

Reading Comprehension Pedagogy (RCP) to Enhance Grade 6 Pupils' Performance in English

Maricar L. Rollon

Philippine Christian University, Dasmariñas
Sampaloc 1, Emilio Aguinaldo Hwy. Dasmariñas Cavite, Philippines
maricar.rollon001@deped.gov.ph

Abstract

This study examined the effect of Reading Comprehension Pedagogy (RCP) on the reading comprehension performance of Grade 6 pupils and explored how structured comprehension strategies influence pupils' reflections and engagement in the reading process. A descriptive quantitative research design was employed involving thirty-five (35) Grade 6 pupils from Ternate Central Elementary School selected through purposive sampling. Reading passages and comprehension tests adapted from the 2018 Philippine Informal Reading Inventory (Phil-IRI) were used as the primary instruments. The intervention followed sequential RCP strategies, including reading the text, rereading, activating prior knowledge, using context clues, and applying word attack strategies. Data were analyzed using mean and standard deviation. The findings showed a gradual improvement in pupils' reading comprehension levels as RCP strategies were implemented. Most pupils progressed from instructional to independent comprehension levels. Pupils' reflections also indicated increased awareness of effective reading strategies and greater engagement in reading tasks. The study demonstrates that Reading Comprehension Pedagogy (RCP) is effective in improving the reading comprehension performance of Grade 6 pupils. The structured and sequential implementation of reading strategies can strengthen comprehension skills and support the development of independent readers in English classrooms.

Keywords: *Reading comprehension pedagogy, reading comprehension, Phil-IRI, Grade 6 learners, ENGLISH instruction*

Bio-profile

Maricar Lozano Rollon is a Master Teacher II at Ternate Central Elementary School under the Schools Division Office of Cavite Province, Region IV-A CALABARZON. She holds a Master of Arts in Education major in Educational Management and a Bachelor of Science in Secondary Education major in Science. Her professional expertise centers on elementary education, particularly in the development of reading comprehension skills among intermediate-grade learners. Her research interests include reading intervention programs, differentiated instruction, literacy development, and the application of cognitive and metacognitive strategies in language learning. She advocates for innovative and evidence-based pedagogical approaches that enhance learner engagement, critical thinking, and independent reading habits. Ms. Rollon recently conducted an action research study on Reading Comprehension Pedagogy (RCP), which focused on improving the comprehension performance of Grade 6 pupils through structured and layered reading strategies such as re-reading, activating prior knowledge, using context clues, and applying word attack strategies. Her study reflects her commitment to addressing literacy gaps and promoting effective reading instruction in elementary education.

Through her dedication to research and teaching, she continues to contribute to the advancement of quality literacy instruction and the development of lifelong learners.



Introduction

Reading comprehension is a fundamental skill essential for academic achievement and lifelong success. It involves the ability to understand, interpret, and construct meaning from texts, which is critical across all subject areas. Studies have shown that reading comprehension significantly predicts academic performance and is closely associated with vocabulary development, language proficiency, and higher-order thinking skills (Chen et al., 2019; Foorman et al., 2020). Learners with strong comprehension skills are more likely to succeed academically and professionally. Despite its importance, reading proficiency remains a major concern in the Philippines. Reports indicate that Filipino learners perform below expected standards in reading comprehension compared to their Southeast Asian counterparts (BusinessWorld, 2020). Furthermore, only a small percentage of students demonstrate the ability to read and comprehend simple texts (UNICEF, 2022). These challenges negatively affect learners' academic performance, particularly in English, where comprehension is essential for identifying details, making inferences, and drawing conclusions. Students with poor reading skills often experience low motivation, decreased engagement, and difficulty in learning (Quimbo, 2021).

