VALIDATION OF ENHANCEMENT TOOL FOR READING COMPREHENSION SKILL

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ABSTRACT

The study was primarily concerned with the validation of an enhancement tool for reading comprehension skill for grade 7 learners which main objective is to develop the learners' reading ability and reading comprehension skills.

Specifically, this study aimed to realize the following objectives: (1) Validate the module as to: 1.1. Objectives,1.2. Focus Skills,1.3. Practice and 1.4. Appeal to Target User and (2) Determine the difference between the assessment of Highly Proficient Teachers and Proficient Teachers regarding the validation of the components of the enhancement tool.

The study utilized the quasi-experimental design in validating the module. Highly Proficient Teachers and Proficient Teachers were involved as the primary respondents of the study. The validation of the module covered four criteria: (1) objectives, (2) Focus Skills, (3) Practice, and (4) Appeal to Target Users.

The researcher came up with the following results from the data yielded from the instruments. The mean level between the evaluation of Highly Proficient Teachers and Proficient Teachers in terms of objectives, focus, skills, practice, and appeal to target users shows almost the same validation level. Specifically, no significant difference in the rating given by the teachers and master teachers. The table indicate the (t value= 1.6, p= 0.13) for the objectives, (t=1.05, p= 0.31) focus skill, (t= -0.17, p= 0.93) practice, and (t= 0.09, p-value = 0.93) appeal to target users. All p values were higher than the 0.05 level of significance. This shows that the researcher's reading module is valid and highly accepted.

Based on the summary of findings mentioned, the two groups of respondents – teachers and master teachers, who validated the module in terms of objectives, focus skill, practice, and appeal to the target user rated the enhancement tool in reading Very Much Valid. This means that the characteristics of enhancement tools were acceptable to the evaluators. In line with that, the reading comprehension module will help enhance and develop the students' reading comprehension levels. The enhancement tool for reading comprehension skills found to be very helpful however, it is recommended to include more varied and engaging learning activities for the learners.

INTRODUCTION

The English subject encompasses four macro skills such as listening, speaking, reading, and writing. All of them are equally important and need to be taken into consideration to understand the English concepts. According to L.M. Sadiku (2015), the integration of the four macro skills will help the learners learn and comprehend the target lesson quickly and help them become good listeners, speakers, readers, and writers to communicate effectively. It is important for the learners to learn the four macro skills for them to easily grasp information.

Reading as one of the four macro skills, is essential as it serves as the foundation for the students to acquire knowledge and acquire new information. Reading is the most essential skill in the educational context as it can be the basis for assessing the students' general ability. If a student can read, comprehension follows, and key concepts can be understood. Reading comprehension is required in all subjects; each lesson requires the students to read. Therefore, students are required to have good reading and understanding capabilities.

Yang, Dai, and Gao (2012) expressed that intensive reading is useful to develop the learners' reading comprehension, most importantly if the reading material is based on the needs of the learners. Exposing the learners to different reading materials through different methods like intensive reading will help them practice reading ability as well as develop their comprehension skills. Aside from that, exposing the learners to different learning materials will help them acquire the necessary knowledge that they needed in completing different tasks.

A good reading skill partnered with a good comprehension skill will give the students a bigger chance to have easy and quick access to information. It will then be easy for them to understand the lessons and concepts in different subject areas. However, not all students are able to understand lessons quickly. The "Happy Class" is organized for the students to enhance their reading comprehension skills as they are taught and exposed to different reading comprehension strategies that they can use.

Ahmadi and Pourhossein (2012) represented that reading strategy has a positive effect on the reading comprehension proficiency of readers. Reading strategy ameliorated the reading skill of proficient and less proficient readers. Readers applied different reading strategies and knew what, when, how, and why to use them during the reading comprehension process.

Ahmadi and Pourhossein (2012) stated that learners who learn reading strategies try to recognize the main point of a paragraph, elaborate on unclear words, phrases, or sentences, and summarize their reading. These strategies aid readers in solving their problems when reading texts and assessing their planning and its result.

