

Students' Perception of Reciprocal Reading Strategies and Their Reading Performance

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Abstract

Appropriate reading strategies improve the reading comprehension of Grade 7 students. The study aimed to attain the following objectives: To know the students' perception of their teacher's level of practice on Reciprocal Reading Strategies (RRS) in terms of Predicting, Questioning, Clarifying, and Summarizing; To identify the students' level of Reading Performance; and To find if there is a significant relationship between the students' perception of their teachers' level of practice on RRS and their reading performance. The study employed Stratified Quota Sampling because only two sections of Grade 7 from the three big schools in South District, Cagayan de Oro City Division were recommended as the respondents of this study. Descriptive correlational methods of research was used on which a researcher-made questionnaire was utilized as the main instrument. It was validity and reliability tested. Mean and Standard Deviation were used to determine the students' perception of teacher's level of practice on Reciprocal Reading Strategies. Pearson Product Moment Correlation Coefficient was utilized to find the significant relationship between the students' perception of their teachers' level of practice on Reciprocal Reading Strategies. Results revealed that the English teachers are using the Reciprocal Reading Strategies. However, Clarifying is difficult for the students that needs to be addressed by all teachers to improve the reading comprehension. This can also be a good material for further study for future researchers.

Keywords: Predicting, Questioning, Clarifying, Summarizing, Reading Comprehension

1. Introduction

The implementation of proper instructional strategies along with techniques in the teaching of reading is a major duty of educators. Some students can read but poor in comprehension skills. Reading comprehension is important where students can interact, clarify, anticipate, or even give questions. Literacy has a significant impact on students' academic performance. Before developing strong reading comprehension abilities, students must first learn, understand, and master other facets of the English language. The alphabet and the fact that each letter stands for a distinct sound must be taught to students. They must also blend letter sounds in order to read words. Once they have mastered letter and sound recognition, they can begin to decode and comprehend what they are reading (Kurtz et al., 2020).

Understanding combines reading, concepts, and reasoning. After reading a book, students are capable of drawing conclusions. Word reading and language comprehension are two connected skills that are necessary to understand written content. Word reading is the capability to decipher symbols on a page, whereas language comprehension is the capacity to understand the meaning of words and sentences. One cannot learn from a text if they do not comprehend what it means. Since reading comprehension is a problem for students, then the teachers has to find appropriate reading strategies to address this urgent need of the students.

One way of helping our students is to use the Reciprocal Strategies. A teaching strategy called the reciprocal strategy engages students in the class by making them active participants in the development of

their reading comprehension skills. Additionally, it reinforces reading comprehension techniques and aids students' transition from guided to independent readers. Through facilitated group discussions, the teacher models the four comprehension strategies of predicting, questioning, clarifying, and summarizing in the reciprocal strategy. Once the procedure and the techniques are familiar to the students, they take turns facilitating similar discussions in small groups. Here, the students will anticipate potential challenges with the story, develop questions based on it, define any difficult vocabulary used in the story, and summarize its main points. The reciprocal reading approach is thought to be one of the best strategies. From that point on, students will be able to understand the entire selections. If one applies the approach while reading, there will be a positive response and outcome in the teaching of reading comprehension.

However, there are still some students who are still in the frustration level so the researcher wants to know whether or not teachers are employing these techniques. They will summarize their findings in groups and look for strategies to help the students develop into critical thinkers. The strategy encourages the students to truly go deeper into the subject, making them an active participant in the process. Here, the students will have the option to use inquiry to identify any potential issues with the story or selections. The students will also make predictions in this situation, therefore they will need to do further research on the potential outcomes of the story. Students also create summaries, where they must comprehend the various events that occur in the narrative, discuss them, and then create the summary. The student should be able to predict, question, clarify, and summarize the plot during the process, not the teacher, who must participate by providing input in the form of questions (Sprenkel, 2019).

