



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF BIÑAN CITY

**QUESTERS (QUESTIONING TECHNIQUE ENHANCING READING SKILLS)  
ENHANCING READING COMPREHENSION OF GRADE 8 STUDENTS**



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**ABSTRACT**

Reading Comprehension had been a problem among the students. Many students while being proficient text decoders had difficulty in comprehending text. When there was a bit of emphasis on comprehension, improved their reading ability. Mostly the students were not actually reading but just made appropriate sounds.

This study aimed to enhance the Instructional readers to become an Independent Readers. Th students were given six (6) reading text the 1st one was the Pre-test and the 6<sup>th</sup> one is the Post Test. Each reading text had 6 comprehending questions that allowed them to understand what they read. There were 30 students/respondents. The result of this study implied that to read regularly you could improve your comprehension.

At the end of the study the comprehension skills were improved. The study produced a positive result for the Instructional Readers and they can be now categorized as Independent readers.

**Keyword:** *Reading comprehension, reading literacy*

## INTRODUCTION

Reading comprehension is one of the most complex human cognitive skills that require careful and structured instruction (Elleman, 2019). Due to its complex nature, even though there are several reading programs and instructional designs in teaching reading comprehension, there is no specific reading program that can be utilized as a tool in improving the reading comprehension skills of learners across the different reading levels. Understanding the text is the fundamental aim of reading and the reader's comprehension can take place at many various stages (Oakhill, et al., 2022).

During the conduct of the Phil-IRI, it has been found out that 41.7% of the learners from Binan Secondary School of Applied Academics are falling behind their reading level. The emerging problem on the alarming number of BSSAA Grade 8 learners of comprehending a text must be addressed and made the researchers establish the reading program titled QuesTERS (Questioning Techniques Enhancing Reading Skills) ENHANCING READING COMPREHENSION OF GRADE 8 STUDENTS to develop a reading program and supplementary material to augment the gaps in the reading comprehension of the learners under instructional level through the use of a validated and tested reading program. According to Fielding and Pearson (1994), a well-rounded reading instruction program should provide ample time for actual reading, teacher-directed instruction in comprehension techniques, collaborative learning, and student-teacher sharing of reading responses. The development of QuesTERS aims to enhance the reading comprehension skills of the selected Grade 8 learners.

This study leaned towards some of the principles of the Basic Education-Learning Continuity Plan (BE-LCP) stated in DepEd Order No. 12 s.2020 which states that learning continuity should be ensured through K-12 Curriculum adjustment and alignment of learning materials.

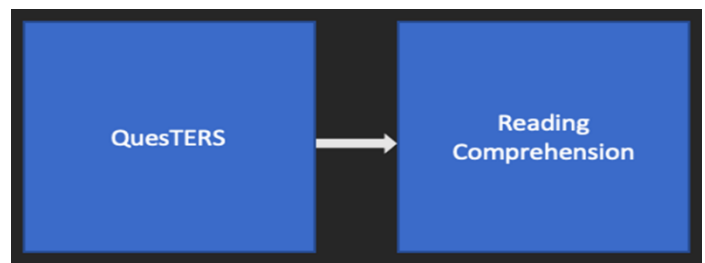
## RESEARCH QUESTIONS

This action research aims to answer the following research questions through the course of the investigation.

1. What is the pre and post-test implementation score of the respondents?
2. Is there a significant difference between the scores before and after the intervention?
3. How effective is QuesTERS to reading comprehension as perceived by the participants?

## METHODOLOGY

This study aimed to develop a reading program that focuses on improving the reading comprehension of the students who are classified as instructional-level readers. This will mainly focus on the reading comprehension enhancement program which utilizes questioning techniques in improving the reading comprehension of the learners.



