



## **Tiket Padalubhasaan and Audio-Assisted Reading: Innovative Cultivation of Reading and Comprehension Skills of Twelfth Grade Students**

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### ABSTRACT

This study aimed to cultivate the reading skill, comprehension, and fluency of the twelfth-grade students. Quantitative research and quasi-experimental methods were used with a research design of one group pre-test-post-test. Philippine Informal Reading Inventory was used to evaluate students' reading skills, comprehension, and fluency. The collected data were subjected to analysis through mean, t-test, and Glass Delta. It can be said that the study was successful because the reading skill level of all the students went from the previous level of Frustration to Instructional. The students' skills also increased in the aspects of reading speed, comprehension, and fluency. Also, data analysis showed that there was a significant difference in the students' score in the pre-test and post-test after applying the intervention.

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## INTRODUCTION

Reading is systematic. It is a step-by-step process that every individual must learn from childhood to mastery as they grow older. In this regard, it can be said that reading is shaped at home and further developed in school. During the course of this process, it can be said that it is not easy to improve the reading skills because it is a complex skill that requires the coordination of different interconnected sources (Anderson et. al., 1985, sa Sicat de-Laza et. al., 2017).

In this regard, the government understands the problem faced by every school in the Philippines regarding the challenge of reading and literacy, which is why various programs are being promoted for this. One of them is the Hamon: Bawat Bawat Bumabasa (3Bs), which is the literal translation of A Challenge: Every Child can Read, program that was released only in 2019 under DepEd Memorandum Order No. 173 s. 2019 which states that every child must be literate and able to read independently. However, the same memorandum indicated the lack of this initiative. The National Assessment in 2019 revealed that students' skills remain low when it comes to Language, Literacy, and Numeracy. In response to this challenge, the Department of Education re-emphasized the ECARP or Every Child A Reader Program which aims and motivates all schools in the country to further strengthen the assurance that all students have reading skills at each level where they are enrolled (DepEd Order No. 18, s. 2017).

In conjunction with these two measures of the government is also the use of the Philippine Informal Reading Inventory (Phil-IRI) Manual 2018 to further improve the overall skills of students in reading and understanding texts.

Under the guidance of the K to 12 Most Essential Learning Competencies (MELC) issued by the Department of Education in response to the pandemic, the section of Filipino I (Communication and Research in Filipino Language and Filipino) the content standard, "Understand the concepts, cultural elements, history, and use of language in Philippine society" for first quarter and "Understands with careful consideration the linguistic and cultural characteristics and differences in Filipino society and situations of language use therein" for second quarter, with a demand for standard performance of essay writing and research development. Afterwards is Filipino II (Reading and Writing Towards Research) with a content standard, "Different types of reading texts are analyzed according to their self-relevance" with a demand for standardized performance that generates preliminary research". Finally, Filipino III (Writing in Different Field) states the content standard, "Understands the nature, purpose and method of writing different forms of text used in learning different fields (Tech-Voc)" with performance standard manual development.

These guidelines of the K-12 Curriculum are dealing with the greater challenge of conceptual content in college and even in real life. However, this challenge and achievement of content standards and performance standards will never be achieved by Senior High School students if their reading and comprehension skills are poor and very low compared to the appropriate level they should have.

Pursuant to DepEd Order (DO) No. 55, s. 2016 entitled Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education

Program, The National Achievement Test (NAT) was first held for 12th grade students in 2017. President Corazon C. Aquino High School (where the researcher is currently teaching) was not among the schools used in the first test of the exam. However, some studies present the overall low NAT results in the country. In 2018, the lowest total National Achievement Test results were recorded nationwide with a mean percentage of 37.44. On the other hand, the mean percentage obtained by those in the tenth grade who took the National Achievement Test with a score of 44.59 from 44.08 in 2017 progressed only slightly (Tagupa, 2019).

Despite the many steps taken by the government to develop students' skills, especially in macro reading skills, students' scores are still low. According to Orbeta (2023, in Bautista, 2023), even though the National Achievement Test continues to be conducted, its results have never been available for deeper analysis or public discussion.

