

## Mitigating the Reading Complexity of the Young Learners through Paired Reading and Book on Tape

Elaisa Mae M. Castillo<sup>1</sup>, Bhrixess Anne L. Garcia<sup>2</sup>, Krizia Alexandra Laxamana<sup>3</sup>  
, Kylene Kaye G. Santos<sup>4</sup>, Krisha M. Tuazon<sup>5</sup>, Karina D. Peña<sup>6</sup>, PhD  
College of Education

<sup>1-6</sup>(Pampanga State Agricultural University PAC, Magalang, Pampanga, Philippines)

**Corresponding Author:** Elaisa Mae M. Castillo **E-mail:** [elaisacastillo03@gmail.com](mailto:elaisacastillo03@gmail.com)

**Orcid ID No.** 0009-0008-3977-9003

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### ABSTRACT

This study aimed to investigate the effectiveness of paired reading and book on tape in mitigating the reading complexity that would help the students improve their reading comprehension. The study used a quasi-experimental method with 28 respondents from a public school in Concepcion, Tarlac. A pre-reading and post-reading test were used as instruments. To analyze the data, descriptive statistics and a posttest-only, nonequivalent group design were used to present the data. Results showed that the majority of the students achieved excellent ability with a mean of 6.08 (86.86%) in the pre-reading test. While in the post-reading test, paired reading obtained fairly good with a mean of 4.64 (66.29%), and book on tape obtained good ability with a mean of 4.93 (70.43%). The findings revealed that there is a significant relationship between post-reading levels of the paired reading and book on tape, as both interventions got a mean of 4.79 (68.43%). This indicated that the intervention materials presented, which are paired reading and books on tape, can be used as strategies for improving the reading and comprehension skills of the students.

### KEYWORDS

*reading complexity, reading strategy, paired reading, book on tape*

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## 1. Introduction

Reading is one of the skills that learners must develop because it is the most significant aspect of learning. According to Cahyani (2022), Rahmawati (2019), and Dewi, Fahrurrozi, et al. (2020), reading is an activity that process reading text in to analyze information, meaning, and grasp on what students read.

Additionally, in the study of Mardiah, et al. (2021), when engaging in academic reading activities, pupils must exercise critical thinking to understand the main notion, repeat it to ensure understanding, to contrast concepts and assess the content according to its basis. Having prior knowledge on the text read, enhances the ability to summarize it effectively.

To be an effective reader, an individual must become fluent in reading. According to Paige's (2020), and Erp's (2021), research, reading fluency can be defined in many various

aspects, including quick reading of each word, correctly reading words or quickly decoding words, reading with appropriate expression while gathering meaning from sentences to develop an understanding and focus on comprehending the content of the story. In short, unable to acquire these skills can lead to difficulties in terms of reading.

Academic reading is an essential part of academic study based on various criteria, such as the kind of text read, the engagement process, and the process's intended result. It is critical, intentional, and discipline specific.

Hence, academic reading is a unique skill that can be developed through effort, practice, and guidance (Wood, 2022).

The school system in the Philippines considered reading to be essential to all academic learning and development and it is essential for a nation's social and economic progress in today's global society, and for the quality of life for Filipinos. (Dinoro, Semilla, et al., 2023; Ong, Taglucop & Fermano et al, 2021).

The reading curriculum teaching or learning activities wanted to ensure the students' ability to actively apply reading knowledge, skills and strategies in different situation. But despite the DepEd's attempt in implementing different reading programs across basic education levels, reading competency and literacy rates continues to decline, as stated in the assessment report of PISA (PISA, 2022). The Programme for International Students Assessment (PISA) is created and designed by Organization for Economic Cooperation and Development (OECD), it aims to evaluates the education systems globally, including the Philippines. In 2018, Department of Education participated again in PISA, with 7, 193 ages 15-year-old students from 188 schools involved in the assessment. In the COVID-19 pandemic, 55% of Filipino pupils faced school closures, with remote learning posing obstacles such as understanding schoolwork (41%), and seeking help (34%), which are comparable to OECD averages. Only 21% of students received daily virtual instruction, and only 18% had staff members check on them. This shows a lack of support for students' well-being.

