



**DIRECTED READING AND THINKING ACTIVITIES: INDIVIDUAL INSTRUCTION FOR
COMPREHENSION AND CRITICAL THINKING**

READY FOR PUBLISH –

LACKING FUNDS

© GSJ
PUBLISH BY JUNE 2021

CENBY EPIE GUIMBALIBOT GAYTOS, Ph.D.

May 2021

ABSTRACT

The main purpose of the study was to develop a directed reading and thinking activities for College of Education students in Eastern Samar State University-Guiuan, Guiuan, Eastern Samar during the school year 2020 – 2021.

Specifically, this study sought to answer the following questions:

1. What is the proficiency level of the College of Education students in English reading comprehension?
2. To what extent are the competencies in reading comprehension developed by the students?
 - 2.1. Following directions
 - 2.2. Noting details
 - 2.3. Getting the main idea
 - 2.4. Organizing ideas
 - 2.5. Sequencing events
 - 2.6. Perceiving relationships
 - 2.7. Predicting outcomes
 - 2.8. Inferring
 - 2.9. Drawing conclusions; and
 - 2.10. Evaluating ideas or making judgment?
3. What instructional materials are utilized by the teachers in teaching reading comprehension for College of Education students?
4. To what extent are the following teaching strategies employed by the teachers in teaching reading comprehension for the College of Education students?
 - 4.6. Hexi-Learning Approach
 - 4.7. Multi-Media Approach
 - 4.8. Programmed Instruction
 - 4.9. Cooperative Learning Approach
 - 4.10. Directed Reading and Thinking Activities
5. What are the problems met by the instructors in teaching English reading comprehension?
6. What directed reading and thinking activities may be developed based on the findings of the study?

In order to achieve the purpose of this study, the researcher employed the descriptive survey method to determine the directed reading and thinking activities suited for the College of Education students in reading comprehension.

A teacher-made proficiency test that was prepared by the researcher was utilized to determine the performance level of the College of Education students in reading comprehension and to identify the skills in reading comprehension, which are difficult to the students. The instructional materials used by the instructors in reading comprehension during instruction and the problems they met in teaching reading as to student-related problems, teacher-related problems, school-related problems and home-related problems were assessed with the use of questionnaire.

The study involved all the three (300) College of Education students and the fifteen (15) Faculty Members from Eastern Samar State University Campuses during the school year 2020 – 2021.

The findings of the study served as bases for the development of the directed reading and thinking activities for College of Education.

Findings

The data gathered were analyzed and statistically treated in order to answer the problems stated in this study.

The findings are herein presented based on the problems stated.

1. On the performance level of the Eastern Samar State University - Guiuan, the average mean performance score (MPS) was 67%.
2. The result of the proficiency test conducted revealed that Sequencing Events had the highest MPS with 2.04. next is Following Directions at 2.02. Noting Details and Predicting outcomes follow with 1.6. Organizing ideas and perceiving relationships each have 1.09, while the rest had 1.5 and 1.00 respectively. The overall Mean is 1.35 which means that the reading comprehension skills were satisfactorily developed.
3. On the instructional materials, still pictures, pocket charts, flip charts and puppets were always utilized by the teachers in teaching English, while instructional materials such as chalk boards, bulletin boards, charts, maps and globes were oftentimes utilized by the teachers. The findings imply that instructors recognize the importance of instructional materials for better teaching. They considered them to be of high value in the development of comprehension among students.
4. On the pupil-related problems, Lack of interest of students about the subject area, Absenteeism of the learner, Poor study habit, posed as always a problem. Poor preparation of the lesson, Lack of preparation of instructional materials, Lack of training of the teacher were listed as seldom a problem, and Lack of reference about the subject area as sometimes a problem. The data imply that these problems noted from the findings need serious attention by the teachers and school administrator in order to enhance the proficiency level of the College of Education students.
5. On the teacher-related problems, it showed that the teachers in the lower grades promote slow and even non-reader pupils has a mean score of 4.92 which means "always a problem" of the teacher in teaching reading, the lack of time to prepare instructional materials in teaching reading has a mean score of 4.07 which means "oftentimes a problem", while the insufficient training of teachers in teaching English with a mean score of 3.20, the poor preparation of the lesson with a mean score of 3.30 and overloading of teaching assignment have the mean score of 3.38 which are all "sometimes a problem" of the teachers in teaching reading comprehension.
6. On the school-related problems, the inadequate number of textbooks, workbooks and other reading materials with a mean score of 5 was interpreted as "always a problem" of the teachers in teaching reading. The problems on classroom not conducive for learning with a mean score of 4.69 are interpreted as "always a problem". The inadequate classroom space for English curricular activities and inadequate administrative and supervisory support for English program with both mean score of 3.30 and the insufficient time allotment for reading class with a mean score of 3.23 is interpreted as "sometimes a problem" of the teachers in teaching reading.
7. On the home-related problems, it showed that the "always a problem" response met by the teachers which both has the mean score of 4.69 were the lack of parental support for the student's English concern and the no follow-up of student's lessons and assignment at home with a mean score of 4.84. The "oftentimes a problem" of the teacher which has a mean score of 3.76 were some parent cannot afford to provide their student's school needs, and the students are assigned to too many household chores with 4 mean score. While some pupils come to school with empty stomach has a mean score of 3.38 which means "sometimes a problem" of the teachers in teaching reading.

Based from the aforementioned findings, a directed reading and thinking activities which suits to the reading level and experiences of the College of Education students was developed.

Conclusions

On the bases of the findings of the study, the following conclusions were drawn.

The performance level of the College of Education students of Eastern Samar State University – Guiuan Campus was “low performing” as evidenced by the results of the proficiency test conducted.

All of the skills in reading comprehension were found “difficult” by the students. The difficulty or non-mastery of the College of Education students in the skills in reading comprehension, greatly affects their performance in reading, hence, the need for directed reading and strengthening the skills of the pupils in reading comprehension.

Faculty members need to adopt a newer material in teaching reading during instruction that will enhance and strengthen pupils reading skills.

The problems met by the faculty members in reading can be shored-up through the use of the directed reading and thinking activities. Therefore, the developed directed reading and thinking activities were validated, hence, useful to the students, as well as to the faculty members.

Recommendations

In the light of the light of the findings and conclusions in the study, the following suggestions are recommended:

1. There should be a close monitoring and supervision of faculty members by the designated officials to enhance the quality instructions.
2. In-service trainings should be conducted to improve faculty members' competency and teaching strategies and techniques to teach the subject.
3. Instructors and students should work closer to achieve their teaching and learning goals.
4. The directed reading and thinking activities developed by the researcher may be used by the teachers during the reading instruction to enhance and strengthen the reading comprehension skills of College of Education students.
5. A study on the effectiveness of the reading and thinking activity is recommended.

Chapter 1 INTRODUCTION

Background of the Study

English plays a vital role in global competitiveness. English as a subject is concerned with developing competencies in listening, speaking, reading and writing. Listening includes skills in auditory discrimination and cognitive comprehension. Speaking includes skills in using the language expressions and grammatical structures correctly in oral

communication. Reading is getting meaning from the printed page, and writing includes readiness skills, mechanics, guided writing, functional and creative writing.

Based from the result of the College English Proficiency test conducted in previous years, Eastern Samar State University-Guuan Campus got only 67% which was below the passing percentage of seventy five percent (75%) of the entire Eastern Samar State University campuses. (<http://easternsamaruniversity.gov.ph>)

These results implied the need to enhance the skills of the College of Education Students in order to improve the proficiency level in English.

Reading skills are necessary for students who want to further their study and even more so, for those who want to have better career opportunities. They need good reading skills for acquiring new knowledge, learn new information and make decisions. Reading is a complex cognitive process and the mastery of all aspects of reading is crucial not only for academic success and achievement of an individual but also for the success of his/her future employment.

