



Effectiveness of Short Reading Selection as Strategy in Enhancing the Reading Comprehension Skills of Grade 5 Learners

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Abstract

This study assessed the effectiveness of short reading selection as a strategy in enhancing the reading comprehension skills of Grade 5 learners in the public elementary schools of Bagulin District, Division of La Union during the school year 2024-2025 involving seventeen (17) Grade 5 reading teachers and fourteen (14) school administrators.

The objectives of short reading selection as a strategy for enhancing the reading comprehension skills of Grade 5 learners were perceived as "moderately attained." The short reading selection was perceived to be "moderately effective" in enhancing the reading comprehension skills of Grade 5 learners. The use of short reading selection had a "moderate impact" on the reading comprehension performance of Grade 5 learners. The challenges encountered in using short reading selection to enhance the reading comprehension skills of Grade 5 learners were perceived to be "moderately serious." The suggested measures to address the challenges encountered in using short reading selection to enhance the reading comprehension skills of Grade 5 learners were perceived to be "highly applicable." There was a significant difference between the perceptions of the teachers and school administrators on the extent of impact of using short reading selection on the reading comprehension performance of Grade 5 learners.

Keywords

Short Reading Selection; Reading Comprehension Skills; Challenges; Proposed Intervention Measures

1. Introduction

Reading is a fundamental skill that facilitates the acquisition of knowledge, critical thinking, and personal development. However, the act of reading extends beyond mere word recognition; it encompasses the ability to comprehend and interpret text. Reading comprehension is a cognitive process that involves decoding symbols to derive meaning and is influenced by factors such as vocabulary knowledge, background information, and the ability to make inferences (Khellab et al., 2022). Understanding these components is critical as it sets the foundation for effective communication and lifelong learning.

To enhance reading comprehension, teachers employ various instructional strategies. Explicit or direct instruction, which involves clear and structured teaching methods, has been shown to improve literacy outcomes, particularly among struggling readers. Pangestu et al. (2021) found that explicit instruction significantly improved the reading comprehension of English learners by emphasizing the use of connectors in texts, while Achmad et al. (2024) noted that differentiated instruction, which

tailors teaching methods to accommodate individual learning needs, effectively engages learners in reading skills development. Another strategy is the use of short reading selections.

In this context, teachers increasingly utilize short reading selections within educational settings to build reading comprehension skills effectively. These concise passages provide a structured approach that allows learners to engage with texts in a non-overwhelming manner while focusing on essential strategies, including identifying main ideas, understanding context, and making inferences. According to Hall-Mills et al. (2021), shorter texts can facilitate targeted practice and skill refinement, and Sua (2021) asserted that these texts contribute to learners' growing confidence and proficiency before tackling more extensive readings. Sua (2021) further emphasized that engaging with brief narratives allows learners to implement cognitive strategies that enhance their reading skills, validating the positive impact of short stories on comprehension development. Witt et al. (2021) likewise showed how digitalization facilitated new avenues for reading comprehension strategies through varied modes of exposure and interaction with texts.

In the Philippines, educational publishers have developed materials that incorporate short reading selections to promote literacy and comprehension among young readers. Presenting content in brief, engaging formats makes these sources facilitate the love for reading and support the gradual development of comprehension abilities, and such materials are instrumental in addressing literacy challenges and supporting educational initiatives across the country (Acedillo and Saro, 2023). Nevertheless, schools must adopt a balanced approach that includes both short passages for skill enhancement and full-length texts to cultivate comprehensive reading abilities (Rivera and Aggabao, 2020), and a partnership approach involving parents and teachers can significantly bolster learner performance (Silva-Maceda and Camarillo-Salazar, 2020).

Grade 5 learners are expected to develop proficient reading comprehension skills that enable them to understand and interpret a variety of texts effectively. However, Filipino learners encounter significant challenges in realizing these expectations. Rivera and Aggabao (2020) reported that many Grade 5 learners struggle with word recognition and comprehension, worsened by issues such as mispronunciation and disengagement during reading activities. Scarcity of relevant reading materials, inadequate parental engagement, and limited access to supportive learning environments likewise contribute to these deficiencies, while a supportive home environment rich in accessible reading materials can significantly enhance motivation and proficiency in reading (Navarro, 2021).

Recent studies revealed that short reading selections can effectively enhance reading comprehension skills among Grade 5 learners. Requiso-Jimenez and Bascos-Ocampo (2022) conducted a study using localized reading materials and found that learners progressed from a developing to a proficient level in comprehension after the intervention. Langcuyan et al. (2024) demonstrated that differentiated instruction based on multiple intelligences and learning styles led to significant progress in learners' reading comprehension skills. Sholihah et al. (2023) established the positive impact of an integrated reading strategy intervention that included extensive reading strategies, and Mistar and Zuhairi (2023) found that learners receiving strategic reading instruction performed significantly better on various reading comprehension metrics. Hamzah and Fajriani (2023) illustrated the effectiveness of the Think-Pair-Share technique, Sari and Sari (2019) revealed that the Anticipation Guide Strategy significantly influenced learners' reading comprehension levels, and Sambodo et al. (2022) proved the value of the Listen-Read-Discuss strategy in making students interact with texts meaningfully.

