

**USE OF GRAPHIC ORGANIZERS IN TEACHING ENGLISH
READING COMPREHENSION AMONG
GRADE SIX PUPILS**

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ABSTRACT

This study aimed to assess and describe the English reading comprehension skills of the pupils in one of the schools of Goa District for the school year 2018-2019. Specifically, this study answered the following problems: What is the performance level of Grade VI pupils before and after exposure to graphic organizers along the following reading comprehension skills: a) Noting Details, b) Sequencing events, c) Making Inferences and Drawing Conclusions, d) Identify Cause and Effect Relationship, e) Compare and Contrast; (2) What are the strengths and weaknesses of Grade VI pupils along the aforementioned reading comprehension skills? (3) How do graphic organizers enhance the comprehension skills of the pupils? and (4) Is there a significant difference between the performance level of pupils before and after exposure to graphic organizers?

The methodology used in this study was mixed: quantitative, qualitative, and quasi-experimental one group design of research. A one-group pretest-posttest design is a quasi-experimental design in which the same dependent variable is measured in one group of participants before (pretest) and after (posttest) a treatment is administered (SAGE, 2019). This was used to analyze and interpret the data gathered from the test administered by the researcher in English reading comprehension. The teacher-made test was given as pre and posttest in which the results were used to measure the comprehension skills of pupils before and after the use of graphic organizers. The strengths and weaknesses of pupils in English reading comprehension were also identified. Percentage technique, weighted mean, and t-test for correlated samples were used to treat the data gathered in this study.

The performance level of pupils before the exposure to graphic organizers along the five reading comprehension skills was in the Beginning Level. However, there was a slight increase in the reading comprehension of Grade VI pupils during posttest but the PL was still in the Beginning Level. All the five reading comprehension skills were the weaknesses of Grade VI pupils since none of the ratings reached the minimum performance level set by the Department of Education. Pupils found it easier if they use graphic organizers in answering activities in connection with reading comprehension. Graphic organizers enhance the comprehension skills of pupils by arranging the ideas in an attractive way like use of graphics, shapes, colors, and different fonts which is easier for them to understand and recall. The pretest and posttest results appeared that the absolute t-computed value of $|-15.67| = 15.67$ was greater than the absolute t-tabular value of $|2.0| = 2.0$ at 5 percent level of significance with 31 degrees of freedom. Statistically, there was a difference in the pretest and posttest scores of the pupils. There was a significant difference between the performance level of pupils before and after exposure to graphic organizers.

To improve the reading comprehension skills and the performance level of pupils in English, it is recommended to: give more drills and exercises to improve their reading comprehension; use attractive graphic organizers for a longer period of time; and use extensively the graphic organizers during English reading period.