The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often vital to requiring well developed listening skills as well as the ability to apply appropriate background knowledge in a variety of contexts. Reading experts agree that a systematic and research-based instructional model that directly and explicitly teaches students the skills and strategies to comprehend text is necessary if students are to comprehend what they read. The effective reading comprehension models involve both instructors and students in an active, on-going pursuit of meaning construction. Unfortunately, conventional and text-centered classrooms do not provide instruction in the skills and strategies necessary for students to learn how to comprehend text. (Tivnan & Hemphill, 2005)

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three. (<http://www.k12reader.com>)

The main purpose of reading text is comprehension of getting meaning of the text. So students will obtain much more information. This is one of the most important factors in modern societies that each individual has to search the information through reading comprehension since much information is available in textbooks, newspapers, magazines, etc that can enrich the readers’ knowledge.

To master reading skill, the readers need good comprehension in reading activity. It is not only related to know about the code of the reading text but also to full meaning from whole reading text. It means the reading comprehension involves the thinking process. (<http://download.portalgaruda.org>)

In our school today, students can read words and sentences but rarely could they give meaning to them. The development of comprehension skills has to be emphasized. The needs of society have tremendous implications for well-balanced activities for reading comprehension.

It is expected of college students to have high reading comprehension skills. Thus at the end of their third year in college, these learners are expected to retrieve information faster from what they read or hear, comprehend more on the context read or heard and give or explain their understanding of the text.

In order to achieve this goal, the skills constituting the competencies should be developed to the point of mastery in communication using varied learning materials. Thus, the teacher plays a vital role in preparing the varied approaches, teaching strategies and instructional materials that suit the students’ learning needs. One of the approaches that is

designed to fit the learning needs of the students is the Directed Reading and Thinking Activities.

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. (Burns, 2000)

Directed reading and thinking activities may be used with an individual, a small group or an entire class. This activity can be easily adopted for a variety of subjects and reading levels. This strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the directed reading and thinking activities teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text.

The output of this study could be adapted by the instructors, instructors and professors in the different campuses of Eastern Samar State University as well as other colleges and universities in the province of Eastern Samar.

Statement of the Problem

The main purpose of the study was to develop Directed Reading and Thinking Activities for Children's Literature among third Year Bachelor in Elementary Education Students of the different campuses of Eastern Samar State University campuses.

Specifically, the study answered the following questions:

1. What is the proficiency level of the College of Education Students in English reading comprehension?
2. To what extent are the competencies in reading comprehension developed by the students?
 - 2.1. Following Directions
 - 2.2. Noting Details
 - 2.3. Getting the main idea
 - 2.4. Organizing ideas
 - 2.5. Sequencing events
 - 2.6. Perceiving relationships
 - 2.7. Predicting outcomes
 - 2.8. Inferring
 - 2.9. Drawing conclusions; and
 - 2.10. Evaluating ideas or making judgments
3. What instructional materials are utilized by the Faculty members in teaching English reading comprehension for the College of Education Students?
4. To what extent are the following teaching strategies employed by the faculty members in teaching reading comprehension for College of Education Students?
 - 4.1. Flexi-Learning Approach
 - 4.2. Multi-Media Approach
 - 4.3. Programmed Instruction
 - 4.4. Cooperative Learning Approach
 - 4.5. Directed Reading and Thinking Activities
5. What are the problems met by the faculty members in teaching English reading comprehension?
6. What Directed Reading and Thinking Activities may be developed based on the findings of the study?

Theoretical Framework

The theoretical framework of the study is anchored on the theories and principles underlying sheltered instruction observation protocol of Lev Vygotsky which are the Social

Interaction Theory, Zone of Proximal Development, Instructional Scaffolding and Cooperative Learning.

The Social Interactionist Theory is an explanation of language development emphasizing the role of interaction between the developing child and the linguistically knowledgeable adults. It is based on the socio-cultural theories of Vygotsky.

The Zone of Proximal Development is learning through socialization where individuals are able to gain from the experience from their peers or teacher that they would not be able to do on their own. The zone bridges the gap between what is known and what can be known. This is also based on the socio-cultural theories of Lev Vygotsky.

The Instructional Scaffolding is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his learning goals.

Cooperative learning defines teaching methods in which pairs or small groups of learners work together to accomplish a shared goal. The goal is the cooperation of learners to maximize their own and each other's learning.

Moreover, this study was also based on the theory of operant conditioning advanced by B. F. Skinner, which states that learning is best practiced by doing, that the learner learns to manipulate things and discover concepts through self-discovery.

This study was also based on the theory of Bloom's mastery learning technique, which states that students can learn when provided the appropriate learning conditions in the classroom. He further proposed that all students could learn a set of reasonable objectives with appropriate instruction and sufficient time to learn. The principles put the techniques of tutoring and individualized learning instructions and bring the learning strategies of successful students to nearly all the students of a given group.

Dewey on his theory Learning by Doing asserts that the child is led to explore and discover his environment through first hand experiences, develop the individual's critical thinking and independent learning.

Another theory that asserts in learning practical work approach is the experiential learning theory. This theory defines learning as the process whereby knowledge is created through the transformation of learning experiences.

Similarly, Montessori's approach of learning is a highly hands-on or on practical work approach, which encourages children to develop their observation skills by doing many types of activities. These activities use the five senses, kinetic movement, spatial movement, small and large motor skill coordination and concrete knowledge that leads to later abstraction and this concurred to her cognitive development theory concept.

Conceptual Framework

This study is based on the concept and theories that using directed reading and thinking activities would enhance and definitely improve the proficiency level of the students in English reading comprehension.

The schema shows the flow of the research as seen in a system approach. It has three components namely; 1.) Input 2.) Throughput and 3.) Output. Figure 1, on the next page depicts the schematic diagram of the study.

The input includes the competency level of the College of Education students in English, the extent to which English teaching strategies are used by faculty members in teaching English, and the problems met by faculty members in teaching English.

The throughput bridges the gap between the input and the data gathered regarding the proficiency level of the College of Education students in English, the skills or competencies developed, the instructional materials utilized by the instructors in teaching English, the extent to which teaching strategies are used by the instructors, and the problems met by the instructors in teaching English.

Therefore, the output of the study is the development of Directed Reading and Thinking Activities in English for the College of Education students.

The analysis would enlighten the researcher to generate implications for the development of Directed Reading and Thinking Activities in English for the College of Education students of Eastern Samar State University campuses of the Province of Eastern Samar.

Figure 1 shows the schematic presentation of the conceptual framework of the study.

