Grade 9 Reading Strategies for Instructional Plans

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Abstract

This study was conducted to propose Instructional Plans based on the effective reading strategies found out in the study. Specifically, this study assessed the teaching strategies for the reading comprehension of the grade 9 students in Talisay City National High School, Talisay City, Cebu, Philippines. The study employed the descriptive- quantitative method of research. The researcher-made questionnaire was used to identify the extent of use of the strategies utilized in students' reading activities. There were 40 students used as the respondents of the study. It was found out that chunking for fluency, micro selection, word mapping, and inferences were found to be very effective in word and sentence level and generating interaction between schemata and text, read, pair and share, vocabulary role play, and connectives in paragraph level. Using the strategies in the reading activities, the performance of the students in the identified competencies were effective and very effective, respectively. These revealed that there was a significant relationship between the strategies used and the students' performance. The author concluded that there are various effective teaching strategies for reading comprehension used by the teacher in Talisay City National High School.

Keywords: Keywords: Strategies, Comprehension, Teaching, Instructional, Classroom

Introduction

Reading comprehension has something to do with the level of understanding of a passage or text. Reading at the rate of two hundred to two hundred twenty words per minute is considered as a normal speed of reading. For normal reading rates, seventy-five percent is an adequate level of comprehension. That denotes if a child can understand the meaning of at least 75% of the total text given, then it is regarded as acceptable limits for reading comprehension (Herell, 2005).

Effective reading comprehension needs strategies like vocabulary building, phonics, fluency skills. A person with good comprehension skills is considered an active reader, with an ability to interact with the words by comprehending their complete meaning and the concept behind it. Hence, the skill of reading comprehension distinguishes an active reader from a passive reader who just read the text without getting its meaning (Villamin, 2007).

Every student has different levels of comprehension. Thus, the teachers really play a significant role in making their learners comprehend the texts. The teachers have to equip

themselves with multiple strategies to cater to the needs and different learning styles of the students.

Talisay City National High School is in the process of improving and rebuilding the English proficiency of their students. In spite of their growing population for years now, the school stakeholders have seen that there are still many students who have shown a low level of comprehension. Some learners are even showing that they have difficulty in answering simple literal questions.

It is really tough on the part of the teachers for they have 40-50 students in a class, and many of their students don't have English books. For the last two school years, the Department of Education, Talisay City Division has revealed the statistical result of NAT-English in Talisay City National High School, which is just around 56% passing percentage. This implies that TCNHS still has a long way to run. Hence, in order to reach competence, the school has to continuously improve and always feel unsatisfied with the current standing.
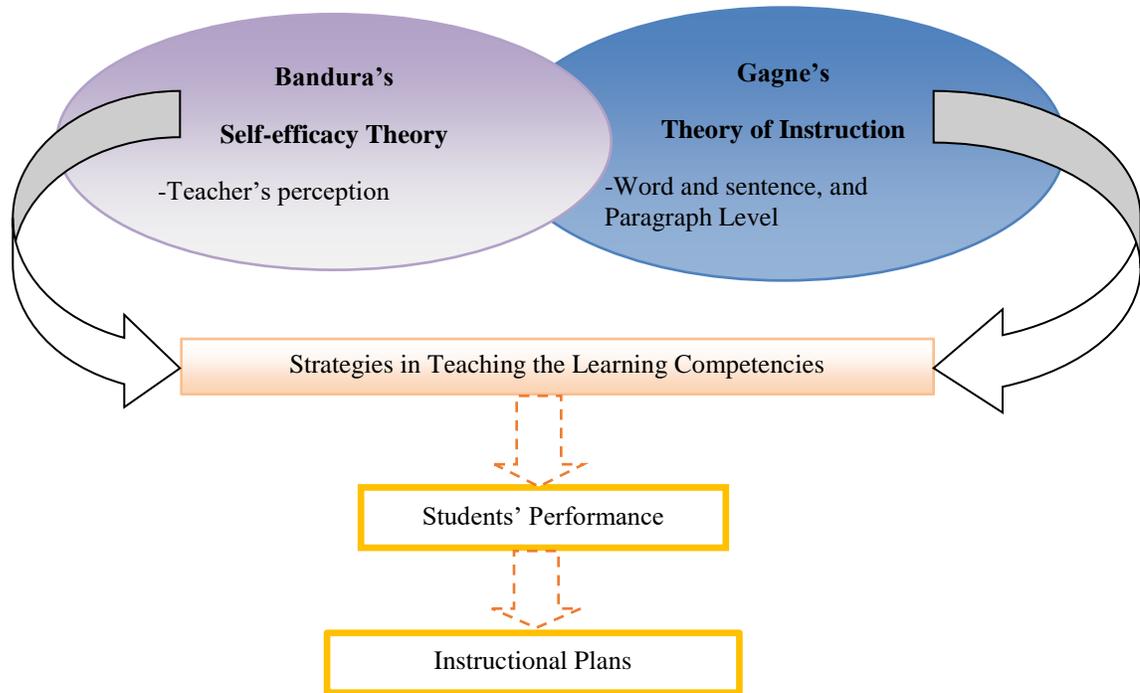
One factor which may greatly affect and influence the result of every National Achievement test for English is the students' ability to comprehend the texts. Before the students can give an answer to the questions, she or he has to comprehend the texts first. Therefore, they have to hone their reading comprehension skills. With this scenario, the study is conducted to help improve Talisay City National High School's English curriculum in the long run.

