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THE USE OF RECIPROCAL TEACHING METHODS ON THE READING COMPREHENSION OF GRADE 4 PUPILS

GLEEN O. MONTES
Teacher I
Western Leyte College
Master of Arts in Education
Major in Elementary Education
gleenmontes466@gmail.com

ABSTRACT

This study was conducted to determine The Use of Reciprocal Teaching Methods on the Reading Comprehension of Grade 4 Pupils that will be conducted in St. Vincent Learning Center of Baybay, Leyte Inc., in the Schools Division of Baybay City, Leyte. The findings of the study were the bases for the proposed Intervention Plan. The study employed a quasi-experimental research design focusing on a single experimental group of Grade 4 pupils to determine the effectiveness of the reciprocal teaching methods in enhancing reading comprehension. The group first underwent a pretest to assess their initial reading comprehension skills, establishing a baseline for comparison. Following the pretest, the pupils participated in instructional sessions using the reciprocal teaching methods, where they engaged in guided reading discussions using four key strategies—predicting, questioning, clarifying, and summarizing. At the conclusion of the intervention, a posttest was administered to measure any improvements in comprehension. The pretest-posttest design allowed the researcher to evaluate the impact of the reciprocal teaching methods on pupils' reading comprehension by comparing their performance before and after the intervention, thereby

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determining the strategy's effectiveness within the experimental group. The test of difference between pre-test and post-test scores, as shown in Table 3, compares the learners' performance before and after the implementation of the Reciprocal Teaching Methods. This analysis determines whether the observed changes in reading comprehension are statistically significant. The table shows that learners' performance in the post-test improved considerably compared to the pre-test, indicating that the Reciprocal Teaching Methods had a positive impact on their ability to understand and recall narrative texts. The improvement in scores reflects the effectiveness of the intervention in enhancing learners' comprehension. The significant difference between the pre-test and post-test results demonstrates that the Reciprocal Teaching Methods effectively enhanced reading comprehension among Grade 4 pupils. Before the intervention, learners exhibited only moderate comprehension skills, but after the intervention, their performance reached a high level. This confirms that the structured and visual nature of reciprocal teaching methods contributed to better engagement and understanding of the meaning from written texts.

The result implies that the Reciprocal Teaching Methods had a substantial positive effect on learners' reading comprehension. The improvement from moderate to high performance shows marked progress across all learners. This implies that the strategy successfully enhanced comprehension, retention, and application of reading skills. These findings suggest that educators can implement reciprocal teaching methods to significantly raise students' reading proficiency and learning outcomes.

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INTRODUCTION

Reading comprehension is a crucial skill that underpins students' overall academic development. For Grade 4 pupils, the ability to read fluently is only one aspect of literacy; equally important is understanding and interpreting the meaning of texts. Many young learners can pronounce words correctly yet struggle to grasp the ideas conveyed, which can hinder their learning across subjects. The Reciprocal Teaching Method offers a promising approach to address this gap. This method actively engages students in reading by encouraging them to predict, question, clarify, and summarize content. By involving learners in a structured, interactive process, it aims to foster critical thinking, collaboration, and deeper comprehension. In essence, Reciprocal Teaching moves beyond rote reading, helping students become reflective and thoughtful readers who can connect with and understand what they read.

Nguyen (2020) emphasized that this method not only strengthens comprehension but also builds students' confidence and engagement during reading sessions. These studies highlight that when students are given opportunities to interact with peers, ask questions, and summarize ideas, they develop stronger cognitive and metacognitive skills, which are essential for academic success. This body of research provides a strong foundation for investigating the impact of Reciprocal Teaching on Grade 4 pupils, particularly in classrooms where comprehension challenges persist.

