

IMPROVING THE READING COMPREHENSION OF GRADE 7 LEARNERS THROUGH REFLECTIVE ACTIVITIES

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Abstract: Reading is one of the most essential skills a person must have. Therefore, this study attempts to improve the reading comprehension of Grade 7 learners through Reflective Activities. Eighteen (18) Grade 7 learners under frustration level participated in the study. Reflective Activities was employed, and a reading comprehension test was used to collect the required data. This study is action research designed to determine if there is an improvement in students' reading comprehension after implementing the Reflective Activity. The implementation of Reflective Activity in this study frames Richard Sagor's Four-Stage Model of action research. The researchers have developed a strategy to address students' reading comprehension through reading and reflecting, . This strategy combines reading approaches to cater to the essential factors necessary for compelling reading. Mean and Standard Deviation were used to determine the students' comprehension level during pre-test and post-test and determine how dispersed the scores were. Paired Sample T-test was also employed to determine the significant difference between the pre-test and post- test scores. The findings revealed significant differences between students' pre-test and post-test reading comprehension levels using the Reflective Activity. The study concludes that adopting the Reflective Activity improves the Grade 7 learners reading comprehension.

Keywords— reading, comprehension, reflective, activities

1. INTRODUCTION

Reading involves more than just choosing an article and reading it through. You must recognize the word and comprehend it in order to understand what it means. This is a cognitive process with several facets. Because it must be learned before all other macro skills, reading is the most fundamental macro skill. Reading, though, goes beyond simply understanding letters and symbols when it comes to teaching and learning. It is a difficult procedure that requires word recognition together with the ability to interpret meaning and analyze material.

As one of the basic skills required in the classroom, reading takes a significant role in a child's learning process as it is the most prominent language skill (Sadiku, 2019). As claimed by Helarde (2021), it is the mother of all study skills. However, despite a long-standing awareness of reading comprehension as an integral component of the

learning process, it remains a critical concern for the schools in Philippine education. Reading comprehension is one of the most complex behaviors in which humans engage.

Reading theorists have grappled with how to comprehensively and meaningfully portray reading comprehension and many different theoretical models have been proposed in recent decades (McNamara & Magliano, 2020; Perfetti & Stafura, 2019). These models range from broad theoretical models depicting the relationships and interactions among comprehension subcomponents to models of specific comprehension processes.

Reading comprehension requires the coordination of multiple linguistic and cognitive processes including, but not limited to, word reading ability, working memory, inference generation, comprehension monitoring, vocabulary, and prior knowledge (Perfetti, Landi, & Oakhill, 2021). The multifaceted nature of reading comprehension is reflected in component models that consider subcomponents of comprehension

Teachers play an essential role in facilitating learners to improve their reading skills. In fact, since the majority of reading facilitators frequently employ conventional teaching approaches, the difficulty of teaching reading comprehension continues to be a big problem for teachers. The performance of the students was occasionally hampered by the teacher's instructional techniques. Training in strategies improves reading performance (Singhal 2021). As a result, it is crucial for teachers to possess the necessary teaching methods to meet the needs of their students' reading development. Indeed, teachers play a crucial part in students' ability to read. Sometimes inadequate teaching by an ineffective instructor leads to poor reading achievement (Casing, 2019). Alyousef (2022) emphasized that it is the duty of the instructor to encourage reading in kids by choosing relevant materials. Especially for those who are just starting to learn. Despite the fact that many academics have struggled to define reading strategies consistently due to the variety of language acquisition contexts, it is generally accepted that reading strategies refer to deliberate reading engagement. Reading procedures stated by Carrel (2019) include skimming, scanning, speculating, forecasting, drawing inferences, verifying or refuting assumptions, identifying essential concepts, pinpointing the primary idea, rereading, and other techniques. Which reading techniques improve reading comprehension the most needs to be investigated further. According to Alyousef (2022), few researchers do a thorough examination of a variety of techniques, preferring to concentrate on a single cognitive strategy. The majority of earlier studies have only looked at one specific strategic intervention. Teachers must include numerous active learning techniques to enhance each learner's comprehension and offer a variety of exercises to do so. It has been demonstrated that teaching children reading comprehension skills in combination greatly enhances their reading ability (Cooter, 2019). These techniques include inferring information from context, setting expectations, assuming the author's intent, skimming ahead to fill in the context, etc. Consideration must be given to developing and employing diverse reading techniques. It's important to experiment with different reading strategies rather than simply lecturing pupils on the subject; instead, come up with ways to successfully manage and reinforce the reading material.