Review of Literature

This study assumed that there were various effective teaching strategies for reading comprehension used by the English teachers of Talisay City National High School. This research was supported by Albert Bandura's Self-efficacy Theory and Robert Gagne's Theory of Instruction.

Self-efficacy Theory. Perceived self-efficacy is defined as people's views about their abilities to produce designated levels of performance that exercise influence over events that affect or influence their lives (Bandura, 1994). Self-efficacy principles determine how people feel, think, motivate themselves, and behave. This theory was well-developed within the context of Bandura's Social Cognitive Theory.

For Bandura, the competence that is most distinctly human is that of self-reflection; thus, it is a noticeable feature of social cognitive theory. Through self-reflection, people find meanings of their experiences, explore their own cognitions and self-beliefs, engage in self-evaluation, and alter their thinking and behavior accordingly. Of all the thoughts that affect human functioning, and standing at the very core of the social cognitive theory, are self-efficacy beliefs, people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.

Bandura's

Self-efficacy Theory

-Teacher's perception

Gagne's

Theory of Instruction

-Word and sentence, and Paragraph Level

Strategies in Teaching the Learning Competencies

Students' Performance

Instructional Plans

The Schematic Presentation of the Theoretical Background of the Study

A strong sense of efficacy boosts human accomplishment and personal welfare in many ways. People with a high pledge in their capabilities approach difficult tasks as challenges to be overcome rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep inclination in activities. They set challenging goals and maintain a strong commitment to them. They enhance and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or lacking knowledge and skills, which are acquirable. They approach intimidating situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress, and lowers vulnerability to depression.

On the contrary, people who doubt their capabilities would shy away from difficult tasks, which they view as personal threats. They have low aspirations and a weak commitment to the goals they desire to pursue. When faced with challenging tasks, they dwell on their personal deficiencies, the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on performing successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude, it does not require many failures to lose faith in their capabilities.

Specifically, in an educational context, teacher self-efficacy is the teacher's personal or self-perceived belief in the ability to plan instruction and accomplish instructional objectives. It affects the belief the teacher has about his/her ability to teach students efficiently and effectively.

Teacher self-efficacy should be distinguished from teacher competence, which is usually interpreted or applied to refer to the teacher's professional knowledge and skills (Gavora, 2011). Teacher self-efficacy is a wide-ranging concept, and in fact, high self-efficacy causes and enables the successful use of professional knowledge and skills, or conversely, low self-efficacy impedes effective use of professional knowledge and skills. Thus, teacher self-efficacy is a strong self-regulatory characteristic that enables teachers to use their potentials to enhance pupils' learning. It should be acknowledged that teacher self-efficacy is related to perseverance; the stronger the self-efficacy, the greater the perseverance -- and the greater the perseverance, the greater the likelihood that the teaching behaviors will be successful.

According to him, self-efficacy has two components: efficacy expectation and outcome expectancy. The former is the conviction that one has the ability, knowledge, and skills to successfully execute the behavior or actions required to produce the desired outcomes. The latter represents a person's estimate of the likely consequences or impact of performing a task at the self-expected level of performance. That is, outcome expectancy is the belief that a given behavior or action will indeed lead to expected outcomes. To be successful, the teacher must have both high efficacy expectations and high outcome expectancy. If the teacher has the former and not the latter, it is unlikely that the teacher will be a successful teacher even if the teacher is professionally well-qualified.

