

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

GINA V. MORENO

Looc Integrated School Calamba City, Laguna

ABSTRACT: One of the most pressing problems of today's teachers is how to guarantee that their students are capable of adjusting and becoming self-sufficient learners who can fully comprehend what they are being taught. This study explains the students' self-paced learning strategies and how they helped them improve their reading comprehension; the quantitative descriptive correlational method was adopted in two secondary schools of cluster 3 in the DepEd-Calamba City, namely Calamba Bayside Integrated School and Looc Integrated School. There were 300 students to be considered in the study, equally distributed to the two schools where most respondents are in the age bracket of 14-15 and are primarily female. The study results show that the Grade 9 students fully implement self-paced learning strategies in managing the physical environment and effort regulation while implementing goal-setting, help-seeking, and self-study levels. Considering the status of students learning strategies, they were able to obtain a rating of an outstanding level of reading comprehension on fluency, very satisfactory levels of decoding and vocabulary, satisfactory levels of reasoning and background knowledge, and fairly satisfactory levels of sentence construction and cohesion, working memory and attention. As its inferential proof, it is depicted that there is a significant positive relationship between the implementation of the self-paced learning strategies and the level of reading comprehension of the students, which implies that when students can employ well a specific plan that would help them learn independently, it allows them to attain very satisfactory to outstanding levels of reading comprehension.

KEYWORDS: Self-Paced Learning, Independent learning, Reading Ability, Reading Comprehension

INTRODUCTION

The dangers that everyone face become more interconnected as the global perspective grows more linked. The COVID-19 outbreak has not stopped at national boundaries. People of various ethnicities, educational philosophies, economic levels, and genders have been affected. However, the consequences, disproportionately affecting the most vulnerable, cannot be stated. In the area of education, there are no exceptions. With the help of their parents and a willingness to learn, students from affluent households may be able to make their way beyond closed school doors to alternative learning alternatives. When schools closed, many youngsters from low-income families were left out. As a result of the crisis, many faults and injustices in our educational system have been highlighted (Schleicher, 2020).

When adopting Self-Paced Learning, students think about how they learn. Teachers have focused on helping students understand the distinctions between studying SPL and learning in a traditional classroom. To demonstrate this difference, understandings and intentional questions about what kinds of methods may have been needed in a conventional environment vs. how learners believe it to be different on SPL were utilized. Inquiring directly about the expectations of students seems to be a successful strategy. Learners, on the other hand, will very likely need help in setting appropriate SPL expectations. This may require assistance with challenging ideas such as, "Online learning would be easier than conventional teaching since I can do it at home." Carter, Rice, Yang, and Jackson (Carter et al., 2020).

This pandemic, the Department of Education (DepEd) delivered Self-Learning Modules (SLMs) with alternative learning delivery modalities to various sorts of students around the country as part of its preparations for the School Year 2020-2021. Although face-to-face classes are still prohibited due to the public health crisis, the Department of Education can use SLMs in conjunction with other teaching methods (modular, television- and radio-based, blended, and online) to ensure that all students in SY 2020-2021 have access to a high-quality primary education. As it is, SLMs and other alternative educational delivery modes are in place to respond to the needs, circumstances, and materials of every student according to DepEd Secretary Leonor Briones, and they

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

will cover all the bases in ensuring that primary education is available despite the ongoing COVID-19 crisis. School-based learning materials (SLMs) are generated and sent to schools in coastal areas, far-flung provinces, and rural villages without internet or power access. According to the Department, families with gadgets and devices may be able to access SLMs online or offline.

One of the most pressing problems of today's instructors is how to guarantee that their pupils are capable of adjusting and becoming self-sufficient learners who can fully comprehend what they are being taught. Similarly, teachers are worried about the children's home surroundings and whether or not they are capable of learning at their own pace. In light of this, the research team is excited to look into the possibility of developing self-paced learning strategies for students. An environment that encourages children to learn new things and makes it easy for them to understand what the teachers are saying. Because students would spend most of their time reading the self-paced modules provided to them, especially in the English subject, the study would want to know whether a suitable learning strategy at home may help them condition their learning and comprehension of what they read in class.

In the 1980s, the theory of self-regulated, which was used to frame Self-Paced Learning, was established, emphasizing the importance of learners taking responsibility for and having control over their learning processes. A student's capacity to effectively participate in their own metacognitive, motivational, and behavioral learning processes is called self-regulation. In other words, self-regulation is a set of skills that significantly impact learning, according to the definition. "An active and constructivist process in which learners try to monitor, regulate, and manage their cognition, motivation, and actions after setting learning objectives, directed and limited by their own goals and learning strategies," according to the definition. Setting objectives, employing practical learning approaches, coding, repeating knowledge, evaluating performance, asking for help when required, and trusting in one's abilities are all examples of self-regulation (Kocdar et al., 2018).

