

**Effect of close reading analysis strategy on the reading comprehension
of Grade 12 learners**

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ABSTRACT

This quasi-experimental study was conducted to determine and compare the effect of Close Reading analysis strategy on the reading comprehension of Grade 12 learners at Filamer Christian University Inc., Roxas City, Capiz for the school year 2025-2026. The participants were fifty-three (53) Grade 12 learners. The independent variables were Close Reading Analysis Strategy and Conventional Teaching Approach while the dependent variable was the Reading Comprehension of Grade 12 learners. The research instrument used to measure the reading comprehension of the learners was the 50-item multiple choice, researcher-made Reading Comprehension Test. The descriptive statistical tools used were mean and standard deviation, while the inferential test used for data analysis was the t-test with a level of significance at 0.05 alpha level. Major findings revealed that the level of Reading Comprehension of Grade 12 learners during the pretest of the Close Reading Analysis Strategy and Conventional Teaching Approach is "low" but after the interventions, the posttest results of the two group of learners revealed that the control group have "moderate" reading comprehension while the experimental group have "high" reading comprehension. There is no significant difference in the reading comprehension of Grade 12 learners in the pretest of the control and experimental group. However, there are significant differences in the reading comprehension of Grade 12 learners in the pretest and posttest of both groups under Close Reading analysis strategy and Conventional teaching approach. The result also revealed that the Close Reading Analysis Strategy have a "Medium" effect on the reading comprehension of Grade 12 learners. The study concludes that the intervention is highly effective in improving the reading comprehension of learners and can be used as a learning instruction in a real-world context.

Keywords: Close reading analysis strategy, reading comprehension, Grade 12 learners.

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INTRODUCTION

Learner's reading comprehension reflects broad educational and societal influences rather than isolated classroom performance. Higher-order comprehension skills like analyzing, evaluating, and synthesizing information are usually difficult for learners, even if many exhibit

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basic decoding and literal comprehension of texts. The prevalence of digital media, which promotes fragmented reading habits, instructional strategies that prioritize rote learning over critical engagement, and limited vocabulary development, which impedes deeper understanding, are some of the variables that create this dilemma. Additionally, surface-level comprehension is frequently given priority in standardized tests, which undervalue critical and reflective reading. Moreover, sociocultural factors like resource availability and reading motivation have an impact on comprehension results (Kadusale et al., 2025). When combined, these findings indicate that while learners' literal reading comprehension is sufficient, intentional teaching techniques like close reading are needed to foster critical thinking and reflective engagement with texts (Tuan, 2026).

Reading comprehension among senior high school learners in the Philippines continues to be a pressing educational concern. Despite completing basic education, many students struggle to understand even simple texts, reflecting systemic weaknesses in literacy instruction. Philippine Statistics Authority (2024) reported that 21% of senior high school graduates remain functionally illiterate, with nearly 18.96 million completers unable to read and comprehend a short story. This alarming figure underscores the gap between schooling and actual literacy outcomes. Weak reading comprehension compromises college readiness, employability, and the development of critical thinking skills.

Reading is complex and includes word recognition, understanding, fluency, and motivation to engage with texts. The ability to read deeply and think critically has grown increasingly important in today's information-rich world. (Leipzig, 2025). In addition to preparing learners for success in higher education, it will help them participate actively and intelligently in a world that is becoming more complex. Schools are increasingly adapting teaching strategies that emphasize critical literacy, deeper knowledge, and meaningful engagement with texts rather than mindless memorization and recitation (Child Hope PH, 2025). However, many learners struggle to understand and comprehend complicated texts, finding it difficult to go beyond the text's surface level.

Even though reading comprehension is a fundamental part of K–12 curricula, many Filipino learners still struggle to comprehend and analyze complicated texts. The Philippines placed 10th out of 81 countries in reading comprehension, Math, and Science according to the 2022 PISA (Program for International Student Assessment) results (Servallos, 2023). This circumstance highlights the critical necessity for efficient teaching methods that might improve learners' reading proficiency. Therefore, the issue is the lack of information about how Close Reading analysis strategy affects learners' reading performance in Grade 12, a gap that this study aims to fill.

Senior high school learners, who must interact with more complex content in a variety of subject areas, are particularly affected by this issue. Addressing this issue requires curriculum reform, teacher training in evidence-based strategies such as close reading, and greater access to engaging texts that reflect both local and global contexts. Teachers have responded by using a variety of strategies to improve learners' reading abilities. According to Smith (2022), learners want efficient ways to improve their reading comprehension and gain a deeper knowledge as they come across new and more complicated literature.

