

Effectiveness of Directed Reading Thinking Activities to The Comprehension Performance of the Grade 7 Learners

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Abstract — The test of difference between the scores in the pre-test and posttest performances in terms of comprehension skills of the grade 7 learners before and after the integration of the directed reading thinking activities in the delivery of the most essential learning competencies in teaching English. Based on the findings of the study, there was a positive impact gained by the grade 7 learners from the new intervention shared by the teacher in the delivery of the most essential learning competencies in Filipino that lasted for 4 weeks. Based on the results given, it can be gleaned that the pretest performance of the grade 7 learners is equal to 20.36 which is lesser than the posttest performance of the grade 7 learners when the researcher compared the two assessment result scores gained by the Grade 7 learners after the integration of DRTA which resulted to the computed T value and greater than the critical t value of which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 7 learners before and after the integration of the Directed reading thinking Activities in the delivery of the most essential learning competencies in reading is rejected which means that the intervention is significantly effective in improving the comprehension skills of learners specially those topics which are very difficult to understand.

The result in table 3 implied that most of the grade 7 learners who took the pretest assessment on the comprehension skills of the learners are belong in the good level reading performances have the tendencies that there are times that those learners who were belong to the good level of performance could lower their performance or those who are in the fair level of performance could make their life difficult which means chances are they will be lowered to poor level of performance. The results really give a manifestation to all the teachers that they really need a favorable attention in order to improve their learning experiences and also create chances that makes them more motivated to learn the topics or skills. Moreover, to bridge the gap between the results of the learners to the expected performance level of the learners, the researcher needs new strategies to be adopted in order to improve the comprehension skills of the Grade 7 learners in order to improve their comprehension skills from fair level of performance to excellent level or very good level of performance at least. the learning intervention which is the direct order thinking

activities they have already given the chance to improve their learning skills and create a more directly proportional level of performances to all types of learners. Because some of the learners who are in the bottom level of performances have already gained positive impact on their learning career and created learning freedom to the learners. This results also gave the idea for teachers to focus on the things that the learners are really love the most.

Keywords — Effectiveness, Directed Order Thinking Activities, Performance, Grade 7 Pupils, Comprehension Skills, Filipino

I. Introduction

Reading comprehension is the ability of readers to understand the meanings of the text using meta-cognitive strategies for reading (Reza Ahmadi, M., et al., 2013). According to Meneghetti, et al. (2006), it is a complex cognitive ability wherein texts and background knowledge of a reader is integrated to be able to explain a mental representation.

Students in the Philippines including Grade 7 students have long showed problems with reading comprehension. It was reported by Ornedo (2019) that the Philippines scored the lowest in reading comprehension in the 2018 Programme for International Student Assessment (PISA) among all the 79 participating countries. Additionally according to Rimando (2006), the Department of Science and Technology (DOST) and Department of Education (DepEd) Science Education Institute (SEI) determined that problems with poor reading comprehension of high school students was the main reason for their bad performance when they took their National Achievement Test.

The research of Grabe & Stoller (2002) shows that many students struggle in constructing meaning from texts. This is problematic because the ability to read and comprehend are required skills for anyone, more over students to understand relevant information because most of the educational materials are presented in texts (Suson, et al., 2020). The formative contributions of Ogbodo (2010), Bhan & Gupta (2010), and Singh (2011) noted that mastery in reading highly impacted the academic success of students.

The purpose of this study is to see if the Directed Reading Thinking Activity (DRTA), a method that engages the students actively with a text can improve the reading comprehension of Grade 7 students. According to Safitri, et al. (2022), DRTA strategy is very useful for improving students' ability in reading skills because it encourages students to make predictions based on the text by the keyword given.

Personally, the researcher chose this topic because she is interested to see if improving my Grade 7's reading comprehension will improve their grades. She personally want to see them reach their goals and make it easier for them to absorb information She teach them in class. She was chosen this topic because She find it alarming that students nowadays reach Grade 7 with poor

reading comprehension. She is bit worried that if this problem will not be addressed, her schools will only be producing future workers who will have difficulties with simple tasks such as following detailed instructions for various works. She is also very interested in helping DepEd in finding ways to improve students' academic performance through improving their reading comprehension.