In response to these challenges, the research presents the use of "Tiket Padalubhasaan" which is an innovative development of the formative assessment Exit Ticket, as well as the use of Audio-Assisted Reading in response to the low reading skills of the Grade 12 students of President Corazon C. Aquino High School- Senior High School. In actuality, the study is the first of the school's innovative actions in the Senior High School department that will address students' reading and comprehension problems.

This study will be very helpful in cultivating students' reading skills, especially in the aspect of reading specialization, comprehension, fluency, and phonetic awareness. The innovation is also an amendment to the learning of students in the coming years especially since many of the students of Baseco, Port Area belong to the poorest part of the society.

In this regard, the result of the study using innovative development in reading and comprehension learning that focuses on mastering the reading and understanding of the text while listening to what is being read will greatly contribute to the reading skills of the students. Looking more at the picture, the results of the research will help the development of the school. Students' deep reading and comprehension skills will be the school's foundation for a smoother flow of teachers' instruction and students' learning.

## **THEORETICAL REVIEW**

The purpose of the study is to cultivate the reading skills of selected grade twelve students using the Tiket Padalubhasaan and Audio-Assisted Reading. Two of the strategies to pay attention and hone students' skills in reading, understanding, and fluency.

This study is anchored in Lev Vygotsky's Socio-Cultural Learning Theory. The Socio-Cultural Learning Theory posits that those who are more senior in society play a part in the mental development of the youth by engaging the latter in challenging and meaningful activities.

Older people also show the meaning attached to things, events, experiences and more, more matured people also provide the youth with the means of what to think (wisdom) and how to think (thinking processes and tools thought) (Mcleod, 2022).

In the 1970s, Bruner, Woods, and Ross added the notion of scaffolding within the Zone of Proximal Development (ZPD) of Sociocultural learning theory (Puntambekar, 2009, in Allman, 2018). According to Vygotsky (1978, in Rivera, 2021), the Zone of Proximal Development or ZPD is the distance between the actual learning level determined by independent problem solving and the potential learning level determined by the problem-solving under the guidance of more matured people or collaborating with colleagues with greater ability (Rivera, 2021.)

In the study of Miller (2011, in Allman, 2018), he explained that Scaffolding, in the context of the Sociocultural Theory of Learning, refers to someone who has sufficient skills to provide the necessary support to the student while their flourishing skills are being developed.

These supports are based on the needs of the student that are gradually eliminated as expertise increases so as to promote autonomy in action until the experiences are lived and high-level thinking is developed (Rivera, 2021).

The task of the teacher is to identify the students' current level of development and provide opportunities to overcome the Zone of Proximal Development. In accordance with the mentioned theory and the problems faced, the research lays out the use of the Tiket Padalubhasaan, an innovative method to develop students' reading skills in conjunction with the use of Audio-Assisted Reading, A method of reading that allows the reader to listen and read at the same time. The researcher also used selected texts that fit the Most Essential Learning Competencies of the grade twelve students.

Tiket Padalubhasaan and Audio-Assisted Reading: Innovative Methods in Developing Student Reading Skills. The "PA" in PAdalubhasaan is a Prefix in Filipino Language that means "patungo" or "Going to" while the suffix "-AN" in padalubhasAN means a place to go to or the destination. On top of it, the root word, "Dalubhasa" in Padalubhasaan means Mastery. In short, the Tiket Padalubhasaan is interpreted as a symbol of the innovative device that leads students to the mastery of reading skills.

In relation to the concept of Exit Ticket, the word Tiket Padalubhasaan is used. In the words of Wakeford (Brown University, n.d.) the Exit ticket is an ideal device to end the class. Also, it is used to give feedback to the teacher. Furthermore, the exit ticket can also be used as a reflection on learning, knowledge development, and fostering collaborative student-led discussion that can help maintain and develop students' knowledge (Miller, 2021, Kiser, 2020). In addition, other studies also pay attention to the significant effect on the frequency of using the Exit Ticket.