Reliance solely on short reading passages, however, presents challenges. Ocampo (2023) observed that many Filipino learners struggle with reading comprehension due to their diverse linguistic backgrounds, and Kim (2020) emphasized the significant influence of linguistic skills on reading comprehension development, noting that learners may lack the foundational language competencies necessary to interpret short texts effectively. Nery and Novia (2022) pointed to environmental factors such as classroom distractions and inadequate teaching methods, compounded by large class sizes



and limited resources. Peng et al. (2020) argued that the emotional and cognitive connections learners make with reading materials are vital for comprehension, while Mustafa and Jawad (2024) pointed out that a lack of enthusiasm for reading can be detrimental to learners' comprehension skills when the material is not meaningful with their experiences or interests. Mbambo-Marimirofa and Phillips (2023) further emphasized the need for explicit teaching strategies that promote inferencing for understanding broader themes and messages within texts.

The study is anchored on several theories. Schema Theory posits that comprehension is deeply rooted in an individual's pre-existing cognitive structures, and readers process texts more efficiently when they can relate them to their schemata (Susanto, 2020; Hu, 2019). Providing context or background information prior to reading short texts enables learners to scaffold their comprehension through these activated schemata (Zeng, 2024). Metacognitive theory focuses on awareness and regulation of one's cognitive processes during learning, and enhancing learners' metacognitive skills directly contributes to improvements in reading comprehension (Navarro, 2021; Rahma et al., 2022). The Simple View of Reading holds that reading comprehension is the product of decoding and linguistic comprehension, both of which must develop concurrently for effective comprehension to occur (Kim, 2020; Oliveira et al., 2020; Yan et al., 2020). New Literacies Theory expands the concept of literacy beyond traditional reading and writing to include the skills necessary for understanding and creating meaning in digital contexts (Shimizu et al., 2024; Moloi and Adegoriolu, 2023). Reciprocal teaching is based on collaborative learning through predicting, questioning, clarifying, and summarizing (Junita, 2023; Navarrete, 2019; Puspita and Syamsi, 2019), and Extensive Reading Theory promotes the idea that engaging learners with a substantial volume of reading material can lead to improvements in reading comprehension (Abdulrazzaq et al., 2024).

In the public elementary schools of Bagulin District, Division of La Union, many Grade 5 learners struggle with reading comprehension. Teachers have observed that learners find it difficult to grasp key ideas, make inferences, and analyze texts. The use of short reading selections has been considered a potential strategy to enhance comprehension by allowing learners to focus on essential concepts without cognitive overload, yet there is limited research on the effectiveness of this approach in the local context.

In this light, this study assessed the effectiveness of short reading selection as a strategy in enhancing the reading comprehension skills of Grade 5 learners in the public elementary schools of Bagulin District, Division of La Union during the school year 2024-2025 as the basis of proposed intervention measures. Specifically, it determined the level of attainment of the objectives of short reading selection as a strategy in enhancing the reading comprehension skills of Grade 5 learners; the level of effectiveness of short reading selection in enhancing the reading comprehension skills of Grade 5 learners; the extent of impact of using short reading selection on the reading comprehension performance of Grade 5 learners; the degree of seriousness of the challenges encountered in using short reading selection; the level of applicability of the suggested measures to address these challenges; the significant differences between the perceptions of the two groups of respondents on the different variables under study; and the intervention measures that can be proposed based on the findings. The study was guided by the null hypothesis that there are no significant differences between the perceptions of the Grade 5 reading teachers and school administrators on the different variables under study.

2. Methodology

This study made use of a descriptive research design. A descriptive research study is a purposive process of gathering, analyzing, and classifying data; it describes what already exists and may help uncover additional facts and meaning, observing, describing, and documenting the aspects of a situation as it naturally occurs (Yazon et al., 2019). Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon, and it can answer the what, where,

when, and how questions but not the why questions (Baraceros, 2019). It likewise involves description, recording, analysis, and interpretation of the present nature, composition, or processes of phenomena (Lavina, 2016).

The study is descriptive because it described the level of attainment of the objectives and the level of effectiveness of short reading selection in enhancing the reading comprehension skills of Grade 5 learners, the extent of impact of using short reading selection on their reading comprehension performance, the degree of seriousness of the challenges encountered in its use, and the level of applicability of the suggested measures to address these challenges. Intervention measures were proposed based on the findings of the study.

