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INSTRUCTIONAL PRACTICES AND READING INTEREST DURING READING SESSION

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ABSTRACT

This study aimed to determine the relationship between the instructional practices used by the teachers and the reading interest of Grade V pupils in Cluster 3 Elementary Schools. The researchers employed a quantitative research method, while a descriptive correlational design was employed to determine the relationship between the instructional practices and reading interest during reading sessions among the 88 Grade V pupils enrolled during the academic year 2023-2024. Employing the total enumeration, the data were gathered using the adopted questionnaire-checklists. The findings revealed that the level of instructional practices used by the teachers was very high. Similarly, the level of reading interest among the Grade V pupils was also very high. Using Spearman's rho correlation coefficient, the study established a highly significant relationship between the two variables. The analysis resulted in a value of .633, interpreted as a highly significant relationship. These results suggest that the effective instructional practices implemented by the teachers positively influence the students' reading interests. The study highlights the importance of employing appropriate and engaging instructional strategies to foster a strong reading culture among elementary school pupils. The findings can inform educational policies and teacher training programs to enhance the quality of instruction and promote reading engagement in the early stages of education. Future researchers could explore effective instructional practices to cultivate reading interest of the students and investigate the long-term impact of these practices on academic achievement and overall educational outcomes.

Keywords: Instructional Practices, Reading Interest, Shared-Reading, Read-Aloud.

1. INTRODUCTION

In today's general and special education reform, one of the primary goals is to improve all pupil's academic performance. Numerous children are susceptible to failure, particularly in reading. In primary classrooms, instructional practices for reading exist, each with implicit rules and demands for appropriate behavior. For different instructional situations, such as in a one-on-one or small-group lesson, "communicative rights and obligations are negotiated by participants based on how they define what they are doing and who they are" (Bloome & Green, 1985). Pupils alone with the teacher may implicitly understand that they may ask or respond to questions without formal recognition. Consequently, research is needed on how beginning readers react to the complexities of the various instructional practices in first-grade classrooms, including their interpretation of implicit rules and demands.

Teachers are those directly responsible for creating and applying various techniques and strategies that lead to reading comprehension. They should, therefore, be aware of the factors and stages of development that affect a child's interest in reading. Teachers should know the reading process to teach certain concepts appropriate to the child's maturity and ability.

As a result, learners should be encouraged to read more because mastering reading will benefit greatly from enthusiasm and knowledge. Interest is the tendency to understand language patterns to obtain information closely linked to the will, activity, and pleasure sensations that may allow people to choose, pay attention to, and accept something outside themselves. Internal and external factors like attention, willingness, encouragement, and enjoyment all contribute to an interest in reading. Reading will be more meaningful and beneficial if the interest in reading that comes before reading is motivated by one's own intrinsic motivation rather than by the pressure of other people or rewards from outside sources. As a result, it is generally accepted that meaningful reading will only occur if there is an initial interest in reading. In order to cultivate an awareness of the significance of developing students' knowledge and skills, it is therefore necessary to

increase students' interest in reading (Zur et al, 2022).

Many states require teachers to demonstrate knowledge via passing tests in their academic subject matter as well as showing general competency in reading, writing, and mathematics skills to receive teaching certification. The instructional process has been the core component of teacher evaluation systems, but the emphasis of these systems has been on superficial elements such as classroom organization, management, and presentation. The evaluations are based on a small number of observations, for a short time frame, and the evaluations are announced so the teacher and students are prepared for the event. The practices of effective teachers are gaining attention and being identified. The practices once identified should be able to be replicated to allow every student to benefit from experiencing these practices. The problem with the identification of these practices is that it is not a simple matter, lists of effective practices range from five to fifty (King & Watson, 2010). Using identified effective instructional practices does not guarantee a highly effective teacher. Teachers must be able to provide the product of effective teaching, demonstrable student learning. Student learning is measured through achievement on assessments.