However, self-motivation for schooling is higher at 68%, and lower than the OECD average got only 52% is confidence in using digital technologies for remote learning (OECD, 2023). In 2022, the Philippines' PISA ranking increased by four places to 75th position, despite the fact that the country's average reading score decreased slightly from 353 in 2018 to 347. A significant accomplishment for teachers and children, the improvement in reading proficiency was driven by a considerable increase of 6.9 percentage points. In contrast to negative projections, the Philippines outperformed its 2018 performance, rising from the second-bottom level in the prior evaluation (Innotech, 2022).

In the research of Rehman, Khan, et al. (2002) and Banditvilai (2020), they studied and looked at different ways to help students to read better. They prove that reading strategies like skimming (reading fast to get the main idea), scanning (looking for specific information), making predictions (guessing what will happen next), asking questions, stimulating schemata (activating what you already know), and understanding how text's structure are important for improving reading skills.

However, the current focuses more on two specific reading strategies which are the Paired Reading and Book on Tape in mitigating the reading complexity of students. Rather than looking at all the different reading strategies, the researchers give emphasis on how working with a partner while reading and listening to books can make reading easier for every student. Other strategies too are useful in the same way to the study of Dinoro, Semilla, et al., (2023), where the

reading strategies used by the teachers in Iligan City and Lanao del Norte are pre-reading activities and guided-reading approach. It found out that these strategies used by those teachers as from their pre-test to post-test scores were effective in enhancing the reading performance of students. However, the researchers of this study want to know how can paired reading and book on tape make a difference in how well students read.

That's why the researchers came up with this focus to investigate the effectiveness of paired reading and book-on-tape reading practices for young learners because there lack numerous studies on them. Paired reading can be very beneficial for children with low reading comprehension since it allows us to give them enough time to be properly taught. This is because young readers who have encountered the pandemic are not learning when it comes to reading. In addition to being a way to read more, the book on tape can benefit young learners who have been exposed to technology since the pandemic and are utilizing their kids.

Generally, this study aimed to determine the effectiveness of paired reading and books on tape in mitigating the reading complexity for the Grade 5 students of one of the public schools in Concepcion, Tarlac, for the school year 2023-2024. Specifically, it sought to answer the questions such as what are the pre-reading levels of the respondents? what are the post-reading levels of the respondents in terms of paired reading and audio books? and is there a significant relationship between the post-reading levels of the paired reading and the book on tape?

Also, there is no significant relationship between post-reading levels of the paired reading and the book on tape.

## 2. Literature

### Reading complexities

Reading complexity, also known as text complexity, is another aspect of written text that can affect the reading proficiency of an individual, as it refers to specific features such as syntactic complexity, unfamiliar topics, and grammatical consistency within text that can be manipulated (Spencer, Gilmour, et al., 2019).

In the study of Gedik (2022), those who struggle with reading fluently typically struggle with short-term memory, attention span issues, emotional instability, reading without thinking, poor eye-motor coordination, turning words backwards when reading, and having problems to divide the plot into stages. Many students are not proficient readers and do not know the alphabet when they enter elementary school. Therefore, they need to get early reading training before moving on to more advanced reading levels. The first two years of elementary education are dedicated to beginning reading, which emphasizes phonetic articulation and language understanding. Both internal (like physical health) and external (like the social environment) factors affect students' reading performance (Mardika, 2019). Additional factors that impact children's reading difficulties include mispronouncing words, speeding through reading, shifting locations, and making mistakes in word recognition. Students find it difficult to read when they exhibit behaviors like sobbing, refusing to read, or attempting to resist parents or teachers (Rohimah, 2021).

