

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2026, Vol. 7, No. 1, 348 – 357

<http://dx.doi.org/10.11594/ijmaber.07.01.26>

---

## Research Article

### Instructional Strategies of Teachers, Reading Proficiency, and Reading Motivation of Grade 7 Students

Raquel B. Conel\*, Lehai B. Beloro

Department of Graduate Studies, Naga College Foundation, Inc, Naga City 4400, Philippines.

---

#### Article history:

Submission 02 December 2025

Revised 30 December 2025

Accepted 23 January 2026

#### \*Corresponding author:

E-mail:

[rconel@gbox.ncf.edu.ph](mailto:rconel@gbox.ncf.edu.ph)

#### ABSTRACT

This study determined the commonly used instructional strategies and the relationship of reading motivation on the reading proficiency levels of Grade 7 students, and used these findings as basis for developing a teacher-led intervention material. The research design used was descriptive-correlational design with a sample of 139 Grade 7 students and 7 English teachers. Analysis of data was done using Weighted Mean, Pearson Product Moment Correlation Coefficient, Coefficient of Determination and modified ADDIE model. Results showed that the identified instructional strategies were used often by teachers, their average weighted mean (AWM) being 3.09. Regarding reading skills, students displayed strong reading fluency (56.80%) and moderate vocabulary knowledge (59.70%). Nevertheless, students showed a frustration-level performance in reading comprehension (43.90%), indicating that they struggle to independently understand texts and need significant support from teachers to grasp reading materials. Analysis of reading motivation of Grade 7 showed that the level of motivation was moderately high, with an (AWM) of 2.91. Correlation tests revealed that reading motivation had a very weak effects on reading proficiency, with r-squared values ranging from 0.0016% to 2.7556%, suggesting minimal contribution of motivation to students' reading performance. These results were the foundation of a teacher-directed intervention resource aimed at overcoming the challenges outlined and helping the students to become more proficient and motivated in reading. Altogether, the research highlights the necessity of more specific and teacher-centered strategies to enhance the level of reading comprehension and interest among the students. The produced teacher-guided intervention material is the direct reaction to the formulated challenges and is designed to facilitate both the reading proficiency and motivation of Grade 7 students with the help of evidence-based and contextually grounded instructional methods.

---

#### How to cite:

Conel, R. B. & Beloro, L. B. (2026). Instructional Strategies of Teachers, Reading Proficiency, and Reading Motivation of Grade 7 Students. *International Journal of Multidisciplinary: Applied Business and Education Research*. 7(1), 348 – 357. doi: 10.11594/ijmaber.07.01.26

**Keywords:** *Instructional Strategies, Reading Proficiency, Reading Motivation, Teacher-Led Intervention*

---

## Background

Teaching is a dynamic and diverse activity which has a considerable influence on the way students think and learn. The teacher is also instrumental in choosing strategies which reinforce the student understanding and motivation in instruction. Reading strategies allow learners to decode, comprehend, interpret, and reflect upon the texts; motivation prompts them to read much more frequently and more thoroughly. Together, instructional strategies, comprehension and motivation produce valuable and effective reading experiences.

Globally, reading proficiency and reading motivation are regarded as key indicators of educational quality. According to the Programme for International Student Assessment (PISA) 2022, a significant proportion of students across many countries—particularly in developing nations—continue to perform below the expected proficiency levels in reading (OECD, 2023). These global findings are reflected at the local level, including in laboratory and public secondary schools in the Philippines, where variations in students' reading proficiency and engagement have been observed. At CBSUA-Laboratory High School, classroom-based reading assessments and teachers' instructional experiences across the Pili, Calabanga, and Sipocot campuses indicate differing levels of reading fluency, comprehension, and motivation among Grade 7 students. This local context reflects the larger issues raised by PISA and emphasizes the necessity of school-based studies that look at teaching methods and student motivation in particular learning environments. Studies by Guthrie and Klauda (2016), the National Reading Panel (2020), and documented literacy practices in Finland and Singapore have consistently shown that motivation-supportive, learner-centered, and differentiated instructional strategies lead to improved reading outcomes.