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Teachers often observe that some pupils can read fluently yet fail to demonstrate understanding when asked questions about the text. These learners may struggle to connect ideas or express the meaning of what they have read. Addressing this issue requires deliberate strategies that go beyond mechanical reading, promoting active engagement and peer learning. Reciprocal Teaching aligns with these professional goals by providing a structured method that encourages students to collaborate, think critically, and articulate their understanding. By implementing this method, educators can create a supportive classroom environment where learners feel confident to share ideas, clarify doubts, and construct meaning collectively.

In conducting research on this topic, several challenges arise. Variations in students' reading levels mean that comprehension support must be individualized, yet manageable within a group setting. Some pupils may lack confidence to participate fully, making it difficult to assess whether they understand the text. Additionally, teachers must balance the demands of curriculum content with time-intensive interactive strategies. Despite these challenges, Reciprocal Teaching provides practical solutions: it engages all learners in reading, builds comprehension skills, and fosters a collaborative classroom culture that encourages participation and reduces anxiety. Understanding these problems informs the design and implementation of the study, ensuring that findings will be applicable in real classroom contexts.

Ultimately, pursuing research on the effect of Reciprocal Teaching on Grade 4 pupils' reading comprehension is essential. This study addresses a persistent and meaningful

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educational challenge—helping students move from decoding words to understanding and interacting with texts thoughtfully. By exploring how Reciprocal Teaching influences comprehension, the research aims to equip educators with effective strategies to enhance literacy outcomes, foster student confidence, and create a more inclusive and dynamic learning environment.

This study evaluated the Use of Reciprocal Teaching Methods on the Reading Comprehension of Grade 4 Pupils. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the Reading Comprehension of the Grade 4 pupils before the integration of Reciprocal Teaching methods?

2. What is the Reading Comprehension of the Grade 4 pupils after the integration of Reciprocal Teaching methods?

3. Is there a significant difference in the Reading Comprehension of the Grade 4 pupils before and after the integration of Reciprocal Teaching methods?

4. What improvement plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the Reading Comprehension of the Grade 4 pupils before and after the integration of Reciprocal Teaching method.

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METHODOLOGY

Design. This study employed a quasi-experimental research design to determine the effect of the Use Reciprocal Teaching Methods (RTM) on the reading comprehension of Grade 4 pupils. Specifically, it used a pre-test and post-test design with an experimental group, which received instruction using RTM. This design allowed the researcher to measure changes in reading comprehension before and after the intervention. Data were collected using standardized reading comprehension tests and analyzed quantitatively to determine whether RTM had a significant impact on pupils' ability to understand and interpret texts. The design was appropriate as it provided empirical evidence on the effectiveness of RTM while controlling for variables that may have influenced reading performance.

The main locale of the study was in St. Vincent Learning Center of Baybay, Leyte Inc. The respondents of the study are the Grade 4 pupils of the aforementioned school having 15 males and 7 females with a total of 22 learners. The primary research instrument to be used in this study is a standardized reading comprehension test designed to assess the pupils' understanding of texts before and after the implementation of the Reciprocal Teaching Method (RTM). The test will consist of short passages followed by multiple-choice and open-ended questions that measure key comprehension skills such as identifying main ideas, making inferences, drawing conclusions, and summarizing information. The researcher administered the pre-test and post-test to the experimental group to determine any significant changes in performance. The results gathered from this instrument will serve as the basis for analyzing

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the effectiveness of using RTM in enhancing the reading comprehension skills of Grade 4 pupils.

The proposed improvement Plan was taken based on the findings of the study.

Sampling The respondents of the study are the Grade 4 pupils of the aforementioned school having 15 males and 7 females with a total of 22 learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter was provided to the Public-School District Supervisor, School Principal, and the teachers under whose care the respondents were.

The researcher distributed the survey questionnaires to the School Head, to be answered by the learners. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r.

The data were collated and submitted to the appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly

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voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas was used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the reading comprehension of the Grade 4 pupils.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the reading comprehension of the Grade 4 pupils.