Still, earlier this year, particularly during the Covid-19 pandemic, the educational process shifts from in-person instruction to online or modular instruction. Based on the research of Cahyani (2022), in order to adapt to the current circumstances, the government instructed all pupils to learn from home or online, changing the nature of the learning activities.



One of the countries affected this kind of transition is the Philippines. It is stated in the research of Mataac (2021), where the COVID-19 pandemic, 28 million students in the Philippines out of 1.2 billion pupils worldwide, has prompted the closure of educational institutions in the majority of countries, according to UNESCO (2020). In light of this situation, it is also claimed that the Department of Education decided to develop new learning modes. Modular Distance Learning is one instance of this, where the teaching and learning process was facilitated by the usage of Self- Learning Modules. It poses a challenge to teachers as well as students, especially when it comes to the development of reading skills.

As reading is one of the most essential in the learning of students and it needs to be developed, specifically it will introduce during kindergarten and it will emphasize during Grade III. As per Estoque (2022), the Department of Education enforces the “Every Child A Reader Program (ECARP), which ensures that all children can read by the time they finish Grade III. In which, related to the study of Decena (2021), if the children are not independent readers by the end of the third grade, they will unlikely to succeed in the middle grades and beyond are unlikely to ever be able to "catch up" with their peers. The inability to read causes the youngster to become inattentive, angry, and passive. Nevertheless, students who took part in the pandemic's modular learning may not have the necessary reading complexity or fluency. Every year, on the first Monday of November, National Reading Month is commemorated with a variety of events encouraging the love of reading. Along with this, the Department of Education (DepEd) established Every Child A Reader Program (ECARP) to guarantee that all children read at grade level. This program is outlined in DepEd No. 70, s. 2011 supports kids who struggle with reading and writing in the early grades by offering focused support through initiatives such as Reading Recovery. The purpose is to provide primary pupils with fundamental reading and writing skills while encouraging autonomous reading and writing abilities. Selected areas, including regions 1, 3, 4, CALABARZON, 5, 6, 11, NCR, and CAR, got budgetary allocations totaling P21 million, with each region getting at least one million. Region 3, for instance, received P1.1 million. This financial assistance allows schools to conduct effective interventions, preventing non-readers and struggling readers in Grades 1–6.

These treatments include remedial instruction, special reading programs, and efforts launched by educational authorities. (Phil. IRI, 2009). In a study conducted by Adriano (2023), the implementation of Every Child a Reader Program (ECARP) in a Bulacan public school was evaluated. The study sought to examine if the educational program effectively improved the reading skills of 771 children in Grades 1 and 3 combined.

However, the researcher found out that the ECARP's implementation at the school did not result in substantial gains in children's reading skills. As a result, it was recommended that the ECARP program be discontinued in the school and replaced with a new reading intervention.

An alternative reading intervention gaining popularity is the Marungko approach. This a reading instruction designed to help beginning readers achieve reading fluency and improve or enhance students' reading skills using modern Filipino alphabet. This strategy addresses the students' early reading demands by teaching them to comprehend letter- sound correspondence in order to recognize words quickly. Marungko approach introduce the letters are arranged based on the sound of the letters rather than letters arranged traditionally. The results showed that Grade 1 learners who used the Marungko Approach had highly satisfactory reading performance, with an overall weighted mean of 16.629 across phonemic awareness, reading in isolation, reading in context, and reading comprehension.

Additionally, the issue of reading difficulties among students is not new in the Philippines. Indeed, some research indicates that Filipino students' reading difficulties appeared to be enduring (Gatcho & Bautista, 2019).

## Reading strategies

Teachers play a crucial role when it comes to teaching reading, especially to young learners. Teaching reading is an activity for learners that helps them learn to read words and sentences by giving them knowledge about the meaning of the text.

