

ENRICH STRATEGY: AID IN ENHANCING READING COMPREHENSION OF GRADE 11 HUMSS STUDENTS

Mark Laurence T. Bugtong¹, Joyce Ann A. Endozo², Genalyn H. Garcia³, Karla Marie P. Manalo⁴, Jennica S. Tabilog⁵, Donna Marie Tormes⁶, Jessica M. Rival⁷, Jowenie A. Mangarin⁸

¹²³⁴⁵⁶⁷Immaculate Conception College of Balayan, Inc., Plaza Mabini, 4213, Balayan, Batangas, Philippines

Corresponding Email: laurencebugtong3@gmail.com

Available Online: March 2025
Revised: January 2025
Accepted: January 2025
Received: February 2025

Volume III Issue 1 (2025)
DOI: 10.5281/zenodo.15030620
E-ISSN: 2984-7184
P-ISSN: 2984-7176
<https://getinternational.org/research/>

Abstract

This study investigates the impact of the ENRICH strategy on improving reading comprehension scores among Grade 11 students. Utilizing a quasi-experimental design, the study was conducted in three phases. In Phase 1, spanning days 1 to 6, 36 Humanities and Social Sciences (HUMSS) students from Immaculate Conception College of Balayan, Inc. engaged with six literary pieces, reading one piece per day, followed by an assessment to measure comprehension. Phase 2, occurring on days 7 and 8, involved re-reading the same literary pieces, with a second round of assessments to reinforce understanding. In the final phase, on day 9, students completed a third assessment after a final review of the texts. Data analysis revealed statistically significant improvements across the three phases, underscoring the effectiveness of repetitive reading in enhancing long-term comprehension. The findings suggest that the ENRICH strategy can effectively aid students in improving their reading comprehension, which may contribute to better academic performance, heightened reading confidence, and a more positive attitude towards learning. Based on these results, the study advocates for the ENRICH strategy as a valuable tool for bolstering reading comprehension, particularly for students struggling with complex texts. Additionally, it recommends the integration of digital tools and interactive methods to sustain engagement and further enhance reading skills. These insights offer educators and institutions actionable strategies to support literacy development and promote academic success.

Keywords: *ENRICH Strategy, Reading Comprehension, Repetitive Reading, Quasi-Experimental Design, Educational Intervention*

Recommended Citation:

Bugtong, M. L. T., Endozo, J. A. A., Garcia, G. H., Manalo, K. M. P., Tabilog, J. S., Tormes, D. M., Rival, J. M., & Mangarin, J. A. (2025). ENRICH STRATEGY: AID IN ENHANCING READING COMPREHENSION OF GRADE 11 HUMSS STUDENTS. GUILD OF EDUCATORS IN TESOL INTERNATIONAL RESEARCH JOURNAL, 3(1), 48–59. <https://doi.org/10.5281/zenodo.15030620>

INTRODUCTION

The development of students' reading abilities was one of the main goals of education. As stated by Ayu (2021), reading was considered an important aspect of written communication, which was commonly used as formal communication, particularly for students at a higher level of education. It could help students learn English, and they could simultaneously extract and construct meaning through interaction and involvement with written language. Moreover, reading comprehension was the ability to process information that appeared in text in order to develop meaning (Seymour, 2017). Without comprehension, reading was meaningless and useless. According to Gunobgunob (2019), even though there were learners who were good readers, there were still Filipino learners who faced significant problems in terms of reading comprehension.

Apart from this, in the Philippines, students with below-grade-level reading comprehension were twice as likely to drop out as students with above-grade-level comprehension. About 85% of children diagnosed with learning disabilities had major reading and related language skills problems. An estimated 10% of students had difficulty developing reading comprehension and required additional support and professional guidance (Abeberese et al., 2014). Besides, reading comprehension could be improved with various materials, one of which was a literary work.

Furthermore, according to the existing literature, although there was a relationship between reading strategy use and the reading comprehension ability of students, there was still a dearth of studies on the association between reading strategy use and the reading comprehension ability of students. According to Krishnasamy (2015), unless the EFL program reflected students' real levels of proficiency, there would have been a risk of producing "a mismatch between the literary text and students' language ability," which would inevitably have had a negative effect on course implementation. Moreover, developing and implementing effective reading strategies required a significant amount of time, effort, and financial support. Various reading strategies could be implemented in the classroom to assist students in reading processes.

