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## USING CONTEXTUAL GUESSING TECHNIQUE TO IMPROVE THE READING COMPREHENSION OF STUDENTS: A LEARNING ACTIVITIES

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### ABSTRACT

This study identifies the learners' competency in terms of reading comprehension as the basis for learning activities in selected junior high school students in Dr. Francisco L. Calingasan Memorial Colleges Foundation, Inc. Camp Avejar, Nasugbu, Batangas during the school year 2023-2024. The respondents of the study were four (4) Grade seven (7) students and eighteen (18) Grade eight (8) students of junior high school. The following data were from the study: The respondents' ages are 12-15 years old, the majority being 14 years old, female. The respondents' reading comprehension and understanding of the written text improves using the contextual guessing technique. Nevertheless, still requires guidance to be more knowledgeable in terms of using context clues and definition-based context signals which could result in misunderstanding the written text, if not guided. Moreover, make educated guesses based on the surrounding text rather than relying solely on the definition of a word.

Furthermore, there is no significant difference in respondents' perceptions regarding the use of contextual guessing technique in improving the students' reading comprehension such as age and gender.

**Keywords:** *Reading comprehension, Context clues, Contextual Guessing, Vocabulary, Junior High School, Competency*

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