The first step is to instruct young learners on how to identify the text's topic, primary concept, and meaning in each paragraph (Ghafournia, 2023). In the study of Albia and Sonsona (2021), enhancing reading proficiency for all students to reduce the reading attainment gap is one of the main objectives of Every Student Succeed Act (ESSA) and the No Child Left Behind Act (NCLB).

By doing this, the teachers must employ strategies in order to become effective their teaching reading. Strategies are defined as learning techniques, problem- solving or study skills that makes learning more effective and efficient.

Reading strategies indicates how it influences readers to conceive a task, to work on text difficulty, and modify the abilities of a reader to decode a text, understand words, and how they will make sense of what they read by constructing the meaning of a text and to equip the young learners with the reading skills to handle their reading effectively as it is important to reading comprehension (Ghafournia 2023; Sun, Wang, et al., 2021; Banditvilai, 2020).

However, there are also some studies wherein they got higher scores in the pre-test even though they did not introduce their conducting strategies because some of their respondents were already exposed to different strategies. In line with this statement, in the research conducted by Tanjung, et.al (2022), implementing the pre-reading technique has a significant and beneficial impact on reading instruction as it helps improve students' comprehension of narrative texts and students that get instruction through pre-reading have higher scores. Also, according to the study of Steven Pan (2021), it was found that pre-testing is one of the tests that can enhance memory, with pre-testing yielding higher overall scores. Also, pretesting, especially in the form of errorful generation, can also enhance text comprehension. Some research shows also that pre-testing and post-testing come with many advantages when conducting different strategies in reading. For instance, the study conducted by Sumirat (2019) and Ulu (2019), clearly indicated that the use of pre-tests and post-tests leads to a significant increase in understanding of reading materials and awareness of metacognition, respectively.

Additionally, for reading reasons, strategies must be adapted to the reader. An engaged reader assesses the goal and modifies their reading pace. By establishing reading goals, readers are aware of what they intend to get out of the books they read. It facilitates the readers' comprehension of the benefits of relying on their past knowledge. It influences how they read (Mardiah & Melati, 2021).

## Paired reading

Improving and developing children's reading skills, particularly for struggling readers, is vital since it affects their daily life. According to Olaoluwa and Ebey (2022), students' ability to read can be challenging at times, and when it is, students naturally struggle with reading. A

struggling reader is a child who has difficulty learning to read. The teacher wants their students to understand the text they are reading. To overcome these issues and difficulties, various attempts have been made that teachers can implement.

Paired reading is a reading approach in which a learner and a skilled reader read together in order to improve the learner's reading abilities (Olaoluwa & Ebey, 2022; Lee & Szczerbinski, 2021). It is also a type of extra reading support that has been extensively researched in recent decades (Lavan & Talcott, 2020; Shah-Wundenberg, Wyse). This method also includes reading aloud together. In contrast to Byer's (2022) study. "For readers who struggle due to a lack of explicit instruction in fluency or who have inborn challenges, these skills may not be fully developed, and, thus, they need to participate in read aloud activities to learn how to read fluently."

Teachers and parents are expected to implement the paired reading strategy in school and at home so that the goal of reading, particularly in early childhood and primary schools, is met to the point where each child is functionally literate; that is, able to communicate effectively even after the child's academic pursuits end at the primary level.

The Department of Education and Skills (2019) has recognized Paired Reading as an effective method of teaching reading. The method also aligns with the Reading Association of Ireland's concept that interventions should be responsive to learners' needs, as well as active and engaging. According to the Suas Annual Report (2019), the average reading age of children participating in Paired Reading programs in 2018/19 increased by four months during the two-month project. 65% of children said they read more frequently, 52% said they enjoyed reading aloud, and 85% said they improved their reading skills.

In contrast, based on the study of Lufti (2021), the disadvantages of paired reading are that students are refused the pairs given by the teacher, and if the teacher allows students to choose their partners, they most often choose their closest friends, which can lead to some students never being chosen who might need support. In addition, the results and feedback from the study of Lee and Szczerbinski (2021), teachers feedback about paired reading was less positive, as they saw no change in paired reading tutees.