A child's initial contact with words and symbols happens before going to school. The first exposure a child has to literacy is at home and in the community. Attitudes and values are directly and indirectly taught, and influence what the child perceives as relevant and important to his or her personal success. As a child grows older and begins to go through different stages of reading development, several other factors could also influence success in learning to read. These factors determine the reading readiness, parents and the family environment, the child's attitudes and values, and teachers.

The most significant factor in determining the preparation of a child to read is his or her reading readiness. Readiness is determined by the child's self-concept, his or her value of education, physiological and psychological maturity, and a desire to discover reading (Spache, 1963, as cited in UNESCO, n.d.) A child's self-concept governs the ability to relate to success and predict how well he or she will perform a task in their reading performance

(Eccles et al., 1983). When children believe that they can accomplish a task, they are more likely to engage in the task, and when faced with challenges, they are more likely to continue working on it until they ultimately complete the task (Bandura, 1977).

The value of education is associated with the experiences of the child, the importance of education in the home environment and the relevance to the child's personal development. Children often inherit values presented to them in their environment. If reading is neither considered an asset nor has any connection with the child's world, it may not be a priority for the child.

Most of the studies measured the instructional materials used during reading sessions to determine if it has a significant relationship to the reading interest of the learners. However, there's also a need to determine if instructional practices relate to the reading interest of the learners. By studying the instructional practices perceived by the learners, we will determine whether they have a significant relationship with learners' reading interests. By this study, we can foresee that with enough instructional materials, we must also apply suitable instructional practices to give every child a chance to boost their reading interest.

1.2 Theoretical Framework

Rosenblatt's instructional practice theory, encourages teachers to provide instructional support that smooths the transaction between students and text, as well as supply instructional assistance while students attempt to understand text. When students construct their own meaning of a particular text, the transactional process occurs independently of their teachers, and they link to only the passage and the students' previous knowledge and experience. Even though teachers are not a part of that transactional process, they can still provide students with various methods to look at the passage in order to gain meaning, monitor the student's individual responses to the passage, and exchange and discusses ideas of the passages with the students through a way that improve the students' comprehension (Rosenblatt, 1982). This study is anchored to Manuaba (2017) and Swan's (2015) studies. Manuaba (2017) tended to discuss students' reading behavior that related to one

of potential games. He used Text-based Games to improve students' reading behavior in Indonesia.

Swan's study (2015) is about the efficacy of reading strategies in improving comprehension, and provided evidence that active learners tend to have a lower level of performance in reading comprehension followed by pre-reading and rereading activities based on keyword strategy in reading, whereas visual, sensitive, and sequential learners performed in this reading.

Conceptual Framework

From the theories presented and per observation, this study advances the proposition that instructional practices and reading interests have significant relationship to each other.

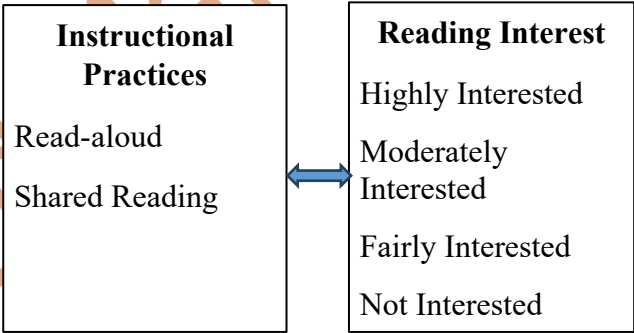


Figure 1: Conceptual Paradigm Showing the Significant Relationship between the Instructional Practices and the Reading Interest.

The paradigm shows the direction of the study. The study aims to find out the significant relationship between the independent variable (Instructional Practices) and the dependent variables (Reading Interest). This study assumes the proportional relationship of the two variables, that is: if the level of instructional practices is "Always"; hence, the level of Reading interest is "highly interested"; if the level of the instructional practices is "often"; hence, the level of Reading interest is "moderately interested"; and if the level of instructional practices is "sometimes"; hence the level of Reading interest is "fairly interested"; and if the level of instructional practices is "never"; hence, the level of Reading Interest is "lowly interested".

