COMPREHENSION STRATEGIES: ITS INFLUENCE ON THE APPLIED READING SKILLS OF GRADE 11 STUDENTS OF SAN BARTOLOME INTEGRATED HIGH SCHOOL

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Abstract

This study aimed to determine the Influence of Comprehension Monitoring Strategies on the Applied Reading Skills among Grade 11 students of San Bartolome Integrated High School S.Y. 2021-2022.

Specifically, it sought to answers the following questions: (1) .What is the level of Comprehension Strategies of the respondents in terms of; Visualizing, Self-Questioning, and Drawing Conclusions (2) What is the level of Reading Skills of the respondents in terms of; Generalizing, Comparing, Recommending and Suggesting, Decision-Making and Create Alternative Endings and Is there a significant difference in the respondents' pre-test and post-test scores after being exposed to their comprehension strategies?

The experimental design was used in the study to determine the comprehension monitoring strategies on the Applied Reading Skills of Grade 11 students of San Bartolome Integrated High School. The questionnaire via google form was used in garnering data.

The statistical treatment used was average score or mean. The T-test formula was used to determine the Influence of Comprehension Monitoring Strategies on the Applied Reading Skills of Grade 11 students of San Bartolome Integrated High School S.Y. 2021-2022.

The following are significant findings of the study: The pretest scores on the Applied reading Skills indicate that the respondents already fared well in Generalizing. Respondents exhibited a fairly satisfactory score in Comparing, Recommending and Suggesting, Decision-Making, and Creating Alternative Endings. The respondents showed

improvement in three out of the five reading skills Comparing, Recommending and Suggesting, and Decision-Making after exposure to Comprehension Strategies. However, there was no improvement in the respondents' skills in Generalizing and Creating Alternative Endings.

The post-evaluation results indicate that respondents increased their level of reading skills after exposure to Comprehension Strategies. The results showed that there is a significant difference between the respondents' Pretest and Posttest after being exposed in Comprehension Strategies.

The results showed significant relationship between the respondents' Comprehension Strategies and their Applied reading skills.

The results obtained in this research led to the realization of the following conclusions: The hypothesis stating that there is no significant difference between the pretest scores and posttest scores in Comprehension Strategies in terms of Visualizing, Self-Questioning, and Drawing Conclusions are rejected.

Introduction

Reading books can help students gain a better understanding and awareness of many situations. Books make learners become more self-aware and sensitive, as well as enhance their self-confidence. Reading books can boost students develop their imagination and creativity while also encouraging positive thinking.

Students must have good reading comprehension abilities in order to meet the educational goals and expectations that are set in the classroom. Understanding textual information is vital for learners because it allows them to swiftly locate information that is relevant to the text, eliminate information that is irrelevant to the text, and determine the important information to focus on. Academic achievement also needs students' ability to comprehend, analyze, and apply information gleaned from their reading (Clarke, Truelove, Hulme, & Snowling, 2013).

Monitoring comprehension is a method of determining whether or not students comprehend what they are reading. The students can take actions to improve their comprehension before continuing to read if

they realize they cannot explain the passage's key point.

Comprehension strategies are deliberate plans — sequences of steps that good readers employ to decipher text. Students who are taught comprehension strategies become active readers who are in charge of their own reading comprehension. Monitoring comprehension, metacognition, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing are the seven strategies in improving text comprehension.

The ability to comprehend written words is referred to as comprehension. It's not the same as being able to recognize words. Recognizing words on a page but not understanding what they mean is not the same as comprehension, which is the aim or goal of reading. Consider the situation where a teacher assigns a youngster to read a text. The child can read the full chapter, but when asked to explain what was read, he or she has no idea. The meaning of what is read is enhanced by comprehension. When words on a page are not just words, but concepts and ideas, reading comprehension happens. Reading is more entertaining, engaging, and educational when you understand what you're reading. It is required to excel in school, at job, and in life.

The purpose of applied reading skills is to figure out why the author says what he or she says. This high degree of comprehension necessitates the reader's use of some external criteria derived from personal experience in order to assess the writing's quality, values, author's reasoning, simplifications, and generalizations. The information will elicit emotional and intellectual responses from the reader. Students consider what the author is attempting to express as well as the goal of what they have written. This is a crucial talent because it takes a high level of not only comprehension, but also critical thought in order to discern the significance of a text and its goal. This, in turn, can aid reading by teaching youngsters to be critical of what they read by exposing prejudice based on motives.

In this study, this will focus the possible development of the students in using comprehension strategy in enhancing their applied reading skills of Grade 11 students of San Bartolome Integrated High School.

Background of the Study

Teaching strategies are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. An instructor may select different teaching strategies according to unit topic, grade level, class size, and classroom resources. Many kinds of instructional strategies are employed to achieve teaching and learning goals.

The Programme for International Student Assessment (PISA) 2018, The Philippines' average performance in Overall Reading Literacy is within Proficiency Level 1a, one level lower than the minimum proficiency level. This suggests that in general, Filipino students can understand the literal meaning of sentences or short passages, recognize the main theme, and make a single connection between several adjacent pieces of information. The OECD average was classified as Proficiency Level 3, two levels higher than that of the Philippines.

In response to this, the Regional Memorandum No. 624, s. 2021, Brigada Pagbasa was issued to make every learner a reader by engaging partners and stakeholders to promote the culture of reading. Brigada Pagbasa is an after-school reading program that envisions bringing together education partners and experts to help learners read and become functionally literate. It caters to learners who are non-readers and struggling readers from both formal and non-formal education systems nationwide.