Engaging Notions for Reading Improvement and Comprehension Heightening (ENRICH) was a strategy in the form of intervention and a type of repetitive reading that aimed at addressing the challenges faced by learners in reading. It was like a recipe for making reading more fun and easier to understand. With ENRICH, it made students feel confident about reading different kinds of texts.

The information given above showed a detailed overview of the importance of reading comprehension, the challenges students faced in terms of reading, the percentage of students who had difficulty in reading, and the strategies to be used in enhancing reading comprehension among students. Moreover, this study aimed to determine the improvements in reading comprehension scores among students and to address the gap in research regarding the association between reading strategy use and reading comprehension ability. It sought to contribute valuable insights to the existing body of knowledge in the field of education.

Objectives

This study aims to determine the improvements in reading comprehension scores among students. Specifically, it aims to answer the following questions:

1. What is the level of reading comprehension of Grade 11 HUMSS students in 3 reading assessment phase?
2. How does ENRICH Strategy improve the reading comprehension of Grade 11 HUMSS students?
3. Is there any significant difference in the 3 reading assessment phase?
4. Based on the 3 reading assessment phase, how can ENRICH Strategy be improved?

METHODS

Methodology and Design

To attain the objective of the study, which was to determine the improvements in reading comprehension scores among students, the researchers employed Quasi-Experimental Research within a Quantitative Method framework. As described by Howard et al. (2015), quasi-experiments were employed in situations where the researcher had control over the intervention but lacked control over the assignment to the treatment. In this study, quasi-experimental approach was used to evaluate the effectiveness of ENRICH without using randomization.

Population and Sampling

This study consisted of thirty-six (36) Grade 11 students from the Humanities and Social Sciences (HUMSS) strand enrolled at Immaculate Conception College of Balayan, Inc. for the academic year 2023-2024. The participants were selected using the Purposive Sampling Technique, a form of non-probability sampling.

Instrumentations

To accomplish the main objective of the research study, the researchers used three data collection instruments: assessment, interview, and survey, to gather data from the respondents. The assessment aimed to determine the improvements in reading comprehension scores among students. In the first phase, from days 1 to 6, students read various literary pieces aligned with the curriculum each day, followed by assessments of their understanding. On days 7 and 8, students had the opportunity to reread the literary pieces from the previous days, and on the final day, they read once more before being assessed again. After these 9 days, based on their performance during the experimental phase, the researchers selected 10 students as respondents for interview questions to determine if any adjustments were needed to the strategy. A survey, in the form of a Likert scale with indicators provided by the researchers, was also used to gather information and insights from the respondents to assess whether the ENRICH strategy improved the reading comprehension of Grade 11 HUMSS students. In this study, the responses were worded on a 4-point scale.

Data Collection

To achieve the goals of the study, the researchers undertook several processes. Firstly, they sent a request letter to the participating school for the selection of respondents. Then, the researchers formulated a draft of their reading indicators, which was assessed by their research adviser. After that, they conducted a three-day observation involving six sections of Grade 11 students at Immaculate Conception College Balayan, Inc. in the Humanities and Social Science (HUMSS) strand, where criteria were established to determine which respondents would qualify. Upon completing the observation and selecting the eligible respondents, the researchers began applying the ENRICH Strategy, which consisted of three reading assessment phases aimed at improving the students' reading comprehension.

Phase 1 occurred from day 1 to day 6, during which Grade 11 students engaged with six literary pieces, with each day dedicated to one literary piece, followed by an assessment to gauge their understanding. This initial phase set the stage for deeper comprehension and retention. Subsequently, Phase 2 spanned days 7 to 8, during which students revisited the same six literary pieces to reinforce their grasp of the texts through another round of assessment. The intervention culminated in Phase 3 on day 9, with students once again re-reading the literary pieces for a final assessment, which was then collected and interpreted.

Data Analysis

To interpret the data effectively, the researchers employed the following statistical treatments. In Standard Operating Procedure (SOP) 1, the researchers used the Mean and Standard Deviation. This approach provided a common measure of central tendency regarding the level of reading comprehension of Grade 11 HUMSS students. The standard deviation measured the disparity between the calculated means.

Moreover, in SOP 2, the researchers utilized the Weighted Mean to determine the overall mean. Lastly, in SOP 3, to assess whether there was any significant difference among the three reading assessment phases, the researchers applied the F-test. The F-test is a statistical hypothesis test to check whether the variances of two populations or two samples are equal or not.

