

STUDENT'S COMPREHENSION; EVERY SCHOOL'S PROBLEM

by:

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“Good comprehension of a written text requires that the reader is able to recognize and decode the words on the page” (Cain, Oakhill, 2007). As an English teacher, it is a most common problem to encounter when students get to have a difficult time understanding the meaning of a selection or poem being read. As an observation, most students have the ability to recognize the text but find it hard to decode the text's meaning.

What are the possible ways to promote reading comprehension and not just reading? Some of the methods done in schools such as reading texts, reading drills, reading through context clues, scanning, and skimming. Are these methods appearing to be outdated? Is the method the problem?

I have interviewed a few of my co-teachers who are teaching English in the elementary level. The questions asked are the following: 1) Do you have students who have reading comprehension difficulties? 2) What do you think is the reason why they have such problem? 3) How were you able to determine if they really have reading comprehension difficulties?

The results are stating that some of their students have difficulties in analyzing text. This was evident during class discussions and even more observable during the conduct of assessment and evaluation such as long test and quarterly exams. Furthermore, reading comprehension may be associated to some language problem like poor comprehension in spoken text, poor vocabulary, and lack of interest in the discussion. The problem does not end there. Learners who have determined to have

reading comprehension problems were identified to have problems in communication and in expressing themselves in class.

According to Pourhose (2016), reading comprehension is greatly impacted by reading strategies. This would mean that it is the teacher's job to identify the custom-fitted strategy to improve the reading strategy of the learners. Below are some reading activities one can adopt for a better reading engagement:

EXPOSURE: This strategy allows learners to have a routine of reading on a daily basis. The teacher may acquire reading materials from the internet or library. Each learner has a chance to read whatever selection they want and after reading, they would answer comprehension questions to check on their understanding of the text.

PRE-READING: This is another strategy that will let learners take home a reading material at home and report that highlights of the story to the class the following day. The presentation may include words that the student found difficult to understand. The teacher must make sure that he has already read all the stories for clarification purposes. The teacher may come up with rubrics to be used in the presentation.

POCKET-READING. During free periods learners are instructed to read chapters from a common novel. Once a week, 5 questions about the chapter will be included in the quiz to be taken by the learners.

Do you think these strategies can solve the problem of student's comprehension in your school? Find out!

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