Reading proficiency is a process of text interpretation based on text understanding and construction of meaning, incorporates both linguistic knowledge and prior experiences, as

well as thinking ideas into action (Duke and Pearson, 2022). In the meantime, the intrinsic or extrinsic reading motivation plays a key role in determining the number of times and the quality with which students read (Schunk et al., 2016; Guthrie and Wigfield, 2018). The two areas are supported by teachers' intentional instructional practices including interactive discussions, differentiated instruction, lesson study, innovative or play-based approaches that allow making reading meaningful and enjoyable (Brown, 2018; Dudley, 2021; Kucirkova, 2023).

In the Philippines, enhancing literacy is still a national concern. The DepEd programs like Every Child a Reader Program, (ECARP), DepEd Memorandum No. 173, s. 2019 and the 6Bs campaign of the Bicol Region seek to enhance the reading skills of learners and the reading culture. DepEd Order. No. 32, s. 2015 likewise urges teachers to create contextualized learning materials which help learners in developing literacy. Even with these efforts, there are issues in the reading proficiency and motivation amongst the junior high school students. This highlights the necessity of studying the impact of the instructional strategies that teachers use on the outcomes in reading and finding methods that can be used to improve the proficiency and motivation.

This research will fill these gaps by determining the number of instructional strategies that English teachers normally employ in their teaching and conduct a study of the correlation between reading motivation and reading proficiency to Grade 7 pupils in the school year 2025-2026 in the CBSUA-Laboratory High School. Another finding of the researcher was the creation of a teacher-led intervention material that would help to improve reading skills and maintain the motivation of the students. The evidence obtained in this study is expected to help guide teachers, school leaders, curriculum developers, and policymakers with some evidence-based recommendations on enhancing literacy teaching and building motivated, competent, and independent readers.

## Methods

### **Research Design**

This study employed a descriptive-correlational research design. The descriptive method was used to identify the commonly used instructional strategies of English teachers in teaching reading and to measure the Grade 7 students' reading proficiency and reading motivation levels.

Meanwhile, the correlational method determined the relationship between reading motivation and reading proficiency. This design was supported by the study of Caupayan et al. (2024) in their study *Students' Reading Motivation in Relation to Their Reading Comprehension Skills*, published in the *Universal Journal of Interdisciplinary Research and Technology (UIJRT)*. Their study employed the descriptive-correlational design to look at the correlation between reading motivation and reading comprehension in their study of Junior High School students in Misamis Occidental, Philippines. They found that both variables had a significant relationship, which confirmed the suitability of this design in the current study. In the meantime, the correlational approach in this research was applied to identify the underlying relationship between reading motivation and reading proficiency among Grade 7 students at CBSUA Laboratory High School.

### **Respondent /Participants**

The respondents in this study were all Grade 7 students in the CBSUA Laboratory High School campuses in Pili, Calabanga, and Sipocot. The study involved the entire population of Grade 7 students in the three campuses using total enumeration sampling. In particular, thirty-five (35) students participated in Pili, fifty-nine (59) students participated in Calabanga, and forty-five (45) students participated in Sipocot, making a total figure of one hundred and thirty-nine (139) student respondents. This design was sufficient in that the results quantified the reading achievement and reading motivation of all Grade 7 students in the sampled campuses. The literature supports total enumeration sampling as a suitable approach when the population size is manageable and complete coverage achievable, which is why the researcher should include all the

subjects in a population, and data collection should be exhaustive. (McCombes, S., 2023)

Seven (7) English teachers working in various campuses were selected through purposive sampling, as they were directly involved in teaching reading and in implementing instructional strategies for Grade 7 students. To ascertain the validity and interest of the intervention material, the teacher-led intervention material was validated by two English teachers and one English coordinator. This method combined statistical accuracy and practicality increasing the accuracy and trustworthiness of the study.