Ethical Considerations

As part of the ethical considerations for this study, the researchers adhered to the code of conduct to respect the rights of the respondents and all individuals involved. This adherence ensured that the study was conducted in an appropriate manner. To guarantee that the research aligned with ethical standards, a letter was submitted to the administration's office. The process was explained to the teachers, and informed consent forms were distributed. Permission was obtained for any recordings to ensure that the data collected by the researchers remained private and confidential.

RESULTS and DISCUSSION

Table 1

Level of Reading Comprehension of Grade 11 HUMSS

	Phase 1					Phase 2		Phase 3	
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
Non-Decoder	0	1	1	0	27	7	1	5	1
Frustration	9	31	23	22	8	9	26	18	30
Instructional	21	4	12	11	1	10	1	6	2
Independent	6	0	0	3	0	3	1	0	0
Total	36	36	36	36	36	29	29	29	33

Table 1 shows the reading comprehension levels of Grade 11 HUMSS students over three phases across nine days. In Phase 1 (Days 1 to 6), students' levels varied, with most moving into the frustration and non-decoder categories by Day 5. In Phase 2 (Days 7 to 8), the number of students decreased to 29, with most at the frustration level. By Phase 3 (Day 9), there were 33 students, primarily in the frustration category. This data indicates fluctuating reading comprehension levels, with a notable increase in the frustration and non-decoder categories over time.

Table 2

Effects of ENRICH Strategy to the Reading Comprehension Among Grade 11 Our Lady of Guadalupe HUMSS Students

Indicators	Mean	Verbal Interpretation	Ranking
1. ENRICH Strategy helped me improve my reading comprehension.	3.36	Strongly Agree	1.5
2. ENRICH Strategy helped me to use context clues more effectively in determining the meaning of the unfamiliar words.	3.25	Agree	9
3. ENRICH Strategy widened my vocabulary.	3.31	Strongly Agree	5
4. ENRICH Strategy helped me recall and take note of the important details from the reading materials.	3.28	Strongly Agree	7
5. ENRICH Strategy allowed me to effectively connect new ideas to my prior knowledge.	3.36	Strongly Agree	1.5
6. ENRICH Strategy gave me a sense of enjoyment while reading the literary piece.	3.33	Strongly Agree	4
7. ENRICH Strategy helped me explore the world of reading.	3.11	Agree	11
8. ENRICH Strategy helped me analyze and answer the comprehension check-up questions in each of the literary pieces that were read.	3.25	Agree	8
9. ENRICH Strategy helped me find myself more interested and engaged with personal reading choices after experiencing the benefits of repetitive reading in class.	3.19	Agree	10
10. ENRICH Strategy sustained my curiosity while reading literary pieces.	3.36	Strongly Agree	3
General Weighted Mean	3.28	Strongly Agree	

Table 2 shows the effects of the ENRICH strategy on the reading comprehension of Grade 11 Our Lady of Guadalupe HUMSS students. Using a Likert scale for analysis, the table ranks various indicators based on their weighted means. The lowest-ranking indicator, with a weighted mean of 3.11, indicates that students agreed the ENRICH strategy helped them explore the world of reading. Higher-ranking indicators reveal that students found the strategy beneficial for engagement, using context clues, answering comprehension questions, recalling details, and enjoying reading, with weighted means ranging from 3.19 to 3.33. The highest-ranking indicators, all with a mean of 3.36, indicate strong agreement that the strategy improved reading comprehension, connected new ideas to prior knowledge, and maintained curiosity. These findings highlight the wide-ranging effects of the ENRICH strategy on the reading comprehension of Grade 11 Our Lady of Guadalupe HUMSS students. Moreover, instructional practices, such as readers' theater, echo reading, and paired reading, aimed at improving prosody and other aspects of reading fluency, have been shown to positively impact reading comprehension (Kuhn, 2020). Furthermore, Duke et al. (2021) discuss how comprehensive reading strategies can significantly enhance comprehension. They highlight that structured approaches, which include teaching text structures and features, improve students' understanding of the material. The authors emphasize the importance of early comprehension instruction and the role of various supporting skills, such as vocabulary and knowledge building, which are integral to strategies like ENRICH.

Table 3

Significant Difference in the 3 Reading Assessment Phases

Variable	Df	F	F crit	p-value	Description	Decision on Ho
Reading Assessment Phases	35	10.88	2.9	0	Significant	Reject

Legend: Reject Ho if p-value is less than 0.05.

