



**USE OF ANNOTATION STRATEGIES FOR READING COMPREHENSION
SKILLS: GROUNDWORK FOR CONTEXTUALIZED
SCHOOL READING PROGRAM**

**A SELA E. PEÑAFIEL
TEACHER II**

Sto. Nino Integrated School
asee.penafiel.ui@phinmaed.com

ABSTRACT

This qualitative study aimed at determining the use of annotation strategies for reading comprehension skills as groundwork for contextualized school reading program.

The results of the study showed that the annotation strategies used by the teachers were highlighting, underlining, and using post-it pads. Teachers used annotation strategies for reading comprehension to help learners understand the text, develop vocabulary, and integrate lessons to the reading text. The challenges experienced by teachers in using annotation strategies were: time-consuming, use is limited to textbooks and printed copies only, highlighter pen mark gets through the back page, online annotation tools and software less accessible. Teachers manage annotation strategies by refraining from using dark-colored highlighter, showing examples, including legend of markings and asking help from IT experts. A contextualized reading program was formulated as a result of the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Keywords: *Annotation Strategy, Reading Comprehension*

INTRODUCTION

Annotation skill among readers is a much talked-about strategy that aids comprehension and absorption of facts, information, and insights that the reader gets from expository texts. It is believed to be a special skill that the reader employs to improve and grasp fully the meaning of what is read. Furthermore, students can become more active and engaged readers by marking texts as they read, yet many are unaware of the significance of annotation or do not know how or what to note.

According to Muthia Ariansyah (2013) teachers should be adept at using annotation notes, like putting shapes such as triangles, circles, and asterisks on difficult and confusing words, or underlining or double lining, and many others for supporting details, facts, and other important details. Most significantly, a glossary about these annotations should be put at the end of the text or at the back of the notebook for reference.

Unfortunately, most teachers tend to neglect teaching this skill to their learners for some reasons, or perhaps they must have thought that this skill is not necessary at all. Hence, reading comprehension skills of learners are greatly affected.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



To make teaching and learning possible even for those who live in remote places in the country, the Department of Education has looked for different ways to solve the problem, that is why different learning alternatives have been introduced. Several Programs have been innovated by the Department of Education to improve comprehension, like Every Child a Reader Program (ECARP), Drop Everything and Read (DEAR), No Learners Left Behind, and the Remedial Reading Program. However, these programs have not been able to achieve goal of making a community of readers who would love reading with full comprehension of the reading materials.

Despite such efforts, learning was not certain. When face-to-face modality resumed, learners were noted to have lagged behind. Some were not even interested in learning. There were even more non-readers. The reading comprehension level of learners was also at its lowest.

Comprehension skill is one of the most important skills a learner should acquire because reading without comprehending is like chewing food without actually swallowing it but spitting it after. Without comprehension, the teaching-learning process would be a failure.

As an English teacher for nine years, the researcher has observed that many teachers in the field use annotation notes as a strategy for expository texts or for checking and giving feedback to learners' written outputs.

This is the reason why the researcher would like to find out the importance of using annotation strategies for reading comprehension so that a proper reading program can be proposed.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



MATERIALS AND METHODS

Research Methodology

This chapter presents the Research Method, Research Design, Respondents of the Study, Data-gathering Procedures, Research Instrument, and Data Analyses used in the study. The purpose of this study was to determine the importance and the use of annotation strategy to improve learners' reading comprehension which could serve as groundwork for contextualized school reading program.

Research Method

Narrative inquiry research method under the qualitative investigation was utilized in this study. It was to gain a deeper understanding regarding the application of annotation strategies to students' reading comprehension in the barangay high schools in the Municipality of Dueñas, Iloilo through interviews with open-ended questions and observations described in words.

Quantitative research is said to entail the identification of variables, the formulation of a hypothesis, the conduct of experiments, and the production of numerical data suitable for statistical analysis (Creswell, 2003). Comparatively, qualitative research is the conventional approach to gaining a profound comprehension of human nature or culture.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (Creswell, 2003). Because this study focused on the answers of the participants, qualitative research method fitted best.