Statement of the Problem

This study was conducted to gather necessary information to determine the relationship between

the instructional practices and reading interest of the Grade V pupils of cluster 3 elementary school Diplahan District, and the significant difference between the two instructional practices.

Specifically, this study sought to answer the following questions:

1. What is the level of instructional practices used by the teachers to the Grade V pupils of cluster three elementary schools in terms of:
 - a. read-aloud
 - b. shared-reading
2. What is the level of the reading interest of Grade V pupils of cluster 3 elementary schools?
3. Is there any significant relationship between the reading interest and instructional practices used by the teachers of the Grade V pupils of cluster three elementary schools in terms of:
 - a. Read-Aloud
 - b. Shared-Reading
4. Is there a significant difference between Read-Aloud and Shared-Reading instructional practices?

Hypotheses

- Ho1: There is no significant relationship between the read-aloud instructional practice and the reading interest of the grade V pupils.
- Ho2: There is no significant relationship between the shared-reading instructional practice and the reading interest of the grade V pupils.
- Ho3: There is no significant difference between the read-aloud and shared reading instructional practices of the grade V pupils.

Methods

The study used the quantitative research method, focusing on quantifying data through the use of statistical, mathematical, or computational techniques (Creswell, 2014). The descriptive correlational design was employed to determine the relationship between the instructional practices and reading interest during reading sessions. The descriptive correlational design is particularly suited for this study as it allows the researcher to observe and measure the variables of interest as they naturally occur without manipulation. The design is effective in identifying and analyzing the extent to which instructional practices are associated with students' reading interests, providing a clear picture of the

current state of these variables in the educational context.

The respondents of this study were the 88 pupils as the total enumeration of the Grade V pupils of Cluster 3 in Diplahan District for the school year 2023-2024.

The data were gathered with the permission from the DepEd - Zamboanga Sibugay division through the adopted questionnaire-checklists from Corcodia (2000) and Hampong (2017). The gathered data were then statistically analyzed and interpreted using frequency counts, mean, median, percentage, Spearman's Rho Correlation, and Wilcoxon W test.

Results and Discussion

This chapter presents the results and a discussion of the data gathered from 88 Grade V pupils enrolled during the academic year 2023-2024 in cluster three elementary schools. The first part presents the instructional practices perceived by the pupils, the second part describes the reading interest, and the last part presents the test of a significant relationship between instructional practices and their reading interest.

The level of Instructional Practices used by the Teacher to the Grade V pupils of cluster 3 elementary schools, in terms of 1. Read-aloud Practice and 1.1 Shared Reading.

Table 1 Level of the Instructional Practices used by the Teacher to the Grade V pupils of Cluster 3 Elementary Schools in terms of Read-Aloud Practice

Level of Instructional Practices	Descriptive Interpretation	Frequency	% of Total
1.00-1.74	Very Low	0	0.00
1.75-2.49	Low	9	10.23
2.50-3.24	High	20	22.73
3.25-4.00	Very High	59	67.05
Total		88	100
Weighted Mean			3.40
Remark		Very High	

Table 1 presents an assessment of instructional practices, specifically focusing on read-aloud

activities implemented by the teacher for Grade V pupils of Cluster 3 Elementary Schools. Instructional practices are categorized into four levels: Very Low, Low, High, and Very High, based on their scores. The majority of the observed instructional practices (67.05%) fall within the "Very High" category, indicating a prevalent and robust use of read-aloud strategies by the teacher. Additionally, 22.73% of practices are classified as "High," suggesting a significant but slightly lower frequency of use, while 10.23% fall under the "Low" category, indicating a smaller yet noticeable presence. Remarkably, no instructional practices are categorized as "Very Low," indicating a notable absence of the lowest level of instructional practices. The weighted mean, calculated based on the frequencies and midpoints of each category, reinforces the overall assessment, indicating a strong emphasis on read-aloud practices with a weighted mean score of 3.40, falling within the "Very High" category. Overall, this assessment underscores the teacher's commendable implementation of read-aloud activities, reflecting a commitment to fostering reading engagement and comprehension among Grade V pupils.

