

Reading Strategies in Bilingual Instruction on the Students' Reading Comprehension and Performance in English

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Abstract— Study aimed to determine the Reading Strategies in Bilingual Instruction on the Students' Reading Comprehension and Performance in English. Specifically, it sought to ascertain the level of Reading Strategy in Bilingual Instruction in terms of Listen-Read-Discuss (LRD) and Think-Pair-Share (TPS) include listening, reading, discussion and collaboration component; level of students' reading comprehension in relation to critical thinking skills along with problem-solving skills; and students' performance in English in Third Quarter Grade, Performance Task in (LRD) and (TPS) both in Engagement level and Confidence in Reading. Additionally, to evaluate the significant effect between Reading Strategies in Bilingual Instruction on students' reading comprehension and English performance. This paper employed the descriptive research and it involved one hundred fifty Senior High School students from Plaridel Integrated National High School, Nagcarlan, Laguna through random sampling. The researcher used self-made questionnaires were adopted from module of (DEPED). It revealed that level of Reading Strategy in Bilingual Instruction in terms of (LRD) and (TPS) with regards to listening, reading, discussion and collaboration component, mark as very high. Additionally, the level of reading comprehension and English proficiency aligns with the exceptional performance in (TPS) and (LRD). Likewise, it has significant effect between Reading Strategy in Bilingual Instruction on the students' reading comprehension while English performance has no significant effect. Reading Strategies highlight significant effect on students' reading comprehension but not in English performance. Consequently, the first hypotheses needs acceptance while the other is rejection. This concludes the primary focus was students' foreknowledge and language learning into reading comprehension. The students have academically support system from their teachers. These reading strategies may help students to understand and perform well depends on their cognitive competencies. Despite of students' difficulty in reading comprehension they can work together more effectively during class discussions. Teachers may use LRD and TPS as reading strategies depending on the preferred students' learning styles.

Keywords— Reading strategies, bilingual instruction, reading comprehension, students' performance, reading and listening skills.

I. INTRODUCTION

Reading is a multi-sensory and embodied experience especially when comparing digital and print reading emphasized by Anne Mangen (2016). It described reading as an active, cognitive process that can vary significantly depending on the medium, arguing that physical interaction with print can deepen comprehension due to tactile engagement. However, comprehension is a way of extracting

and understanding meaning into the text. It emphasized that comprehension relies on prior knowledge and background. It allows readers to figure out the information within the content, forming connections to interpret and retain content effectively cited by Willingham (2017).

Moreover, there are some reading strategies had been developed to amplify in grasping the text of the learners. These include Listen-Read-Discuss (LRD), and Think-Pair-Share (TPS). LRD reading strategy, students gave time to listen in teachers' discussion. Then, teacher let students to read and able to annotate content of the reading passage and discuss. Each group consist of 4-5 students. The second strategy is TPS encourage the students to think personally, in pairs that they can diligently discuss and help each other. In discussion part, each pair share their ideas in class and they can listen to their friends or classmates to obtain new insights. As Ridwan (2016) said that "Think-Pair-Share strategy can be used to develop understanding a text because it requires students should think what they want to share, and have a interactive discussion". Students can share their insights and create more essential information. LRD and TPS are reading strategies to have effective in enhancing reading comprehension. It makes students' think critically, encourage themselves in reading, peer interaction and personal reflection. Aside from that, it helps students to engage themselves with text in a structured, collaborative manner and they can able to analyze the information.

In addition to these strategies teachers can use both Filipino and English language for better understanding of students' in reading various literary text like poem, short stories, articles and journals. This study is primarily focus on the reading strategies in Bilingual Instruction on the students' understanding the text and performance in English particular SHS students.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the Reading Strategies in Bilingual Instruction on the Students' Reading Comprehension and Performance in English.