This study was conducted in response to the persistent challenges faced by Grade 12 learners in developing advanced reading comprehension. These gaps suggest that existing classroom approaches may not adequately meet learners' needs for in-depth and critical interaction with texts. Schools across the world have started using Close Reading techniques to help achieve this goal. One potential method that encourages learners to revisit and analyze texts carefully to find deeper meaning is the Close Reading Analysis Strategy.

Close reading has grown in popularity throughout time as a potent teaching strategy that fosters vocabulary growth, text comprehension, and critical thinking. Close reading is a

technique that entails carefully analyzing a passage's language, content, structure, and patterns to determine its significance, ramifications, and connection to the entire text (Harvard University, 2025). Furthermore, repeated reading and directed questioning can greatly enhance learners' understanding and interpretation abilities. Although the method has been widely used in Western contexts, little study has been done on its efficacy in the Philippine Senior High School setting, especially about learners in Grade 12 who are moving up to more challenging academic requirements.

Although close reading has traditionally been linked to literary analysis in English classes, where it is used to examine texts with precision and depth. However, its adaptation to Media and Information Literacy (MIL) offers a significant pedagogical innovation. Media texts such as advertisements, news reports, films, and social media posts are often consumed rapidly and superficially, yet they carry complex layers of meaning, bias, and persuasion. Applying close reading to MIL encourages learners to slow down and critically examine these texts, identifying framing techniques, word choice, visual cues, and contextual influences that shape audience perception.

While close reading is already common and widely researched in literature, its application in MIL remains underexplored, making this adaptation both timely and necessary. Beyond MIL, the strategy can be integrated into other disciplines to strengthen reading comprehension and higher-order thinking. This cross-disciplinary utility underscores its academic significance, as it not only bridges literary methodology with media education but also equips learners with transferable skills for critical engagement across subjects. Ultimately, close reading in MIL empowers students to become discerning consumers and producers of information, while simultaneously enhancing comprehension and analytical skills that contribute to responsible citizenship and lifelong learning. Thus, applying the Close Reading Analysis Strategy to media texts equips Grade 12 learners with essential skills for navigating today's complex information environment.

Close Reading Analysis Strategy into the Media and Information Literacy (MIL) subject requires a deliberate shift from its literary roots toward the critical examination of media texts. In practice, this means guiding learners to approach media messages whether print, broadcast, or digital with the same rigor and attentiveness that literary scholars apply to novels or poems. Teachers can begin by modeling close reading of short media texts, such as advertisements or news headlines, highlighting how word choice, framing, and visual elements influence meaning. Students can then be tasked to annotate these texts, identifying persuasive techniques, implicit biases, and contextual cues

Three main steps are involved: (1) first reading for general comprehension; (2) subsequent readings for language, structure, and detail analysis; and (3) interpretive discussion and evaluation. Through these stages, learners advance from basic understanding to more in-depth interpretation, developing abilities like literal, inferential, and critical comprehension.

The Close Reading Analysis Strategy provides a systematic, evidence-based approach for senior high school learners who continue to struggle with reading comprehension. With each step focusing on a distinct aspect of understanding, this methodical approach leads learners through increasingly complex degrees of textual engagement. The three phases are purposefully created to lead learners from basic comprehension to a more advanced interpretation. In order to achieve high-level reading competency in senior high school, learners must develop increasingly deeper levels of comprehension. The literal, inferential, and critical as they proceed through each stage.

The first phase, which focuses on reading for general comprehension, assists learners in recognizing key concepts, significant details, and the main objective of the author. Learners

may analyze the language and imagery of a media text, noting connotations and rhetorical devices. The significance of this stage is emphasized by recent cognitive research, which points out that understanding relies on developing a preliminary interpretation that is improved with additional reading (Kendeou et al., 2019). Literal comprehension entails finding key concepts, remembering specific facts, and figuring out the general structure and intent of the material. According to Nurjanah and Putri (2022), as literal comprehension creates the preliminary conceptual framework required for more in-depth analysis, it serves as the foundation for all higher-order reading processes. Learners get the fundamental understanding that enables them to interact with the text more deliberately in later stages through this extensive first reading.

To analyze language, structure, and important elements, learners participate in more focused rereading in the second stage. Learners are encouraged to investigate the social, cultural, or political context in which the text was produced, linking textual features to broader influences. It also involves comparisons of different versions of the same story (e.g., from two news outlets) which are closely read to reveal differences in framing and perspective. According to recent studies, close reading techniques that prioritize linguistic and structural analysis greatly enhance higher-order comprehension abilities, such as interpretation and inference (Hall et al., 2021).

Interpretive discussion and evaluation, the third level, enables learners to incorporate knowledge from repeated readings. Here, learners analyze arguments, decipher themes, challenge presumptions, and create interpretations supported by facts. Learners articulate how their interpretation changes after close reading, fostering metacognitive awareness of media consumption. A crucial element of senior high school literacy, critical understanding, is developed through this thoughtful interaction. According to research, organized interpretative conversations improve critical thinking, reflective judgment, and general comprehension (Fulton et al., 2023).