Koller's group (Kumar, Packer, and Koller 2010) established a novel formulation known as self-paced learning to address the issue of Curriculum Learning (CL) (SPL). SPL utilizes the word "curriculum design" as a regularization concept in the learning aim. SPL offers two advantages over CL: first, it optimizes the learning objective with the curriculum, guaranteeing that the curriculum and the learned model are consistent under the same optimization problem; second, the regularization term is independent of specific issue loss functions (Jiang et al. 2015).

According to Lee (2015), there are six skills for reading comprehension. Decoding is the capacity to sound out words they've heard but haven't seen written down. The second skill is fluent reading, which allows children to detect words even if they cannot pronounce them quickly. Students acquire the meaning of words via everyday experience and reading; therefore, having a large vocabulary is necessary for reading comprehension. The fourth skill, sentence construction, and cohesion help pupils grasp how sentences are constructed, which may appear to be a writing talent. Cohesion is the term used to describe the act of linking concepts inside and between sentences. The sixth display, in which kids have prior knowledge of the world when reading, is Reasoning and Background Understanding. Aside from that, they must be able to "read between the lines" and deduce meaning even if it isn't stated. Finally, working memory and attention are examined. Students' attention allows them to absorb text information as they read. People with working memory may preserve and utilize this information to make sense of what they're reading and learn from it. It also concerns one's capacity to keep oneself in check when reading. When a child doesn't comprehend something, they need to be able to spot it and act on it. After that, they must take a break, return to the material, and reread it to ensure there are no misunderstandings.

Considering that the relationship of Self-Paced Learning on students' reading comprehension will be measured, it's critical to choose which reading comprehension abilities should be emphasized to maximize the odds of defining proficiency. Children may have difficulty comprehending what they are reading for various reasons. Regardless of the reason, knowing which skills are required and which ones your child lacks may help you get the help you need (Jiang et al. 2015).

The objective of this study is to determine the self-paced learning strategies of the student respondents at home and how it contributes to enhancing the reading comprehension of the students. Specifically, it aimed to determine the level of implementation of self-paced learning strategies as assessed by Grade 9 students in terms of Goal Setting, Help-Seeking, Self-Study Strategies, Managing Physical Environment, and Effort Regulation. It also assessed the reading comprehension level of Grade 9 students in terms of Decoding, Fluency, Vocabulary, Sentence Construction & Cohesion, Reasoning and Background Knowledge, and Working Memory and Attention. As an inference, the study proved whether there is a significant relationship between the level of implementation of self-paced learning strategies and reading comprehension level of the Grade 9 students in Cluster 3 Division of Calamba City. And finally, based on the findings of the study, it presented a reading comprehension program as an output.

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

MATERIALS AND METHODS

Research Design

Since the goal of the study was to explain the student respondents' home-based self-paced learning practices and how they helped them improve their reading comprehension, the quantitative descriptive correlational method was adopted. These were current occurrences or circumstances. Descriptive research, according to Calmorin (2010), investigates the real facts about a contemporary situation. Furthermore, its goal was to not only uncover a new truth but also to find a new one.

Research Locale

The study involved two secondary schools of cluster 3 in the Department of Education- Schools Division of Calamba City, namely Calamba Bayside Integrated School and Looc Integrated School. Cluster 3 was selected by the researcher considering its convenience since she was a teacher employed in one of the schools covered particularly in Looc Integrated School.

Participants of the Study

The study's respondents were the enrolled Grade 9 students for the school year 2021-2022 from Calamba bayside Integrated High School and Looc Integrated High School. There were 300 students to be considered in the study, equally distributed to the two schools in Cluster 3 of DepEd Calamba City. It is observed in the given table that most of the respondents are in the age bracket of 14-15 and are primarily female.

Research Instrument

The study used a modified version of the Kocdar et al. (2018) self-regulation instrument/questionnaire to assess self-regulation in self-paced open and remote learning modalities. Essentially, it is the survey questionnaire's initial section. With a 4-point Likert Scale, the data are interpreted verbally. The second part assessed the proficiency level of reading comprehension of the study's respondents using an examination having 40 items, checked adequately by a language teacher.

Data Gathering Procedure

The study asked the permission of the Schools Division Superintendent of Calamba City to conduct the data collection to thoroughly investigate the student respondents' self-paced learning strategies at home and how it contributes to improving their reading comprehension. The letter of approval and the survey questionnaire with an examination in google form was given to student respondents through a web link with the authorization of the principals of the two secondary schools in Cluster 3 of DepEd-Calamba City after the Schools Division Superintendent's approval. During disseminating the questionnaire, the researcher coordinated adequately with the teacher-in-charge of Grade 9 in both schools. The copies were given to the teachers, who asked for assistance in sending the web link to the students.

Ethical Consideration

The study was consider the ethical principles in researching the survey. The study asked for the consent of the respondents and explained the importance of the study's objective. The data and information collected from the survey were kept anonymous and confidential. This highly considers the data privacy act.

