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# **UTILIZING REFLECTIVE READING TOWARDS DEVELOPING THE UNDERSTANDING OF GRADE 6 STUDENTS IN PHILIPPINE HISTORY**

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**An Action Research**

**Presented to the Faculty of the  
Holy Trinity Academy**

**Prepared by:**

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**A. Research Title: Utilizing Reflective Reading towards Developing the Understanding of Grade 6 Students in Philippine History**

**B. Abstract:**

This research aims to utilize reflective reading to develop the understanding of the grade 6 students in Philippine History. In order to determine how effective this approach, the research used and gave the fourth quarter test as instrument or source of data. The said test was validated by the subject area coordinator and the principal.

In order to treat the data derived from the test, percentage, frequency, mean, standard deviation and ranking were used. A likert scale was also crafted by the researchers in order to describe the scores got by the students. This likert scale has corresponding qualitative description. The Microsoft excel was used to process the data.

It was revealed based from the data that the mean scores of the students in all parts of the test from knowledge to transfer were all described as developed. Furthermore, it was revealed that the performance of the students in the fourth quarter based from the mean scores is developed. This indicates that the reflective reading utilized was effective in developing the understanding of the students in Philippine History.

Through this action research, the researchers discovered that reflective reading is an effective approach in developing the understanding of the students in Philippine History based from the number of students who got high scores and were described as developed. The researchers were convinced that this approach must be continuously applied but structured questions must be provided for the students. Structured questions which will serve as guide is very important so that the students know what information they need to remember while doing reflective reading.

However, the researchers accept the fact that the result of this study is not conclusive since it only involved small number of students. Hence, it is further recommended that this research must be replicated with the use of experimental method involving two groups to verify the results of this study in the future.

**C. Introduction:**

In the present time, teachers are expected to develop among the students the interest and passion for reading. When students are trained to read, they will develop their critical thinking skill and the ability to be more keened into details. Many believe that those people who developed passion for reading achieved a lot in their lives and became successful in their chosen fields. In short, reading brings them to several miles. Considering the benefits of reading, it is sad to say that not all students are really interested to read. They look at reading as something that consumes their time and a boring task. This behavior of the students towards reading is even getting worst because the attention of the students is attracted towards gadget.

Given the situation mentioned in the previous paragraph, it is necessary that teachers should look for means to encourage or motivate students to read. One of the effective approaches that

can be applied by the teachers to develop the passion of students for reading is reflective reading. Reflective reading is an approach wherein reading is integrated in the lesson. In order for reading to become reflective, the students are given the opportunity or time to read the content or the topics to be discussed in the day. Before the students begin to read, the teacher will pose the questions to be reflected upon by the students. These questions serve as guide of the students in reading for them to be conscious of what important information should be remembered. After the reflective reading, the students and the teachers will be engaged into meaningful discussion.

Reflective reading is a way of adopting reflective practice which means the ability to reflect on one's action so as to engage in a process of continuous learning (Wikipedia, 2019). Being reflective in all aspects of human actions is very important especially when he or she is engaged in learning. Reflective practice promotes the ability to learn from one's own professional practice.

In the present time, teachers can apply reflective reading in different aspects of learning like in giving assignment. If this is used in assignment the students can read in advance the lesson in a more focused and deliberate manner (Dominican online, 2019).

Aside from giving assignment, reflective reading can be used and found effective for the students to examine their beliefs and experiences (mentoring minds, 2019). Meanwhile, Soleil (2014) discovered that reflective reading helps the students to read certain text for meaning. Furthermore, Gaines (2010) supported the idea that reflective reading promotes learning and leads to a successful educational experience. In addition to this, Nourdad (2019) confirmed in his research that reflective reading is considered as probable solution to reading problem of students in English as Foreign Language (EFL).

Moreover, Tibbetts (2012) revealed that reading with reflection encourages students to reflect metacognitively, hence this will provide opportunities for them to internalize the information by summarizing it in their own words. The same idea was explained by Costa (2019) that reflective reading is also learning through reflection. When individuals reflect, it promotes and encourages insight and complex learning. Apsari (2019) confirmed in a study that reflective reading can be used effectively to improve students writing skill through several ways like requiring students to produce clear paragraph, involve in the decision making of topics and the teachers give feedback to the students' journal entry. Lastly, Lewis (2019) explained that if self-reflection is applied in whatever academic endeavor like reading the students become better. It is for these findings that this research was conceived.

#### **a. Significance of the Study:**

This research is significant for students because they will realize how reflective reading will contribute in developing their understanding in the subject since this approach is guided with questions in this way reading is done in the purposeful manner.

Furthermore, this will also benefit the teachers because they will get an idea on how to capitalize on reading and integrate this in the discussion. It would be easy for them to encourage their students to engage in meaningful learning because the positive attitude towards reading is

developed when students are exposed to reflective reading hence, they can easily facilitate learning of the students.

**b. Research problem:**

The following queries are wished to be answered in this research:

1. What is the performance of the students in Philippine History in the following parts of the test:
  - 1.1. knowledge;
  - 1.2. process;
  - 1.3. understanding;
  - 1.4. transfer?
2. What is the performance of the students in the fourth quarter test in Philippine History test?

**D. Methodology**

**a. Participants/Data Source:**

The participants of this research were the Grade 6 students of one section from Holy Trinity Academy. The instrument used was the fourth quarter examination given to the students. The said test was prepared according to the competencies in the curriculum guide and validated by the subject area coordinator and the principal. A descriptive method was utilized in this research.

