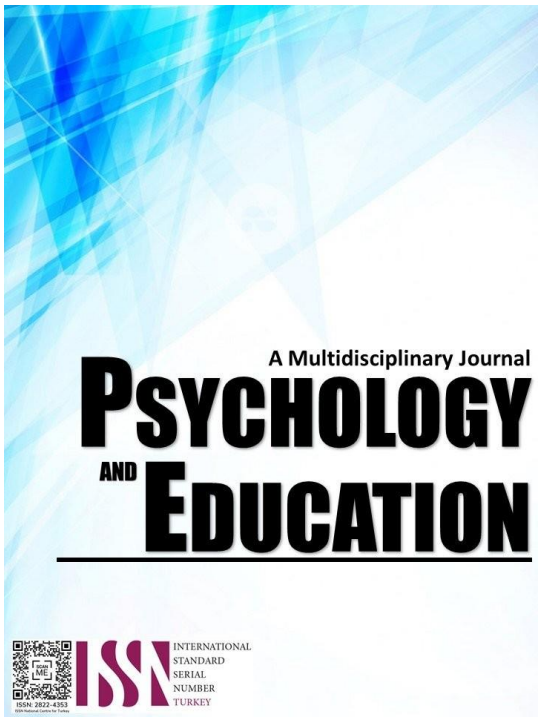
RECIPROCAL TEACHING: A METACOGNITIVE STRATEGY TO BRIDGE READING COMPREHENSION DIFFICULTY



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 15
Pages: 981-988
Document ID: 2023PEMJ1424
DOI: 10.5281/zenodo.10428028
Manuscript Accepted: 2023-01-12

Psych Educ, 2023, **15**(10): 981-988, Document ID:2023 PEMJ1424, doi:10.5281/zenodo.10428028, ISSN 2822-4353

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Research Article

Reciprocal Teaching: a Metacognitive Strategy To Bridge Reading Comprehension Difficulty

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Abstract

This study focused on the effect of Reciprocal Teaching as a collaborative and constructive learning that covered the 80 selected grade five learners of Western Mindanao State University - Integrated Laboratory School during the academic year 2022-2023. Purposive sampling was used to select two groups from grade five based on the result of the pre-assessment. Quasi-experimental research employing a non-randomized pre-test and post-test control group design. Percentage, mean, standard deviation, dependent and independent T-test were used to explore the effectiveness of Reciprocal and Traditional Teaching Strategies in teaching Grade Five English in Integrated Laboratory School. This study revealed that learners who received reciprocal teaching strategy has higher mean score than the learners in the traditional teaching strategy. Statistically, there is a significant difference in the post-test results of reciprocal teaching strategy and traditional teaching strategy. The study concluded that the Reciprocal Teaching had developed learner's cognition which improves retention of concepts and ability to assess and process one's understanding.

Keywords: *cognizance, independent reading teaching strategy, metacognition, pedagogical approach, reflection-based teaching strategy*

Introduction

Reading is an essential skill of every individual where most people acquire information that enables them to be functional in their everyday living. It is a fundamental skill that education is requiring to obtain and where formal education depends. Reading is a way of giving meaning to the letters written in a sentence, phrase, or in a paragraph form. This highly recognizes phrases, fluency, spelling, and comprehension. This skill is what everyone should learn or acquire since it would be difficult to understand what is being read (Rivera, 2019).

The reading comprehension is a persuasive, and complex procedure which encompasses multiple interactions where the reader bridges their knowledge with the information through the application of reading strategies (Ting, et. al., 2021). Understanding the text from the reading materials is the key to this. The capacity to read and comprehend text is known as reading comprehension. It is dependent on two interconnected abilities: word reading which decodes the symbols on the page and language comprehension in which it enables learners to understand the meaning of the words, phrases, and sentences. According to De Belen (2021), reading comprehension is one of the significant skills for learners in learning English. The researcher stated that most of the learners' important skills are comprehending what they have read. Reading comprehension aims to comprehend and interpret what is being read. It aids in the development of knowledge, text comprehension abilities and reading and understanding experiences in learners.

