

# Effectiveness of Reading Comprehension Strategies in the Performance of Grade VI Pupils in English

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*Abstract* —Reading is a habit where students learn, gain knowledge, and develop new skills (Olivar, et al., 2014). Understanding the significance of reading and in line with the implementation of the K to 12 Basic Education Program, the Department of Education (DepEd) implemented “Every Child A Reader Program” (ECARP), through DepEd Memorandum No.402. s.2004 and Administrative Order No. 324. This aims to teach public elementary pupils with planned reading and writing to make them independent young readers and writers. With these, the researcher is challenged to conduct this study because of the presence of frustration readers in her grade VI class. Using the crafted and corrected reading comprehension test questions, the Grade VI pupil’s performance in English were tested.

It was revealed that the pre-test performance in of the Grade VI pupils in English was moderate in the control and experimental group while the post-test was very high for the experimental group and moderate for the control group. Moreover, it was also revealed that there is significant difference between the pre-test and post-test performance of the Grade VI pupils in English for the experimental and control groups and post-test performance on both groups. Furthermore, it was revealed on the data that reading comprehension strategies are effective in improving the performance of the Grade VI pupils in English. It is recommended to implement the formulated Reading Intervention Plan to help teachers and school heads achieve positive learning outcomes.

*Keywords* — *Effectiveness, Reading Comprehension Strategies, Performance, Grade VI pupils, English*

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## I. Introduction

It is a common knowledge that knowing how to read and write is an indicator that one is educated. Promoting independent reading comprehension skill for students with diverse abilities is a major concern of teachers (Clark & Graves, 2005). As Baleghizadeh and Golbin (2010) report, one of the common beliefs about reading comprehension is using reading strategies and adequate knowledge of grammar and how they can help learner’s understanding of text to a great degree and there is no need to know too much vocabulary. Several reading comprehension strategies has been taught by the teachers in school but unfortunately there are still learners who cannot understand the text he/she is reading.

According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. As Anderson (1977) point out, "every act of comprehension involves one's knowledge of the world as well". Reading comprehension operates in two directions, from bottom up to the top and from the top down to the bottom of the hierarchy. Bottom-up processing is activated by specific data from the text, while top-down processing starts with general to confirm these predictions. These two kinds of processing are occurring simultaneously and interactively, which adds to the concept of interaction or comprehension between bottom-up and top-down processes (Carrel and Eiserhold, 1983, cited in An, 2013).

Learners today are faced with ever increasing demands to read and read well. McNamara and Kendeou (2011) stress the importance of teaching reading as a process and that strategy instruction has been found to impact learners' appreciation of reading as a process, the goal of which is to understand what is being read. But the ultimate objective of comprehension instruction should be learner ownership of the strategies and skills, knowing when comprehension breaks down and how to address the problem and repair the breakdown. Teaching learners to use a repertoire of comprehension strategies and skills can set them securely on the path to becoming lifelong readers. Many opportunities to read independently allow learners to begin to coordinate the strategies they have learned; to adjust, modify, or change strategies and skills until they are able to make sense of text. The higher order thinking of strategic readers also enhances their reading experience and responses to literature and informational text.

And once students take ownership of the process, they take it one step further—they take what they know, apply it to the unknown, and become creative thinkers who are able to assess problems from the comfortable position of knowing they have the skills and can acquire the knowledge they need to solve any problem with which they are faced. With these, teachers have to use different comprehension strategies to help the learners understand the text he/she is reading.

Comprehension strategies are conscious or intentional plans that people use in order to achieve a goal (Roit, 2005) and are used deliberately to make sense of text (Afflerbach et al. 2008). Readers use strategies consciously to make sense of the text, remember critical ideas and integrate new learning into existing schema or prior knowledge or shall we say experiences. Students need to learn how to use strategies independently, to recognize and solve problems, and to delve deeper into text to make connections and inferences.

With the integration of the different strategies in reading, it is expected that zero non-readers among learners and lesser number of frustration readers will be achieved. But sad to note that in Kananga Central School, specifically in Grade VI, among the 34 learners enrolled 3 are identified non-readers while 12 are in the frustration level in reading. The problem of having non-readers and frustration readers is due to lack of comprehension skills of the learners. With the implementation of PRIMALS (Pedagogical Retooling in Mathematics, Languages and Science) which focused on reading comprehension strategies, the researcher will be able to address the difficulties of the learners when talking about reading. With these, the researcher be able to assess