Furthermore, close reading has been linked to more general academic skills like problem-solving, reasoning, and argument evaluation (Maden, 2024). Critical comprehension, the highest degree of understanding, allows learners to articulate their thoughts clearly in talks or written responses by drawing on insights from previous levels. Structured interpretative conversations improve critical thinking, reflective judgment, and the capacity to support assertions with textual evidence, according to research on dialogic literacy practices (Fulton et al., 2023). Similarly, Mallipa et al., (2024) discovered that close reading exercises greatly improve learners' capacity to assess arguments and reach well-reasoned conclusions, underscoring the significance of this latter phase.

These phases create a scaffolded process that mirrors proficient readers' innate cognitive processes. After starting with literal understanding, learners go on to inferential reasoning and finally critical evaluation. Modern literacy frameworks, which stress that understanding is a multifaceted process needing clear and methodical training, are consistent with this planned sequence (Afflerbach, 2022). This perspective is reinforced by the Close Reading Analysis Strategy, which offers learners a clear path from basic to advanced comprehension. As a result, it not only improves reading comprehension but also encourages critical thinking, greater engagement, and independent analysis—skills essential for senior high school success.

Furthermore, this study may help learners perform better academically overall. Since reading is a fundamental ability in all subject areas, improving reading comprehension can also benefit learning results in other fields. The results of the study may also help policymakers and curriculum designers improve reading instruction frameworks that support higher-order literacy abilities.

This study is also based on the necessity of supporting teachers in putting new methods of reading instruction into practice. Many teachers still rely on conventional methods, including

summary exercises and question-and-answer sessions, which may not be sufficient to develop critical reading abilities. This study attempts to provide empirical insights that might guide instructional planning and foster professional development in reading pedagogy by analyzing the efficacy of the Close Reading Analysis Strategy.

Ultimately, this research is to empower educators and learners alike. It seeks to assist teachers in implementing pedagogical techniques that result in quantifiable improvements in literacy outcomes while providing learners with strategies that enhance comprehension and analytical thinking. This study aims to build learners who are not only proficient readers but also critical and deliberate text interpreters using the Close Reading Analysis Strategy, which will be crucial for both academic performance and lifetime learning.

This study was anchored on Louise Rosenblatt's Reader-Response Theory. This theory posits that a text's meaning is neither fixed nor only contained in the author's words. Rather, meaning is revealed through the reader's dynamic engagement with the text. The way that readers understand and create meaning is influenced by their past knowledge, cultural background, feelings, and individual experiences. According to Rosenblatt's transactional model, reading is an active activity in which the reader engages and responds to indications provided by the text to gain comprehension.

In relation to the current study, Close reading requires learners to reread, annotate, and analyze textual details. Readers' interpretations and comprehension of texts are influenced by their personal experiences, prior knowledge, and feelings. When learners actively engage with texts, annotate details, and provide evidence to support their judgments, their reading comprehension through close reading analysis improves. Reader Response Theory offers a solid basis for close reading techniques by promoting interpersonal connection while necessitating textual grounding. It demonstrates that comprehension is improved when learners critically create meaning and consider both the text and their own responses.

This study was also anchored on Lev Vygotsky's Constructivist Learning Theory that posits that learners actively create knowledge rather than passively absorbing it. Learning happens when people interact with new information, make connections to what they already know, and create meaning through problem-solving, reflection, and interaction. Vygotsky's Zone of Proximal Development (ZPD) theory highlights the value of scaffolding, in which educators help learners reach higher comprehension levels by offering organized assistance. According to this perspective, learners co-create knowledge through active interaction and critical analysis of media content rather than receiving it directly from their teachers.

In relation to the current study, Constructivism explains that comprehension is enhanced when learners actively construct meaning rather than memorizing information. Close reading allows learners to contextualize and personalize textual meaning so that it improves comprehension. Teachers model close reading techniques and lead learners through planned questioning, analyzing codes, conventions, and messages through close reading which necessitates critical thinking. This study is supported by constructivist theory, which emphasizes that when learners actively participate in problem-solving and reflection, they acquire advanced higher-order skills.

With the aforementioned insights, the researcher aimed to find out the effect of Close Reading analysis strategy on the reading comprehension of Grade 12 learners.