According to Khori and Ahmad (2019), in the field of teaching English reading comprehension, the teacher's responsibility is to help learners express their own thoughts using their reading comprehension skills. It's crucial to understand the reading purpose—or the reason why reading is being done— before starting to read. The efficacy of the reading is substantially improved by understanding the purpose. Additionally, being aware of the goal can assist one to adopt the reading style that is most appropriate for that goal. As mentioned in the study conducted by Islam (2022), Reciprocal Teaching Method in the teaching-learning of reading comprehension was effective in improving the learners' reading comprehension. For the learners to enjoy and fully comprehend the text they are reading, it is essential that they have a strong reading comprehension skill. Reciprocal learning strategy is said to be effective in this regard because it gives learners the chance to oversee their own learning while working and discussing together with their small group.

As reported by the World Bank, the percentage of the learning poverty in the Philippines before the pandemic is 69% or approximately 69.5 percent. However, the percentage of the learning poverty in the Philippines after the pandemic jacked up from 69% to 90%. In this collected data information, the association

concluded that 10-15 years of age learners are likely to have low reading proficiency.

Vera (2022) stated that, the United Nation International Children's Emergency Fund (UNICEF) conducted a comparative study between Vietnam, Myanmar, Laos, Malaysia, and Philippines. This study claims that the Grade 5 level in the Philippines are most likely to be considered as the grade levels that have low proficiency in reading skills. The comparative study revealed how the pandemic affects and has a big impact on the learners especially in reading comprehension.

Reciprocal Teaching as an approach in teaching-learning process as a tool to further enhance learners' ability to comprehend what they are reading is a Collaborative and Constructive Learning that provides each member of the small group the opportunity that requires their active participation in taking part of their reading process (Oczkus, 2018). Every part of the strategy involves metacognition and aids learners in their effort to better understand the meaning being conveyed in the text. Regardless of learners' skill levels, the reciprocal Teaching technique serves as a bridge to literacy engagement of the learners during their active participation.

Numerous studies show that metacognitive strategies improve learners reading comprehension such as Reciprocal Learning Strategy developed by Palincsar and Brown (1984) which provides scaffolding to support learners with reading comprehension difficulties. However, there are no findings about the effectiveness of Reciprocal Learning being conducted in a large group of learners working together without the full supervision of the teachers. Hence, this research study aims to provide efficient data about the learners' ability to handle their own learning within their group discussion.

This research study was supported by Lev Vygotsky's Social Constructivism Theory. Social contact or interaction is a basic activity that occurs before development since socializing was a product of cognition. The Zone of Achieved Development (ZAD) pertains to the learner's current level of mastery of concepts. This is what the learners can do independently. The second phase is the Zone of Proximal Development (ZPD), which can be perceived as the learning zone. This pertains to what the learners can do with assistance of more knowledgeable peers. The most productive learning activities take place in the ZPD as it provides scaffolding or support to gradually develop higher order thinking skills. It is the gap between what the learners can accomplish on their own and what they can achieve with the presence of assistance or support.

Research Questions

This study focused to determine the answer to the following questions:

1. What are the pre-test and post results of the Grade 5 learners in the Reading Comprehension Test using the Reciprocal Teaching Strategy?
2. What are the pre-test and post results of the Grade 5 learners in the Reading Comprehension Test using the Traditional Teaching Strategy?
3. Is there a significant difference in the post-test results after using the Reciprocal and Traditional Teaching Strategies?

Literature Review

Dadzie (2009) stated that, one of the things to help us to develop our personal growth is to make use of our knowledge based on what we are reading. Because reading is an ability to decode text or comprehend words. In this way, we can make connections by means of communicating our thoughts and ideas. Palani (2012) mentioned that problem solving, evaluating, visualizing, and judging are one of the components or techniques of reading. Moreover, Issaet.al (2012) through reading, the learners create connections and meaning out of the articles or story they have read. They also comprehend the stories on their own that is being read which helps learners to effectively boost their ability to visualize.