In relation with this, the researcher would like to determine the significant relationship between the students' perception of their teachers' reciprocal reading strategies and reading performance of Grade 7 students from the three big schools in South District Secondary School of Cagayan de Oro City. This study was anchored to the theory of Social Constructivism by Vygotsky as cited by Puntambekar 2022, that states on tracing the origins of the scaffolding that construct and placing it in its theoretical-historical context. This discusses the connection between Vygotsky's Zone of Proximal Development (ZPD), and the notion of scaffolding, and explicates the differences between scaffolding and scaffolds. The paper then presents a discussion of the changes that the notion of scaffolding has undergone, especially when it comes to supporting students in classroom contexts. In classrooms where one teacher supports multiple students, scaffolding is distributed across various tools and social scaffolds. A discussion of the notion of distributed scaffolding is presented, to describe how students in classrooms may be supported by various tools and social scaffolds. The paper then introduces the kinds of distribution and interactions between tools and social scaffolds that need to be considered to support multiple students in classroom contexts. Finally, distributed scaffolding is discussed with reference to the key features of scaffolding, especially fading and transfer of responsibility (Puntambekar, 2022).

This study also linked to DepEd Order No. 014, s.2018 - Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory. Here the Department of Education (DepEd) supports Every Child a Reader Program which aims to make every Filipino child a reader and a writer at his grade level. The student should read the prescribed set of reading level according to his grade level. The Philippine - Informal Reading Inventory (Phil-IRI) is a classroom-based assessment tool used to gauge and describe students' reading abilities in both English and Filipino for oral reading, silent reading, and listening skills and comprehension. These three assessments are used to identify the students' levels of independence, instruction, and frustration. In order to improve the overall reading performance of the school, the Phil-IRI data shall also be used as bases in planning, designing, and redesigning the reading instruction of the instructors and the school's programs or activities.

The Informal Reading Inventory (IRI) gauge their students' level of reading comprehension. This is crucial since the school will base some remedial materials on the needs of the students. They can easily see the huge improvement in the students' reading comprehension abilities as a result of the IRI's adoption. The teachers are attentive in choosing the materials to utilize for the execution of the above-mentioned Informal

Reading Inventories, and there may be tactics applied to improve the students' reading abilities. The specified competences created by the school served as the basis for the materials or instruments that teachers used for the IRI. The level is determined using the Phil-IRI tools.

The implementation of the Philippine Informal Reading Inventory (Phil-IRI) program is mandated by the Department of Education (DepEd) for the implementation in schools as an assessment tool in determining the performance of learners in reading proficiency. This paper analyzed the implementation of Phil-IRI in schools as a prescribed reading program of DepEd. The study investigated the issues that came up during the program's deployment using a critical analysis technique. This provides teachers with the information they need to design effective reading intervention programs that will boost struggling readers' performance. The materials that will be created should answer the needs of the students. This is a big task and a very challenging one and due to limited teaching time and an excessive amount of homework, there might be a tendency that the implementation of the proper reading rehabilitation will be at stake (Abril 2021).

2. Methodology

This study utilized a descriptive correlational research design. Descriptive method of research was a fact-finding study with adequate and accurate interpretation of the findings. It described the emphasis of research on current conditions, practices, situations, or any phenomenon (McCombes, 2022).

Descriptive-survey research for this study used surveys to gather data about the students' perception of teachers' Reciprocal Reading Strategies and the Reading Comprehension Skills of the Grade 7 students from the selected South District Schools of Cagayan de Oro City. The method will use description, recording of data analysis, and interpretation of the interplay of the variables of this study.

Stratified Quota Sampling was used in selecting respondents of this study. Descriptive statistics such as Frequency, Percentage, Mean, and Standard Deviation were utilized to describe the variables of the study. In addition, Pearson Product Moment (r) was used to determine the significant relationship between the students' perceptions of their teachers' level of practice on Reciprocal Reading Strategies as Independent Variables and level of Reading Performance as Dependent Variables.