The table above illustrates a clear trend, as the three-reading assessment phases of the students have significant differences. With $p=0.000$, it suggests no difference between these variables. Therefore, the Null hypothesis was rejected. In addition, according to recent results from the Program for International Student Assessment (PISA), the Philippines' students continue to rank among the lowest in the world in math, reading, and science. The country's performance in 2018 did not significantly improve as measured by the most current test scores. Despite the education department's flurry of reforms and preparations in response to a poor performance in PISA 2018, results of PISA in 2022 showed that less than 25% of Filipino students met the minimum level of proficiency in all three subjects—math, reading, and science.

Suggested ways for the ENRICH strategy to be improved

This section outlines the suggested ways for improving the ENRICH strategy based on participant feedback. Each reading process—before reading, during reading, and after reading—contains three main themes and three sub-themes suggested by the participants for enhancing the ENRICH strategy.

A. Before reading

- Establishing Foundations for Learning
 - Set expectations and define reading goals
 - Utilization of prior knowledge
 - Provide background information
- Interactive and Engaging Learning Techniques
 - Conduct brainstorming
 - K-W-L Charts
 - Creation of anticipation guides
- Supporting and Enhancing Learning Outcomes
 - Vocabulary Enhancement through word maps or flashcards
 - Provide personal assistance all throughout the process
 - Utilization of multimedia for background knowledge

Based on the interviews conducted by the researchers, several participants suggested ways to enhance the ENRICH Strategy. First, establishing a solid foundation for learning involves setting clear expectations and defining specific reading goals, as recommended by participants 1, 2, and 9. This clarity ensures that students readily understand the goals and expectations. Additionally, participant 2 highlighted that utilizing prior knowledge could significantly improve the ENRICH Strategy. Allowing students to make connections between previously taught and new material aids in retention and comprehension. Deeper learning and critical thinking are fostered when new ideas are linked to existing knowledge frameworks. Furthermore, participant 7 suggested providing background information to enhance

the ENRICH Strategy. This prepares students for new content by offering necessary context. Research by El-Kogali and Krafft (2015) emphasizes that the various indicators and outcomes in early childhood interact and accumulate throughout life, shaping children's subsequent learning, schooling, health, employment, social engagement, and overall life opportunities. This background knowledge helps students better grasp complex ideas and reduces cognitive load during the learning process, making it easier for them to engage with new material.

The second suggestion is to incorporate interactive and engaging learning techniques. Participants 1 and 2 recommended brainstorming sessions, where teachers engage students to share their ideas, fostering a collaborative environment. Participant 4 suggested utilizing K-W-L charts to help students organize their thoughts by identifying what they know, what they want to learn, and what they have learned. Finally, participant 6 proposed creating anticipation guides, which provide context for what students will encounter, stimulating their curiosity and improving reading comprehension. Moreover, interactive teaching methods promote active participation, collaboration, and communication skills, which are crucial for success in the 21st-century workforce (Rafiq, Afzal & Kamran, 2022). For instance, a study by Geng et al. (2019) found that interactive teaching methods enhanced students' communication skills, teamwork abilities, and self-directed learning. Similarly, Burke and Fedorek (2017) demonstrated that students who participated in collaborative learning activities, a form of interactive teaching, reported higher levels of satisfaction and engagement compared to those in traditional lecture-based classes.

Third, supporting and enhancing learning outcomes is essential. Participants suggested several innovative methods to improve the ENRICH Strategy. One approach is vocabulary enhancement through word maps or flashcards, as indicated by participant 4. This method can significantly boost vocabulary retention and comprehension by visually displaying the relationships between words and their meanings. Flashcards can serve as a personal dictionary or be used as a game to facilitate active and enjoyable learning (Feranty et al., 2024). Additionally, participant 8 emphasized the importance of providing personal assistance throughout the learning process. This could involve one-on-one tutoring, personalized feedback, or being available to answer questions as they arise. The use of an assistant can enhance inclusion in a learning community for students with physical or sensory disabilities by providing multiple opportunities for engagement and interaction with peers, both with and without disabilities (Yell, 2012). Furthermore, participant 9 recommended utilizing multimedia resources—such as videos, music, podcasts, interactive simulations, and infographics—to offer a richer, more comprehensive understanding of the subject matter. Research indicates that classical music can positively impact cognition and learning by promoting a relaxed state of mind conducive to enhanced learning (Küssner et al., 2016; Lehmann et al., 2018). Collectively, these methods contribute to an improved ENRICH Strategy, making learning more effective and enjoyable.