Treatment of Quantitative Data

The following were the statistical treatments utilized by the study to answer the problems of the study: The frequency and percent distributions were used in presenting how many respondents achieved advanced, proficient, approaching proficiency, developing, and beginning on reading comprehension examination based on students' scores. The Simple Mean and Standard Deviation were used to describe the self-paced learning strategy of the student respondents at home. The Pearson Product Moment Correlation was employed to establish the significant relationship between the assessed self-paced learning strategies at home and the level of proficiency of the student-respondent on reading comprehension.

RESULTS AND DISCUSSION

Table 1.1 shows the level of implementation of self-paced learning strategies in terms of Goal Setting. The composite mean is 3.15 and interpreted as **Implemented**. This means that the students were able to set goals and strive for certain results while learning. Setting goals for students has the primary goal of assisting them in acquiring suitable learning skills as well as improving their learning performance in English since they have targets to meet and pursue (Abu Bakar et al., 2014).

The grade 9 students who set goals for themselves while studying have the highest mean of 3.26 and are interpreted as **Fully Implemented**. It is important among learners that they have the end in mind and they can be able to visualize what they have to accomplish. It can be done through goal-setting. Some students have their target notes so that they are guided to what they have

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

to do for the day and days to come. Learners must remain dedicated to attaining goals, feeling a sense of accomplishment, and creating a virtuous cycle toward new goals (Mikami, 2020).

Table 1.1 Level of Implementation of Self-Paced Learning Strategies in terms of Goal-Setting

I study by myself during flexible learning as I...	Mean	SD	VI
1. set my study goals daily.	3.19	0.65	I
2. set goals for me while studying.	3.26	0.60	FI
3. study my lessons in a planned manner	3.18	0.67	I
4. set goals for me to arrange my study hours for distance education lessons.	3.23	0.67	I
5. do not compromise on the quality of what I do for my lessons.	2.88	0.70	I
Composite Mean	3.15	0.66	I

Legend:	Weighted Mean	Interpretation	Symbol	Equivalent Interpretation
	3.25-4.00	Strongly Agree	FI	Fully Implemented
	2.50-3.24	Agree	I	Implemented
	1.75-2.49	Disagree	SI	Slightly Implemented
	1.00-1.74	Strongly Disagree	NI	Not Implemented

The grade 9 students who do not compromise on the quality of what they do for the lessons have the least mean which is 2.88 and interpreted as **Implemented**. Despite it being the lowest mean, it still describes that goal-setting is implemented considering they do not cut standards when it comes to the quality of their work in class. Students that are well motivated and trust in their own abilities with an accurate targeted output are more likely to commence high-quality learning utilizing self-paced learning strategies (Artlet et al, 2003).

Table 1.2 shows the level of implementation of self-paced learning strategies in terms of Help-Seeking. The composite mean is 2.94 and interpreted as **Implemented**. This implies that students turn to the Internet and social media for help, as well as friends and subject experts. Whenever students find some unfamiliar terms and unfamiliar concepts in the lessons that they have to take in language subjects, they consider checking the net or asking someone to explain. This strategy will help them understand the concept effectively. In order to study efficiently, students should seek help strategically. That is, students will realize when assistance is required and will seek appropriate assistance from relevant resources to address difficulties and aid them in learning (Tang et al, 2006).

Table 1.2 Level of Implementation of Self-Paced Learning Strategies in terms of Help-Seeking

I study by myself during flexible learning as I...	Mean	SD	VI
contact someone to discuss my understanding.	2.94	0.79	I
participate in social media group discussions regarding study subjects.	2.96	0.80	I
ask another student for help, when I do not understand the distance education course material	3.00	0.81	I
contact other students, who I think are successful, on social media.	2.61	0.84	I
determine what I will ask before receiving help.	3.11	0.75	I
find someone who has information about the course content to consult when I need help.	3.13	0.77	I
share my questions about the lessons with other distance education students on the Internet.	2.85	0.83	I
try to talk face-to-face with my classmates in distance education if necessary.	2.83	0.86	I
insist on receiving help from someone who has information about the course content on the Internet.	3.02	0.77	I
Composite Mean	2.94	0.80	I

Legend:	Weighted Mean	Interpretation	Symbol	Equivalent Interpretation
	3.25-4.00	Strongly Agree	FI	Fully Implemented
	2.50-3.24	Agree	I	Implemented
	1.75-2.49	Disagree	SI	Slightly Implemented
	1.00-1.74	Strongly Disagree	NI	Not Implemented

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

The grade 9 students who find someone who has information about the course content to consult when they need help have the highest mean of 3.13 and interpreted as **Implemented**. It only means that whenever there are times that they cannot comprehend well the lessons that they are reading, they consider tapping someone to help them. Most likely within reach, are their parents and elder brothers and sisters. But if it still cannot address the concern, that is the moment that they look for friends (Daniela et al., 2021). With this, help-seeking is implemented as a strategy.

