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## READING TECHNIQUES USED BY TEACHERS IN IMPROVING THE READING SKILLS OF PUPILS IN SANTOL ELEMENTARY SCHOOL

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### ABSTRACT

Techniques in teaching reading enhance the reading skills of pupils, clears up misunderstandings, builds successful business and personal relationships, helps in developing respect, and establishing a feeling of cooperation. This study utilizes the descriptive methods of research involving thirteen (13) teachers from the locale of the study. The following are the results of the study. The following finding were drawn from the study. Majority of the respondents respond very seriously in the common reading difficulties that prevent pupils from what they are reading. The respondents strongly agree on the reading techniques used by the teachers for improving the reading skills of pupils such as understanding the selection read, reading and annotation and reading progress. There is a significant relationship between the common reading difficulties that prevent pupils from reading comprehending what they are reading and the reading techniques used by the teachers for enhancing the reading skills of pupils. The action plan is made by the researcher to improve the reading skills of pupils.

**Keywords:** *reading techniques, reading progress, reading annotation, understanding the selection*

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## CONTEXT AND RATIONALE

Reading is a critical learning skill for all students (Clarke, 2011 as cited by Mendoza, 2019), as it is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. Understanding words’ meaning, analyze the authors points of view and aim for writing and gaining knowledge of new words are all very important reading skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings. For example, having the ability to understand textual information play a critical role in helping learners to quickly locate information that is pertinent to the text, exclude information that is irrelevant to the text, and identify the important information to focus on.

Further, academic success also requires students to be able to understand, analyze, and apply information they gathered through their reading. The importance of being able to understand written materials increases significantly in all academic areas as students’ move from one grade to another.

In contrast, not being able to successfully comprehend can prevent students from learning, retaining information that they read, and graduating from school, which will negatively impact different aspects of their lives later on (Hoeh, 2015). Reading difficulties negatively impact different aspects of students, including their educational progress, self-esteem, attitudes about reading and learning, motivation to read, career choices, socio-economic status and expectation for future reading success (Woolley, 2019). In Santol Elementary reading becomes one of the problem encountered by the teachers having 3 percent of the population have problem in reading.

Based on the given information, the researcher is motivated to conduct the study.

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## INNOVATION, INTERVENTION AND STRATEGY

The proposed innovation is in the form of an "Action Plan" containing the ways on how to develop the reading skills of pupils.

### LITERATURE REVIEW

Tizon (2018) found out that there were common reading difficulties that prevent students comprehending what they read which hinders that development the reading skills of the second year high school students accordingly, he said that viewing and reading were interactive process that is dynamic and constantly changing. Comprehending those texts in the instructional materials such as textbooks was crucial for academic success, yet in school, there was no attention paid to the reading process of the strategic training that was so important to the learning process.

Magno (2018) studied that there common reading difficulties that prevent students comprehending what they read especially among Taiwanese college students living in Taiwan and those in the Philippines. The study revealed that the Taiwanese here in the Philippines showed lower levels of English language exposure, thus, enabling them to imbibe and internalize the English language though communication. He used the descriptive method of research.

Spencer (2015) mentioned that practices in understanding the selection read meant many things to many people. It could be one of the most rewarding pre-occupations of an individual, expanding his horizons and making it possible for him to partake of man's accumulated experiences and achievement through the ages. Reading was primarily a process of constructing meaning from written words and students from written words. Students were also taught how to apply a variety of skills and critical-thinking skills and Techniques to do it well. These skills ranged from making inferences, understanding cause and effect relationships, and summarizing main ideas and key facts to understanding a writer's point of

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view, recognizing various persuasive devices, and being able to distinguish between facts and opinions.

Broek and Espin (2016), stated that understanding the selection was considered in the reading skills Techniques in developing reading skills which was a complex interaction among autonomic and Techniques processes that enabled the reader to create a mental representation of the text. skills depended not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation.

## RESEARCH QUESTIONS

This study aimed to determine the reading techniques used by teachers in improving the reading skills of pupils in Santol Elementary School, Balayan, Batangas.