B. During reading

- Active Reading and Comprehension Techniques

- Apply notetaking strategies

- Provide key point questions and annotation techniques

- Presentation of guide questions for comprehension monitoring

- Collaborative and Reflective Learning

- Encourage group reading and discussions

- Conduct peer discussions

- Provide think-aloud techniques

- Integration of Technology and Multimodal Resources

- Integration of technology using structured reflection methods

- Utilization of digital reading tools

- Implementation of multimodal resources

During reading, it is essential to foster active reading and comprehension skills. According to Usman et al. (2019), reading comprehension is vital for success in the educational field. Based on the interviews conducted, several suggestions emerged for improving the ENRICH Strategy:

First, the application of effective note-taking strategies, as suggested by participant 9, will help students organize and recall information by attentively writing down key ideas and points. Additionally, as stated by Swan (2015), integrating keyword strategies with reading strategies can enhance comprehension among students. Participants 2 and 9 also recommended providing key point questions and annotation techniques, which encourage student participation and active engagement. Furthermore, the presentation of guide questions for comprehension monitoring, suggested by participants 4 and 7, allows students to frequently assess their understanding of the content. This ensures that they grasp the information and highlights areas that require further clarification.

In addition, collaborative and effective learning is crucial. According to Kaldirim and Tavsanlı (2018), examining the effects of collaborative learning approaches on students' academic achievement revealed that such approaches significantly contribute to academic success and the development of social skills. Participant 7 suggested encouraging group reading and discussions, fostering a collaborative and engaging environment where students actively participate. Moreover, conducting peer discussions, as recommended by participant 9, promotes interaction among students, facilitating deeper understanding and critical thinking through the exchange of ideas and opinions. This is supported by Jin et al. (2020), who found that peer collaborations provide a cooperative context for readers to assist each other in strategic reading and formulating questions about the content. Additionally, participant 2 proposed using think-aloud techniques to enhance students' understanding of the material and promote reflective thinking by having them verbalize their thoughts while reading.

Furthermore, integrating technology and multimodal resources is essential for enhancing the reading experience. According to Memis et al. (2023), learning environments that incorporate technology play a key role in developing individuals with technological skills. Participant 3 advocates for the use of structured reflection methods, leveraging digital platforms for systematic reflection, such as online journals, digital portfolios, or reflection apps. When integrated effectively, digital portfolios provide meaningful opportunities to capture authentic student learning and assess growth (Clancy & Gardner, 2017). These tools guide students through specific questions and prompts, deepening understanding and encouraging critical thinking while making the process more accessible and organized.

Participant 7 emphasizes the use of digital reading tools like e-books, interactive texts, and reading apps, which enhance the reading experience with features such as text-to-speech, annotation, dictionary support, and interactive quizzes. E-book tools enable readers to easily access educational resources (Straus et al., 2018). The interplay of textual and contextual references in specific texts can create meaningful insights for readers (Chandrasoma & Ananda, 2017). These tools facilitate a more dynamic and personalized engagement with texts, improving comprehension and retention.

Finally, participant 8 suggests implementing multimodal resources, including videos, infographics, podcasts, and interactive simulations, to cater to diverse learning styles and present information in various ways. Kwak (2023) analyzed how young learners utilize multimodal communication resources in classroom interactions and how these behaviors influence discussions. Multimodal techniques integrate visual, auditory, and kinesthetic communication modalities to enhance learning and engage students meaningfully (Jewitt, 2013). This approach not only makes learning more engaging but also aids students in grasping complex concepts by providing multiple representations and explanations. These suggestions highlight the transformative potential of technology and diverse resources in enriching the educational experience.

C. After reading

•Reflection and Self-Assessment

Writing reflective journals

Asking for regular feedback from the readers

•Collaborative and Learning Projects

Implement collaborative projects

Use quizzes and peer reviews for feedback

•Continuous Improvement and Feedback

Conduct of after reading discussion activities such as summarization, group reflections and synthesis activities.

