

ENHANCING READING COMPREHENSION SKILLS THROUGH RECIPROCAL TEACHING OF GRADE 6 STUDENTS OF CATEEL CENTRAL ELEMENTARY SCHOOL

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1. INTRODUCTION

Reading comprehension is crucial in teaching and learning; it correlates with the learner's academic performance (Sircey, 2017). Predicting achievement in comprehension calls for understanding approximately the reader, the textual content being read, the challenge being undertaken, and the sociocultural context in which the studying occurs (Sabouri, 2016). In addition, children who use English as their second language tend to face difficulties in reading and comprehension (Mohammad & Hasbi, 2021).

The problems in reading and comprehension emanate from environmental, instructional, and biological sources (Chandran & Shah, 2019). Six out of ten kids and teenagers worldwide do not meet the minimal competency requirements in reading and mathematics. There are more than 387 million kids in primary school (about 6 to 11 years old), and 230 million teenagers in lower secondary school make up the overall population of 617 million (about 12 to 14 years old). This means that by the time they are old enough to finish primary school, 56% of all kids will be unable to read or manage math fluently. With 61% of teenagers unable to meet minimal competence standards when they should be finishing lower secondary school, the percentage is considerably higher (UNESCO, 2017). In the Philippine context, the declining performance of Filipino students on national and international math tests over the past decade has become a major problem and a challenge for the Philippine education system. In addition, the Ministry of Education attributed this problem to students' poor reading comprehension (Imam et al., 2013).

Although the Reading Recovery Program has been implemented in our country, most learners were at the same frustration level. Also, the perceived causes, origins, and attendant variables of the student's reading level were non-mastery of the elements of reading, the presence of learners-at-risk, and no culture of reading (Tomas et al., 2021). In fact, the Philippines had the greatest percentage, with 79% of pupils in schools that provide free reading support in the language of instruction (SEA-PLM 2019). School administrators and educators know how crucial reading comprehension is to the success of English subjects (Clarke et al., 2013). This study explored reciprocal teaching, which can cultivate readers' learning ability and knowledge mastery, enliven the classroom atmosphere, stimulate teacher-student interaction, facilitate information feedback, advance learning evaluation, and relieve readers' learning pressure (Liu & Zhang, 2021). This method is useful for improving reading efficiency and helping students better remember what they read (Rodli et al., 2017). It aids students in learning to carry out more complex tasks. As a crucial component of teaching and learning these higher-level cognitive techniques, it uses scaffolds and offers pupils feedback (Meyer, 2014).

Dew et al. (2021) expressed their ideas that fewer reviews have focused on applying these tactics to English Second Language learners, even though several have noted the effectiveness of reciprocal teaching in enhancing reading outcomes. Kurshumlia & Vula (2021) demonstrated that using the reciprocal teaching method can help students develop a wide range of abilities, particularly collaborative ones, besides reading comprehension. As a result, future researchers could investigate further possible advantages of applying the reciprocal teaching method. Hence, no one has yet conducted this study in Cateel, Davao Oriental, especially in Cateel Central Elementary School. The researchers decided to conduct this study further using reciprocal teaching as an intervention to address the reading comprehension

problem. Thus, this study proposes reciprocal teaching as an intervention. It attempts to investigate the effectiveness of the intervention in enhancing the Grade 6 students' reading comprehension skills.

1.1 Statement of the Problem

This research seeks a significant difference in enhancing reading comprehension skills through reciprocal teaching of grade 6 students at Cateel Central Elementary School. It especially aims to respond to the following questions:

1. What is the level of the pretest scores of the experimental group in terms of reading comprehension of Grade 6 students of Cateel Central Elementary School?
2. What is the level of posttest scores of the experimental group in terms of reading comprehension of Grade 6 students of Cateel Central Elementary School?
3. Is there a significant difference between the pretest and posttest scores of the experimental group in terms of reading comprehension skills of Grade 6 students of Cateel Central Elementary School?

1.2 Scope and Delimitation

This research used reciprocal teaching to enhance the reading comprehension skills of grade 6 students at Cateel Central Elementary School enrolled in S.Y. 2022–2023. The respondents were the Grade 6 section Lapu-Lapu consisting of 23 students. Moreover, the study was conducted for a week with three (3) sessions in May of 2023. This research was purely experimental; thus, it was conducted by analyzing the results gathered through the researcher-made pretest and posttest questionnaire validated by the three (3) experts in the field who handled an English subject. This study was delimited to sixth-grade students that needed to enhance their reading comprehension skills. This research focused on reading comprehension with the learning competency; *evaluate narratives based on how the author developed the elements* (EN6RC-Ig2.24.1) based on the Most Essential Learning Competencies (MELC). The students were also present throughout the implementation of the intervention, which is reciprocal teaching.