Statement of the problem

The main purpose of this study was to determine and compare the effect of Close Reading analysis strategy on the reading comprehension of Grade 12 learners in Filamer Christian University Inc., Roxas City, Capiz for the school year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the level of reading comprehension of Grade 12 learners in the pretests and posttests of the control and experimental group?
2. Is there a significant difference in the reading comprehension of Grade 12 learners between the pretests of the control and the experimental groups?
3. Are there significant differences in the reading comprehension of Grade 12 learners in the pretests and posttests of the control and experimental groups?
4. Is there a significant difference in the reading comprehension of Grade 12 learners between the posttests of the control and experimental groups?
5. What is the effect size of the Close Reading Analysis Strategy on the reading comprehension of Grade 12 learners?

METHODOLOGY

This study was conducted to determine the effect of the Close Reading analysis strategy on the reading comprehension of Grade 12 learners at Filamer Christian University Inc. for the school year 2025–2026. The study utilized the pretest and posttest design, specifically the quasi-experimental research design. A quasi-experimental research design was a study designed to assess the impact of an intervention to establish a cause-and-effect link between independent and dependent variables just like a true experiment, although for logical or ethical reasons participants cannot be randomly allocated to an experimental or control group in a quasi-experimental research design (Sreekumar, 2024). The independent variable of the study was the Close Reading analysis strategy, and the dependent variable was the Grade 12 learners' reading comprehension, as measured by pretest and posttest scores.

The study consisted of an experimental group and a control group. Learners who were taught using the Close Reading Analysis Strategy made up the experimental group. This method used several organized readings to actively engage learners with media texts in Media and Information Literacy instruction, guiding them through a structured process. General comprehension reading was the first step, followed by readings that concentrated on vocabulary and language, structure, and important elements, with interpretive discussion and evaluative reflection serving as the final steps. This group also engaged in activities that allowed them to connect the text to relevant real-world scenarios, encouraging higher-order thinking abilities and deeper cognitive engagement. Learners in the control group received a conventional teaching approach that did not include the structured phases of the Close Reading Analysis Strategy. These learners participated in teacher-centered discussions, learned concepts, and engaged in surface-level comprehension of the topics. This group served as a baseline to assess how well the Close Reading Analysis Strategy improved reading comprehension.

In the pretest and posttest experimental design, participants from both groups received an orientation. Before the learning strategy was implemented, a pretest, denoted as 01 for the experimental group and 02 for the control group, was administered to both groups. After the Close Reading strategy was applied to the experimental group and the Conventional Teaching Approach was applied to the control group, a posttest, denoted as 03 and 04 respectively, was administered to both groups. The data collected in this study were analyzed using appropriate descriptive and inferential statistical methods, with all inferential tests conducted at a 0.05 level of significance.

The study was conducted during the first quarter of the second semester of the school year 2025–2026, involving two sections of Accountancy and Business Management (ABM)

out of fourteen sections of Grade 12 learners at Filamer Christian University Inc. The participants were grouped into two, with one group assigned to the control group and the other to the experimental group. The experimental group received the Close Reading analysis strategy, while the control group received the conventional teaching approach. The researcher used the lottery method in the selection of the groups assigned to the Close Reading Analysis Strategy and the Conventional Teaching Approach, with the first group drawn assigned to the experimental group and the second group assigned to the control group. To address the issue of collective similarity between the two groups, prior to their assignment to the control and experimental groups, learners were match paired based on their General Weighted Average (GWA) in English 3, Learning in the 21st Century Literature, in the first semester.

The Reading Comprehension Test was the primary instrument employed in the study, composed of a 50 item researcher made multiple choice test designed to measure the reading comprehension of Grade 12 learners across three domains: literal comprehension, inferential comprehension, and critical comprehension. The instrument was used for both the pretest and the posttest, serving as a basis to evaluate learners' reactions to various situations. The test covered four topics over the four week experimental period, with one topic addressed each week. The test consisted of carefully selected reading passages aligned to the structured phases of the Close Reading Analysis Strategy, with each topic comprising a 15 item multiple choice test for a total of 50 items. The cumulative scores, with a maximum possible score of 50 points, were calculated by summing the scores obtained over the four weeks, and these scores were then averaged, with the derived mean scores used for scaling and interpreting the results.

To interpret the scores obtained by the participants, the researcher applied a scale of means in which a mean range of 40.01 to 50.00 was described as Very High, 30.01 to 40.00 as High, 20.01 to 30.00 as Moderate, 10.01 to 20.00 as Low, and 00.00 to 10.00 as Very Low. To ensure content validity, the test was reviewed by a panel of experts in English language and reading pedagogy. Additionally, a pilot test was conducted with a group of Grade 12 learners from Filamer Christian University Inc. outside the study sample to evaluate the clarity, reliability, and appropriateness of the instrument. The results of the pilot testing were used for item analysis to determine the difficulty and discrimination indices of each item in the instrument, and depending on the results of this analysis, decisions were made as to whether each item should be retained, revised, or rejected. Out of sixty items, the remaining fifty reliable items were then used for both the pretest and posttest, which were administered under standardized conditions to both the experimental and control groups, ensuring consistency in instructions, timing, and assessment procedures.