Specially, this study sought answers to the following questions:

1. What are the common reading difficulties that prevent pupils from reading ?
2. What are the techniques used by the teachers for enhancing the reading skills of pupil's in terms of:
  - 2.1 understanding the selection read;
  - 2.2 reading and annotation and;
  - 2.3 reading progress?
3. Is there a significant relationship between the common reading difficulties that prevent pupils from reading with skills and reading techniques used by the teachers in enhancing the reading skills of pupils?
4. What action plan may be crafted based on the results of the study?

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## SCOPE AND LIMITATION

The study was focused only on the techniques used by the teachers in enhancing the reading skills of pupils in Santol Elementary School during school year 2024-2025.

## RESEARCH METHODOLOGY

### A. Participants and Other Sources of Data and Information/ Sampling

#### Research Method Used

This study employed the descriptive method of research. A descriptive study describes and interprets what is concerned with the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing, as this focuses on bullying and personality and performance of the respondents.

According to Gay, et al., (2016) descriptive research method is significant as surveys abound in educational research and are utilized by many researchers as an investigative tool to collect data in order to address educational questions. Also, this method applies prominently because the present study aimed to determine the relationship and differences between among the variables covered.

#### Respondents of the Study

In this study, thirteen (13) teachers of the locale of he study were the respondents. Census was used in this study since it covered the school where the researcher was presently teaching. The research was conducted during the school year 2023-2024.

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## Research Instrument

To achieve the goal of this research study, a researcher-made questionnaire was used, the questionnaire was the main instrument used in the study. The researcher used the Likert Scale to assess the responses of the respondents.

## DATA COLLECTION

To carry out the administration of the survey-questionnaire, the researcher selected the desired number of respondents and gathered the information and data regarding the research topic. Then, the letter of request was forwarded to the school head's office. Upon the approval, the researcher distributed the questionnaires to the respondents. The questionnaires were retrieved immediately after the pupils answer the questionnaires and the data gathered were tallied, organized, tabulated, analyzed and interpreted using the appropriate statistical techniques. The retrieved questionnaires were one hundred percent (100%) of the total respondents used in this study.

## Data Analysis

The data were analyzed based on the research questions provided by the researcher. The researcher consulted an statistician to check the computations made by the researcher.

## Statistical Treatment of Data

The following statistical tools were utilized in this study:

1. To determine the reading difficulties of pupils, weighted mean was utilized.
2. To determine the Techniques used by the teachers for enhancing the reading skills of pupil, weighted mean was applied.

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3. To determine the significant relationship between the reading difficulties of pupils and Techniques used by the teachers for enhancing the reading skills of pupil, Pearson r was used.

### Ethical Issues

According to Jones (2014), ethical consideration abounds within the data collection process. The researcher considered any ethical issues affecting the respondents. All the pertinent information regarding the subject was treated with confidentiality. Authors and sources in the related literature and studies were carefully cited. Most importantly, the data presented were derived from the actual results of the survey personally conducted by the researcher.

## DISCUSSION OF RESULTS AND RECOMMENDATION

### 1. Common Reading Difficulties that Prevent Pupils from Reading with skills on What they are Reading.

**Table 1: Common Reading Difficulties that Prevent Pupils From Reading**

Items	Weighted Mean	Qualitative Description	Rank
1. Phonological awareness deficit	3.62	Very Serious	8
2. Processing speed and orthographic processing deficit	3.73	Very Serious	5
3. skills deficit	3.85	Very Serious	2
4. Dyslexia on reading the words in the selection	3.63	Very Serious	7

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5. Reading disability like omission and deletion of words	3.70	Very Serious	6
6. Reading disorder or cannot read at all	3.78	Very Serious	3
7. Poor vision and loss of hearing	3.51	Very Serious	10
8. Working memory deficit	3.52	Very Serious	9
9. Lack of fluency in reading the selection or paragraph	3.74	Very Serious	4
10. Poor reading skills in the selection read	3.87	Very Serious	1

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<b>Grand Weighted Mean</b>	<b>3.70</b>	<b>Very Serious</b>	
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Legend: 1.00-1.49 Not Serious, 1.50-2.49 Less Serious, 2.50-3.49 Serious, 3.50-4.00 Very Serious

