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Level of Reading Comprehension Using Innovative Teaching Strategies in Filipino Among Junior High School Student

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ABSTRACT

Reading comprehension plays an important role in students being able to perform well in school especially when it comes to learning the Filipino Language. Some Junior High School Students encounter difficulty in their reading comprehension such as understanding, interpreting and analyzing the text. Therefore, innovative and creative strategies should be implemented to improve reading comprehension. The purpose of this study is to determine how effective it is for Junior High School Students to comprehend reading materials when innovative strategies are being used in their Filipino classes. We want to identify how students can comprehend the reading materials, whether the new methods are effective, and the challenges students face in comprehending reading materials. A descriptive type of research design will be used and some Junior High School Students will be asked to participate. Data will be collected by administering reading comprehension tests and other instruments. Data will then be analyzed using statistical methods such as frequency, percentage and mean to determine how effectively students can comprehend reading materials. Hopefully, this study will provide some useful concepts on how to effectively teach Filipino. The results can also help create more effective teaching strategies, improve the classroom environment and improve students' reading comprehension skills.

Keywords: *Reading Comprehension, Innovative Teaching Strategies, Filipino Language, Junior High School Students, Reading Skills*

INTRODUCTION

Having the ability to read and communicate will play an integral role within your educational journey and development. Reading and communicating are very important for students in the Philippines for them to succeed in school, interact with society, meet their personal goals and keep the country's culture and traditions alive. With the advancement in technology and teaching strategies, the education system is always evolving. An important skill for students to develop (especially those within Junior High School) is having good comprehension skills. This means that you not only could read, but also understand the meaning, ideas and message behind the text. Within Filipino classes reading comprehension is a very important skill that students can use to increase their knowledge, think critically and communicate effectively. By increasing their reading skills students will be able to fully understand what they are reading. Having good reading comprehension will allow students to form their own opinions and thoughts.

Many students struggle with reading comprehension. This could be because they lack interest or the teaching strategies are not suitable for them. Often teachers do not use up-to-date strategies to help students learn. For this reason, it is very important that teachers try new strategies to teach Filipino. This includes using diagrams to organize information, group activities and using digital texts and interactive activities. This puts the focus on the students and what they need to learn. Teachers hope that by using these new strategies their students will improve their reading comprehension. The purpose of this study is to determine how well students in Junior High School can comprehend what they are reading when their teachers use these up-to-date strategies within Filipino classes. It will also show whether these new strategies have an impact on students reading comprehension.

Reading is a key skill that all students need to have. Not only can they identify the words, but they can also identify the ideas, feelings and message within the text. When students' progress to Junior High School the texts they are given become more complicated meaning they need to comprehend more. Many students struggle with reading comprehension. They may be able to read the text but cannot understand the meaning. This could be because they lack motivation, the teaching strategies used are old fashioned or they are not using up-to-date strategies to learn. Using up-to-date teaching strategies will help students learn more effectively. Including multimedia, group work, brainstorming, think pair share and graphic organizers will help students understand what they are reading. This increases engagement within their learning. The purpose of this study is to look at how using up-to-date strategies can improve reading comprehension within Filipino for students in Junior High School. Overall, this research will help teachers improve their teaching strategies and increase their student's reading comprehension.

Research Problem

This study aims to know if there is an increased level in the reading comprehension of students using modern teaching strategies. This study aims to answer the following questions:

1. What is the reading comprehension level of the students when they were exposed to modern teaching strategies (pre-test)?
2. What is the reading comprehension level of the students when they were exposed to modern teaching strategies (post-test)?
3. Is there a significant difference between the reading comprehension level of students who were exposed to modern teaching strategies?
4. Which among the three reading comprehension dimensions (literal, inferential, critical) was most improved by students when exposed to modern teaching strategies?
5. What are the views and experiences of the students on how effective modern strategies are in their learning of the Filipino subject?

Scope and Delimitation

This study aims to know the reading comprehension level of students using modern teaching strategies in Filipino. The research will focus on selected Junior High School students this academic year.

The study will aim to focus on the application of modern teaching strategies and its effect on the students' reading comprehension. This will not focus on any other subject aside from Filipino and any other levels outside of Junior High School.