3. Results and Discussion

Problem 1. What is the students' perception of their teachers' practice on Reciprocal Reading Strategies in terms of:

- 1.1 predicting;
- 1.2 questioning;
- 1.3 clarifying and
- 1.4 summarizing?

Table 1 shows the students' perception on their teachers' level of practice on Reciprocal Reading Strategies in terms of Predicting. It has an overall Mean of 3.47 with SD= 0.80 which is described as Often and interpreted as Moderately Practiced. This means that most of the given indicators are practiced by the respondents on reciprocal reading strategies in terms of predicting. One method of supporting students in making meaning from text is to teach them how to generate and monitor predictions about what they are going to read. This is a form of inference ability that reflects how a reader is building a mental representation of the text and integrating new information throughout the text to continuously update that mental representation. When compared to performance, the prediction of overall involvement has a greater level of accuracy, making it potentially more useful for selecting intervention (Flanagan 2022). This post presents an effective literacy lesson for teaching students to make and evaluate predictions to support their comprehension of text.

Table 1

Teachers' Practice on Reciprocal Reading Strategies in Terms of Predicting

Reciprocal Reading Strategy through Predicting Before the discussion of the story...	Mean	SD	Description	Interpretation
1. My mind is already imagining the flow of the story because of the title.	4.05	0.81	Often	Moderately Practiced
2. I can tell what it is all about by looking at the pictures.	3.61	0.77	Often	Moderately Practiced
3. I use prior knowledge in understanding words from the text.	3.28	0.77	Sometimes	Least Practiced
4. I analyze text structure or how information is organized in a passage	3.13	0.82	Sometimes	Least Practiced
5. I can tell the author's purpose through scanning and skimming	3.44	0.87	Often	Moderately Practiced
6. I can identify the possible characters or the protagonist of the story.	3.54	0.77	Often	Moderately Practiced
7. I can identify the possible characters or the antagonist of the story.	3.53	0.80	Often	Moderately Practiced
8. I can identify the conflict of the story through scanning.	2.94	0.97	Sometimes	Least Practiced
9. I can tell how the author solve the conflict of the story by scanning the story.	3.68	0.77	Often	Moderately Practiced
10. I can declare in advance the possible ending of the story based from observations.	3.55	0.70	Often	Moderately Practiced
Overall	3.47	0.81	Often	Moderately Practiced

Note: 1.00-1.80=Never Practiced; 1.81-2.60=Almost Never Practiced; 2.61-3.40= Least Practiced; 3.41-4.20=Moderately Practiced; 4.21-5.00= Highly Practiced

Making predictions is important because it helps the students to check their understanding of important information while they read. To help them make a prediction, they can use clues, or text evidence, to figure out more about the story parts. An inference is based on what readers already know, what they read, and what they observe in story pictures. Readers can use their inferences to make predictions about what might happen next in a story. A prediction is a statement that is a guess. Making predictions about a story when using information or evidence to guess what kind of story it may be or what may happen in it. Making a prediction and reading further into a story, sometimes will find new evidence in the text that will show such prediction was correct. Other times, after making a prediction and read further, one will find new evidence in the text that will show that prediction was incorrect. Evaluating predictions is an important part of making sure one understands the meaning of the stories read (Reed,2019).

Moreover, the indicator, *My mind is already imagining the flow of the story because of the title*, has the highest Mean of 4.05 with SD=0.81 which is described as Often and interpreted as Moderately Practiced. This implies that most students love to imagine the flow of the story by just looking at the title. According to Grube, (2021),this imagination gives them the chance to explore themselves in putting images in their minds of what they have seen and read and these skills should be enhanced and be given a lot of considerations. Youngsters are transformed through comic book sketching in an after-school drawing club, realizing their body's capacity to use visuals to convey a story. The body exits the present and advances into the future, thinking of what would be the next by using imagination, memory, and generating bold story lines. With the help of all types of memory, what the youngster has seen, experienced, and may conjure as a possibility ,the ownership of the serially drawn thoughts advances (Grube, 2021).