To address these issues, the Department of Education (DepEd) has implemented initiatives such as the Every Child A Reader Program (DepEd Memorandum No. 173, s. 2019), which aims to strengthen literacy instruction and promote a reading culture in schools. However, while such programs provide a general framework, there is limited empirical evidence on how specific instructional strategies can effectively improve targeted comprehension skills. At Ternate Central Elementary School, Grade 6 pupils continue to demonstrate difficulties in reading comprehension, particularly in tasks that require identifying key details and understanding textual information. Classroom observations and assessment results indicate that learners struggle to extract relevant information, which affects their academic performance and participation. Although numerous studies have explored reading comprehension strategies, most focus on general outcomes rather than identifying which strategies are most effective for improving specific skills such as noting details. Additionally, limited research has examined the role of learner engagement and metacognitive awareness in the Philippine context. This study addresses these gaps by investigating the effectiveness of Reading Comprehension Pedagogy (RCP) in improving the ability of Grade 6 pupils to note details. It also examines how these strategies influence learners' engagement and metacognitive development, providing evidence-based insights for improving instructional practices.



Theoretical Framework

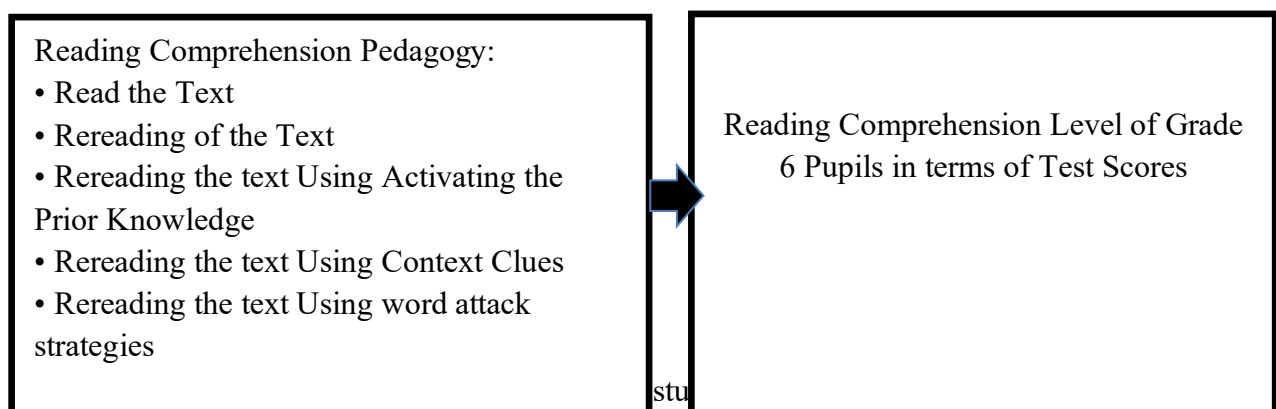
This study is grounded in the following theories:

Cognitive Load Theory (Sweller, 1988) explains that learning is enhanced when instructional materials reduce unnecessary cognitive demands. Schema Theory (Bartlett, 1932; Anderson, 1977) emphasizes the importance of prior knowledge in understanding new information. Constructivist Theory (Piaget, 1973; Bruner, 1961) highlights that learners actively construct knowledge through experience and interaction. Simple View of Reading (Gough & Tunmer, 1986) posits that reading comprehension results from the interaction of decoding and linguistic comprehension. These theories support the use of structured and strategic instructional approaches such as RCP, which integrates multiple strategies to enhance comprehension and promote independent learning.

Conceptual Framework

This study examines the effect of specific Reading Comprehension Pedagogy (RCP) strategies on Grade 6 pupils' reading comprehension performance, particularly in noting details. The framework integrates mediating variables (motivation and metacognition), moderating variables (teacher training, classroom context/resources), and control variables (grade level, subject, curriculum framework) to illustrate their influence on learning outcomes.