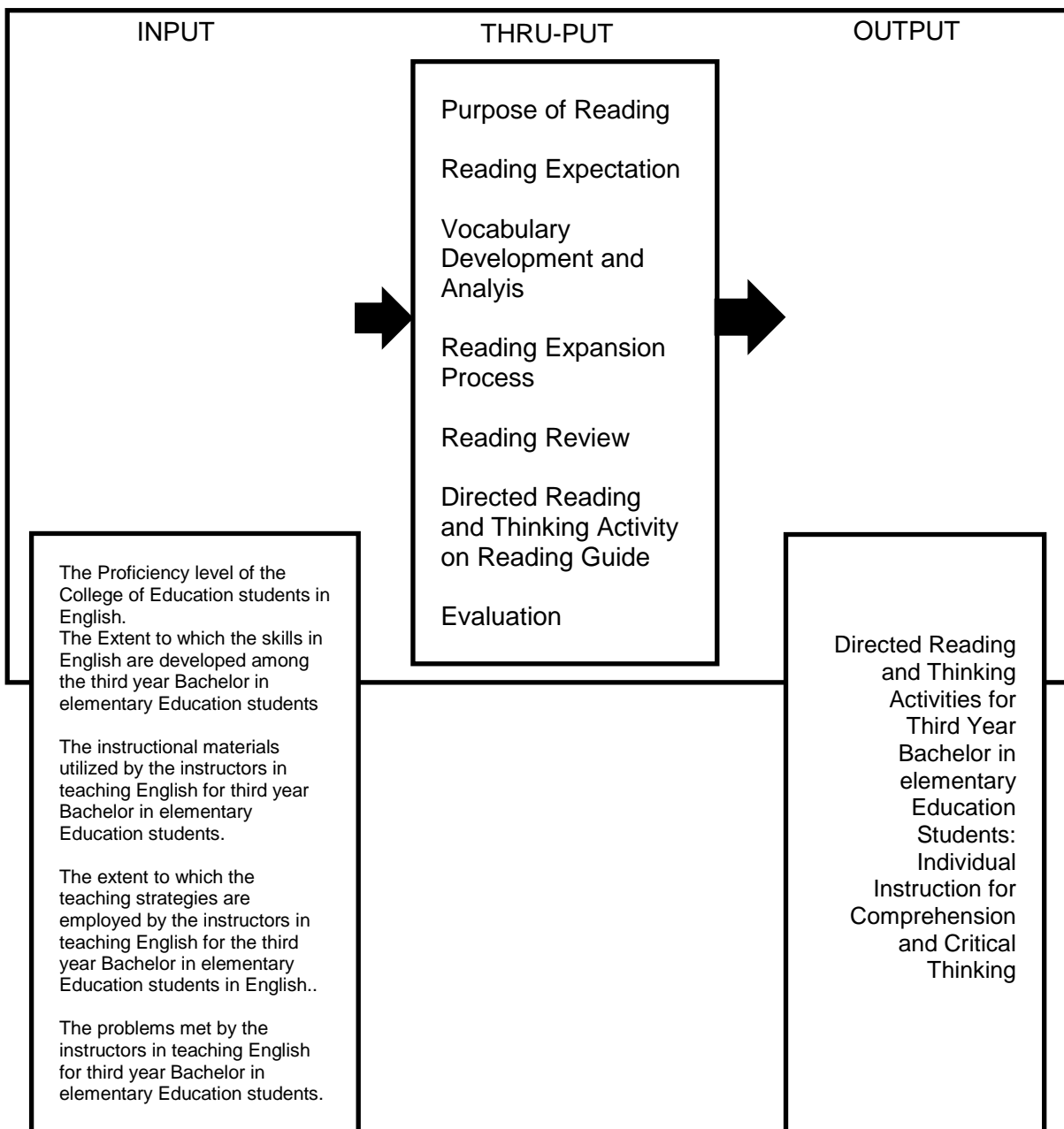


Figure 1. The Schematic Diagram Showing the Conceptual Framework of the Study.

Significance of the Study

The findings of this study are envisioned to give significant inputs to improve the teaching in English and to enhance the competency level of the third year Bachelor in Elementary Education students.

Students. These Directed Reading and Thinking Activities would help the students learn the lessons by themselves in an easy way since the content of the lessons are well-organized in such a way that the instructions, review and drill exercises can easily be understood by themselves.

These Directed Reading and Thinking Activities would help develop their study habit and independent learning.

Instructors. The Directed Reading and Thinking Activities developed in this study would help instructors carry out the lessons in a more interesting and effective way. These would also help lessen their difficulty in preparing the lesson and save time in looking for practice exercises.

This would help serve as a supplementary lesson guide to the instructors, as each activity is provided with the objective of the lesson and key concepts of the lesson.

Researchers. The findings of this study may enable future researchers to conceptualize studies of similar nature. They can also design other activities in other subject areas following the same procedure.

The findings of this study would help them conceptualize a similar study on instructional materials preparation.

Scope and Delimitation of the Study

This study was centered on the development of directed reading and thinking activities for children's literature as output of the study.

The study focused on determining the proficiency level in directed reading and thinking activities as well as the extent of mastery of the skills in reading of the 300 College of Education students who are selected and 15 faculty members of Eastern Samar State University – Guiuan Campus during the school year 2020 - 2021.

The teaching strategies of the instructors, problems met by them in teaching English was also addressed in this study.

The results of the study would serve as the basis for the directed reading and thinking activities model in English for the College of Education students of Eastern Samar State University – Guiuan Campus.

Definition of Terms

The following terms are defined to give the readers a clear understanding of the study.

Approaches. This term refers to the teaching methodologies used by instructors in teaching instruction.

Comprehension. This term refers to the action of grasping with intellect or the capacity to understand fully. In this study, this term refers to the ability of the College of Education students to understand the fully printed materials that they read.

Cooperative Learning. It is an educational approach which aims to organize classroom activities into academic and social learning experiences.

Extent. This term means the dimension or degree or limit to which anything reaches. As used in this, it refers to the degree to which the skills in English are developed among the College of Education students.

Directed Reading and Thinking activity. This term refers to the strategy that is intended to develop students' ability to read critically and effectively. The directed reading and thinking activity attempts to equip readers with the ability to determine the purposes of

reading, the ability to extract, comprehend and assimilate information, the ability to make predictions, to examine reading materials based on the purposes of reading, the ability to pass judgements, and finally, the ability to make decisions based upon information gathered from reading.

Proficiency Level. This term refers to the level of learning which a student acquire in a class based on the application or ability to do something very skilfully what he had learned in a subject. In this study it refers to the performance level of the College of Education students.

Reading comprehension. In this study, is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.

Reading Comprehension Skills. In this study, this term refers to the specific observable and measurable skill in reading comprehension for third year students like following directions, noting details, getting the main idea, organizing ideas, sequencing events, perceiving relationships, predicting outcomes, inferring, drawing conclusions, evaluating ideas or making judgments.

Reading Skills. This term refers to the skills in reading as: Decode meaning of unfamiliar words; Follow printed directions in filling up school forms; Draw picture of incidents; Get the main idea of selections read; Sequence events; Organize ideas; Perceive relationships; Predict outcomes; Infer the general mood of expression in a selection; Draw conclusions based on information given; Evaluate ideas/make judgment; and Use library resources to get information.

Social Interactionist Theory. It is an explanation of language development emphasizing the role of social interaction between the developing child and linguistically knowledgeable adults. It is based largely on the socio-cultural theories of Soviet psychologist Lev Vygotsky.

Zone of Proximal Development. Often abbreviated ZPD, is the difference between what a learner can do without help and what he or she can do with help.

Chapter 2 REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains empirical readings and related studies which guided the researcher in developing the directed reading and thinking activities. Reviewed were books, pamphlets, journals, periodicals, published and unpublished materials.

Related Literature

Learning a discipline involves developing familiarity with the ways of being, thinking, writing, and seeing the world of those experts in the discipline. Reading academic texts published by those disciplinary experts permits students to immerse in the culture of the discipline and facilitates learning its conventions, discourse, skills, and knowledge. But, this is only possible if students take a deep approach to reading. (Erickson, B.et.al., 2006)

A surface approach to reading is the tacit acceptance of information contained in the text. Students taking a surface approach to reading usually consider this information as isolated and unlinked facts. This leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. In contrast, a deep approach to reading is an approach where the reader uses higher-order cognitive skills such as the ability to analyse, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text. The deep reader focuses on the author's message, on the ideas she is trying to convey, the line of argument, and the structure of the argument. The reader makes connections to already known concepts and principles and uses this understanding for problem solving in new contexts. Simply put, surface readers focus on the sign, i.e., the text

itself, while deep readers focus on what is signified, i.e., the meaning of the text. (Bowden & Marton, 2000)

Research studies show that most university students today take a surface approach to reading and learning. This phenomenon occurs because instructors usually lecture the texts and evaluates students on their retention of facts and principles conveyed in the lectures. (Biggs, J. 2000)

Thus, a teacher has to think of appropriate methods and strategies which can help caters all sorts of learners.