Table 1 shows that the respondents respond very serious in the common reading difficulties mean of 3.70. This confirms that teachers encounter problem in the reading performance of pupils due to lack of in person teaching and learning process of both teachers and pupils. They respond very serious in poor reading skills in the selection read with weighted mean 3.87, skills deficit with weighted mean of 3.85, reading disorder or cannot read at all with weighted mean of 3.78, lack of fluency in reading the selection or paragraph with weighted mean of 3.74, processing speed and orthographic processing deficit with weighted mean of 3.73, reading disability like omission and deletion of words in the selection with weighted of 3.70, dyslexia on reading the words in the selection with weighted 3.63, phonological awareness deficit with weighted mean of 3.62, working memory deficit with weighted mean of 3.52 and poor vision and loss of hearing with weighted mean of 3.51. This proves that the list of common reading difficulties truly encountered by the teachers. This implies that the common reading difficulties arise due to two years of no in person classes due to pandemic and it greatly affect the reading performance and skills skills of the pupils.

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## 2. Techniques Used by the Teachers for Enhancing the Reading Skills of Pupils

**Table 2: Techniques Used by the Teachers for Enhancing the Reading Skills of Pupils in Terms of Understanding the Selection Read**

Items	Weighted Mean	Qualitative Description	Rank
1. Connect new words with pupils' prior knowledge and favorite activities to motivate them to read	3.62	Strongly Agree	6
2. Ensure that pupils take their knowledge when reading the text	3.79	Strongly Agree	1
3. Let pupils combine new information with their prior knowledge to formulate a new thought out or idea	3.66	Strongly Agree	4
4. Use phonetics to read and understand what pupils are reading	3.65	Strongly Agree	5
5. Provide vocabulary in supporting pupils to their reading and skills	3.73	Strongly Agree	2
6. Provide classroom educational games and activities to improve the memory and attention	3.69	Strongly Agree	3
<b>Grand Weighted Mean</b>	<b>3.69</b>	<b>Strongly Agree</b>	

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

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Table 2 reflects that the respondents strongly agree that understanding the selection read is a skills reading strategy they use in teaching reading to their pupils with grand weighted mean of 3.69. This explains that through understanding the selection as a way of teaching reading the teachers are able to develop the reading skills skills of the pupils. They strongly agree that they ensure that pupils take their past knowledge when reading the text with weighted mean of 3.79, provide vocabulary in supporting pupils to their reading and skills skills with weighted mean of 3.73, provide classroom educational games and activities to improve the memory and attention of pupils with weighted mean of 3.69, let pupils combine new information with their prior knowledge to formulate a new thought or idea with weighted mean of 3.66, use phonetics to read and understand what pupils are reading with weighted mean of 3.65, connect new words with pupils' prior knowledge and favorite activities to motivate them to read with weighted mean of 3.62. This means that the respondents strongly agree that understanding the selection read make the pupils understand and analyzed what they are reading. This implies that understanding the selection truly helps the pupils to motivate themselves to read a lot to gain nor knowledge on what they have read.

**Table 3: Techniques Used by the Teachers for Enhancing the Reading Skills of Pupils in Terms of Reading and Annotation**

Items	Weighted Mean	Qualitative Descriptive	Rank
1.Pair up two pupils to work and read together	3.65	Strongly Agree	6
2.Visualize short stories to encourage pupils to create mental pictures or movies in their mind	3.71	Strongly Agree	5
3.Use picture books or texts with descriptive language	3.90	Strongly Agree	3

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4. Let pupils to read aloud to promote fluency and literacy	3.93	Strongly Agree	2
5. Monitor the reading progress of the pupils weekly	3.97	Strongly Agree	1
6. Do choral reading to let pupils read the selection together and read the words correctly	3.86	Strongly Agree	4

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<b>Grand Weighted Mean</b>	<b>3.84</b>	<b>Strongly Agree</b>	
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*Legend: 1.00-1.49 strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Disagree*

Table 3, registers that the respondents strongly agree that the teaching and annotation is a skills reading strategy they use in teaching reading to their pupils with grand weighted mean of 3.84.