Using a combination of the researcher's and the participants' experiences, a collaborative narrative is created through gathering participant replies and retelling the viewpoints of the participants (Creswell, 2003).

The intent of this study was to elicit participants' responses by using narrative inquiry approach. A narrative inquiry is needed to provide in-depth information on the advantages and disadvantages of using Annotation Strategy among English teachers as well as its benefits to their teaching performance.

Participants of the Study

The participants in this study were the 10 selected Junior High School and Senior High School teachers in barangay high schools in the Municipality of Dueñas, Iloilo. These ten (10) teachers were identified on the basis of a pre-survey conducted during the visit of the researcher to the different barangay high schools in the Municipality of Dueñas, Iloilo. The School Principals confirmed that the participants were the selected teachers and that they were qualified based on the basis of set by the researcher: they are teaching reading classes; and they are from the Municipality of Dueñas, Iloilo. After gathering information on the use of Annotation Strategy to improve reading skill, the researcher secured 10 participants to be part of the intensive data

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



gathering regarding their experiences on the use of Annotation Strategy. The participants were the English teachers who made use of this strategy in the barangay schools of Dueñas, Iloilo. These teachers were carefully chosen through the guidance of the school heads of barangay high schools in the Municipality of Dueñas, Iloilo.

Sampling Design

The participants in the study were chosen through purposeful selection (Maxwell, 2005). In Purposive Sampling Design, the subjects are selected because of some characteristics (Patton, 1990). These were the 10 English teachers in barangay high schools in the Municipality of Dueñas, Iloilo for the Schoolyear 2023-2024 who were purposely selected on the basis of objectives set at the beginning of the study. The objectives were: they should be English teachers; they should be teaching in barangay high school in the Municipality of Dueñas Iloilo; and they were using annotation strategies in their classes.

Research Instrument

To obtain data from the selected participants, the researcher used an In-depth Interview Guide. The interview guide questions focused on the annotation strategies used by the English teachers for reading comprehensions, how they used annotation strategies, the challenges they encountered and how they managed the challenges. To ascertain that the instrument was reliable, the researcher had it validated by a set of jurors: two English professors, the researcher's adviser, and panel members. The instrument was divided into two (2) parts. Part I included the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



profile of the respondents and Part 2 consisted of four questions about the study which were included in the interview guide.

Validity of the Research Instrument

The researcher-made interview guide was submitted to the adviser for review and revision. After the corrections were considered and acted upon, the prepared interview guide was thereafter sent to the panel of experts for content assessment and review. The guide was considered valid after it was checked by the panel of experts. Revisions were made after validation by the panel of experts and all the suggestions and corrections were incorporated. The panel was asked to review and approve the final document once again.

Data Gathering Procedures

In gathering data, the researcher followed the necessary procedures. An In-depth Interview Guide which was professionally checked and validated by a set of accomplished validators in English and research was first prepared by the researcher. After the instrument was validated, a letter asking for authorization to carry out the research was submitted and signed by the Dean of PHINMA Graduate School, the thesis adviser, and the researcher.

Letters asking for permission was then submitted personally to the office of the school principals. They were assured by the researcher that ethical standards would be observed and that the data gathered would be deemed confidential.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Once permission was granted, the researcher contacted the participants and arranged an appointment with each of them, ensuring that the interview would be done at their most convenient time. They were also told that they might choose to leave the study at any time or to decline to participate, and that the study was entirely optional.

They were assured that all the information provided would be kept confidential. The safety of both the researcher and the participants was ensured by following minimum health protocols as required by the Department of Health and the IATF. The consent of each participant was sought and each one was encouraged to participate by answering the interview questions as honestly as possible.

Upon the start of the interview, greetings were shared with friendly gestures in order to establish trust and rapport with the participants. The purpose of the study was then explained. They were requested to provide certain details regarding their personal data and information after giving their permission to take part in the study. The participants were assigned with pseudonyms if they wished to safeguard their identity. They were asked to narrate their response on the use of Annotation Strategies to improve reading comprehension, following the guide questions prepared.