Facilitation of self-assessment and reflection

After reading, reflection and self-assessment are crucial components of the reading process. According to Nurjannah et al. (2019), self-reflection in education guides and motivates students to learn from their experiences by recognizing their successes and acknowledging potential shortcomings. It is essential to enhance students' self-reflection skills, which necessitates a certain level of self-examination. Based on the interviews conducted, the ENRICH Strategy could be improved in the following ways:

First, keeping reflective journals, as suggested by participant 7, helps readers connect personally with the material. Additionally, as stated by Sukhram and Monda-Amaya (2017), providing feedback is an important aspect of teacher support. Participant 8 recommended regular feedback from readers, as it offers valuable insights into comprehension levels and informs instructional decisions for enhanced reading experiences.

Collaborative learning projects are also essential. Participant 9 emphasized the importance of collaborative projects, noting that such efforts better equip students to work together in both academic and professional contexts. This is supported by the study of Estébanez (2017), which found that collaborative learning promotes student engagement, allowing them to work actively and learn with a high degree of responsibility in a supportive environment. Furthermore, participant 7 suggested using peer reviews and quizzes as feedback instruments. This strategy enhances the successful outcomes of collaborative learning activities. According to Bazelais and Doleck et al. (2018), collaborative assessment techniques enable students to work on quizzes individually, followed by group discussions and peer formative feedback, thereby improving their understanding.

In addition, continuous improvement and feedback are vital aspects of the learning process. Participant 4 suggested incorporating summarization and reflections to enhance students' critical thinking skills, allowing them to gain new perspectives and deepen their comprehension. Additionally, participant 8 recommended using self-assessment and reflection to help students understand their strengths and weaknesses, enabling them to set goals

and strive for improvement. According to Carless and Boud (2018), feedback-literate students actively engage with comments from others, making sense of the feedback content and incorporating it into their subsequent work for improvement.

CONCLUSIONS

The research study on the reading comprehension levels of Grade 11 HUMSS students over nine days reveals significant fluctuations across different categories. During Phase 1, there was a notable transition from instructional to frustration levels, with a peak in non-decoders observed by Day 5. Phase 2 saw a reduction in the total number of students, yet frustration levels remained consistently high, reflecting ongoing challenges in comprehension. By Phase 3, most students were categorized as frustration, with only a minor presence in the non-decoder and instructional levels, and none achieving independent status. These findings highlight the dynamic nature of reading comprehension, and the persistent difficulties students face, inviting further exploration into the underlying causes and potential interventions.

The research study meticulously examines the effects of the ENRICH strategy on reading comprehension among Grade 11 Our Lady of Guadalupe HUMSS students, revealing valuable insights. Utilizing the Likert scale for data analysis, the study highlights diverse indicators of reading comprehension skills, with weighted means ranging from 3.11 to 3.36. The findings underscore the necessity of varied reading strategies, such as repeated reading and the use of context clues, to enhance comprehension and engagement. While the ENRICH strategy improved reading comprehension and vocabulary, it also sustained students' curiosity and enjoyment while reading. These results indicate that the ENRICH strategy significantly contributes to addressing reading comprehension challenges and enhancing academic success, warranting further exploration of its broader applications and long-term effects.

The significant differences in the three reading assessment phases highlight their varied impacts on students' reading comprehension skills. Before reading, it is important to enhance the components of establishing foundations for learning, interactive and engaging learning techniques, and supporting and enhancing learning. During reading, strategies should promote active reading and comprehension techniques, collaborative and reflective learning, and the integration of technology and multimodal resources. After reading, the focus should be on reflection and self-assessment, collaborative learning projects, continuous improvement, and feedback. Overall, the ENRICH strategy is a comprehensive approach to improving learning outcomes that can be further enhanced for students with diverse learning needs.

RECOMMENDATIONS

Level of Reading Comprehension of Grade 11 HUMSS

Based on the study's findings, it is recommended that establishing foundations for learning is essential. This involves setting clear expectations and defining specific reading goals, ensuring that students readily understand these goals and expectations. Additionally, utilizing prior knowledge allows students to make connections between previously taught and new material, helping them retain and learn the material more effectively. Deeper learning and critical thinking are supported when new ideas are connected to preexisting knowledge frameworks. Furthermore, providing background information prepares students for new content by offering necessary context.

Second, employing interactive and engaging learning techniques, including brainstorming, is crucial. Teachers should encourage students to share their ideas to foster a collaborative environment. Another effective method is utilizing K-W-L charts, which help students organize their thoughts by identifying what they know, what they want to know, and what they have learned. Lastly, creating anticipation guides provides context for what students will encounter and stimulates their curiosity, thereby improving their reading comprehension.

