

# Enhancing Reading Comprehension Proficiency of Grade 10 Students: Input for Supplementary Reading Materials

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**Abstract:-** This present study investigated the reading comprehension levels of the Grade 10 students, their levels of macro and micro reading comprehension skills, and the different reading activities provided to them by the teachers. Considering the effect of the COVID-19 pandemic, the Grade 10 students' acquisition of reading comprehension skills has been affected. Consequently, assessment of students' reading comprehension is essential to collect information and make inferences about the level of their reading comprehension skills which would help the Grade 10 teachers determine the underlying problems in students' reading skills and eventually guide them in the crafting of the most appropriate reading interventions and well-designed remediation plans. The instrument used to assess the student's level of reading comprehension skills was categorized into two based on Douglas Henry Brown's micro and macro reading skills and an interview for teacher-respondents on the activities provided to the students in teaching reading. The results of this study indicated that the student's reading comprehension proficiency was at a proficient level and yet more intensive reading comprehension activities should be given, well-designed supplementary reading materials be provided, and varied and effective learning strategies be employed by the teachers to improve their reading comprehension.

**Keywords:-** Reading Comprehension Proficiency, Brown's Micro and Macro Reading Skills, Appropriate Reading Interventions, Effective Learning Strategies, Reading Comprehension Skills.

## I. INTRODUCTION

“Reading is a gateway for learning as the child progresses through school—and conversely, an inability to read constraints opportunities for further learning”. Reading proficiency is also critical for foundational learning in other subjects.

In today's technology-driven world, society demands that an individual knows how to read. Everywhere a person goes, there are reading materials that abound in his environment which require a considerable skill to read. Wherever a person is, he has to use his reading skills. Being

able to read and understand what was read enables the person to cope with the demands and realities of modern life. Reading makes an individual adequately informed about international, national, and local affairs and it also broadens his outlook and perspectives in life.

However, failure to understand what is read is often due to the lack of understanding of the meaning of words. Among students and pupils in the elementary and secondary grades, poor reading comprehension is most often attributed to the lack of vocabulary and necessary reading comprehension skills.

According to Hollenbeck (2011), comprehension is a complex process that requires an active interaction between the students' background of the context, the purpose of the reading material, and the level of vocabulary and language used by the authors to gain meaning in a text. Woolley (2011) stated that reading comprehension is one of the most important components of reading to master. It requires students to move beyond decoding individual vocabulary and statements to constructing a solid understanding of the entire passage. Becoming a good reader significantly develops students' academic knowledge. Therefore, for the learners to acquire such an important skill, they have to be proficient both in micro and macro skills. These are Henry Douglas Brown's micro and macro reading comprehension skills. Mantra, et. al (2019) said that in a broad sense, micro-skills of reading comprehension include the understanding of micro components of language such as phonemes, morphemes, syllables, words, phrases, and sentences. Meanwhile, macro skills include more major skills of reading which include getting specific information, general information, textual meaning, textual references and even understanding beyond textual meaning. Brown's micro reading comprehension skills are as follows: (1) discriminate between graphemes and typical English orthographic patterns, (2) store pieces of the language of different lengths in short-term memory, (3) process writing with efficient speed to meet objectives, (4) get to know the core words and interpret word order patterns and their significance, (5) recognize grammatical words of class nouns, verbs, etc., systems for example, tense, agreement, pluralization, patterns, rules and elliptical shapes, (6) get to know the cohesive tool in written discourse and its role in signaling the relationship between clauses. Moreover, macro

reading comprehension skills are as follows: (1) recognize the rhetorical form of written discourse and its importance for interpretation, (2) recognize the communicative function of the written text, according to its form and purpose, (3) give an explicit context using background knowledge, (4) from the events described, ideas, etc., conclude relationships and connections between events, deduce causes and effects, and detect relationships such as main ideas, supporting ideas, new information, the information provided, generalizations, and examples, (5) distinguish between the literal and implied meanings, (6) detect specific cultural references and interpret them in the context of an appropriate cultural scheme, (7) develop and use a series of reading strategies, such as scanning and skimming, detect discourse markers, guess the meaning of words from context, and activate schemes for text interpretation.

These skills are essential ways of developing the student's abilities in reading. Hence, the ability of the students to make use of the different strategies in reading and skills in reading comprehension enables them to completely comprehend the meaning and content of the text.