2. REVIEW OF RELATED LITERATURE

2.1 The Click of Reading Comprehension

Reading comprehension is vital, not merely for informational textual content but also for broader learning, success in education, and employment. It is even crucial for our social lives because of email, textual content, and social networking sites (Oakhill, 2014). Reading is a hobby achieved to expand knowledge on a topic. It is a vital talent that people want to use to be successful in life. Moreover, it keeps people informed, up-to-date, and thinking (Holland et al., 2014). Reading is a crucial language skill, and comprehension is its primary goal (Kusdemir & Balut, 2018). Visual symbols must be recognized and decoded in the brain throughout the reading process. Once mastered, the ability to read can be used as a tool for accessing, evaluating, and interpreting information. However, reading comprehension requires motivation, mental frameworks for holding ideas, concentration, and good study techniques (Shah, 2019). Kendeou et al. (2016) stated that reading comprehension is multifaceted and difficult. Children, teenagers, and even adults continue to face difficult challenges with reading comprehension. This idea is strengthened and found challenging to increase reading comprehension because it is intricate and multidimensional (Elleman & Oslund, 2019). Reading is both a receptive and energetic technique. It is properly set up that studying comprehension relies upon each language's comprehension and phrase-studying skills (Hjetland et al., 2019). One of the most complicated human abilities is reading comprehension. For instance, to comprehend the sentence's underlying meaning, one must visually process the words, recognize their phonological, orthographic, and semantic representations, and connect the words using the syntax rules. Perfetti & Stafura (2014) supported this idea.

Furthermore, Shea & Roberts (2016) state that learners must do more than merely read the words to comprehend a text fully. They must further their comprehension by asking about the facts, events, or concepts they encounter. They must have high language, literacy, and reading skills and can communicate, read, watch, and visually depict difficult ideas

concerning real-world problems and authentic materials. To understand the reading comprehension of adolescent pupils, theoretically motivated and empirically driven questions on cognitive models of reading comprehension can be a good place to start (Barnes, 2015).

2.2 Factors Affecting Reading Comprehension

Various factors can affect a learner's poor reading comprehension. Landi & Ryherd (2017) stated that individuals struggling with reading comprehension may have decoding difficulty. They added that children and adults who experience this have considerable Specific Reading Comprehension Deficit, commonly called poor comprehension, specifies that this deficit shows individuals who can read. However, they need help understanding what they read or the text's sequence, relationships, inferences, or deeper meanings. Estremera (2018) also stated that factors affecting the reading comprehension of the pupils are the pupil itself, language, teacher, school head, school, home, and community; these have been factors that affected the reading comprehension of sixth-grade pupils within the city division of Sorsogon. However, poor mastery over vocabulary, the habit of cramming rather than learning and understanding; the mission to pass the examination not to develop skill; a weak sentence structure and tenses; not using tricks to infer the meaning from context; no habit of reading newspapers, articles, novels, and other books; and a scarcity of interest from both sides, whether from teachers or students, in developing the skill may also be considered factors affecting poor reading comprehension, as added by Iqbal et al. (2015).

Failing exposure to oral language, which enables children to monitor the relationships among the words in the sentence, may also be considered a factor affecting reading comprehension; syntactic awareness was a big predictor of educational reading comprehension in a second language (Negris, 2013). Barzilai & Strms (2018) argue that prior knowledge is a critical factor in readers' construction of meaning from text, where students may use their previous knowledge to relate to and understand what they read. Prior knowledge is also believed to be a factor in reading comprehension; readers with a lower background seem to profit more from texts with high cohesion, whereas weaker readers were ready to compensate somewhat for their comparatively weak reading skills within the context of a high degree of background knowledge (Smith, 2021). Furthermore, Gottardo et al. (2021) said poor English language learners (ELLs) have considerable weaknesses in oral language and metalinguistic skills. Regarding identification, a comprehensive battery that includes oral language and metalinguistic skills should be implemented to assess English language learners who experience reading comprehension difficulties. Dore et al. (2018) added that failing to understand the theory of the mind, which is being able to take others' perspectives, could make it difficult for children to read and understand narrative texts.

One of the foremost significant problems teachers face is reading deficiency in English texts among primary students, which reflects the students' poor academic performance. It is assumed that learners who cannot read and comprehend face many challenges during their studies and after graduation (Al-Jarrah & Ismail, 2018). Although the Reading Recovery Program has been implemented in our country, most learners were at the same frustration level. Also, the perceived causes, origins, and attendant variables of the student's reading level were non-mastery of the elements of reading, the presence of learners-at-risk, and no culture of reading (Tomas et al., 2021). In fact, the Philippines had the greatest percentage, with 79% of pupils in schools that provide free reading support in the language of instruction, followed by Malaysia with 56% (SEA-PLM 2019).