Furthermore, in accordance with Sari (2017), reading can be integrated in different subject areas, not just in English but it can cater various subjects such as Mathematics. In addition, the four macro skills also play a pivotal role to develop reading comprehension. From the fact that literacy skills such as reading, writing, speaking, and listening is relevant to achieve comprehension skills. Through reading, we can decode text and access various information. Bender et al. (2008) argued that, when reading abilities are inadequate, reading difficulties arise which causes learners to feel overwhelmed and frustrated. The capacity of learners to comprehend out of what they are reading, to grasp the concepts and as well as to provide meaning out of it. Learners should utilize their higher order thinking skills in terms of comprehending a selection they have read that will be beneficial for them in terms of providing a stronger understanding in

connecting and understanding the text in the paragraphs. They further added that reading cannot be taught in isolation, it is a complicated activity which means it requires learners to invest their time and attention to learn it effectively.

Reciprocal Teaching as an approach in teaching-learning process as a tool to further enhance learners' ability to comprehend what they are reading is a Collaborative and Constructive Learning that provides each member of the small group the opportunity that requires their active participation in taking part of their reading process (Oczkus, 2018). Every part of the strategy involves metacognition and aids learners in their effort to better understand the meaning being conveyed in the text. Regardless of learners' skill levels, the reciprocal teaching technique serves as a bridge to literacy engagement of the learners during their active participation.

As stated by Palmiano (2020), the reciprocal teaching strategy is most likely effective in tertiary level. In the study, the researcher concluded that the experiment between the control and experimental group which has a good result where learners acquire more knowledge in reciprocal teaching strategy.

Pursuant to Anjum and Ali (2019), experimental research study, defined reciprocal as a successful method in terms of aiding to improve learners reading comprehension. The researcher uses the Pre-test and Post-test equivalent group design. The researchers concluded the importance of practicing the use of such techniques in a classroom environment will strengthen the potential for learners to enhance their critical thinking skills and developing reading habits as a learner.

As asserted by Khori and Ahmad (2019), helping learners to use their reading comprehension abilities to convey their own ideas is one of the teacher's responsibilities when they teach English reading comprehension. It's crucial to understand the reading purpose or the reason why reading is being done before starting to read. The efficacy of the reading is substantially improved by understanding the purpose. Additionally, being aware of the goal can assist one adopt the reading style that is most appropriate for that goal.

In accordance with the study of (McLaren, 2018) reciprocal teaching have made a huge impact on the learning progress of the 3rd grade learners specifically in their level of reading comprehension. The researcher made used of the Developmental Reading Assessment (DRA) to assess their level of comprehending the texts. They have the study group in which the intervention was given. At first, they experienced struggles on how to adapt reciprocal teaching methods. But then gradually, they were able to cope up with it by familiarizing the process and steps. The DRA results of the study group have a greater potential than the controlled group who followed the traditional way of reading.

In line with Sari (2021) stated, experimental research that consists of 32 learners grouped for traditional group which will be taught using the conventional method and 32 learners for reciprocal group which will be taught under the implementation of reciprocal teaching method it was concluded that learners who received instruction using the reciprocal teaching method outperformed from those who received instruction using the conventional method. It is because reciprocal teaching method requires the learners to be active and participate during the teaching-learning process within their group as they are in charge to monitor their own reading and understanding which highly result for them, the learners to avoid from getting bored while studying inside the classroom that resulted for the learners to be able to focus on what they are reading.

In the study conducted by Yunus and Ayun (2017), which intends to investigate the efficacy of the reciprocal teaching method, they found out that the reciprocal teaching method had a significant effect on the reading comprehension of EFL learners. Furthermore, they concluded that the reading process should start with respecting learners' prior knowledge and experiences. It is also crucial that the reading materials to be used in the classroom is relatable to learners' lives or something that is near to their experiences which they may find interesting. And questions regarding a particular reading material shall be answered by the learner afterwards. The learner's language proficiency shall be considered at the same time and most importantly, they can express their thoughts freely.