The grade 9 students contact other students, who I think are successful, on social media has the least mean which is 2.61 and interpreted as **Implemented**. Though it is the lowest mean, students are still able to implement the strategy of help-seeking by asking their classmates to help them understand some concepts in the lesson that they read. When students help one another, it enhances students achievement, tenacity, and attitudes, according to research. Collaboration with other students boosts motivation and encourages students to take ownership of their own and their friends' learning (King, 2019).

Table 1.3 Level of Implementation of Self-Paced Learning Strategies in terms of Self-Study Strategies

I study by myself during flexible learning as I...	Mean	SD	VI
think of questions on the subject while reading the material.	3.18	0.70	I
draw up a draft of reading material to be able to organize my thoughts	3.10	0.67	I
practice by repeating the contents of the material.	3.12	0.68	I
review my reading materials and notes and try to find the most important opinions	3.31	0.67	I
create simple schemes, diagrams, or tables to organize my study materials.	3.05	0.76	I
review my lesson notes and draw up a draft of the important subjects, while studying my distance education lessons	3.23	0.70	I
summarize the subjects to understand what I have learned from the lessons.	3.19	0.71	I
evaluate what I understand by pausing at regular intervals while studying.	3.13	0.70	I
Composite Mean	3.16	0.70	I

Legend:	Weighted Mean	Interpretation	Symbol	Equivalent Interpretation
	3.25-4.00	Strongly Agree	FI	Fully Implemented
	2.50-3.24	Agree	I	Implemented
	1.75-2.49	Disagree	SI	Slightly Implemented
	1.00-1.74	Strongly Disagree	NI	Not Implemented

Table 1.3 shows the level of implementation of self-paced learning strategies in terms of Self-Study. The composite mean is 3.16 and interpreted as **Implemented**. This only portrays that they are independent learners who have the study methods and tactics covered in this parameter. Independent reading is something that students may do on their own; it has a good impact on learning and academic accomplishment. The benefits of independent reading on school success have been studied, and initiatives to promote it have been developed (Cullinan, 2000).

The grade 9 students who review their reading materials and notes and try to find the most important opinions have the highest mean of 3.31 and are interpreted as **Implemented**. Taking notes during class allows students to more easily achieve the course's goal and grasp what is being taught. Students who take notes benefit in terms of remembering the most significant elements of the class and memorizing the language issues' substance (Özçakmak, 2019).

The grade 9 students who create simple schemes, diagrams, or tables to organize my study materials have the least mean which is 3.05 and interpreted as **Implemented**. Readers can use graphic organizers to help them recognize the information they need from the material, classify or organize it in templates they make themselves, and guide them in rewriting the same information in a different context (Praveen & Rajan, 2013). As an outcome, students will be able to fully grasp the things they are reading if they use graphic organizers.

Table 1.4 shows the level of implementation of self-paced learning strategies in terms of Managing the Physical Environment. The composite mean is 3.51 and interpreted as **Fully Implemented**. It indicates that distance learners organize their learning environment in a physical sense. The physical environment at home must be favorable to reading activities. It should include sufficient lighting and ventilation, as well as a display of learning tools to motivate students to study more successfully. Supported homes for reading were better in terms of displaying learning materials, availability of libraries, availability of book corners, availability of books, and frequent reading opportunities in schools for children, and this favorably affected students' reading performance (Aryal, 2019).

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

Table 1.4 Level of Implementation of Self-Paced Learning Strategies in terms of Managing Physical Environment

I study by myself during flexible learning as I...	Mean	SD	VI
prefer studying in places where I can concentrate	3.58	0.63	FI
choose a comfortable place to study.	3.60	0.65	FI
have places where I can study efficiently for my distance education lessons	3.46	0.65	FI
choose places where nothing distracts me from studying my distance education lessons.	3.50	0.67	FI
study my lessons in places where I can focus.	3.54	0.65	FI
have a regular place to study	3.36	0.78	FI
Composite Mean	3.51	0.67	FI

Legend:	Weighted Mean	Interpretation	Symbol	Equivalent Interpretation
	3.25-4.00	Strongly Agree	FI	Fully Implemented
	2.50-3.24	Agree	I	Implemented
	1.75-2.49	Disagree	SI	Slightly Implemented
	1.00-1.74	Strongly Disagree	NI	Not Implemented

The grade 9 students choose a comfortable place to study. have the highest mean of 3.60 and are interpreted as **Fully Implemented**. It is vital to establish an interesting, appealing, and pleasant environment for students in order to encourage them to adopt healthy study habits and reading activities. A good reading activity is essential for academic success, and every parent and teacher wants their students to be independent readers (Jato et al, 2014).

The grade 9 students who have a regular place to study have the least mean which is 3.36 and interpreted as **Fully Implemented**. Is evident among the students that they have enough space at home where they can read the lessons and study.