Integrating questions to reading texts allowed interaction between the readers and the text (Caluag, n.d.). Thus, this resulted in the attainment of comprehension. Studies showed that utilizing questions to reading texts scaffolded and supported the readers to the higher levels of comprehension (Beck & McKeown, 1981; Ford & Opitz, 2008; Graesser, McNamara, & VanLehn, 2005; Massey, Pence, Justice, & Bowles, 2008; Menke & Pressley, 1994; McKeown et al., 2009; McNamara & Magliano, 2009)

This action research investigated the effect of QuesTERS to the participants' reading comprehension. This study provided data and a basis in creating a school-based reading program that focused on enhancing the reading comprehension of the students who were under instructional reading level. This study aimed to provide the institution with a validated and tested reading program for instructional reading level students who

are often neglected due to the focus given to frustration reading and independent reading level learners.

The study was conducted in Binan Secondary School of Applied Academics. Upon the approval of the research, the initial phase of the study was conducted right away. The participants were learners during the present school year. After the preliminary procedures are secured, the respondents were selected through purposive sampling to ensure that all of the criteria set were followed.

This study produced a validated and tested reading program and supplementary material that expanded into school-wide implementation and school-based reading program initiatives.

This study utilized purposive sampling in selecting the respondents in an attempt to achieve the general aim of the study which augmented the gaps in learners' reading comprehension using questioning techniques in a reading program designed for learners who were identified as Instructional level readers. Data were analyzed by the mean score and P value obtained from T-test result.

## RESULTS

The objective of this research project was to improve reading comprehension in the targeted Grade 8 students.

Table 1: Comparison of Pre-Test and Post Test Score of the Students	
Test	Mean
Pre-Test	2.4
Post Test	5.27

Table 1 displayed the result of pre-test and post test mean score of the students, as being showed

As being showed on this table the pretest has 2.4 mean while the post rest showed that has 5.27 mean which has a difference of 2.87 showed it increased. After the post test was given the respondents increased their reading comprehension.

Table 2. Test Significance of Pre Test and Post Test						
	Mean	Standard Deviation	Standard Error	95% Confidence Interval of the Difference		
				Upper	Lower	t
Pair 1 PreTest results (1-6) at time 1, Post Test result 1-6	2.83		0.136	3.11.	2.55	20.7849
Group 1	2.40	0.50	0.09			
Group 2	5.27	0.52	0.10			
Respondents	30					

Table 2 showed the significant difference of pre and post test score of the respondents. P value and statistical significance: The two tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant. Confidence interval: The mean of Pre Test (Group 1) minus Post Test (Group 2) results to 2.82, 95% confidence interval of this difference: From 2.55 to 3.11. The T test result showed that the respondents were able to raise their comprehension skills after several weeks of guided reading.

## DISCUSSION

1. What is the pre and post-implementation score of the respondents?

In the pre-implementation stage of the study, the score in pretest was low while in the post test implementation scores most of the respondents scores increased. These difference between the scores before and after the intervention were shown on the Table 1. The pre-test obtained 2.4 meanwhile the post-test obtained 5.27 with an increase of 2.87 from the pretest. After the interventions the scored of the respondents increased.

2. Is there a significant difference between the scores before and after the intervention?

Based on the data gathered, there is a significant difference in the pre test and post test scores of the respondents, it means that the intervention or learning activity had a substantial impact on the respondents.

3. How effective is QuesTERS to reading comprehension as perceived by the respondents?

The QuesTERS was effective to reading comprehension of the respondents as per to the results of pre-test and post test that was given.

The use of QuesTERS enabled the students practiced reading comprehension strategies had a positive impact on student comprehension. The results of the study an increase in student knowledge of reading strategies. On the statistical result it showed that on the pre-test the got low scores, as they keep on reading, they increase their reading skills to almost 90 percent. The teacher researchers conclude that there was a good result which was the increase in students' knowledge of the reading strategies, they raised their reading comprehension scores. The study advanced the respondents to the next level of readers who are independent readers.

This research project has helped lead the proponent member to develop a better understanding and strategies to Grade 8 needs to learn for them to comprehend when they read. The researchers have found out that one would develop reading through various reading competency. The researchers can use to help the students understand what they are reading through questioning. The instructional readers were left out for the reason that most of the teachers concentrated only on the non-readers. The Instructional readers are needed to lift up to the next level. Moreover, has become more productive and a have better learning. At the same time, it has given us a better insight into our students' lives through their personal connections.

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