give Me Five Strategy offers structured steps to ensure that students actively read and then engage with texts in understanding terms or meanings. This strategy ensures that students systematically process and understand texts. In general, all strategies work as scaffolding mechanisms to help struggling readers in their literacy.

Reading proficiency is the dependent variable measured through pretests, posttests, and evaluations of student's progress before and after the implementation of the Project STaRR. The relationship between the two variables concerned is how the intervention strategies directly affect reading ability of students. It follows a more engaging approach through structured peer interactions and guided reading techniques, enabling the achievement of improvement in word recognition, fluency, and comprehension. The pretest establishes a baseline for their initially existing reading levels; the posttest assesses how effective Project STaRR has been in eliminating reading difficulties. Such a framework displays the cause and effect relationship where strategic teaching can have a significant impact on literacy results for learning disabled readers.



**Figure 1: Conceptual Framework**

### Statement of the Problem

The study aimed to determine the level of effectiveness on the use of Project STaRR as a reading remediation intervention in enhancing the reading proficiency of Grade 11 students of Monkayo National High School- Senior High, Monkayo, Davao De Oro for school year 2024 – 2025. Specifically, this study sought to answer the following questions:

1. What is the level of competency of the students in pretest scores in terms of:
  - 1.1. Peer Reading, and
  - 1.2. Give Me Five Strategy?
2. What is the level of competency of the students in posttest scores in terms of:
  - 2.1. Peer Reading, and
  - 2.2. Give Me Five Strategy?
3. Is there a significant difference between the pretest and posttest mean scores of the experimental group?

### Null Hypothesis

In order to treat the problems extensively and accurately, the following hypotheses were formulated:

HO 1. There is no significant difference between the mean scores of the pretest and posttest mean scores of the students in the experimental group.

### Scope and Delimitation of the Study

The project STaRR, Strategies in Teaching as Reading Remediation, seeks its effectiveness with 20 Grade 11 students through this quasi-experiment approach and quantitative study that measured the reading proficiency of the students through Phil-IRI scores, with Project STaRR by determining the effectivity of specific components of the intervention, Peer Reading and Give Me Five strategies, on Phil-IRI scores; however, this research used grade 11 learners in the said school was limited only for the school year 2024-2025 and would not include any other grade levels, interventions, or outside influences. Important information was provided on the efficiency of this intervention and its potential for future purposes.

### Significance of the Study

The findings would benefit the following:

**Learners.** The result of the study would help enhance their reading and comprehension skills, making them the primary beneficiaries of the intervention.

**Teachers.** The result of the study would improve teachers' teaching strategies, allowing them to become facilitators of learning rather than merely providers of knowledge. It would enable teachers to be more creative in preparing and planning for reading interventions.

**Administration Personnel.** The study's results would provide the school administrator with a factual basis to guide the other strategic options, which can help them in their decisions to improve classroom instructions that address students' reading problems.

**Department of Education.** The study would help the institution assess the curriculum precisely to determine Project STaRR's relevance and impact on teachers and students.

**Future Researchers.** Finally, the result of the study would benefit other researchers, serving as a guide in conducting similar studies and developing methods to enhance the use of Project STaRR within school settings.

## **METHODS**

### **Research Design**

The specific approach of this particular piece of research was quasi-experimental design. This method allowed researchers to examine the effects of an intervention in a real-world setting where random assignment may not be feasible (Sheehan et al., 2024). The research was done using a single-group quasi-experimental design with only one group receiving the treatment or intervention without a control group to compare with. This design incorporated pre-test and post-test measures to ascertain within-group changes over time. Despite its disadvantages in making causal inferences due to the missing control condition, single-group quasi-experimental designs may still provide useful outcome data demonstrating possible beneficial effects of an intervention as a precursor to further investigations (Nianogo et al., 2023). In this study, the Phil-IRI scores of the students were compared to investigate the impact of Project STaRR on their reading and comprehension skills. Additionally, scores of Phil-IRI of students according to the intervention were also compared to test the most effective intervention utilized.