The study was conducted in the public elementary schools of Bagulin District, Division of La Union during the school year 2024-2025. Bagulin is a fourth class, landlocked, and mountainous municipality in the province of La Union, located in the second congressional district of the province and approximately 40 kilometers east of San Fernando City. The study involved the total enumeration of seventeen (17) Grade 5 reading teachers and fourteen (14) school administrators as respondents. Table 1 presents the distribution of respondents by school.

Table 1. Distribution of Respondent Grade 5 Reading Teachers and School Administrators by School

Name of School	No. of Grade 5 Reading Teachers	No. of School Administrators
Alibangsay ES	1	1
Baay IS	2	1
Bagulin CS	2	1
Cambaly ES	1	1
Cardiz ES	1	1
Dagup IS	2	1
Libbo ES	1	1
Lower Wallayan ES	1	1
Papayo ES	1	1
Pila ES	1	1
Sinabugan ES	1	1
Tagudtud ES	1	1
Tio-Angan ES	1	1
Upper Wallayan ES	1	1
Total	17	14

The researcher made use of a constructed questionnaire-checklist as the main data gathering tool, with a common questionnaire used for both the Grade 5 reading teachers and the school administrators. The questionnaire-checklist is composed of five parts: Part I gathered data on the level of attainment of the objectives of short reading selection as a strategy in enhancing the reading



comprehension skills of Grade 5 learners; Part II dealt with the level of effectiveness of short reading selection in enhancing these skills; Part III delved into the extent of impact of using short reading selection on the reading comprehension performance of the learners; Part IV elicited the degree of seriousness of the challenges encountered in its use; and Part V focused on the level of applicability of the suggested measures to address the challenges encountered.

Items in the questionnaire, particularly on the challenges encountered in using short reading selection to enhance the reading comprehension skills of learners, were taken from the study of Comia (2021) on the effectiveness of short reading selection in developing the reading skills of Grade 6 learners in the public elementary schools of Tagudin District, Division of Ilocos Sur. Other items were collated by the researcher from her readings of books and studies related to short reading selection and reading comprehension skills.

To establish the validity of the instrument as to content, format, and language, the questionnaire was pre-tested through an in-person survey with Grade 5 reading teachers and school administrators in the public elementary schools of Naguilian District, Division of La Union other than the actual respondents of the study. To determine the reliability of the research instrument, the Spearman rank correlation was used, and the obtained Spearman rho of 0.88 indicates that the questionnaire is highly reliable. All suggestions and recommendations made during the proposal defense were integrated before the final draft was prepared.

Before the administration of the questionnaire, the researcher sought permission from the Schools Division Superintendent of La Union with the endorsement of the Dean of the Graduate School of Polytechnic College of La Union. The questionnaires were administered to and retrieved from the respondents using different multimedia platforms, while some were personally administered by the researcher with the help of fellow teachers, the District Supervisor, and the school heads covered in the study.

The data gathered were organized, tallied, and presented in tables. Percentages, weighted means, and rankings were used to present the descriptive statistics of the study, while the t-test was used to determine the significant differences between the perceptions of the Grade 5 reading teachers and school administrators on the different variables under study set at the 0.05 level of probability. All computations were done through the Microstat computer program.

The perceptions of the respondents were interpreted using a five-point scale with the following statistical limits: 4.21-5.00, very highly attained, very highly effective, very great impact, very highly serious, or very highly applicable; 3.41-4.20, highly attained, highly effective, great impact, highly serious, or highly applicable; 2.61-3.40, moderately attained, moderately effective, moderate impact, moderately serious, or moderately applicable; 1.81-2.60, slightly attained, slightly effective, slight impact, slightly serious, or slightly applicable; and 1.00-1.80, not attained, not effective, not at all, not serious, or not applicable.

Strict compliance with the guidelines on research ethics of Polytechnic College of La Union was upheld. Consent was obtained from the respondents, who were informed about the nature and objectives of the study and of their right to withdraw at any stage. The names of the respondents were not disclosed in any part of the research, and the gathered data were treated with the utmost confidentiality and used solely for the purposes of this study.

3. Results and Discussion

Level of Attainment of the Objectives of Short Reading Selection

Table 2 showcases the level of attainment of the objectives of short reading selection as a strategy in enhancing the reading comprehension skills of Grade 5 learners as perceived by the Grade 5 reading

teachers. The obtained average weighted mean of 3.29 corresponds to a Moderately Attained (MA) descriptive rating, indicating that the objectives of the strategy are not yet fully carried out or realized in the classroom.