Sabouri (2016) stated that reading comprehension is a complicated topic. It calls for understanding approximately the reader, the textual content being read, the challenge being undertaken, and the sociocultural context in which the studying occurs, predicting achievement in comprehension. Furthermore, children who use English as their second language tend to face difficulties in reading and comprehension (Mohammad & Hasbi, 2021). Chandran & Shah (2019) added that the problems in reading and comprehension emanate from environmental, instructional, and biological sources. When reading education begins, those with low comprehension have problems with the fundamental preschool preparatory abilities for understanding before formal teaching (Cain, 2016). When a kid has poor-quality early home literacy experiences, their genetic potential is inhibited, which raises the risk that they will struggle to learn to read (Buckingham et al., 2014). Reading comprehension impairments in learners are more generally related to language understanding than reading-specific, and they are not brought on by poor word recognition (Spencer et al., 2014). The diagnosis consistency was higher in younger children than in older children, whose comprehension deficits are brought on by weaker decoding abilities (Keenan & Meenan, 2012).

2.3 The Importance of Reading Comprehension in other subjects

Reading is one of the macro-abilities that must be advanced among newcomers to become a hit in their literacy and educational endeavors. It is the maximum talent to grasp to make a certain fulfillment in learning (Schwartz, 2015). In fact, it is assumed that failure in all different instructional topics may be attributed to the newcomers' failure to study and comprehend. Clarke et al. (2013) found that school administrators and educators know how crucial reading comprehension is to the success of English subjects. The declining performance of Filipino students on national and international math tests over the past decade has become a major problem and a challenge for the Philippine education system.

The Ministry of Education attributed this problem to students' poor reading comprehension (Imam, 2013). However, it was stated by Akbasli and Yaykiran (2016) that reading comprehension contributes positively or negatively to success in math or science classes, in which academic achievement is a major concern worldwide. Some subjects, such as math and science, play an important role in student's academic success. Reading comprehension was considered one of mathematics or science's most important success factors. Moreover, reading comprehension in studying a language reveals it to be a beneficial skill at all times. It is one of the fastest ways to reinforce other language skills, such as more fluent written English, a greatly developed vocabulary, and far improved conversational English (Yurko & Protsenko, 2020). School administrators and educators know the relevance of studying comprehension for success in English.

Furthermore, the potential to examine and realize textual content is essential for achievement in our society, and its improvement has been a first-rate thing of tutorial practice. Exact studying comprehension remains the maximum key for educational learning. In fact, each topic calls for the processing of text, including elaboration and assimilation (Cornoldi, 2013).

Komariah et al. (2015) showed that the students were more active and productive in the reading classroom after reciprocal teaching method sessions, and their reading proficiency improved. They learned how to apply several strategies from the reciprocal teaching method while reading. Their study also showed that they preferred this method for teaching reading to the conventional one. Furthermore, Qohar & Sumarmo (2013) found that the students during classes with reciprocal teaching methods were more active in discussions; they were also not afraid or ashamed to express their ideas, ask questions, explain, clarify, and propose arguments. In addition, they were more able to assemble mathematical models and were more systematic in solving mathematical communication problems than students taught in traditional classrooms.

On the contrary, very few students reported that reciprocal teaching was less effective in understanding explanatory texts than the activities they encountered in their previous experiences. These students commented negatively about the strategy because they thought it was complicated. After all, it involved too many phases, difficult due to question writing and leadership, and time-consuming (Pilten, 2016).

This idea, strengthened by the study of Rutzler (2020), stated that students can only comprehend what they read if they possess adequate comprehension skills. It should be done to learn key lessons, stories, and debates rather than to generate noise in their heads or aloud. She also added that comprehension is essential for fundamental survival. Every student's life, from math class to history, is filled with passages and word problems that demand that you understand what you read. Reading comprehension may also be attributed to our communication skills. Ben-Aharon (2022) revealed that we become champions for our families and ourselves because we understand how important comprehension is. We can make decisions in our lives by reading and comprehending through communication. Moore (2016) stipulated that the child will benefit from reading comprehension abilities in English class and all academic subjects because they transfer into practical skills and critical thinking needed to succeed in both academic and professional settings.