Ashton (1984) identified two dimensions of teaching efficacy: general, the extent to which a teacher believes her students can learn the material; and personal, the extent to which a teacher believes her students can learn under her instruction. Ashton argued that teachers' beliefs about their ability to bring about outcomes in their classrooms, and their confidence in teaching in general, play a central role in their abilities to effectively serve their students.

According to Bandura, expectations of personal efficacy are based on four major sources of information. These include performance accomplishments, vicarious experience, verbal persuasion, and physiological states.

Performance undertakings are especially influential because they are based on personal mastery experiences. Bandura believed that the most effective way of emerging a strong sense of efficacy is through mastery experiences. Bandura mentioned that successes raise mastery expectations; repeated failures lower them, particularly of the mishaps that occur early in the course of events. After strong efficacy expectations are developed through repeated successes, the negative impact of occasional failures is likely to be reduced. Gavora mentioned, as regards to the teaching world, this happens in situations in which teachers demonstrate their own teaching success, thus proving that they are competent teachers. Enacted mastery teaching

experiences are the most influential source of self-efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed.

Every time teachers would engage in teaching activities, they interpret their outcomes and use these interpretations to develop viewpoints about their ability to engage in similar activities. If these activities are constantly successful, they tend to raise self-efficacy or, conversely, if these activities typically produce failure, self-efficacy is likely to be lowered. Therefore, if a teacher initially has a low sense of efficacy, it will bring doubt about his abilities. Such doubt likely will lead to failure in teaching and also reinforce low self-efficacy.

Bandura stated that mastery experiences are not the sole source of information concerning the level of self-efficacy of a person. Many expectations are derived from vicarious experience. Seeing others perform threatening activities without adverse consequences can generate expectations in observers that they too will improve if they intensify and persist in their efforts. It persuades them that if others can do it, they should be able to achieve at least some improvement in performance. According to Gavora, the vicarious experience is learning from observation of the successes of other teachers. Noticing and modeling successful teachers may generate expectations that teachers can learn from the successes of other team members, which in turn, can result in their own positive self-efficacy.

Another source of self-efficacy is verbal persuasion. As mentioned by Bandura, verbal persuasion is widely used because of its ease and ready availability. People are lead, through suggestion, into believing they can cope successfully with what has overwhelmed them in the past. Gavora stated that colleagues and superiors' social persuasion that a teacher can teach successfully would enhance the teacher's self-efficacy. For example, coaching and providing encouraging feedback are commonly used actions that likely influence teacher self-efficacy positively. Essentially, emotional support builds a teacher's belief in teaching self-efficacy.

The last source of self-efficacy, according to Bandura, is the physiological and emotional states. Bandura said that stressful and taxing situations generally elicit emotional arousal that, depending on the circumstances, might have informative value concerning personal efficacy. Therefore, emotional arousal is another constituent source of information that can affect perceived self-efficacy in coping with threatening situations. People rely partly on their state of physiological arousal in judging their anxiety and vulnerability to stress. Because high arousal usually debilitates performance, individuals are more likely to expect success when they are not beset by aversive arousal than if they are tensed and agitated. Furthermore, Gavora agreed that the physiological and emotional states of the teacher influence self-efficacy judgments. For instance, a teacher's excitement and passion can provide cues about foreseen teaching attainment. On the contrary, stress, anxiety and other negative energies can lead to negative judgments of teacher abilities and skills. This is in part what differentiates teacher self-efficacy, as a broader concept, from teacher confidence. A teacher who is profession-ally well-qualified

may not be a successful teacher if personal negative or inhibiting emotional factors come into play. In general, the more narrowly defined concept of teacher confidence is less influenced by emotional factors outside the realm of teaching than is teacher self-efficacy.

Theory of Instruction. This theory of Robert Gagne stipulates that different learning styles exist and that different instructional approaches are required to maximize the achievement objectives of each specific learner. The focus of this theory is on the retention and honing of intellectual skills. This is also known as Cumulative Learning Theory or Theory of Assumption (Culatta, 2019).

Robert Gagne developed the idea of a task analysis or the Hierarchical Nature of Skill Building, which follows a simple to more complex task hierarchy in order to build skills. An example of this theory is stipulated in Success in the Classroom by Marie Hackett, reading a paragraph depends on reading a sentence, reading a sentence depends on understanding the meaning of words which the latter also depends on identifying letters.