In this part, the researcher divided the Tiket Padalubhasaan into three levels based on the Five Dimensions of Reading. According to Sauco, Mendoza, and Reyes (2010), through these five dimensions of reading, each individual will not only cultivate reading skills but will also develop love for God, neighbour, country, nature, and others. These dimensions are:

1. First Dimension- Literal Understanding. At this level, the reader is able to identify information, recall ideas, and form thoughts that the story clearly conveys.

2. Second Dimension- Interpretation. At the second level, the reader has the ability to infer the character's nature, to be able to sequence ideas, to connect cause and effect and to compare the content of the text.
3. Third Dimension- Critical Reading. The third-dimension states that the reader has the ability to make his own decision, judge and give his own reaction.
4. Fourth Dimension- Application of Acquired Thoughts to Reading. The fourth dimension is the ability to relate the reader's personal experience to the content of the text, application, and integration of thoughts in real life.
5. Fifth Dimension- Appreciation. In this part, literary techniques are applied to the psychological and emotional state of the reader while expressing his feelings effectively.

By emphasizing the dimensions of reading, it can be concluded that the increase in the dimension is also an increase in the tests to further cultivate the students' reading and understanding skills. Tiket Padalubhasaan 1 contains the first and second dimensions while Tiket Padalubhasaan 2 contains questions related to the third dimension and fourth dimension; finally, Tiket Padalubhasaan 3 contains questions pertaining to the fifth dimension.

As an additional support to the development of students' reading and comprehension skills, the researcher also used Audio-Assisted Reading Intervention to cultivate students' fluency in pronunciation and reading flow. According to Kirchhoff and Mission (2022), the process of reading while listening to the text being read is called Audio-Assisted Reading. In the study conducted by Taguchi, Gorsuch, Lems, and Rozell (2016), they stated that proper pronunciation and phonetics serve as scaffolding for students' understanding. In addition, the study by Asrimawati and Margana (2020) revealed that audio-assisted reading can provide students with a more comprehensive language experience. Furthermore, Asrimawati and Margana also said that audio-assisted reading can provide a new learning environment that helps students to identify letter-sound relationships.

Apart from the reading interventions used, the researcher also ensured that the texts are appropriate for their grade and reading level. The Most Essential Learning Competencies or MELC were used to guide the selection of the proper text for students to read.

### Conceptual Framework of the Study

At this point, the researcher presents the Conceptual Framework that guides the step-by-step process in the reading intervention program.