Although teacher feedback about paired reading was somewhat disappointing, it is still useful to remember that paired reading has few negative effects.

### **Book on tape**

Each students have different learning and reading styles on how they will acquire knowledge and comprehension on the text. Teachers must incorporate different learning reading styles to determine which one best suit the student's learning needs. Based on the study of Wikandari, (2022), students prefer to have desires in their learning process and use all of their senses to absorb information. It means this includes the sense of hearing of the students or their listening skills.

Audiobooks are recordings of books read aloud by the author or by a qualified narrator (Aydin & Tunagur, 2021). As audio reading is an alternative to reading on paper or a screen were there are several areas to highlight in the research on audiobooks and audio reading (Mikidenko & Storozheva, 2021).

The use of audiobooks is one strategy used to help students improve their understanding, listening, and reading skills since it provides a multisensory reading experience that helps enhance comprehension (Raman & Hajar, 2020; Aydin & Tunagur, 2021). Similar to the results in the conducted study of Singh and Alexander (2022), shown that audiobooks are served to



facilitate comprehension than print when students were younger. Additionally, based on the results conducted by Walter (2023), the majority of their respondents, about 49.6%, expressed their belief that audiobooks can support the cognitive development of children, and a significant proportion of respondents (67.9%) believed that audiobooks can aid children with learning difficulties.

Audiobooks involve reading written texts and distributing them via audio cassette, CD, and DVD formats for learning a language and providing accessible reading resources and this enable the users to listen to the books at any time and from any location (Aydin & Tunagur, 2021).

### 3. Research Methods

The study employed a quasi-experimental research method, specifically a posttest-only, nonequivalent group design. Posttest-only nonequivalent group design is a type of quasi-experimental research wherein a nonequivalent group is not exposed to the treatment while other participants in one group are exposed to a treatment, and then the two groups are compared (Yang, 2023).

According to Gay and Airasian (2000), the quantitative research method depends on gathering and analyzing numerical data to describe, explain, predict, or control variables and phenomena of interest. The instruments that the researchers used were the pre-reading and post-reading tests. This was used to evaluate the effectiveness of the strategies to see if there is an effect or change among the grade 5 elementary students in Concepcion, Tarlac.

Experimental design is a research method that involves one or more dependent variables to determine their impact on the latter (Zubair, 2023). This method was used to compare two or more variables and observe the learners' reading skills and comprehension. This was used to get reliable interpretations in determining the reading level of the learners by making them read a story, and the researcher will introduce the two reading strategies.

#### **Respondents**

The respondents of the study consisted of a total of 28 grade 5 students who were currently enrolled in one of the public schools in Concepcion, Tarlac, during the academic year 2023-2024. The researchers grouped the grade 5 students into two (2) groups, and each group consisted of 14 students. The researchers used random sampling to select students who were in groups 1 and 2. They were chosen as their respondents since the researchers found out that the students in 5th grade were having difficulties reading. For Grade 5 learners and readers, this study could provide them with a better understanding of their own reading abilities as well as the reading abilities of their peers.

#### **Instruments**

The instrument that the researchers used was the pre-reading and post-reading test, also known as pre-test and post-test, which was a standardized test where the questions were included in the stories of "The Lion and the Mouse" and "The Milkmaid and Her Pail," both authored by Aesop. These tests were administered to students in order to assess the students' reading comprehension before and after using reading strategies. Pretest and posttest are experiments to measure participants before and after received a certain treatment. Pretest and posttest designs can use in experimental and quasi-experimental research, which may or may not involve control groups (Bobbitt, 2020).