### **Instruments of the Study**

The test created by the researcher as shown in Appendix was administered to the English teachers to establish the teaching instructional strategies largely used to improve the reading proficiency and reading motivation of the students in that manner; lesson planning and preparation, teaching methods and approaches, classroom interaction, and assessment and feedback. All sets consisted of 10 indicators in 4-point Likert Scale format to prevent central tendency answer bias. After the introductory part, an adapted standardized and adapted version of the survey covered the Reading Comprehension Test (RCT) questionnaire by Ambalong as cited by Ventic (2018), the Phil-IRI (2022), the DIBELS Oral Reading Fluency Progress Monitoring Scoring Booklet, as cited in Eslit (2018), and the Vocabulary Knowledge Scale (VKS) survey created by Paribakht and Wesche to assay the degree of reading expertise among Grade 7 students. The adapted questionnaire was divided into two sections, Part I in which there were sections A, B, and C with fifteen (15) multiple-choice questions dealing with reading comprehension, one (1) reading passage to examine fluency, and thirty (30) vocabulary words. Part II, therefore, entailed a thirty (30) item multiple choice test, based on the Motivation for Reading Questionnaire (MRQ) by Allan Wigfield and John T. Guthrie, to measure the reading motivation levels of the students. Every question reflected a given degree of reading motivation: ten questions addressed competence and efficacy beliefs, ten questions measured the social purposes of reading, and the last

ten questions measured intrinsic and extrinsic purposes of reading. This was a thorough questionnaire with a total of thirty (30) questions to test student reading motivations.

Procedure

The study performed a systematic research process to guarantee reliable and valid results through instrument preparation, data validation, pilot testing, and data analysis. Research instruments were a researcher-produced questionnaire on instructional strategies and adapted tools on reading proficiency and motivation, which were the Reading Comprehension Test (RCT), Phil-IRI, DIBELS Oral Reading Fluency, Vocabulary Knowledge Scale (VKS), and Motivation for Reading Questionnaire (MRQ).

To determine reliability, a pilot test with CBSUA LHS students was undertaken to determine which items would require revising. The internal consistency of the researcher-made and adapted questionnaires was established using Cronbach’s Alpha, which yielded acceptable reliability coefficients, indicating that the instruments were reliable for data collection. This was followed by the birthing of data by a total enumeration of all Grade 7 students, systemizing data, coding and analysis with the help of statistician using descriptive statistics, weighted mean, the Modified ADDIE Model and Pearson correlation coefficient to analyze the relationship between reading motivation and reading proficiency and presenting results in a

table and figures to support evidence-based conclusions and recommendations.

Ethical Considerations

Assent was obtained from pupils, and informed consent was secured from their parents. Participation was voluntary, and withdrawal was permitted at any stage without consequence. Confidentiality and privacy of data were ensured, with all information used solely for research purposes.

Result and Discussion

This chapter presents and discusses the findings of the study, focusing on English teachers’ instructional strategies, Grade 7 students’ reading proficiency and motivation, and the relationships between these variables.

According to Table 2, the summary of instructional strategies employed by English teachers in teaching reading indicates that assessment and feedback have the highest weighted mean (WM) of 3.09, which is translated into Often, meaning that it is the most commonly applied strategy. Lesson planning and preparation comes next with a WM of 2.99, then classroom interaction and communication at 2.96 also under Often. The bottom-ranked strategy would be teaching methods and approaches with a WM of 2.73, yet it belongs to Often. The mean total WM of 2.94 indicates that instructional strategies are being used regularly though not uniformly in all areas.

Table 2: Summary of Instructional Strategies used by English in Teaching Reading

Aspects	WM	Int.
Assessment and feedback	3.09	0
Lesson planning and preparation	2.99	0
Classroom interaction and communication	2.96	0
Teaching methods and approaches	2.73	0
Average Weighted Mean	2.94	0

These findings describe that assessment and feedback would best be used to instruct students by English teachers so that instruction is responsiveness to the needs of students. Although lesson planning and communication in the classroom are regular, the statistics indicate that these strategies can be improved. As the lowest-ranked, teaching methods and ap-

proaches indicate the possible lapses in diversification of instructional methods and the comprehensive engagement of students in all forms of learning.

The conclusion is that although teachers use various instructional strategies, the use of a diversity of teaching methods can be improved in terms of consistency in teaching methods in

order to promote student learning. The presence of the more balanced and effective reading program could be achieved through strengthening lesson planning, adopting varied teaching strategies and improving classroom communication practices. This also shows how strategies need to constantly be changed in preferences and reading level and degree of engagement to the students so as to maximize understanding and interest.

These findings are in line with the results of Narvaez et al. (2024), who stressed that there are no universal strategies that can benefit every learner and that it is essential to implement different strategies to serve different learning styles. Equally, Magulod (2019) emphasized that the ability to match the instructional strategies with the wishes of learners creates more student-centered learning experience, promoting a greater level of engagement

and understanding. These results also echo the Human Capital Theory developed by Ngwu who places teachers as the key to enhancing the reading skills of students by using structured lessons, interactive learning, and assessment feedback as evidenced by showing that effective instructional design can make a direct impact on the final grades of students and their motivation.