It can be resolved through the teacher's learning process (Amira, 2018). The reflective activities a reading comprehension tactic that makes use of a variety of exercises and may offer a solution (reflect). The Reflective approach consists of processes that let a youngster engage actively in their learning and assimilate knowledge utilizing many senses. The process starts with reading the material, is followed by telling the story again, reactions, and comments. Students become more involved in the reading process by using the Reflective approach. The reader goes through text

recognition in the first stage of the approach, which is necessary for the activities that follow and help with text comprehension. Retelling comes as the second task.

Dialogic Reading, one of the pillars of the intervention created for this action research, serves as the anchor for this step. Importantly, dialogic reading is a strategy that involves reading picture books aloud to pupils while using dialogue to draw them into the story. Through dialogic reading, the child develops their storytelling skills (Whitehurst et al., 1994). The text talk technique is a read-aloud method designed to aid children in developing their oral language and vocabulary (Beck & McKeown, 2021). The reader will be able to identify the narrative's core theme and supporting details during this stage, which will help him comprehend the written material. The third stage of the technique is reacting

2. RESEARCH QUESTIONS

There is no doubt that the problem of reading comprehension in classrooms is a pressing one that requires attention. Reading comprehension has been a major concern for schools because it seems to be a unique issue that hasn't been solved despite efforts to raise kids' reading levels. Therefore, the purposes of this study have opted to innovate and implement reflective activities in order to help address the issue with students' reading comprehension. Implementing such an approach is meant to help kids who are struggling with reading comprehension.

Specifically, it seeks to answer to the following questions:

1. What is the pre-test reading comprehension level of students using reflective activity?
2. What is the post-test reading comprehension level of students through reflective activity?
3. Is there a significant difference between pre-test and post-test comprehension levels of the respondents?

2.1 HYPOTHESIS

There is no significant difference between the pre and post-test scores of students under the frustration level of reading after going under Reflective Activities.

2.2 SIGNIFICANCE OF THE STUDY

The study looks forward to providing beneficial results to the following:

Students. They will be able to improve their reading comprehension by using reflective activities. Also, through interactive activities such as brainstorming sessions, peer-

group activity, recitation, group presentation etc. Through this, it will help them to become active learners.

Teachers. They will play a vital role in the study by selecting appropriate interactive activities that will motivate and help the learners to improve their reading comprehension. In line with this, the teacher will establish learner-centered during class.

Parents. Through this study, the parents are involved to motivate more their children to Improve their reading comprehension through reflective activity. By this, they will be able to become confident and when it comes in reading

Future researchers. They can use this study as supporting data on their research study. In this way, they will be able to know the importance of improving reading comprehension by selecting appropriate interactive activities that will help the students to become more active during classes.

3. SCOPE AND DELIMITATION

Before you begin to format your paper, first write and This study will utilize an action research design. According to Clark et al 2020, An approach to performing educational research is action research. This methodology is frequently used by educators and other professionals to evaluate and enhance the pedagogy and methods of an educational practitioner. Action research is thus a continuation of the everyday reflection and critical self-reflection that teachers engage in. Action research integrates theory and practices through transformation and reflection in a problematic situation within a mutually acceptable ethical framework. Action research is an iterative process in which researchers collaborate on a set of tasks, such as problem assessment, active intervention, and reflective learning. Action research design is used in this research to determine if there is an improvement in students' reading comprehension after implementing reflective activity.

3.1 METHODOLOGY

3.2 TYPES OF RESEARCH

The researchers used a quantitative method, where it is defined to quantify the problem by way of generating numerical data using precise measurement or data that can be transformed into usable statistics. Quantitative research is used to quantify attitudes, opinions, behaviors, and other defined variables and generalize the results from a larger sample population. It attains a greater knowledge and understanding of the social world. The research design used by the researchers is descriptive research. According to Porto (2019), Descriptive research involves collecting data in order to get the test hypothesis or to answer the questions concerning the current status of the study. The results from Descriptive research can in no way be used as a definitive answer or to disprove a hypothesis but, the limitations are

understood, they can still be a useful tool in many areas of scientific research.

3.3 RESPONDENTS

The respondents of this study are the Grade 7 students under frustration level from James L. Gordon Integrated School. The researcher will used purposive sampling, for a set of criteria should be met in choosing the participants. According to Arikunto (2019) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

3.4 PROPOSED INNOVATION / INTERVENTION STRATEGY

The intervention used in this study aims to address only the reading comprehension considering the grade level of the participants. In general, the researchers have determined that Reflective is useful and helpful in improving students' reading comprehension. The researchers recommend this strategy as an intervention for students under frustration level and as a metacognitive strategy for students at instructional and independent levels. The researchers will employ this strategy to promote and improve reading comprehension in their respective schools. Reflection Activity may also be adapted by their individual Schools Division. It is also recommended that future studies expand the scope of the research to other sections of a scholarly research paper and broaden the sample of the study to include the primary pupils who are in the early stages of developing reading comprehension.