The set of questions was carefully phrased for them to understand the intent of the interview and their responses legibly written. The interviews ended with the assurance that their responses would be confidential.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Data Analyses

Thematic analysis was used to examine the collected data. Emerging themes were identified and discussed comprehensively.

The method of locating patterns or themes in qualitative data is called thematic analysis. As stated by Maguire and Delahunt (2017), a thematic analysis's goal is to identify themes—that is, noteworthy or captivating patterns in the data—and then use those themes to explain the findings or provide a thesis. It takes summarizing, assessing, and analyzing the facts to make sense of it all.

RESULTS AND DISCUSSIONS

The purpose of the study was to ascertain the use of Annotation Strategies for Reading Comprehension Skills as Groundwork for Contextualized School Reading Program.

The participants in the study were the ten (10) English teachers from the different barangay schools in the Municipality of Duenas, Province of Iloilo.

An in-depth interview guide under qualitative research method was used to gather data. This researcher- made tool was subjected to validity test and was found to be valid and appropriate to use by the accomplished validators.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



The following are the findings of the study:

The annotation strategies that teachers used for reading comprehension were highlighting, underlining, and using post-it pads. Teachers used annotation strategies for understanding the text better, develop vocabulary skills, and integrate lessons to the reading texts.

On the challenges experienced by teachers in using annotation strategies for reading comprehension, the emergent themes identified by the teachers were: time-consuming, use is limited to textbooks and printed copies only, highlighter pen mark gets through the back page, and annotation tools and software being less accessible.

In order to manage the different challenges encountered by teachers and learners, the participants in this study shared ways on how to solve the problems they encountered while annotating. These are the following: refrain from using dark-colored highlighter pens; show examples of well-annotated texts; give clear and detailed instructions on the use of annotations; include a legend of markings; and ask help from IT experts for examples of annotation tools. A contextualized reading program was formulated on the basis of the results of the study.

Based on the findings of the study, the following insights were gathered:

In order to ensure that learners can comprehend what they read, teachers use different annotation strategies. Annotating reading texts help readers to comprehend well the essence of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



what is read. Teachers devise their own annotation strategies depending on their creativity and innovativeness. In the process, they become effective constructors of ideas and insights which they obtain and generate from the text they read.

Annotation strategies serve different purposes to different individuals, especially teachers and learners. For teachers, annotation strategies can help them teach learners understand the meanings of difficult words, modify their teaching instruction, and help them provide feedback to students. For learners, using annotation strategies can help them understand what they read, be clarified with the text that they read, and can help them develop a set of symbols to help them recall unfamiliar words;

Despite the positive feedbacks given in using annotation strategies, there are still challenges that teachers encounter in using them. Teachers are adept at identifying these challenges thereby developing their ingenuity to make adjustments in order to effectively facilitate better understanding of the reading texts.

Managing annotation strategies is an important skill learned by teachers while doing annotation. Employing various techniques could depend on the problems that they identified. They shared these techniques with their respective learners so that these, learners would be able to develop their own annotation styles and apply them to whatever reading materials they may encounter especially in doing their school tasks that involve reading and comprehension.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



CONCLUSION

Annotation strategy is one of the skills which both teachers and learners should learn to understand the texts better, develop their vocabulary skills, and integrate their lessons to the reading texts.

Therefore, teachers should know the basic annotation symbols or should have their own annotation legends which they can share with their learners because no matter how hard they try to explain to the learners, they could not apply it without any reference.

Learners should know when and what to annotate to save time, effort, and ink. They should also know how to annotate so that efficient and effective learning would take place.

DepEd personnel should also include annotation in the list of competencies to be mastered by both teachers and learners. They should also look for IT experts who could develop annotation applications to facilitate easy and fast annotation.

As cited by Johnson, T. E. et al. (2010), social annotation software can be integrated into instructional materials by making reading a shared experience, students may be more likely to engage with the text.