The key step in a Directed Reading/Thinking Activity is developing purposes for reading. Purposes or questions represent the directional and motivating influences that get readers started, keep them on course, and produce the vigor and potency and push to carry them through to the end. Purposes for reading represent the key element in versatility. Versatile readers adjust rate of reading according to their purposes for reading, and to the nature and difficulty of the material being read. By focusing on purposes for reading from the very beginning of formal instruction, the reader acquires an attitude toward reading and an appreciation of the use and value of purposes for directing the reading act. In the early phases of the instructional program the young readers will not be particularly articulate about what they are doing and how they are doing it, but by repeated experience they will, as they mature, begin to see how to be deliberate. Of all the reading skills, versatility is the one that authorities and instructors and readers find most frequently lacking. That students complete high school and college without accomplishing this high order reading skill reflects the use of inappropriate methodology from the very beginning of reading instruction. (Reutzel & Cooter, 2002)

Reading is an essential skill for all students at all levels started from elementary school to university. Reading is one skill which has many contributions in enhancing and enriching students' knowledge. It is the ability to draw meaning from the printed page and to interpret this information appropriately. It means that reading is a result of the interaction between the perceptions of graphics symbols that represent language and reader's language skill, cognitive skill, knowledge of world and so on. (Grobe & Stoller, 2002)

The main purpose of reading text is comprehension of getting meaning of the text. So students will obtain much more information. This is one of the most important factors in modern societies that each individual has to search the information through reading comprehension since much information is available in textbooks, newspapers, magazines, etc. that can enrich the readers' knowledge.

To master reading skill, the readers need good comprehension in reading activity. It is not only related to know about the code of the reading text but also to full meaning from whole reading text. It means the reading comprehension involves the thinking process.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences. (Tompkins, 2011)

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise. (Cain & Oakhill, 2009)

Reading comprehension involves two levels of processing, shallow (low level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition,

the processing of sentence and word structure and their associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart. (Tompkins, G.E., 2011)

Reading comprehension and vocabulary are inextricably linked. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means. Students with a smaller vocabulary than other students comprehend less of what they read and it has been suggested that the most impactful way to improve comprehension is to improve vocabulary.

Most words are learned gradually through a wide variety of environments: television, books, and conversations. Some words are more complex and difficult to learn, such as homonyms, words that have multiple meanings and those with figurative meanings, like idioms, similes, and metaphors. (Tompkins, G. E., 2011)

Success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills. These include – reading, writing, critical thinking, oral presentation, and media literacy. Despite the importance of these skills for academic success, professors seldom teach them. They generally take them for granted, as they tend to presuppose that all students already acquired these skills either as part of their secondary education or elsewhere in college. The reality is that most first-year students lack academic reading skills, especially because University-level reading greatly differs from High School reading. Thus, most students employ non-university strategies to read academic texts, which results in students taking a surface approach to reading. (Erickson, et.al., 2006)

Reading skills are necessary when students want to further their study, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information. Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts. (Pressley, M. 2000)

Reading experts agree that a systematic and research-based instructional model that directly and explicitly teaches students the skills and strategies to comprehend text is necessary if students are to comprehend what they read. The effective reading comprehension models involve both the instructors and the students in an active, on-going pursuit of meaning construction. Unfortunately, conventional and text-centered classrooms do not provide instruction in the skills and strategies necessary for students to learn comprehend text. (M. Sung – Hyun, 2003)

Related Studies

Macanip developed a programmed text in English reading comprehension for Grade V students of Tacloban. The content of the said programmed text were based on the Restructured Basic Education Curriculum least learned skills in reading comprehension of Grade V students.

The study of Macanip has similarity with the present study as both studies deal on the instructional material preparation, focused on the same learning area which is English; employed the same research design; and are curriculum based learning materials. However, the study of Macanip was based from the Restructured Basic Education Curriculum while the present study is based from the new curriculum, the K + 12 Based Education Curriculum.

Another study was that of Constibolo, who developed an activity-based instructional module in English for Grade VI which aimed to help and guide instructors to initiate the creative use of different activities to make teaching English language interesting. The skills and content of the activities were based from the Basic Education Curriculum English Language for Grade VI.

Renn investigated the relationship of reading comprehension scores in a second-grade classroom where reading instruction was provided using the traditional directed reading approach (DRA), to the reading comprehension scores in a second-grade classroom where reading instruction was provided using the directed reading thinking activity approach.

Dougherty Stahl (2004) explored the effects of three instructional strategies, the directed reading thinking activity on the reading comprehension and science content acquisition of novice readers. The participants were 31 second- graders with an instructional reading level that was approaching grade level. Each of 4 groups received each treatment. Results indicated that the directed reading thinking activity yielded statistically significant effects on fluency as measured by a timed maze task and effects on reading comprehension and science content acquisition. The components of directed reading thinking activity, generating and justifying predictions, verifying predictions after reading, engaging students in a social context around a text, seemed to provide the necessary scaffolding for facilitating the reading comprehension and science content acquisition among novice readers. (Renn, 2000) Riley investigated the effect of directed reading thinking activity on low reading achievement first grade students. The study results indicated the possibility of correcting most of the errors made by students while reading when they use directed reading thinking activity. The study emphasized the importance of using directed reading thinking activity to increase achievement and promote thinking among low achievers. (Pressley, M., 2000)

The development of comprehension skills is a long term developmental process which depends on language and text experiences from early stage of life. Learning how to decode and learning how to abstract the meanings of vocabulary words are commonly encountered in texts. Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read. (Sung – Hyun, 2003) The more effortlessly students can recognize words, the more attention they can devote to comprehension. (O'Connor, R., et.al., 2007) The more time students spend in reading, the better their reading rate is. Becoming a good reader requires practice in reading and constant exposure to text. (Pressley & Block, 2002)

The literature review indicates that a major cause of poor reading comprehension skills is curricular deficiencies and ineffective teaching models.

The social context influences what one reads, how one reads, and why one reads.⁴⁰ It is important, therefore, that instructors address this issue by making reading relevant to students and establishing a purpose for reading a text. There are three achievement level definitions: basic, proficient, and advanced. Recent research has suggested that the students who are most likely to experience reading difficulties throughout their school years are those who attend a low achieving school, have limited English proficiency, are unfamiliar with Standard English dialect, or live in communities of poverty. Moreover, the emphasis on reading instruction continues to be a focus for those students who are less proficient in reading, especially in the younger grades. Thus, the levels of proficiency must match stages of reading development. (Whitaker, et.al., 2004)

Bloom's Taxonomy of educational objectives provides a similar framework of objectives from lower order to higher order skills based on the level of complexity in thinking.

In recent years, Anderson (2001) recognized the hierarchical frameworks, and made it two-dimensional. The first dimension is almost identical to that of Bloom's Taxonomy but is now labeled 'cognitive processes'. The added dimension of "knowledge" is not included in the Bloom's original Taxonomy. Each will be discussed separately. Text comprehension is improved when instructors use a combination of reading comprehension techniques such as question answering, question generation, and summarization. When students are able to use them successfully, they perform better in recall, answering questions, generating questions, and summarizing texts. (Farstrup & Samuels, 2002) Directed Reading Thinking Activity The

directed reading thinking activity is associated with the DRA (Directed Reading Activity) developed by Stauffer.

The directed reading thinking activity is ["a lesson plan which involves (a) preparation/readiness/motivation for reading a lesson; (b) silent reading; (c) vocabulary and skills development; (d) silent and/or oral reading; and (e) follow-up or culminating activities."] While this is a useful plan for some reading lessons and is essentially synonymous with the basic reading lessons of the elementary grades (Tierney, et.al., 2000) The directed reading thinking activity is a much stronger model for building independent readers and learners. Almasi (2003) stated that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas. The value of directed reading thinking activity is to make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. Verifying predictions while reading extend thoughts and promotes interactive learning. The power of the directed reading thinking activity strategy increases when the teacher guides students to check their predictions after reading (Allen, J. 2004) Cooperative Learning Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson, et.al., 2000).