On the other hand, the indicator, *I can identify the conflict of the story through scanning* “ got the lowest Mean of 2.94 with SD=0.97 and described as Sometimes and interpreted as Least Practiced. This means that identifying the conflict of the story through scanning is difficult for the respondents. They may be able to practice yet they have trouble in identifying what is really the problem of the selection. According to Fichman (2021) the close reading should be given emphasis in order to identify its conflict. Supervision of the teachers are given consideration in the process of predicting the conflict of the selection. Children frequently omitted goals, but they communicated the relationships between episodes' occurrences using terminology

related to mental states. It is suggested that lexical, referential, and syntactic abilities all influence coherence (Fichman,2021). The Common Core State Standards' fundamental change in classroom instruction has been the emphasis placed on close reading (CCSS). The CCSS clearly states that close reading is the method through which evidence extraction should take place and places this as the goal of reading in the classroom (Eppley 2019).

According to Peets et al. (2022) that there are many studies on reading comprehension with monolingual children that have shown that oral language, such as vocabulary, is an important factor in predicting reading comprehension success. However, few studies have looked at the reading comprehension performance of bilinguals, and less is known about the contributors to its success. This contributes to the notion that predicting is a skill that needs to be explored and must be given consideration for further studies (Peets et al,2022).

Table 2 on the next page, shows the students' perceptions of their teachers' practice on Reciprocal Reading Strategies in terms of Questioning. It has an overall Mean of 3.47 with SD 0.83 which is described as Often and interpreted as Moderately Practiced. This implies that the respondents practice the reciprocal reading strategies in terms of questioning. There are lots of work on benchmark datasets needed to track modeling progress. Question answering and reading comprehension have been particularly prolific in this regard. Asking questions based on what is read is very important since this will guide the students in understanding the given selections (Rogers et al., 2023).

Table 2

Teachers' Practice on Reciprocal Reading Strategies in Terms of Questioning

Reciprocal Reading Strategy through Questioning I ask about...	Mean	SD	Description	Description
1.The meaning of words that are difficult to me.	3.71	0.85	Often	Moderately Practiced
2.The meaning of the words that are new to me.	3.62	0.83	Often	Moderately Practiced
3 The possible antagonist of the story.	3.65	0.71	Often	Moderately Practiced
4.The possible protagonist of the story.	3.44	0.90	Often	Moderately Practiced
5 Where and when the story occurs.	3.34	0.86	Sometimes	Least Practiced
6.What was really the problem or conflict of the story .	2.79	1.00	Sometimes	Least Practiced
7.The theme of the story .	3.31.	0.85	Sometimes	Least Practiced
8.The author's way of ending the story.	3.65	0.78	Often	Moderately Practiced
9.How the author solves the conflict of the story.	3.61	0.72	Often	Moderately Practiced
10. On the possible moral lessons of the story.	3.58	0.76	Often	Moderately Practiced
Overall	3.47	0.83	Often	Moderately Practiced

Note: 1.00-1.80=Never Practiced; 1.81-2.60=Almost Never Practiced; 2.61-3.40= Least Practiced; 3.41-4.20=Moderately Practiced; 4.21-5.00= Highly Practiced

Moreover, the indicator, *I asked about the meaning of words that are difficult to me*, has the highest Mean of 3.71 with SD=0.85 which is described as Often and interpreted as Moderately Practiced. It means that respondents love to create questions based on the selection and they can ask the meaning of words that are difficult to them. This means that students using questions in the classroom setting is an age-old practice and has been an influential technique of teaching for centuries. Questions are often used to enhance comprehension and develop critical-thinking skills in students. This technique of teaching stimulates learners to think, learn and act (Pandey, 2022).

Teachers' questioning plays an essential role in shaping collective argumentative discourse. Here students will be able to think critically and find ways to get the possible problem of a given selection (Zhuang, 2022). Zhuang's study's results indicated that not all rational questions were associated with a component of argument, and rational questions may additionally support argumentation in general for the development of a culture of rationality. The study has implications in terms of theory and professional development of teachers (Zhuang ,2022).