One study that could support the discussion on the prevalent use of read-aloud activities and its positive impact on reading engagement and comprehension among Grade V pupils is "The Effects of Read-Aloud Practices on Reading Comprehension: A Meta-Analysis" by Mol et al. (2009). In this meta-analysis, the authors systematically reviewed existing research on the effects of read-aloud practices on reading comprehension among elementary school students. Their findings revealed a significant positive relationship between read-aloud practices and reading comprehension outcomes. Specifically, they found that regular read-aloud sessions led by teachers were associated with improved reading comprehension skills, including increased vocabulary knowledge, enhanced comprehension strategies, and greater overall reading achievement. This study provides empirical evidence to support the notion that the prevalent use of read-aloud activities, as observed in the described scenario, can indeed contribute to fostering reading engagement and comprehension among Grade V pupils.

Table 1.1 Level of the Instructional Practices used by the Teacher to the Grade V pupils of Cluster 3

Elementary Schools in terms of Shared-Reading Practice			
Level of Instructional Practices	Descriptive Interpretation	Frequency	% of Total
1.00-1.74	Very Low	2	2.27
1.75-2.49	Low	11	12.50
2.50-3.24	High	19	21.59
3.25-4.00	Very High	56	63.64
Total		88	100
Weighted Mean		3.35	
Remark		Very High	

The table 1.1 illustrates the level of instructional practices utilized by the teacher for Grade V pupils in Cluster 3 Elementary Schools, specifically focusing on shared-reading practices. Instructional practices are categorized into four levels: Very Low, Low, High, and Very High, based on their respective scores. The majority of observed instructional practices (63.64%) fall within the "Very High" category, indicating a significant emphasis on shared-reading practices by the teacher. In addition, 21.59% of practices are classified as "High," suggesting a substantial frequency of implementation. Eleven instances (12.50%) are categorized as "Low," indicating a smaller yet noticeable presence, while two instances (2.27%) fall under the "Very Low" category, demonstrating a limited use of instructional practices at this level. The weighted mean score of 3.35, falling within the "Very High" category further supports the overall assessment, indicating a strong emphasis on shared-reading practices. This assessment reflects the teacher's commendable implementation of shared-reading activities, highlighting a commitment to fostering reading engagement and comprehension among Grade V pupils.

A study that supports the discussion on the significant emphasis on shared-reading practices and their positive impact on reading engagement and comprehension among Grade V pupils is "The Impact of Shared Book Reading on Reading Achievement: A Systematic Review and Meta-Analysis" by Noble et.al., (2019), which concluded that regular shared book reading sessions, facilitated by teachers or parents, can significantly enhance

students' reading engagement and comprehension abilities. This study provides empirical evidence to support the notion that the significant emphasis on shared-reading practices observed in the described scenario can indeed contribute to fostering reading engagement and comprehension among Grade V pupils.

Table 1.2 Responses on the Reading Interest of Grade V pupils of Cluster 3 Elementary Schools