The researcher carried out the study in three phases: the pre-experimental stage, the experimental stage, and the post-experimental stage. In the pre-experimental stage, the researcher first obtained permission from the principal to conduct the research study on the school premises, and after receiving approval, conducted an orientation for the participants in the study. Second, the researcher identified the topics covered in the Media and Information Literacy subject based on the DepEd Most Essential Learning Competencies (MELC) during the first quarter of the second semester grading period for the school year 2025–2026. After identifying the lessons, the researcher apportioned the topics within the experimental period and, along with the topics, prepared two sets of lesson plans for Grade 12 learners, with the Close Reading Analysis Strategy used in the lessons for the experimental group and the Conventional Teaching Approach used in the lessons for the control group. Third, the researcher constructed the assessment tools used in the pretest to establish baseline data on participants' reading comprehension, and a table of specifications was created before the test items were written to ensure that each topic covered in the study was properly represented in

the test. The researcher administered the pretest in the classrooms of Grade 12 learners from both the control and experimental groups, after which the pretests were checked, recorded, and tabulated for analysis using the appropriate statistical tools, and the researcher then conducted the assigned intervention for each group.

During the experimentation phase, ABM Gates was assigned to the experimental group and was taught using the Close Reading strategy, while ABM Jobs was assigned to the control group and was taught under the conventional teaching approach. Both groups were in a similar environment and were taught in a face to face mode of instruction. The topics covered during the four week conduct of the study were those in the first quarter of the second semester grading period, consisting of carefully selected media contents aligned to the structured phases of the Close Reading Analysis Strategy, namely Introduction to Media and Information Literacy, The Evolution of Traditional to New Media, Information Literacy, and Power of Media. In the Close Reading Analysis Strategy, the teacher presented the concepts and principles of the lessons through a question and answer drill, reading for literal comprehension, structure and language analysis with annotation for inferential comprehension, and interpretation and reflection of the media text for critical comprehension, all of which were taken from the Learning Management System (LMS). Video clips, pictures, and other media contents were taken from YouTube, Google, and other available sources.

During the conduct of the experiment, the following steps were observed in both the experimental group and the control group. In week zero, the teacher administered the 50 item multiple choice pretest using the Reading Comprehension Test to both the experimental and control groups, and responses were then collected by the researcher. In week one, in the experimental group, the learners first analyzed a viral fake news headline by answering guide questions; the teacher then facilitated and guided the learners in applying the Close Reading analysis strategy to a media text titled "Fake News, Misinformation and Sensationalism" by UNESCO 2023, through a series of reading activities, identifying and highlighting key terms, and discussing the author's stance and evidence on MIL; the teacher then facilitated the learners' understanding of media, literacy, and misinformation; and finally the teacher evaluated and provided feedback to the learners as they wrote an editorial on the implications of MIL in daily life. In week one of the control group, the learners likewise analyzed a viral fake news headline and answered guide questions; the teacher then discussed, provided examples, and asked questions on the definition and importance of MIL, the risks of misinformation, and its role in society; the learners then answered questions after checking the latest trending online post or issue in the community; and the teacher evaluated and provided feedback to the learners as they wrote a short editorial on the value of MIL using prompts provided by the teacher.

In week two, in the experimental group, the teacher engaged learners by asking questions on how to get news today compared with how their grandparents did; the teacher then facilitated and guided the learners in applying the close reading analysis strategy by reading a timeline and article on the Evolution of Traditional to New Media by Joshua Añonuevo through a series of reading activities, highlighting differences between traditional and new media; the teacher then facilitated the learners' understanding of the evolution of media; and the teacher evaluated and provided feedback to the learners as they analyzed how media influenced democratic participation and evaluated the importance of media freedom. In week two of the control group, the learners shared the handles or usernames of their favorite celebrity or band with others and answered questions; the teacher then showed a timeline image of communication tools and discussed, provided examples, and asked questions on the evolution of media from traditional forms such as newspapers, radio, and TV to new media such as social media, blogs, and online platforms; the learners then traced the evolution of media by creating a simple timeline in their notebooks; and the teacher evaluated and provided feedback to the learners as they wrote a short editorial on the importance of media freedom in society.