2.4 Strategies that Support Reading for Meaning

Pourhosein & Sabouri (2016) found that reading strategies play a big role in improving students' reading comprehension skills, and effective reading strategies are considered significant skills that have received special attention in students' reading comprehension proficiency. One of the primary goals of teaching reading is to help students read strategically or use effective reading strategies to increase comprehension (Mister et al., 2016). They said reading materials and activities should be desirable to students to help them know a text easily and should be associated with their proficiency level. However, comprehension instruction ought to begin early, such as teaching word-reading

and bridging skills (including graph phonological linguistics, psychological feature flexibility, morphological awareness, and reading fluency) to support reading comprehension development; teaching text structures and options to foster reading comprehension development; understanding that comprehension processes vary depending on what and why we are reading; and teaching comprehension strategy instruction to improve comprehension (Duke et al., 2021). Moreover, Banditvilai (2020) stated that reading strategies had a positive effect on the student's reading comprehension, that the scholars had favorable attitudes towards skimming, scanning, making predictions, and questioning, and that they could apply these strategies to their reading processes and that they helped them grasp the text better.

Küçükolu (2013) affirmed that teaching strategies may be key in developing student comprehension. Nevertheless, many teachers lack a solid foundation for teaching these reading comprehension strategies. He added that teachers should know how to create powerful comprehension tactics and show them to their students. Additionally, concurrent or short-term longitudinal designs with confined stages of measures that no longer permit us to resolve the complex relationships among improving studying comprehension, phrase studying, and numerous factors of oral language skills were mostly used to study reading comprehension (Melby-Lervg, 2019). Furthermore, the Directed Reading Thinking Activity Strategy was also used to improve the learners' reading comprehension, which was successfully implemented to help improve students' reading comprehension (Sari, 2017). Educators must inspire a study mindset in order to enhance students' comprehension. Students with superb studying attitudes enhance their willingness to study for extra study level, which consequently encourages their studying comprehension. Students' interpersonal intelligence is additionally associated with their study comprehension (Widyasari, 2016). Brenna (2012) expressed her idea to better assist readers' growth. It is advised to have a deeper grasp of multimodal comprehension strategies that operate with and without words. Also, the Dominican University of California (2017) stated that all readers can understand complex texts using the research-based approach; the three stages of critical reading that result in successful reading are practiced and mastered by students through regular usage of the approach. Effective readers should employ sophisticated processes to understand words, symbols, and non-print materials (Castle et al., 2018). Effective reading training has discovered that phonics, phonemic awareness, vocabulary, fluency, and understanding should be taught together; however, it is equally crucial to separate the abilities of reading words and interpreting them with explicit, systematic instruction (NSW Centre for Education, 2017). Effective readers employ a variety of reading techniques to aid in their development of a comprehensive understanding of the literature they read and discuss; in fact, these tactics can be made available to all students, and the development of comprehension skills will be supported by teacher instruction and modeling (Taylor, 2018).

2.5 The Essence of Reciprocal Teaching

Reciprocal teaching is an interactive method to improve reading comprehension. In this teaching strategy, teachers and students discuss text passages (Abdul-Majeed, 2013). Reciprocal teaching consists of four basic reading strategies: prediction, questioning, clarifying, and summarizing. Cognitive and metacognitive strategies are reciprocal teaching strategies that improve students' vocabulary learning (Ahmadi et al., 2012). In fact, it allows a teacher to model and give the students enough practice on those four main strategies (predicting, questioning, clarifying, and summarizing) to construct the meaning of a text in a social setting (Ahmadi & Gilakjani, 2013). The method separates the process of understanding into the specific roles of predicting what the text will be about, which include the use of prior knowledge, the formation of hypotheses, and methods to confirm or refute their predictions. Summarizing is also one of the reciprocal teaching roles and involves identifying key information, writing concise statements, and communicating that information. In the Question Roll, students ask the traditional who, what, where, when, why, and how questions designed to help the group explore the text more deeply. The clarifying scroll helps students identify words or phrases that are unfamiliar or unclear to them and then sends them back into the text to clear up any confusion (Swartz, 2013). With these four skills, students learn to set reading purposes, critically evaluate, control themselves, and find the main idea in the text. The reciprocal teaching strategies are cognitive and metacognitive strategies that increase students' motivation to read (Ismail et al., 2012). Whereas the purpose of reciprocal teaching is to facilitate group work between teacher and students and between students in the task of giving meaning to the text (Oktarina, 2018),

Liu (2021) stated that reciprocal teaching could cultivate readers' learning ability and knowledge proficiency, enliven the classroom atmosphere, stimulate teacher-student interaction, facilitate information feedback, advance learning evaluation, and relieve readers' learning pressure. It is an important way to teach information literacy. However, Meyer (2014) described the reciprocal method as a heuristic that aids students in learning to conduct more complex tasks. As a

crucial component of teaching and learning these higher-level cognitive techniques, it uses scaffolds and offers pupils feedback.