Recker (2005) mentioned that the emphasis on skill hierarchy is based on the foundations of behavioral psychology, which bases theories on observable behavior. Once behaviors are assessed and observed, a task analysis is used to break down the components attributable to skill acquisition. Within these skill hierarchies, there were originally eight Types of Learning, which Gagne distinguished; signal learning, stimulus-response learning, chaining, verbal association, discrimination learning, concept learning, principle learning, and problem-solving. Gagne thought that they distinct in terms of internal organization in the long-term memory and required mental processing. Later, Gagne revised these types of learning and constructed five major learning outcomes. These are intellectual skills, verbal information, cognitive strategies or approaches, motor skills, and attitudes.

Verbal information is shown when one is able to state previously learned material. Intellectual skills pertain to procedural knowledge. A person should be able to discriminate objects or features, be able to identify concrete concepts or features, use concepts and rules, as these are the subcategories of this learning outcome. Cognitive strategies are personalized ways to guide learning, thinking, and feeling. This involves skills that influence the selection and activation of other production systems, usually simple, like breaking a problem into parts retrieved by external or internal cueing. Learning could be enhanced in this outcome through little use of prior knowledge but a lot of use of practicing with different examples. Motor skills use muscles to perform. Prior learning and practice enhance the learning of motor skills. Attitudes are acquired mental states that, in certain situations, influence one's actions. This requires a human model to learn from.

Robert Gagne believes that within any learning hierarchy, less complex skills transfer positively to more complex skills. Once skills are taught, these simple skills are able to be generalized to other situations. Therefore, Gagne believes learning is cumulative; that is, skills

build on skills to achieve higher levels of learning, and this learning itself is developed intellectually by teachers through planned or directed learning. Gagne (1968) developed the Nine Events of Instruction to guide teachers' instruction. The first of which is gaining attention, which presents a stimulus to ensure reception of instruction. The second event of instruction is stating the learning objective. This answers what the student would gain from the instruction. The third is stimulating recall of prior learning, which is asking for a recall of existing knowledge. The fourth event of instruction is presenting the stimulus, which is displaying the content. The fifth is providing learning guidance. Sixth is eliciting performance. This happens when learners respond to demonstrate knowledge. The seventh event of instruction, as mentioned by Gagne, is providing feedback, which is giving informative feedback on the learner's performance. This is followed by assessing performance. To reinforce information, there should be more performance and more feedback to be assessed. The ninth event of instruction is enhancing retention and transfer to other contexts. This happens when learners are able to generalize and transfer skills to new problems or situations.

A lot of books have been published, and research studies have been conducted about teaching strategies that aid reading comprehension. Thus, several related studies are reviewed and presented in this paper.

Song (2020) conducted a study on reading comprehension strategies of learners reading in English-as-an-additional language. The findings revealed that students who were provided with strategic reading instruction received both statistically and significantly higher grades on three reading comprehension assessments than the students in the control group. The aforementioned study is similar to the present study in a way that both studies deal with reading comprehension strategies. Song's findings may be true to some of the reading strategies utilized in the present study.

Ahmadi and Gilakjani (2012) also had a study on reciprocal teaching strategies and their impacts on English reading comprehension. In this study, reciprocal teaching involves four main metacognitive reading strategies: predicting, questioning, clarifying, and summarizing. The research's goals are to define the key terms, explain the models of the reading process, review reading process, and reading strategies, discuss cognitive and metacognitive strategies and reading comprehension, elaborate reciprocal teaching and its theoretical framework, mention the related research on reciprocal teaching, and state relationship between reciprocal teaching and reading comprehension. The findings noted that reciprocal teaching had a significantly positive effect on the English reading comprehension and usage of the four main metacognitive reading strategies of EFL students. This study is somehow similar or related to the present as both investigate teaching strategies for reading. The present study also deals with strategies like predicting, questioning, and clarifying.

Ozek and Civelek (2006) had a study on the use of cognitive reading strategies by ELT students. The research aimed to analyze which reading strategies are generally utilized by ELT students while reading a text, and which reading strategies are needed to be developed to understand the text better, and thus, to continue academic studies successfully. The results revealed that the students used only one strategy, "relating the title to the text content," in the pre-reading phase. As for the while-reading phase, the most effectively employed strategies were: using the dictionary parsimoniously, guessing the meaning of a word from the context, skipping some unknown words, thinking-aloud during reading, and assimilating the text with the background knowledge. Further, the findings indicated that there were some significant differences in the use of cognitive reading strategies with regard to students' gender, age, and proficiency in reading, school source, and duration in learning English. This study is similar to the present one as both deal with guessing the meaning of a word from the context. It may be significantly true to the present study that the levels of effectiveness in the reading strategies are affected or influenced by students' profiles.