### **Research Locale**

The study was conducted in Monkayo National High School, particularly in the Senior High School Department, a public school in the Division of Davao de Oro, which is known as the “Breeding Ground of Achievers”. Monkayo belongs to the northern locality of what is now called Davao de Oro, where the school is located in the Municipality of Barangay Poblacion, Monkayo, Davao De Oro.

### **Subjects of the Study**

The subjects of the study were the 20 Grade 11 students identified as struggling readers of Monkayo National High School- Senior High for the school year 2023-2024. They were from the different sections in Grade 11. The study used a purposive sampling technique, which is a non-random sampling method where participants are selected based on specific characteristics or criteria relevant to the research objectives.

### **Research Instrument**

The primary instrument used in this study was the Philippine Informal Reading Inventory (Phil-IRI), a standardized tool designed to assess students' reading proficiency in fluency, comprehension, and word recognition. This tool was used to measure the reading performance in the pretest and posttest of Grade 11 students under the implementation of Project STaRR.

The researcher then prepared a module that encompasses the lessons intended for discussion. Four lessons were incorporated, including the activities and tasks the students experienced during the experiment. Each of these four lessons covered the complete one-month lessons taught during the study.

### **Validation of the Research Instrument**

This study utilized the Philippine Informal Reading Inventory (Phil-IRI) material, a standardized and validated instrument extensively applied in assessing reading proficiency among students in the different literacy categories, including fluency, comprehension, and word recognition. As evidence of its relevance for the supplementary module prepared by the researcher, the validation process involved experts in reading instruction and curriculum development. The available module consisted of four lessons with activities and tasks congruent with the aims of Project STaRR and gives skills in the one-month intervention. Inputs from the validators were incorporated to improve the lessons to correctly handle the

reading problems observed in the pretest. Such efforts ensured the reliability of the instrument and module and aligned them with the study's objectives.

### **Data Gathering Procedure**

The researcher provided a letter of authorization to the relevant authorities, which was approved, signed, and granted clearance by the ethics review committee and an endorsement letter from the Dean of Graduate School to conduct the research. First, a formal letter was sent to the Davao de Oro Schools Division Superintendent's office to request permission to conduct the study at Monkayo National High School-Senior High. Upon approval, the researcher wrote letters to the school administrators, starting from the School Head of Monkayo National High School. Thereafter, the actual experimental process of the study commenced.

Before the intervention, the experimental group obtained pretest results, which were recorded as the baseline data for comparison. After the pretest, the intervention was given through Strategic Project STaRR at specified intervals. In first week, for example, the lesson focused on the short story "The Magician's Camera," where the intent was for students to learn how accidents could be connected to real-life experiences and lead to discoveries.

At the start of the lesson, the students practiced the peer reading strategy by grouping the students and talking about the important aspects of a story, including themes, characters, and lessons that could be learned from it. Each pair was assigned to analyze a story together; promoting teamwork and critical thinking. As a follow-up activity, they answered comprehension questions to check whether they understood the text. Meanwhile, the other group of students used the Give Me Five Strategy, which required them to individually pick five unfamiliar words in the story, study them, and then used them in sentences or as part of their discourse to their vocabulary.

During the first week of discussion, students showed a willing spirit to cooperate and engage with their peers in discussion. However, some students struggled to grasp strategies such as Peer Reading and Give Me Five, which involved active contribution and self-determination in learning. In time and with consistent guidance and practice, students gradually adapted and participated more confidently in their activities, where they gradually improved their skills and comprehension of reading events.

The second week's lesson revolved around the story "The Unseen Hero," relating to bravery and selflessness. Students once again participated in the Peer Reading Strategy by pairing and talking about the actions and motives of the story's character. They also analyzed how the hero's silent contributions were significantly impactful, linking these lessons to real lives. Students using the Give Me Five Strategy find difficult words, define them, and use them in context to enrich their vocabulary.