In week three, in the experimental group, the learners analyzed a scenario in which a student copied an essay online and answered guide questions; the teacher then facilitated and guided the learners in applying the close reading analysis strategy by reading a case study titled "Who Is the Bad Art Friend?" from The New York Times, through a series of reading activities identifying unethical practices in the text and explaining plagiarism, copyright, and fair use with examples; the teacher then facilitated the learners' understanding of the author's arguments on the ethical use of information and why ethical use matters in academics and society; and the teacher evaluated and provided feedback to the learners as they wrote a reflection on how they could apply information literacy in their daily lives. In week three of the control group, the learners analyzed a phrase and answered guide questions; the teacher then discussed, provided examples, and asked questions on the definition of information literacy and on ethical versus unethical practices, plagiarism, copyright, and fair use; the learners then identified unethical practices in information use by analyzing texts on plagiarism, copyright, and fair use; and the teacher evaluated and provided feedback to the learners as they wrote a short reflection on how they could apply information literacy in their daily lives.

In week four, in the experimental group, the learners created a brief comparison table showing the steps needed to complete a task in the traditional way versus with the aid of technology; the teacher then facilitated and guided the learners in applying the close reading analysis strategy by reading an opinion piece titled "Pros and Cons of Social Media" by Brown University Health through a series of reading activities identifying opportunities such as connectivity and empowerment and challenges such as misinformation and cyberbullying, and analyzing the author's perspective and supporting evidence; the teacher then facilitated a small group discussion in which learners shared personal examples of social media benefits and risks; and the teacher evaluated and provided feedback to the learners as they wrote an interpretation of how to be a responsible media user. In week four of the control group, the learners analyzed two contrasting examples, a social media campaign for disaster relief and a viral fake news post, and answered guide questions; the teacher then discussed, provided examples, and asked questions on opportunities such as education, empowerment, and civic participation, and challenges such as misinformation, cyberbullying, and privacy issues; the learners then listed three opportunities and three challenges of media in their notebooks, described the issue, explained why it was a cause for concern, and offered solutions or ways to avoid it; and the teacher supervised and provided feedback to the learners as they prepared a skit or other creative form to present the issue to the class. In week five, the teacher administered the 50 item multiple choice posttest using the Reading Comprehension Test to both the experimental and control groups, and responses were then collected by the researcher.

In the post-experimental stage, after the experiment was completed, responses in the multiple choice test were collected by the teacher for analysis, and the results were recorded, tabulated, and analyzed using the appropriate statistical tools. The data from the pretests and posttests were tallied and encoded in the Microsoft Excel application, and both the pretest and posttest results were determined by submitting the data to statistical analysis using inferential statistical tools to answer the statement of the problem and the hypotheses stated in the study, with both tabular and textual presentations used in the data presentation and analysis.

Using the Statistical Package for Social Science (SPSS) software, several statistical tools were employed in the analysis of the data. Cohen's *d* was used as a standardized effect size for measuring the difference between two group means and was applied to compare the treatment to the control group. The mean was employed to determine the level of reading comprehension of Grade 12 learners. The standard deviation was used to determine the homogeneity and heterogeneity of the scores obtained by the learners in the assessment results.

The t-test for independent samples was used to determine the difference between the reading comprehension of the Grade 12 learners in the experimental and control groups in the pretests and posttests. All inferential statistics were set at a 5% alpha level of significance.

RESULTS AND DISCUSSION

This study involved a total of fifty-three (53) Grade 12 learners, with twenty-eight (28) learners comprising the control group and twenty-five (25) learners comprising the experimental group. The investigation employed a quasi-experimental pretest-posttest design to determine the effectiveness of the Close Reading Analysis Strategy relative to the Conventional Teaching Approach in developing the reading comprehension of the participants in Media and Information Literacy. Data were gathered through a researcher-administered reading comprehension instrument given before and after the intervention period, and the resulting scores were analyzed using descriptive statistics, specifically the mean and standard deviation, as well as inferential statistics, specifically the independent samples t-test and the paired samples t-test, with effect size computed through Cohen's *d*. The discussion that follows is grounded strictly in the data gathered from these procedures, and all results are interpreted in direct relation to the objectives of determining the reading comprehension levels of the two groups before and after the intervention, examining the significance of differences within and between groups, and establishing the magnitude of the intervention's effect.