As stated by Dadabhoy & Dadabhoy (2021), this study has shown that strategies have a positive impact on enhancing the reading skills of the learners. Researchers also encouraged teachers must use model and most especially the reciprocal teaching strategy inside the classroom setting in order to provide effective learning in the context of group discussion. However, A study of Rivera and Taglucop (2019), investigating the effectiveness of reciprocal reading strategy on reading comprehension among the learners of Canitoan National High School using Quasi-

Experimental Method. The Researchers concluded based on the data that is being gathered and analyzed, the reciprocal reading strategy is not an effective reading intervention to improve the reading comprehension level of the learners. The researcher believed that what hinders the effectiveness of reciprocal reading strategy in this learner gave little attention towards the reciprocal. As reported by the World Bank, the percentage of the learning poverty in the Philippines before the pandemic is 69% or approximately 69.5 percent.

However, the percentage of the learning poverty in the Philippines after the pandemic jacked up from 69% to 90%. In this collected data information, the association concluded that 10-15 years of age learners are likely to have low reading proficiency.

Vera (2022) stated that, the United Nation International Children's Emergency Fund (UNICEF) conducted a comparative study between Vietnam, Myanmar, Laos, Malaysia, and Philippines. Grade 5 level in the Philippines are most likely to be considered as grade levels that have low proficiency in reading skills. The comparative study revealed how the pandemic affects and has a big impact on the learners especially in reading.

Methodology

This study employed Quasi-Experimental Research which was coined by Campbell and Stanley (1963) that aims to determine the cause-and-effect relationship between an independent and dependent variable without randomly assigning the participants to their respective assignments by examining whether there is a casual relationship between independent and dependent variables.

Participants

The respondents of the study were the select eighty (80) Grade 5 learners consisting of two (2) sections at Western Mindanao State University-Integrated Laboratory Elementary School Department (WMSU-ILS) of school year 2022-2023.

Instruments of the Study

This study employed a quantitative quasi-experimental research design which was coined by Campbell and Stanley (1963) that aims to determine the cause-and-effect relationship between the two variables without randomly assigning the respondents to their respective assignments. It aims to examine whether there is a casual relationship between these variables which will likely affect the level of reading comprehension of the fifth-grade learners.

Procedure

The research instrument used in this research study was adapted using the Phil-IRI scale; an assessment tool that is intended to be used in evaluating and analyzing learners reading comprehension proficiency. The learners were categorized into three (3) levels according to their reading comprehension competency, frustrated level, instructional level, and independent level. The traditional group and the reciprocal group went through two (2) phases to determine their individual reading comprehension competency level. In the first phase, the researchers gave pre-test to both groups without any treatment used and gathered the results. And for the final phase, the researchers gave the post-test with the application of treatment to the reciprocal group which was the reciprocal teaching strategy and the traditional group, the traditional teaching strategy (independent reading). The statistical tool that this research study utilized were the following: mean, standard deviation and independent sample T-test.To determine the pre-test and post-test scores of experimental and controlled groups using descriptive tool mean. T-test measures the post-test and pre-test of both traditional and reciprocal group before and after the implementation of the reciprocal teaching strategy. Specifically, it measured the two groups' mean and found its probability of the differenced.

Ethical Consideration

This study considered the following Research Ethics Protocol. The letter of permission was asked from the College Dean of College of Teacher Education to facilitate the gathering of data. Upon approval, the approved letter was presented to the school principal, class advisers, English teachers, parents, and learners to inform them of the intent of the letter. The schedules of distribution and retrieval of questionnaires were also arranged with them. The researchers personally supervise the gathering of data to ensure that it was carried out accordingly. The researchers ensured the confidentiality and privacy of the data gathered. Conflict of interest was also considered in this study to avoid bias among respondents.

Psych Educ, 2023, **15**(10): 981-988, Document ID:2023 PEMJ1424, doi:10.5281/zenodo.10428028, ISSN 2822-4353
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Results and Discussion

The first research question that this study sought to answer is: What is the pre-test and post-test results of the Grade 5 learners in the Reading Comprehension Test using the Reciprocal Teaching Strategy?