In the third week, learning materials would specifically focused on learning the story "The Climb to the Top," which is a story that teaches one about the importance of perseverance and determination when confronting problems. The experimental group was introduced to the Peer Reading Strategy in the story discussion, which involved how characters accomplished their desires and dreams, having overcome several obstacles. This discussion encouraged collaborative thinking and problem-solving for the students. Students' use of the Give Me Five Strategy focused on identifying words synonymous with challenges and perseverance for more in-depth text interaction.

In the fourth week, students explored "The Whispering Forest," perhaps one of the most story-dense imaginations with environmental themes. Peer Reading Strategy allowed students to think through the play's mysterious setting and talk about the story's core message and its importance attached to nature.

Those applying the Give Me Five Strategy expanded their knowledge through new vocabulary within the confines of the story-tied themes and application of the same into subsequent activities.

Then, the posttest was administered to the experimental group after experimentation. In addition, the researcher strictly observed ethics in conducting the study. No names were mentioned, and no personal information was disclosed. The researcher recorded data to be forwarded it to the statistician for statistical treatment, and hence, it was subjected to further analysis and interpretation.

### Statistical Treatment of Data

Statistical treatment of data is essential in experimental research. The following statistical tests were used to analyze and interpret the various data collected in this study accurately.

**Mean.** This was used to determine the average Phil-IRI pretest and posttest scores of Grade 11 students in the experimental. It provided insights into the central tendency of their reading proficiency scores before and after the intervention.

**T-test.** This was used to compare the means between two groups to determine if there is a statistically significant difference between them. In this study, it is used to compare the effectiveness of Project STaRR as remediation in reading in reading proficiency of the students.

### Ethical Consideration

This quantitative study raised several ethical considerations and issues primarily due to its methodology. These considerations address the right to conduct the research, as well as the protection of participants' secrecy and anonymity. The researcher was committed to maintaining high ethical standards by adhering to the following principles:

**Voluntary participations.** Participation in the study was entirely voluntary. Participants were informed that their involvement is not mandatory and that they have the right to decline or withdraw from the research at any stage without facing any consequences or penalties.

**Privacy and confidentiality.** All personal and sensitive information provided by the participants will be kept confidential. Data were anonymized to protect participants' identities, and only aggregated results were reported. Secure storage measures were implemented to prevent unauthorized access to the data.

**Informed consent process.** Respondents were provided with an informed consent form that clearly outlines the purpose of the study, the procedures involved, potential risks, and the anticipated benefits. This ensured that participants were fully aware of their rights and responsibilities before agreeing to participate in the study.

**Recruitment.** The recruitment process was fair and inclusive, targeting the Grade 11 students at Monkayo National High School. Respondents were selected based on predefined criteria related to the study's objectives without any bias or discrimination.

**Benefits.** The study aimed to contribute to the academic performance of the students and professional development of teachers teaching English Language by providing effective instructional strategies and learning materials. While respondents may not receive direct monetary benefits, the findings would contribute to the enhancement of teaching practices and curriculum alignment.

**Plagiarism.** The research maintained originality and adhere to the highest standards of academic integrity. Proper acknowledgment was given to all sources referenced, and plagiarism-checking tools were employed to ensure compliance.

**Conflict of Interest (COI).** The researcher disclosed any potential conflicts of interest that could influence the study's design, implementation, or reporting. Measures would be taken to ensure that these conflicts do not compromise the validity and objectivity of the research.

**Permission from Organization/Location.** Prior to data collection, formal permission was obtained from Department of Education - Division of Davao de Oro. This included securing approval from the institution's administration and the Research Ethics Committee.

**Authorship.** The researcher, teacher at Monkayo National High School, underwent a series of reviews to ensure the study adheres to institutional guidelines and ethical standards. The collected data were thoroughly analyzed for consistency and alignment with the research objectives. All contributors to the study were appropriately credited, and the responsibilities of authorship were fulfilled.

## RESULTS

**Competency Level in the Pretest Scores of the Experimental Group.** Table 1 shows the results of the Mean competency of the pretest scores of the experimental groups.