Figure 1: Initial Conceptual Framework



Reading Comprehension Pedagogy (RCP) and the reading performance of Grade 6 pupils. The framework identifies the RCP as the independent variable composed of specific strategies: initial reading, rereading the text, activating prior knowledge, using context clues, applying

word attack strategies, and conducting assessments after each strategy. These strategies are rooted in cognitive and constructivist learning theories, which emphasize that comprehension is developed through active engagement with text, repeated exposure, and the integration of prior knowledge. The dependent variable—reading performance—is measured using the modified scoring categories of the Philippine Informal Reading Inventory (Phil-IRI), which classifies pupils' comprehension levels into independent (80–100%), instructional (60–79%), and frustration (59% and below). The framework presents a clear causal pathway, showing how the systematic implementation of RCP strategies is expected to improve comprehension at the literal, inferential, and evaluative levels. Furthermore, the inclusion of formative assessments provides real-time feedback, allowing for instructional adjustments and ensuring that learning is continuously supported. Overall, this conceptual framework serves as a guide for both the implementation and evaluation of the RCP and demonstrates how strategic reading instruction can directly influence measurable academic outcomes.

Research Questions

Statement of the Problem

Reading comprehension is a fundamental skill that significantly influences learners' academic success across subject areas. However, many elementary pupils experience difficulty understanding written texts, particularly in English subjects that require higher-order thinking skills such as identifying details, making inferences, and drawing conclusions. Limited reading comprehension skills hinder pupils' academic performance and reduce their engagement in classroom learning.

Instructional strategies that actively support comprehension development are therefore essential. Reading Comprehension Pedagogy (RCP) offers structured strategies—such as rereading, activating prior knowledge, using context clues, and applying word attack techniques—that help learners process texts more effectively. Despite the recognized importance of these strategies, there remains a need to examine how structured RCP approaches influence pupils' comprehension levels and reflective learning processes in authentic classroom settings.

This study was conducted to determine the effect of Reading Comprehension Pedagogy (RCP) on the reading comprehension performance of Grade 6 pupils. Specifically, it examined pupils' comprehension levels across different RCP strategies and assessed their reflections after receiving performance feedback. Based on the findings, the study aimed to develop an appropriate Reading Comprehension Pedagogy framework to enhance the reading comprehension performance of Grade 6 pupils in English.

Research Objectives

General Objective

To determine the effect of Reading Comprehension Pedagogy (RCP) on the reading comprehension performance of Grade 6 pupils.

Specific Objectives

This study aimed to:

1. Determine the pupils' comprehension levels when different Reading Comprehension Pedagogy (RCP) strategies are applied, including:



- reading the text
- rereading the text
- activating prior knowledge
- rereading with prior knowledge activation
- using context clues
- rereading with context clues
- using word attack strategies
- rereading with word attack strategies

2. Determine the level of pupils' reflections after knowing their performance scores in the use of Reading Comprehension Pedagogy (RCP).

3. Develop a Reading Comprehension Pedagogy framework that can enhance the reading comprehension performance of Grade 6 pupils in English.

Research Questions

This study sought to answer the following questions:

1. What are the pupils' comprehension levels when different Reading Comprehension Pedagogy (RCP) strategies are applied?
2. What is the level of pupils' reflections after knowing their performance scores in the use of Reading Comprehension Pedagogy (RCP)?
3. Based on the findings of the study, what Reading Comprehension Pedagogy framework can be developed to enhance the reading comprehension performance of Grade 6 pupils in English?

Hypotheses

The following hypotheses were tested in the study:

Null Hypothesis (H_0):

There is no significant difference in the reading comprehension performance of Grade 6 pupils before and after the implementation of Reading Comprehension Pedagogy (RCP) strategies.

Alternative Hypothesis (H_1):

There is a significant difference in the reading comprehension performance of Grade 6 pupils before and after the implementation of Reading Comprehension Pedagogy (RCP) strategies.

Literature Review

Format for the Five Levels of Heading in APA Style

Level	Format
1	<i>Reading Comprehension and Academic Achievement</i> Reading comprehension is a key determinant of academic success, particularly in language-based subjects. It extends beyond decoding and involves the ability to interpret and construct meaning from texts (Snow, 2002; Cain & Oakhill, 2007). Learners with strong comprehension skills demonstrate better academic performance across disciplines (Castles et al., 2022). Recent studies further confirm that effective reading instruction improves comprehension, engagement, and learner confidence (Guthrie et al., 2022; Elleman & Oslund, 2022).