#### **Procedures**

The researchers prioritized the respondents’ identities, ensuring that their personal information remained confidential throughout the study. If the students chose not to be part of the respondents, their decision was respected without any pressure or questioning. The data that has been obtained and analyzed was kept secure, preventing leakage and dissemination. Access to data was restricted only to the researchers to maintain security, integrity, the highest level of research ethics, and the reliability of the findings.

During the preliminary phase of gathering data, permission was requested by submitting a letter to the principal and homeroom teacher of the chosen school where our respondents are enrolled. Once permission was granted, the researchers went to the chosen school to administer the pre-reading test. During the pre-reading test part, the respondents were asked to read the given story material, “The Lion and the Mouse,” and answer the following questions: After that, the researchers provided another reading material, “The Milkmaid and Her Pail,” and introduced the first reading strategy, which was paired reading, for the respondents in Group 1. Then, the researchers provided the same reading material and introduced the second reading strategy, which is book on tape, for the respondents in Group 2. After that, a post-reading test part was administered, in which all the respondents in groups 1 and 2 were asked to answer the following questions included in the reading material: This reading drill has approximately 1 hour to implement.

Finally, the researchers collected all the data and responses and proceeded to analyze all the gathered data or responses of the students. Descriptive statistics such as percentage, mode, mean, and standard deviation were used to present the data. Also, the researchers used a posttest-only, nonequivalent group design to identify if there is a significant relationship between post-reading levels of the paired reading and the book on tape.

The formula used to analyze the data in this research were:

1. To find out the percentage of the mean score both pre-test and post-test, the researchers used this formula:

**Formula:**  $P = \frac{\bar{x}}{N} \times 100$

Where,

P = Percentage

$\bar{x}$  = Mean

N = Number of the total scores

2. To find out level of the students’ reading comprehension, the researchers adopted a classification of the students’ score from the study of Asriani (2018). The table below shows the score range and ability level to see the performance of the students before introducing the two strategies and after introducing it.

**The Classification of the Students’ Score**

NO	SCORE RANGE	ABILITY LEVEL
1	80-100	Excellent
2	70-79	Good
3	60-69	Fairly Good
4	50-59	Weak
5	0-49	Poor



4. Results and Findings

Table 1. The pre-reading levels of the respondents

Descriptive Statistics	
	Pre-Test Level
Mode	7.00
Mean	6.08 (86.86%) (Excellent)
Std. Deviation	1.06

Table 1 shows the pre-reading levels of the respondents. It presented a mode of 7, which implies that this is the frequent score obtained by them. Meanwhile, it obtained a mean of 6.08 (86.86%), which means that this is the average score obtained by the respondents, and a standard deviation of 1.06, which shows how far their score is from each other.

Based on the results, overall, the data shows that most respondents got high scores with a mean 86.86% on the pre-reading test. This implies that most of the respondents had excellent ability when it came to reading, even without introducing or applying any strategies.

In line with this result, there are various studies that say students may score higher on the pre-test due to some technique or activity that they have already encountered. For instance, in the research conducted by Tanjung, Lubis, et al. (2022), implementing the pre-reading technique has a significant and beneficial impact on reading instruction as it helps improve students' comprehension of narrative texts, and students that get instruction through pre-reading have higher scores. Also, in the research of Pan (2021), it was found that pre-testing is one of the tests that can enhance memory, with pre-testing yielding higher overall scores. Also, pretesting, especially in the form of errorful generation, can also enhance text comprehension.

Table 2.1 The post-reading levels of the respondents in paired reading

Descriptive Statistics	
	Paired Reading
Mode	5.00
Mean	4.64 (66.29%) (Fairly Good)
Std. Deviation	2.21

The table above shows the post-reading level of the respondents, particularly paired reading. As presented, it presented a mode of 5, which implies that this is the frequent score obtained by them. Meanwhile, it obtained a mean of 4.64 (66.29%), which means that this is the average score obtained by the respondents, and a standard deviation of 2.21, which shows how far their score is from each other.