Specifically, it sought to answer the following question:

1. What is the level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD) with regards to:

- 1.1 Listening Component;
- 1.2 Reading Component;
- 1.3 Discussion Component;
- 1.4 Collaboration Component?
2. What is the level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to:
 - 2.1 Listening Component;
 - 2.2 Reading Component;
 - 2.3 Discussion Component;
 - 2.4 Collaboration Component?
3. What is the level of students' reading comprehension in terms of:
 - 3.1 Critical Thinking Skills; and
 - 3.2 Problem-Solving Skills?
4. What is the level of students' performance in English in terms of:
 - 4.1 Grade in 3rd Quarter;
 - 4.2 Performance Task in Listen Read Discuss (LRD)
 - 4.2.1 Engagement level; and
 - 4.2.2 Confidence in Reading?
 - 4.3 Performance Task in Think Pair Share (TPS)
 - 4.3.1 Engagement level; and
 - 4.3.2 Confidence in Reading?

II. METHODOLOGY

This paper employed the descriptive research and it involved one hundred fifty Senior High School students from Plaridel Integrated National High School, Nagcarlan, Laguna through random sampling. The researcher used self-made questionnaires were adopted from module of (DEPED).

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis, and interpretation of findings attained in analyzing the collected data. This research specifically concentrated on the use of reading strategies in Bilingual Instruction of students at Plaridel Integrated National High School, Nagcarlan, Laguna. Researcher address to determine a deeper knowledge particular students' reading comprehension and performance in English.

Level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD)

This study focus on utilizing Reading Strategy in Bilingual Instruction include the Listen Read Discuss (LRD) with regards Listening Component, Reading Component, Discussion Component, and Collaboration Component.

The following tables show the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Students strongly agree that reflect on the listening part that is more interesting and engaging (M=4.44) and feel motivated to listen attentively (M=4.23). Through listening segment, most of the students find it more effective together with their group and conducive to learning. Students determine how to come up and examined themselves in aspect of their listening skills. Listening attentively and willingness of the students in a class discussion is essential for them to

understand well the reading text. Also, the extent of interaction have better outcome.

Table 1 shows the level of Reading Strategy in Bilingual Instruction terms of Listen Read Discuss (LRD) with regards to Listening Component.

TABLE 1. Level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD) with regards to Listening Component

Statements	Mean	SD	Remarks
The students feel motivated to listen attentively.	4.23	0.52	Strongly Agree
The students improve listening ability to focus on the reading selection.	4.36	0.53	Strongly Agree
The students actively take notes and highlight key points during listening time.	4.35	0.64	Strongly Agree
The students reflect on the listening part that is more interesting and engaging.	4.44	0.54	Strongly Agree
The students build prior knowledge before they read a text.	4.23	0.62	Strongly Agree
Weighted Mean	4.32		
SD	0.58		
Verbal Interpretation			Very High

The overall mean score in all combined indicators 4.32, with a (SD=0.58) as "very high". This strategy adds up significantly to students experiences.

Similarly, in the study of Renukadevi (2016) explained that as a primary focus of communication is listening. The learners enable to appreciate the significance of the language. Language is important in listening stage during the communication process. Listening serves as the foundation for language learning. It help students to understand better on the elevate and explicate the students' listening skills. In addition to, most of the students are fond self reflection and they become more interested in the listening pace. Listening component started to receive more attention and students' exposure in various listening materials.

Table 2 shows the level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD) with regards to Reading Component.

TABLE 2. Level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD) with regards to Reading Component

Statements	Mean	SD	Remarks
The students actively engage with the reading material.	4.19	0.60	Agree
The students provide vivid and detailed information to enhance their understanding.	4.31	0.57	Strongly Agree
The students develop their analytical and critical thinking skills in analyzing the context of the reading material.	4.40	0.58	Strongly Agree
The students help them to connect ideas from listening into reading part.	4.43	0.56	Strongly Agree
The students elucidate the given question related to reading text for them to answer.	4.27	0.58	Strongly Agree
Weighted Mean	4.32		
SD	0.58		
Verbal Interpretation			Very High

The students strongly agree that help them to connect ideas from listening into reading part (M=4.43) however, students agree that actively engage with the reading material (M=4.19). The overall combined mean score from all the

indicators is 4.32 and a standard deviation of 0.58 as “very high”.