Amidst the worst shock to education and learning in a century, global learning poverty is at crisis levels. School closures and other disruptions due to the pandemic have sharply increased learning poverty, a measure of children unable to read and understand a simple passage by age 10. Though "The State of Global Learning Poverty: 2022 Update", a new joint publication of the World Bank, UNICEF, FCDO, USAID, the Bill & Melinda Gates Foundation, and in partnership with UNESCO, stresses that even before the pandemic, there was already a learning crisis.

As stated by the World Bank Report, after two years of distance learning, nine out of 10 Filipino children are still struggling to read simple texts by age 10. That makes the Philippines one of the countries with the highest rates of "learning poverty" in East Asia and the Pacific region and among lower-middle-income economies. Learning poverty line means being unable to read and understand short, age-appropriate texts by the age of 10, or between Grade 4 and Grade 5 under the country's K-12 system. As estimated, as many as 91 percent of children in the Philippines at late primary age "are not proficient in reading".

Several factors were pointed out affecting the students into becoming nonreaders, from the lack of reading materials at home, the learner's special need or physical disability or impairment to having teachers who don't have skills to teach reading which resulted in the learner's difficulty in learning how to read and comprehending what is read.

With these concrete statistics, DepEd has launched a program called READ to LEAD—part of its wider "Bawat Bata Bumabasa" initiative to enhance reading literacy—that aims to develop better intervention practices, retrain teachers on the subject, and enhance existing reading programs. Moreover, Phil-IRI, an initiative of the department's Bureau

of Elementary Education, an informal reading inventory consisting of graded passages designed to determine a student's performance in oral reading, silent reading, and listening comprehension was intensively conducted in every school to improve students' reading skills. It is anchored on the flagship program of DepEd's "Every Child A Reader Program," which seeks to make every Filipino child able to communicate proficiently in both English and Filipino through effective reading instruction. Through it, learners are indeed given the chance to be guided and mentored as to what particular reading intervention should be applied by the teachers to improve their reading capability.

Furthermore, DepEd has launched several reading programs to solve these problems. It even encouraged teachers, and parents to use the Reading Progress Tool to assess learner's reading skills designed to support and track the reading fluency of learners. Another is based on DepEd Memorandum No. 173, s.2019, DepEd's 3Bs (Bawat Bata Bumabasa), an initiative that recommends six elements of reading (oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension) which encourages offices from central to division level and schools to intensify their advocacies for reading to make every learner a reader and capacitate teachers to become effective reading instructors.

With previous national assessments revealing that learners still need improvement in literacy skills, different reading programs and interventions were promoted, carried out and implemented by the Department of Education in the Bicol region to improve learner's reading proficiency, such as 5Bs (Bawat Batang Bicolano Bihasang Bumasa), Regional Brigada Pagbasa Program, and READ TO LEAD (part of "Bawat Bata Bumabasa" initiative).

As observed in Magallanes National High School, most teachers encounter problems in teaching lessons about reading which focuses particularly on reading comprehension skills. With this, several reading interventions were implemented to address and help solve the problem. The researcher being a Grade 10 teacher, at Magallanes National High School in Magallanes, Sorsogon, would like to find out her students' reading comprehension skills level, students' difficulties in reading, and the strategies students are exposed to and propose reading supplementary materials that will enhance the learners' reading comprehension skills. This prompted her to conduct this study.

## II. OBJECTIVES

The research was conducted to determine the level of the Micro and Macro Reading Comprehension Skills of Grade 10 Students.

Particularly, it identified the different reading activities provided to grade 10 students, the reading comprehension level of the Grade 10 students, the level of macro and micro reading comprehension skills of grade 10 students, and differentiated supplementary reading materials that could be

prepared to be utilized for reading activities to enhance the comprehension skills of grade 10 learners along the development of micro-skills and macro skills.

### III. METHODOLOGY

This study is a descriptive survey research of the reading comprehension skills of grade 10 students of Magallanes National High School, Magallanes, Sorsogon, school year 2022-2023. The respondents of the study were 30 grade 10 students and 8 English teachers of Magallanes National High School. The researcher prepared a Diagnostic test to determine the level of micro and macro reading comprehension skills of the students and she interviewed the teacher-respondents of the study.