**b. Data Gathering Procedure and Instrument:**

A permission to conduct the research was sought from the principal. The intervention using the reflective reading was implemented during the whole period of the fourth quarter. The test is composed of four parts. The first and second parts are knowledge and process with both 10 points. The third and fourth parts are understanding and transfer with both 15 points. The test has 50 items. The researcher also utilized observation as part of gathering the data needed in this research.

**c. Data Analysis:**

In order to treat and analyze the data gathered in this research, mean, frequency, standard deviation and rank were used. The Microsoft excel was used to process the data. A likert scale was also used to describe the performance of the students in the test.

**E. Results and Discussions:**

**Table 1: Performance of the Students in the Knowledge Part of the test**

Scale	Frequency	Percentage	Description	Rank
9-10	14	35.00	Highly Developed	1.5
7-8	14	35.00	Developed	1.5
5-6	7	17.50	Moderately Developed	4
3-4	5	12.50	Least Developed	3
0-2	0		Not Developed	
n	40	100		
Mean	7.28		Developed	
SD	2.06			

Table 1 shows the performance of the students in the knowledge part of the test. It was revealed that 14 or 35 percent of the students got scores from 9 to 10 or described as highly developed and five or 12.50 percent got scores from 3 to 4. The means score of the students in the knowledge part of the test is 7.28 or described as developed. This only reveals that reflective reading developed the understanding of the students.

**Table 2: Performance of the Students in the Process Part of the Test**

Scale	Frequency	Percentage	Description	Rank
9-10	8	20.00	Highly Developed	3
7-8	11	27.50	Developed	2
5-6	12	30.00	Moderately Developed	1
3-4	7	17.50	Least Developed	4
0-2	2	5.00	Not Developed	5
n	40	100		
Mean	6.23		Developed	
SD	2.18			

Table 2 shows the performance of the students in the process part of the test. It was shown that 11 or 27.50 percent of the students got scores from 7 to 8 or described as developed. Meanwhile, there are two or 5 percent of the students got scores from 0 to 2 or described as not developed. The mean score of the students in the process part of the test is 6.23 or described as developed. The standard deviation is 2.18 which means that the scores of the students are close with one another. This also indicates that the reflective reading also contributes in the development of understanding of students in Philippine History.

**Table 3: Performance of the Students in Understanding Part of the Test**

Scale	Frequency	Percentage	Description	Rank
13-15	27	67.50	Highly Developed	1
10-12	7	17.50	Developed	2
7-9	4	10.00	Moderately Developed	3
4-6	2	5.00	Least Developed	4
0-3	0		Not Developed	
n	40	100		
Mean	12.75		Developed	
SD	3.09			

Table 3 shows the performance of the students in understanding part of the test. It was revealed that there are 27 or 67.50 percent of the students got scores from 13 to 15 or described as highly developed. On other hand, there are two or 5 percent of the students who got scores from 4 to 6 or described as least developed. The mean score of the student in the understanding part is 12.75 or described as developed. The standard deviation is 3.09 which indicates that most of the scores of the students are closed with one another. This also means that the understanding of the students was developed in this part of the test.

**Table 4: Performance of the Students in Transfer Part of the Test**

Scale	Frequency	Percentage	Description	Rank
13-15	14	35.00	Highly Developed	1.5
10-12	14	35.00	Developed	1.5
7-9	0	0	Moderately Developed	5
4-6	9	22.50	Least Developed	3
0-3	3	7.50	Not Developed	4
n	40	100		
Mean	10.08		Developed	
SD	4.67			

Table 4 presents the performance of the students in the transfer part of the test. There 14 or 35 percent of the students got scores from 13-15 which is described as highly developed. Meanwhile, there are three or 7.50 percent of the students who got scores from 0 to 3. The mean score of the student is 10.08 and described as developed. The standard deviation is 4.67.

This indicates that the performance of the students in transfer part of the test is developed through the reflective reading.

**Table 5: Performance of the Students in the Fourth Quarter Test in Philippine History**

Scale	Frequency	Percentage	Description	Rank
41-50	16	32.00	Highly Developed	1.5
31-40	16	32.00	Developed	1.5
21-30	7	17.50	Moderately Developed	3
11-20	1	2.50	Least Developed	4
0-10	0		Not Developed	
n	40	100		
Mean	36.76		Developed	
SD	8.48			

Table 5 presents the performance of the students. It was revealed that 16 or 32 percent of the students got scores from 41 to 50 or described as highly developed. Similarly, there are 16 or 32 percent of the students of the students got scores from 31 to 40 or described as developed. Lastly, there is one or 2.50 percent who got score within 11-20. The mean score of the students in the fourth quarter test is 36.76 and described as developed with a standard deviation of 8.48. This indicates that students' scores are also closed to one another. This manifests that the reflective reading really developed the understanding of the students about Philippine History.

**F. Conclusions and Recommendations:**

**a. Summary of Findings:**

It was revealed that the performance of the students in all parts which include the knowledge, process, understanding and transfer were 7.28, 6.23, 12.75, and 10.08 respectively and described as developed. The scores of the students in these various parts of the test were close to another as manifested by the low standard deviations.

**b. Implication/Reflection and Recommendations:**

Through this action research, the researchers discovered that reflective reading is an effective approach in developing the understanding of the students in Philippine History based from the number of students who got high scores and were described as developed. The researchers were convinced that this approach must be continuously applied but a structured questions must be provided for the students. Structured questions which will serve as guide is very important so that the students know what information she needs to remember while doing reflective reading.

However, the researchers accept the fact that the result of this study is not conclusive since it only involved small number of students. Hence, it is further recommended that this research must be replicated with the use of experimental method involving to groups to verify the results of this study.

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