To be good readers, learners should develop and improve three distinctive reading abilities that contribute to competent reading: (a) recognizing familiar written words, (b) using phonic skills to pronounce unfamiliar words, and (c) understanding what is being read (Funnel & Morgan, 1995). One way of helping the students to apply all these skills is to prepare appropriate materials in the form of reading comprehension tasks and passages that are interesting, relevant, and at the appropriate and different levels of complexity (Dobrenow, 1981). Materials should also match the learners' objectives, put them in control of their learning, be socio-culturally appropriate, be based on the norms of the society, be gender-sensitive, be age-appropriate, match the ability of the students, be up to date and authentic, be well organized and easy to use, and facilitate interaction among learners. Appropriate reading materials can help enhance and improve the students' reading comprehension skills in doing their assignments, following directions in exams, filling out job application forms, and even answering questionnaires.

This study aims to validate different printed reading materials that are suitable for the learners' needs and interests to help them enhance and develop their reading comprehension skills.

RESEARCH METHODOLOGY

The researcher used the Quasi-Experimental method of research in order to accomplish this study. Quasi-Experimental is a unique research methodology because it is characterized by what is lacking. For example, Abraham and McDonald (2011) state: "Quasi-experimental research is similar to experimental research in that an independent variable is manipulated. It differs from experimental research because there is no control group, no random selection, no random assignment, and no active manipulation."

The researcher has two sets of respondents that will validate the reading module, the first is the group of Highly Proficient Teachers, and the second is the group of Proficient Teachers. The two groups will validate the module as to different criteria.

Sampling Techniques

The respondents of the study are selected through purposive sampling. Purposive sampling is a unique method in that the researcher decides what needs to be known. The researcher then finds people who can and are willing to provide the information they have attained under knowledge and experience (Tongco, 2007)

Data Gathering Procedure

A letter of request will be submitted to the Schools Division Superintendent, through the Division Education Program Secondary to seek permission to conduct the study. Immediately after the approval, with permission of School Principals, schedules in distributing the survey form to the Highly Proficient Teachers and Proficient Teachers in the Division of Laguna are arrange. Data are going to tabulate, analyze and compute applying the needed statistical treatment.

Research Procedure

The level of reading comprehension skills of the learners is the main focus of this study. The researcher aims to produce a module that will cater to the needs of the learners in enhancing their reading comprehension skills, especially since the researcher is part of the happy class program in their school. The happy class's main objective is to lessen the number of students who fall under the frustration level as their reading level. After identifying the main problem, its background was analyzed, and variables were identified and supported by theories. Related literature and studies were read, studied, and considered by the researcher to support the study's claim. The researcher made a reading comprehension module and a questionnaire as the primary instrument in the data gathering of the study. The researcher collected data and identified possible topics for the module. The topics were examined, and the objectives were constructed. The researcher made a module draft and then revised it according to the included topics, objectives, and needed competencies. After the module's revision, permissions were asked so that the researcher was able to distribute the modules and questionnaires among the selected respondents for validation. The accumulated responses were tallied, tabulated, and underwent statistical treatment.

Research Instrument

Modules and worksheets that will correspond to the level of reading comprehension of the students were used as the primary instrument in the data gathering of this study; pre-test and post-test were also used. It was presented to teachers from the District of Pagsanjan for validation purposes before utilizing the modules and worksheets.

Ranges of Statistical Treatment

According to McLeod (2008), as cited by Vinney (2019), a Likert scale is a close-ended, forced-choice scale used in a questionnaire that provides a series of answers that go from one extreme to another. For example, a scale might have five choices that start at one end with "strongly agree" and end at the other with "strongly disagree," with less extreme choices in the middle three points. Likert scales are widely used in psychology and other social science research.

Legend	*Range*	*Verbal Interpretation*
5	*4.21-5.00*	*Very Much Valid (VMV)*
4	*3.41-4.20*	*Valid (V)*
3	*2.61-3.40*	*Moderately Valid (MV)*
2	*1.81-2.60*	*Slightly Valid (SV)*
1	*1.00-1.80*	*Not Valid (NV)*

Validation
In the process, the survey form undergoes the process of validation to determine the degree of its effectiveness to which set of survey instrument accurately measure what it should intend to measure as well as its capability to achieve the specific objectives of the study. It will be validated by a Highly Proficient Teacher.

Content validity is the measure that going to undertake. It is the analysis of the extent to which set of variables/concepts expressed in each item is going to make. Consultation with experts and adviser will going to undertake to assure that no items will overlap and that all items reflect the sub topic with much clarity and understanding.