Furthermore, reciprocal teaching focuses on the cognitive and metacognitive domains of the students since it addresses the structural process of the training. The entire procedure's components allow the students to select, schedule, coordinate, and assess their activities. These methods help students think more clearly (Yawisah, 2017). Khan and M.A.Ed. (2018) affirmed that the cooperative method for raising reading comprehension is reciprocal teaching. Using four different reading comprehension techniques helps students engage in critical thinking about a text and acquire useful skills they can later start using when reading independently. Vic.gov.au (2019) supported this idea: reading instruction based on reciprocal teaching uses a scaffolded conversation between a teacher and group members or between group members to enhance and support comprehension and the core skills taught through guided reading. Lower Hudson Regional Partnership Center (2019) described reciprocal teaching as a discourse between teachers and students about a common text that constitutes the educational process. Okkinga et al. (2016) supported this idea; they stipulated those strategies in group dialogues that result in the direction of teachers tend to increase, adding more scaffolding in the form of instructor modeling, whole-class instruction, and direct guidance.

The method uses four comprehension strategies: prediction, questioning, clarification, and summarizing, to help learners self-monitor their reading comprehension development. In this way, the students were participatory during the reading lessons. They read more avidly, using the four comprehension strategies to understand the texts. The reciprocal teaching method trains learners to use strategies in independent reading and be strategic readers. Furthermore, the students think their teachers should use this method in reading classes as an alternative method (Komaria et al., 2015). However, students learn to use four strategies to improve their understanding of the text being read, which is the method of reciprocal teaching as a dialogical teaching activity structured in four steps: prediction, clarification, questioning, and summarizing. This method is useful for improving reading efficiency and helping students better remember what they read (Rodli et al., 2017).

Yawisah (2017) added these four steps, prediction, clarification, questioning, and summarizing, as a form of cooperative learning since it allows students to express their learning processes through discourse naturally. While some students struggle to understand the text's content, this strategy is intended to help them become more proficient text readers. It can equip students with the metacognitive skills necessary to improve reading comprehension, reading skills, and attitudes toward reading (Ramadan, 2017). Moreover, teaching and learning via reciprocal teaching is intended to encourage students' active participation in class to improve their lateral thinking ability. In addition to the enhancement in ability, mathematical lateral thinking and persistence are expected to increase. Persistence is the key tenacity that emphasizes the positive, namely the mental attitude to cultivate and, in dealing with a problem, encourage enthusiasm, optimism, belief, and perseverance (Muanifah et al., 2021).

Komariah et al. (2015) showed that the students were more active and productive in the reading classroom after Reciprocal Teaching Method sessions, and their reading proficiency improved. They learned how to apply several of the strategies from the Reciprocal Teaching Method while reading, and their study also showed that they preferred this method for teaching reading compared to the conventional one. Furthermore, Qohar & Sumarmo (2013) found that the students during classes using the reciprocal teaching method were more active in discussions; they were also not afraid or ashamed to express their ideas, ask questions, explain, clarify, and propose arguments. In addition, they were more able to assemble mathematical models and were more systematic in solving mathematical communication problems than students taught in traditional classrooms. On the contrary, very few students reported that reciprocal teaching was less effective in understanding explanatory texts than the activities they encountered in their previous experiences. These students commented negatively about the strategy because they thought it was complicated. After all, it involved too many phases, difficult due to question writing and leadership, and time-consuming (Pilten, 2016).

However, reciprocal teaching aims to increase students' reading comprehension, help them become more self-aware, monitor their behavior, and boost their motivation (Mohammed & Abbas, 2012). In fact, according to Sabbara (2013), a cooperative approach is the reciprocal teaching technique used to help pupils understand the text and develop a shared viewpoint among the class. Slavin (2014) stipulated that a range of outcomes are targeted by cooperative learning, such as academic success in some courses, learning a second language, attendance, conduct, group dynamics, social cohesiveness, acceptance of students with impairments, and attitudes about subjects.

3. METHODOLOGY

3.1 Research Locale and Duration

The study was conducted at Cateel Central Elementary School, situated at Castro Avenue, Poblacion, Cateel, Davao Oriental, particularly in the Grade 6 classrooms that occur in buildings 6 and 7 at the back of building 16. Additionally, the intervention conducted, which was the reciprocal teaching and the gathering of data from the Grade 6 students, was completed based on the given schedule of their respective advisers, where the experimental group was given time to meet and utilized the scheduled class time in English or Remedial Reading.