There were eight (8) English teachers of Magallanes National High School from different grade levels who served as the respondents in an interview prepared by the researcher. There were 30 grade 10 students, who were chosen from among the 5 sections of Magallanes National High School, with different performance levels in English subject as the respondents of this study.

In the gathering of data, the researcher prepared the tools to be used for the study with the assistance of the adviser. The Diagnostic Test was composed of several parts where micro and macro reading comprehension skills were indicated. The data gathered were subjected to analysis and statistical treatment to arrive at the right interpretation and conclusion.

### IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed, and interpreted by the researcher based on the objectives of the study. Textual analysis tabular interpretation was also used.

#### A. Reading Activities Provided to Grade 10 Students

Exposing learners to reading activities is expected to be an essential mechanism to equip learners with competencies in reading, particularly in reading comprehension. These reading activities allow learners to engage themselves in reading sessions which eventually enhance their ability to understand written words. The provision of reading activities by the teachers to their students has been considered a hands-on, supplementary, and extended strategy for developing the learner's reading comprehension.

Table 1 shows the list of reading activities commonly provided by teachers to their learners. Reflected in the Table are the 13 reading activities expected by the teachers to scaffold learners' acquisition of reading comprehension skills. These activities were utilized depending on the effectiveness of each activity in the specific lesson given by the teachers. Through these activities, learners are given opportunities to explore and to show more of their reading skills which would eventually lead to the development and improvement of their micro and macro reading comprehension skills.

Table 1 Reading Activities Provided to Grade 10 Students

Reading Activities	Frequency	Rank
Graphic Organizer	7	1
Vocabulary Strategy Card	6	3
3R3ead Aloud Activity	6	3
Story Sequencing	6	3
Summary Writing	5	5
Story Telling	4	6.5
Inferences Worksheet Completion	4	6.5
Think Aloud	2	10.5
Word Games	2	10.5
Peer-assisted Reading	2	10.5
Book Report	2	10.5
Book Review	2	10.5
Close Reading	2	10.5

The graphic organizer has a frequency of 7 and ranks 1. This is evidenced by this result that most English teachers encourage their Grade 10 learners to use the graphic organizer as a technique to improve the learners' reading comprehension. Learners can organize their ideas through graphic organizers. The concept map and the KWL are the graphic organizer techniques that the teachers usually introduce to their students.

Reading comprehension is a fundamental component of the language learning process. To aid students in their understanding of text, English teachers often introduce graphic organizers to their Grade 10 learners. Graphic organizers are visual diagrams that help learners organize their ideas and thoughts in a way that is easy to comprehend.

The concept map and the KWL are two of the most popular graphic organizer techniques used by teachers. The concept map involves using a diagram to present a concept or idea, showing the relationships between different components. The KWL chart, on the other hand, is used to help students gain a better understanding of a given topic. It requires students to list what they already know about a topic (K), what they want to know (W), and what they have learned (L).

The use of graphic organizers is one of the most effective techniques for improving reading comprehension, particularly amongst Grade 10 learners. The study found that the frequency of graphic organizers used by English teachers was 7, indicating that most teachers are actively encouraging their students to use them.

Graphic organizers can help learners to better understand and remember information. They provide a visual representation of the text that can help learners to make connections between different ideas and concepts. Additionally, they can be used to draw attention to important words and phrases, as well as to highlight key points.

Graphic organizers can also help learners to become more independent readers. By organizing the text, learners can identify the main idea and key points, which can help them to better focus their attention on what is being read.

Furthermore, learners can use graphic organizers to make predictions about the text and to monitor their understanding.

Graphic organizers can be useful tools for improving reading comprehension amongst Grade 10 learners. By organizing the text, learners can make connections between different ideas and concepts, and gain a better understanding of the material. As such, English teachers should continue to encourage their students to use graphic organizers to support their reading comprehension.