Statistical Treatment

Statement of the Problem	Statistical tool
1. Level of validity of reading comprehension enhancement tool in terms of: 1.1. Objectives; 1.2. Focus Skills; 1.3. Practice and; 1.4. Appeal to Target Users.	Weighted Mean Standard Deviation
2. Determine the difference between the assessment of highly proficient teachers and proficient teachers regarding their validation of the components of the enhancement tool.	T-Test

The data gathered in this study were treated using the following statistical tools: weighted mean, standard deviation, and t-test.

The weighted mean and standard deviation were used to support the validation of the enhancement tool for reading comprehension skill.

The t-test was used to determine the difference between the assessment of highly proficient teachers and proficient teachers regarding their validation of the components of the enhancement tool.

RESULTS AND DISCUSSIONS

The researcher utilized the computed mean, standard deviation, and weighted mean in determining the validity of the reading comprehension tool are in accordance to objective, focus skill, practice and appeal to target users. A four-point Likert scale was employed to verbally interpret the computed mean and weighted mean.

On the other hand, to determine its relationship, the researcher has utilized T-test as treatment.

Level of Validity of Reading Comprehension Enhancement Tool
The following presents the level of validation of the enhancement tool for reading comprehension skills in terms of learning components as to objectives, focus skills, practice and appeal to target users. The following table reveals the evaluation results, which shows the mean, standard deviation, and verbal interpretation.

Table 1 presents the level of validity of the enhancement tool for reading comprehension skills in terms of objectives as rated by highly proficient teachers and proficient teachers.

Table 1. Level of Validity of Reading Comprehension Enhancement Tool In terms of Objectives
The proficient teachers noticed that the objectives of the enhancement tool for reading comprehension skills present a clear statement and information that makes the topic easy to understand (M= 4.85, SD= 0.37). The enhancement tool for reading comprehension helps learners understand the subject matter included in the module (M= 4.85, SD= 0.37). The comprehension tool

motivates the learners to value reading and develops comprehension skills (M=4.90, SD= 0.31). Significant topics related to the needs of the learner were also observed in the materials (M= 4.75, SD= 0.55)

The overall mean of 4.84 indicates that the level of validity of the enhancement tool for reading comprehension skills was *very much valid* in terms of objective as rated by the teachers. This implies that objectives in each topic of enhancement tool help the learners to motivate and understand the topics and value the comprehension skill to be learned.

Objective	Proficient Teacher			Highly Proficient Teacher		
	Mean	**SD**	**VI**	**Mean**	**SD**	**VI**
1. Presents a clear statement and information that is easy to understand on each topic.	4.85	0. 37	VMV	4.50	0.53	VMV
2. Helps in understanding each subject matter included in the module.	4.85	0.37	VMV	4.60	0.52	VMV
3. Provides clarity on different reading and comprehension strategies.	4.85	0.37	VMV	4.60	0.52	VMV
4. Gives value to reading and comprehension skills.	4.90	0.31	VMV	4.60	0.52	VMV
5. Contains significant topics related to the needs of the learners.	4.75	0.55	VMV	4.50	0.53	VMV
Weighted Mean: SD	**4.84: 0.39**		**VMV**	**4.56: 0.50**		**VMV**

Legend	Range	Verbal Interpretation
5	*4.21-5.00*	*Very Much Valid (VMV)*
4	*3.41-4.20*	*Valid (V)*
3	*2.61-3.40*	*Moderately Valid (MV)*
2	*1.81-2.60*	*Slightly Valid (SV)*
1	*1.00-1.80*	*Not Valid (NV)*

On the other hand, all highly proficient teachers, the other group of respondents, also evaluated the enhancement tool for reading comprehension. As indicated in the result of the rating, the overall mean of 4.56 indicates that the objectives of the lesson in each topic were *very much valid*. This implies that almost the same observation was seen in the validation in terms of objectives. The researcher's objectives of enhanced tools for reading comprehension skills provide clarity in reading and comprehension strategies. It is found that the objectives in each lesson of enhancement tool for reading comprehension skills are specific, measurable, achievable, realistic, and time-bound.

This study is supported by the study of Aquino (2022) which states that learning objectives are best formulated from a student's perspective. Learning objectives will act as guide on which activities should be included based on the needs of the learners. Approached in this way, the formulation will provide a base for examining the learning outcome and will determine a course's effectiveness. Learning objectives also give students a foothold, as these indicate what they are expected to have achieved by the end of the course.

Table 2 presents the level of validity of enhancement tools for reading comprehension skills in terms of focus skills as rated by master teachers and highly proficient teachers.