IT experts should develop annotation apps to help learners annotate digitally.

Further research on how to use annotation symbols in correcting students' written outputs should be conducted.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



A similar study should also be conducted in the province of Iloilo but the study should focus on the implications of using annotation strategies in the study habits of learners and teaching competence of the teachers.

Same research should be conducted on the implications of using annotation strategies among other professionals. Another research should be conducted on the impact of using annotation strategies to the academic performance of learners.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



References

Azevedo, K. (2023). What to Highlight when Annotating

Novels.

BasaPilipinas.(2018,November29).EDC<https://www.edc.org/basa>

-pilipinas Biostatistics & Epidemiology, 4 (1), 38– 47.

Bradley, J. (2007). Supporting Annotation as a Scholarly Tool

Brummer, T., & Macceca, S. (2013).Reading Strategies for Mathematics.

Cambridge university press.Saputra, B. W. (2021)

CampusGuides. (2023).<https://campusguides.glendale.edu>

Cengage Learning.Goddard, W., & Melville, S. (2004)

Research Methodology.

Chen, J. et. al (2018) Image Annotation Tactics:

Transitions, Strategies and Efficiency.

Creswell, J. W. (2002). Teacher Created Materials.

through Concept-Oriented Reading Instruction (CORI).

Universitas Muria Kudus: Unpublished. Zywica, J., & Gomes, K. (2008). Annotating to

Support Learning in the Content Areas: Teaching and learning Science. Retrieved on 20

September 2, 2023.

David G. Lebow (2004) Interactive Annotation for Teaching

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



and Learning.

Dodge, D. T. (1991) The Creative Curriculum for Early Childhood.

Dolores Perin & Rachel Hare (June 2010) Community College

EEdJ: English Education Journal 1(1 for Pleasure, Comprehension Skills.

Erin Lynch (2023) Annotating Strategies that Enhances Close Reading.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H.(2012) How

to design and evaluate research in education (Vol.7). McGraw-hill New York.Fromkin, V.

Fromkin, V. et. al (2018). Introduction to Language.

Ford, E. (2020) Tell Me Your Story: Narrative Inquiry in LIS Research.

Guilford Publications.Liana, B. M. P. (2019) The Effect of

Read, Cover, Remember, Retell (RCRR) Strategy toward Students Reading Comprehension at MA Darul Muajirin Praya in Academic Year 2018/2019.

<https://accessibility.umich.edu/training/annotating-for-accessibility>. Retrieved on January 8, 2024.

<https://doi.org/10.32923/sci.v4i2.1016>Johnson, R. B., & Christensen, L. (2019). Educational research: Quantitative, qualitative, and mixed approaches

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Retrieved on December 2023.

<https://learningcenter.unc.edu> (2020) Reading Comprehension

Tips: Retrieved on November 2023.

https://www.academia.edu/100829457/Adult_Literacy_Programs

Retrieved on November 2023.

<https://campusguides.glendale.edu>, 2023 Contextualized

Learning (CTL) and Active Learning: retrieved on

November 2023.

<https://www.google.com/search?q=literacy+program+definition>

Maciejewski, M. L. (2020) Quasi-experimental Design.

<https://www.socratica.org/blog/literacy-around-the-world?>

Improving Students' Reading Comprehension by using

RCRR (read, cover, remember, retell) strategy (A

Classroom Action Research on 8th grade students;

retrieved on December 2023.

Indrawati, I., & Widiana, A. (2019) Improving Students'

Reading Comprehension in Narrative Text through Thieves Strategy to the 10th Grade

Students of MAN 1. Pangkalpinang. *Scientia: Jurnal Hasil Penelitian*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Johnson, Tristan E. et al. (2010) Individual and Team

Annotation effects on students' Reading Comprehension,

Critical thinking, and Meta-cognitive skills.

Computers in Human Behavior.

Kampar Riau. (2013) Jurnal Ilmiah Edu Research, 02(1) 1-12.