2	<p><i>Reading Comprehension Pedagogies and Instructional Strategies</i> Various instructional strategies have been proven effective in enhancing reading comprehension. Re-reading improves understanding and fluency (Kim & Wagner, 2021), while activating prior knowledge supports deeper comprehension by linking new information to existing schemas (Tarchi, 2021). Context clues and word attack strategies strengthen vocabulary development and decoding skills (Goodwin & Ahn, 2021).</p>
3	<p><i>Metacognitive Strategies and Self-Regulated Learning</i> Metacognitive strategies, including reflection and self-assessment, promote self-regulation and strategic learning (Panadero, 2021; Schunk & Greene, 2022). These approaches enable learners to monitor their comprehension and adjust strategies as needed.</p> <p><i>Layered Reading and Reciprocal Teaching</i> Contemporary models such as Strategic Layered Reading (SLR) integrate multiple strategies into a structured framework that supports comprehension development (Delgado et al., 2022). Reciprocal teaching emphasizes collaboration, questioning, and summarizing, fostering critical thinking and engagement (Hattie, 2023).</p>
4	<p><i>Technology-Supported Reading Interventions.</i> The integration of digital tools enhances reading instruction by providing interactive and adaptive learning environments. Technology-supported approaches increase motivation, engagement, and comprehension among learners (OECD, 2023; Delgado et al., 2022).</p>
5	<p><i>Mediating, Moderating, and Control Variables.</i> The effectiveness of reading strategies is influenced by mediating variables such as motivation, engagement, and metacognitive awareness (Guthrie et al., 2022). Moderating variables include teacher training and classroom resources, which affect the implementation of instructional strategies (Darling-Hammond et al., 2022; UNESCO, 2021). Control variables such as grade level, subject focus, and curriculum alignment ensure consistency in measuring instructional outcomes.</p> <p><i>Synthesis of the Literature and Research Gap.</i> The literature demonstrates that evidence-based reading strategies significantly improve comprehension and learner engagement. However, most studies focus on general comprehension outcomes rather than specific skills such as noting details. Additionally, there is limited research examining how these strategies influence learner motivation and metacognitive awareness in the Philippine elementary context. This study addresses these gaps by investigating the effectiveness of Reading Comprehension Pedagogy (RCP) in improving the skill of noting details among Grade 6 pupils. It also explores how RCP influences engagement and self-regulated learning, contributing to the development of effective instructional practices.</p>

Method

Sample

The participants of the study consisted of thirty-five (35) Grade 6 pupils from Ternate Central Elementary School. The sample was selected using purposive sampling based on accessibility, availability, and their enrollment in a single class section during the research period.

The selected class was under the supervision of a cooperating English teacher who assisted in the implementation of the Reading Comprehension Pedagogy (RCP). Parental consent and pupil assent were obtained prior to participation to ensure ethical compliance. The use of purposive sampling allowed consistent monitoring of pupils' progress within a controlled classroom setting while maintaining ecological validity.

Instrument

The study utilized reading passages and comprehension tests adapted from the 2018 Philippine Informal Reading Inventory (Phil-IRI). The materials were aligned with Grade 6 competencies and designed to assess literal, inferential, and evaluative comprehension skills.

Each passage was followed by multiple-choice questions corresponding to Phil-IRI cognitive levels. A modified scoring rubric was used to classify comprehension levels:

- Independent Level: 80%–100% (8–10 correct answers)
- Instructional Level: 60%–79% (6–7 correct answers)
- Frustration Level: 0%–59% (0–5 correct answers)

Validity and Reliability

Content validity was established through expert review by a reading specialist, an English teacher, and an educational measurement expert. A pilot test involving 10 Grade 6 pupils was conducted, and reliability analysis using Cronbach's alpha yielded a coefficient of 0.87, indicating high internal consistency.