Table 2. Level of Attainment of the Objectives of Short Reading Selection as Strategy in Enhancing the Reading Comprehension Skills of Grade 5 Learners as Perceived by the Grade 5 Reading Teachers (N=17)

Objectives of Short Reading Selection	WM	DR	Rank
Provides learners with attainable reading goals, building their confidence as they successfully comprehend smaller passages and prepare for more complex texts	3.77	HA	1
Caters to diverse learners with varying levels of reading proficiency, making reading instruction more inclusive	3.66	HA	2
Helps learners practice reading at a natural pace, allowing them to develop better fluency while reducing fatigue from longer texts	3.57	HA	3
Encourages learners to engage with shorter texts that help develop active reading habits	3.45	HA	4
Makes reading enjoyable, which builds positive associations with the activity and fosters a love of reading among learners	3.36	MA	5
Gives learners frequent opportunities to encounter and understand new words in context, thereby expanding their vocabulary	3.25	MA	6
Helps learners analyze and interpret texts on a deeper level by encouraging them to infer meaning, make predictions, and identify themes or ideas within a condensed passage	3.18	MA	7
Develops comprehension skills of learners like identifying the main idea, understanding cause and effect, making inferences, or drawing conclusions	3.13	MA	8
Exposes learners to a wide range of reading materials, from fiction to nonfiction, helping them adapt their comprehension skills to different genres and writing styles	3.08	MA	9
Makes learners quickly reflect on and discuss the text, leading to meaningful discussions and reinforcing comprehension through verbal or written expression	2.96	MA	10
Gives learners the opportunity to practice summarizing key points or synthesizing information, crucial skills for academic and everyday reading tasks	2.83	MA	11
Average Weighted Mean	3.29	MA	

The teachers rated as highly attained the provision of attainable reading goals that build learner confidence (3.77), the accommodation of diverse learners with varying levels of reading proficiency (3.66), and the practice of reading at a natural pace that develops fluency while reducing fatigue from

longer texts (3.57). These are the objectives most directly served by the brevity of the material itself, since shorter passages lower the cognitive demand and allow learners to finish a text successfully within a single session.

Conversely, the objectives that received the lowest ratings are the practice of summarizing key points or synthesizing information (2.83), the quick reflection on and discussion of texts (2.96), and the exposure to a wide range of reading materials across genres and writing styles (3.08). These are higher-order and breadth-oriented objectives that require sustained instructional support and a wider variety of texts, which brief selections alone cannot supply.

Table 3 highlights the same variable as perceived by the school administrators, which yielded an average weighted mean of 3.36, likewise corresponding to a Moderately Attained (MA) descriptive rating.

Table 3. Level of Attainment of the Objectives of Short Reading Selection as Strategy in Enhancing the Reading Comprehension Skills of Grade 5 Learners as Perceived by the School Administrators (N=14)

Objectives of Short Reading Selection	WM	DR	Rank
Helps learners practice reading at a natural pace, allowing them to develop better fluency while reducing fatigue from longer texts	3.81	HA	1
Provides learners with attainable reading goals, building their confidence as they successfully comprehend smaller passages and prepare for more complex texts	3.76	HA	2
Caters to diverse learners with varying levels of reading proficiency, making reading instruction more inclusive	3.64	HA	3
Encourages learners to engage with shorter texts that help develop active reading habits	3.50	HA	4
Makes reading enjoyable, which builds positive associations with the activity and fosters a love of reading among learners	3.37	MA	5
Helps learners analyze and interpret texts on a deeper level by encouraging them to infer meaning, make predictions, and identify themes or ideas within a condensed passage	3.31	MA	6
Gives learners frequent opportunities to encounter and understand new words in context, thereby expanding their vocabulary	3.23	MA	7
Develops comprehension skills of learners like identifying the main idea, understanding cause and effect, making inferences, or drawing conclusions	3.17	MA	8
Exposes learners to a wide range of reading materials, from fiction to nonfiction, helping them adapt their comprehension skills to different genres and writing styles	3.10	MA	9
Gives learners the opportunity to practice summarizing key points or synthesizing information, crucial skills for academic and everyday reading tasks	3.09	MA	10
Makes learners quickly reflect on and discuss the text, leading to	2.95	MA	11

Objectives of Short Reading Selection	WM	DR	Rank
meaningful discussions and reinforcing comprehension through verbal or written expression			
Average Weighted Mean	3.36	MA	

The administrators identified the same three highest rated objectives as the teachers, differing only in their order, with natural-pace reading practice placed first (3.81), attainable reading goals second (3.76), and inclusivity for diverse learners third (3.64). The convergence of the two groups on these items indicates a shared observation that the immediate, procedural benefits of short reading selections are the ones most visibly realized in the schools of the district.

Level of Effectiveness of Short Reading Selection

Table 4 features the level of effectiveness of short reading selection in enhancing the reading comprehension skills of Grade 5 learners as perceived by the Grade 5 reading teachers. The average weighted mean of 3.07 corresponds to a Moderately Effective (ME) descriptive rating, and notably every individual comprehension skill fell within the same descriptive rating.