On the other hand, the data in Table 3 revealed that the level of reading proficiency of Grade 7 students in terms of reading comprehension the majority of students fall under the frustration level, with 61 students or 43.90%; in reading fluency, most students fall under high level, with 79 students or 56.80%; and vocabulary knowledge the majority of students fall under the moderate level, with 83 students or 59.70%.

Table 3. Summary of Reading Proficiency Levels of Grade 7 Students

Reading Proficiency	Level	f	%	Rank
Reading Comprehension	Frustration	61	43.90	1
	Instructional	54	38.80	2
	Independent	24	17.30	3
Reading Fluency	Low	12	8.60	3
	Moderate	48	34.50	2
	High	79	56.80	1
Vocabulary Knowledge	Limited	10	7.20	3
	Moderate	83	59.70	1
	Strong	46	33.10	2
Total		139	100.00	

This apparent disconnect between fluent decoding and limited comprehension suggests a hyperlexic reading profile, where students are able to read text smoothly but struggle to construct meaning. This condition may be attributed to early instructional emphasis on decoding, speed, and accuracy over meaning-making, critical thinking, and text interpretation. The difference between smooth oral reading and students' ability to independently interpret and comprehend texts indicates that decoding and word recognition alone are insufficient indicators of reading mastery. This finding highlights the need for targeted instructional strategies, including scaffolded comprehension exercises, vocabulary reinforcement,

and guided reading tasks that explicitly connect fluent reading with meaningful understanding.

This trend is also similar to the findings by Feruzi (2021) in Tanzania, where students scored well in oral reading fluency but were below the comprehension standards, which indicates that oral reading fluency does not indicate complete reading proficiency. To augment these results, Treptow et al. (2023) and Ilter (2017) note that understanding scores lower than 93% and 60 qualify as the level of frustration, and Castro (2024) states that even text that is supposed to be taught does not always benefit students with poorer reading acuity, supporting the necessity to implement special

activities. The overall conclusions are the significance of scaffolded comprehension strategies with the help of the Social Cognitive Theory developed by Bandura because the confidence and beliefs that students have about their reading skills are the determinants of their performances.

In the meantime, Table 4 demonstrates the summary table displays the general level of

reading motivation of Grade 7 students. Purposes of Reading ranks 1st (AWM = 3.02, MM), Competence and Efficacy Belief rank 2nd (AWM = 2.93, MM), and Social Purpose of Reading ranks 3rd (AWM = 2.78, MM). The overall average weighted mean is 2.91, interpreted as Moderately Motivated.

*Table 4. Summary of Reading Motivation Levels of Grade 7 students*

Aspects	AWM	Int
Purposes of Reading	3.02	MM
Competence and Efficacy Belief	2.93	MM
Social Purpose of Reading	2.78	MM
Over-all AWM	2.91	MM

The results suggest that Grade 7 students are most motivated by reading activities with clear, personal purposes because these tasks connect to their interests or offer recognition, making the effort feel meaningful and rewarding. Their moderate confidence in reading skills indicates that when texts are difficult or goals are unclear, students may hesitate, as they fear failure or struggle to see their progress. This reduced motivation to social reading demonstrates peer interaction is not a sufficient opportunity to maintain student engagement purely because students cherish activities that give them personal meaning or sense of achievement rather than engaging with others.

This conclude that there is a moderate motivational force to read among Grade 7 students with the greatest motivation being the personal purpose and meaningful engagement. Although the feeling of reading ability influences motivation, it still needs to foster self-efficacy. Also, improved social interaction, via collaborative reading activities, can offer some additional

support, but is not a key motivational factor. In order to maintain and reinforce reading interest, the teacher can aim towards creating reading activities that are both personally meaningful, confidence-enhancing, and social.

The discovery that Grade 7 students are best motivated by reading activities that have personal meaning and trust in abilities is supported by research. Pecka and Peklaj (2016) revealed that the more reading-motivated students demonstrated stronger participation in the event when tasks were not irrelevant to their personal interests but had potential to capture their interest, and when they felt that they were competent, whereas low self-efficacy constrained participation. On the same note, Locher et al. (2019) noted that intrinsic motivation, which is fueled by enjoyment and personal relevance, influenced the reading habits of students more significantly compared to the influence of social or school-based reading tasks.