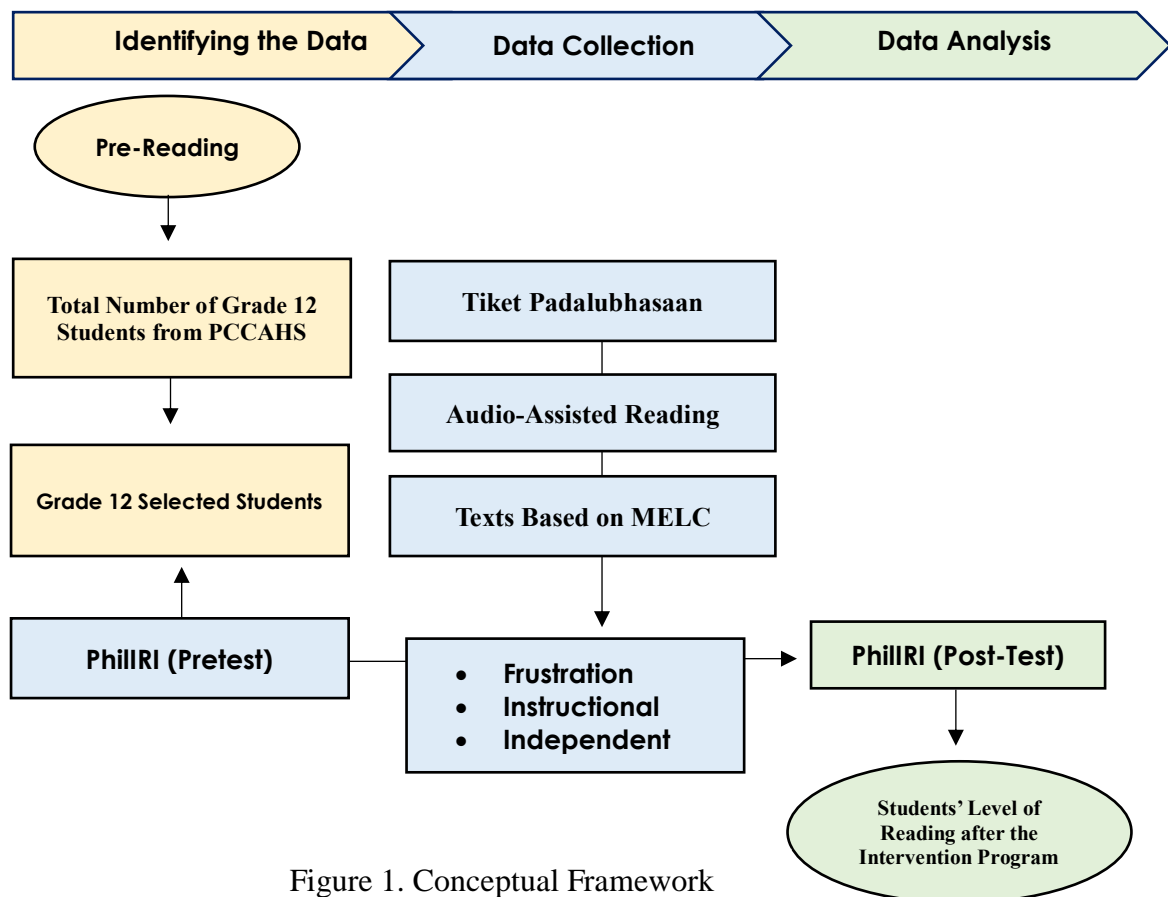


Figure 1. Conceptual Framework

In the prereading and evaluation of the students' reading skills, the four steps in prereading are applied to determine who among the total number of 288 twelfth graders be included in the innovative intervention program. According to Nordquist (2019), the four parts of Prereading are the 4Ps: preview, predict, prior knowledge, and purpose. In the preview and predict, students were given the opportunity to use skimming and scanning so that they can identify the important parts of the text. In Prior Knowledge, the text read is Article XIV: Sections 7 and 6 of the 1987 Philippine Constitution. This same part of the Constitution was discussed in Filipino I: Communication and Research in Filipino Language and Culture, so students already have some prior knowledge about it. Last is the Purpose. Before the readings begin, the researcher ensured that the students understood the objective of prereading process. In this way, the selected students who will undergo the PhilIRI as a preliminary test or pretest have been identified.

After the initial reading (prereading), the researcher identified 32 students who will undergo PhilIRI in the very first part of the semester (1st Quarter/Unang Markan). These students are the ones who need the guidance and cultivation of reading skills. The researcher used a developed reading material adapted to the Philippine Informal Reading Inventory (PhilIRI) to

determine the students' reading and comprehension level. The developed PhilIRI-based test has gone through Master Teachers evaluation to be considered valid and reliable. In the act of reading, students were given texts appropriate to their reading level. The researcher's next step is to use an innovative intervention in the form of an Tiket Padalubhasaan. Tiket Padalubhasaan is divided into three parts. Each part has its own level. The student can NOT advance to the next level until he gets a perfect or good score on the test because the very essence of the Mastery Ticket is the student's mastery of reading and understanding the text. Along with their reading is listening to Audio-Assisted Reading. A recorded voice of the researcher is played while reading the text for each session. In this way, students can listen to what they are reading. Such a reading strategy is a great support in the development of students' fluency and reading.

As the last session of the intervention, the students will again take the developed test based on PhilIRI as the post-test. In the final part, the research will determine the progress in reading, comprehension, and fluency of the students. The test has been reviewed by Master Teachers in the field for validity and reliability.

