

READING COMPREHENSION LEVELS, SKILLS AND PRACTICES OF ALTERNATIVE LEARNING SYSTEM (ALS) GRADES 11 AND 12 STUDENTS TOWARDS SHS ALS READING ENHANCEMENT PROGRAM

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ABSTRACT

This study aimed to assess the reading comprehension levels, skills and practices of Senior High School students in Biñan City of Laguna who were enrolled in the Alternative Learning System (ALS) for the 2024–2025 school year. The study used a descriptive-correlational design using the PHIL-IRI tool to find out how well the respondents understood what they read. It also used a researcher-made questionnaire to find out how well the respondents understood what they read, how they read, and how motivated they were to read. The study included 70 ALS SHS students. The demographic profile showed that most of them were 16 to 20 years old (47.10%), female (61.40%), in 12th grade (80.00%), and had been in ALS for 1 to 2 years (55.70%). The PHIL-IRI results showed that 67.10% of students were under frustration level whereas just 14.30% were independent. The respondents did “Very Satisfactory” in terms of their comprehension skills, with weighted means of 2.62 for Literal, 2.58 for Inferential, and 2.61 for Critical. Their reading habits and motivation got a score of “To a Moderate Extent,” with means of 2.63 and 2.79, respectively. When divided by age ($p = .645$), sex ($p = .367$), grade level ($p = .579$), and years in ALS ($p = .401$), there was no significant difference in reading comprehension skills. In the same way, there was no significant difference in comprehension skills depending on demographic factors, such as literal ($p = .446$), inferential ($p = .449$), and critical ($p = .446$) skills. There was no significant relationship in between demographic profile and reading habits or motivation when Pearson r correlations were used. There was, however, a very strong positive relationship between reading habits and comprehension skills (e.g., $r = .746$ for literal) and between reading motivation and comprehension skills (e.g., $r = .739$ for literal), all at $p = .000$. These results show how important it is to have different reading improvement programs for students at different levels of understanding. The study ends with a suggested action plan to help students who are under the frustration level or at the instructional level to improve their reading habits and motivation.

Keywords: *ALS, PHIL-IRI, Reading Comprehension, Reading Practices*