Based on the results, overall, the data shows that most respondents got an average score of 66.29% on the paired reading test. This implies that most of the respondents are fairly good when it comes to reading together with their classmates, and it indicates that there was a need for some interventions to help the students develop collaboration performance.

In line with this, according to the study of Lufti (2021), the disadvantages of paired reading are that students are refused the pairs given by the teacher, and if the teacher allows students to choose their partners, they most often choose their closest friends, which can lead to some students never being chosen who might need support. In addition, according to the results and feedback from the study of Lee and Szczerbinski (2021), teachers feedback about paired reading was less positive, as they saw no change in paired reading tutees. However, it is still useful to remember that paired reading has few negative effects.

**Table 2.2** The post-reading levels of the respondents in audiobooks

Descriptive Statistics	
	Book on Tape
Mode	5.00/6.00/7.00
Mean	4.93 (70.43%)
	(Good)
Std. Deviation	1.64

The table above shows the post-reading level of the respondents, particularly audio book reading. As presented, it presented a mode of 5, which implies that this is the frequent score obtained by them. Meanwhile, it obtained a mean of 4.93 (70.43%), which means that this is the average score obtained by the respondents, and a standard deviation of 1.64, which shows how far their score is from each other.

Based on the results, overall, the data shows that most respondents somehow got high scores with a mean of 70.43% on the audiobook test. This implies that most of the respondents are good when it comes to reading using books on tape.

In line with this result, the study conducted by Singh and Alexander (2022) showed that audiobooks tend to facilitate comprehension better than print when students are younger. Walter (2023) conducted a study where the majority of their respondents were about 49.6%. It expressed their belief that audiobooks can support the development of children in cognitive, and a significant proportion of respondents (67.9%) believed that audiobooks could assist children with learning difficulties.

**Table 3.** Significant relationship between post-reading levels of the paired reading and the book on tape

Group	Intervention	$\bar{x}$ (Posttest)	%	Descriptive Index
A	Paired	4.64	66.29	Fairly Good
B	Reading	4.93	70.43	Good
	Book om Tape			
<b>Measure 1</b>	<b>Measure 2</b>			

Paired Reading	Book on Tape	4.79	68.43	Fairly Good
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The table above shows the significant comparison between the respondents' mean scores for paired reading and book on tape. As presented, Group A used paired reading as an intervention and obtained a mean of 4.64, which means that this is the average score obtained by them. Group B used a book on tape as an intervention and obtained a mean of 4.93, which means that this is the average score obtained by them. Combined, the two interventions, which are paired reading and book on tape, obtained a mean of 4.79, which means that this is the average score obtained by all respondents from paired reading to book on tape.

Given these findings, the decision is to reject the null hypothesis, confirming that there is a significant relationship between post-reading levels of the paired reading and book on tape, as both interventions got a mean of 68.43%. This implies that both strategies are fairly good to use as interventions when it comes to reading.

In line with this result, according to the Suas Annual Report (2019), the average reading age of children participating in Paired Reading programs in 2018–19 increased by four months during the two-month project. 65% of children said they read more frequently, 52% said they enjoyed reading aloud, and 85% said they improved their reading skills. Additionally, based on the results conducted by Walter (2023) conducted a study where the majority of their respondents were about 49.6%. It expressed their belief that audiobooks can support the development of children in cognitive, and a significant proportion of respondents (67.9%) believed that audiobooks could assist children with learning difficulties.

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### 6. Conclusion

Based on the findings of the study, the following conclusions were drawn such most of the respondents had a reading proficiency that included their prior knowledge and experiences, the findings also indicate that books on tape serve as a most effective instrument for mitigating the reading complexity of the students. It also interprets that technology in our generation today can help the students be more engaged in their learning process with the intervention materials presented, which are paired reading and books on tape, are fairly good to explore and use. In brief, paired reading and book on tape can be utilized and explored to improve and enhance students' reading skills and comprehension.

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