On the other hand, the indicator, *I asked about what was really the problem or conflict of the*

story, got the lowest Mean of 2.79 with SD=1.00 and described as Sometimes and interpreted as Least Practiced. This means that the respondents have still a problem in the creation of questions that deal on the conflict or problem of the story. In asking questions that deals on the conflict, students have to read the selection and identify factors that lead them to the conflict. Asking questions is an important skill and this will make them analyze the story itself.

Table 3
Teachers' Practice on Reciprocal Reading Strategies in Terms of Clarifying.

Reciprocal Reading Strategy through Clarifying	Mean	SD	Description	Interpretation
1. I simplified the meaning of terms or difficult words in the story.	3.53	0.79	Often	Moderately Practiced
2. I make things clear on who is really the protagonist of the story.	3.51	0.83	Often	Moderately Practiced
3. I make things clear on who is really the antagonist of the story.	3.48	0.76	Often	Moderately Practiced
4. I explain on where and when the story occur.	3.55	0.68	Often	Moderately Practiced
5. I explain on what is really the conflict of the story.	3.20	0.92	Sometimes	Least Practiced
6. I explain on how the conflict was solved.	3.43	0.78	Often	Moderately Practiced
7. I explain on what is really the story all about.	3.49	0.76	Often	Moderately Practiced
8. I explain the tone of the story.	2.86	1.04	Sometimes	Least Practiced
9. I explain the difficult role of character that causes confusion in understanding the story.	3.07	0.87	Sometimes	Least Practiced
10. I explain the author's intentions in making the story.	3.15	0.79	Sometimes	Least Practiced
Overall	3.33	0.82	Sometimes	Least Practiced

Note: 1.00-1.80=Never Practiced; 1.81-2.60=Almost Never Practiced; 2.61-3.40= Least Practiced; 3.41-4.20=Moderately Practiced; 4.21-5.00= Highly Practiced

Table 3 shows the students' perceptions of their teachers' level of practice on Reciprocal Reading Strategies in terms of Clarifying. It reveals that it has an overall Mean of 3.33 with SD 0.82 which is described as Sometimes and interpreted as Least Practiced. This means that the respondents have difficulty in practicing the Reciprocal Reading Strategies in terms of Clarifying. However, there are indicators that show that they practice the said strategy on the simpler part of the story.

Moreover, the indicator, *I explain on where and when the story occur*, has the highest Mean of 3.55 with SD=0.68 which is described as Often and interpreted as Moderately Practiced. Even if it is least practiced; yet the respondents were able to practice the said strategies in terms of Clarifying. According to Mafarja (2022) clarifying is a fundamental approach, and considerably helps to the success of one's work.

On the other hand, the indicator, *I explain the tone of the story*, got the lowest Mean of 2.86 with SD=1.04 which is described as Sometimes and interpreted as Least Practiced. This implies that the respondents have difficulty in explaining the tone of the story. In order to detect the tone of the story, the reader should look for the author's emotional meaning or the emotional coloring of the story. The definition of tone in literature is the way the author expresses his attitude through his writing. The tone can change very quickly or may remain the same throughout the story.

Low-achieving adolescents are known to have difficulties with reading comprehension. Clarifying skills in reading is more on analysis that needs a thorough training. It needs a lot of time and effort especially for the language teachers to present such skills using appropriate methods for it. This article discusses whether principles of reciprocal teaching can improve low-achieving adolescents' reading comprehension in whole-classroom settings and to what extent the treatment effects are dependent on implementation quality. They found clarifying as one strategy that can help in addressing the problem of the students especially those who have problems in terms of comprehension skills (Okkinga et al., 2021).