the effectiveness of reading comprehension strategies used in improving the reading performance of the grade VI learners in Kananga I Central School, Kananga I District, Leyte Division. A proposed Reading Intervention Plan based on the findings of the study will be the output of this study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study evaluates the effectiveness of reading comprehension strategies in improving the performance of Grade VI pupils in English in Kananga Central School, Kananga I District, Leyte Division. A proposed reading intervention plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the pre-test performance of the Grade VI pupils in English before the integration of reading comprehension strategies for the control and experimental groups?
2. What is the post-test performance of the Grade VI pupils in English after the integration of reading comprehension strategies for the control and experimental groups?
3. Is there a significant difference between the performance of the Grade VI pupils in English before and after the integration of reading comprehension strategies on both groups?
4. Is there a significant difference between the performance of the Grade VI pupils in English after the integration of reading comprehension strategies on both groups?
5. What reading intervention plan can be proposed based on the findings of this study?

## **II. Methodology**

**Design.** This study employed the Quasi-Experimental research design to evaluate the effectiveness of reading comprehension strategies in improving the performance of the grade VI pupils in English. Kananga Central School, Kananga I District, Leyte Division is the main locale of the study. The 37 Grade VI pupils enrolled in the said locale are the main respondents of the study and researcher-made test which focused on reading comprehension skills for the grade was used. The test was conducted before and after the intervention was given. The researcher employed different reading comprehension strategies to the experimental group while traditional method was used in the control group. After the intervention, the pupils were given the post-test. This research is focused on evaluating the effectiveness of reading comprehension strategies in improving the performance of the Grade VI pupils in English through the pre-test and post-test performances and its difference. A Proposed Reading Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 37 Grade VI pupils are involved in this study. The research instrument was conducted to the pupils with approved permit from the parents stating the participation in the study.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done and permission from the parents was secured. Administering of the pre-test followed. After accomplishing the pre-test, intervention was given to all pupils within six weeks, then after the post-test was administered. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Reading Intervention Plan followed.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

**Treatment of Data.** The Simple Percentage and Weighted Mean was employed to determine the pre-test and post-test performances of the Grade VI pupils in English before and after the intervention. T-test of mean difference was used to determine the significant difference of the pre-test and post-test performances of the two groups.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance of the Grade VI Pupils in English (N=37)**

<b>Data</b>	<b>Experimental Group</b>	<b>Interpretation</b>	<b>Control Group</b>	<b>Interpretation</b>
No. of Pupils	37	<b>Low</b>	37	<b>Low</b>
No. of Items	32		32	
Total Score	480		480	
Mean	12.97		12.97	
<b>MPS</b>	<b>40.54</b>		<b>40.54</b>	

Table 1 presents the pre-test performance of Grade VI pupils in English for the experimental and control group. It was revealed on the table that the pre-test score of the experimental and control group is totaled to 480 with an average mean of 12.97 and mean percentage score of 40.54 which is interpreted as very low. This means that these pupils performed low in term of their score in the reading comprehension test given before the integration of reading comprehension strategies. This implies that pupils need intervention in improving their performance specifically the reading comprehension skills. This implies further that the strategies currently used by the teacher is not effective and needs to be modified based on the kind of learners.

**Table 2**  
**Post-Test Performance of the Grade VI Pupils (N=37)**

<b>Data</b>	<b>Experimental Group</b>	<b>Interpretation</b>	<b>Control Group</b>	<b>Interpretation</b>
No. of Pupils	37	<b>Very High</b>	37	<b>Moderate</b>
No. of Items	32		32	
Total Score	986		657	
Mean	27		17.76	
<b>MPS</b>	<b>83.28</b>		<b>55.50</b>	

Table 2 presents the posttest performance of Grade VI pupils in English for the experimental and control group. It was revealed on the table that the test performance of the Grade VI pupils in English for the experimental group has an average mean of 27.00 and mean percentage score of 83.28 which is interpreted as very high. This means that after the integration of reading comprehension strategies, the performance of the pupils had increased. This implies that reading comprehension strategies employed by the teacher are effective in improving the performance of the pupils in English.

Moreover, the table also shows the posttest performance of the Grade VI pupils in English for the control group. It was revealed on the table that the posttest performance of the grade VI pupils in English for the control group has an average mean of 17.76 and mean percentage score of 55.50 which is interpreted as moderate. This means that grade VI pupils where no intervention given to improve their performance performed moderately. This implies that in order for the pupils to improve their performance, intervention should be given to the pupils.