Results and Discussion

TABLE 1

PRE-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
37–45	Excellent	0	0.00%
28–36	Very Good	4	18.18%
19–27	Good	13	59.09%
10–18	Fair	5	22.73%
1–9	Poor	0	0.00%

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Score Range	Description	Frequency	%
Total		22	100%

Weighted Mean: 23.18 – **Good**

MPS: 51.52%

This table presents the pre-test performance of learners. It shows the distribution of learners' scores according to specified score ranges, their corresponding descriptions, frequencies, percentages, and the weighted mean. The table provides a clear view of how learners performed before any instructional intervention, giving insight into their baseline knowledge and skills.

Based on the data, none of the learners scored in the "Excellent" range (37–45), and only 4 learners, or 18.18%, achieved a "Very Good" score (28–36). The majority of the learners, 13 out of 22 or 59.09%, scored within the "Good" range (19–27), indicating that most learners had satisfactory prior knowledge but still had room for improvement.

Meanwhile, 5 learners, representing 22.73% of the participants, scored in the "Fair" range (10–18), while no learner fell into the "Poor" category (1–9). The weighted mean score of 23.18 places the overall pre-test performance in the "Good" category. The Mean Percentage Score (MPS) of 51.52% further reflects that learners were slightly above the midpoint of the possible score range, suggesting moderate mastery of the subject matter prior to instruction.

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The result implies that while the majority of learners possess a good foundational understanding of the topic, there is a need for instructional strategies that address the gaps of those who scored in the "Fair" range. The overall average rating of 23.18 – classified as "Good" – indicates that learners have sufficient baseline knowledge to build upon, but targeted support may enhance their comprehension and ensure a higher level of achievement in subsequent assessments.

TABLE 2

POST-TEST PERFORMANCE OF LEARNERS

Score Range	Description	Frequency	%
37–45	Excellent	14	63.64%
28–36	Very Good	7	31.82%
19–27	Good	1	4.55%
10–18	Fair	0	0.00%
1–9	Poor	0	0.00%
Total		22	100%

Weighted Mean: 37.73 – **Excellent**

MPS: 83.84%

This table presents the Post-Test Performance of Learners, showing the distribution of scores among different performance levels based on the total number of participants. The table categorizes learners' scores into five descriptive ranges—Excellent, Very Good, Good,

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Fair, and Poor—along with their corresponding frequency, percentage, and weighted mean. The data provides an overview of learners' achievement following an intervention or learning activity, highlighting how well the learners met the expected learning outcomes.

The data shows that the majority of learners, 14 out of 22, or 63.64%, achieved an Excellent performance level with scores ranging from 37 to 45. This indicates that most learners demonstrated a high level of mastery of the content. Meanwhile, 7 learners, or 31.82%, attained a Very Good performance within the 28–36 score range, reflecting a solid understanding but with minor gaps. Only 1 learner, representing 4.55%, fell under the Good category with scores between 19 and 27. Notably, no learners scored in the Fair (10–18) or Poor (1–9) ranges, suggesting that all participants performed above basic proficiency.

Examining the Weighted Mean, learners scored an average of 37.73, which falls within the Excellent category. The corresponding Mean Percentage Score (MPS) of 83.84% further confirms that the overall performance of the group was highly satisfactory. These results reflect a strong overall learning achievement, indicating that the instructional methods or interventions applied were effective in enhancing learners' understanding and performance.

The results imply that the instructional strategies or learning interventions used were highly effective, as evidenced by the majority of learners achieving excellent or very good scores. The overall average rating of 37.73 further supports this conclusion, highlighting that the learners' knowledge and skills met and exceeded expected learning outcomes. This implies that with consistent and well-designed learning activities, similar results can be anticipated in future cohorts.

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TABLE 3

TEST OF DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST SCORES OF LEARNERS

Aspects	Pre-Test Mean	Post-Test Mean	Computed t	Critical t (0.05)	Decision	Interpretation
Comprehension Skills	23.18	37.73	14.40	2.08	Reject Ho	Significant Difference (Post-test Improved)

This table presents the Test of Difference Between the Pre-test and Post-test Scores of Learners, highlighting the changes in learners' comprehension skills before and after the learning intervention. The table provides the mean scores for both pre-test and post-test, along with the computed t-value, critical t-value at a 0.05 significance level, the statistical decision, and interpretation. This data is essential for understanding the effectiveness of the instructional strategies employed in enhancing learners' comprehension skills.