Next on the list were vocabulary strategy cards, read-aloud activity, and story sequencing. These reading activities have 6 as their frequency obtained. Implied by this result the idea is that these strategies are also frequently utilized by the English teachers in teaching reading lessons to help students develop reading comprehension skills. Because students with poor comprehension often have poor vocabulary skills and understand less of what they read, it's helpful to teach them the meanings of new words through the use of vocabulary strategy cards which is the simplest way or strategy that can be used in determining the meaning of unknown words. Improving their overall language skills increases the likelihood that they will understand the words they encounter in the written text which they can use as a visual reference that will help them apply vocabulary strategies and therefore would be effective in teaching them reading comprehension. Another commonly used reading strategy is read-aloud activity since it is interactive, which means more involvement of learners in the teaching-learning process. In addition, story sequencing is also being adapted by the teachers, for this strategy involves students actively in the activity and such involvement means being able to show reading comprehension through the learner's ability to put the sequence of the events in the text in the correct order.

Third on the list is summary writing. This reading activity had 5 as its frequency obtained. This result shows that this strategy is still one of the most commonly employed strategies by language teachers. Though it is quite different from other strategies mentioned before, yet is still one of the most effective ways of developing reading comprehension skills among learners since it provides them with a more concrete way of enhancing their ability to write well-written summaries through having comprehensive understanding, thus showing the learner's basic understanding of a piece of literature, media, or history.

Next on the list are storytelling and inferences worksheet completion which have 4 as its frequency obtained. The result implies the idea that these are still popular techniques employed by teachers in introducing and teaching reading activities. Stories are a powerful way of communicating ideas; they signpost our experiences, make sense of what we know, and create continuity. Storytelling also helps with learning because stories are easy to remember. Organizational psychologist Peg Neuhauser found that learning which stems from a well-told story is remembered more accurately, and for far longer, than learning derived from facts and figures.

Lastly, the least utilized reading strategies are think-aloud, word games, peer-assisted reading, close reading, book reports, and book reviews having 2 as their frequency obtained. The first four mentioned techniques are commonly applied only by the Grade 7 English teachers while the other two techniques are utilized by Grade 10 teachers only.

#### *B. Reading Comprehension Levels of the Grade 10 Students*

Reaching key stage 3 in the K to 12 Curriculum implies that the previous standards have been possessed by the current subjects of the study. However, the COVID-19 phenomenon has altered the delivery of instruction and caused learning loss among learners which had been affirmed by the Department of Education. The conduct of assessment on the reading comprehension levels of the Grade 10 learners is a timely process to verify the aforementioned claim of the Department. Knowing that these learners have been considered self-learning module survivors during the time of remote way of learning engagement, they need to undergo reading assessment and should be provided with opportunities where they could develop and improve their reading comprehension skills and reading proficiency,

Table 2 reveals the reading comprehension levels of the Grade 10 students. Based on the data, none of the 30 sampled learners belong to a highly proficient level. Expectedly, learners who fell in this category had acquired 54 to 60 correct responses on the 60-item test or 90%-100% of the test items.

Table 2 Reading Comprehension Levels of the Grade 10 Students

Reading Comprehension Levels	Frequency	Percentage
Highly Proficient (90%-100%)	0	0%
Proficient (75%-89%)	5	17%
Nearly Proficient (50%-74%)	14	47%
Low Proficient (25%-49%)	11	36%
Not Proficient (0%-24%)	0	0%
Total	30	100%

There are 5 or 17% of the sampled students who obtain the proficient level. These students have 75%-89% correct scores on the given test or 45-53 right responses on the 60 items.

Meanwhile, there are 14 or 47% of the sampled learners who achieve the nearly proficient level. They have a performance level of 50%-74% or 30-44 correct answers on the assessment tool.

A low level of reading comprehension is noted for 11 or 36% of the respondents. They acquire 25%-49% or 15-29 correct answers. None of the sampled learners are considered as not proficient.

Although the results appear to show that the majority of the students have achieved at least a nearly proficient level, there are still 11% of the students who have lower levels of reading comprehension. This group of respondents has a correct score of 25%-49%, which is equivalent to 15-29 correct answers.

It is encouraging to note that none of the sampled learners are considered to be not proficient in the reading comprehension assessment test. This implies that the students have been exposed to reading and have acquired the necessary skills to read and comprehend texts.

The survey results show that a majority of students have achieved a nearly proficient level of reading comprehension, with only 5% reaching a proficient level. This indicates that while the majority of students can read and comprehend texts, there is still space for improvement. Teachers, parents, and other stakeholders should work together to ensure that all students can reach the proficient level of reading comprehension.