Wrapping up with, Limbrick et al. (2017) found that students who experience and receive Reading Recovery intervention indicate faced challenges and require monitoring by teachers. Academically, institutions must focus on literacy, home-school learning pace. High level of literacy for all students have great support from teachers so that they are responsible for Reading Recovery students in sustainable learning through reading skills post-intervention.

Table 3 shows the level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD) with regards to Discussion Component.

TABLE 3. Level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD) with regards to Discussion Component

Statements	Mean	SD	Remarks
The students plan what they need to do after sharing of ideas with each other to exchange opinions.	4.41	0.58	Strongly Agree
The students motivate and show interest in working in groups during discussion.	4.29	0.61	Strongly Agree
The students understand easily the context and participate well in discussion.	4.23	0.63	Strongly Agree
The students analyze the text based on the reading selection to discuss with their group.	4.27	0.59	Strongly Agree
The students collaborate and learn effectively with their peers during discussion phase.	4.36	0.62	Strongly Agree
Weighted Mean	4.31		
SD	0.61		
Verbal Interpretation			Very High

The students strongly agree that plan what they need to do after sharing of ideas with each other to exchange opinions (M=4.41) and understand easily the context and participate well in discussion (M=4.23).

The overall mean score in all combined indicators of 4.31 and standard deviation with a 0.61 as “very high”. The findings mentioned related to the study of Gee (2020) found out that undergirded by sociocultural learning theories in postsecondary classrooms that emphasize the social construction of knowledge supports. However, in relation to discussion in college and university classrooms that provide empirical evidently that students are actually engaging in discussion and outcome measures. Therefore, students can able to plan and share their insights with their peers. By means of discussion these activities encourage the students to work together. They can reflect on their understanding in a specific task as well as improved collaborative learning, practice engagement in a reading task given by their teachers.

Table 4 shows the level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD) with regards to Collaboration Component.

The students strongly agree that help them to develop teamwork and enhances their ability to solve problems received the highest mean score (M=4.42) and manage their time effectively and guide each other during group task with the mark of (M=4.22). Meanwhile, the overall mean score for all indicators combined is 4.31 and a standard deviation of 0.62 interpreted as “very high”. In regards in the study of Irvy (2020) pointed out the learning model is a pattern used to

guide planning learning in the classroom. Collaboration skills used by the teacher and follow steps through learning model. The learning model focus on a approach pertaining to teaching objectives, learning activities, learning environment, and classroom management.

TABLE 4. Level of Reading Strategy in Bilingual Instruction in terms of Listen Read Discuss (LRD) with regards to Collaboration Component

Statements	Mean	SD	Remarks
The students encourage to share their ideas and insights in their group.	4.29	0.62	Strongly Agree
The students actively participate in collaborative activities during listen-read-discuss sessions.	4.26	0.62	Strongly Agree
The students work in group allows them to complete task more efficiently.	4.37	0.61	Strongly Agree
The students help them to develop teamwork and enhances their ability to solve problems.	4.42	0.61	Strongly Agree
The students manage their time effectively and guide each other during group task given.	4.22	0.62	Strongly Agree
Weighted Mean	4.31		
SD	0.62		
Verbal Interpretation			Very High

Level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS)

In this study, the extent of student’s participation using TPS reading strategy in Bilingual Instruction refers to Listening Component, Reading Component, Discussion Component, and Collaboration Component.

List of tables present the perspectives of the participants and through corresponding explicate interpretation by means of the statements, mean, and standard deviation.

Table 5 shows the level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to Listening Component.

