

**ABSTRACT**

**Name of Institution:** De La Salle University – Dasmariñas

**Address:** Dasmariñas, Cavite

**Title:** Effectiveness of Selected Alternative Strategies in Improving the Level of Comprehension

**Author:** Russell Dey G. Batutay, Nimai-dasi A. Celeste, Edrelyn P. Santiaguél

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**OBJECTIVES OF THE STUDY:****A. GENERAL:**

Determine the effectiveness of selected alternative strategies in improving the level of reading comprehension

**B. SPECIFIC:**

Find out what are the pre-test scores of the pupils under the:

(a.) Control Group; (b.) Experimental Group?

1. Determine if there is a significant difference between the pre-test scores of the students under the two strategies.

2. Find the post-test scores of the students under the: (a.) Control Group; (b.) Experimental Group.

3. Determine if there is significant difference between the post-test scores of the students under the two strategies.



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4. Find if there is a significant difference between the pre-test and the post-test scores of the students under the control group.

5. Determine if there is a significant difference between the pre-test and the post-test scores of the pupils under the experimental group.

6. Evaluate if there is a significant difference between the post-test scores between the control group and the experimental group.

### **SCOPE AND COVERAGE:**

This study was done in Jesus Good Shepherd School in Imus, Cavite wherein 40 pupils served as the subjects. The effectiveness of selected alternative strategies was compared to the traditional method of reading comprehension

### **METHODOLOGY:**

This study made use of the experimental method of research. The research instrument was a self-made pre-test and post-test answered by the subjects. The mean and t-test, for correlated and uncorrelated samples, were used to treat the gathered data.

### **MAJOR FINDINGS:**

1. The mean score of the control group was 17.45. and the mean score of the experimental group was 17.40.



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2. The scores of the 20 students under the control group had a mean of 19.30. The mean score of 20 students under the experimental was 20.60

3. There was significant difference between the pre-test and post-test of the control group. Using the t-Test for correlated samples, -0.04 was obtained which proves that there is significant difference.

4. There was significant difference between the pre-test and post-test of the Experimental group. Using the t-Test for correlated samples, -3.61 was obtained proved that there was significant difference.

5. A t-ratio of -0.04 was found which means that there was no significant difference between the pre-test scores of both groups.

6. The correlation of the two groups was 1.08 which showed that there was no significant difference in the post-test scores of the students in the control group and the experimental group.

### **CONCLUSIONS:**

1. With the use of the t-Test formula for correlated means, the correlation of the pre-test scores of the two groups showed that there was no significant difference. This proved that the control group and the experimental group were equally divided and had the same initial comprehension of the reading material.



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2. The mean score of the experimental group was slightly higher than the control group which means that the experimental group did better than the control group.

3. The t-Test formula of uncorrelated means for the post-tests of the control group and experimental group showed that there is no significant difference in the post-tests. Statistically, there may be no significant difference but the mean scores of the post-tests showed that the mean of the experimental group is higher. This may mean that the strategy used with the control group was as effective as the strategies used with the experimental group.

4. Using the t-Test formula for correlated means, the pre-test and post-test of the control group show a significant difference. This means that the students' comprehension improved after the implementation of conventional strategies

5. Using the t-Test formula for correlated means, the pre-test and post-test of the experimental group showed a significant difference. This means that the students' comprehension improved after the implementation of selected alternative strategies.

6. The gain in the post-tests of the control group was 1.85. This means that statistically, there was no significant difference in the post-test scores of the students but looking at the post-tests of the two groups, the students under the experimental group earned



higher points. In this light, it may be concluded that the selected alternative strategies was an effective way of improving reading comprehension.

**RECOMMENDATIONS:**

1. Interest of the students should be a factor in selecting a reading material.
2. Reading materials should be in moderate length for the students to have enough time.
3. Discussion should be minimized to encourage cooperative learning.
4. Teacher should implement student initiated activities for the students to be able to express themselves freely based on their understanding and interpretation.
5. Strategies should be creative, communicative and enjoyable to motivate students' participation
6. Teachers must be creative, flexible and lively. They must have variety of strategies.
7. Further study may be done in a different school under a longer period of time
8. Teachers should make use of the strategies presented by the researchers.