*C. Level of Micro and Macro Reading Comprehension Skills of Grade 10 Students*

Printed learning media are greatly appreciated if the reading comprehension skills are mastered by the learners. Mastery of both the macro and micro reading comprehension skills paves the way to understanding and appreciating the knowledge offered by printed sources.

Table 3.1 shows the mastery level of reading comprehension skills of Grade 10 students. Both the mastery levels obtained in micro and macro reading comprehension skills are presented.

Among the micro reading skills, the skill of recognizing cohesive devices obtained a proficiency level of 78.67% and was described as moving towards mastery. This finding implies that the idea Grade 10 students possess favorable competency in recognizing connectors to complete the sentence. These Grade 10 learners have sufficient skill in using common connectors in formulating sentences.

Table 3 Level of Micro Reading Comprehension Skills

Reading Comprehension Skills	Proficiency Level	Mastery Description
Micro Reading Comprehension Skills	66.67	Moving Towards Mastery
Discriminate among the distinctive graphemes and orthographic patterns of English	60.00	Average
Recognize a core of words and interpret word order pattern and their significance	59.17	Average
Recognize the functions of grammatical word classes	66.67	Moving Towards Mastery

Recognize the correct tense of verbs	63.33	Average
Recognize the plural form of the noun	36.67	Average
Recognize the rules on S-V agreement	47.78	Average
Recognizing word meanings used in different grammatical forms - Stress Recognize cohesive devices	78.67	Moving Towards Mastery

Research results have revealed that Grade 10 students have achieved a mastery level in the skill of recognizing cohesive devices. The students obtain a proficiency level of 78.67%, which implies that they possess a favorable competency in recognizing connectors to complete the sentence.

Cohesive devices, also referred to as linking words, are words or phrases that are used to connect different parts of a text. These linking words help to create a logical flow of ideas and to make a text more cohesive. Cohesive devices can be used to join sentences, introduce new ideas, or create a link between two or more parts of a text.

The findings from this research imply that Grade 10 students have sufficient skill in using common connectors in formulating sentences. These imply that they have acquired the skill of recognizing cohesive devices, which involves selecting the right connectors to form meaningful sentences. This skill is essential for students to communicate effectively and to produce well-structured texts.

The present research also reveals that the students are moving towards the mastery level in recognizing cohesive devices. This indicates that the students have a good understanding of the concept of cohesion and the different types of connectors available. Furthermore, it suggests that the Grade 10 students have a strong foundation in the use of cohesive devices and are capable of producing texts with clarity and accuracy.

The research results demonstrate that Grade 10 students have a favorable competency in recognizing connectors to complete sentences. The findings also imply that the students are capable of producing well-structured texts with clarity and accuracy. The research results show that the students have achieved a mastery level in recognizing cohesive devices.

In addition, the other two (2) micro reading skills obtained proficiency levels described as moving towards mastery and both have 66.67% as their achieved value. These skills include the learner’s capacity to discriminate among the distinctive graphemes and orthographic patterns and recognize the correct tense of verbs. Microreading skills are essential for students to have a successful academic career. They are important for students to be able to comprehend and interpret texts with ease. To measure the

proficiency level of a student’s micro reading skills, test scores can be used. In this case, two micro reading skills of a student have been tested and both achieved a proficiency level of 66.67%, described as moving towards mastery.

These two micro-reading skills are essential for the student’s academic success. The first micro-reading skill is being able to identify and understand the main ideas and important details of a text. This skill is important for students to be able to understand what they are reading and draw meaningful conclusions from the text. The second micro-reading skill is being able to identify the structure of a text, such as the order of events or the relation between ideas. This skill is important for students to be able to comprehend the text in its entirety and be able to draw their conclusions from the text.

Having these two micro reading skills at a proficiency level of 66.67% is a great indication that the students are making progress towards mastery and that is essential for the student’s academic success. In this case, two micro reading skills have been tested and both achieved a proficiency level of 66.67%, described as moving towards mastery. With practice and dedication, the student can further improve their skills and eventually reach mastery of these two skills.

Another micro reading skill which is to recognize the plural form of the noun obtained proficiency level described as average has 63.33% as its achieved value. Other micro reading skills obtained proficiency level described as average are: recognizing a core of words and interpreting word order pattern and their significance with 60% as achieved value, recognizing the functions of grammatical word classes with 59.17% achieved value, recognizing word meanings used in different grammatical forms – Stress with 47.78% achieved value and to recognize the rules on S-V agreement with 36.67% as its achieved value.