This study is expected to lead to greater learning in students' reading skills, comprehension, and fluency. Furthermore, as output, the generated Tiket Padalubhasaan will be collected from the very first text to the last text. Each Tiket Padalubhasaan is expected to help other reading sessions at other levels. In addition, the Mastery Ticket and even other strategies will be used to map the English subject at a time when the same innovative strategies can be used to develop students' reading skills.

In all programs and strategies presented by teachers, schools, and departments, students are at the center of planning. Those who will benefit most from the study will be students who face the test of weakness in reading skills. If we sum up even the social condition of the students of Baseco Port Area, more attention is paid to the development of the reading skills of the students. Indeed, according to Gustav Flaubert (in Sicat de-Laza et. al., 2017), reading is not just self-entertainment. Reading is for living.

### **Specific Goal of the Program**

The program is being implemented with a goal based on the Department of Education's desire to further develop students' reading skills. Therefore, the research presents the following specific objectives:

1. Identifies students who will undergo literacy development;
2. Gives value to the development of students' reading skills, comprehension, and fluency using ticket expertise and audio-assisted reading as strategies to cultivate students' reading and text comprehension skills.
3. Evaluates the use of Tiket Padalubhasaan and audio-assisted reading in the development of reading skills, comprehension, and fluency of students in the twelfth grade, and,
4. Develops students' reading and comprehension skills through Ticket Expertise and Audio-assisted reading.

## METHODOLOGY

Using Four Process of Prereading and PhilIRI, the researcher identified those who would be included in the research from the total of twelfth grade students. 30 students were specifically included in the reading intervention program using the innovative Tiket Padalubhasaan and Audio-Assisted Reading strategies. Quasi-experimental method was applied with a one group pre-test-post-test research design.

The pre-test and post-test were taken from the Philippine Informal Reading Inventory (PhilIRI) 2018. After this, Master Teachers in the field of Filipino assessed the pre-test and post-test as well as the text for validity and reliability. Using PhilIRI, students' reading skills were measured based on: reading speed, word recognition, and comprehension. Beaver and Carter's (2006) study was used as a standard to measure to evaluate students' oral reading. This scale has criteria: (1) Needs Support (NS/Frustration), (2) Approaching Standard (AP), (3) Meets the Standard (MS), 4 Exceeds the Standard (ES). Overall reading skills were determined using the Total Reading Skills Attainment Criteria (PhilIRI, 2018). The researcher applied the mean and standard deviation to assess the distribution of data related to the pre-test and final test. T-test was used to test the significant difference in the score of the pre-test and the post-test. Finally, Glass' Delta ( $\Delta$ ) was used to determine the Effect Size of the podcast intervention on student learning.

## RESULTS AND DISCUSSION

Table 1. Students' Reading Speed Skill Level (Reading Speed)

Number of Words per Minute	Pre-Test		Post-Test		Level of Speed in Reading
	N	%	N	%	
99- Below	18	78.26	0	0	Needs Support (NS)/ Frustration
100-129	5	21.74	15	65.22%	Approaching Standard (AP)/ Instructional
130-165	0	0%	8	34.78%	Meets the Standard (MP)/ Independent
166- Above	0	0%	0	0%	Exceeds the Standard (LP)/ Advanced
<b>Mean</b>	<b>98.3</b>	<b>NS/ Frustra- tion</b>	<b>12 3.3 4</b>	<b>PP/ Instruc- tional</b>	
<i>n=23</i>					

Table 1 shows the students' reading proficiency level based on reading speed. It was revealed that the students read slowly before applying the Tiket Padalubhasaan and Audio-assisted Reading intervention. In the pre-test, it was discovered that 18 of the students could only read 99-and-under words in one minute and were therefore identified as Needing Support (NS) or Frustration.

Also, there are 5 students who can read 100-129 words in a minute which means their reading level based on speed is Approaching Standard (AP) or instructional. On the other hand, no students were able to read at the level of Meets the Standard (MP) or Exceeds the Standard (ES).