Table 1.5 Level of Implementation of Self-Paced Learning Strategies in terms of Effort Regulation

I study by myself during flexible learning as I...	Mean	SD	VI
study the course subjects until finishing them even though I find the course materials boring.	3.21	0.67	I
make an effort to understand the subjects in my distance education lessons	3.35	0.70	FI
Composite Mean	3.28	0.68	FI

Legend:	Weighted Mean	Interpretation	Symbol	Equivalent Interpretation
	3.25-4.00	Strongly Agree	FI	Fully Implemented
	2.50-3.24	Agree	I	Implemented
	1.75-2.49	Disagree	SI	Slightly Implemented
	1.00-1.74	Strongly Disagree	NI	Not Implemented

Table 1.5 shows the level of implementation of self-paced learning strategies in terms of Effort Regulation. The composite mean is 3.28 and interpreted as **Fully Implemented**. It shows the effort made by distance learners whenever activities are provided to them, they are having difficulty with some aspects of their studies. This concept justifies the readers' condition in terms of how it influences their views and attempts to learn, and it prepares students for the learning process. During the performance control phase, students employ appropriate learning approaches to achieve their own goals and self-monitor their progress, and they may be able to get a better understanding of the courses via their efforts (Oruñ & Arslan, 2016).

The grade 9 students who make an effort to understand the subjects in my distance education lessons have the highest mean of 3.35 and are interpreted as **Fully Implemented**. Attendance, involvement in class, and performance of classroom chores and homework assignments are all manifested in students' efforts during a time of flexible learning. During a period of flexible learning, learning effort might simply refer to mental effort or a desire to finish a task (Selda, 2020).

The grade 9 students study the course subjects until finishing them even though they find the course materials boring has the least mean which is 3.21 and interpreted as **Fully Implemented**. They exert efforts to read and study the one's given by the teacher to ensure that they would satisfy the parameters set and be able to pass the subject.

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

Table 2.1. Reading Comprehension Level on Decoding

Indicators	Frequency	Percent
Outstanding	132	44.00%
Very Satisfactory	97	32.33%
Satisfactory	42	14.00%
Fairly Satisfactory	16	5.33%
Did Not Met Expectations	13	4.33%
Total	300	100.00%
<i>Mean - 85.80 – Very Satisfactory</i>		

Legend: 90-100 Outstanding, 85-89 Very Satisfactory, 80-84 Satisfactory
75-79 Fairly Satisfactory, 74 and below – Dis Not Met Expectation

In the assessment given for reading comprehension on decoding most of the students were able to achieve outstanding levels. In general, the mean reflects those students are at a **very satisfactory** level having a mean of 85.80. In the reading instruction, an outstanding level of the skill is used by students to decode words that they have heard but have not seen written down. In order to recognize words in print, students were able to discern letter patterns, letter-sound correspondences, and word patterns. Students at this level can decode multisyllabic words and correctly understand single-syllable words (Johnson, 2018).

Table 2.2 Reading Comprehension Level on Fluency

Indicators	Frequency	Percent
Outstanding	261	87.00%
Very Satisfactory	-	-
Satisfactory	28	9.33%
Fairly Satisfactory	-	-
Did Not Met Expectations	11	3.67%
Total	300	100.00%
<i>Mean – 91.30 – Outstanding</i>		

Legend: 90-100 Outstanding, 85-89 Very Satisfactory, 80-84 Satisfactory
75-79 Fairly Satisfactory, 74 and below – Dis Not Met Expectation

In the assessment given for reading comprehension on Fluency most of the students were able to achieve outstanding levels. In general, the mean reflects those students are at an **outstanding** level having a mean of 91.30. This means that students were able to detect words quickly even though they can't pronounce them properly. Fluency is well manifested in the ability of the students to read and comprehend information faster. This shows that the respondents can read fluently, indicating how well they learned the reading techniques that promote fluent reading. One of the cornerstones of reading comprehension is the acquisition of vocabulary and being able to read those fluently which is well manifested by the students. A skilled reader with an outstanding level is more likely to benefit from both the acquisition of vocabulary and the growth of world knowledge (Paige, 2020).

In the assessment given for reading comprehension on Vocabulary most of the students were able to achieve outstanding levels. In general, the mean reflects those students are at a very satisfactory level having a mean of 87.28. It implies that students have a great vocabulary level, they learn the definition of words from ordinary experience as well as reading which is well manifested among them.

Table 2.3 Reading Comprehension Level on Vocabulary

Indicators	Frequency	Percent
Outstanding	174	58.00%
Very Satisfactory	65	21.67%
Satisfactory	20	6.67%
Fairly Satisfactory	16	5.33%
Did Not Met Expectations	25	8.33%
Total	300	100.00%
<i>Mean – 87.28 – Very Satisfactory</i>		

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

Legend: 90-100 Outstanding, 85-89 Very Satisfactory, 80-84 Satisfactory
75-79 Fairly Satisfactory, 74 and below – Dis Not Met Expectation

The student looks to have a thorough understanding of the vocabulary word. The student has provided both a definition and an example for the vocabulary term. Both the definition and the example correctly reflect the term's meaning (Ma, 2015).