The study of Gavora is also related to the present study for both are anchored on Albert Bandura's Self-efficacy theory. However, Gavora's study only revolved around teachers' self-efficacy for he believed that self-efficacy had been shown to be an important characteristic of a teacher and one strongly related to success in teaching. In his study, he found out that a teacher may have high personal teaching efficacy -- a teacher's belief that he/she possesses the skills and abilities to facilitate student learning -- but may believe that influences external to his efficacy affect pupils' learning or vice versa. Thus, a teacher may be convinced of his own ability to teach (Personal Teaching Efficacy) but doubtful about his pupils' ability to learn successively (General Teaching Efficacy), or may believe that his pupils' ability to learn is irrespective of his own inability to teach.

To sum it up, Albert Bandura's Self-efficacy Theory and Robert Gagne's Theory of Instruction were strong theoretical frameworks that supported this study because the Self-efficacy Theory supports the teachers' perceived strategies in reading comprehension and their level of effectiveness; and, Robert Gagne's Theory of Instruction supports the effectiveness of the teaching strategies as evident in the students' performance.

Methodology

Design

This study used a descriptive- quantitative method of research focusing on the teaching strategies used by an English teacher in a pilot class. The survey questionnaire was designed to determine the extent of use of these strategies as perceived by the student respondents. Likewise, direct observation in the classroom was used to verify the level of effectiveness of these strategies.

Flow of the Study

The input considered the strategies and their extent of use, different competencies' distribution of scores using the strategies, performance of the students in relation to the strategies used, and significant difference in the students' performance on the different strategies used. Included in the process are the distribution of a survey questionnaire, data collection, classroom observation, statistical treatment, analysis, and interpretation of data. The findings of the study are bases for proposed instructional plans.

Environment

This study was conducted at Talisay City National High School, the biggest school in the city of Talisay, Talisay City, Cebu, Philippines. It is considered the fastest-growing public school even before the implementation of the k-12 curriculum. The school has more or less 90 teachers.

Respondents

The study was based on a single research environment. Grade 9 pilot class with 40 identified students was given a survey questionnaire to answer and was observed for the actual teaching-learning process. The total class size was used as respondents. The collaborative perceptions of the respondents greatly contributed to the attainment of the objectives of this study.

Instrument

A descriptive questionnaire adapted from *Dr. Herell's 50 Active Strategies for Improving Vocabulary, Comprehension, and Fluency* was utilized in this research. The questionnaire consisted of the degree of frequency on how many times each reading strategy was used during reading activities. The rating scale used were as follows: 1= never, 2=seldom, 3=often, and 4=always. On the effectiveness, the rating scale starts from 1=not effective, 2=less effective, 3=effective, and 4=very effective.

Furthermore, there was also classroom observation where the level of effectiveness of these strategies was validated. To evaluate how each strategy works, a rating scale was used.

Data- gathering Procedure

This presents the different phases in the data-gathering procedure.

A letter of request was given to the school principal asking permission from her to use Talisay City National High School as the locale of the study.

Once the school principal granted permission, a letter of request was given to the English teacher of the student respondents asking her to use the identified teaching strategies for reading during her English classes.

After the permission was granted, an arrangement with the respondents on the date of the administration of the questionnaires was made. Retrieval of data was done immediately after the administration.

The levels of effectiveness of these strategies were validated through classroom observations, of which the researcher was present during the actual teaching-learning process.

Treatment of Data

The data were tallied, tabulated, and statistically analyzed. The following statistical tools were utilized in the analysis and interpretation of data:

Simple Weighted Mean was used to find out the extent of use of the

strategies. The extent of use on the eight (8) strategies has four indicators, namely: Never, Seldom, Often, and Always or 1, 2, 3, and 4, respectively.

Frequency Distribution Table was used to present the distribution of students' scores in different competencies using different strategies.

Chi-square Test was utilized in determining the significant relationship between the strategies used and the students' performance.