Design

This study employed a quasi-experimental one-group pretest–posttest design to determine the effect of Reading Comprehension Pedagogy (RCP) on the reading comprehension performance of Grade 6 pupils. In this design, pupils' comprehension levels were measured before (pretest) and after (posttest) the implementation of the RCP intervention.

The intervention followed a structured and sequential application of strategies: reading the text, rereading, activating prior knowledge, rereading with prior knowledge activation, using context clues, rereading with context clues, applying word attack strategies, and rereading with word attack strategies. This design was appropriate for classroom-based research as it allowed the evaluation of instructional effectiveness within a natural learning environment without the need for a control group.

Ethical Considerations

This study adhered to ethical standards in educational research. Informed consent was obtained from parents, and assent was secured from pupils prior to participation. Participation was voluntary, and pupils were informed of their right to withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained by coding all data and excluding identifying information from reports. The study posed no risk to participants, as all activities were aligned with the regular curriculum and were age-appropriate. Approval was obtained from school authorities prior to implementation. The findings of the study are intended solely for academic and instructional improvement purposes.

Statistical Treatment



Data were analyzed using both descriptive and inferential statistics.

- Mean was used to determine the average comprehension performance.
- Standard deviation (SD) measured the variability of pupils' scores.
- Paired-sample t-test was used to determine whether there was a significant difference between pretest and posttest scores.

Results were presented in tabular form and interpreted based on the study's objectives.

Results and Discussion

This chapter presents the results of the study and provides a comprehensive discussion of the findings based on data collected during the implementation of the Reading Comprehension Pedagogy (RCP). The chapter is organized according to the research questions and includes both descriptive statistics and narrative interpretations. The findings focus on Grade 6 pupils' performance before and after the use of specific reading strategies, including rereading, activating prior knowledge, using context clues, and applying word attack strategies. Patterns, trends, and significant improvements in comprehension are analyzed, and the implications for teaching practices and future research are discussed.

1. Pupils' Comprehension Levels in Terms of Reading Comprehension Pedagogies

The first research question sought to determine pupils' comprehension levels across different reading comprehension strategies. Pupils' performance was evaluated before and after the implementation of RCP strategies, with pre-test results providing baseline data and post-test results indicating the effect of the intervention.

Participants	Score: Reading the Text	Level	Score: Rereading	Level	Score: Activating Prior Knowledge	Level	Score: Rereading + Prior Knowledge	Level
1	5	Frustration	10	Instructional	6	Instructional	7	Instructional
...
35	7	Instructional	10	Instructional	7	Instructional	9	Independent
AVE. MEAN	5.6	Instructional	8.31	Independent	6.4	Instructional	8.31	Instructional
SD	0.90		0.59		0.59		0.66	

Table 3.1 presents the pupils' comprehension scores for Reading the Text, Rereading the Text, Activating Prior Knowledge, and Rereading with Prior Knowledge Activation.

The baseline scores from Reading the Text yielded a mean of 5.6 (SD = 0.90), indicating an overall Instructional level with several pupils at the Frustration level. This suggests that encountering a text for the first time posed comprehension challenges for many learners. Rereading the Text produced a substantial improvement, with a mean of 8.31 (SD = 0.59), elevating most pupils to the Independent level. This demonstrates that repeated exposure to text significantly enhances comprehension by increasing familiarity and reducing cognitive load.

When pupils activated prior knowledge without rereading, the mean score was 6.4 (SD = 0.59), maintaining an Instructional level. While this strategy encouraged learners to connect new content to existing schemas, its effect was limited for pupils with insufficient background knowledge. The



combination of Rereading with Prior Knowledge Activation again produced a mean of 8.31 (SD = 0.66), suggesting that layering strategies—especially pairing rereading with prior knowledge—reinforces comprehension gains while engaging higher-order thinking. Overall, repetition through rereading was the most immediate driver of comprehension improvement, with prior knowledge activation adding deeper cognitive engagement.

Table 3.2 shows comprehension scores for the Use of Context Clues and Word Attack Strategies, both individually and when combined with rereading.