Table 2.4. Reading Comprehension Level on Sentence Construction and Cohesion

Indicators	Frequency	Percent
Outstanding	25	8.33%
Very Satisfactory	51	17.00%
Satisfactory	65	21.67%
Fairly Satisfactory	73	24.33%
Did Not Met Expectations	86	28.67%
Total	300	100.00%
<i>Mean – 77.18 – Fairly Satisfactory</i>		

Legend: 90-100 Outstanding, 85-89 Very Satisfactory, 80-84 Satisfactory
75-79 Fairly Satisfactory, 74 and below – Dis Not Met Expectation

In the assessment given for reading comprehension on Sentence Construction and Cohesion, most of the students were able to obtain did not meet the expected levels. In general, the mean reflects those students are at a fairly satisfactory level having a mean of 77.18. Students were not able to comprehend well how sentences are constructed, which may appear to be a writing skill. Cohesion based on the works of the student-respondents is not well manifested in the act of linking concepts inside and between phrases. Writing samples from students demonstrate partly some complex sentence forms. The students may partly fills up the gaps consistently using appropriate phrases and that in writing, compound sentences are utilized. Use the sentence starting consistently.

Table 2.5. Reading Comprehension Level on Reasoning and Background Knowledge

Indicators	Frequency	Percent
Outstanding	50	16.67%
Very Satisfactory	78	26.00%
Satisfactory	70	23.33%
Fairly Satisfactory	48	16.00%
Did Not Met Expectations	54	18.00%
Total	300	100.00%
<i>Mean – 80.28 –Satisfactory</i>		

Legend: 90-100 Outstanding, 85-89 Very Satisfactory, 80-84 Satisfactory
75-79 Fairly Satisfactory, 74 and below – Dis Not Met Expectation

In the assessment given for reading comprehension on Reasoning and Background Understanding, most of the students were able to obtain very satisfactory levels. In general, the mean reflects those students are at a satisfactory level having a mean of 80.28. It indicates that they have a prior understanding to figure out the meaning and deduce meaning when it is not explicitly stated. Students demonstrated a high degree of logical thinking when evaluating and explaining what they read by giving insightful and convincing evidence and explanations for reasoning and conclusions. At a high level, students can create representations or responses that successfully integrate the most important and challenging ideas in a new form (Trassi et al., 2019).

Table 2.6. Reading Comprehension Level on Working Memory and Attention

Indicators	Frequency	Percent
Outstanding	-	-
Very Satisfactory	-	-

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

Satisfactory	108	36.00%
Fairly Satisfactory	115	38.33%
Did Not Met Expectations	77	25.67%
Total	300	100.00%
<i>Mean – 75.07 – Fairly Satisfactory</i>		

Legend: 90-100 Outstanding, 85-89 Very Satisfactory, 80-84 Satisfactory

75-79 Fairly Satisfactory, 74 and below – Dis Not Met Expectation

In the assessment given for reading comprehension on Working Memory and Attention, most of the students were able to obtain fairly satisfactory levels. In general, the mean reflects those students are at a fairly satisfactory level having a mean of 75.07. As they read, students' attention partially allows them to absorb the information in the text. Students working memory partly allows them to remember such information and somewhat use it to make sense of what they're reading and somehow learn from it. They are students who are classified as not-so-good readers with enough working memory to store reading content. This shows that the readers' working memory capacities are well-developed.

It is reflected in the study that there is a positive significant relationship between the level of implementation of the goal-setting strategies of the students and their level of reading comprehension, particularly in fluency, vocabulary, and sentence construction. It implies that when students have implemented well the strategy of goal-setting, they have appropriate goals or targets that they have to meet within a specific time or day of studying their lessons. This would help them comprehend better or carefully analyze the write-ups that they read considering that they can read with an outstanding level of fluency, vocabulary, and sentence construction.

Table 3. Test Significant Relationship between the Level of Implementation of Self-Paced Learning Strategies and Reading Comprehension Level