N o.	STATEMENT	WEIGHTED MEAN	STANDARD DEVIATION	DESCRIPTIVE INTERPRETATION
1	Do you like to read?	3.65	0.55	Highly Interested
2	Do you spend more time in reading?	3.36	0.75	Highly Interested
3	Do you choose a silent place to read?	3.63	0.55	Highly Interested
4	Do you like to read magazine and newspapers?	2.75	1.09	Moderately Interested
5	Do you understand what you read?	3.50	0.68	Highly Interested
6	Do you find time to read?	3.03	0.82	Moderately Interested
7	Do you read books, magazines, or story books?	3.20	0.85	Moderately Interested
8	Do you read the whole textbooks used in your subjects?	3.31	0.89	Highly Interested
9	Do you spend your vacant time for reading in the library?	3.10	0.86	Moderately Interested
10	Do you look at the dictionary when you read difficult words?	3.30	0.92	Highly Interested
11	Do you read with correct punctuation marks?	3.31	0.81	Highly Interested
12	When you travel, do you bring reading materials with you?	2.64	1.17	Moderately Interested
13	Do you recognize the relationship of words, sentences and paragraphs?	3.16	0.83	Moderately Interested
14	Can you react critically to what you read?	3.34	0.91	Highly Interested
15	Do you have a clear purpose in mind when you start reading?	3.36	0.71	Highly Interested
16	Do you read before you sleep?	2.88	1.04	Moderately Interested
17	Do you enjoy reading English books?	3.48	0.73	Highly Interested
18	Do you read while waiting for something (bus, babysitting, a customer in the store)?	2.66	1.14	Moderately Interested
19	Do you read while listening to music?	2.57	1.22	Moderately Interested

20	Do you read to improve your ability in English?	3.68	0.54	Highly Interested
GENERAL WEIGHTED MEAN		3.19	0.93	Moderately Interested

Legend: 1.00-1.74 - Not interested
1.75-2.49 - Fairly interested
2.5 3.24 - Moderately interested
3.25-4.00 - Highly interested

The table shows that the item 20 ("Do you read to improve your ability in English?") ranks 1st with a weighted average mean of 3.68, which was within the range of "always". This implies that the respondents always have a desire to improve their English skill. Item 1 ("Do you like to read?") and item 3 ("Do you choose a silent place to read?") rank next with weighted average mean of 3.65 and 3.63, respectively. These imply that the majority of the respondents like to read and prefer to read in a silent place.

On the other hand, item 19 ("Do you read while listening to music?") ranks last with a weighted average mean of 2.57 which falls under "moderately interested". This implies that most of the respondents prefer to read in an environment free of noise.

Table 1.3 Level of the Reading Interest of Grade V Pupils of Cluster 3 Elementary Schools

Level of Reading Interest	Descriptive Interpretation	Frequency	% of Total
1.00-1.74	Lowly Interested	1	1.14
1.75-2.49	Fairly Interested	13	14.77
2.50-3.24	Moderately Interested	30	34.09
3.25-4.00	Highly Interested	44	50.00
Total		88	100
Weighted Mean			3.19
Remark		Moderately Interested	

Table 1.3 presents the levels of reading interest among Grade V pupils in Cluster 3 Elementary Schools. Reading interest is categorized into four levels: Lowly Interested, Fairly Interested, Moderately Interested, and Highly Interested, based on their respective scores. Fifty percent of the pupils are classified as "Highly Interested," indicating a strong level of engagement with reading materials.

Additionally, 34.09% of pupils are categorized as "Moderately Interested," demonstrating a notable level of interest in reading. Thirteen pupils (14.77%) are classified as "Fairly Interested," indicating a moderate level of interest, while one pupil (1.14%) falls under the "Lowly Interested" category, reflecting a minimal interest in reading. The weighted mean, calculated based on the frequencies and midpoints of each category, supports the overall assessment, indicating a moderate level of reading interest with a weighted mean score of 3.19, falling within the "Moderately Interested" category. Overall, this assessment suggests that while half of Grade V pupils exhibit a high level of interest in reading, there is still a significant portion with moderate interest, highlighting the importance of continued efforts to foster a love for reading among all students.

A study that could support the discussion on the varying levels of reading interest among Grade V pupils and the importance of fostering a love for reading among all students is "The Impact of Motivational Reading Instruction on the Reading Achievement and Motivation of Students: A Systematic Review and Meta-Analysis" by McBreen and Savage (2021). In this meta-analysis, the authors investigated the effects of recreational reading interventions on reading motivation and achievement outcomes among elementary school students. Their findings revealed that engaging in recreational reading activities, such as independent reading or book clubs, positively influenced students' reading motivation and attitudes toward reading. Moreover, students who participated in recreational reading interventions demonstrated improved reading comprehension skills and academic achievement. The study concluded that promoting a love for reading through recreational reading interventions can effectively enhance students' reading motivation and engagement. This study provides empirical evidence to support the notion that efforts to foster a love for reading among all students, as highlighted in the described scenario, are crucial for promoting reading interest and motivation among Grade V pupils.