Table 4*Teachers' Practice on Reciprocal Reading Strategies in Terms of Summarizing.*

Reciprocal Reading Strategy through Summarizing	Mean	SD	Description	Interpretation
1. I write the important events of the story.	3.56	0.81	Often	Moderately Practiced
2. I figure out the central characters in the narrative and include them in my summary. I also mention those who play a crucial role in the plot development.	3.54	0.86	Often	Moderately Practiced
3. I briefly tell about the main characters' aim in the story.	3.57	0.72	Often	Moderately Practiced
4. I briefly tell about the main characters' conflicts in the story.	3.54	0.82	Often	Moderately Practiced
5. I briefly tell about the main characters' choices they make in the story.	2.93	0.84	Sometimes	Least Practiced
6. I consider actions everything the main characters do to achieve their goal. I Highlight one or two key actions and mention them in my summary.	2.99	0.82	Sometimes	Least Practiced
7. I address the location where the story takes place.	3.44	0.81	Often	Moderately Practiced
8. I tell how the story ends in my summary.	3.57	0.77	Often	Moderately Practiced
9. I tell how the story starts in my summary.	3.51	0.70	Often	Moderately Practiced
10. I will tell how the author solves the conflict in my summary.	3.64	0.78	Often	Moderately Practiced
Overall	3.43	0.79	Often	Moderately Practiced

Note: 1.00-1.80=Never Practiced; 1.81-2.60=Almost Never Practiced; 2.61-3.40= Least Practiced; 3.41-4.20=Moderately Practiced; 4.21-5.00= Highly Practiced

Table 4 shows the students' perception of their teachers' level of practice on Reciprocal Reading Strategies in terms of Summarizing. It has an overall Mean of 3.43 with SD 0.79 which is described as Often and interpreted as Moderately Practiced. This means that most of the given indicators for summarizing were practiced. In summarizing, the students can give the important events of the story where their skills in the presentations of the plot is being used. After the story was given to the students and discussed by the teacher, the students can give or present the introduction part, then the rising action, then the climax part, then the falling action and the last which is the denouement part. In the giving of the summary, the process of understanding the sequence of the story is very important. Students will be able to fully understand the story because they will know the first part of the story or how the author give introductions of the first part of the plot until the ending part of it. According to Yamanishi et al. (2019), summarization is considered one of the most important academic skills in education. University students are often asked to summarize articles or source materials they read in their English class. It implies that it is also important for the lower years like in the secondary level to learn and even to master the skill. If they may fail to have this skill in the lower level, the students will have a difficulty when they will encounter lessons in summarizing in the tertiary level.

Moreover, the indicator, *I will tell how the author solved the conflict in my summary*, has the highest Mean of 3.64 with SD=0.78, and it is described as Sometimes and interpreted as Moderately Practiced. This means that the respondents can create summary and can tell how the author solve the conflict in the given story. In the analysis of creating a summary, the students can identify the different plots of the story. According to Ozdemir (2018), summarization determine the main idea and the different important events of the story. Summarization is an indication of level of reading comprehension. For this reason, teaching of summarization strategies should be included in reading studies at all levels. The said skills will help them in their cognitive skills.

On the other hand, the indicator, *I briefly talk about the main characters' choices they make in the story*, got the lowest Mean of 2.93 with SD=0.84 and described as Least Practiced. This means that the respondents have difficulty in telling the main character's choices they make in the given story. According to Meng et al. (2017), many scholars mentioned that summarization is a very complex cognitive skill; to grasp this skill therefore requires intense training. This implies that there is still a part of the summarization that is difficult for the students and that it requires an intense training or coaching.