**Table 1**  
**Competency Level of the Pretest Scores of Experimental Group**

Strategies	No. of students	Mean	Class Proficiency	Competency Level
Peer Reading	10	7.80	39%	Did Not Meet Expectations
Give Me Five	10	6.70	33%	Did Not Meet Expectations
Overall	20	7.25	36%	Did Not Meet Expectations

The above shows the mean competency of the pretest scores of the experimental group. The overall mean pretest score of the experimental group is 7.25, with a class proficiency of 36%. Based on the competency level classification, this indicates that students did not meet expectations before the intervention. This suggests that the students had low reading proficiency at the start of the study and required further instructional support to enhance their skills.

Among the two intervention strategies, the Peer Reading group has the highest mean score of 7.80, with a class proficiency of 39%, followed by the Give Me Five group, which has a lower mean score of 6.70 and a class proficiency of 33%. Despite the variation in scores, both groups still fallen within the did not meet expectations category, highlighting the need for targeted intervention to improve their reading competency.

**Competency Level in the Posttest Scores of the Experimental Group.** Table 2 shows the posttest scores of the experimental group that employed the Project STARR intervention.

**Table 2**  
**Competency Level of the Posttest Scores**

Strategies	No. of students	Mean	Class Proficiency	Competency Level
Peer Reading	10	15.60	78%	Fairly Satisfactory
Give Me Five	10	14.30	72%	Did Not Meet Expectations
Overall Mean	20	14.95	75%	Fairly Satisfactory

The data in Table 2 presents the competency levels of the post-test scores for the Experimental Group. The overall mean posttest score of the experimental group was 14.95, with a class proficiency of 75%. This indicates a significant improvement from the pretest scores, moving the students from did not meet expectations category to a fairly satisfactory competency level. The results suggest that the intervention strategies positively impacted students' reading proficiency.

Among the two intervention strategies, the Peer Reading group achieves the highest mean score of 15.60, with a class proficiency of 78%, placing them in the fairly satisfactory category. The Give Me Five group followed with a mean score of 14.30 and a class proficiency of 72%, which still fell under did not meet expectations category. These findings indicate that while both strategies contributed to improved reading skills, Peer Reading was slightly more effective in enhancing students' overall reading proficiency.

## Result of the Hypotheses

**Significant difference between the mean scores in the pretest and posttest scores of the students in experimental group.** Table 4 shows the results of the paired t-test that was conducted to test the significant difference between pre and posttest of experimental group.

**Table 3**  
**Comparison of the Achievement of the Students in Experimental Group**

	Mean	t-Value	P-Value	Decision
PRETEST	7.25	-12.414	.000	Significant
POSTTEST	14.95			

The table shows the comparison of the achievements of the learners who belong to the experimental group. Paired t-test was used to find if there is a significant difference between the pretest and posttest of the experimental group. The mean indicates the result of the pretest scores that get 7.25, and posttest scores get 14.95. As a result, the P-value is .000 less than 0.05, indicating that the decision is significant. Therefore, the null hypothesis is rejected and proves that there is a significant difference between the students' achievements in the experimental group on the use of Project STARR in addressing reading difficulties. The data suggest that the intervention or treatment administered positively affects their performance.

## Chapter IV

### DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusion and recommendations of the conducted research study. The sequence of the presentation and the organization of the findings were based on the problems presented.

#### Discussions

The following discussions are arranged based on the presentation of problems of the study. **Competency Level in the Pretest Scores of the Experimental Group.** The results showed a low mastery level in the subject through the pretest score of the experimental group since their class mean

proficiency was below 50%. This means that the teachers should look into interventions such as Project STaRR when adapting it for use by the learners so that they can enjoy their learning-assessment experience. Indeed, many valuable strategies and methods for effective teaching and learning contribute to successful student outcomes and mastery levels.