Table 2. Level of Validity of Reading Comprehension Enhancement Tool In terms of Focus Skill

Focus Skill	Proficient Teacher			Highly Proficient Teacher		
	Mean	**SD**	**VI**	**Mean**	**SD**	**VI**
1. Expresses clear statements that students wish to achieve in the study of the module.	4.75	0.44	VMV	4.60	0.52	VMV
2. Identifies the purpose of reading in achieving comprehension and in an understanding of texts.	4.75	0.44	VMV	4.60	0.52	VMV
3. Contains important goals that students need to achieve reading and comprehension skills.	4.70	0.57	VMV	4.60	0.52	VMV
4. Becomes aware of the different reading	4.70	0.57	VMV	4.50	0.71	VMV

strategies in achieving reading and comprehension.						
5. Presents objectives connected to each subject matter discussed in the module.	4.90	0.31	VMV	4.70	0.48	VMV
Weighted Mean: SD	**4.76: 0.45**		**VMV**	**4.60: 0.53**		**VMV**

Legend	Range	Verbal Interpretation
5	4.21-5.00	Very Much Valid (VMV)
4	3.41-4.20	Valid (V)
3	2.61-3.40	Moderately Valid (MV)
2	1.81-2.60	Slightly Valid (SV)
1	1.00-1.80	Not Valid (NV)

The proficient teachers find out that the focus skills or topics of the reading comprehension tool present objectives connected to each subject matter discussed in the module (M= 4.90, SD= 0.31). The reading comprehension module expresses clear statements of what the students will achieve in the study of the module (M= 4.75, SD= 0.44). The reading comprehension tool helps the learners become aware of the different reading strategies to achieve reading and comprehension skills (M= 4.70, SD= 0.57). The comprehension tool contains important goals that students need to achieve reading and comprehension skills (M= 4.70, SD= 0.57).

The overall mean of 4.76 indicates that the level of validity of the enhancement tool for reading comprehension skills was *very much valid* in terms of focus skills as rated by the teachers. This implies that the enhancement tool's focus skills really help learners develop their reading comprehension skills.

On the other hand, highly proficient teachers' evaluation, as indicated in the result of the rating yielded an overall mean of 4.60 which indicates that the focus skills or topics of enhancement tool for reading comprehension skills were *very much valid*. This implies that the evaluation of proficient teachers and highly proficient teachers are almost the same in terms of the focus skills or topics included in the module. The focus skills or topics of the enhancement tool that the researcher included are the skills that were needed to be mastered by the learners to enhance their reading comprehension skills.

This study is supported by the study of Harappa (2020) which states that reading can make learners better writers and speakers. Reading skills can take them a step ahead and help them achieve their objectives by customizing the way they read. If they choose the appropriate reading skill, it will enhance the reading process and help them achieve their goal.

Table 3 presents the level of validity of enhancement tool for reading comprehension skills in terms of practice as rated by proficient teachers and highly proficient teachers.

Table 3. Level of Validity of Reading Comprehension Enhancement Tool In terms of Practice

Practice	Proficient Teacher			Highly Proficient Teacher		
	Mean	SD	VI	Mean	SD	VI
1. Expresses own views, opinions, attitudes, and knowledge about the topic.	4.80	0.41	VMV	4.70	0.48	VMV
2. Helps identify what has been learned in the topic.	4.70	0.47	VMV	4.70	0.48	VMV
3. Presents meaningful activities that help students understand the module's topics that lead to the development of their reading and comprehension skills.	4.60	0.60	VMV	4.70	0.48	VMV
4. Shapes the correct knowledge learned by students in the study of the module to enhance their reading and comprehension skills.	4.70	0.47	VMV	4.60	0.52	VMV
5. Contains appropriate questions that help in the development of their reading and comprehension skills.	4.85	0.37	VMV	5.00	0.00	VMV
Weighted Mean: SD	**4.73: 0.47**		**VMV**	**4.74: 0.44**		**VMV**

Legend	Range	Verbal Interpretation
5	4.21-5.00	Very Much Valid (VMV)
4	3.41-4.20	Valid (V)
3	2.61-3.40	Moderately Valid (MV)
2	1.81-2.60	Slightly Valid (SV)
1	1.00-1.80	Not Valid (NV)

The proficient teachers identified that the practices or activities included in the reading comprehension tool contain appropriate questions that help develop the learners' reading and comprehension skills (M= 4.85, SD= 0.37). The reading comprehension module expresses the learners' own views, opinions, attitudes, and knowledge about the topic (M= 4.80, SD= 0.41). The reading comprehension tool helps the learners identify what they have learned in the topic (M= 4.70, SD= 0.47). The comprehension tool presents meaningful activities that help students understand the module's topics that lead to the development of their reading and comprehension skills (M= 4.60, SD= 0.60).