Table 5
Overall Teachers' Practices on Reciprocal Reading Strategies

Indicator	Mean	SD	Description	Interpretation
Predicting	3.47	0.80	Often	Moderately Practiced
Questioning	3.47	0.83	Often	Moderately Practiced
Clarifying	3.33	0.82	Sometimes	Least Practiced
Summarizing	3.43	0.79	Often	Moderately Practiced
Overall	3.43	0.81	Often	Moderately Practiced

Note: 1.00-1.80=Never Practiced; 1.81-2.60=Almost Never Practiced; 2.61-3.40= Least Practiced; 3.41-4.20=Moderately Practiced; 4.21-5.00= Highly Practiced

Table 5 shows the overall students' perception of their teachers' level of practices on Reciprocal Reading Strategies. It reveals that it has an overall Mean of 3.42 with SD 0.81 which is described as Often and interpreted as Moderately Practiced. The students practiced the Reciprocal Reading Strategies in terms of Predicting, Questioning, Clarifying and Summarizing. This would mean that teachers in the South District have presented the said strategy and use it in their classroom instructions. The Table also shows that there was a struggle in the clarifying and so there is a need for the teachers to dig deeper as to how to combat with the problem.

Moreover, the Table presents that among the variables, the strategies that the students most practiced are Predicting and Questioning, with the highest Mean of 3.47 with SD=0.80 and 0.83 which is described as Sometimes and interpreted as Moderately Practiced. The respondents can imagine the flow of the story by just looking at the picture and can formulate questions based from the given story. According to Burns et al. (2017) Reciprocal Reading Strategies worked at improving reading comprehension. Performance feedback was given to the students after the results of the interviews were coded to show how successfully the students had applied the methods. Following the feedback, the utilization of the comprehension techniques and subsequent reading comprehension improved. There are also recommendations for further research and practice. The data for the least practiced does not mean that they will also get a low performance in reading.

On the other side, according to Mishra, 2020; there is a need to investigate how skills acquisition and development are integrated with education because they may be seen as defining elements of story. Looking back at the traditional educational approach, many can see that the students' success was entirely dependent on them. Yet, what they do not see are the countless hours they invested in strengthening their knowledge on it (Mishra,2020) .

On the other hand , the Least Practiced by the students is Clarifying with the lowest Mean of 3.33 with SD=0.82 which is described as Sometimes. This is where only few of the respondents practiced or used the said strategy. Low-achieving adolescents are known to have difficulties with reading comprehension. This article discusses whether principles of reciprocal teaching can improve low-achieving adolescents' reading comprehension in whole-classroom settings and to what extent treatment effects are dependent on implementation quality. They found clarifying as one strategy that can help in addressing the problem in comprehension (Okkinga et al., 2021).

Meanwhile, according to Bilici et al. (2022), reading has the ability to speed up the process of learning a language and can significantly improve students' cognitive abilities. Here , the teachers should know what would be the best strategy to teach reading for this strategy will give a big role in improving reading. Reading strategies will help the students read and comprehend and without comprehension, there is a big possibility that they will be in difficulty with frustration readers. The purpose of the current study was to investigate the effects of strategy instruction delivered through reciprocal teaching on learners' perceived use and metacognitive awareness of global reading strategies as well as reading comprehension. This was done in light of the important role that reading plays in the process of language learning. The study was also motivated by the fact that reading plays a major role in language learning. There must be the reading skills and the basic comprehension skills .

Problem 2. What is the students' level of Reading Performance?**Table 6***Students' Reading Performance.*

Description	Learners' Reading Performance	
	f	%
Independent Level	142	50.71
Instructional Level	87	31.07
Frustration Level	51	18.21
Non-Reader	0	0
Total	280	100

Table 6 shows the frequency and percentage distribution of the students' reading performance. Half of the respondents have an Independent level of reading performance, with a total of 142, or 50.71%, and followed by 87 students who are in the Instructional level, or 31.07%. Moreover, only 51 or 18.21% of the total sample population are in the Frustration level. This is a positive result in terms of identifying the Frustration Level. The lowest the Frustration Level, the better result. As for the Independent Level, there are more students in the Independent than in Instructional and Frustration Level which means that the result is good and the Instructional Level is higher than the Frustration Level. This study links to DepEd Order No. 014, s.2018 - Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory. Here the Department of Education (DepEd) supports Every Child a Reader Program which aims to make every Filipino child a reader and a writer at his grade level. The learner should read the prescribed set of reading level according to his grade level. The Philippine -Informal Reading Inventory (Phil-IRI) is a classroom-based assessment tool used to gauge and describe students' reading abilities in both English and Filipino. The assessments are used to identify the learners' levels of independence, instruction, and frustration. In order to improve the overall reading performance of the school, the Phil-IRI data shall also be used as one of the basis in planning, designing, and redesigning the reading instruction of the instructors and the school's programs or activities.