Cooperative learning is defined by a set of processes which help students interact together in order to achieve a specific goal of instruction or an outcome which is usually content specific. Nagel (2006) emphasized that cooperative learning must be intellectually demanding, creative, open-ended, and involve higher order thinking tasks. For cooperative learning to be successful in the secondary social studies classroom, five essential elements are needed: 1. Positive Interdependence; 2. Face-to-Face Interaction; 3. Individual and Group Accountability; 4. Interpersonal Skills; 5. Group Processing.

The Learning Together model organizes instruction according to the principles of positive interdependence, individual accountability, promoting face-to-face interaction, social and collaborative skills, and group processing. Specifically, positive interdependence means that the success of students is linked with the success of their team members and may be structured through mutual goals, joint rewards, shared resources, complementary roles, and a common team identity. Individual accountability means that the performance of each member is assessed and results are given to the team and the individual so that team members cannot get a free ride on the efforts of their teammates. Yet, team members still help, share, encourage, and support each other's efforts to succeed through encouraging interaction within their groups. Furthermore, they use and develop their interpersonal and small-group skills of leadership, decision making, trust building, and conflict management. Finally, the team members perform group processing to reflect how well the team is functioning and how its effectiveness may be improved (Huss, 2006).

As such, the main difference between the Learning Together and other cooperative learning models is that this model is less discrete and less prescriptive than the Structural and the Student Team Learning models that employ specific steps in lesson planning and somewhat "prepackaged curricula, lessons, and strategies in a prescribed manner". Rather, the learning together model provides a conceptual framework for instructors to plan and tailor cooperative learning instruction according to their circumstances, student needs, and school contexts (Johnson & Johnson, 2000).

Chapter 3 METHODOLOGY

This chapter contains the research design, locale of the study, the respondents, research instruments, validation of the instruments, the data gathering procedure and the statistical treatment of data.

Research Design

The study employed the descriptive research method with the use of a survey questionnaire and a teacher-made test to develop Education Curriculum based learning activities in English that would suit the learning needs and experiences of College of Education students from Eastern Samar State University – Guiuan Campus.

The survey questionnaire was used to describe the extent to which the skills in English are developed, the instructional materials utilized by the instructors in teaching English, the extent to which teaching strategies are employed by the instructors in teaching English, and the problems met by the instructors in teaching English, while the teacher-made test was used to describe the proficiency level of the College of Education students in English.

The findings of this study will serve as the basis in the development of directed thinking and reading activities in English for the College of Education students.

Locale of the Study

This study was conducted in Eastern Samar, Eastern Samar State University Guiuan campus and faculty members and College of Education students in the school year 2020 – 2021.



Figure 2. Map of Eastern Samar Showing the location and locale of the study. Respondents of the Study

The respondents of the study are the following: Faculty members (Teaching English) and College Education students from Eastern Samar State University – Guiuan Campus of school year 2020 – 2021.

A total of 300 College of Education students from the campus were chosen as student-respondents.

All the 15 English faculty members teaching English are the teacher- respondents.

The distribution of the respondents of the study is shown on Table 1 below:

Table 1
DISTRIBUTION OF THE
RESPONDENTS OF THE STUDY

School	Student-Respondents	Teacher-Respondents
	T	T
1. Bachelor of Elementary Education (BEED)	100	4
2. Bachelor of Secondary Education (BSED)	100	4
3. Bachelor of Technical – Vocational Teacher Education (BTVTED)	50	4
4. Bachelor of Technology and Livelihood Education (BTLED)	50	4
TOTAL	300	15

Research Instruments

The research instruments utilized in the study were a self-structured questionnaire for teachers and achievement test for students in order to gather the desired data of the study. These research instruments are described below.

The Survey Questionnaire. The survey questionnaire is composed of three parts. Part I dealt on the extent to which the competencies to which the competencies in English for the College of Education students were developed. Part II solicited data on the instructional materials utilized by the faculty members in teaching English, Part III elicited data on the teaching strategies employed by the faculty members in teaching English and Part IV solicited the problems met by the faculty members in teaching English.

Achievement Test. The teacher made test was designed to determine the proficiency level of the College of Education students in English consists. The test consisted of 50-item test which was based on the curriculum. The distribution of questions is shown in the table of Specifications found in Appendix B.

Validation of the Instrument

The validation of the instruments was done at the Senior high School Program of Eastern Samar State University Guiuan, Eastern Samar, it was submitted to the research adviser for the initial comments, to some Faculty members who teach English for further suggestions and to the Thesis committee during the pre-oral defense.

The instruments were subjected to a dry-run to determine the items which could be improved. Through the results, the instrument was improved. This was conducted in the said program.

This was chosen because the language spoken and socio-economic conditions of the people were similar. The questionnaires were personally administered to the English

teachers and their students during the first semester of the school year 2020 – 2021 in the aforementioned programs.

The validation of the instrument was in a college offering English, but not involved in the study.

Data Gathering Procedure

The researcher asked permission from the Campus Administrator of Eastern Samar University campuses to conduct the study through a written request. The approved written request made by the researcher was attached to the questionnaire. Assistance from the College Dean and Faculty members were asked in gathering the data.

The questionnaires were distributed and retrieved personally by the researcher in every program/ in the college included in the study. Questions raised by the respondents during the conduct of the questionnaire were explained by the researcher for the further clarification.

At the same time, the proficiency test was administered to the students of the College of Education, by the researcher.

Results of the final survey were carefully tallied, entered in tables, analysed and interpreted.

Statistical Treatment of Data

This descriptive statistics such as frequency counts, percentages and weighted means are utilized.

The following formula is used:

$$M = \frac{\sum X}{N}$$

Where: $\sum X$ = sum of Raw Scores
 N = Number of cases/respondents

To find the mean, all responses of the respondents were summed up and divided by the number of respondent, then multiplied it by one hundred, thus:

$$MPS = \frac{M}{T} \times 100\%$$

Where: M = mean
 T = total score

To determine the proficiency level of the students in English the mean percentage score or MPS in the proficiency test was taken, and described using the scale below:

Percentage Values

76% and above
51%-74%
50% below

Qualitative Description

High Performing
Average Performing
Low Performing

To describe the extent to which the competencies in English were developed the following percentage values and their corresponding qualitative description below were used.

Mean Values

3.50-4.00
2.50-3.49

Qualitative Description

Outstandingly Developed
Very Satisfactorily Developed

1.50-2.49	Satisfactorily Developed
1.00-1.49	Not Developed

To determine the instructional materials used by the faculty members in teaching English, the following mean value and their qualitative descriptions were used:

Mean Values	Qualitative Description
3.50-4.00	Always Utilized
2.50-3.49	Oftentimes Utilized
1.50-2.49	Sometimes Utilized
1.00-1.49	Never Utilized

To describe the extent to which teaching strategies employed were utilized by faculty members in teaching English, the following mean value and their qualitative descriptions were used:

Mean Values	Qualitative Description
3.50-4.00	Always Employed
2.50-3.49	Oftentimes Employed
1.50-2.49	Sometimes Employed
1.00-1.49	Never Employed

To determine the problems met by faculty members in teaching English, the following mean value and their qualitative descriptions were used:

Mean Values	Qualitative Description
3.50-4.00	Always a problem
2.50-3.49	Oftentimes a problem
1.50-2.49	Sometimes a problem
1.0-1.49	Not a problem

CHAPTER 4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the presentation, analysis and interpretation of data gathered by the researcher through the survey questionnaire conducted. Included in this chapter are the proficiency level of the College of Education students, the extent to which the competencies in English reading comprehension was developed, the instructional materials utilized by faculty members in teaching reading comprehension for students, the extent to which teaching strategies were employed by the faculty members in teaching reading comprehension and the problems met by the faculty members in teaching English reading comprehension. Those are presented in tabular forms followed by the textual discussion.