This explains that through reading and annotation as a way of teaching regarding the teachers are encouraging and motivate the pupils to love reading and comprehend what they read. They strongly agree that they monitor the reading progress of the pupils weekly with weighted mean of 3.97, let pupils to read aloud to promote fluency and literacy with weighted mean of 3.93, use picture books or texts with descriptive language with weighted mean 3.90, do choral reading to let pupils read the selection together and read the words correctly with weighted mean of 3.86, visualize short stories to encourage pupils to create mental pictures or movies in their mind with weighted mean of 3.71, pair up two pupils to work and read together with weighted mean of 3.65. This implies that the pupils easily improve their reading skills through reading and annotation. This further deduces that annotating words may the pupils easily cope the learning of the selection they read.

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**Table 4: Techniques Used by the Teachers for Enhancing the Reading Skills of Pupils in Terms of Reading Progress**

<b>Items</b>	<b>Weighted Mean</b>	<b>Qualitative Descriptive</b>	<b>Rank</b>
1. Provide reading selection and create activities	3.66	Strongly Agree	6
2. Allow pupils to participate in reading	3.92	Strongly Agree	4
3. Provide pupils with access to the number of books that pupils have to read	3.74	Strongly Agree	5
4. Inspire the pupils to read and develop love for reading using different activities with efficient use of time	3.96	Strongly Agree	1
5. Ensure that pupils' reading performance	3.94	Strongly Agree	3
6. Generate reports to determine any difficult areas on the reading level of pupils	3.95	Strongly Agree	2
<b>Grand Weighted Mean</b>	<b>3.86</b>	<b>Strongly Agree</b>	

*Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Disagree*

Table 4 displays that the respondents strongly agree that the reading progress is skills reading strategy they use in teaching reading to their pupils with grand weighted mean of 3.86. This shows that through reading progress the teachers are able to monitor and evaluate the reading skills skills of the pupils both in oral and written communication. They strongly agree that they inspire the pupils to read and develop love for reading using different activities with efficient use of time weighted mean of 3.96, generate reports to determine

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any difficult areas on the reading level of pupils that require attention with weighted mean 3.95, ensure that pupils' reading performance is successfully track by the teacher with weighted mean of 3.94, allow pupils to participate in reading activities and track their progress in real time with weighted mean of 3.92, provide pupils with access to the number of books that pupils have to read with weighted mean of 3.74, provide reading selection and create quizzes based on it with weighted mean of 3.66. This proves that the respondents are monitoring and evaluating the reading progress of their pupils using the different Techniques in teaching reading. Further, they can give enrichment reading activities to improve the reading and skills skills pf the pupils.

### 3. Significant Relationship Between the Common Reading Difficulties That Prevent Pupils from Reading and Reading Techniques Used by the Teacher for Enhancing the Reading Skills of Pupils

**Table 5: Test of Significant Relationship Between common Reading Difficulties that Prevent Pupils From Reading and Techniques Used By The Teachers For Enhancing The Reading Skills of Pupils**

Common Reading Difficulties	Reading Techniques		
	Understanding the Read	Reading Selection and Annotation	Reading Progress
Correlation coefficient	0.871	0.826	0.817
Qualitative description	High relationship	high relationship	High relationship
p-value	0.000	0.000	0.000
Remark	Significant	Significant	significant

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Decision on Ho                      Reject Ho                      Reject Ho                      Reject Ho

*Legend: 0.00 No Relationship, ±0.00-±0.20 Negligible Relationship, ±0.21-±0.40 Low Relationship, ±0.41-0.70 Moderate Relationship, ±0.71-±0.90 High Relationship, ±0.91-±0.99 Very High Relationship, ±1 Perfect Relationship, Significant at P<0.05*

Table 5 manifest that there is a signification relationship between common reading difficulties that prevent pupils from reading comprehending what they are reading and reading Techniques used by the teachers for improving the reading skills of pupils. The computed correlation coefficient of the computed p-value of 0.000 for understanding the selection read, reading and annotation, and reading progress are all lesser than 0.05 level of significance, therefor the null hypothesis is rejected. This implies that reading Techniques utilized by the teachers in teaching reading to all the pupils greatly affect the reading performance of pupils and may minimize their common difficulties in reading. This also deduces that the respondents have the same idea that reading Techniques utilized by them help pupils to improve their reading skills skills.

