



READER RESPONSE STRATEGY IN TEACHING LITERATURE IN ENHANCING THE AFFECTIVE LEARNING DOMAIN AND THE LEVEL OF CRITICAL THINKING COMPETENCE AMONG SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Reading comprehension has been a perennial problem for Filipino students which was reflected in the Program for International Student Assessment (PISA) and in San Bartolome Integrated High School's Secondary Reading Inventory (SRI) which showed that 281 out of 920 students were at the frustration level of reading. The strategy used by the teacher and reading interest of the students will have an effect on students' learning. Rosenblatt's reader response theory posits that readers attain meaning from text by means of making connections with the text. This study aimed to find out the effect of Reader Response Strategy in teaching literature and Affective Learning Domain on the level of critical thinking competence among Grade 11 Senior High School students at San Bartolome Integrated High School for the school year 2019-2020. This research utilized Reader Response Strategy in teaching one experimental group composed of forty (40) Grade 11 students. The respondents' Critical Thinking Competence (defining, classifying, finding relationships and drawing conclusions) were measured using forty (40) item pretest and posttest as the instruments of this research. Another instrument used was a researcher-made Affective Learning Inventory to evaluate respondents' perception of their affective learning levels. The respondents perceived that the first three levels of Affective Learning Domain namely Receiving, Responding and Valuing are evident in them. However, they are unsure of their perception of their Organizing domain. They do not perceive Characterizing is in their system. The respondents showed improvement in three out of the four critical thinking competencies namely Defining, Classifying and Drawing Conclusions after exposure to Reader Response Strategy. However, there was no improvement in the respondents' skills in Finding Relationships. The results showed that there is no significant relationship between the respondents' Critical Thinking Competencies and their Affective Learning Domain.

Keywords: Reader Response, Critical Thinking, Reading Comprehension, Affective Learning