Experimental Inquiry of Paired Annotation and One Stay

In Reading Comprehension of Narrative Test at Grade X

Khalidi, M. (2024, February 14). Innovative Instructional

Design Methods and Tools for Improved Teaching. IGI Global. literacy program definition

- Google Search. (n.d.).

Klingner, J. K., Vaughn, S., & Boardman, A. (2015) Teaching

Methodology in Language Teaching: An Anthology of Current Practice

Gehr, Lauren (2019) *More Than Highlighting: Creative Annotations Active strategies for annotation like collaborative work and illustration increase students' comprehension and retention.*

Lawton, Thomas (2012) Class, Culture and Curriculum.

Maguire, M. & Delahunt, B. (2017) Doing a Thematic

Analysis: A Practical Step-by Step Guide.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Marantaki, J.P. & Fitrawati, F. (2012) Teaching Reading a Narrative Text to JHS Students.

Maxwell, J.A (Ed. (2005) Qualitative Research Design: An

Interactive Approach.

Muijselaar, M. M. L., Swart, N. M., Steenbeek-Planting, E.

G., Droop, M., Verhoeven, L., & de Jong, P.F. (2017) Developmental Relations between Reading Comprehension and Reading Strategies. Scientific Studies of Reading.

Mustafa Gunes, (2015). B. Mikulecky, (1996) More Reading

Power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills.

Muthia Ariansyah (2013) Annotation Strategy for Teaching

Reading Comprehension of Exposition Texts

Nist, S.L. (1997). Teaching Students to Annotate and

Underline Text Effectively: College cited by Hsiu-Ping Yueh, Ya-Ting Teng, Weijane

Lin, Yu-Ching Wang, Chiu-Fan Hu (2012) Web-Based Annotation Learning System:

Construction and Application

Nurjannah, P.(2022) Using Annotation Strategy to Improve

The Student's Reading Comprehension

O'Donnel, C.P. (2004). Beyond the Yellow Highlighter:

Teaching Annotation Skill to Improve Reading Comprehension. English Journal Vol. 93 No.

5. May

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Patton, M. Q. (2002, January 1). *Qualitative Research &*

Evaluation Methods. Power: Reading Faster, Thinking Skills, Reading Professions Education Research. John Wiley & Sons.

Qutoshi, S.B. (2018). *Phenomenology: A Philosophy and*

Method of Inquiry. Journal of Education and Educational Development. Vol. 5. No.1.

Rasyidah, U. (2013). *Experimental Inquiry of Paired Annotation and One Stay Two Stray in Reading Comprehension of Narrative Text at Grade X SMAN 1*

Reading and Learning Assistance Technical Report. No. 87-02; Retrieved on 16 August 2017 Reading Comprehension to Students with Learning.

Rees, C. E., Monrouxe, L. V., O'Brien, B. C., Gordon, L.

J., & Palermo, C. (2023, October 9). *Foundations of Health Professions Education Research*

Relawati, E. (2019). *Applying Read, Cover, Remember, Retell (RCRR) Strategy Foster students' Reading comprehension of Descriptive Text at the Tenth-Grade of SMA*

Muhammadiyah 8 Ciputat in Academic Year 2019/2020

Richards, J. C., Richards, J. C., & Renandya, W. A. (2002).

Rodman, R., & Hyams, N. (2018). *An Introduction to Language.*

School (2022, November 8). *Annotation Strategies That Work!* Braintrust.com.

Retrieved September 11, 2023, from <https://braintrusttutors.com/annotation-strategies-that-work/>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Simpson, M. L., & Nist, S. L. (1990). Textbook Annotation: An Effective and Efficient Strategy for College Students. *Journal of Reading*, 34(2), 122-129. Retrieved on 20 September 2017.

Spangler, D., & Mazzenta, J.A. (2015). Using Reading to Teach a World Language (1st ed.). London: Routledge.

Sugiarto, D., Indrawati, I., & Meygita, R. (2021). Improving Students' Reading Comprehension Text

Syah, A. (2013). Improving Students' Reading Comprehension of the Eleventh Grade of Language Program of Man Bawu Jepara in the Academic Year 2012/2013 by Using Annotating Text Strategy.