### ACTION PLAN

**Rationale: Based on the findings of the study and the problem posted. The researcher crafted the action plan to enhance the reading skills of pupils .**

#### Action Plan

Areas for Improvement	Objective	Techniques / Activities	Persons Involved	Time Frame	Source of Fund	Expected Outcomes
Understanding the Selection Read	To connect new words with pupils' prior knowledge and favorite	Seminar Workshop about	Public Schools District	Year Round	Personal	Improved Understanding of the

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	activities to motivate them to read	Phonemic Awareness	Supervisors pupils			selection red of the pupils
Reading and Annotation	To Pair up two pupils to work and read together	Design activities that promote peer reading among pupils	Teachers pupils	Year Round	Personal	Enhanced Reading annotation and skills of pupils
Reading Progress	To Provide reading selection and create activities	Provide different reading activities and programs  Close Monitoring and supervision	Teachers pupils	Year Round	Personal	Enhanced Pupils progress

## Conclusions

Based on the aforementioned findings, the following conclusions are drawn:

1. Majority of the respondents respond very seriously in the common reading difficulties that prevent pupils from what they are reading.
2. The respondents strongly agree on the reading techniques used by the teachers for improving the reading skills of pupils such as understanding the selection read, reading and annotation and reading progress .

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3. There is a significant relationship between the common reading difficulties that prevent pupils from reading comprehending what they are reading and the reading techniques used by the teachers for enhancing the reading skills of pupils.
4. The action plan is made by the researcher to improve the reading skills of pupils.

## Recommendations

Based on the following conclusions, the researcher came up with the following recommendations.

1. Teachers should devote extra and sufficient time in remediating their pupils in reading a word, selection, sentence or a paragraph every class hour especially to those who are struggling readers.
2. School heads and teachers should conduct seminar workshop on phonological awareness to let all teachers understand the way the letter being sound correction. They also should provide time through Learning Action Cell (LAC) the discussion on the Techniques in improving the reading skills of pupils.
3. School Heads should provide projects, programs and activities related in improving the reading skills of pupils for teachers to develop their skills more in teaching reading and upgrade their knowledge in the different methods and Techniques that they can use in teaching reading for the improving of reading skills skills of pupils.
4. Utilization of the Action Plan is highly recommended to improve the reading skills of the pupils.

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Gathering of Literature	2 weeks, January 2024
Formulating of Objectives	1 week, January 2024
Analyzing and drafting of literature	2 weeks, Feb. 2024
Drafting the context and rationale	1 week, Feb. 2024
Identifying research design and methodology	1 week, March, 2024
Drafting and peer validation of the questionnaire	1 week, March, 2024
Distribution and retrieval of the questionnaire	1 week, April, 2024
Tallying and interpretation of the responses	1 week, April, 2024
Drafting results and discussion	3 weeks, May, 2024
Drawing conclusions and writing the recommendations	1 week, May, 2024
Finalizing the introduction, review of literature, results And discussion, bibliography	3 weeks June, 2024
Drafting the research output	2 weeks June 2024
Encoding and polishing the entire paper and peer Validation of the research output	Last weeks June, 2024
Submission of the research output to the division office And presentation to peers	1st week of July, 2024

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## Plan for Dissemination and Advocacy

The researcher communicates the results of the study to the school head of the School being studied. The action plan prepared by the researcher become a tool to use for pupils to develop further their awareness of enhancing the reading skills of pupils, the researcher asks permission to the school head to include the sharing of insights in one of the School Learning Action Cells (SLAC) of the sub-office and symposium. These serve as the avenue for benchmarking on enhancing the reading skills of pupils and provide inputs for the improvement of comprehension among pupils.

## Financial Report / Cost Estimates

Budget Item	Budget Requirement
Xerox of the documents for analysis	Php 100
Xerox of documented research literature	Php 100
Xerox of questionnaires for respondents	Php 100
Transportation	Php 100
Printing of the research paper	Php 100
<b>Total</b>	<b>Php 500</b>

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