Table 4. Level of Effectiveness of Short Reading Selection in Enhancing the Reading Comprehension Skills of Grade 5 Learners as Perceived by the Grade 5 Reading Teachers (N=17)

Reading Comprehension Skills of Grade 5 Learners	WM	DR	Rank
Noting details	3.38	ME	1
Getting the main idea	3.36	ME	2
Identifying the details that support the main idea	3.28	ME	3
Sequencing ideas and events	3.17	ME	4
Identifying the moods of characters	3.14	ME	5
Perceiving cause and effect relationship	3.08	ME	6
Predicting outcomes	2.97	ME	7
Making inferences	2.95	ME	8
Following series of direction	2.88	ME	9
Evaluating ideas and making judgment	2.83	ME	10
Giving titles to paragraphs and stanzas	2.75	ME	11
Average Weighted Mean	3.07	ME	

The teachers rated the strategy most effective for noting details (3.38), getting the main idea (3.36), and identifying the details that support the main idea (3.28). These are literal comprehension skills that can be exercised within the boundaries of a brief passage, since the information required to answer them is explicitly present in the text.

The lowest rated skills are giving titles to paragraphs and stanzas (2.75), evaluating ideas and making judgment (2.83), and following series of direction (2.88). These involve inferential and evaluative

processing that depends on a larger body of textual evidence, which a condensed passage does not readily supply.

Table 5 presents the same variable as perceived by the school administrators, with an average weighted mean of 3.02 corresponding to a Moderately Effective (ME) descriptive rating.

Table 5. Level of Effectiveness of Short Reading Selection in Enhancing the Reading Comprehension Skills of Grade 5 Learners as Perceived by the School Administrators (N=14)

Reading Comprehension Skills of Grade 5 Learners	WM	DR	Rank
Getting the main idea	3.36	ME	1
Noting details	3.31	ME	2
Identifying the details that support the main idea	3.28	ME	3
Identifying the moods of characters	3.19	ME	4
Sequencing ideas and events	3.05	ME	5
Perceiving cause and effect relationship	2.97	ME	6
Making inferences	2.92	ME	7
Predicting outcomes	2.86	ME	8
Evaluating ideas and making judgment	2.83	ME	9
Following series of direction	2.76	ME	10
Giving titles to paragraphs and stanzas	2.65	ME	11
Average Weighted Mean	3.02	ME	

The administrators arrived at nearly the same profile, placing getting the main idea (3.36), noting details (3.31), and identifying supporting details (3.28) at the top, and giving titles to paragraphs and stanzas (2.65) at the bottom. The consistency of both groups on the literal-to-inferential gradient suggests that the ceiling observed is a property of the strategy itself rather than of the vantage point of either group of respondents.

Extent of Impact of Using Short Reading Selection

Table 6 discloses the extent of impact of using short reading selection on the reading comprehension performance of Grade 5 learners as perceived by the Grade 5 reading teachers. The average weighted mean of 3.28 corresponds to a Moderate Impact (MI) descriptive rating, with three items rated as having great impact.

Table 6. Extent of Impact of Using Short Reading Selection on the Reading Comprehension Performance of Grade 5 Learners as Perceived by the Grade 5 Reading Teachers (N=17)

Impact of Using Short Reading Selection	WM	DR	Rank
Helps learners practice reading at a natural pace, allowing them to develop better fluency while reducing fatigue from longer texts	4.16	GI	1
Encourages learners to engage with shorter texts that help	4.07	GI	2

Impact of Using Short Reading Selection	WM	DR	Rank
develop active reading habits			
Provides learners with attainable reading goals, building their confidence as they successfully comprehend smaller passages and prepare for more complex texts	3.96	GI	3
Develops reading proficiency among struggling learners, making reading instruction more inclusive	3.35	MI	4
Makes reading enjoyable, which builds positive associations with the activity and fosters a love of reading among learners	3.27	MI	5
Gives learners frequent opportunities to encounter and understand new words in context, thereby expanding their vocabulary	3.10	MI	6
Develops comprehension skills of learners like identifying the main idea, understanding cause and effect, making inferences, or drawing conclusions	3.05	MI	7
Helps learners analyze and interpret texts on a deeper level by encouraging them to infer meaning, make predictions, and identify themes or ideas within a condensed passage	2.92	MI	8
Makes learners quickly reflect on and discuss the text, leading to meaningful discussions and reinforcing comprehension through verbal or written expression	2.83	MI	9
Exposes learners to a wide range of reading materials, from fiction to nonfiction, helping them adapt their comprehension skills to different genres and writing styles	2.76	MI	10
Gives learners the opportunity to practice summarizing key points or synthesizing information, crucial skills for academic and everyday reading tasks	2.65	MI	11
Average Weighted Mean	3.28	MI	

The teachers registered a great impact on fluency practice at a natural pace (4.16), the development of active reading habits through engagement with shorter texts (4.07), and the provision of attainable reading goals that build confidence (3.96). The pattern mirrors the attainment ratings in Table 2 and reinforces the observation that the measurable gains from short reading selections accrue chiefly to reading fluency, habit formation, and learner confidence.