Third, supporting and enhancing learning outcomes is also essential. One approach is vocabulary enhancement through word maps or flashcards. This method can significantly boost vocabulary retention and comprehension by visually displaying the relationships between words and their meanings. Additionally, providing personal assistance throughout the learning process emphasizes the importance of continuous support in a student's educational journey. This could involve one-on-one tutoring, personalized feedback, or simply being available to answer questions as they arise. Furthermore, utilizing multimedia resources, such as videos, music, podcasts, interactive simulations, and infographics, can offer a richer and more comprehensive understanding of the subject matter.

Fourth, implementing active reading and comprehension techniques is vital. Applying effective note-taking strategies helps students organize and recall information by attentively writing down key ideas and points. Moreover, providing key point questions and annotation techniques allows students to participate actively and engage with the material. Furthermore, presenting guiding questions for comprehension monitoring enables students to frequently assess their understanding of the content. This approach helps ensure that they grasp the information and highlights areas that require further clarification.

Suggested ways for the ENRICH strategy to be improved

Based on the study's findings, it is recommended that collaborative and effective learning is essential, as it contributes to both academic achievement and the social skills of individuals. To encourage group reading and discussions, fostering a collaborative and engaging environment for students is crucial, along with promoting active participation. Additionally, conducting peer discussions enhances interaction among students, leading to a deeper understanding and critical thinking through the exchange of their ideas and opinions. Furthermore, implementing think-aloud techniques enhances students' understanding of the content and promotes reflective thinking by encouraging them to express their thoughts verbally while they read.

The integration of technology and multimodal resources is also important for enhancing the reading experience. Utilizing structured reflection methods on digital platforms, such as online journals, digital portfolios, or reflection apps, can facilitate systematic reflection. Moreover, digital reading tools like e-books, interactive texts, and reading apps can enhance the reading experience with features such as text-to-speech, annotation, dictionary support, and interactive quizzes. Lastly, implementing multimodal resources—including videos, infographics, podcasts, and interactive simulations—caters to different learning styles and presents information in diverse ways.

In addition, reflection and self-assessment are critical components of the reading process. Keeping reflective journals helps readers relate to the material on a personal level, while providing feedback is an essential part of teacher support, offering valuable insights into comprehension levels and informing instructional decisions for improved reading experiences.

Collaborative learning projects are also essential. Engaging in collaborative projects helps students become better equipped to work together in both academic and professional contexts. Additionally, the use of peer reviews and quizzes enhances the successful outcomes of collaborative learning activities.

Lastly, continuous improvement and feedback are vital aspects of the learning process. Summarization and reflection can enhance students' critical thinking skills, enabling them to gain new perspectives and deepen their comprehension to improve their learning outcomes. Furthermore, employing self-assessment and reflection helps students develop a deeper understanding of their strengths and weaknesses, enabling them to set goals and seek improvement.

REFERENCES

Abeberese, B. A., Kumler, T. J., Linden, L. (2011). Improving Reading Skills by Encouraging Children to Read in School: A Randomized Evaluation of the Sa Aklat Sisikat Reading Program in the Philippines (pp.611-633). *The Journal of Human Resources*, 49(3). <http://doi.org/0.1353/jhr.2014.0020>

Alshammari, H. A., University, A., Ahmed, E. A., Shouk, M. A. A. (2020). Challenges to Studying English Literature by the Saudi Undergraduate EFL Students as Perceived by Instructors. *English Language Teaching* 13(3):8. <http://doi.org/10.5539/elt.v13n3p8>

Kennedy, U., Chinokul, S. (2020). Effect of the Scaffolded Reading Experience using a Graphic Novel on the English Reading Comprehension and Reading Motivation of Thai EFL students. *LEARN Journal: Language Education and Acquisition Research Network Journal, Volume 13, Issue 2*. <https://eric.ed.gov/?id=EJ1258786>

Mirasol, R. (2019). Vocabulary size, reading motivation, reading attitudes and reading comprehension performance among Filipino college learners of english. *International Journal of Evaluation and Research in Education (IJERE)* 8(1):64. <http://doi.org/10.11591/ijere.v8i1.15335>

Mutiara Ayu. (2021). Applying Text Feature Walks Strategy in Higher Education to Improve Students' Critical Reading Comprehension. *JET (Journal of English Teaching)*, 7(3), 354–365. <https://doi.org/10.33541/jet.v7i3.3077>