4. INSTRUMENT

The researcher will use a reading material, to assess student's reading comprehension levels before and after the implementation of reflective activity. The material that was used in this study was reviewed and validated by Nebraska Department of Education 2019. The reading material compromise two reflective questions. The obtained score percentage were interpreted as follows (as adapted from Johnson, Kress, and Pikulski, 2022): International Journal of Humanities, Art and Social Studies (IJHAS), Vol. 7, No.1/2, May 2022

4.1 DATA COLLECTION

The researchers followed some procedures in order to achieve the objectives of the study. First, the researchers secure permission by sending an approval letter of request to the School Principal. After receiving the approval, the researchers oriented the respondents and instructed them on how the instrument is accomplished. The research gave a reading material to Grade 7 learners and there are reflective questions that they will answer. The pretest end administered before the start of the unit to determine the academic

achievement of the students before the application of the strategy. Then during the application of the strategy, the students' performance was evaluated by the reflective activity. After the application of the strategy the post-test was administered. lastly, the results from the pre-test and post-test were compared to determine the effectiveness of the strategy.

4.2 TOOLS FOR DATA ANALYSIS

The researcher used MS Excel and SPSS in analyzing the gathering data. First the frequency and percentage distribution, this was employed to determine the frequency counts and percentage distribution of the raw scores of the respondent. Second is Weighed/Arithmetic Mean, this used to determine the average of the responses. Third is the standard deviation, since the mean was chosen as the measure center, this was used to measure the spread of how far the observations are from their mean. it is the square root of the variance. Third, the researcher used T-Test to determine if there is significant difference between the pre-test and posttest. Lastly, the researcher used the Philippine Informal Reading Inventory (Phil-IRI) to assess the reading comprehension of the students before and after the intervention.

Table 1

Philippine Informal Reading Inventory (Phil-IRI) Tool

Student's Score Percentage	Comprehension Level	Meaning
100%-80%	Independent	The level at which readers function on their own with almost perfect oral reading and excellent comprehension(Flippo , 2014).
79%-59%	Instructional	The level at which readers profit the most from teacher- directed instruction in reading(Flippo, 2014).
58% Below	Frustration	The level at which reader find reading materials so difficult that they cannot successfully respond to them(Flippo, 2014).

4.3 RESULTS AND DISCUSSION

This chapter includes the analysis of each part which is the result, data analysis and coding of data gathered during the fieldwork.

5. PROFILE OF THE PARTICIPANTS

This study will involve a total of 18 participants, which consists of two 11 females and 7 males. The participants ages range from 12-14 years old. The participants are all enrolled in James L. Gordon Integrated School, The interaction of text, reader, and context in reading, Singhal, M. (2021)

Table 2
Distribution of Respondents of Grade 7

Section	Female	Male	Total
Faith	18	7	18

The study encompassed the students from Grade 7- Faith at James L. Gordon Integrated School during the school year 2023-2024.

Reading comprehension level of students using reflective activity during pretest

The students are categorized into three reading levels based on their test results. If they got a score from 5.8 and below (5.8 and below), they are classified as frustration-level readers. While students who scored five point nine to seven point nine (5.9-7.9) are on the instructional level of reading. And those who got eight to ten (8-10) points are considered independent readers.

Table 3
Pre-test Mean and Standard Deviation Scores

Student	Score Percentage	Comprehension level
11	65%	Frustration
6	30%	Instructional
1	5%	Independent
Mean=5.27		STDEV=1.3

Table 3 shows the pre-test of the eighteen students, sixty five percent (65%) of them fall under the frustration reading level, while thirty percent (30%) of the students fall under the instructional reading level, lastly five percent (5%) of the students fall under independent reading level. One (1) out of eighteen (18) of the students got three points, four (4) out of eighteen (18) of the students got four points, six (6) out of eighteen (18) students got five points, while six (6) out of (18) of the students got six points and the remaining one (1) student got eight points. In total, it yielded a mean score of 6.27 and 1.3 is the standard deviation.

The results of the pre-test may have various root causes. According to Cutting (2019), there are various factors that lead to reading failure, including impoverished

exposure to language and early literacy activities, lack of adequate instruction, and/or more biologically based risk factors. He identified instruction and markers for at-risk readers are the two most relevant factors to K-12 reading educators.