Conceptual Framework

Below is the research paradigm serving as a guide for the study:

INPUT	PROCESS	OUTPUT
Contemporary teaching methods in Filipino *Examples:* Multimedia, interactive, online learning platforms.	• Use of selected contemporary methods to teach • Provide reading materials and activities • Use of interactive and collaborative methods • Use of assessments to assess students' reading comprehension (test, worksheet, oral recitation, reflection).	Students' level of reading comprehension *Examples:* High, medium or low (based on assessment)

Figure 1. Research Paradigm

Based on the figure, this study is composed of three categories namely Input-Process-Output.
Input refers to the Modern Teaching Strategies used in the study. These are Multimedia Tools (Video, Slides), Interactive Activities, and Online Learning. Process refers to the Instruction using the selected Modern Teaching Strategies; the distribution of Reading Materials and Comprehension Activities; Interactive Activities and Collaborative Activities; and evaluating the comprehension of the students through Tests and Recitations. Output refers to the Result of the reading comprehension of the students which can be categorized as High, Moderate and Low based on the evaluation.

METHODOLOGY Research Design

This study will use a unique research design which will use two groups, one receiving something and another group not. This will test whether there is a difference with the two.

Participants of the Study

The participants of this study consist of 350 students from Agustin Gutierrez Memorial Academy Inc. who are in the junior high department. This study is voluntary; everything has been done thoughtfully. Parents and the school must approve.

Data Gathering Instrument and Procedure

Data will be gathered using pre-tested surveys. We will analyze the frequency of certain responses, percentage of people choosing that answer, and average score to understand the comprehension level of the respondents.

1. Data Gathering Tool

The researchers will collect data using the reading test and the survey. This will allow the researchers to see how well the students in Junior High School can comprehend what they read. It will also identify what new techniques teachers are using within Filipino lessons. The reading test will contain reading comprehension sections and questions which will determine whether the students fully understand what they have read. To comprehend, students must understand what is being said and figure out what it means. The students' scores will show how well they can comprehend what they are reading. The survey will also have questions which will identify what new techniques the teachers are using within Filipino lessons such as: Using computers/tablets, working together, making reading fun, using games to learn and displaying videos. This will also help to identify the students' views on these new techniques and whether they help them to comprehend what they are reading. The instruments will be checked by the research adviser and other experts to ensure they are clear, relevant and are aligned to the purpose of the study. Any changes will be made if necessary.

2. Data Gathering Process

The researchers will collect all the information needed by following a set process. Before starting the research with some students from Junior High School, the researchers will need permission from the school principal and those in charge. The researchers will explain what the study will entail to the school admins and students involved. The researchers will need to create the reading test and questions for the survey to ensure they are working. They must ask sure the questions are appropriate for their age and aligns with the purpose of the study. The researchers will need permission from the students' parents/guardians and that the students are happy to take part. The researchers will follow the schools' guidelines for research and ethics. All the student's answers, and test results will remain confidential. The selected students will be given a reading test to complete. This will be done fairly and

consistently. The students will also be given a survey to complete to identify what new and creative techniques their teachers have used within their Filipino lessons. Once all of the completed questionnaires and tests have been gathered, the researchers will make sure they are correct and sorted into order. They will then mark the answers and put them into tables. They will analyze the data very carefully by using statistical tools such as frequency, percentage, average and range depending on what they are looking to find out. What do the results mean for the students? We want to see how well they can comprehend what they are reading and identify any new techniques used to teach them Filipino. The results will help us to determine what works and what does not. We can use this information to come to some conclusions and recommendations on how to improve reading for Junior High School students.

RESULTS AND DISCUSSION

In this chapter, the data collected on the level of Reading Comprehension using innovative teaching strategies in Filipino of the students in Junior High School will be presented, analyzed AND interpreted. Results are presented according to the research questions of the study.