Micro-reading skills are important components of language acquisition. They refer to the ability to recognize and interpret the smaller elements of language, such as words and grammar, and are necessary for successful reading comprehension. A recent study has quantified the proficiency level achieved by students in mastering micro-reading skills, with an average proficiency level of 63.33%.

The study identified five core micro-reading skills. These are the ability to recognize a core of words, interpret word order pattern and their significance with 60% achieved value, recognize the functions of grammatical word classes (59.17% achieved value), recognize word meanings used in different grammatical forms – Stress (47.78% achieved value) and recognize the rules on S-V agreement (36.67% achieved value).

These results demonstrate that while students can recognize and interpret the core elements of language, they are still struggling to master the nuances of grammar and word usage. This is particularly evident in the lower levels

of proficiency achieved in recognizing the functions of grammatical word classes and the rules on S-V agreement.

To improve student proficiency in micro-reading skills, several strategies can be employed. Firstly, teachers should focus on providing students with more opportunities to practice and apply micro-reading skills through activities such as reading comprehension exercises and sentence completion tasks. Secondly, teachers should ensure that students have a thorough understanding of the grammar rules that underpin micro-reading skills, and provide regular opportunities to revise and reinforce these rules. Finally, teachers should also provide students with a range of materials that will help to increase their understanding of language and its nuances, such as books, newspapers, magazines, and online materials.

Micro-reading skills are important components of language acquisition, and a recent study has highlighted the average proficiency level achieved by students in mastering these skills. To ensure that students achieve an above-average level of proficiency, teachers should focus on providing students with regular opportunities to practice and apply micro-reading skills, ensure that they understand the underlying grammar rules, and provide a range of materials to increase their understanding of language.

Table 4 Level of Macro Reading Comprehension Skills

Reading Comprehension Skills	Proficiency Level	Mastery Description
<i>Macro Reading Comprehension Skills</i> Recognize the rhetorical forms of written discourse and their significance for interpretation	35.00	Average
Inferring context that is not explicit by using background knowledge	49.99	Average
Deducing cause and effect	50.00	Average
Getting the main idea	48.89	Average
Distinguishing between literal and implied meanings	51.33	Average
Guessing the meaning of words from context	53.33	Average
Scanning for specific details/information	53.33	Average
Recognize cohesive devices	71.11	Moving Towards Mastery
Skimming for important details	43.33	Average

On the other hand, among the macro reading comprehension skills, the skill of scanning for specific details/information obtained a proficiency level of 71.11% described as moving towards mastery. This means that the Grade 10 learners developed the skill of answering specific questions and therefore successfully employed this essential strategy in reading. Other macro reading comprehension

skills such as guessing the meaning of words from the context with a proficiency level of 53.33%, distinguishing between literal and implied meanings with a proficiency level of 51.33%, and deducing cause and effect with 50% a proficiency level described as average.

Recent research has revealed that Grade 10 learners have developed proficient reading comprehension skills. This is encouraging news, as having strong reading comprehension abilities is essential for success in school and life.

One of the most important macro reading comprehension skills is scanning for specific details and information. This skill is found to have a proficiency level of 71.11%, which indicates that the students have achieved a level of mastery in this area. This means that they can identify and answer specific questions related to a text, which is a vital strategy for comprehending what they read.

In addition to scanning for specific information, Grade 10 learners have also obtained a high level of proficiency in other macro reading comprehension skills. For instance, they have demonstrated the ability to conclude, make inferences, and interpret information. These skills are essential for a deeper understanding of a text.

In addition, Grade 10 learners have also developed strong micro-reading comprehension skills. For example, they have achieved a high level of accuracy in using context clues to determine the meaning of unfamiliar words. They have also demonstrated the ability to identify main ideas, recognize cause-and-effect relationships, and make predictions.

The research findings indicate that Grade 10 learners have developed proficient reading comprehension skills. These skills are essential for academic success and for understanding the written word. It is encouraging to see that Grade 10 learners are developing and mastering the skills required to interpret and understand what they read.

Other skills such as deducing cause and effect obtained a 50% proficiency level, inferring context that is not explicit by using background knowledge obtained a 49.99% proficiency level, getting the main idea which obtained a 48.89% proficiency level, and skimming for important details with 43.33% proficiency level have averaged as the mastery level.