On the other hand, after the application of the Tiket Padalubhasaan and Audio-assisted Reading intervention, it was discovered in the post-test that no more students were at the level of Needing Support (NS) or Frustration, 15 of the students have reached the Approaching Standard (AP) or Instructional level which means they are able to read 100-129 words per minute, while 8 of the students have the ability to read 130-165 words per minute which means the students are at the Meets the Standards (MP) or Independent level.

As a whole, the mean of the students' reading speed proficiency level in the preliminary test; before applying the innovative intervention was 98.3 with a Frustration level, while the mean of the post-test after applying the innovative intervention was 123.34 with an Instructional level. The development presented in table 1 proves that the use of the intervention Tiket Padalubhasaan and Audio-assisted Reading is effective in cultivating students' reading speed skills.

Table 2. Level of Students' Word Recognition Skills (Word Recognition)

Miscues	Pre-test Mean	Post-test Mean
Mispronunciation	15.65	6.22
Omission	8.30	1.13
Substitution	3.83	1.17
Insertion	4.87	1.57
Repetition	5.00	3.13
Transposition	0.04	0.00
Reversal	0.00	0.00
<b>Overall Error</b>	35.96	13.22
<b>Word Recognition</b>	<b>88.54%</b>	<b>95.96%</b>
<b>Level</b>	<b>FRUSTRATION</b>	<b>INSTRUCTIONAL</b>

*Reference: Independent (97%-100%)*

*Instructional (90%-96%)*

*Frustration (89%- pababa)*

Table 2 presents the level of skill in recognizing the words read by the students. The students appeared in the preliminary test with a total error of 35.96 and word recognition of 88.54% which means Frustration level. On the other hand, after applying the innovative Tiket Padalubhasaan and Audio-assisted Reading intervention, the students' total error reached 13.22 and word recognition was 95.96% which means that the students are in Instructional level already. It can be concluded from the results of this part of the study that the use of the innovative intervention Ticket Padalubhasaan and Audio-assisted Reading has a significant impact on cultivating the skill of recognizing the words read by student.

Table 3. Students' Level of Comprehension of the Text Read (Comprehension)

Level of Comprehension	Pre-Test			Post-test		
	mean	%	Level	mean	%	Level
<b>Literal (4)</b>	1.39	34.75%	<b>F</b>	3.35	83.75%	<b>IND</b>
<b>Interpretative (3)</b>	1.04	34.67%	<b>F</b>	1.78	59.33%	<b>INS</b>
<b>Critical (2)</b>	0.83	41.50%	<b>F</b>	1.17	58.50%	<b>INS</b>
<b>Applied (1)</b>	0.61	61.00%	<b>F</b>	0.30	30%	<b>F</b>
<b>Overall (n=10)</b>	<b>3.87</b>	<b>38.7%</b>	<b>F</b>	<b>6.6%</b>	<b>66%<sup>0</sup>%</b>	<b>INS</b>

Based on table 3, it is indicated in the pre-test that the students have low skills in understanding the read text. It appeared in the test score of the students that the mean in the level of Literal questions was 1.49 or 34.75% with the level of Frustration, the mean of the questions with Interpretative questions was 1.04 or 34.67% with the same level Frustration, a mean of 0.83 or 41.50% with a level of Frustration appeared in Critical questions, and a mean of 0.61 or 61% with a level of Frustration with those with Applied questions.

On the other hand, it can be evaluated in the post-exam, after applying the innovative intervention Ticket Padalubhasaan and Audio-assisted Reading that the skill of understanding the read text of the students has been cultivated. It can be determined from table 3 that the students with the Independent level scored a mean of 3.35 or 83.75% on the Literal level questions. Students also obtained a mean of 1.78 or 59.33% with an instructional level in the Interpretative question, while a mean of 1.17 or 58.50% with an Instructional level was obtained in the Analysis question. However, a mean of 0.30 or 30% appeared with a level of Frustration at the level of the Application question.