Problem 3. Is there a significant relationship between the students' perception of their teachers' level of practice on Reciprocal Reading Strategies and their levels of Reading Performance?

Table 7

Pearson's Correlation Test Between the Students' Perception of their Teachers' Reciprocal Reading Strategies and the students' Reading Performance and Their.

Independent Variables	R value	P value	Description	Interpretation
Predicting	0.30	0.00	Moderate Positive Correlation	Significant
Questioning	0.43	0.008	Moderate Positive Correlation	Significant
Clarifying	0.001	0.16	No Correlation	Not Significant
Summarizing	0.002	0.92	No Correlation	Not Significant

Note: $\alpha=0.05$

Table 7 shows Pearson's correlation test between the Independent Variables (Predicting, Questioning, Clarifying and Summarizing) and Dependent Variables (Students' Reading Performance (Phi-IRI)). The test reveals a positive correlation on two strategies with the following r value and its percentage: 0.30 or 30% for Predicting that described Moderate Positive Correlation and also, Questioning with 0.43 or 48% that described Moderate Positive Correlation. When one variable changes its direction, the other variable changes in the same direction. This means that the respondents have practiced the Reciprocal Reading

Strategies especially in Predicting and Questioning and that they have a positive response for making their Reading Performance good. It implies that the said strategies has a better response in augmenting the result of their reading performance. Reciprocal teaching is more effective in imparting knowledge, including teaching the four abilities of a language, according to studies conducted around the world to date.

However, the test also reveals two variables that described no correlation which are the Summarizing and Clarifying with 0.00 or 0%. This means that the result of the respondent's practice in Summarizing and Clarifying does not affect with the result of their Reading Performance. As can be gleaned from the same table, Independent Variables; predicting and questioning are significant at 0.05. Learners' level of practice on reciprocal reading strategies has a significant effect on learners' reading performance. In summary, taking it at the coefficient level, two of the reciprocal reading strategies can be associated to reading performance of the students, with a p value less than 0.05.

Thus, the correlation analysis yielded that the null hypothesis test was rejected in terms of predicting and questioning, while, accepting the null in summarizing and clarifying. With the following findings, a moderate positive for predicting and questioning, where, relationship exists between the variables. Yet, no correlation found in summarizing and clarifying.

Conclusions

The students from the three big schools of the South District in the Division of Cagayan de Oro City practiced the Reciprocal Reading Strategies and the teachers are able to implement it in their own class. Most of respondents are in the highest level of reading performance which is the Independent Level. The practice and the implementation of the reading strategy using the Reciprocal Reading Strategy can help in augmenting the reading performance of the students. The higher the number of Independent Level would mean good reading performance. There is a significant relationship between the students' level of Reading Performance and their perceptions of their teachers' Reciprocal Reading Strategies. This means that the respondents are practicing the Reciprocal Reading Strategies especially in Predicting and Questioning and that it has a positive response for making their Reading Performance good. It implies that the said strategies have better response in augmenting the result of their reading performance.

Recommendations

The Clarifying strategy in the Reciprocal Reading Strategies is a very important skill and this may be addressed to the teachers so that they can include this matter in their action plan for their Reading Program. The Frustration Level Readers may be given remedial assistance using the Reciprocal Reading Strategies. Reading coordinators may include this matter in their action plan. The continuation of using the Summarizing and Clarifying may be implemented since these are very important skills in reading. The future researchers can have their further study on Reciprocal Reading Strategies.

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