The Proficiency Level College of Education Students in English Reading Comprehension

The proficiency level of the students, was determined taken from the researcher-made text. The content of the test was based on the least developed competencies as revealed in the item analysis.

Table 1 shows the number of students who belong to each level.

Table 2
PROFICIENCY LEVEL OF THE THIRD YEAR BACHELOR IN ELEMENTARY
EDUCATION STUDENTS IN THE DIFFERENT ESSU CAMPUSES

SCHOOLS	MEAN PERCENTAGE SCORE (MPS)	INTERPRETATION
5. Bachelor of Elementary Education 1. (BEED)	66.78%	Average Performing
6. Bachelor of Secondary Education 2. (BSED)	67.78%	Average Performing
3. Bachelor of Technical – Vocational Teacher Education (BTVTED)	65.60%	Average Performing
4. Bachelor of Technology and Livelihood Education (BTLED)	66.5%	Average Performing
Average MPS	67%	Average Performing

It could be gleaned from Table 2, that the College of Education average performing as indicated by the average mean performance score (MPS) of 67%. Likewise, the Bachelor of Secondary Education (BSED) got the highest Mean Percentage Score of 67.78%, also interpreted as average performing.

The data gathered imply the need for instruction for comprehension and critical thinking.

The Extent to Which the Competencies were Developed by the Students

The extent to which the skills or competencies of the College of Education students in reading comprehension were identified through item analysis.

The data is shown in Table 2 on the next page.

Table 3
Extent to Which the Competencies were Developed by the Students

Reading Comprehension Skills	Mean	Qualitative Description
1. Following directions	2.02	Very Satisfactorily Developed
2. Noting details	1.6	Satisfactorily Developed

3. Getting the main idea	1.05	Satisfactorily Developed
4. Organizing ideas	1.09	Satisfactorily Developed
5. Sequencing events	2.04	Very Satisfactorily Developed
6. Perceiving relationships	1.09	Satisfactorily Developed
7. Predicting outcomes	1.6	Satisfactorily Developed
8. Inferring	1.05	Satisfactorily Developed
9. Drawing conclusions; and	1.00	Not Developed
10. Evaluating ideas or making judgment	1.00	Not Developed
Over-All Mean	1.35	Satisfactorily Developed

As indicated in Table 3, Sequencing Events had the highest MPS with 2.04. next is Following Directions at 2.02. Noting Details and Predicting outcomes follow with 1.6. Organizing ideas and perceiving relationships each have 1.09, while the rest had 1.5 and 1.00 respectively. The overall Mean is 1.35 which is satisfactorily developed.

The Instructional Materials Utilized by Faculty Members in Teaching English

Table 3 illustrates the instructional materials used by the instructors in Children's Literature.

Table 4
INSTRUCTIONAL MATERIALS UTILIZED BY INSTRUCTORS IN TEACHING ENGLISH

Instructional Materials	MEAN	INTERPRETATION
ENGLISH (SUBJECTS) SYLLABUS	3.24	Always Used
STILL PICTURES		
Printed Pictures	3.23	Always Used
Magazine and Newspaper pictures	3.24	Always Used
DISPLAY SURFACES		
Chalkboards	3.38	Oftentimes Used
Bulletin boards	3.92	Used
Pocket charts	3.38	Always Used
Flip charts	3.23	Always Used
GRAPHIC		
Charts	3.76	Oftentimes Used
Graphs	3.15	Used
Maps	3.77	Oftentimes Used
Globes	3.78	Oftentimes Used

3D OBJECTS		
Models	2.46	Less Adequate
Puppets	2.45	Always Used
Exhibits	2.40	Used
AUDIO-VISUAL AID		
CDs and DVDs	3.23	Always Used
Average Mean Percentage (MPS)	2.83	Oftentimes Used

Table 4 shows the instructional materials utilized by instructors in teaching English to college students.

As indicated on the table syllabus, still pictures, pocket charts, flip charts and puppets where always utilized by the faculty members in teaching English, while instructional materials such as chalk boards, bulletin boards, charts, maps and globes were oftentimes utilized by the teachers.

These findings imply that faculty members recognize the importance of instructional materials for better teaching of English. They considered them to be of high value in the development of comprehension among students.

Teaching Strategies Employed by the Faculty members in teaching English

Table 4 shows the teaching strategies employed by the faculty members in teaching English to Education students in Eastern Samar State University Guiuan Campus in the province of Eastern Samar during the school year 2020 – 2021.

Table 5
TEACHING STRATEGIES EMPLOYED BY THE FACULTY MEMBERS IN TEACHING ENGLISH

TEACHING APPROACHES	MEAN	INTERPRETATION
1. Modular Approach	4.51	Always used
2. Programmed Instruction	1.52	Seldom used
3. Self-Discovery Learning Approach	4.52	Always used
4. Multimedia Approach	4.6	Always used
5. Practical Work Approach	1.54	Seldom used
6. Individual Instruction for Comprehension	0	Never used
7. Critical Thinking Activities	0	Never used
Overall Mean	2.38	Seldom used

The data disclosed the need for individual instruction for comprehension and critical thinking activities in English to attain a high proficiency level of the College of Education students.

Problems Encountered by the Faculty Members in Developing Reading Comprehension

Table 5 shows the problems encountered by the faculty members teaching English to students of the College of Education, school year 2020 – 2021.

Table 6

PROBLEMS ENCOUNTERED BY THE FACULTY MEMBERS IN DEVELOPING READING COMPREHENSION

ITEMS	MEAN SCORE	RANK	INTERPRETATION
Lack of interest of students about the subject area	4.51	1.5	Always a problem
Poor preparation of the lesson	1.52	4	Seldom a problem
Absenteeism of the learner	4.52	1.5	Always a problem
Poor study habit	4.6	2	Always a problem
Lack of preparation of instructional materials	1.54	5	Seldom a problem
Lack of reference about the subject area	1.62	4	Sometimes a problem
Lack of training of the teacher	1.64	5	Seldom a problem

The data imply that these problems noted from the findings need serious attention by the faculty members, Program Heads, College Dean and Campus Administrator in o enhance the proficiency level of the College of Education students.

**CHAPTER 5
DIRECTED READING AND THINKING ACTIVITIES FOR COLLEGE STUDENTS:
INDIVIDUAL INSTRUCTION FOR COMPREHENSION
AND CRITICAL THINKING**

Rationale

Reading Comprehension (also known as Critical Reading) questions test your ability to understand a passage and answer questions on the basis of what is stated and implied in the passage. You need to read the passage first so that you can identify the main idea of the passage and appreciate features such as the author’s tone and attitude as well as the organization of the passage. Scroll back to the relevant point in the text as you do each question.

In Eastern Samar State University-Guiuan Campus, findings of the research study revealed that the performance level of the College of Education students in reading comprehension was “average performing” as evidenced by the result of the proficiency test conducted with an obtained mean percentage score of 67%. Findings also revealed that all the skills tested in reading comprehension were found difficult to the third year students.

Similarly, results also showed that on the extent to which the competencies were developed among College of Education students, the average mean score was 1.35 which was interpreted as “Satisfactorily Developed”.

Moreover, it was found that the faculty members need to use instructional materials and teaching strategy that would enhance students’ critical thinking and independent learning.

Hence, this individual instruction for comprehension and critical thinking on directed reading and thinking activities for college students, is hereby presented as the output of the study.

Course Objectives

The main purpose of this study was to improve the achievement level of the College of Education students in English reading comprehension.