At the other end, the least affected areas are the practice of summarizing and synthesizing information (2.65), exposure to a wide range of reading materials (2.76), and quick reflection and discussion of the text (2.83). These outcomes call for either longer texts or deliberate instructional scaffolding beyond the reading selection itself.

Table 7 unveils the same variable as perceived by the school administrators, with an average weighted mean of 3.39 corresponding to a Moderate Impact (MI) descriptive rating.

Table 7. Extent of Impact of Using Short Reading Selection on the Reading Comprehension Performance of Grade 5 Learners as Perceived by the School Administrators (N=14)

Impact of Using Short Reading Selection	WM	DR	Rank
Encourages learners to engage with shorter texts that help develop active reading habits	4.18	GI	1
Helps learners practice reading at a natural pace, allowing them to develop better fluency while reducing fatigue from longer texts	4.09	GI	2
Provides learners with attainable reading goals, building their confidence as they successfully comprehend smaller passages and prepare for more complex texts	3.99	GI	3
Makes reading enjoyable, which builds positive associations with the activity and fosters a love of reading among learners	3.37	MI	4
Develops reading proficiency among struggling learners, making reading instruction more inclusive	3.28	MI	5
Gives learners frequent opportunities to encounter and understand new words in context, thereby expanding their vocabulary	3.26	MI	6
Makes learners quickly reflect on and discuss the text, leading to meaningful discussions and reinforcing comprehension through verbal or written expression	3.18	MI	7
Exposes learners to a wide range of reading materials, from fiction to nonfiction, helping them adapt their comprehension skills to different genres and writing styles	3.09	MI	8
Develops comprehension skills of learners like identifying the main idea, understanding cause and effect, making inferences, or drawing conclusions	2.97	MI	9
Helps learners analyze and interpret texts on a deeper level by encouraging them to infer meaning, make predictions, and identify themes or ideas within a condensed passage	2.96	MI	10
Gives learners the opportunity to practice summarizing key points or synthesizing information, crucial skills for academic and everyday reading tasks	2.87	MI	11
Average Weighted Mean	3.39	MI	

The administrators likewise reported a great impact on the same three items, led by the development of active reading habits (4.18). Their overall average weighted mean of 3.39 is higher than the 3.28 of the teachers, and this gap proves to be the only statistically significant divergence between the two groups, as shown in Table 13.

Degree of Seriousness of the Challenges Encountered

Table 8 divulges the degree of seriousness of the challenges encountered in using short reading selection to enhance the reading comprehension skills of Grade 5 learners as perceived by the Grade 5 reading teachers. The average weighted mean of 3.34 corresponds to a Moderately Serious (MS) descriptive rating, indicating that the challenges are recognized but considered manageable.

Table 8. Degree of Seriousness of the Challenges Encountered in Using Short Reading Selection to Enhance the Reading Comprehension Skills of Grade 5 Learners as Perceived by the Grade 5 Reading Teachers (N=17)

Challenges Encountered in Using Short Reading Selection	WM	DR	Rank
Short reading selections may not provide enough depth to challenge learners' critical thinking skills or to explore complex themes and ideas	3.83	HS	1
Short selections may limit opportunities for learners to engage in extended analysis, discussion, and reflection, which are crucial for deeper comprehension	3.73	HS	2
Short texts might not offer enough information or context for the learners to practice higher-order thinking skills effectively	3.69	HS	3
Short selections might not provide enough content for learners to apply critical reading strategies such as summarizing, comparing and contrasting, or identifying main ideas	3.51	HS	4
Short texts often use simpler language, which might not expose learners to the range of advanced vocabulary they need to expand their comprehension skills at their grade level	3.29	MS	5
Relying too much on short reading selections can hinder learners' ability to build the stamina required to read and comprehend longer and more complex texts	3.15	MS	6
Proficient readers might find short reading selections too simplistic or unchallenging, which can result in a lack of engagement and motivation to improve comprehension skills	3.08	MS	7
Short selections may focus on one type of text structure, reducing learners' exposure to the wide range of structures they need to understand	2.91	MS	8
Short texts may lack sufficient context or background information, making it harder for learners to fully grasp the setting, character development, or key concepts	2.88	MS	9
Average Weighted Mean	3.34	MS	

The four challenges rated as highly serious by the teachers all concern insufficiency of textual substance: the lack of depth to challenge critical thinking (3.83), the limited opportunity for extended analysis, discussion, and reflection (3.73), the inadequacy of information or context for higher-order thinking (3.69), and the insufficiency of content for applying critical reading strategies (3.51). Taken

together, these confirm that the very brevity that makes the strategy accessible also constrains the depth of comprehension work it can support.

Table 9 highlights the same variable as perceived by the school administrators, with an average weighted mean of 3.39 corresponding to a Moderately Serious (MS) descriptive rating.