Interactive methods of teaching are said by Saydibragimova (2024) to be very effective in eliciting meaningful learning. It argues for the importance of learner-centered methods that encourage students to participate actively, collaborate, and think critically. It is through these methods that learners engage deeply in cognitive processing and in assuming responsibility for their own learning path. Interaction-based activities engage students with the study material at a higher conceptual level, resulting in an enhanced understanding of concepts and consequent retention over an extended period of time (Wilcox et al., 2020).

In addition, Karim et al. (2024) highlight how collaborative learning and the integration of real-world applications positively impact student engagement and academic performance. Their findings show that when students work together to solve problems or apply knowledge in authentic contexts, they not only understand the material better but also develop essential life skills such as communication and teamwork. These approaches align with constructivist principles, which advocate that learning is most effective when students are actively involved in constructing their own knowledge (Sharma, 2020).

**Competency Level in the Posttest Scores of the Control and Experimental Group.** The result of the posttest scores of the experimental groups showed an above-mastery level of the subject, as their class proficiency exceeded 50%, which highlights the improvement compared to their pretest scores. It implies that the usage of Project STaRR as an intervention by the teacher to address students' reading difficulties had a significant impact on their performance, surpassing their pretest results.

Therefore, using Project STaRR as an intervention proved helpful in improving learners' educational outcomes in the classroom (Subba & Gotamey, 2022). Similarly, Reschly (2020) concluded that targeted interventions effectively enhance students' learning abilities and engagement, particularly in addressing skill gaps. Rosero et al. (2024) highlighted the importance of structured and interactive strategies in creating meaningful learning experiences and sustaining improvements over time. This underscores the need for well-designed instructional strategies to foster higher competency and proficiency levels among learners.

**Difference between Pretest and Posttest scores of the Experimental Group.** Indicating that the null hypothesis was rejected which reveals a significant difference in students' achievement in the experimental group, the proof is supported by comparing their pretest and posttest scores. The experimental group was subjected to the Project STaRR intervention, which confirmed the significant effect of the treatment rendered. According to Corso et al. (2024), specifically addressed interventions such as Project STaRR can enhance students' literacy skills by mitigating specific reading comprehension-fluency deficits. Thus, reading intervention is designed to engage, energize, and build stronger base skills through which students can perform better academically (van der Sande et al., 2023).

In addition, Dighliya (2024) showed that structured and innovative teaching strategies create a positive learning environment supporting learners' skill development and confidence. The results of this study show that Project STaRR significantly enhanced the reading competencies of the experimental group, as reflected in their post-test scores. This intervention proved to be a practical and effective approach to

addressing reading difficulties in the classroom. The significant improvement in the experimental group underscores the importance of incorporating innovative interventions into traditional teaching methods. Furthermore, Macharia (2022) emphasized that integrated interventions address immediate learning gaps and equip students with lifelong skills that improve their overall academic performance. This highlights the critical role of research-based practices in achieving better educational outcomes for learners.

## Conclusion

This study concludes that Project STaRR is a highly effective intervention in improving the reading and comprehension skills of Grade 11 students at Monkayo National High School. The significant improvement in students' performance, as evidenced by their pretest and posttest scores, highlights the program's impact on fostering critical reading abilities. Integrating innovative strategies, such as interactive activities and contextualized learning materials, proved instrumental in maintaining student engagement and promoting deeper comprehension. Moreover, the program addressed individual learning gaps effectively, ensuring inclusivity and equity in the learning process. Consequently, Project STaRR demonstrates its potential as a valuable tool for addressing reading challenges, enhancing literacy, and supporting academic success in the classroom.

## Recommendations

Based on the result of this study, it is proven that Project STaRR helps in improving reading and comprehension skills of grade 11 students. Thus, this study recommends the following:

1. English teachers are encouraged to utilize Project STaRR intervention to improve students' reading and comprehension skills.
2. Encouraged English teachers to integrate interactive and contextualized learning strategies in their daily instruction to sustain student engagement and promote deeper understanding.
3. School administrators are encourage to capacitate all teachers in the implementation and monitoring of the utilization of the intervention.

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