TABLE 5. Level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to Listening Component

Statements	M	S	Remarks
	ean	D	ks
The students listen attentively together with peers.	4.22	0.64	Strongly Agree
The students use critical thinking makes it easy to understand what they are listening to.	4.26	0.61	Strongly Agree
The students encourage to reread, reflect, and recall what they already know.	4.40	0.57	Strongly Agree
The students reflect on the listening part that is more interesting and engaging.	4.35	0.58	Strongly Agree
The students facilitate their partner and help to focus on the details in the listening part.	4.22	0.64	Strongly Agree
Weighted Mean	4.29		
SD	0.61		
Verbal Interpretation			Very High

The students strongly agree that encourage to reread, reflect, and recall what they already know (M=4.40) and listen attentively together with peers and students facilitate their partner and help to focus on the details in the listening part as (M=4.22). The combined mean score for all indicators is 4.29 and SD= 0.61 as “very high”.

According to Hayrapetyan (2016) emphasized that listening skill enables individuals to demonstrate their existence personally and socially committed. These listening

practice focus on the purposes of pleasure, persuasion, perception and comprehend in different insights.

Table 6 shows the level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to Reading Component.

TABLE 6. Level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to Reading Component

Statements	Mean	SD	Remarks
The students share ideas that can improve the understanding of the text by listening different perspectives.	4.47	0.58	Strongly Agree
The students analyze to read the content and relate what they have learned.	4.46	0.55	Strongly Agree
The students develop their analytical and critical thinking skills in analyzing the context of the reading material.	4.31	0.61	Strongly Agree
The students help them to connect ideas from listening into reading part .	4.37	0.56	Strongly Agree
The students think of the given question related to reading text for them to answer.	4.37	0.62	Strongly Agree
Weighted Mean	4.40		
SD	0.59		
Verbal Interpretation	Very High		

Students strongly agree that share ideas that can improve the understanding of the text by listening different perspectives, (M=4.47) and help them to connect ideas from listening into reading part (M=4.37). The overall mean score for all indicators combined of 4.40 and SD= 0.59, as “very high”.

The researched entitled “Students' Difficulties in Reading English Recount Texts”. The researcher concludes with the results of the test instruments used and a list of questions, and this study used a descriptive method. Every student has difficulties in the recount text process: comprehension and retention in reading recount text, the problem is that students have difficulties in understanding and analyzing the contents of the reading text. Some students are still confused in understanding English texts, especially recount texts. In reading component is vital to understand the reading text by the help of their partners by Masri, R. (2016).

Table 7 shows the level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to Discussion Component.

TABLE 7. Level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to Discussion Component

Statements	Mean	SD	Remarks
The students plan what they need to do after sharing of ideas with their partner to exchange opinions.	4.35	0.60	Strongly Agree
The students motivate and show interest in working in pairs during discussion.	4.25	0.63	Strongly Agree
The students understand easily the context and participate well in discussion.	4.13	0.64	Agree
The students analyze the text based on the reading selection to discuss with their partner.	4.33	0.59	Strongly Agree
The students collaborate and learn effectively with their partner during discussion phase.	4.20	0.65	Agree
Weighted Mean	4.25		
SD	0.62		
Verbal Interpretation	Very High		

The students strongly agree that plan what they need to do after sharing of ideas with their partner to exchange opinions with a (M=4.35) while students agree that understand easily the context and participate well in discussion (M=4.13). The overall mean score for all indicators combined is 4.25 and SD= 0.62, as a “very high”.

The results pertain to the study of Rocca (2015) concluded that class participation led to improved learning out-comes, increased student motivation, and engagement in “higher levels of thinking, including interpretation, analysis, and synthesis”. Students depends on their willingness and interest for class participation depends. Each of them can able to exchange of insights by sharing it to their partners and eventually they can give more suggestions.

Table 8 shows the level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to Collaboration Component.