The overall mean of 4.73 indicates that the level of validity of the enhancement tool for reading comprehension skills was *very much valid* in terms of practice as rated by the proficient teachers. This implies that the enhancement tool's practices or activities really help learners develop their reading comprehension skills.

On the other hand, the highly proficient teachers' evaluation, as indicated in the result of the rating with an overall mean of 4.74, indicates that the practices or activities included in the module were *very valid*. This implies that the evaluation of teachers and master teachers are almost the same in terms of the practices or activities included in the module. The practices or activities of the enhancement tool included by the researcher help the learners enhance their reading comprehension skills.

Navia (2015) explains that the modules and work texts are delivered best because of their content and purposes, most importantly, if validated. She added that her study believed to produce one in which the line-up of activities was carefully chosen, designed with the required objectives, and created to fit a particular format and approach.

Table 4 presents the level of validity of the enhancement tool for reading comprehension skills in terms of appeal to target users as rated by proficient teachers and highly proficient teachers.

Table 4. Level of Validity of Reading Comprehension Enhancement Tool In terms of Appeal to Target User

Appeal to Target User *The module…*	Proficient Teacher			Highly Proficient Teacher		
	Mean	**SD**	**VI**	**Mean**	**SD**	**VI**
1. is visually enticing and adequately motivating.	4.65	0.59	VMV	4.50	0.53	VMV
2. captures the students' interest in learning the lesson from the instructional material.	4.70	0.57	VMV	4.60	0.52	VMV
3. develops the learners' confidence in developing reading comprehension skills through the exercises presented.	4.75	0.44	VMV	4.40	0.52	VMV
4. stimulates the learners to develop an interest in reading.	4.75	0.44	VMV	5.00	0.00	VMV
5. allows the students to proceed at their own rate.	4.70	0.57	VMV	5.00	0.00	VMV
Weighted Mean: SD	**4.71: 0.52**		**VMV**	**4.70: 0.46**		**VMV**

Legend	Range	Verbal Interpretation
5	4.21-5.00	Very Much Valid (VMV)
4	3.41-4.20	Valid (V)
3	2.61-3.40	Moderately Valid (MV)
2	1.81-2.60	Slightly Valid (SV)
1	1.00-1.80	Not Valid (NV)

The proficient teachers noticed that the enhancement tool for reading comprehension skills appeals to target users and develops the learners' confidence in developing the reading comprehension skills through the exercises presented (M= 4.75, SD= 0.44). The reading comprehension module stimulates the learners to develop an interest in reading (M= 4.75, SD= 0.44). The reading

comprehension tool captures the students' interest in learning the lesson from the instructional material (M= 4.70, SD= 0.57). The comprehension tool is visually enticing and adequately motivating (M= 4.65, SD= 0.59).

The overall mean of 4.71 indicates that the level of validity of the enhancement tool for reading comprehension skills was *very much valid* in terms of its appeal to target users as rated by the highly proficient teachers. This implies that the overall presentation of the module in terms of the graphics and designs is not distracting but instead helps in the proper presentation of the activities in the module.

On the other hand, the highly proficient teachers' evaluation, as indicated in the rating result with an overall mean of 4.70, indicates that the module's appeal to target users was *valid*. This implies that the evaluation of proficient teachers and highly proficient teachers are almost the same in terms of the appeal to target users of the module. The enhancement tool for reading comprehension skills is appealing in that it captures the students' interest to engage them in accomplishing the tasks in the module that will help them develop their reading comprehension skills.

This study by Durhan (2020) supported this study since his study focuses on the sector's dominant approach to curriculum design which is the 'outcomes-based approach. According to this approach, teachers design their module by thinking about what they want to achieve by the end of the module: what is its purpose? What are students supposed to know or be able to do as a result of the module? Module outlines have been structured to support an outcomes-based approach.

Table 5 presents the overall level of validity of the enhancement tool for reading comprehension skills as rated by proficient teachers and highly proficient teachers.