Participants	Score: Context Clues	Level	Score: Reread + Context Clues	Level	Score: Word Attack	Level	Score: Reread + Word Attack	Level
1	6	Instructional	10	Independent	8	Independent	10	Independent
...
35	8	Independent	10	Independent	8	Independent	10	Independent
AVE. MEAN	6.53	Instructional	8.69	Independent	7.23	Instructional	9.49	Independent
SD	0.65		0.58		0.65		0.58	

For the Use of Context Clues alone, pupils achieved a mean of 6.53 (SD = 0.65), corresponding to the Instructional level. When combined with rereading, comprehension increased dramatically to 8.69 (SD = 0.58), demonstrating that repeated exposure allows learners to focus more effectively on inference skills. Word Attack strategies alone resulted in a mean of 7.23 (SD = 0.65, Instructional), but combining them with rereading led to the highest post-test mean of 9.49 (SD = 0.58, Independent). These results indicate that rereading amplifies the effectiveness of other comprehension strategies, enabling pupils to achieve independent reading proficiency.

Table 3.3 and Table 3.4 summarize pre-test and post-test mean scores for all strategies:

Steps of RCP (Pre-Test)	Mean	SD	Level
Read the Story	5.6	0.90	Instructional
Activating Prior Knowledge	6.4	0.59	Instructional
Using Context Clues	6.53	0.65	Instructional
Using Word Attack	7.23	0.65	Independent
Average	6.44	0.70	Instructional

Steps of RCP (Post-Test)	Mean	SD	Level
Reread the Story	8.31	0.59	Independent
Reread + Prior Knowledge	8.31	0.66	Independent
Reread + Context Clues	8.69	0.58	Independent
Reread + Word Attack	9.49	0.58	Independent
Average	8.70	0.60	Independent

These tables show a clear trend: all strategies combined with rereading produced significantly higher comprehension scores and reduced variability among pupils, confirming the effectiveness of the RCP intervention.

Baseline Findings (Pre Test): Pupils' comprehension scores without rereading (Table 3.3) ranged from 5.6 to 7.23, corresponding to Instructional and low Independent levels. These findings echo national



assessments revealing that Filipino learners often struggle with comprehension tasks requiring deeper processing (e.g., PIRLS 2021 results). Recent research suggests that initial comprehension is frequently impeded by unfamiliar vocabulary, limited inferencing skills, and insufficient engagement with text structure (Smith et al., 2022; Johnson & Lee, 2023).

Effect of Rereading: The post test results (Table 3.4) demonstrate substantial gains across all strategies that incorporated rereading, with mean scores rising to 8.31–9.49, all at the Independent level. These results support findings from Kim and Wagner (2021) and Castles et al. (2022), which indicate that repeated exposure to text facilitates fluency and meaning making, enabling learners to allocate cognitive resources efficiently and improve comprehension outcomes.

Specifically, the combination of rereading with context clues increased comprehension from a mean of 6.53 (Instructional) to 8.69 (Independent), reinforcing evidence that strategic decoding paired with repetition enhances linguistic processing (Elleman & Oslund, 2022). Likewise, rereading with word attack strategies produced the highest gains (mean = 9.49), aligning with recent research showing that morphological awareness and structural analysis strengthen vocabulary recognition and overall comprehension (Goodwin & Gordon, 2021).

Overall, the pattern is consistent with contemporary literacy research: strategy layering, particularly integrating repetition with meaning oriented approaches, yields significantly better comprehension outcomes than isolated strategies (Guthrie et al., 2022; Schunk & Greene, 2022).

2. Pupils' Reflections After Using RCP

Pupils' metacognitive reflections were collected to assess engagement and awareness of reading strategies.

Table 3.5 presents descriptive statistics for reflection items.

Reflection Item	Mean	SD
Use context clues	3.66	0.98
Reread passages	4.26	0.91
Activate prior knowledge	4.32	0.83
Use word attack strategies	4.37	0.72

Pupils' metacognitive reflections (Table 3.5) indicated high engagement and strategic awareness. The most endorsed strategy was breaking unfamiliar words into parts (mean = 4.37), followed closely by activating prior knowledge (mean = 4.32) and rereading (mean = 4.26). Context clues were still positively rated (mean = 3.66), though slightly lower.