Implementation of Self-Paced	Reading Comprehension	r value	p value	Remarks	Decision
Goal setting	Decoding	.109	.058	Not Significant	Accept ho
	Fluency	.161**	.005	Significant	Reject ho
	Vocabulary	.144*	.013	Significant	Reject ho
	Sentence Construction	.125*	.031	Significant	Reject ho
	Reasoning	.051	.378	Not Significant	Accept ho
	Working Memory	.099	.086	Not Significant	Accept ho
Help Seeking	Decoding	-.012	.831	Not Significant	Accept ho
	Fluency	.157**	.006	Significant	Reject ho
	Vocabulary	.041	.480	Not Significant	Accept ho
	Sentence Construction	.065	.260	Not Significant	Accept ho
	Reasoning	-.023	.698	Not Significant	Accept ho
	Working Memory	.072	.215	Not Significant	Accept ho
Self-Study Strategies	Decoding	.080	.166	Not Significant	Accept ho
	Fluency	.263**	.000	Significant	Reject ho
	Vocabulary	.220**	.000	Significant	Reject ho
	Sentence Construction	.150**	.009	Significant	Reject ho
	Reasoning	.107	.064	Not Significant	Accept ho
	Working Memory	.150**	.009	Significant	Reject ho
Managing Physical Environment	Decoding	.238**	.000	Significant	Reject ho
	Fluency	.227**	.000	Significant	Reject ho
	Vocabulary	.396**	.000	Significant	Reject ho
	Sentence Construction	.176**	.002	Significant	Reject ho
	Reasoning	.232**	.000	Significant	Reject ho
	Working Memory	.255**	.000	Significant	Reject ho
	Decoding	.135*	.020	Significant	Reject ho
	Fluency	.247**	.000	Significant	Reject ho

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

Effort Regulation	Vocabulary	.250**	.000	Significant	Reject H_0
	Sentence Construction	.146*	.011	Significant	Reject H_0
	Reasoning	.097	.094	Significant	Reject H_0
	Working Memory	.087	.135	Not Significant	Accept H_0

*Significant at 5%, **Significant at 1%

Setting a goal might assist you in visualizing your desired outcome. Goals may also aid in the concentration of your time and attention. Goals provide you with something to strive for, which may help you feel driven and good about yourself. If there is a well-defined goal-setting, all of the articles that students read will be successfully collected (Layman, 2020).

Moreover, it is reflected in the table that there is a positive significant relationship between the level of implementation of the help-seeking strategy and the reading comprehension of the students on fluency. It is further justified that when students were able to seek help from others through different platforms or modes, it can help them understand better the lessons that they are reading. Unfamiliar words can be asked and there will be fluency in the reading capacity of the students. Further, students have a useful strategy for seeking help that allows them to have an immediate learning opportunity, a method that allows them to solve problems among themselves and thus accelerates the learning process without obstructing the flow of reading and keeping it pending for a long time until guidance is obtained in another way. When used properly, students can be useful, but they can also have drawbacks (Alnoori, n.d.).

It is also reflected in the table that there is a positive significant relationship between the self-study strategy implementation and the reading comprehension of the students. It only means that when students have the capacity to become independent learners who have the study methods and tactics it would highlight better comprehension levels of the students on fluency, vocabulary, sentence construction, reasoning, and working memory. Research advocates supported that the use of an independent learning strategy or self-study will increase comprehension (Young, 2014).

Furthermore, it is basically reflected in the table that there is a positive significant relationship between the level of managing physical environment and the reading comprehension of the students. Environmental factors have a significant impact on second language acquisition, especially vocabulary development and reading comprehension. Vocabulary learning is influenced by the degree of authenticity of the linguistic environment and the home literacy context (Dong, 2018).

Lastly, a positive significant relationship is depicted between effort regulation and the reading comprehension of the students on decoding, fluency, vocabulary, and sentence construction. It only means that when students exerted an effort to meet the necessary requirements in the lesson being studied, it would help them further understand the concept.

Table 4. Reading Comprehension Program

Project RIPE (Reading intervention for Proficiency Enhancement)

Activity	Objectives	Responsible Person	Budget	Outcome
Establishment of Reading Corner	Establish a reading corner in each room. Set a schedule of students reading activities in the reading corner. Provide a monthly assessment to monitor students' progress	Head Teacher for English Language Teachers	10,000 per room per year	Increased level of proficiency in reading
Project RIPE (Reading intervention for Proficiency Enhancement among Struggling Readers)	Development of localized reading materials. Devote a one-hour extension of classes	Head Teacher for English Language Teachers LGU and other external stakeholders	P 500,000	Motivate learners to become readers and encourage LGUs to become partners of the process.

Self-Paced Learning Strategies and Reading Comprehension of Grade 9 Students in Cluster 3 Division of Calamba City

	exclusive to reading intervention			
	Ask LGU to sponsor e-learning gadgets and reading materials for students			

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, the following conclusions and implications were drawn: that the students implemented the self-paced learning strategy on goal-setting, help-seeking, self-study strategies, managing physical environment and effort regulation. The status of students learning strategies they were able to obtain a rating of an outstanding level of reading comprehension on fluency, very satisfactory levels of decoding and vocabulary, satisfactory levels of reasoning and background knowledge, and fairly satisfactory levels of sentence construction and cohesion, working memory and attention. It is depicted that there is a positive significant relationship between the implementation of the self-paced learning strategies and the level of reading comprehension of the students, which implies that when students were able to employ well a certain strategy that would help them learn independently, it allows them to attain very satisfactory to outstanding levels of reading comprehension. The proposed reading comprehension program plan is focused on target implementation of project RIPE (Reading intervention for Proficiency Enhancement among Struggling Readers) and the establishment of reading corner.