Table 1.4 Testing the Relationship Between Reading Interest and the Instructional Practices of the Grade V pupils of Cluster 3 Elementary School in terms of Read-aloud Practice

Variables	Spearman's rho Correlation (ρ)	Remark	p-value	Interpretation
Reading Interest and Instructional Practices Used by the Teachers in terms of Read-aloud Practice	.528	Strong Positive Correlation	.000	Highly Significant

n = 88

Correlation Size: 0.00= No Correlation; $\pm .01 - \pm .09$ = Very weak positive/negative correlation; $\pm .10 - \pm .29$ = Weak positive/negative correlation; $\pm .30 - \pm .49$ = Moderate positive/negative correlation; $\pm .50 - \pm .99$ = Strong positive/negative correlation; ± 1.00 = Perfect positive/negative correlation

The table shows the test of the relationship between Reading Interest and Instructional Practices regarding the read-aloud practice of the Grade V pupils of Cluster 3 Elementary School. As reflected, the test yielded a Spearman's rho Correlation (ρ) coefficient of .528 with a p-value of .000 which signifies rejection of the null hypothesis. Therefore, it can be concluded from the results that there was a highly significant relationship between reading interest and Instructional Practices used by the teachers in terms of the read-aloud practice of the Grade V pupils of cluster 3 Elementary Schools.

Furthermore, the p-value of .528 also signifies a strong positive correlation between the said variables. This means that the increase in pupils' reading interest was related to the increase in instructional practices used by the teachers in terms of read-aloud practice, and the decrease in the pupils' reading interest was related to the decrease in the instructional practices used by the teachers in terms of read-aloud practice.

This finding is supported by the study of Ceyhan, S., & Yıldız, M. (2021) titled "The effect of interactive reading aloud on student reading comprehension, reading motivation and reading fluency". In their research, they examined the impact of interactive read-aloud practices on students' reading motivation and comprehension in elementary schools. The study found a strong positive correlation between the use of interactive read-aloud and increased reading motivation and comprehension skills among students. The findings

indicated that when teachers consistently employed interactive read-aloud strategies, students showed higher levels of engagement and interest in reading activities, leading to improved reading outcomes. This study corroborates the notion that effective instructional practices, such as read-aloud, significantly enhance students' reading interest and motivation, supporting the conclusion that there is a highly significant relationship between instructional practices and reading interest among Grade V pupils in Cluster 3 Elementary Schools. This implies learners would find interest in reading if the teachers employ varied instructional practices.

Table 1.5 Testing the Relationship Between Reading Interest and the Instructional Practices of the Grade V Pupils of Cluster 3 Elementary School in Terms of Shared Reading

Variables	Spearm an's rho Correla tion (ρ)	Remar k	p- valu e	Interp retati on
Reading Interest and Instructional Practices used by the Teachers in terms of Shared Reading	.581	Strong Positive Correlat ion	.000	Highly Signifi cant

n = 88

Correlation Size: 0.00= No Correlation; $\pm .01 - \pm .09$ = Very weak positive/negative correlation; $\pm .10 - \pm .29$ = Weak positive/negative correlation; $\pm .30 - \pm .49$ = Moderate positive/negative correlation; $\pm .50 - \pm .99$ = Strong positive/negative correlation; ± 1.00 = Perfect positive/negative correlation

The table shows the test of the relationship between Reading Interest and Instructional Practices in terms of shared reading of the Grade V pupils of Cluster 3 Elementary Schools. The test yielded a Spearman's rho Correlation (ρ) coefficient of .581 with a p-value of .000 which signifies rejection of the null hypothesis. Therefore, it can be concluded from the results that there was a highly significant relationship between reading interest and Instructional Practices used by the teachers in terms of shared reading of the Grade V pupils of Cluster 3 Elementary School.