This study evaluated the effectiveness of Directed Reading Thinking Activities to the Comprehension Performance of the Grade 7 Students in Genaro B. Lurenana National High School in the Schools Division of Ormoc City. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the comprehension performance of the Grade 7 students before the Directed Reading Thinking Activity (DRTA) intervention?
2. What is the comprehension performance of the Grade 7 students before the Directed Reading Thinking Activity (DRTA) intervention?
3. Is there a significant difference in the comprehension performances before and after the application of Directed Reading Thinking Activity (DRTA) of the Grade 7 pupils?
4. What improved intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the comprehension performances before and after the application of Directed Reading Thinking Activity of the Grade 7 students.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students in Genaro B. Lurenana National School particularly in the 4th grading period in the delivery of the most essential learning competencies in Filipino. The main local of the study is in Genaro B. Lurenana which is located under the Schools District 7 in the Schools Division of Ormoc City In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 7 pupils who were experienced the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students particularly in the 4th grading period To The Performance Of The Grade 7 Learners In Comprehension skills During The full Face To Face Class implementation. The different assessment were carefully done by the teacher-

researcher herself which are the pretest and posttest performances in Filipino. This is also the time that in between the pretest and posttest, the delivery of the most essential learning competencies in the Reading focus on Comprehension skills was then embedded with the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students in reading particularly in the 4th grading period were undertaken in order to validate their performances before and after the implementation of the inclusion of the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students.. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 7 learners before the implementation of the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students in the 4th grading period, The Posttest performance of the Grade 7 pupils after the implementation of the Effectiveness Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students, as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion. The proposed enhancement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 7 learners .

Sampling. There are 45 total of respondents who are included in the study. 28 respondents of the study were Experimental group and 17 females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 7 learners inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the Quasi-experimental research design that was used before and after the integration of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students as well as the test questionnaire are the tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Technology Based from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 4th grading period. The test questions were used before the inclusion of the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students particularly in the 4th grading period were given to the learners. After one month of the intervention of the inclusion of the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students particularly in the 4th grading period, posttest was given to the grade 7 learners with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different inclusion of the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students in the 4th grading period which were utilized for the identified approach in teaching, The Approval

and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The Effectiveness of inclusion of the Effectiveness of Directed Reading Thinking Activities (DRTA) to the performance in reading comprehension of the Grade 7 students particularly in the 4th grading period are the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 7 STUDENTS IN COMPREHENSION SKILLS

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	5	11
17-24	Good	34	76
9-16	Fair	6	13
1-8	Poor	0	0
Total		45	100
Weighted Mean		20.36	Good

The table 1 above shows the pretest performances of the Grade 7 Learners in Comprehension Skills who were not yet exposed to the identified intervention that was prepared by the teacher-researcher using the directed Reading Thinking Activities in the delivery of the most essential learning competencies in teaching English.

The directed reading Thinking Activities is one of the Activities that could guide the learners in dealing with their daily learning as they will be learning the different most essential learning competencies in teaching English for the 4th grading Period. This time in the delivery of the lessons learners rally need another unique way of teaching specially to the junior high school because the transition of blended learning to the real face to face classes is really visible. The teachers should find ways and means to make the learners more motivated to learn specially to those topics that need serious attention.

Based from the results in table 1, it was found out that the Weighted Mean Score which is coming from the scores of the 45 total number of respondents which is equal to 20.36 and it is set to be in a good level of performance. This average weighted mean is from the results in the validation of performance of the grade 7 learners in the different learning competencies or topics delivered by the teacher-researcher during the fourth grading period.

Based on the result in table 1 which focuses on the pretest performance of the grade 7 learners in the delivery of the different learning competencies in the English subject before the integration of the Directed Reading Thinking Activities that will be embedded during the teaching and learning process. Based from the results, it was revealed that from the score ranging from 33-40 in the excellent level from the highest class size or limits, there were none from the total number of respondents which is equal to 45 learners or 0 percent. Therefore none from the respondents

really gained the knowledge and skills in different learning competencies. In the very good level of performance gained by the learners in the delivery of the lessons for the 4th grading period. Based from the data given in table 1, it was found out that there were 5 respondents from the 45 total number of respondents who took the pretest examination. It has an equivalent percentage of 11 percent out of the 100 percent . Furthermore, in the score ranging from 17-24 which is said to be in a good level performance, there were 34 respondents and considered to be the dominant number of respondents. From the fair performance having composed of the score of 9-16, there were 6 total number of respondents or 13 percent out of the 45 total number of respondents who took the examination. While on the last level of performance which is the poor level of performance there were none from these level belong to the lowest level of performance which resulted to the weighted mean of 20.36 percent which is considered as good level of performances.