The descriptive results revealed that learners exposed to the Conventional Teaching Approach obtained a pretest mean of 18.64 with a standard deviation of 5.85, while those exposed to the Close Reading Analysis Strategy obtained a pretest mean of 18.84 with a standard deviation of 6.96, both of which fall under the "Low" descriptive category based on the scale where scores of 10.01 to 20.00 are interpreted as Low. Following the interventions, the posttest results showed that the control group attained a mean of 29.39 with a standard deviation of 6.49, interpreted as "Moderate" comprehension, whereas the experimental group attained a markedly higher mean of 38.32 with a standard deviation of 5.928, interpreted as "High" comprehension. The uniformly low pretest scores of both groups suggest that the learners entered the study with limited prior knowledge of the subject matter and constrained academic vocabulary or second-language proficiency, which likely hindered their ability to extract meaning from complex texts and led to frequent misinterpretation. It is also possible that the instructional strategies learners had previously encountered were insufficiently structured to cultivate strong comprehension skills, and that limited exposure to varied and appropriate reading materials, coupled with unsupportive study environments, restricted opportunities for learners to practice and refine these skills, thereby constraining their comprehension growth prior to the intervention. The marked improvement observed in the experimental group, which advanced from "Low" to "High," compared to the more modest gain in the control group, which advanced only from "Low" to "Moderate," provides evidence of the comparative effectiveness of the Close Reading Analysis Strategy. This outcome indicates that although the Conventional Teaching Approach was capable of producing improvement, the Close Reading Analysis Strategy generated substantially greater mean gains because it equipped learners with deeper analytical and interpretive skills that enabled more critical engagement with text, consistent with the strategy's theoretical emphasis on the careful examination of language, structure, and meaning. Through the analysis of media texts, articles, and literary works selected for their significance and appeal, learners in the experimental group were encouraged to construct evidence-based arguments and apply literal, inferential, and critical comprehension skills, which fostered higher-order thinking and enriched vocabulary. The Conventional Teaching Approach, by contrast, emphasized content mastery and the reinforcement of basic skills through observation of facts and responses to predefined

questions, offering learners comparatively limited exposure to productive text reading and thus restricting their opportunities to apply literal, inferential, and critical comprehension skills. This finding conforms to the study of Angulo (2019), which found that structured close reading strategies elevate comprehension levels beyond those achieved through conventional methods, as close reading deepens textual analysis and produces measurable improvements in comprehension.

The inferential analysis of the pretest scores, presented through an independent samples t-test, revealed no statistically significant difference between the control group ($N = 28$, $M = 18.64$, $SD = 5.85$) and the experimental group ($N = 25$, $M = 18.84$, $SD = 6.96$), $t(51) = 0.112$, $p = 0.911$, which is not significant at the 5% alpha level. This result indicates that the learners in both groups began the study at a comparable level of reading comprehension, thereby establishing baseline equivalence prior to the administration of either intervention. This baseline equivalence suggests that any subsequent differences observed in the posttest results could be reasonably attributed to the effects of the interventions themselves rather than to preexisting disparities between the groups, and it may be explained by the fact that participants in both groups shared similar initial characteristics and learning conditions. This finding aligns with the study of Beriong and Ibojo (2020), which likewise employed a pretest-posttest design and found no significant difference in reading comprehension between control and experimental groups at pretest, thereby establishing baseline equivalence before intervention. On the basis of this result, the null hypothesis stating that there is no significant difference in the reading comprehension ability of Grade 12 learners between the pretests of the control and experimental groups is hereby accepted.

The paired samples t-test comparing pretest and posttest scores within each group revealed statistically significant differences for both groups. For the control group, the test yielded $t(27) = 6.654$, $p = 0.000$, which is significant at the 5% alpha level, indicating a significant increase in reading comprehension from a pretest mean of 18.64 ($SD = 5.85$) to a posttest mean of 29.39 ($SD = 6.49$). For the experimental group, the test yielded $t(24) = 14.308$, $p = 0.000$, also significant at the 5% alpha level, indicating a significant increase from a pretest mean of 18.84 ($SD = 6.96$) to a posttest mean of 38.32 ($SD = 5.928$). These results demonstrate that both the Conventional Teaching Approach and the Close Reading Analysis Strategy produced meaningful improvements in the reading comprehension of Grade 12 learners in Media and Information Literacy, although the magnitude of improvement was considerably greater in the experimental group. The control group's improvement to only a "Moderate" level may be explained by the Conventional Teaching Approach's emphasis on surface-level understanding and rote learning, which, while promoting active participation through tasks requiring learners to describe observations, study concepts, and explain what they had learned, may not have fully cultivated critical reading skills. In contrast, the experimental group's advancement to a "High" level of comprehension reflects the Close Reading Analysis Strategy's emphasis on the careful examination of text structure, vocabulary, and meaning, which encouraged learners to engage in deeper analysis and interpretation. The novelty of repeated close readings, the identification of key concepts, the recall of specific facts, and the determination of the general structure and intent of the material appear to have heightened learners' interest and readiness to engage more deeply with the material, thereby enhancing their comprehension. This result conforms to the study of Meng Sixuan (2023) on the use of close reading strategies among senior high school students, which found that close reading strategies correlated positively with academic reading engagement across cognitive, emotional, behavioral, and social dimensions, confirming that close reading fosters deeper comprehension and engagement among learners. This finding also aligns with the study of Arianto et al. (2023),

which reported that close reading significantly improved students' motivation and achievement in reading comprehension compared to other strategies, supporting the conclusion that close reading produced greater gains than conventional teaching. Consequently, the null hypothesis stating that there are no significant differences in the reading comprehension of Grade 12 learners in the pretests and posttests of the control and experimental groups is rejected.