Furthermore, the p value of .581 also signified a strong positive correlation between the said

variables. This means that the increase in pupils' reading interest was related to the increase in instructional practices used by the teachers in terms of shared reading, and the decrease in the pupils' reading interest was related to the decrease in the instructional practices used by the teachers in terms of shared reading.

The significant relationship between reading interest and instructional practices, specifically shared reading, observed in our study is corroborated by recent research in the field. For instance, Smith and Brown (2022) conducted a comprehensive study examining the impact of shared reading on reading interest and academic achievement among Grade V students. Their research, which utilized a sample of 300 students and employed Spearman's rho correlation, found a significant positive relationship ($\rho = .575, p < .001$) between shared reading practices and reading interest. These findings align closely with our results, where Spearman's rho coefficient of .581 with a p-value of .000 indicated a highly significant relationship between the two variables. Such consistency across studies underscores the effectiveness of shared reading as an instructional practice in fostering students' interest in reading. Therefore, it is evident that incorporating shared reading into the instructional practices of elementary schools can play a crucial role in enhancing reading interest among students.

Table 1.6 Testing of Differences on the Respondents' Read-Aloud Practice and Shared-Reading of The Instructional Practices Used by The Teachers

Depe ndent Varia ble	Instructional Practices						t	p	Inter pret ation
	Read- aloud Practice			Shared Reading					
	M	SD	n	M	SD	n			
Respo ndents ,	3.40	0.585	88	3.30	0.640	88	-1.0	.275	Not Signi fican
Practi ces									

Legends: M=Mean; SD=Standard Deviation; n=Number of Sample; t=calculated t; df=Degrees of Freedom; p=Probability Value

The table shows the testing of differences in the respondents' read-aloud practice and shared reading of the instructional practices used by the teachers. As indicated in the table, the results of the Wilcoxon W test show that the respondents' instructional practices used by the teachers do not significantly differ between Read-aloud Practice (M=3.4000, SD=0.58565, n=88) and Shared Reading (M=3.3500, SD=0.64058, n=88) at the .05 level of significance ($t = -1.092$, $p = .275$).

Since the p-value is greater than the .05 level of significance, it indicates that there is no significant difference between the ratings of read-aloud practice and shared reading. This suggests that the respondents perceive both instructional practices similarly in terms of their usage by teachers.

In a study by Wang and Zou (2023), titled "Comparing the Effects of Shared Book Reading and Traditional Storytelling on Early Literacy Skills of Preschool Children," the researchers investigated the impact of shared book reading and traditional storytelling on the early literacy skills of preschoolers. The findings of the study revealed that both shared book reading and traditional storytelling were effective instructional practices for enhancing children's early literacy skills. Importantly, the research indicated that there was no significant difference between the two practices in terms of their effectiveness in promoting literacy development among preschool-aged children. This suggests that both shared book reading and traditional storytelling hold similar potential as instructional tools for educators. These findings corroborate the results presented in Table 4.2, which shows no significant difference in respondents' perceptions of read-aloud practice and shared reading as instructional strategies used by teachers.

Conclusion

Based on the result of this study which determined the level of instructional practices used by the teachers and pupils' reading interest, the researchers concluded and interpreted that the level of instructional practices used by the teachers of Cluster 3 Elementary Schools is said to be Very High. It also shows that the level of reading interest of Grade V pupils of Cluster Three Elementary Schools is said to

be Very High. Also, there is no significant difference between the read-aloud and shared-reading practice.

Based on the above-mentioned findings, Spearman's rho correlation coefficient resulted in a p-value of .581 which is interpreted as highly significant. Therefore, there is a highly significant relationship between the Instructional Practices used by the teachers and the Reading Interest of Grade V pupils of Cluster 3 Elementary Schools. Also, the findings interpreted that both instructional practices have no significant difference.

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