Scoring Procedure

To determine and give meaning **to the extent of use and level of effectiveness on the strategies used**, the following rating scales were used:

RANGE	SCALE	FREQUENCY	VERBAL DESCRIPTIONS
3.25-4.00	4	always	used in every reading activity
2.50-3.24	3	often	used most of the time
1.75-2.49	2	seldom	sometimes used, but it depends on the topic
1.0-1.74	1	never	was not used in any reading activities at all

VERY EFFECTIVE   During the test, 90-100% of the sample population gets

more than a passing score.

EFFECTIVE   During the test, 51-89% of the sample population gets a

passing score.

LESS EFFECTIVE   During the test, only 20-50% of the sample population

gets a passing score.

NOT EFFECTIVE   During the test, 19% and below gets a passing score.

Findings

This section presents the data gathered on the identified teaching strategies for reading comprehension. These data include the extent of use of the reading strategies, the performance of the students in the different competencies after using the strategy, as well as the significant relationship between the strategies used and the students' performance. These data are presented in a tabular form to ensure a clear illustration of the results, from which exposition of the analyses and interpretation logically follows.

EXTENT OF USE OF THE READING STRATEGIES

This section presents the data in relation to the extent of use of the identified reading strategies. From the responses, the weighted mean of each strategy is computed in order to get the descriptive equivalent.

Table 1

Extent of Use

CONTEXT	Reading Strategies	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
I. *Word and Sentence Level*			
	1.1 Word Mapping	3.2	**OFTEN**
	1.2 Chunking for Fluency	2.94	**OFTEN**
	1.3 Microselection	2.82	**OFTEN**
	1.4 Vocabulary Role Play	2.78	**OFTEN**
II. *Paragraph Level*			
	2.4 Generating Interaction between	3.17	**OFTEN**

Schemata and Text		
2.2 Inferences	2.81	**OFTEN**
2.1 Connectives	2.78	**OFTEN**
2.3 Read, Pair, and Share	2.46	**SELDOM**

It is shown in table one the reading strategies, which are divided into two levels of comprehension: word and sentence level and paragraph level. In the first level, one (1) respondent said that *word mapping* is never used in reading activities; eight (8) respondents said that it is seldom used; 13 respondents said that it is often used, and 18 respondents said that it is always used. *Word mapping* has a weighted mean of 3.2, which has a descriptive equivalent of **often**. For *chunking for fluency,* three (3) respondents said that they never use it in reading activities; 10 respondents said that they use it seldom; 13 respondents said that they use it often, and 14 respondents said that they use it always. *Chunking for fluency* has a weighted mean of 2.94, which has a descriptive equivalent of **often**.

Furthermore, for *micro selection,* two (2) respondents said that they never use it in reading activities; 13 respondents said that they use it seldom; 14 respondents said that they use it often, and 11 respondents said that they use it always. *Microselection* has a weighted mean of 2.82, which has a descriptive equivalent of **often**. Last is the *vocabulary role play*. In this strategy, two (2) respondents said that they never use it in reading activities; 15 respondents said that they seldom use it; 13 respondents said they use it often, and ten respondents said that they use it always. *Vocabulary role play* has a weighted mean of 2.78, which has a descriptive equivalent of **often.**

Even though they have the same descriptive equivalent in the extent of use, but they differ in terms of their rank. *Word mapping* ranked first; *chunking for fluency* ranked second; *micro selection* ranked third, and *vocabulary role play* ranked fourth. In Paragraph Level, for *generating interaction between schemata and text,* one (1) respondent said that they never use it in reading activities; seven (7) respondents said that they seldom use it; 16 respondents said that they often use it, and 16 respondents said that they always use it. *Generating interaction between schemata and text* has a weighted mean of 3.17, which has a descriptive equivalent of **often**. For *inferences,* one (1) respondent said that they never use it; 12 respondents said that they seldom use it; 20 respondents said that they often use it, and seven (7) respondents said that they always use it. *The inference* has a weighted mean of 2.81, which has a descriptive equivalent of **often**.

Meanwhile, for *connectives*, two (2) respondents said that they never use it in reading activities; 12 respondents said that they seldom use it; eighteen 18 respondents said that they often it, and eight (8) respondents said that they always use it. *Connective* has a weighted mean

of 2.78, which has a descriptive equivalent of **often**. The last strategy is *read, pair, and share.* Two (2) respondents said that they never use it in reading activities; 20 respondents said that they seldom use it; 15 respondents said they often use it, and only three (3) respondents said that they always use it. *Read, pair, and share* has a weighted mean of 2.46, which has a descriptive equivalent of **seldom**. Generating interaction between schemata and text, inferences, connectives, and read, pair, and share rank first, second, third, and fourth, respectively.