Figure 1. Map of Cateel Central Elementary School

3.2 Research Design

A framework of protocols and procedures called an experimental research design was developed to perform experimental research scientifically employing two sets of variables. Here, the first set of variables is a constant to calculate the differences between the second set (Sirisilla & Sirisilla, 2023).

3.3 Research Instrument

The data collection of this study was solely based on the researcher-made pretest-posttest questionnaires. The questionnaires used underwent reliability and validity testing. Reliability testing was accomplished through the conducted pilot testing in Grade 6 pupils of San Rafael Integrated School with a total of 60 respondents before administering it to the Grade 6 student as actual respondents of the research study in Cateel Central Elementary School. The Kuder-Richardson (KR) 20 coefficient value was 0.722, which means that the test questionnaire was a highly reliable tool in assessing the reading comprehension of Grade 6 students of Cateel Central Elementary School. Also, for validity testing, it was determined and verified by the three (3) experts in the field of education who handled an English subject by comparing the content of the questionnaires to the Most Essential Learning Competencies (MELC). The value of the Aiken V Coefficient was 0.89, meaning the test questionnaire was very valid. The content of the questionnaires was anchored in an English 6 reading comprehension lesson in which the learning competency covered in the third grading period particularly to evaluate narratives based on how the author developed the elements (EN6RC-Ig2.24.1) on which originated in the Most Essential Learning Competencies (MELC). It has a total of thirty items consisting of multiple choices and enumerations.

3.4 Respondents of the Study

The respondents to this study were the sixth-grade students of Cateel Central Elementary School. The respondents were identified using the complete enumeration sampling method, with a total number of 23 respondents as the experimental

group. The Grade 6 Lapu-Lapu students in this school were selected as the main respondents of the study since they had a common problem: struggling with their reading comprehension skills, which tend to be one of the important learning skills they must develop. The actual respondents were present throughout the implementation of the intervention, which is reciprocal teaching.

4 RESULTS AND DISCUSSION

The chapter focused on the openness of the relationship between the two variables, reciprocal teaching as an independent variable and enhancing reading comprehension as a dependent variable.

4.1 Pre-test Scores of the Experimental Group

The results were obtained by administering the pre-test questionnaire. It was to determine the level of the pre-test score of experimental groups. Table 1 shows the level of pre-test score of the said group interpreted as did not meet the expectations.

Table 1. Pre-test performance of the respondents

Interval	Frequency	Percentage	Mean	Standard Deviation	Grade Percentage	Interpretation
10 and below	15	65.30	10.52	5.81	67.53	Did Not Meet Expectations
11 to 20	7	30.40				
21 and above	1	4.30				

The table shows the score interval, frequency, percent, standard deviation, mean, and interpretation of the pre-test performance of the experimental group. Based on Table 1, the pre-test scores of the experimental group for reading comprehension of Grade 6 Lapu-Lapu students at Cateel Central Elementary School can be described by the students in the experimental group. Fifteen students scored 10 or below on the pre-test. This represents approximately 65.30% of the total participants. The mean pre-test score for the group was 10.52, with a standard deviation of 5.81 and an overall grade percentage of 67.53. The interpretation "Did Not Meet Expectations" indicates that the performance of the experimental group, in terms of reading comprehension, fell below the desired level or expectation, which means it failed based on their scores in the pre-test. It indicates that learners in the group had weak reading comprehension skills. The learners may be more vulnerable to academic problems because they have trouble understanding what they read (Parks et al., 2022). Struggling readers think reading is a decoding activity, while strong readers insist that understanding is the main objective (Brown et al., 2020). Reading and comprehension problems are common for kids who use English as a second language (Mohammad & Hasbi, 2021). Chandran & Shah (2019) added that the problems in reading and comprehension emanate from environmental, instructional, and biological sources. Estremera (2018) also stated that the elements that affect students' reading comprehension include the student themselves, the language, the teacher, the school head, the school, the home, and the community. The primary pupils' poor academic performance is reflected in their inability to read English-language books, one of the teachers' biggest challenges. It is assumed that students who struggle to read and comprehend have a difficult time in school and after they graduate (Al-Jarrah & Ismail, 2018).

Equally, Tomas et al. (2021) state that even though our nation has implemented the Reading Recovery Program, most students were experiencing the same degree of frustration, the absence of a reading culture, the existence of learners-at-risk, and not mastering the elements of reading were also perceived causes, origins, and attendant variables of the student's reading level. The Philippines had the highest proportion, with 79% of students enrolled in institutions offering free reading assistance in the medium of instruction, followed by Malaysia with 56% (SEA-PLM 2019). However, Dore et al. (2018) further stated that children may find it challenging to read and comprehend narrative texts if they do not comprehend the theory of the mind, which is the capacity to consider the perspectives of others. Readers with less background information will likely benefit more from highly cohesive texts. In contrast, weaker readers were

willing to compensate for some of their relatively poor reading abilities in light of extensive underlying knowledge (Smith, 2021).