Reading comprehension is simply the process of comprehending what one reads, whether audibly or silently. This statement therefore clarifies how important it is for every student to acquire reading abilities, because it is through the application of these skills that learners find important ideas and concepts from written material.

In this regard, it is essential that each learner master the required reading skills/competencies for each grade level in order to use them in obtaining information, comprehending written texts and concepts, communicating messages, and eventually developing the competencies needed in other areas of learning.

This study examined the relationship between the comprehension strategies (visualizing, self-

questioning, and drawing conclusion) within the applied reading skills.

Research Methodology

This study is an experimental method of research. Experimental research is a scientific approach to research, where one or more independent variables are manipulated and applied to one or more dependent variables to measure their effect on the latter. The effect of the independent variables on the dependent variables is usually observed and recorded over some time, to aid researchers in drawing a reasonable conclusion regarding the relationship between these 2 variable types, (Dr. Saul McLeod, 2012). This research method was appropriate since it answer the percentage of the respondents' effectivity of their comprehension strategies on the applied reading skills.

This study will be using the design utilized by Jeenthong et. al., (2014) wherein the researchers used a pretest – posttest control group design. The respondents were being exposed on different teaching strategies.

This research will be focusing on the influence of teaching strategies on the students. In terms of lesson content, the class will be exposing on different comprehension strategies in each session.

The areas of concern were the 30 students in low reading comprehension and will be used to expose on the comprehension strategies that will help them on their English Performance.

Statement of the Problem

The study sought to find out the effect of Monitoring Comprehension Strategy in enhancing the applied comprehension skills of Grade 11 students at San Bartolome Integrated High School. Specifically, it sought to answer the following questions:

1. What is the level of Comprehension Strategies of the respondents in terms of:

      1.1. Visualizing;

      1.2. Self-Questioning; and

      1.3. Drawing Conclusions

2. What is the level of Reading Skills of the respondents in terms of:

2.1. Generalizing;

2.2. Comparing;

2.3. Recommending and Suggesting;

2.4. Decision-making; and

2.5. Creating alternative endings?

3. Is there a significant difference in the respondents' pre-test and post-test scores after being exposed to their comprehension strategies?

Summary

The summary of findings, the conclusions are drawn, and recommendations for further studies are presented in this chapter.

This study aimed to determine the influence of Comprehension Strategies on the Applied Reading Skills among Grade 11 Senior High School students at San Bartolome Integrated High School for the school year 2021-2022.

In particular, it sought to determine answers to the following questions: What is the level of Comprehension Strategies of the respondents in terms of: Visualizing, Self-Questioning, and Drawing Conclusions, What is the level of Reading Skills of the respondents in terms of: Generalizing, Comparing, Recommending and Suggesting, Decision-making, and Creating alternative endings, and Is there a significant difference in the respondents' pre-test and post-test scores after being exposed to their comprehension strategies?

This teacher utilized Comprehension Strategies in teaching one experimental group composed of thirty (30) Grade 11 students. The respondents' Reading Skills (generalizing, comparing, recommending and suggesting, decision-making, and creating alternative endings) were measured using forty (25) item pretest and posttest as the instruments of this research. Another instrument used was a researcher-made Survey Questionnaire to evaluate respondents' perception of their experience in exposing in comprehension strategies. An English Teacher II from San Bartolome Integrated High School validated the instruments.

T-test of difference at 0.05 level of significance was used to determine the possibility of having a significant difference in the scores of respondents before and after exposure to the strategy. The mean was used to describe the respondents' perception of their affective learning levels. Paired sample T-Test was used to test the relationship between respondents' Pretest and Posttest.

Summary of Findings

The following were the findings of the research:

1. The pretest scores on the reading skills indicate that the respondents already fared well in Generalizing. Respondents exhibited a fairly satisfactory score in Comparing, Recommending and Suggesting, Decision-Making, and Creating Alternative Endings.

2. The respondents showed improvement in three out of the five reading skills Comparing, Recommending and Suggesting, and Decision-Making after exposure to Comprehension Strategies. However, there was no improvement in the respondents' skills in Generalizing and Creating Alternative Endings.

3. The post-evaluation results indicate that respondents increased their level of reading skills after exposure to Comprehension Strategies.

4. The results showed that there is a significant difference between the respondents' Pretest and Posttest after being exposed in Comprehension Strategies.

Conclusions

In the light of the aforementioned findings, the following conclusions are hereby drawn:

1. The hypothesis stating that there is no significant difference between the pretest scores and posttest scores in Comprehension Strategies in terms of Visualizing, Self-Questioning, and Drawing Conclusions are rejected.

2. Comprehension Strategies is more effective in developing reading skills in comparing, recommending and suggesting, and decision-making. However, the said strategies can retain the

development of reading skills in generalizing and creating alternative endings.

Recommendations

Based on the findings and conclusions made, the following are recommendations are presented:

1. The use of comprehension strategies has been noted to be effective in developing reading skills when used properly with well identified students. It is highly suggested that the strategies be used and tried to develop other skills as well.

2. Steps by steps practices in applying reading strategies in discussion during reading class are also recommended to make students get used to applying the strategies. Students can be autonomous, strategic and critical readers.

3. Further research is recommended to reveal some techniques to increase the level of understanding the text of the students in reading comprehension.

4. To fellow English Teachers, reading strategies of the learners can drastically change along the times. They can adapt metacognitive strategies to further strengthen the learning acquisition of students in terms of Reading Skills.

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