These results align with recent studies emphasizing that learners who develop strategic awareness report greater comprehension confidence and autonomy. Panadero (2021) and Schunk and Greene (2022) found that reflection and self-assessment enhance learners' ability to monitor and adjust reading strategies, leading to improved comprehension. Moreover, Guthrie et al. (2022) assert that reader engagement and strategic regulation are key predictors of comprehension success.

The strong reflection scores suggest that pupils not only improved their reading outcomes but also internalized the strategies in ways consistent with self-regulated reading models (Afflerbach, 2023), indicating emerging learner independence.

3. Proposed Reading Comprehension Pedagogy (RCP)

Based on the findings, a scaffolded Reading Comprehension Pedagogy is recommended, sequencing strategies to maximize comprehension gains. Table 3.6 summarizes the pedagogical steps and justifications.



Step	Strategy	Description	Justification
1	Rereading the Text	Reinforces understanding	Post-test mean: 8.31, SD: 0.59
2	Activating Prior Knowledge (after rereading)	Connects text to prior learning	Improved comprehension from 6.4 → 8.31
3	Using Context Clues (after rereading)	Infer meaning from surrounding text	Mean improved 6.53 → 8.69
4	Word Attack Strategies (after rereading)	Decode complex words	Highest gain: 7.23 → 9.49
5	Assessment after each step	Short quizzes monitor mastery	Confirms strategy effectiveness

Based on the results, a scaffolded RCP framework is recommended. Table 3.6 outlines the sequence: rereading, activating prior knowledge, using context clues, applying word attack strategies, and formative assessment after each step. This cumulative sequence supports evidence-based practices and can guide teachers, administrators, parents, and curriculum developers in enhancing reading instruction for Grade 6 pupils.

The logic of sequencing mirrors principles from the Simple View of Reading and metacognitive literacy models (Castles et al., 2022; Moje, 2023), which emphasize balanced attention to decoding, linguistic comprehension, and strategic regulation. Specifically, rereading establishes a stable cognitive base, upon which more complex inferencing and decoding strategies can operate effectively (Delgado et al., 2022). This cumulative approach is also supported by Hattie's (2023) findings on visible and scaffolded learning, which promote mastery through explicit strategy instruction and feedback.

Educational Implications

The findings of this study have significant implications for reading instruction, curriculum design, and learner engagement in Grade 6 English.

First, the systematic use of rereading combined with targeted comprehension strategies—activating prior knowledge, using context clues, and applying word attack techniques—enhances pupils' reading comprehension and promotes independent reading skills. This approach encourages metacognitive awareness and strategic engagement with texts, fostering learner autonomy and confidence. Second, teachers are encouraged to implement scaffolded, sequential instruction, integrating formative assessments after each strategy to monitor progress and address individual learning needs. Such evidence-based practices ensure differentiated and effective comprehension instruction.

Third, school administrators can support the adoption of structured reading interventions by allocating time for repeated reading, providing relevant instructional materials, and promoting professional development on strategy-based reading pedagogy. Fourth, parents can reinforce reading strategies at home by encouraging rereading, discussing prior knowledge, and guiding children in decoding unfamiliar words, thereby complementing classroom instruction and enhancing literacy development. Finally, curriculum developers should design materials that allow multiple exposures to texts and scaffold comprehension strategies, aligned with national benchmarks such as the Philippine Informal Reading Inventory (Phil-IRI). The study also suggests directions for future research, including investigating optimal sequencing of strategies, long-term retention of comprehension skills, and broader applicability of the Reading Comprehension Pedagogy (RCP) across different contexts and grade levels.