Villamin, Araceli M. et.al (2010) Development of Learning Materials for Struggling Readers

Webster, J. (2019). Teaching Developmental Reading Skills for Targeted Content Focuses. Retrieved February 9, 2024, from <https://www.thoughtco.com/developmental-reading-teaching-reading-skills-3110827>.

William H. Sadlier Inc. (2023) Annotating Practice Kit
Socratica Foundation. (n.d.). Socratica Foundation.
<https://www.socratica.org/>

Wolfe, Joanna (2001). From the Margins to the Center-The

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Future of Annotation.

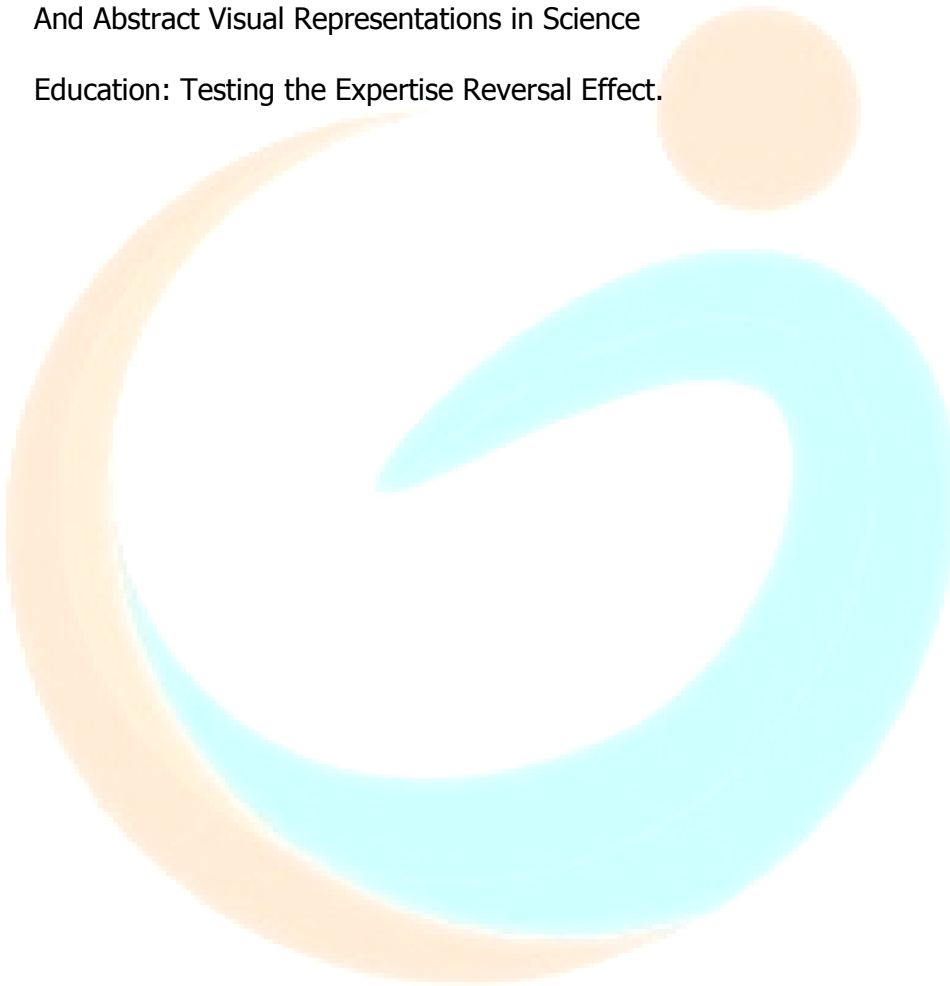
Wright, D. (2023, April 26). Adult Literacy Programs.

www.academia.edu.

Zheng, Robert (2022). The Impact of Annotation on Concrete

And Abstract Visual Representations in Science

Education: Testing the Expertise Reversal Effect.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
