



DIRECTED READING THINKING ACTIVITY (DRTA) IN ENHANCING THE MOST ESSENTIAL LEARNING COMPETENCIES IN ENGLISH OF GRADE 7 STUDENT

DARYL LOUISE S. BUENAFE

0000-0002-7247-8324

darylloise.buenafe@deped.gov.ph

Laguna State Polytechnic University, San Pablo City Campus
San Pablo City, Laguna, Philippines

ABSTRACT

This study aimed to determine if there is a significant difference in using Directed Reading Thinking Activity Strategy in enhancing the Most Essential Learning Competencies in English of Grade 7 Students in terms of making predictions/inferences, citing evidence, and reacting to what is asserted in a text. The following results are hereby presented. The majority of the respondents showed low performance in terms of making predictions/inferences, citing evidence, and reacting to what is asserted in a text. In these factors, the majority of the class fall into not mastered to just nearly mastered category with only few masteries, no one also highly mastered the variables mentioned, which means they had difficulty in that matter. On the other hand, the respondent's mean posttest score in terms of making predictions /inferences, citing evidence, and reacting to what is asserted in a text re markedly increase which implies an improvement in enhancing the most essential competencies after being exposed to the DRTA strategy. There is a significant difference in the pre-test and post-test scores of Grade 7 Students in MELCs after they their exposure to the DRTA strategy.

Keywords: competencies, reading, thinking activity, strategies