Table 9. Degree of Seriousness of the Challenges Encountered in Using Short Reading Selection to Enhance the Reading Comprehension Skills of Grade 5 Learners as Perceived by the School Administrators (N=14)

Challenges Encountered in Using Short Reading Selection	WM	DR	Rank
Short texts might not offer enough information or context for the learners to practice higher-order thinking skills effectively	3.92	HS	1
Short reading selections may not provide enough depth to challenge learners' critical thinking skills or to explore complex themes and ideas	3.84	HS	2
Short selections may limit opportunities for learners to engage in extended analysis, discussion, and reflection, which are crucial for deeper comprehension	3.75	HS	3
Short selections might not provide enough content for learners to apply critical reading strategies such as summarizing, comparing and contrasting, or identifying main ideas	3.60	HS	4
Proficient readers might find short reading selections too simplistic or unchallenging, which can result in a lack of engagement and motivation to improve comprehension skills	3.32	MS	5
Short texts often use simpler language, which might not expose learners to the range of advanced vocabulary they need to expand their comprehension skills at their grade level	3.17	MS	6
Short selections may focus on one type of text structure, reducing learners' exposure to the wide range of structures they need to understand	3.09	MS	7
Short texts may lack sufficient context or background information, making it harder for learners to fully grasp the setting, character development, or key concepts	2.98	MS	8
Relying too much on short reading selections can hinder learners' ability to build the stamina required to read and comprehend longer and more complex texts	2.85	MS	9
Average Weighted Mean	3.39	MS	

The administrators identified the same four highly serious challenges, reordering only the first two. Their agreement with the teachers on both the identity and the severity of these challenges indicates a shared institutional reading of where the strategy reaches its limits.

Level of Applicability of the Suggested Measures

Table 10 presents the level of applicability of the suggested measures to address the challenges encountered in using short reading selection as perceived by the Grade 5 reading teachers. The average weighted mean of 3.89 corresponds to a Highly Applicable (HA) descriptive rating, and every measure was rated highly applicable.

Table 10. Level of Applicability of the Suggested Measures to Address the Challenges Encountered in Using Short Reading Selection as Perceived by the Grade 5 Reading Teachers (N=17)

Suggested Measures	WM	DR	Rank
Giving learners short reading selections that challenge their critical thinking skills and allow them to explore complex themes and ideas	4.18	HA	1
Exposing learners to the range of advanced vocabulary they need to expand their comprehension skills at their grade level	4.12	HA	2
Giving proficient readers challenging reading selections to boost their reading engagement and motivation to improve comprehension skills	4.07	HA	3
Providing reading selections that offer enough information or context for the learners to practice higher-order thinking skills effectively	3.95	HA	4
Giving reading selections that provide opportunities for learners to engage in extended analysis, discussion, and reflection	3.89	HA	5
Providing reading selections that help build the stamina required to read and comprehend longer and more complex texts	3.85	HA	6
Exposing learners to the wide range of structures to better understand the reading selection, such as problem-solution or cause-effect	3.77	HA	7
Simplifying the content or information of the reading selection to let learners fully grasp the setting, character development, or key concepts	3.65	HA	8
Providing reading selections in which learners can apply critical reading strategies such as summarizing, comparing and contrasting, or identifying main ideas	3.54	HA	9
Average Weighted Mean	3.89	HA	

The measures the teachers found most applicable respond directly to the most serious challenges they identified: selections that challenge critical thinking and permit exploration of complex themes (4.18), exposure to advanced grade-level vocabulary (4.12), and challenging selections for proficient readers (4.07). The alignment between the highest rated measures and the highest rated challenges indicates that the respondents see the remedy as a matter of text selection and calibration rather than abandonment of the strategy.

Table 11 exhibits the same variable as perceived by the school administrators, with an average weighted mean of 3.96 corresponding to a Highly Applicable (HA) descriptive rating.

Table 11. Level of Applicability of the Suggested Measures to Address the Challenges Encountered in Using Short Reading Selection as Perceived by the School Administrators (N=14)

Suggested Measures	WM	DR	Rank
Giving proficient readers challenging reading selections to boost their reading engagement and motivation to improve comprehension skills	4.19	HA	1
Giving learners short reading selections that challenge their critical thinking skills and allow them to explore complex themes and ideas	4.15	HA	2
Exposing learners to the range of advanced vocabulary they need to expand their comprehension skills at their grade level	4.11	HA	3
Providing reading selections that offer enough information or context for the learners to practice higher-order thinking skills effectively	4.08	HA	4
Giving reading selections that provide opportunities for learners to engage in extended analysis, discussion, and reflection	3.94	HA	5
Exposing learners to the wide range of structures to better understand the reading selection, such as problem-solution or cause-effect	3.88	HA	6
Simplifying the content or information of the reading selection to let learners fully grasp the setting, character development, or key concepts	3.81	HA	7
Providing reading selections in which learners can apply critical reading strategies such as summarizing, comparing and contrasting, or identifying main ideas	3.76	HA	8
Providing reading selections that help build the stamina required to read and comprehend longer and more complex texts	3.69	HA	9
Average Weighted Mean	3.96	HA	

The administrators rated the same top three measures, placing challenging selections for proficient readers first (4.19). Both groups therefore regard the proposed measures as relevant and doable within the existing conditions of the district.