Furthermore, Sabouri (2016) stated that reading comprehension is challenging. The material being read, the task being taken on, the sociocultural context in which the study takes place, and understanding the reader are necessary for predicting comprehension achievement. A child's genetic potential is suppressed in low-quality early home literacy situations, which increases the likelihood of difficulty learning to read (Buckingham et al., 2014). Learners with reading comprehension issues not caused by poor word recognition have comprehension issues that are generic to language understanding rather than reading-specific (Spencer et al., 2014). Younger children, whose comprehension deficiencies are caused by worse decoding skills, had a higher diagnosis consistency than older children (Keenan & Meenan, 2012).

4.2 Post-test Scores of the Experimental Group

Post-test scores consist of items related to enhancing reading comprehension skills after implementing Reciprocal Teaching as an intervention. Table 2 shows that the experimental group is interpreted as satisfactory in their post-test score.

Table 2. Level of post-test scores of participants

Interval	Frequency	Percentage	Mean	Standard Deviation	Grade Percentage	Interpretation
10 and below	1	4.30	18.74	3.73	81.23	Satisfactory
11 to 20	15	65.40				
21 and above	7	30.30				

Based on Table 2, the post-test scores of the experimental group for reading comprehension of Grade 6 Lapu-Lapu students at Cateel Central Elementary School can be described that only 1 student scoring 10 or below, representing approximately 4.30% of the participants, 15 students scored between 11 and 20, accounting for about 65.40% of the group, 7 students scored 21 and above, making up around 30.30% of the participants. The mean post-test score for the group was 18.74, with a standard deviation of 3.73 and an overall grade percentage of 81.23. The interpretation of "Satisfactory" suggests that, on average, the experimental group's performance in terms of reading comprehension improved and met the satisfactory level after the intervention or treatment. Given that the experimental respondents performed satisfactorily, it was possible to draw the conclusion that after applying reciprocal teaching, a significant gap existed between their post-test scores and pre-test results. Working in small groups, contact between students and teachers, and teachers' interaction states that students' comprehension improved when the model was set (Piltan, 2016). According to social constructivism epistemologies, learning happens as a result of satisfying relationships with others. According to this theory, collaboration creates knowledge, and people learn from one another's experiences (Polly & Byker, 2020). Reciprocal teaching fits in well with social constructivism. The foundation of reciprocal education is active socialization based on these three principles, which both teachers and students share. In this setting, knowledge developed from the offered material is negotiated within dialogue communities rather than passed from teacher to student (Ahmadi et al., 2013). In line with this, to promote active student participation in class and enhance their capacity for lateral thought through reciprocal teaching, which is a method of teaching and learning (Muanifah et al., 2021).

Similarly, the study of Qohar and Sumarmo (2013) added that the students who used the reciprocal teaching style in their classes participated more actively in discussions and were less reluctant to voice their opinions, ask questions, provide clarification, and make arguments. Reciprocal teaching improves reading comprehension, develops self-awareness and behavior-monitoring skills, and raises student motivation (Mohammed & Abbas, 2012). Additionally, the four parts of the dialogical teaching activity known as reciprocal teaching - prediction, clarification, questioning, and summarizing - help students learn how to employ four strategies to grasp better the text they are reading. This strategy can help pupils read more efficiently and retain what they have read more clearly (Rodli et al., 2017). The reciprocal teaching approach teaches students how to read strategically and employ techniques when doing independent reading. Moreover, according to the students, their professors should substitute this strategy for others when teaching reading classes (Komaria et al., 2015).

4.3 The Significant Difference Between Pre-test and Post-test Scores

The table below shows an increase of significant differences in the results between the pre-test and post-test scores of the experimental group.