Furthermore, table 3 shows that in the pre-test, the overall mean of students' Reading Comprehension Skills was 3.87 or 38.7% with the Frustration level and increased towards 6.6 or 66% with Instructional level after applying the innovative intervention Ticket Expertise and Audio-assisted Reading. Table 3 proves that the reading comprehension skills of the students have been cultivated due to the intervention used, however, it is undeniable that the Applied questions remained at the Frustration level. According to Sandling (2022), the Level of Application (Applied Level) are questions that make students think about how to apply the new knowledge to real life situations and events. Additionally, this is the highest level question and therefore also one of the most difficult to answer.

Table 4. Total Students' Reading Levels Based on the Pre-Test and Post-Test

Overall Reading Level Proficiency	Pre-test		Post-test	
	n	%	n	%
<i>Independent</i>	0	0%	0	0%
<i>Instructional</i>	0	0%	23	100%
<i>Frustration</i>	23	100%	0	0%

Table 4 shows the Total Reading Level of the Students Based on the pre-test and the post-test. It is revealed that before the application of the innovative intervention, 23 or 100% of the students have a level of Frustration in Reading. On the other hand, 23 or 100% of the students reached the Instructional level after applying the innovative reading intervention. The development of the students' total reading skills from Frustration to Instructional proves that the innovative Tiket Padalubhasaan intervention and Audio-assisted Reading helped to cultivate students' reading recognition skills.

Table 5. Significant Differences in Students' Scores in the Pre-test and Post-test

Reading Proficiency	t-test	p-test	Statistical Inference
1. Reading Speed	-7.424	<.001	Significant
2. Word Recognition	-16.368	<.001	Significant
3. Reading Comprehension	-8.351	<.001	Significant
3.1. Literal	-8.810	<.001	Significant
3.2. Interpretative	-5.725	<.001	Significant
3.3. Critical	-3.347	.003	Significant
3.4. Applied	2.077	.050	Significant

**\*0.05 Level of Significance**

The purpose of the study is to determine the effectiveness of using the innovative intervention Tiket Padalubhasaan and Audio-assisted Reading in further cultivating students' reading skills, comprehension, and fluency in texts. Table 5 shows that the use of innovative intervention has a significant effect on the reading skills of twelfth grade students. Based on the 0.05 Level of Significance, table 5 clearly shows the significant difference in the students' pre-test and post-test scores. A significant difference can be seen between the scores of the pre-test and the post-test in reading speed (reading speed)  $t(22) = -7.424$ ,  $p(0.001) < 0.005$ , word recognition (word recognition)  $t(22) = -16.368$ ,  $p(0.001) < 0.005$ , reading comprehension  $t(22) = -8.351$ ,  $p(0.001) < 0.005$ , and reading comprehension levels: Literal  $t(22) = -8.810$ ,  $p(0.001) < 0.005$ , Conclusion  $t(22) = -5.725$ ,  $p(0.001) < 0.005$ , Analysis  $t(22) = -3.347$ ,  $p(0.003) < 0.005$ , Application  $t(22) = 2.077$ ,  $p(0.050)$ .

As a whole, the researcher emphatically presents that the use of the innovative Intervention Tiket Padalubhasaan and Audio-assisted Reading is very helpful in cultivating the reading skills, understanding, and fluency of grade twelve students.

Table 6. Glass Delta ( $\Delta$ ) Effect Size of Innovative Tiket Padalubhasaan and Audio-assisted Reading in Cultivating Students' Reading Skills

Reading Proficiency	( $\Delta$ )	Meaning
1. Reading Speed	<b>1.54</b>	<b>Large</b>
2. Word Recognition	<b>3.16</b>	<b>Large</b>
3. Reading Comprehension	<b>1.74</b>	<b>Large</b>

According to the results of the analysis using the statistical formula Glases Delta ( $\Delta$ ), the Reading Speed came out with a value of 1.54 which means that the effect size of using the innovative intervention Tiket Padalubhasaan and Audio-assisted Reading has a Large effect on cultivating the Reading Speed Skills of grade twelve students. In addition, it can also be seen in the same table that Word Recognition has a value of 3.16 which means that the effect size is also Large in cultivating the Skill Level to recognize the words read in the text. Finally, Table 6 also presents the value of Reading Comprehension (Reading Comprehension) which is 1.74. This means that the Effect Size of the utilized innovative intervention in cultivating students' reading comprehension skills is Large.