Unlike the strategies in word and sentence level, one strategy in paragraph-level differs on the descriptive equivalent. Three strategies in this level have the same descriptive equivalent of **often** while *read, pair, and share* has a descriptive equivalent of **seldom**. It could be construed that *read, pair, and share* is not commonly used, or a strategy could be ascribed to the idea that the students are not that very exposed to this type.

This means that the teacher could not have a pattern of strategies for all students. Further, it is best for the teacher to assess his or her students' learning styles before he or she could employ a more fitting teaching technique.

This can be supported by Gardner's theory of Multiple Intelligences. It states that learners are unique individuals as they have different learning styles. So, teachers' choice of strategies depends on the topic and the learning styles of the students.

STUDENTS' PERFORMANCE

This section presents the performance of the students after using the eight (8) reading strategies. The interpretation of their performance is based on the percentage of their scores.

Table 2

Students' Performance in both Word and Sentence and Paragraph Level

CONTEXT	COMPETENCIES/ STRATEGIES	SCORE INTERPRETATION (%)	STRATEGIES' LEVEL OF EFFECTIVENESS
	A. Extracting Important Messages or Information from the Reading Text		
word and sentence level	Strategy 1: Chunking for Fluency	40 or 100% of the students got more than a passing score.	**VERY EFFECTIVE**
Word and sentence level	Strategy 2: micro selection	36 or 90% of the students got more than a passing score.	**VERY EFFECTIVE**

	B. Analyzing a One-act Radio Play		
paragraph level	Strategy 1: Generating Interaction between Schemata and Text	28 or 70% of the students got a passing score.	**EFFECTIVE**
paragraph level	Strategy 2: Read, Pair, and Share	25 or 62% of the students got a passing score.	**EFFECTIVE**
	C. Recognizing Gerund and its Uses		
word and sentence level	Strategy 1: Word Mapping	40 or 100% of the students got more than a passing score.	**VERY EFFECTIVE**
paragraph level	Strategy 2: Inferences	37 or 93% of the students got more than a passing score.	**VERY EFFECTIVE**
	D. Analyzing Word Application and Word Connectors		
word and sentence level	Strategy 1: Vocabulary Role Play	32 or 80% of the students got a passing score.	**EFFECTIVE**
paragraph level	Strategy 2: Connectives	31 or 77% of the students got a passing score.	**EFFECTIVE**

Using the rating scale, table 5 shows the performance of the students after using the strategies. The performance of the students was the basis of whether the strategies are Very Effective, Effective, Less Effective and Not Effective. The first competency in the table is *extracting important messages or information from the reading texts.* The first strategy, *chunking for fluency*, reveals that 100 percent of the student respondents got more than a passing score, which means that the strategy used was **Very Effective**; the second strategy, *micro selection*, also shows that 90 percent or 36 out of 40 student respondents got more than a passing score which also means that the strategy used was **Very Effective.**

The second competency in the table is *analyzing a one-act radio play*. It is shown that the first strategy, *generating interaction between schemata and text*, has 70 percent or 28 student respondents who got a passing score, which means that the strategy used was **Effective**. The other strategy used for this competency is *read, pair, and share*. The table reveals that in this

strategy, 62 percent or 25 student respondents got a passing score, which means that the strategy used was also **Effective**.

Furthermore, the third competency in the table is *recognizing gerund and its uses*. The first strategy used in this competency is *word mapping*. The table reveals that using this strategy, 100% or 40 student respondents got more than a passing score, which means that the strategy used was **Very Effective**. Meanwhile, the other strategy for this competency is *inferences*. This has shown the same result as 93 percent or 37 student respondents got more than a passing score, which means that the strategy used was **Very Effective**.

The last competency in the table is *analyzing word applications and word connectors.* The first strategy, *vocabulary role play,* shows that 80 percent or 32 student respondents got a passing score, which means that the strategy used was **Effective;** while the last strategy, *connectives*, reveals that 77 percent or 31 student respondents got a passing score, which means that the strategy used was also **Effective**.

In a general context, these strategies fit for the specific competencies these student respondents have to acquire are seen. More specifically, *chunking for fluency* and *micro selection* strategies match with extracting important messages or information from the text. These were considered **Very Effective**.