TABLE 8. Level of Reading Strategy in Bilingual Instruction in terms of Think Pair Share (TPS) with regards to Collaboration Component

Statements	Mean	SD	Remarks
The students encourage to share their ideas and insights in pairs.	4.42	0.58	Strongly Agree
The students actively participate in collaborative activities during think-pair-share sessions.	4.31	0.60	Strongly Agree
The students work in pair allows them to complete task more efficiently.	4.34	0.66	Strongly Agree
The students help them to develop teamwork and enhances their ability to solve problems.	4.44	0.58	Strongly Agree
The students manage their time effectively and guide each other during group task given.	4.37	0.61	Strongly Agree
Weighted Mean	4.37		
SD	0.61		
Verbal Interpretation	Very High		

The students strongly agree that help them to develop teamwork and enhances their ability to solve problems (M=4.44) and actively participate in collaborative activities during think-pair-share sessions (M=4.31). The overall mean score for all indicators combined SD=0.61 as a “very high”.

Moreover, the findings is related to the study of Andriyani & Anam (2022) pointed out that collaborative learning is an educational teaching and learning approach. It involved group task of students in solving problems, complete and create. Therefore, at the sharing stage, mutual respect is vital in discussion and collaboration activities, which come from collaborating.

Table 9 shows the level of students’ Reading Comprehension in terms of Critical Thinking Skills.

TABLE 9. Level of Students’ Reading Comprehension in terms of Critical Thinking Skills

Score	Written Test		Remarks
	f	%	
17 - 20	111	74.00	Outstanding
13 - 16	39	26.00	Very Satisfactory
9 - 12	0	0.00	Satisfactory
5 - 8	0	0.00	Fairly Satisfactory
1 - 4	0	0.00	Did not meet Expectation
Total	150	100	
Weighted Mean	17.70		
SD	1.84		
Verbal Interpretation	Outstanding		

In written examination, students received range from 17-20 score (f=111, %=0.74) and was rated as “outstanding”. While, the range from 13-16 score (f=39, %=0.26) but was rated as “very satisfactory”. Among the students are mark as outstanding with the overall mean score is 17.70 and SD=1.84. The findings is related to the study of Puente-Díaz and Cavazos-Arroyo (2017) pointed out that individuals who have high level of critical thinking skills more likely have a well-develop mindset. It can work effectively and intellectually skilled to complete learning tasks and shows of fulfillment.

Table 10 shows the level of students’ Reading Comprehension in terms of Problem-Solving Skills.

TABLE 10. Level of Students’ Reading Comprehension in terms of Problem-Solving Skills

Score	Written Test		Descriptive Equivalent
	f	%	
17 - 20	117	78.00	Outstanding
13 - 16	33	22.00	Very Satisfactory
9 - 12	0	0.00	Satisfactory
5 - 8	0	0.00	Fairly Satisfactory
1 - 4	0	0.00	Did not meet Expectation
Total	150	100	
Weighted Mean	17.79		
SD	1.53		
Verbal Interpretation	Outstanding		

In written examination, students mark as outstanding with a range from 17-20 score (f=117, %=78.00). While, students mark as very satisfactory from 13-16 score (f=33, %=22.00). The overall combined mean score is 17.79 and SD= 1.53, interpreted as “outstanding”.

In a study by Sahyar et al. (2017) mentioned that in a study “Problem-Based Learning (PBL) Model and Self-Regulated Learning (SRL) Its Effect Toward Physics Problem Solving Ability (PSA). It was observed that the students' understanding the problem, reaching the solution, and planning problem-increased and improved through problem-solving skills. The foundation skills need in problem-solving particular in word problems is analytical reasoning tasks. Integrating reading strategies with problem-solving instruction such as explicit comprehension training, PBL models, and self-regulated learning techniques can enhance students' can analyze and solve complex problems. Creative thinking and cognitive flexibility can further support solving problems into development.

Table 11 shows the level of students’ Performance in English in terms of Grade in 3rd Quarter.

TABLE 11. Level of Students’ Performance in English in terms of Grade

Score	Before		Remarks
	f	%	
90 - 100	129	86.00	Outstanding
85 - 89	21	14.00	Very Satisfactory
80 - 84	0	0.00	Satisfactory
75 - 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did not meet Expectation
Total	150	100	
Weighted Mean	91.43		
SD	2.015		
Verbal Interpretation	Outstanding		

Students academic grades mark as outstanding with the range of 90-100 score (f=116, %=77.33 and very satisfactory from 85-89 score (f=34, %=22.67). Otherwise, among the students overall mean score is 91.43 and SD=f2.015, as “outstanding”.