Table 3. Comparison between pre-test and post-test scores

Score Category	Mean	Standard Deviation	Paired t-test value	p-value	Interpretation
Pre-test	10.52	5.81	7.196	0.000	Pre-test and post-test scores differ significantly.
Post-test	18.74	3.73			

Based on Table 3, the results of the pre-test and post-test show a significant difference in the experimental group in terms of reading comprehension of Grade 6 Lapu-Lapu students at Cateel Central Elementary School. Here is the relevant information; the pre-test mean score is 10.52 with an equivalent standard deviation 5.81. On the other hand, the post-test mean score is 18.74, with an equivalent standard deviation of 3.73. Wherein it has a paired t-test value of 7.196, which indicates a substantial difference between the pre-test and post-test scores, and a p-value of 0.000 which suggests that this difference is statistically significant; it was interpreted as the pre-test and post-test scores differ significantly. Therefore, based on the provided data, there is a significant enhancement in the reading comprehension scores of the experimental group from the pre-test to the post-test. Reading is a crucial language skill, and comprehension is its primary goal (Kusdemir & Balut, 2018). Rutzler (2020) stated that students who lack adequate comprehension abilities cannot understand what they read. Instead of creating noise in their brains or out loud, it should be done to learn important lessons, tales, and discussions. She continued by saying that understanding is crucial for basic survival.

Previously, the table which shows the pre-test scores clearly stated that before the implementation of Reciprocal Teaching, poor English language learners (ELLs) had significant deficiencies in oral language and metalinguistic abilities, according to Gottardo et al. (2021). Banditvilai (2020) stated that reading strategies improved students' reading comprehension. The scholars were positive about skimming, scanning, making predictions, and asking questions. They could also apply these strategies to their reading processes and found that they improved their understanding of the text. Social constructivism, which likewise maintains that people acquire knowledge through social interaction, claims that human growth is socially located. A student thoroughly immersed in a new environment might modify their interpretations to fit in (Brau, 2020). Wherein small-group settings, whole-classroom reciprocal teaching can enhance low-achieving teenagers' reading comprehension. It also covers the amount to which intervention outcomes are influenced by teacher behavior (Okkinga et al., 2018).

The results confirmed that reciprocal teaching enhanced the learners' reading comprehension skills. According to Liu (2021), the reciprocal teaching approach can improve readers' learning capacity and knowledge competency, liven up the classroom environment, encourage teacher-student interaction, facilitate information feedback, progress learning evaluation, and lessen readers' learning pressure. It is a crucial method for instructing students in information literacy. Reciprocal teaching is an engaging strategy to increase reading comprehension (Abdul-Majeed, 2013). With the reciprocal teaching approach, students learn to read strategically and employ methods when reading independently.

Moreover, according to the students, their professors should employ this approach as a substitute in their reading sessions (Komaria et al., 2015). The technique employs four comprehension strategies to assist students in self-monitoring their reading comprehension improvement: prediction, questioning, clarification, and summarizing. Utilizing four different reading comprehension strategies encourages students to critically analyze texts and develop practical skills that they can use when reading independently (Victoria.gov.au, 2019).

4.4 Implication to Education

This study intended to enhance the reading comprehension skill of grade 6 students through reciprocal teaching as an intervention. Reading comprehension is essential for informational material, general learning, academic performance,

and employment (Oakhill, 2014). A cooperative approach is a reciprocal teaching strategy to assist students in comprehending the text and forging a class consensus (Sabbara, 2013).

Furthermore, the findings of the current study that used reciprocal teaching have the following effects on improving reading comprehension ability:

1. The students were more active and productive in the reading classroom after Reciprocal Teaching Method sessions, improving their reading proficiency (Komariah et al., 2015).
2. Reciprocal teaching enables group interaction between the teacher and students and among students in providing context to the text (Oktarina, 2018).
3. It enables a teacher to provide sufficient experience for the four primary tactics (predicting, questioning, clarifying, and summarizing) to construct the meaning of a text in a social context (Ahmadi & Gilakjani, 2013).
4. It encourages pupils to think critically about a text and develop practical skills they can later apply to independent reading (M.A.Ed., 2018).
5. This technique is beneficial for raising comprehension levels and aiding in greater reading retention in pupils (Rodli et al., 2017).

5 CONCLUSION

Based on the findings, this paper concludes the following:

1. Before the implementation of Reciprocal teaching into the experimental group, the level of the pre-test scores of the experimental group in terms of enhancing reading comprehension skills of Grade 6 students of Cateel Central Elementary School got lower scores than the passing score, which was interpreted as 'did not meet expectations,' it means it failed. This means that the participants lack reading comprehension skills.
2. The level of the post-test scores of the experimental group passed in terms of enhancing reading comprehension skills to Grade 6 students of Cateel Central Elementary School, which were interpreted as 'satisfactory.' This pertains to the participants' enhanced reading comprehension skills through reciprocal teaching.
3. The experimental group's pre-test and post-test scores differ significantly, suggesting this difference is statistically significant. This was shown in the results of the mean post-test score of 18.74 with a standard deviation of 3.73 which means it was 'satisfactory' compared to the mean pre-test score of 10.52 with a standard deviation of 5.81 which means it 'did not meet expectations.' Therefore, there is a significant difference.

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