Still, another set of very effective strategies are *word mapping* and *inferences* that facilitate acquisition and learning of recognizing gerund and its uses. Meanwhile, considered as effective strategies for analyzing one-act radio play are *generating interaction between schemata and text* as well as *read, pair, and share.* Likewise, effective strategies for analyzing word application and word connectors are *vocabulary role play* and *connectives.*

This means that the level of effectiveness of a certain strategy varies from time to time. It depends on the target competency and the learners' learning styles, as Robert Gagne stipulates that when different types of learning exist, different instructional approaches are required to maximize the learning objective of each learner.

SIGNIFICANT RELATIONSHIP BETWEEN THE STRATEGIES USED AND THE PERFORMANCE OF THE STUDENTS

This section presents the significant relationship between the strategies used and the performance of the students.

Table 3

Significant Relationship

.05- Level of Significance

COMPETENCIES/ Strategies	DEGREES OF FREEDOM (df)	CHI-SQUARE	CHI-SQUARE (*p-value)*	INTERPRETATION
COMPETENCY: Extracting Important Messages or Information from the Reading Text *Strategy 1*: Chunking for Fluency *Strategy 2*: Microselection	1	4.21	*0.0402*	**significant relationship**
COMPETENCY: Analyzing a One-act Radio Play *Strategy 1*: Generating Interaction between Schemata and Text *Strategy 2*: Read, Pair, and Share	1	0.50	*0.4781*	**no significant relationship**
COMPETENCY: Recognizing Gerund and It's Uses **Strategy 1:**Word Mapping **Strategy 2**: Inferences	1	3.12	*0.0440*	**significant relationship**
COMPETENCY: Analyzing Word Application and Word Connectors **Strategy 1**: Vocabulary Role Play **Strategy 2**: Connectives	1	0.07	*0.7846*	**no significant relationship**

Table 13 shows the four competencies, namely: *extracting important messages or information from the reading text, analyze a one-act radio play, recognize gerund and Its uses and analyze word application* and *word connectors*. In each competency, two strategies were used during the actual teaching-learning process.

In the first competency with *chunking for fluency* and *micro selection* as strategies, the table reveals that the chi-square is 4.21 with a p-value of 0.04 at .05 level of significance with one (1) degree of freedom. This leads to the confirmation of the research hypothesis that there is a significant relationship between the strategies used and the performance of the students. This implies that both strategies had something to do with the performance of the students as it was found out that both strategies were very effective.

On the other hand, the second competency has *generating interaction between schemata and text* and *read, pair, and share* as strategies. It is shown in the table that the chi-square is 0.50 with a p-value of 0.4781 at .05 level of significance with one (1) degree of freedom. Unlike the first competency, the p-value is greater than 0.05; so, this leads to the confirmation of the null hypothesis that there is no significant relationship between the strategies used and the performance of the students. This implies that the strategies used in this particular competency had nothing to do with the overall performance of the students during the test. This means that there may be other factors affecting their performance during the test.

The third competency in the table is *recognizing gerund and its uses*. The table has revealed that the chi-square is 3.12 with a p-value of 0.044 at .05 level of significance with one (1) degree of freedom. Like the first competency, the p-value leads to the confirmation of the research hypothesis that there is a significant relationship between the strategies used and the performance of the students. Similarly, this implies that the strategies used in this particular competency had something to do with the performance of the students as it was also discussed in the previous chapter that using the scores of the students, these strategies were both very effective.

The last competency in the table is *analyzing word application and word connectors.* The table has revealed that the chi-square is 0.07 with a p-value of 0.7846 at .05 level of significance with one (1) degree of freedom. Like the second competency, the p-value is greater than 0.05; so, this leads to the confirmation of the null hypothesis that there is no significant relationship between the strategies used and the performance of the students.

This implies that the strategies used in this particular competency had nothing to do with the overall performance of the students during the test. There may be other factors affecting their performance. Just like the study of Gavora when he said that the ability of the teachers to teach had been shown to be an important characteristic for them to succeed in teaching, but he later found out that teachers may believe that there are external factors that influence or affect students' learning.

Conclusion

Based on the findings, the author concluded that there were various effective teaching strategies for reading comprehension used by the teachers in Talisay City National High School, and these reading strategies differed in their level of effectiveness.

Suggestions and Recommendations

Based on the findings, the following recommendations are propounded: that the appropriate strategies during reading activities be used by the English teachers; that exposure to quality reading activities be considered; that similar study may be conducted on other reading strategies, and that the proposed Instructional Plans be used in the classrooms.

Acknowledgment

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