**Table 3**  
**Test of Difference Between the Scores in the Pre-Test and Post-Test**  
**Performance of Grade VI Pupils in English**

Aspects	Test Scores		p value	Level of Sig	Decision	Interpretation
	Pre	Post				
<b>Experimental</b>	40.54	83.28	0.01	0.05	Reject H <sub>o</sub>	Significant
<b>Control</b>	40.54	55.50	0.04	0.05	Reject H <sub>o</sub>	Significant

Table 3 presents the test of difference between the scores in the pre-test and posttest performance of the Grade VI pupils in English for the two groups. It was revealed on the table that pupils in the experimental group has an MPS in the pre-test of 40.54 and posttest of 83.28 and p value of 0.01 at .05 level of significance, so null hypothesis is rejected. This mean that there is significant difference between the pre-test and posttest performance of the Grade VI pupils in English for two groups. This implies that after the integration of reading comprehension strategies in English, pupil's performance had increased.

Likewise, the data also revealed that the pre-test and posttest performance of Grade VI pupils in English for the control group has an MPS on pre-test of 40.54 and posttest of 55.50 with p value of 0.04 at .05 level of significance, so null hypothesis is rejected. This means that there is significant difference between the pre-test and posttest performance of Grade VI pupils in English in the control group. This implies that despite of the absence of intervention in learning reading comprehension skills to improve the performance of the pupils in English, still the result has increased but not as high with that from the experimental group. This implies further that there are pupils in the control group that really excel in the subject for the pupils were grouped heterogeneously. Moreover, the result shows that teaching reading will be successful if teachers had to use different reading comprehension strategies suited to the ability and needs of the learners in the class.

**Table 4**  
**Test of Difference Between the Scores in the Pre-Test and Post-Test**  
**Performance of Grade VI Pupils in English**

Aspects	Test Scores		p value	Level of Sig	Decision	Interpretation
<b>Post Test Scores</b>	Control	55.50	0.00	0.05	Reject H <sub>o</sub>	Significant
	Experimental	83.28				

Table 4 presents the test of difference between the scores in the posttest of Grade VI pupils in English. It was revealed on the table that the posttest MPS of the control group which is 55.50 is smaller than that of the experimental group which is 83.28 with p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant difference between the scores in the posttest of Grade VI pupils in English. This implies that pupils underwent integration of reading comprehension strategies performed higher than that with no intervention. This implies further that reading comprehension strategies if used in teaching English will result to positive learning outcomes.

#### IV. Conclusion

The data revealed that there is significant difference between the pre-test and post-test performance for the experimental and control group and posttest performance for both groups. This means that reading comprehension strategies is effective in improving the performance of the Grade VI pupils in English. With the intervention of reading comprehension strategies given to the experimental group like the unlocking of difficulties using context clues, listening and reading stories with the teacher using charts and audio-video materials and enhanced instructional materials used in teaching reading help improve the reading performance of the Grade VI pupils.

#### V. Recommendations

1. The Reading intervention plan formulated should be utilized;
2. School Heads should provide technical assistance to the teachers especially in teaching reading;
3. Teachers should enhance their teaching competencies in reading through attending LAC sessions, trainings and seminars;
4. School Heads should allocate an amount from the school MOOE for the procurement of materials to be used in crafting instructional materials;

5. School Heads and teachers should institutionalize a reading corner or station inside the classroom;
6. School Heads and teachers should strengthen the reading programs; and
7. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

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#### **AUTHOR'S PROFILE**



#### **MRS. CATHERINE O. PAGCABIGAN**

The author is a public servant. She serves young children as a primary teacher for almost 15 years. She was born on May 25, 1984 and presently residing at Sitio Tabunok, Poblacion, Kananga, Leyte, Philippines. She completed her elementary education at Kananga Central School, Kananga, Leyte and finished her secondary education at Kananga National High School, Kananga, Leyte. She continued her pursuit in education in college at Palompon Institute of Technology, Palompon, Layte and graduated in the year 2005 with the degree of Bachelor of Science in Home Economics Education and Technology. She earned units in post graduate studies and obtained a certificate for satisfactorily completed the academic requirements (CAR) for the degree of Master of Arts in Education (MAED) major in School Administration and Supervision at Western Leyte College, Ormoc City.

Her first station was Mahawan Elementary School Kananga 1 District handling multigrade class from grades 1 to grade 3 pupils for 4 years and 9 months. She was transferred to Rizal Elementary School, Kananga I District in 2010 handing grade 5 pupils for 8 years. Currently she is a teacher 3 handling six pupils at Kananga Central School, Kananga 1 District, Leyte Division, Region VIII Philippines.

She attended series of trainings and received technical assistance from her school heads and mentors which help her grow professionally and able to face all the challenges in her teaching career.