Table 1. *Pre-test and Post-test Results of the Grade 5 learners exposed in the Reciprocal Teaching Strategy*

Subject	*Pre-test*		*Post-test*		*Remarks*
English	*Mean*	*S.D*	*Mean*	*S.D*	*Increase*
	2.9000	1.31656	4.8000	1.18105	

Table 1 presents the Pre-test and Post test scores obtained by the Grade 5 learners exposed in the Reciprocal Teaching Strategy. As seen in the table above, the pre-test score is 2.9000 with a standard deviation of 1.31656. On the other hand, post-test yielded a value of 4.8000 with a standard deviation of 1.18105. The results revealed that there is an increase from the pre-test to post-test score obtained by the learners exposed in the reciprocal teaching strategy. Based on the learner's test results there is an increase level of reading comprehension as their pre-test result. This can be inferred that the implementation of reciprocal teaching strategy had improved learner's metacognitive abilities as they were able to retain concepts that gradually develops their reading comprehension skills. The findings revealed that reciprocal teaching strategy is an effective teaching instruction.

A study conducted by Kula and Budak, (2020) on the use of the reciprocal teaching strategy in English, specifically in improving learners reading comprehension, can be used to support the findings. According to the study, reciprocal teaching is an effective technique for improving learners reading comprehension skills. Additionally, it showed that the reciprocal group had more self-efficacy.

Furthermore, the finding of this study is related to Rodli and Prastyo(2017), it says that utilizing Reciprocal teaching strategy appears to be the most appropriate for teaching English reading comprehension for improving learners' reading effectiveness; and also, to help learners better remember what they read as it provides higher order thinking instructional strategy that can make them fully engaged in the reading learning process.

The second research question that this study sought to answer is: What is the pre-test and post-test results of the Grade 5 learners in the Reading Comprehension Test using the Traditional Strategy?

Table 2. *Pre-test and Post-test Results of the Grade 5 learners using the Traditional Teaching Strategy*

Subject	*Pre-test*		*Post-test*		*Remarks*
English	*Mean*	*S.D*	*Mean*	*S.D*	*Increase*
	2.8750	1.20229	3.0500	1.43133	

Table 2 presents the Pre-test and Post test scores obtained by the Grade 5 learners exposed in the Traditional Teaching Strategy. As seen in the table above, the pre-test score is 2.8750 with a standard deviation of 1.20229. On the other hand, post-test yielded a value of 3.0500 with a standard deviation of 1.43133. The results revealed that there is an increase in the score obtained by the pre-test to post-test by the learners exposed in the traditional teaching strategy. Based on the learner's test results there is a slight increase in level of reading comprehension. This can be inferred that the implementation of traditional teaching strategy yields better performance from the learners' pretest and post-test result. The theory placed together by Mather and Champagne (2015), which claims that the traditional method of instruction or lecture-based approach refers to long-standing practices found in schools, can be used to support this conclusion. The traditional method of instruction involves teachers taking center stage in the classroom while the learners act as passive listeners. Using visual aids and other various activities that encourage teacher-student interaction are common methods of instruction which evidently affects the learners' academic performance.

The third research question that this study sought to answer is: Is there a significant difference in the post-test results after using the Reciprocal and Traditional Teaching Strategy?

Table 3. *Significant Difference in the Post-Test Scores of the reciprocal and traditional groups.*

Subject	*Group*	*Mean*	*T value*	*P value*	*Remarks*	*Decision*
	Reciprocal teaching Strategy	4.800				Reject the Null Hypothesis
English			4.817	0.000	Significant	
	Traditional teaching Strategy	3.0500				

Table 3 presents the t-test analysis of the Grade 5 learners using reciprocal teaching strategy for experimental group and traditional teaching strategy for controlled group. ere exposed to reciprocal teaching strategy and traditional teaching strategy. The analysis yielded a computed p value of 0.000 which is less than the alpha value of 0.05 level of significance. It means that the decision is to reject the null hypothesis. The two teaching strategies vary in terms of the effectiveness in improving the reading comprehension of the learners.