Table 5. The Overall Level of Validity of Enhancement Tool for Reading Comprehension Skill
Table 5 illustrates the overall validity level of enhancement tools for reading comprehension skills. The two groups of respondents, who validated the module in terms of objectives, focus skill, practice, and appeal to the target user, rated the enhancement tool for reading comprehension skills in reading *very valid.* This means that the characteristics of the enhancement tools were acceptable to the evaluator.

Validation	Respondents	Mean	SD	Verbal Interpretation
Objectives	Proficient Teachers	4.84	0.39	Very Much Valid
	Highly Proficient Teachers	4.56	0.50	Very Much Valid
Focus Skills	Proficient Teachers	4.76	0.45	Very Much Valid
	Highly Proficient Teachers	4.60	0.53	Very Much Valid
Practice	Proficient Teachers	4.73	0.47	Very Much Valid
	Highly Proficient Teachers	4.74	0.44	Very Much Valid
Appeal to Target User	Proficient Teachers	4.71	0.52	Very Much Valid
	Highly Proficient Teachers	4.70	0.46	Very Much Valid

Legend	Range	Verbal Interpretation
5	4.21-5.00	Very Much Valid (VMV)
4	3.41-4.20	Valid (V)
3	2.61-3.40	Moderately Valid (MV)
2	1.81-2.60	Slightly Valid (SV)
1	1.00-1.80	Not Valid (NV)

Table 6 presents the difference in the validation of enhancement tool for the reading comprehension skill as validated by proficient teachers and highly proficient teachers.

Table 6. Difference between Validation of Reading Comprehension Enhancement Tool of Proficient Teachers and Highly Proficient Teachers
The mean scores of the evaluators show that almost the same level of validation was made. Specifically, no significant difference in the rating given by the proficient teachers and highly proficient teachers. The table indicates that both the proficient teachers and highly proficient teachers rated the components of the enhancement tool for reading comprehension skills as *very much valid.* There is no significant difference on the ratings on each component of the enhancement tool for reading comprehension skill as to objectives (t = 1.6, p = 0.13), focus skills (t = 1.05, p = 0.31), practice (t = -0.17, p= 0.93), and appeal to target users (t= 0.09, p-value = 0.93). All p values were higher than the 0.05 level of significance

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Criteria	Respondents	Mean	Mean Difference	Computed t-value	p-value	Analysis
Objectives	Proficient Teachers	4.84	0.28	1.6	0.13	Not Significant
	Highly Proficient Teachers	4.56				
Focus Skills	Proficient Teachers	4.76	0.16	1.05	0.31	Not Significant
	Highly Proficient Teachers	4.60				
Practice	Proficient Teachers	4.73	-0.01	-0.07	0.93	Not Significant
	Highly Proficient Teachers	4.74				
Appeal to Target User	Proficient Teachers	4.71	0.01	0.09	0.93	Not Significant
	Highly Proficient Teachers	4.70				

From the above findings, we can infer that there is no significant difference in respondents' ratings. The enhancement tool for reading comprehension skills was made to meet the needs of the learners in enhancing their reading comprehension skills. All the module components provide a clear vision of what the learners will achieve after each topic. The enhancement tool for reading comprehension skills is ready to use. Thus the null hypothesis was accepted.

CONCLUSION

In the light of the summary of findings, the following conclusions were drawn.

The two groups of respondents – proficient teachers and highly proficient teachers, who validated the module in terms of objectives, focus skill, practice, and appeal to the target user, rated the enhancement tool in reading as *Very Much Valid.* This means that the characteristics of enhancement tools were acceptable to the evaluators. In line with that, the reading comprehension module will help enhance and develop the students' reading comprehension levels.

RECOMMENDATIONS

Based on the foregoing findings and the conclusion of the study, the following recommendations are offered:
1. The enhancement tool for reading comprehension skills presents different focus skill activities. However, it is recommended that the researcher add a more varied activity that will further promote and enhance the learners' reading comprehension skills.
2. The enhancement tool for reading comprehension skills has a simple design in terms of its layout. It is recommended to develop and enhance the tool in terms of its graphics as long as the design is connected to the topic and not disturbing; it is also a way to catch the learners' attention.
3. It is found that the enhancement tool for reading comprehension skills has minimal errors in terms of its technicality; thus, it is recommended to proofread the tool for enhancement purposes.

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