Based on the findings and conclusions of the study, the researcher recommends the following: the students' level of implementation of self-paced learning strategies can be strengthened through the development of localized and independent learning activities. The students' level of reading comprehension can be enhanced through the initiatives and reading projects to be implemented by the teachers. The teacher can set up an orientation, awareness campaign, and training of students to empower their self-paced learning strategies so that it can help them improve their reading comprehension levels. Reading corners may be established well by the teachers to ensure greater opportunities for reading time and study habits of the students. The proposed reading comprehension program plan is focused on the target implementation of project RIPE (Reading intervention for Proficiency Enhancement among Struggling Readers) is essential in ensuring that their reading comprehension will be enhanced. For future researchers, the study can be replicated to another locale and another group of students, considering other factors that might affect the reading comprehension of the students.

REFERENCES

- 1) Abu Bakar, Z. B., Yun, L. M., Keow, N. S., & Li, T. H. (2014). Goal-setting learning principles: a lesson from practitioner. *Journal of Education and Learning*, 8(1), 41-50.
- 2) Alnoori, B. S. M. HELP SEEKING STRATEGY FOR DEVELOPING READING SKILLS AND OBSERVING ATTITUDE OF IRAQI EFL STUDENTS.
- 3) Artlet, C., Baumert, J., Julius-McElvany, N., & Peschar, J. (2003). *Learners for Life. Student Approaches to Learning. Results from PISA 2000*.
- 4) Aryal, B. (2019). Impact of Classroom Physical Environment in Reading among Early Graders in Nepalese School. *International Journal of a New Technology and Research*, 5(12), 26-30.
- 5) Carter Jr, R. A., Rice, M., Yang, S., & Jackson, H. A. (2020). Self-regulated learning in online learning environments: strategies for remote learning. *Information and Learning Sciences*.
- 6) Cullinan, B. E. (2000). Independent reading and school achievement. *School Library Media Research*, 3(3), 1-24.
- 7) Daniela, L., Rubene, Z., & Rüdolfa, A. (2021). Parents' perspectives on remote learning in the pandemic context. *Sustainability*, 13(7), 3640.
- 8) Jato, M., Ogunniyi, S. O., & Olubiyo, P. O. (2014). Study habits, use of school libraries and students academic performance in selected secondary schools in Ondo West Local Government Area of Ondo State. *International Journal of Library and information science*, 6(4), 57-64.
- 9) Johnson, G. J. (2018). The Effects of Decoding Instruction on Oral Reading Fluency for Older Students with Reading Delays.
- 10) King, J. (2019). Asked students to help each other understand ideas or concepts. *Retrieved February, 14, 2019*.
- 11) Kocdar, S., Karadeniz, A., Bozkurt, A., & Buyuk, K. (2018). Measuring self-regulation in self-paced open and distance learning environments. *International Review of Research in Open and Distributed Learning*, 19(1).

- 12) Kumar, M., Packer, B., and Koller, D. (2010). Self-paced learning for latent variable models. In NIPS.
- 13) Layman, D. L. (2020). *The Effect of Guided Goal Setting on the Motivation Andachievement of Eighth Grade Students in an International baccalaureate Middle Years Program: A Pilot Study* (Doctoral dissertation, Kent State University).
- 14) Mikami, Y. (2020). Goal setting and learners' motivation for extensive reading: Forming a virtuous cycle.
- 15) OruÃ, A., & Arslan, A. (2016). The impact of self-regulated learning on reading comprehension and attitude towards Turkish course and metacognitive thinking. *Educational Research and Reviews*, 11(8), 523-529.
- 16) Özçakmak, H. (2019). Impact of Note Taking during Reading and during Listening on Comprehension. *Educational Research and Reviews*, 14(16), 580-589.
- 17) Paige, D. D. (2020). Reading Fluency: A Brief History, the Importance of Supporting Processes, and the Role of Assessment. *Online Submission*.
- 18) Praveen, S. D., & Rajan, P. (2013). Using Graphic Organizers to Improve Reading Comprehension Skills for the Middle School ESL Students. *English language teaching*, 6(2), 155-170.
- 19) Selda, Ö. Z. E. R. (2020). Foreign language learning effort levels of students in English for Specific Purposes. *Journal of Language and Linguistic Studies*, 16(3), 1352-1367.
- 20) Tang, I. A., Butler, D. L., Cartier, S. C., Giammarino, M., & Gagnon, F. (2006, May). Strategic help-seeking by secondary ESL students in reading contexts. In *annual meeting of the Canadian Society for Studies in Education, Toronto, ON, Canada*.
- 21) Trassi, A. P., Oliveira, K. L. D., & Inácio, A. L. M. (2019). Reading comprehension, learning strategies and verbal reasoning: Possible relationships. *Psico-USF*, 24, 615-624.
- 22) Young, C. (2014). Providing Independent Reading Comprehension Strategy Practice through Workstations. *Texas Journal of Literacy Education*, 2(1), 24-35.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.