Table 4
Post-test Mean and Standard Deviation Scores

Student	Score Percentage	Comprehension level
4	12%	Frustration
8	54%	Instructional
6	34%	Independent
Mean=6,8		STDEV=1.504

Table 4 shows the result after the intervention, the students took another test to measure if there were improvements in their reading levels. In Table 2, you can observe that in the post-test of the eighteen students, thirty four percent (34%) fall under the independent reading level, while fifty-four percent (54%) of the students fall under the instructional reading level, Lastly, eleven percent (12%) of the s students fall under the frustration reading level.

One (1) out of eighteen (18) of the students got four points, one (1) out of eighteen (18) of the students got five points, seven (7) out of eighteen (18) students got six points, four (4) out of (18) of the students got seven points, two (2) out of (18) of the students got eight points, while two (2) out of eighteen (18) students got nine points, and the remaining one (1) student gotten points. In total, it yielded a mean score of 6.83, and 1.5 is the standard deviation.

In a study by Araim (2019) entitled, Guided Reading at The Frustration Level, possibly what we know about reading levels according to student achievement might have been different when guided reading first came about. This has made an impact on the way that guided reading is used within the classroom setting. Utilizing this strategy through calls and in reading interventions can help improve the reading levels of students.

Table 5
Significant difference between pre-test and post-test comprehension levels of the respondents

Variable	Mean	SD	t	P-value	decision	interpretation
Pre-test	5.27	1.3				
Post-test	6.83	1.5	3.83	0.001	Reject H0	Significant $\alpha=0.05$

Table 5 shows the significant difference between the pre-test and post-test of the respondents, where pre-test (M = 5.27, SD = 1.3) and post-test (M = 6.83, SD = 1.5), t (17) = 3.83, p=0.001.

Since the p-value is less than the level of significance, we reject the null hypothesis. The post-test population's average is considered to be not equal the pre- test population's average

This shows notable improvement in the reading levels of the 18 students from James L. Gordon Integrated School after the implementation of Reflective Activity.

Table 1, in the pre-test of the eighteen students, sixty five percent (65%) of them fall under the frustration reading level, while thirty percent (30%) of the students fall under the instructional reading level, lastly five percent (5%).

The table shows a significant difference between pre-test and post-test scores (M = 5.27 vs. M = 6.83, t (17) = 3.83, p=0.001). Rejecting the null hypothesis suggests improved reading levels post Reflective Activity among 18 students from James L. Gordon Integrated School. Initially, 65% were at frustration levels, 30% instructional, and 5% independent.

6. CONCLUSIONS

Based on the results and findings of the data collection process, the researchers concluded the following:

1.The low mean pre-test score of 6.27 with a standard deviation of 1.3 suggests that, on average, the participants were at frustration reading levels.

2.The post-test result, with a mean score of 6.83 and a standard deviation of 1.5, indicates that, on average, the students' reading levels shifted to instructional following the Reflective Activity implementation.

3.The t-test reveals a significant difference between students' scores pre and post Reflective Activity. Posttest results show 11 "Instructional Readers," 5 "Independent Readers," and only 2 "Frustration Readers." This improvement suggests continued reading program participation can further elevate their reading levels.

4.The results of this research have proven that students learn better when interventions are done extensively and intensively. Therefore, Reflective Activity is found to be effective in improving Grade 7 students' level of comprehension and there is a significant difference in their comprehension level after using Reflective Activity.

7. RECCOMENDATIONS

The researchers recommend the following actions referenced from the above findings and conclusion:

1.Reflective Activity may be continued to further enhance the reading levels of the students in James L. Gordon Integrated School.

2.A follow-up study may be conducted to validate the results and further improve the reading materials used in this research.

3.This reading program may also be extended to other schools to yield more data that can be used to strengthen the Reflective Activities.

4. Future researcher may explore the reflective activities in broader research paper sections and include primary pupils to cover early reading comprehension stages.

8. WORK PLAN

Table 6
Work plan

Activities	Accomplishment Date
Presenting the approved letter to conduct the Classroom-Based Action Research to Grade 7 learners	February 5, 2024
Implementation of the intervention	February 23, 2024
Data Gathering, and interpreting the results of the implemented intervention	March 13, 2024
Submission of Findings, Conclusions, and Recommendations	May 20, 2024
TOTAL NUMBER OF DAYS	73 Days

Table 7
Cost Estimates

Activity/ Material	Estimated Budget
Printing of Material	936
Others	750
Total	1,686

9. PLAN FOR DISSEMINATION AND UTILIZATION

Once completed, the researcher will submit a copy of this study towards the respective schools; namely; James L. Gordon Integrated School and Gordon College. The findings from this study will be presented to the classroom-based action research final defense.

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11. DEDICATION

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