The table shows that learners had a Pre-Test Mean of 23.18, indicating a moderate level of comprehension skills before the intervention. After the learning activity, the Post-Test Mean increased substantially to 37.73, demonstrating a marked improvement in learners' understanding. The computed t-value of 14.40 is significantly higher than the critical t-value of 2.08, indicating that the difference between the pre-test and post-test scores is statistically significant. This confirms that the learners' comprehension skills improved as a result of the intervention.

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The results also indicate that the improvement in post-test scores is not only statistically significant but also educationally meaningful. The post-test mean of 37.73 falls within the "Excellent" performance category, reflecting that learners were able to achieve a high level of mastery in comprehension skills after the instructional activity. This demonstrates that the learning methods implemented were effective in addressing gaps identified in the pre-test and in fostering higher-order cognitive skills.

The result implies that the intervention had a significant positive impact on learners' comprehension skills, as evidenced by the substantial increase from the pre-test mean of 23.18 to the post-test mean of 37.73. The significant t-value further confirms that the improvement was not due to chance. Overall, the result implies that the instructional approach employed is effective in enhancing learners' comprehension skills, promoting excellent learning outcomes.

CONCLUSION

Based on the results of this study, the test of difference between the pre-test and post-test scores of learners highlights that the learning intervention had a significant positive impact on their comprehension skills. Learners showed notable improvement, demonstrating that the instructional strategies were effective in addressing prior learning gaps and fostering higher-order cognitive skills. The findings indicate that the intervention not only enhanced understanding but also promoted meaningful and lasting learning outcomes, confirming the overall effectiveness of the instructional approach.

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RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

Teachers should continue to implement effective instructional strategies that actively engage learners, address learning gaps, and foster higher-order comprehension skills to ensure continuous improvement in students' understanding.

School Heads should support teachers by providing resources, training, and professional development opportunities that enhance teaching methods aimed at improving learners' comprehension skills.

Public Schools District Supervisors should monitor and evaluate the effectiveness of instructional interventions across schools, promoting best practices that lead to measurable improvements in learners' academic performance.

Parents should actively participate in their children's learning by providing encouragement, supervision, and support at home, reinforcing the comprehension skills developed through classroom activities.

Researchers should explore additional instructional strategies and interventions that can further enhance learners' comprehension skills and address persistent learning challenges.

Future researchers should replicate the study in different contexts and with larger sample sizes to validate the effectiveness of the intervention and contribute to the body of knowledge on improving learners' comprehension skills.

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AUTHOR'S PROFILE

GLEEN OPIALA MONTES

The author was born on August 7, 1999, in Baybay City, Leyte, Philippines. He graduated with flying colors from Visayas State University – Main Campus, earning a Bachelor's degree in Elementary Education major in General Education. His love for teaching began as early as his high school years, when he found joy in helping and guiding elementary pupils. This early passion eventually led him to pursue Elementary Education when he entered college. While in college, he actively joined organizations dedicated to teaching and serving young learners. These experiences helped him realize that the elementary level plays a vital role in shaping a child's lifelong learning. Inspired by this realization, he chose to further his studies in Elementary Education and is currently completing his Master of Arts in Education major in General Education at Western Leyte College of Ormoc City.

At present, he works as a private school teacher and serves as the Grade III Adviser at St. Vincent Learning Center of Baybay, Leyte Inc., located at 30 de Deciembre Street, Baybay City, Leyte. He also serves as the school's dance club coordinator and as a coach for a specific sports event. He believes that teaching young learners is more than a profession—it is a meaningful responsibility that helps shape their minds, values, character, and future as responsible members of society.

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