The mentioned results that relate to the study by Bayazit, Ozdemir’ (2019) suggested that reading has great part in the success of understanding the text. The important skills to enhance one’s English proficiency is focus vocabulary enrichment. The study showcase the essential insights when it comes to academically success. It highlighted and emphasize on how to recognize that may prioritize the development skills in reading especially in language proficiency. It encourage the students to grasp and analyze the text comprehensively. It capture the minds and attention especially in their performances.

Table 12 shows the level of students’ Performance in English in terms of Performance Task in Listen Read Discuss (LRD).

TABLE 12. Level of Students’ Performance in English in terms of Performance Task in Listen Read Discuss (LRD) to Engagement Level

Score	Engagement Level		Remarks
	f	%	
17 - 20	136	90.7	Outstanding
13 - 16	14	9.33	Very Satisfactory
9 - 12	0	0.00	Satisfactory
5 - 8	0	0.00	Fairly Satisfactory
1 - 4	0	0.00	Did not meet Expectation
Total	150	100	
Weighted Mean	18.49		
SD	1.50		
Verbal Interpretation	Outstanding		

Students’ level of Performance in English in terms of Performance Task in Listen Read Discuss (LRD) in Engagement level received the range from 17-20 score (f=136, %=90.67) mark as “outstanding”. However, the range from 13-16 score (f=14, %=9.33), as “very satisfactory”. The level of students’ Performance in English in terms of Performance Task in Listen Read Discuss (LRD) in attained a weighted mean score of 18.49 and a standard deviation of 1.50, as “outstanding” among the participants.

Warsame (2018), cited that student's engagement influence by means of the following indicators: social-cultural norms, self-efficacy, and the classroom environment. Engaging the students must consider their involvement in class, determining what they can put up and give them limited interaction with others. Thus, students’ engagement into learning process were very efficient and vital in various indicators such as beliefs, self-awareness and educational pedagogy.

Table 13 shows the level of students’ Performance in English in terms of Performance Task in Listen Read Discuss (LRD) to Confidence in Reading.

Students’ level of Performance in English in terms of Performance Task in Listen Read Discuss (LRD) in Confidence in reading received the range from 17-20 score (f=136, %=90.67) and rated as “outstanding”. However, the range from 13-16 score (f=14, %=9.33), as “very satisfactory”. The level of students’ Performance in English in terms of

Performance Task in Listen Read Discuss (LRD) in Confidence in reading attained a weighted mean score of 18.49 and a standard deviation of 1.50, as “outstanding” among the participants.

TABLE 13. Level of Students’ Performance in English in terms of Performance Task in Listen Read Discuss (LRD) to Confidence in Reading

Score	Confidence in Reading		Remarks
	f	%	
17 - 20	136	90.67	Outstanding
13 - 16	14	9.33	Very Satisfactory
9 - 12	0	0.00	Satisfactory
5 - 8	0	0.00	Fairly Satisfactory
1 - 4	0	0.00	Did not meet Expectation
Total	150	100	
Weighted Mean	18.49		
SD	1.50		
Verbal Interpretation	Outstanding		

In addition to, Saadatmand et.al (2017), conducted a study to found out the relationship between self-confidence in a academic achievement through academic motivation. The academic achievement related to self-confidence and educational motivation. Self-confidence gained by most of the students are become successful. The study stated that there are positive feedback, and problem-solving situation in school that raised by the students well. It adds up the importance of confidence into take part in their academic performances.

Table 14 shows the level of students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) to Engagement Level.