Summary and Comparison of the Perceptions of the Two Groups of Respondents

Table 12 discloses the summary of the perceptions of the Grade 5 reading teachers and school administrators on the different variables under study. Both groups registered the same descriptive rating on all five variables: the objectives of short reading selection were moderately attained, the strategy was moderately effective, its impact on reading comprehension performance was moderate, the challenges encountered were moderately serious, and the suggested measures were highly applicable.

Table 12. Summary Table on the Perceptions of Grade 5 Reading Teachers and School Administrators on the Different Variables of the Study

Variables	Teachers AWM	DR	Administrators AWM	DR
Level of Attainment of the Objectives of Short Reading Selection as Strategy in Enhancing the Reading Comprehension Skills of Grade 5 Learners	3.29	MA	3.36	MA
Level of Effectiveness of Short Reading Selection in Enhancing the Reading Comprehension Skills of Grade 5 Learners	3.07	ME	3.02	ME
Extent of Impact of Using Short Reading Selection on the Reading Comprehension Performance of Grade 5 Learners	3.28	MI	3.39	MI
Degree of Seriousness of the Challenges Encountered in Using Short Reading Selection to Enhance the Reading Comprehension Skills of Grade 5 Learners	3.34	MS	3.39	MS
Level of Applicability of the Suggested Measures to Address the Challenges Encountered in Using Short Reading Selection	3.89	HA	3.96	HA

Table 13 reveals the t-test result on the perceptions of the two groups of respondents. A statistically significant difference emerged on the extent of impact of using short reading selection on the reading comprehension performance of Grade 5 learners, where the school administrators obtained a higher mean value of 3.39 than the mean value of 3.28 of the teachers. This means that the administrators perceived a more significant impact of short reading selection on the reading performance of the learners, and the null hypothesis is rejected on this variable. On the four remaining variables, the obtained p-values are higher than the set probability value of 0.05, so no significant differences were established and the null hypothesis is accepted along these variables.

Table 13. T-test Result on the Perceptions of the Grade 5 Reading Teachers and School Administrators on the Different Variables Under Study

Variable	Mean Diff.	t value	p-value	Decision	Remarks
Level of Attainment of the Objectives of Short Reading Selection as Strategy in Enhancing the Reading Comprehension Skills of Grade 5 Learners	0.07	0.58	0.36	Accept Ho	Not Significant
Level of Effectiveness of Short Reading Selection in Enhancing the Reading Comprehension Skills of Grade 5 Learners	0.05	0.47	0.29	Accept Ho	Not Significant
Extent of Impact of Using Short	0.11	3.02	0.05	Reject Ho	Significant

Variable	Mean Diff.	t value	p-value	Decision	Remarks
Reading Selection on the Reading Comprehension Performance of Grade 5 Learners					
Degree of Seriousness of the Challenges Encountered in Using Short Reading Selection to Enhance the Reading Comprehension Skills of Grade 5 Learners	0.05	0.47	0.29	Accept Ho	Not Significant
Level of Applicability of the Suggested Measures to Address the Challenges Encountered in Using Short Reading Selection	0.07	0.58	0.36	Accept Ho	Not Significant

p-value greater than 0.05 = accept Ho; p-value less than or equal to 0.05 = reject Ho

4. Conclusion

Based on the salient findings of the study, the following conclusions were drawn. The objectives of using short reading selection as a strategy to enhance the reading comprehension skills of Grade 5 learners are not fully carried out or realized. The short reading selection is beneficial, yet it does not greatly enhance the reading comprehension skills of the learners. Short reading selections do not greatly affect the reading comprehension performance of the learners. The identified challenges in using short reading selection to enhance the reading comprehension skills of learners are manageable. The suggested measures to address these challenges are relevant and doable. Finally, the perceptions of the Grade 5 reading teachers and school administrators on the extent of impact of using short reading selection on the reading comprehension performance of Grade 5 learners differ significantly.

In view of these conclusions, the following recommendations were advanced. The proposed intervention measures should be adopted and implemented to enhance the use of short reading selection in improving the reading comprehension skills of Grade 5 learners in the public elementary schools of Bagulin District, Division of La Union. Teachers and school administrators should implement effective strategies to fully attain the moderately attained objectives of short reading selection. Teachers should provide adequate activities on short reading selection to enhance the reading comprehension performance of learners. The highly serious challenges encountered in using short reading selections should be given priority attention with effective solutions by the teachers and school administrators. The highly applicable measures to address these challenges should be adopted and implemented. Lastly, a similar study on short reading selections should be conducted in another clime to validate the findings of this study.

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