As a summary, the data collected and subjected to analysis reveal that the use of the Innovative intervention Tiket Padalubhasaan and Audio-assisted Reading has greatly helped in the cultivation of reading skills, comprehension, and fluency of selected grade twelve students.

First, this is proven by the mean score of 123.34 or means Instructional level of proficiency in the students' reading speed. Second, the development in the skill level of recognizing the words read with a percentage of 95.96% which means Instructional from the Frustration level of 88.54%. Third, the greatly increased level in the skill of understanding the read text with a total mean score of 6.6 or 66% that implies the level of Independent. Fourth, from 23 students at the Frustration level to 23 students at the Instructional level in overall reading skills, comprehension, and fluency.

The data analysis also showed a significant difference between the pre-test and post-test reading scores (reading speed)  $t(22) = -7.424$ ,  $p(0.001) < 0.005$ , word recognition (word recognition)  $t(22) = -16.368$ ,  $p(0.001) < 0.005$ , and reading comprehension  $t(22) = -8.351$ ,  $p(0.001) < 0.005$ . The significant use of innovative intervention was also emphasized due to the score obtained from using Glass Delta ( $\Delta$ ). It was revealed that Reading Speed with a score of 1.54, Word recognition with a score of 3.16, and Reading Comprehension with a score of 1.74 had the same Large interpretation.

## CONCLUSION AND RECOMMENDATION

This study aims to cultivate the reading skills of students in the twelfth grade of President Corazon C. Aquino High School-Senior High School using the innovative intervention Tiket Padalubhasaan and Audio-assisted reading.

Based on the collected data of the study, it can be said that the utilized reading interventions were successful and effective. The students' reading speed skills, reading comprehension, and fluency increased. Using the Phil-IRI as a guide to assess the students' reading, pronunciation, and fluency skills, it was assessed that the students are at the Frustration level which means they are at the lowest reading level. However, after using the reading intervention, it appeared that the students jumped to Instructional or towards the standard, with higher reading skills.

In this regard, this journey in cultivating students' reading skills has not been easy on the part of the researcher and the students. The researcher also faced

challenges in the course of the study. The following are the main challenges faced and conclusions in the conducted study:

1. Out of 32 students, only 23 students from Grade 12 were left to complete the innovation program due to the unique situation of the students in Senior High School. Many of the students (a) have a child that needs to be taken care of after school and therefore cannot attend the reading sessions, (b) have a job that needs to be attended to after school due to financial support their need family needs, (c) there are students who, although the parents have been summoned, signed an agreement, and visited the home (home visitation), have a denial of the fact that they need reading intervention;
2. Related to the first count, the lack of classroom needs for a place where students can read quietly is also a learning problem in the context of the community, and
3. Students who belong to non-readers or students who do not recognize the sound of letters and simple words that should have been learned in the formative years (the early years of schooling, Kinder to Grades 1-3) of learning need different strategies and innovative methods. Despite the challenges faced, the program was still successful in cultivating the students' reading, comprehension, and fluency skills.

In this regard, the researcher humbly recommends the following for the betterment of the overall research in future periods and researchers who have the same discussion.

1. Link the use of the Tiket Padalubhasaan to other subjects that require the cultivation of students' macro skills;
2. Use the Tiket Padalubhasaan and Audio-assisted Reading in the English subject to cultivate students' reading skills, comprehension, and fluency in the English language;
3. Secure a proper room or own classroom for the program focused on cultivating reading skills. Those that allow students to read in peaceful learning environment;
4. Attention should be paid to other innovative strategies in cultivating the reading skills of other non-reader students, and
5. Have a strong agreement between students who need intervention in reading and comprehension but who belong to the situation of (a) having a child, (b) having a job, and (c) those who deny the desire to read.

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