TABLE 14. Level of Students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) to Engagement Level

Score	Engagement Level		Remarks
	f	%	
17 - 20	138	92.00	Outstanding
13 - 16	12	8.00	Very Satisfactory
9 - 12	0	0.00	Satisfactory
5 - 8	0	0.00	Fairly Satisfactory
1 - 4	0	0.00	Did not meet Expectation
Total	150	100	
Weighted Mean	18.19		
SD	1.39		
Verbal Interpretation	Outstanding		

The level of students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) in Engagement level received the range from 17-20 score (f=138, %=92.00) and was rated as “outstanding”. However, range from 13-16 score (f=12, %=8.00), rated as “very satisfactory”. The level of students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) particularly in Engagement level attained a weighted mean score of 18.19 and a standard deviation of 1.39, which was a “outstanding” among the participants.

Therefore, in the study of Moreover, Zinjay (2022), mentioned that the students actively participate are the better performer rather than those not willing. The academic performance clearly supports and integrate classroom participation helps them to achieve greater outcome. The willingness and eagerness of the students have a better

outcome. It clearly support the one’s interaction most especially in class discussion. Students classroom participation should have began into themselves and carry on whether in to pairs and groups.

Table 15 shows the level of students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) to Confidence in Reading.

TABLE 15. level of students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) to Confidence in Reading

Score	Confidence in Reading		Remarks
	f	%	
17 - 20	137	91.33	Outstanding
13 - 16	13	8.67	Very Satisfactory
9 - 12	0	0.00	Satisfactory
5 - 8	0	0.00	Fairly Satisfactory
1 - 4	0	0.00	Did not meet Expectation
Total	150	100	
Weighted Mean	18.19		
SD	1.39		
Verbal Interpretation	Outstanding		

Level of Students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) to Confidence in Reading

The level of students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) in Confidence in reading received the range from 17-20 score (f=137, %=91.33) mark as “outstanding”. However, range from 13-16 score (f=13, %=8.67), as “very satisfactory”. The level of students’ Performance in English in terms of Performance Task in Think Pair Share (TPS) in Confidence in reading attained a weighted mean score of 18.19 and a standard deviation of 1.39, achieved as “outstanding” among the participants.

Similarly, Chemers, Hu, & Garcia (2016), studied the students’ positive effects on academic self-efficacy and achievement into their emotional stability. The relation of self-confidence is through commitment on students’ on how they perform and adjust themselves. The researchers believed that emotional stability and commitment can affect on students behavior whether directly and indirectly. Confidence primarily came from on how they commit and able to be transparent themselves.

IV. CONCLUSION AND RECOMMENDATIONS

In line with mentioned results, following conclusions presented: Based on the data gathered, it shows Listen Read Discuss (LRD) and Think Pair Share (TPS) Reading Strategy in Bilingual Instruction on the students’ reading comprehension particular in critical thinking skills and problem-solving skills with regards to listening, reading, collaboration and discussion component is evidently accepted. This implies that students are more highly engage in collaboration together with partners and group mates. It promotes interactive and active participation of the students. It means the results of Listen Read Discuss (LRD) and Think Pair Share (TPS) Reading Strategy in Bilingual Instruction are both encourage students to be involved in the classroom.

Consequently, students’ performance in English in terms of Performance Task in LRD and TPS with regards to Third

Quarterly Grade, Performance Task both in engagement level and confidence is rejected. These concluded that students demonstrate strong academic performance skills and language proficiency regardless of specific reading strategies used in such instruction. Therefore, these reading strategies may help students to understand and perform well depends on their learning styles

Based on findings, these were recommended the following:

Given the abundance of reading strategies the students and teachers may choose to apply these strategies in any subjects most specially in other subject areas.

With the aim to help students having difficulty in reading comprehension they may work together more effectively during class discussions and teachers might use these reading strategies depend on preferred students' learning styles.

School heads may intensify on considering these reading styles to have an interactive along with adaptive approach toward that cater diverse students' learning styles.

Future researchers may encourage to develop and cater distinct intervention programs for effective reading strategies. It may persuade to expand delve into more complex in addition to reading strategies for the enhancement of students' comprehension.

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