Conclusions

This study was conducted to address the following problems: (1) What are the pupils' comprehension levels in terms of the following reading comprehension pedagogies: 1.1 Read the text, 1.2 Reread the text, 1.3 Activate prior knowledge, 1.4 Reread the text then activate prior knowledge, 1.5 Use context clues, 1.6 Reread the text then use context clues, 1.7 Use word attack strategies, and 1.8 Reread the text then use word attack strategies? (2) What level are the pupils' reflections after knowing their performance scores in the use of RCP? and (3) Based on the findings, what reading comprehension pedagogy to enhance Grade 6 performance in English can be proposed?

Based on the findings of the study, it can be concluded that the Reading Comprehension Pedagogy (RCP), which incorporated sequential strategies such as rereading the text, activating prior knowledge, using context clues, and applying word attack strategies, significantly enhanced the reading comprehension performance of Grade 6 pupils. The improvement from Instructional to Independent comprehension levels, as measured by the Phil-IRI standards (DepEd, 2018), indicates the effectiveness of structured and strategy-based instruction in strengthening learners' understanding of English texts.

The post-test results show that the most substantial gains occurred when rereading was integrated with other strategies, particularly in Step 1.5 (Word Attack + Rereading), which yielded the highest mean score (9.49) and maintained a low standard deviation (0.58), suggesting consistency across learners. This supports the findings of Rashotte and Torgesen (1985), who emphasized the value of repeated reading for fluency and comprehension, as well as Chall's (1983) assertion that word recognition and decoding skills are foundational to reading success.

Furthermore, the inclusion of metacognitive reflection helped students become more aware of their learning processes. Pupils who were encouraged to think about which strategies helped or hindered their understanding demonstrated improved self-regulation and goal-setting. This aligns with the work of Flavell (1979) on metacognition and Zimmerman (2002) on self-regulated learning, both of whom emphasized that learner reflection is key to developing independent learning habits.

The structured and layered approach of the RCP also supports Vygotsky's (1978) Zone of Proximal Development, wherein teacher-guided strategy use enables learners to achieve comprehension levels they could not attain independently. By gradually removing support as learners internalize strategies, the RCP facilitates a transition from dependence to independence in reading.

Overall, the study concludes that the RCP framework is a practical, evidence-based model for enhancing comprehension among elementary learners. It not only improves test scores but also builds deeper cognitive engagement, making it a strong candidate for wider classroom implementation in English reading instruction.

Recommendations

Based on the results and conclusions of the study, the following recommendations are proposed to enhance Grade 6 pupils' reading comprehension performance through the continued implementation of the Reading Comprehension Pedagogy (RCP):

1. Institutionalization of Reading Comprehension Pedagogy

Schools may integrate the structured Reading Comprehension Pedagogy (RCP) framework into English instruction. The sequential use of rereading, activating prior knowledge, context clues, and word attack strategies may support learners in progressing from instructional to independent comprehension levels.

2. Teacher Professional Development

Schools and education authorities may organize professional development programs that focus on the effective implementation of RCP strategies. Training programs may include workshops, learning



action cell sessions, and collaborative lesson planning to strengthen teachers' literacy instruction practices.

3. Integration of Metacognitive Reflection

Teachers may incorporate reflective activities in reading instruction to help pupils evaluate their comprehension strategies and monitor their learning progress. Reflection activities may enhance pupils' metacognitive awareness and promote independent reading skills.

4. Use of Phil-IRI for Monitoring Literacy Development

Schools may continue utilizing the Philippine Informal Reading Inventory (Phil-IRI) as a monitoring tool to assess pupils' reading comprehension levels and guide instructional interventions.

5. Differentiated Reading Instruction

Teachers may implement differentiated instruction strategies by grouping pupils according to their reading comprehension levels. This approach may allow teachers to provide targeted support for learners who require additional scaffolding.

6. Future Research and Educational Innovation

Future studies may examine the application of the Reading Comprehension Pedagogy framework in other grade levels, subject areas, and learning contexts. Additional research may also explore the integration of digital tools and technology-supported reading strategies.

Acknowledgment

The successful completion of this study, Reading Comprehension Pedagogy (RCP) to Enhance Grade 6 Pupils' Performance in English, would not have been possible without the guidance, support, and encouragement of many individuals and institutions.

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