The result implies that Reciprocal Teaching is effective than Traditional Instruction. This finding can be supported by the study conducted by (Thakur & kumar, 2019) on the use of Reciprocal Teaching on English Reading Comprehension of learners who are low achievers in English. The study shows that Reciprocal Teaching Strategy has a positive effect on the reading comprehension of the student. It was also revealed that in the post-test of reading comprehension, significant differences were found between the learners in the reciprocal group and traditional group.

The results can also be backed by the hypothesis of Habok et al. (2021) on the use of the reciprocal Teaching Strategy which encompasses strategic approach such as questioning, clarifying, summarizing, and predicting. It seeks to enhance learners reading comprehension skills and aims to develop their ability to generate new concepts independently. The study confirmed that there was a statistically significant difference between the experimental and control groups post-test results. This proved that the reciprocal strategy is an effective approach than other conventional method of instruction or traditional teaching. Learners were able to gradually cope with and improved their decoding skills by critically assessing their own thoughts and ideas.

Conclusion

This study was undertaken to identify the effect of Reciprocal Teaching Strategy on learners' reading comprehension difficulty in English subject. It sought to answer learner’s pre-test and post-test results after using reciprocal teaching strategy and traditional teaching strategy. Moreover, the significant difference of post-test results of experimental and controlled groups was determined. The null hypothesis was rejected as there is a significant difference between the pre-test and post-test results of learners after using reciprocal and traditional teaching strategies.

A quantitative quasi-experimental research design was used for this research study. Furthermore, purposive sampling was used to select respondents based on the objectives of our study to filter out irrelevant responses that do not fit the context of our study. The respondents were the Grade 5 learners of Western Mindanao State - Integrated Laboratory Elementary School Department (WMSU-ILS) academic year 2022-2023. An adapted tool was utilized to provide pre-test and post-test assessments. The Phil-IRI assessment tool was mandated by DepEd for learners to enhance their reading comprehension proficiency. The descriptive tool means, standard deviation and the independent sample T-test serves as a statistical tool used in this study. To determine the pre-test and post-test scores of the experimental and controlled groups, descriptive tool mean was used. T-test was utilized to identify the significant difference between the post-test results of experimental and controlled groups.

Based on the results reflected in this study, the following conclusions were drawn: The post-test results from both groups yield increased remarks for experimental group who are exposed in Reciprocal Teaching Strategy and for controlled group who undertake Traditional Teaching Strategy. Moreover, there is a significant difference in the pre-test and post-test scores of the Grade 5 learners in the traditional and reciprocal groups when it comes to addressing their reading comprehension difficulties. Learners in experimental group gradually adapt with the strategy and applied it effectively in English subject which makes them active, reflective and strategic learners.

The Department of Education must place emphasis on the needs of the teachers in terms of providing monthly training, seminars, and workshops that seek to address learners' reading comprehension problems. Moreover, they are also suggested to create, manage, and design curriculum that delivers quality instruction that meets the learners learning needs.

The administration is encouraged to develop a community of readers that addresses learning goals and seeks to provide a strong and solid foundation to respond to the needs of every learner in today's century, especially in reading comprehension skills.

The teachers are encouraged to develop professional growth through research exploration and continuous learning to upgrade their pedagogical skills, such as developing and utilizing appropriate teaching techniques, strategies, methods, and approaches to meet the needs of 21st century learners.

The learners must expose themselves to various

reading materials that encourage logical and critical thinking skills and improve their metacognition so that they are able to respond to higher order thinking questions, which can also stimulate their reflective thinking abilities.

The parents must help and be able to deal with the learner's learning difficulties when it comes to comprehending text. It is also the responsibility of the parents to remind their children about the values they should act on inside the classroom, like paying attention and participating in activities. Other than that, parents should give full support to the individual needs of the learners.

The future researcher is encouraged to implement and utilize this in the intermediate and primary grade levels, as well as in the secondary level, to assess and address the learners' reading comprehension difficulties.

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