The result in table 2 which focus on the pretest performance of the grade 7 learners which focus on their comprehension skills implied that most of the grade 7 learners who took the pretest assessment on the comprehension skills of the learners are belong in the good level reading performances which means that some of the respondents are really learning the different skills that they are expected to learn for the 4th grading period which means that despite of the fact the now a days there are times that they are really experiencing difficulties in learning the different topics specially to learn to one of the most difficult subjects to be learned by the learners still some of them were able to learn the things or lessons delivered. But we cannot deny the fact that there are respondents have experiencing minor difficulties when the comprehension skills is concern. Those students having difficulties should also be given the chance to improve their learning skills by giving the different learning strategies to create a more directly proportional level of performances to all types of learners. Why? Because there are tendencies that there are times that those learners who were belong to the good level of performance could lower their performance or those who are in the fair level of performance could make their life difficult which means chances are they will be lowered to poor level of performance. The results really give a manifestation to all the teachers that they really need a favorable attention in order to improve their learning experiences and also create chances that makes them more motivated to learn the topics or skills. Moreover, to bridge the gap between the results of the learners to the expected performance level of the learners, the researcher needs new strategies to be adopted in order to improve the comprehension skills of the Grade 7 learners in order to improve their comprehension skills from fair level of performance to excellent level or very good level of performance at least.

TABLE 2
POST TEST PERFORMANCE OF GRADE 7 STUDENTS IN COMPREHENSION SKILLS

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	8	18
25-32	Very Good	28	62
17-24	Good	9	20
9-16	Fair	0	0
1-8	Poor	0	0
Total		45	100
Weighted Mean		28.80	Very Good

The table 2 above shows the posttest performances of the Grade 7 Learners invalidating the performance in terms of their Comprehension Skills after exposing or experiencing the new learning strategies that could help them to improve their comprehensions skills and in such a way that could bridge the gap between the difficulties or challenges experiences by the learners in learning the different learning competencies in English that makes the learners learn things fun and easy. The purpose of this learning strategies of the learners is that they were be able to grasp the idea of making things easy as they grasp the new learning strategy in teaching. In the implementation of the learning intervention, the teacher-researcher using the directed Reading Thinking Activities in the delivery of the most essential learning competencies in teaching Filipino that covers for 1 month or 4 weeks.

The directed reading Thinking Activities is one of the Activities that guide the learners during the delivery of the most essential learning competencies in teaching Filipino for the 4th grading Period. This time in the delivery of the lessons learners are already experiencing unique way of teaching specially to the junior high school because the transition of blended learning to the real face to face classes is really visible. The learners also creating way to learn through their own pace of learning.

Based from the results in table 1, it was found out that the Weighted Mean Score which is coming from the scores of the 45 total number of respondents is equal to 28.80 and it is set to be in a very good level of performance. This average weighted mean is from the results in the validation of performance of the grade 7 learners in the different learning competencies or topics delivered by the teacher-researcher during the fourth grading period and found to be significantly effective considering that there was an increase of performance from pretest to posttest performances of the grade 7 learners.

Based on the result in table 1 which focuses on the posttest performance of the grade 7 learners in the delivery of the different learning competencies in the Filipino subject after the integration of the Directed Reading Thinking Activities that were embedded during the teaching and learning process that lasted for 4 weeks or 1 month in the implementation. Based from the results, it was revealed that from the score ranging from 33-40 in the excellent level from the highest class size or limits, there were 8 total of respondents from the total number of respondents which is equal to 45 learners or it has an equivalent percentage which is equal to 18 percent. It can be further explained that in this level of performance, it can be gleaned that those respondents belong to this level is considered to be the 2nd to the highest in terms of dominance of learning performance. In the very good level of performance gained by the learners in the delivery of the lessons for the 4th grading period. Based from the data given in table 1, it was found out that there were 28 total number of respondents from the 45 total number of respondents who took the posttest validation or examination. It has an equivalent percentage of 62 percent out of the 100 percent. In this level of performance, this is considered to be the dominant level of performance which means that learners are really gaining positively. Furthermore, in the score ranging from 17-24 which is said to be in a good level performance, there were 9 respondents out of the total number of respondents who took the posttest performance validation. From the fair performance having composed of the score of 9-16, there were none of the respondents out of the total number of respondents or 0 percent out of the 45 total number of respondents who took the examination. While on the last level of performance which is the poor level of performance there were none from these level belong to the lowest level of performance which resulted to the weighted mean of 28.80 percent which is considered as good level of performances.