*Table 5: Relationship between the Reading Motivation and Reading Proficiency*

Reading Motivation	Reading Proficiency	r-value	Int.	p-value	Int.
Competence and efficacy belief	Comprehension	-0.094	NA	0.271	NS
	Fluency	-0.127	NA	0.135	NS
	Vocabulary	0.166	NA	0.05	NS
Social purposes for reading	Comprehension	-0.14	NA	0.101	NS
	Fluency	-0.073	NA	0.395	NS
	Vocabulary	0.092	NA	0.284	NS

Reading Motivation	Reading Proficiency	r-value	Int.	p-value	Int.
Purposes of reading	Comprehension	-0.083	NA	0.329	NS
	Fluency	-0.004	NA	0.965	NS
	Vocabulary	-0.018	NA	0.832	NS

On the other hand, Table 5 presents the relationship between the reading motivation and reading proficiency of Grade 7 students. It specifically examines three aspects of reading motivation, competence and efficacy belief, social purposes for reading, and purposes of reading, in relation to three components of reading proficiency: comprehension, fluency, and vocabulary. The results show that all computed p-values are greater than 0.05, indicating no significant relationship between any of the variables. Likewise, the r-values, which range from -0.140 to 0.166, suggest only negligible correlations, meaning that reading motivation and reading proficiency are not linearly related among the respondents.

The findings indicate that every calculated p-value exceeds 0.05, and hence, no statistically significant correlation exists between any two variables. Correlation coefficients (r-values) have been observed to yield negligible associations, ranging between -0.140 and 0.166. Particularly, competence and efficacy demonstrate weak negative associates with comprehension ( $r = -0.094$ ) and fluency ( $r = -0.127$ ), a slight positive association with vocabulary ( $r = 0.166$ ). Social purposes to read have insignificant negative relationships with comprehension ( $r = -0.140$ ) and fluency ( $r = -0.073$ ), and a weak positive rapport with vocabulary ( $r = 0.092$ ). Reading purposes also exhibit very weak correlations with all components of reading proficiency.

The lack of a significant relationship in this sample may be explained by the pervasive “frustration-level” reading profile observed in many students. Although learners may be motivated to read, their limited reading comprehension and vocabulary skills likely prevented them from translating motivation into measurable proficiency gains. In other words, high motivation alone cannot overcome gaps in linguistic knowledge, decoding, or comprehension strategies, which are essential for successful reading performance. This context helps explain why the usual positive correlation

between motivation and proficiency, often reported in the literature, was not observed in this study.

These findings indicate that reading motivation is not a direct predictor of reading proficiency in a student. Although motivated learners tend to be interested and persistent, it is not always the case that higher performance is achieved under motivation without suitable guidance, practice, and implementation of strategies. The quality of teaching, accessibility of reading materials, support of literacy home and previous reading experiences may have a greater effect on proficiency. This supports Guthrie and Wigfield (2020), as well as Schiefele et al. (2012), who describe that in increasing engagement, comprehension, and fluency, vocabulary knowledge, metacognitive proficiency, and other forms of efficient instruction remain the funding factors. In the same vein, Ayu, M. et al. (2023) also documented a low negative correlation between reading practices and comprehension, indicating that engagement does not necessarily lead to participation and improved understanding. In general, motivation is useful but it must collaborate with effective instructional support to yield meaningful improvement in reading proficiency.

### ***Teacher-Led Intervention Material using Modified ADDIE Model: ReadTech***

The ReadTech Teacher-Led Intervention Material was developed using a modified ADDIE model to address the needs of Grade 7 students at CBSUA Laboratory High School in vocabulary development and reading motivation. The ADDIE framework, which includes Analysis, Design, Development, Implementation, and Evaluation, has been widely applied in educational research to create structured and effective instructional materials (Srinawati, Bahri, & Yuliastuti, 2023; Jalil, Madar, & Kassim, 2021), providing teachers with flexible, engaging, and evidence-based resources that improve learning outcomes, support active participation, and enhance motivation. Guided by this model, the

ReadTech material was designed to align with the Matatag Curriculum while responding to the specific findings of this study, particularly students' frustration-level reading comprehension and the need for personal reading purposes.