Specifically, it aimed to develop the following competencies which are least learned by the College of Education students:

1. Note important details in story read.

2. Identify the main idea that is implied or explicitly stated.
3. Skim the general idea on what the material is about.
4. Make a heading/ sub-heading for paragraphs in a selection.
5. Identify details, heading for an outline.
6. Make an outline of an expository text read.
7. Sequence the major events/ideas in a selection.
8. Identify statement/events that show cause-effect relationship.
9. Give possible ending to a selection.
10. Infer the character traits from a selection read.
11. Draw conclusions based on information given.

User's Guide

A. To the Teachers

The Directed Reading and Thinking Activities for College of Education students: Individual Instruction for Comprehension and Critical Thinking was prepared to help faculty members carry out their lessons in English. It is intended to enhance and strengthen students' competencies in reading comprehension in order to attain a higher achievement level in English.

This instructional material may take your place as a teacher specifically in dealing with various learners with different learning abilities. The students may be left alone independently according to their own pace. Fast learners may be left alone to study the lessons in it since the lessons were carefully designed to help the pupils understand the lessons in an easy way. Slow learners may be assisted at times when they need help from the teacher.

B. To the Students

This Directed Reading and Thinking Activities for College of Education students: Individual Instruction for Comprehension and Critical Thinking was designed so that you can work on it by yourself. Though you can go through the text alone, your teacher will work with you on the first lesson to acquaint you with the format and method used, and to model you with the expectations for each lesson or activity.

I. Course Map

The following graph would serve as guide in teaching competencies in English Reading Comprehension for College of Education students.

RATING PERIOD (2 ND SEMESTER)	OBJECTIVES
Pre-Lims	-To provide opportunities for students to following instructions.
	-To be able to pick out, from a piece of text, the particular piece or pieces of information to achieve a given purpose such as answering a question in a test.
	-To get important information that tells more about the overall idea of a paragraph or section of a text.
Midterm	-To provide an oral summary of the story or informational text.
	-To know the order or sequence that events take place in a story.

Pre-Finals	-To read a literary text analytically, seeing relationships between form and content.
	-To be able to foretell what will happen next in the story being read.
	-To conclude by reasoning from evidence based on the story read.
Finals	-To come to an opinion based upon reasoning and evidence.
	-To read critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas.

CHAPTER 6 SUMMARY, CONCLUSION AND RECOMMENDATION

The main purpose of the study was to develop a directed reading and thinking activities for College of Education students in Eastern Samar State University-Guiuan, Guiuan, Eastern Samar during the school year 2020 – 2021.

Specifically, this study sought to answer the following questions:

3. What is the proficiency level of the College of Education students in English reading comprehension?
4. To what extent are the competencies in reading comprehension developed by the students?
 - 2.6. Following directions
 - 2.7. Noting details
 - 2.8. Getting the main idea
 - 2.9. Organizing ideas
 - 2.10. Sequencing events
 - 6.6. Perceiving relationships
 - 6.7. Predicting outcomes
 - 6.8. Inferring
 - 6.9. Drawing conclusions; and
 - 6.10. Evaluating ideas or making judgment?
7. What instructional materials are utilized by the faculty members in teaching reading comprehension for the College of Education students?
8. To what extent are the following teaching strategies employed by the faculty members in teaching reading comprehension for College of Education students?
 - 8.6. Hexi-Learning Approach
 - 8.7. Multi-Media Approach
 - 8.8. Programmed Instruction
 - 8.9. Cooperative Learning Approach
 - 8.10. Directed Reading and Thinking Activities
9. What are the problems met by the faculty members in teaching English reading comprehension?
10. What directed reading and thinking activities may be developed based on the findings of the study?

In order to achieve the purpose of this study, the researcher employed the descriptive survey method to determine the directed reading and thinking activities suited for the College of Education students in reading comprehension.

A teacher-made proficiency test that was prepared by the researcher was utilized to determine the performance level of the College of Education students in reading comprehension and to identify the skills in reading comprehension, which are difficult to the students. The instructional materials used by the instructors in reading comprehension during instruction and the problems they met in teaching reading as to student-related problems, teacher-related problems, school-related problems and home-related problems were assessed with the use of questionnaire.

The study involved all the three (300) students and the fifteen (15) Faculty Members handling English subjects from the College of Education during the school year 2020 – 2021.

The findings of the study served as bases for the development of the directed reading and thinking activities for College of Education students.

Findings

The data gathered were analyzed and statistically treated in order to answer the problems stated in this study.

The findings are herein presented based on the problems stated.

8. On the performance level of the College of Education score (MPS) of 67%. Likewise, the Bachelor of Secondary Education (BSED) got the highest Mean Percentage Score of 67.78%, also interpreted as average performing. The data gathered imply the need for instruction for comprehension and critical thinking.
9. The result of the proficiency test conducted revealed that Sequencing Events had the highest MPS with 2.04. next is Following Directions at 2.02. Noting Details and Predicting outcomes follow with 1.6. Organizing ideas and perceiving relationships each have 1.09, while the rest had 1.5 and 1.00 respectively. The overall Mean is 1.35 which means that the reading comprehension skills were satisfactorily developed.
10. On the instructional materials, still pictures, pocket charts, flip charts and puppets were always utilized by the faculty members in teaching English, while instructional materials such as chalk boards, bulletin boards, charts, maps and globes were oftentimes utilized by the teachers. The findings imply that instructors recognize the importance of instructional materials for better teaching of English. They considered them to be of high value in the development of comprehension among students.
11. On the student-related problems, Lack of interest of students about the subject area, Absenteeism of the learner, Poor study habit, posed as always a problem. Poor preparation of the lesson, Lack of preparation of instructional materials, Lack of training of the teacher were listed as seldom a problem, and Lack of reference about the subject area as sometimes a problem. The data imply that these problems noted from the findings need serious attention by the teachers and school administrator in order to enhance the proficiency level of the College of Education students.
12. On the teacher-related problems, it showed that the teachers in the lower grades promote slow and even non-reader pupils has a mean score of 4.92 which means “always a problem” of the teacher in teaching reading, the lack of time to prepare instructional materials in teaching reading has a mean score of 4.07 which means “oftentimes a problem”, while the insufficient training of teachers in teaching English with a mean score of 3.20, the poor preparation of the lesson with a mean score of 3.30 and overloading of teaching assignment have the mean score of 3.38 which are all “sometimes a problem” of the teachers in teaching reading comprehension.
13. On the school-related problems, the inadequate number of textbooks, workbooks and other reading materials with a mean score of 5 was interpreted as “always a

problem” of the teachers in teaching reading. The problems on classroom not conducive for learning with a mean score of 4.69 are interpreted as “always a problem”. The inadequate classroom space for English curricular activities and inadequate administrative and supervisory support for English program with both mean score of 3.30 and the insufficient

time allotment for reading class with a mean score of 3.23 is interpreted as “sometimes a problem” of the teachers in teaching reading.

14. On the home-related problems, it showed that the “always a problem” response met by the teachers which both has the mean score of 4.69 were the lack of parental support for the student’s English concern and the no follow-up of student’s lessons and assignment at home with a mean score of 4.84. The “oftentimes a problem” of the teacher which has a mean score of 3.76 were some parent cannot afford to provide their student’s school needs, and the student are assigned to too many household chores with 4 mean score. While some pupils come to school with empty stomach has a mean score of 3.38 which means “sometimes a problem” of the teachers in teaching reading.

Based from the aforementioned findings, a directed reading and thinking activities which suits to the reading level and experiences of the College of Education students was developed.

Conclusions

On the bases of the findings of the study, the following conclusions were drawn.

The performance level of the College of Education students of Eastern Samar State University – Guiuan Campus was “low performing” as evidenced by the results of the proficiency test conducted.

All of the skills in reading comprehension were found “difficult” by the students. The difficulty or non-mastery of the Education students in the skills in reading comprehension, greatly affects their performance in reading, hence, the need for directed reading and strengthening the skills of the pupils in reading comprehension.

