Student-Selected Peer Reading Strategy to Improve Reading Comprehension Skills

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Abstract: *This study determined the effectiveness of the Student-Selected Peer Reading Strategy on the reading comprehension skills of students. Specifically, it determined the students' level of reading comprehension in terms of literal, inferential and critical questions before and after exposure to instructions; the significant difference in the pre-test and post-test on the students' level of reading comprehension and the significant mean gain difference of pre-test and post-test scores of participants.*

A quasi-experimental research design with a one-group pretest-posttest design approach was used and data were analyzed using mean, standard deviation, percentages, paired sample t-test and one-sample t-test.

This study revealed that the level of students' reading comprehension has increased in all comprehension levels after the integration of the strategy, the differences between pre-test and post-test scores were statistically significant. Lastly, there is a significant mean gain difference between pre-test and post test scores of participants' performance after the implementation of the strategy. This study concluded that student-selected peer reading strategy is deemed effective on students' reading comprehension.

Keywords: Peer Reading, Reading Comprehension.

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