Vocabulary exercises, reading passages, comprehension tasks are embedded within interactive QR-code activities and digital games that scaffold understanding, allowing students to practice decoding while connecting words to meaningful contexts. Reading tasks also allow learners to choose texts based on their personal interests, fostering intrinsic motivation and linking fluent reading to comprehension. These features directly address the gaps identified in the results, ensuring that motivation is paired with effective instructional support to enhance both comprehension and vocabulary acquisition.

## Conclusions

1. The findings show that English instructors are consistent in the number of instructional strategies used in reading, and assessment and feedback are among the strongest practices. Preparation and student engagement are also presented in the form of regular lesson planning and classroom interaction. Not so often, however, they refer to teaching methods and approaches and it is more important to make them more diverse and innovative. This trend indicates that teachers have a high priority on measuring student progress and offering advice in the form of feedback, as well as on making sure that the lessons are effectively planned and interesting.
2. Reading fluency is also a strong area among the students, comprehension is least developed area of reading proficiency and vocabulary knowledge is functional to moderate. This shows that speed in decoding and reading is not automatically followed by a deeper understanding, and it is therefore necessary to focus on the specific instructional intervention that could bridge fluency and comprehension and even vocabulary growth.

3. Personal relevance, enjoyment, and meaningful engagement are the factors that determine reading motivation in students, but there is a moderate level of confidence associated with reading skills and a motivation toward social purposes. This implies that persistent interest and self-efficacy play an important role in ensuring sustainable engagement and that social and interactive factors have the potential to boost the use and continuation of reading activities.
4. Instructional factors, previous knowledge, strategies of reading, and the literacy environment all play a crucial role in defining reading proficiency; thus, motivation alone does not have significant influence on reading proficiency in students. To ensure the development of understanding, fluency and vocabulary, a combination of motivational support and organized skills-oriented instruction is crucial to help create more confident, active, and competent readers.

## Acknowledgement

The corresponding author would like to express her sincerest gratitude to the administrators for their unwavering support and encouragement throughout the conduct of this study. Her heartfelt thanks also go to her colleagues, whose valuable insights and collaboration greatly contributed to the completion of this research. Most importantly, she is deeply appreciative of the students who participated and engaged in this study; their enthusiasm and commitment were essential to its success. Lastly, she is thankful to her dean and co-author for collaboratively sharing their knowledge and skills in polishing the manuscript. Hence, this thesis would not have been possible without the collective efforts and support of everyone involved.

## References

- Ayu, M., & Gustanti, Y. (2021). The correlation between cognitive reading strategies and students' English proficiency test score. *English Language Teaching Educational Journal*, 4(2), 145–152.