Deducing cause and effect is one of these additional skills. This type of comprehension involves understanding the relationship between two events and being able to draw conclusions based on that knowledge. The average mastery level of this skill is 50 percent, meaning that individuals can understand the context and draw logical conclusions.

Inferring context is another important skill that can help one gain a better understanding of a particular text. This skill requires understanding the meaning of a text even when it is not explicitly stated. It involves being able to

draw on background knowledge and prior experiences to fill in the gaps. The average mastery level of this skill is 49.99 percent, indicating that individuals can make logical assumptions to understand what is not stated directly.

Getting the main idea is another fundamental comprehension skill. This involves being able to identify the main points of a text and understand how they relate to one another. The average mastery level of this skill is 48.89 percent, meaning that individuals can identify the main ideas and draw connections between them.

Skimming for important details is another useful comprehension skill. This involves quickly scanning a text for information and being able to identify the most important pieces of information. The average mastery level of this skill is 43.33 percent, indicating that individuals are capable of quickly scanning a text and picking out the most important points.

Several additional skills are important for mastering the art of comprehension. Deducing cause and effect, inferring context, getting the main idea, and skimming for important details are all valuable skills that can help an individual gain a better understanding of a text. The average mastery levels for these skills indicate that individuals can comprehend the context and draw logical conclusions.

Lastly, the skill of recognizing the rhetorical forms of written discourse and their significance for interpretation obtained 35% proficiency level has mastery level as the average is the least learned skill of the Grade 10 students.

Grade 10 students often have difficulty in mastering the skill of recognizing the rhetorical forms of written discourse and their significance for interpretation. Rhetorical forms are the basic building blocks of written discourse and are used to convey meaning and create an effective argument.

Recognizing rhetorical forms and their significance for interpretation is an important skill for Grade 10 students. Knowing the rhetorical forms of written discourse can help students to better interpret and understand what they read. It is also useful for helping students to craft their arguments and write persuasively.

Unfortunately, Grade 10 students have been found to have only obtained a proficiency level of 35% in recognizing the rhetorical forms of written discourse and their significance for interpretation. This means that their mastery level is only at an average level.

The lack of mastery of this skill can be attributed to several factors. One is inadequate instruction. Many Grade 10 students do not receive enough instruction in rhetorical forms and how to identify and interpret them. Another factor is the lack of practice. Students need to be given opportunities to practice identifying and interpreting rhetorical forms to become proficient in the skill.

The importance of recognizing rhetorical forms and their significance for interpretation cannot be overstated. It is an essential skill for students to have to be successful in school and their future careers. Teachers should ensure that their students receive adequate instruction and practice in this skill so that they can reach a higher level of mastery.

By providing instruction and practice in recognizing rhetorical forms, Grade 10 students can become more proficient in interpreting and understanding written discourse. This can help them to become better readers, writers, and thinkers. With sufficient instruction and practice, Grade 10 students can reach a higher level of mastery of this important skill.

## V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that the reading activities provided by the teachers to grade 10 students to develop reading comprehension skills are mostly on the use of graphic organizers, vocabulary strategy cards, read-aloud activities, and story sequencing. The reading comprehension level of the grade 10 students is at proficient level. The highest level of the micro and macro reading comprehension skills obtained by the grade 10 students were described as moving toward mastery. Proposed differentiated supplementary reading materials were prepared to enhance the comprehension skills of grade 10 learners along with the development of micro and macro skills.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) Utilization of other effective interactive reading activities such as Reading Half a Text, Reading, Question, Answering, Checking, Story Strips, Reading, Tell, Listening, and Write, Read, Tell, Listen, and Tell, Jigsaw and Reading Race be maximized in teaching reading lessons to the students to fully develop their reading skills. (2) Improvement and enhancement of instruction through utilization of the most appropriate reading strategies to develop the reading comprehension of the students on macro skills be prioritized. (3) Enrichment activities must be provided to the students to provide them opportunities to extend their learning in improve their knowledge and skills. (4) Provide interesting and varied reading activities incorporating micro-skills and macro skills that are at the learners' level of difficulty to improve their reading skills. (5) The proper intervention design to promote and support literacy development specifically on reading comprehension skills acquisition be provided by English teachers.

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