Faculty members need to adopt a newer material in teaching reading during instruction that will enhance and strengthen pupils reading skills.

The problems met by the faculty members in reading can be shored-up through the use of the directed reading and thinking activities. Therefore, the developed directed reading and thinking activities for Third year were validated, hence, useful to the students, as well as to the instructors.

Recommendations

In the light of the light of the findings and conclusions in the study, the following suggestions are recommended:

1. There should be a close monitoring and supervision of faculty members by the designated officials to enhance the quality instructions.
2. In-service trainings should be conducted to improve faculty members’ competency and teaching strategies and techniques to teach the subject.
3. Faculty members and students should work closer to achieve their teaching and learning goals.

4. The directed reading and thinking activities developed by the researcher may be used by the teachers during the reading instruction to enhance and strengthen the reading comprehension skills of the College of Education students.
6. A study on the effectiveness of the reading and thinking activity is recommended

REFERENCES

Addison Wesley Longman, Longman Active Study Dictionary. New Edition: (England: Edinburg Gate, Pearson Education Limited, Inc., 2000) p.256
process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

Allen, J. (2004). Tools for teaching content literacy. Portland, ME: Sten house Publishers.

Almasi, J. (2003). Teaching strategic processes in reading. New York: The Guilford Press.

Anderson, L., Krathwohl, D.R. Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., Raths, J., & Wittrock, M. (2001). Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Biggs, J. (2000). What the student does: Teaching for enhanced learning. Higher Education Research & Development, 18(1), Page. 57–75.

Bowden, J., & Marton, F. (2000). The university of learning. London: Kogan

Burns, C. Paul. 2000. Teaching Reading Today's Elementary School (3rd Edition). Boston: Houghton Mifflin

Cain, Kate; Oakhill, Jane (2009). "The Behavioral and Biological Foundations of Reading Comprehension". *Guilford Press*: 143–175.

Constibolo, Laurence N. "Activity-Based Instructional Modules in English Language for Grade VI, "(Unpublished Master's Thesis, Asian Development Foundation College, Tacloban City.) May 2008.

Erickson, B. L., Peters, C. B., & Strommer, D. W. (2006). Teaching first-year college students. San Francisco, CA: Jossey-Bass

Farstrup, A., & Samuels, S. (Eds.). (2002). What Research has to Say about Reading Instruction (3rd ed.). Newark, DE: International Reading Association.

Good, Carter V., Dictionary of Education, 3rd Edition, (New York McGraw Hill Company, Inc.) p.7

Grobe, W and F.L. Stoller. 2002. Teaching and Researching Reading. England: Pearson Education.

Huss, J. (2006). Gifted education and cooperative learning: A miss or a match? *Gifted Child Today*, 29(4), 19-23.

International Journal of Humanities and Social Science Vol.2 No.16 (Special Issue-August 2012)

John Dewey. <http://www.learningbydoing.edu/public/image/nos.luiTQ10-22-07.pdf>

Johnson, D., Johnson, R., & Stanne, M. (2000). Cooperative Learning Methods: A meta-analysis. Retrieved October 10, 2008, from http://www.coperation.org/pages/cl_methods.html

Johnson, D., Johnson, R., & Stanne, M. (2000). Cooperative Learning Methods: A meta-analysis. Retrieved October 10, 2008, from http://www.coperation.org/pages/cl_methods.html

Kagan, S. We can talk—Cooperative learning in the elementary ESL classroom. Washington, DC (ERIC Document Reproduction No. ED 382035).

Macanip, Alma V. "Programmed Text in English Reading Comprehension for Grade V." (Unpublished Master's Thesis, Asian Development Foundation College, Tacloban City), March 2006.

M. Sung-Hyun (2003). The effect of Interesting Text on Reading Comprehension of Korean College EFL Students: A Comparison of Seductive Details and Interesting Elaborations. Ed.D. dissertation, The University of Texas, Austin, USA. Retrieved September 16, 2008, from Dissertations and Theses.

Montessori, Maria, "The Montessori Method", online edition el.XLL, p.371

Johnson, D., Johnson, R., & Stanne, M. (2000). Cooperative Learning Methods: A meta-analysis. Retrieved October 10, 2008, from http://www.coperation.org/pages/cl_methods.html

National Association for the Education of young Children and the National Association of Early Childhood Specialists in State Department of Education, Washington, D.C., NAEYC, p.6 (2003)

O'Connor, R., White, A., & Swanson, H. (2007). Repeated reading vs. continuous reading: Influences on reading fluency and comprehension. *Exceptional children*, 74(6), 31-46

Pressley, M. (2000). What Should Comprehension instruction be Instruction of? In Kamil, M.I.

Pressley, M. (2000). What Should Comprehension Instruction be Instruction of? In Kamil, M.I., Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.) *Handbook of Reading Research*, 3(6), 545-561. Mahwah, NJ: Lawrence Erlbaum Associates.

Pressley, M., & Block, C. (2002). Summing up: What comprehension instruction could be. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction. Research-based best practices*, 21(3), 383-392. New York: The Guilford Press.

Renn, C. (2000). The Effects of the Directed Reading Thinking Activity on Second Grade Reading Comprehension. M.Ed. dissertation, Grand Valley State University, Michigan, USA. Retrieved September 16, 2008, from Dissertations & Theses: A&I database. (Publication No. AAT 1395108).

Riley, D. (2006). The Effect of Directed reading Thinking Activity on low reading Achievement First Grade Students. *Dissertation International Abstracts*.32 (4) ,259-262.

Reis, S., McCoach, D., Coyne, M., Schreiber, F., Eckert, R., & Gubbins, E. (2007). Using Planned Enrichment Strategies with Direct Instruction to Improve Reading Fluency,

Comprehension, and Attitude toward Reading: An Evidence-Based Study. *The Elementary School Journal*, 108(1), 3-24.

Reutzel, Ray D. and Robert B. Cooter, Jr., *Teaching Children to Read: From Basals to Books*, New York: Macmillan Publishing Co., 2002

Skinner, B.F., *American Educational Legend Encyclopedia of Educational Research*, 6th Edition, Vol.2 (New York Macmillan Library)

Stuaffer, R. *Directing Reading Maturity as a Cognitive Process*. New York: Harper & Row.

Sung-Hyun, M. (2003) *The Effect of Interesting Text on the Reading Comprehension of Korean College EFL Students: A Comparison of Seductive Details and Interesting Elaborations*. Ed.D. dissertation, The University of Texas ,Austin, USA. Retrieved September 16, 2008, from Dissertations & Theses

Tierney, R., Readance, J., & Dishner, E. (2000). *Reading Strategies and Practices: A compendium* (3rd Ed.). Boston: Allyn & Bacon.

Tivnan & Hemphill, 2005 *The Special Issue on Commerce and Social Science* © Centre for Promoting Ideas, USA www.ijssnet.com

Tompkins, G.E. (2011). *Literacy in the early grades: A successful start for prek-4 readers*(3rd edition), Boston, Pearson. pp. 205, 208-209, 211-212.

Vigotsky, L.S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Webster Comprehensive Dictionary, Internal Edition. F.J. Ferguson Publishing Company.

Webster's Universal Dictionary and Thesaurus. Geddes and Gosset Publisher, 2002, p.438

Whitaker, C., Gambrell, L., & Morrow, L. (2004). *Language and Literacy Learning in Schools*. New York, NY: Guilford Press, 130.

<http://easternsamarstateuniversity.gov.ph>

[http://wiki.case.edu/Mastery Learning](http://wiki.case.edu/Mastery_Learning)

http://en.wikipedia.org/wiki/Reading_comprehension

<http://www.k12reader.com/what-is-reading-comprehension/>

<http://download.portalgaruda.org/article.php?article=126841&val=3894>