- <https://jim.teknokrat.ac.id/index.php/englishlanguageteaching/article/view/1452>
- Castro, R. A. (2024). Intervention strategies for struggling readers: Addressing comprehension difficulties at the instructional level. *Reading Psychology*, 45(2), 120–135.
- Caupayan, R. M., et al. (2024). Students' reading motivation in relation to their reading comprehension skills. *Universal Journal of Interdisciplinary Research and Technology (UIJRT)*
- DepEd Memorandum No. 173, s. 2019 (2019) Hamon: Bawat Bata Bumabasa (3Bs Initiative)
- Department of Education (2019). DepEd Memorandum No. 173, s. 2019: Hamon: Bawat Bata Bumabasa (3Bs Initiative). Republic of the Philippines, Department of Education. Retrieved from [https://www.deped.gov.ph/wp-content/uploads/2019/11/DM\\_s2019\\_173-1.pdf](https://www.deped.gov.ph/wp-content/uploads/2019/11/DM_s2019_173-1.pdf)
- Department of Education. (2022). Philippine informal reading inventory (Phil-IRI) manual. Bureau of Learning Delivery, Department of Education.
- Dudley, P. (2021). *Lesson study: Professional learning for our time* (2nd ed.). Routledge.
- Duke, Nell K. & Pearson David (2017). Effective practices for developing reading comprehension. In S. E. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed., pp. 344–369). The Guilford Press.
- Duke, Nell K., Pearson David, Loughlin Stephanie L. (2022). Effective practices for developing reading comprehension. In A. E. Cunningham & T. Shanahan (Eds.), *What research has to say about reading instruction* (4th ed., pp. 205–242). International Literacy Association.
- Feruzi, M. S. (2021). English oral reading fluency of Grade 7 learners in Morogoro Municipality, Tanzania [Master's thesis, Sokoine University of Agriculture]. Sokoine University Institutional Repository. <https://suair.sua.ac.tz/handle/123456789/4323>
- Good, R. H., Kaminski, R. A., Smith, S., Laimon, D., & Dill, S. (2001). Dynamic Indicators of Basic Early Literacy Skills (DIBELS). As cited in Eslit, E. R. (2018). Reading proficiency and academic performance of junior high school students (Unpublished master's thesis).
- Guthrie, J. T., & Wigfield, A. (2018). *Reading engagement and motivation: Theory and practice*. Routledge.
- Iltter, İ. (2017). Improving the reading comprehension of primary school students at frustration-level reading through multiple-strategy interventions. *International Electronic Journal of Elementary Education*, 9(3), 583–601.
- Jalil, N. A. A., Madar, A. R., & Kassim, N. I. (2021). ADDIE model application for development of teaching material based on flipped learning for lecturers in polytechnic. *Journal of Social Transformation and Regional Development*, 2(3), 156–165. <https://publisher.uthm.edu.my/ojs/index.php/jstard/article/view/7693>
- Klauda, S. L., & Guthrie, J. T. (2019). Comparing relations of motivation, engagement, and achievement among struggling and advanced adolescent readers. *Reading and Writing*, 28(2), 239–269. <https://doi.org/10.1007/s11145-014-9523-2>
- Klauda, S. L., & Guthrie, J. T. (2024). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly*, 49(4), 387–416. <https://doi.org/10.1002/rrq.81>
- Kucirkova, N. (2023). *Children's reading for pleasure: Making reading enjoyable in the digital age*. SAGE Publications.
- Locher, A., Jansen, B. R. J., Kanselaar, G. (2019). Intrinsic motivation and reading habits: How enjoyment and personal relevance shape student engagement. *Learning and Instruction*, 63, 101–112.
- Magulod, G. C., Jr. (2019). Learning styles, study habits, and academic performance of Filipino university students in applied science courses: Implications for instruction. *Journal of Technology and Science Education*, 9(2), 184–198. <https://doi.org/10.3926/jotse.504>
- McCombes, S. (2023, June 22). Sampling methods: Types, techniques & examples.

- Scribbr. Retrieved January 12, 2026, from <https://www.scribbr.com/methodology/sampling-methods/>
- Organisation for Economic Co-operation and Development. (2023). PISA 2022 results (Volume I): The state of learning and equity in education. OECD Publishing. <https://doi.org/10.1787/53f23881-en> OECD+2OECD+2
- Pecka, M., & Peklaj, C. (2016). Motivation and reading comprehension in elementary school students. *Journal of Educational Psychology*, 108(4), 541–553. <https://doi.org/10.1037/edu0000060>
- Reading Rockets. (2025). Concept-oriented reading instruction: An integrated curriculum to develop motivations and strategies for reading (Reading Research Report No. 10). National Reading Research Center, University of Georgia and University of Maryland.
- Schiefele, U., Schaffner, A., & Ulferts, M. (2016). Dimensions of reading motivation and their impact on reading behavior and competence. *Reading Research Quarterly*, 51(4), 429–450. <https://doi.org/10.1002/rrq.030>
- Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Pearson Education.
- Srinawati, W. S., Syamsul Bahri, & Yuliastuti, T. (2023). Development of an Addie based instructional model for ELT in early childhood education. *International Journal of Integrated Science and Technology*, 1(2), 59–70. <https://doi.org/10.59890/ijist.v1i2.211>
- Treptow, M. A., Burns, M. K., & McComas, J. J. (2023). Reading comprehension levels and progress monitoring: Establishing benchmarks and frustration cut-offs. *Journal of School Psychology*, 97, 101–115. A
- Ventic, M. C. (2018). Reading comprehension level of junior high school students (Unpublished master's thesis).
- Wigfield, A., Gladstone, J. R., & Turci, L. (2016). Beyond cognition: Reading motivation and reading proficiency. *Child Development Perspectives*, 10(3), 190–195. <https://doi.org/10.1111/cdep.12184>