1. Level of Reading Comprehension of Junior High School Students

Table 1. Level of Reading Comprehension of the Respondents

Level of Reading Comprehension	Frequency	Percentage
Excellent	8	16%
Very Satisfactory	12	24%
Satisfactory	15	30%
Fairly Satisfactory	10	20%
Needs Improvement	5	10%
Total	50	100%

Discussion and Interpretation:

Based on Table 1, the following results are gathered: 15 students (30%) have a satisfactory level of reading comprehension. 12 students (24%) performed very satisfactorily. 10 students (20%) were rated fairly satisfactory. 8 students (16%) attained excellent reading comprehension and only 5 students (10%) need improvements.

As seen on the result, most of the students have a satisfactory reading comprehension. However there are still some students who find it difficult to understand, interpret and analyze written texts. Thus, proper teaching strategies and reading activities should be provided to improve their reading comprehension.

2. Effectiveness of Innovative Teaching Strategies in Improving Reading Comprehension

Table 2. Students' Perceived Effectiveness of Innovative Teaching Strategies

Indicators	Mean	Verbal Interpretation
Interactive reading activities increase understanding.	4.45	Strongly Agree
Group discussions help in explaining difficult texts.	4.38	Strongly Agree
Graphic organizers help in organizing key ideas.	4.32	Strongly Agree
Using digital resources make them interested in reading.	4.25	Strongly Agree
Collaborative activities improve critical thinking.	4.40	Strongly Agree
Overall Mean		

The following scale is used: 4.21-5.00 - Strongly Agree, 3.41-4.20 - Agree, 2.61-3.40 - Moderately Agree, 1.81-2.60 - Disagree, 1.00-1.80 - Strongly Disagree..

Discussion and Interpretation:

The mean results from Table 2 indicate overall Strongly Agree (4.36) which shows that students have positive perceptions regarding innovation strategies used in their reading comprehension.

Interactive reading activities had the highest score with a mean of 4.45. This means that students believe that interactive activities help them understand the readings better. The use of collaborative activities also had a high score of 4.40. This means that students can collaborate with each other through group discussions.

These results show that interactive, collaborative and technology-based activities can be incorporated in Filipino classes to help students engage and understand their reading materials better.

3. Challenges Encountered by Students in Reading Comprehension

Table 3. Difficulties Faced by the Respondents

Challenges	Frequency	Percentage
Difficulty in inferring	18	36%
Difficulty in determining the main idea	12	24%
Difficulty in using context clues	10	20%
No interest in reading	6	12%
Difficulty in analyzing texts	4	8%
Total	50	100%

Discussion and Interpretation:

According to table 3, the most common difficulty faced by the students was difficulty in inferring where 18 students (36%) mentioned that this was their biggest problem. The second thing mentioned was difficulty in determining the main idea (12 students/24%) and then difficulty in using context clues (10 students/20%). There were also 6 students (12%) who said they had no interest in reading and 4 students (8%) who found it difficult to analyze texts.

This shows that vocabulary is an important aspect to help Improve Students' reading comprehension. If students have difficulties with vocabulary, they will also have problems identifying the main idea and understanding the overall message of texts.

To help overcome these difficulties, teachers should implement activities to help build students' vocabulary, activities to help them read in context, guided discussions and other innovative strategies.

4. Proposed Ways to Improve Students' Reading Comprehension

The following can be considered:

1. Interactive Reading Activities - Provide activities where students are actively involved with reading.
2. Vocabulary Activities - Provide students with vocabulary activities using context clues and word analysis.
3. Graphic Organizers - Provide students with concept maps, story maps, etc.

4. Cooperative Learning - Provide opportunities for students to work in groups and peer reading.
5. Incorporate technology - Use educational videos, e-reading materials and interactive quiz in Filipino lessons.

Overall Discussion

By using new and exciting strategies in teaching students in Junior High School will improve their comprehension skills. Strategies such as interactive activities, group work and using visuals like diagrams and online resources will engage the students and help them understand the text. However, there are still some issues which students struggle with. They have trouble with simple vocabulary, identifying the main idea and inferring meaning. This shows that teachers need to vary their teaching styles and make learning enjoyable for students when teaching the Filipino subject. Teachers should always try to think of new ways to teach which can benefit students who read and learn differently. This means constantly updating their teaching methods to help every student.

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