

# **THE EFFECTIVENESS OF USING EXPLICIT SKILLS INSTRUCTION IN IMPROVING THE READING COMPREHENSION OF STRUGGLING GRADE SIX PUPILS**

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This action research was focused on helping elementary school students who were struggling readers and were reading at a skill level below their grade level through the Explicit Skills Instruction (ESI) method. Specifically, this research aimed to determine: (1) the impact of ESI to the respondent's reading comprehension skills; (2) the effect of ESI to the attitude of the respondents toward reading; and (3) how the respondents reacted to the ESI method. There were 3 stages in the research. At the Pre-Intervention Stage, 25 pupils whose Lexile scores in the Scholastic Reading Inventory were between zero and 150 were identified as struggling readers. They were given a reading comprehension test, and an attitude scale. During the Intervention Stage, the respondents underwent an intensive Explicit Skills Instruction program at an end-of-the-day extra 40-minute period. The third stage was the Post-Intervention Stage, wherein the comprehension test and attitude scale were again administered, as well as an essay type survey to determine their reactions to the intervention.

The following conclusions were drawn: (1) The increase in the scores between the pre and post intervention administration of the reading comprehension test was significant. (2) The effects of ESI to the attitude of the respondents were positive; reading was regarded as a more positive and challenging activity and not as a chore. (3) The Explicit Skills Instruction was well received by the respondents. Reading is naturally fun and enjoyable, but only if the reader is able to derive meaning from what has been read. ESI provided ample opportunity to dive deeper into the meaning of a text and exposed the respondents to clear understanding, thereby affording them the chance to truly enjoy reading.