The result in table 2 which focus on the posttest performance of the grade 7 learners which focus on their comprehension skills implied that most of the grade 7 learners who took the posttest assessment on the comprehension skills of the learners are belong in the very good level reading performances which means that some of the respondents are really learning the different skills that they are expected to learn for the 4th grading period. It is really visible that having the new learning strategies in the delivery of the lessons even for 4 weeks or 1 month, it really creates positive changes and help to those respondents have experiencing minor difficulties when the comprehension skills is concern. Those students having difficulties have already improve their learning experiences because through the learning intervention which is the direct order thinking activities they have already given the chance to improve their learning skills and create a more directly proportional level of performances to all types of learners. Because some of the learners who are in the bottom level of performances have already gained positive impact on their learning career and created learning freedom to the learners. This results also gave the idea for teachers to focus on the things that the learners are really love the most. The results really give a manifestation to all the teachers that integrating new intervention in improving the comprehension skills to improve the literacy performance is very important and needs to be replicated to other learners.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 7 STUDENTS IN COMPREHENSION SKILLS

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 7 Learners	Pretest	20.36	1.931	1.323	Reject Ho	Significant
	Posttest	28.80				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest performances in terms of comprehension skills of the grade 7 learners before and after the integration of the directed reading thinking activities in the delivery of the most essential learning competencies in teaching English. Based on the findings of the study, there was a positive impact gained by the grade 7 learners from the new intervention shared by the teacher in the delivery of the most essential learnings competencies in English that was lasted for 4 weeks. Based from the results given, it can be gleaned that the pretest performance of the grade 7 learners is equal to 20.36 which is lesser than the posttest performance of the grade 7 learners when the researcher compared the two assessment result scores gained by the Grade 7 learners after the integration of DRTA which is equal to 28.80 which resulted to the computed T value 1.931 which is greater than the critical t value of 1.323 which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 7 learners before and after the integration of the Directed reading thinking Activities in the delivery of the most essential learning competencies in reading is rejected which means that the intervention is significantly effective in improving the comprehension skills of learners specially those topics which are very difficult to understand.

The result in table 3 implied that most of the grade 7 learners who took the pretest assessment on the comprehension skills of the learners are belong in the good level reading performances have the tendencies that there are times that those learners who were belong to the good level of performance could lower their performance or those who are in the fair level of performance could make their life difficult which means chances are they will be lowered to poor level of performance. The results really give a manifestation to all the teachers that they really need a favorable attention in order to improve their learning experiences and also create chances that makes them more motivated to learn the topics or skills. Moreover, to bridge the gap between the results of the learners to the expected performance level of the learners, the researcher needs new strategies to be adopted in order to improve the comprehension skills of the Grade 7 learners in order to improve their comprehension skills from fair level of performance to excellent level or very good level of performance at least. the learning intervention which is the direct order thinking activities they have already given the chance to improve their learning skills and create a more directly proportional level of performances to all types of learners. Because some of the learners who are in the bottom level of performances have already gained positive impact on their learning

career and created learning freedom to the learners. This results also gave the idea for teachers to focus on the things that the learners are really love the most.

IV. Conclusion

Based from the findings this study the integration of Directed Reading Thinking Activities is significantly effective in improving the Comprehension skills of the Grade 7 learners. Furthermore, the learning intervention which is the direct order thinking activities give the chance to the learners to improve their learning skills and create a more directly proportional level of performances to all types of learners. Because some of the learners who are in the bottom level of performances have already gained positive impact on their learning career and created learning freedom to the learners.

V. Recommendations

1. The proposed intervention plan should be utilized by the Grade 7 Teachers so that they will be guided on how to implemented the Directed Reading Thinking Activities in the delivery of the lessons.
2. The teachers in should integrate Directed Reading thinking Activities based to the most essential competencies to monitor and validate the comprehension skills of the Grade 7 learners.
3. The school head should conduct INSET which are related to the integration of Directed Reading Thinking Activitites so that teachers will be guided on how to deliver the lessons and also help other teachers to get the best practices of the teachers presenting the intervention.
4. The School Head should closely monitor the teacher's Teaching and learning Process integrating the intervention in order to test the effectiveness of the strategies.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results using the Directed Reading Thinking Activity.

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