The independent samples t-test comparing the posttest scores of the two groups revealed a statistically significant difference, $t(51) = 5.207$, $p = 0.000$, significant at the 5% alpha level, favoring the experimental group, whose posttest mean of 38.32 (SD = 5.928) exceeded the control group's posttest mean of 29.39 (SD = 6.49). This result confirms that although both teaching approaches increased the reading comprehension of Grade 12 learners, the Close Reading Analysis Strategy produced a substantially greater improvement than the Conventional Teaching Approach. The superior performance of the experimental group may be attributed to the structured opportunities for multiple readings, annotation, and critical questioning that the Close Reading Analysis Strategy provided, which challenged learners to analyze text structure, vocabulary, and meaning and thereby fostered deeper comprehension. The relative novelty and rigor of the approach likely also enhanced learners' motivation and readiness to engage with complex texts, contributing to the significantly higher comprehension outcomes observed. The practice of annotating, highlighting, and questioning the text encouraged in the experimental group helped learners identify key concepts, recognize patterns, and make inferences, all of which represent higher-order comprehension skills, while the additional practice of sharing interpretations and defending reasoning reinforced comprehension and simultaneously developed critical thinking and communication skills. The Conventional Teaching Approach, in comparison, provided opportunities for surface-level understanding through rote learning, independent tasks, and teacher-directed participation, with learners tasked to describe observations, study terminologies, and explain what they had learned; while these activities allowed learners to express and justify their thoughts, they emphasized literal understanding and basic explanation rather than inference, synthesis, or evaluation, and did not challenge learners to reread texts, analyze structures, or uncover deeper meanings. This finding conforms to the study of Baditvilai (2020), who found that the close reading strategy has a substantial impact on students' reading comprehension and that students hold a positive attitude toward this strategy, supporting the conclusion that close reading is a more effective approach for elevating learners' reading comprehension to a higher categorical level. Conversely, Wang (2023), in a comparative study on the effectiveness of traditional and modern teaching methods, reported that while modern methods such as close reading offer certain advantages, conventional teaching can outperform close reading when learners benefit more from repetition and direct instruction, a consideration that tempers the generalizability of the present findings. On the basis of the present result, the hypothesis stating that there is no significant difference between the posttests of the control and experimental groups is rejected.

The computation of effect size using Cohen's d revealed that the Close Reading Analysis Strategy exerted a Medium effect on the reading comprehension of Grade 12 learners, with a value of $d = 0.58$ based on the control group mean of 29.39 (SD = 6.49) and the experimental group mean of 38.32 (SD = 5.93), interpreted according to the criteria in which 0.2 represents a small effect, 0.5 a medium effect, and 0.8 a large effect. This medium effect size indicates that the Close Reading Analysis Strategy exerted a meaningful and reliable impact in elevating learners' reading comprehension to a higher level, enabling learners to grasp lessons more thoroughly, identify key concepts, recognize patterns, improve vocabulary, and make inferences that extended their comprehension beyond surface-level understanding. Because close reading represented a deviation from learners' customary instructional routine, the associated activities appear to have been more challenging and engaging for them. A medium effect size further suggests that although the strategy is effective, it retains room for

refinement, providing a solid foundation for scaling up, adapting, or integrating it with complementary strategies to maximize its impact; this balance indicates that the Close Reading Analysis Strategy is a powerful yet realistic classroom tool that produces significant gains in comprehension, even as outcomes vary according to learner readiness and instructional context. In classroom practice, even a medium effect can translate into substantial improvements in learners' comprehension and confidence, reflecting an impact that both teachers and students can perceive. The effect size may have remained at the medium rather than large level because comprehension is shaped not solely by instructional strategy but also by learners' prior knowledge, vocabulary, motivation, and study habits, and because the improvement observed in the control group under the Conventional Teaching Approach narrowed the gap between the two groups and thereby reduced the overall magnitude of the effect. These natural limits, arising from differences in learners' prior knowledge, motivation, and exposure to analytical reading, appear to have prevented the effect from reaching the "large" category, even though learners exposed to the Close Reading Analysis Strategy performed substantially better than those taught with the Conventional Teaching Approach, advancing from a "Low" to a "High" level of comprehension. The medium effect size of the Close Reading Analysis Strategy therefore represents a promising instructional solution for improving the reading comprehension of Grade 12 learners, particularly those beginning at low levels of comprehension. This result parallels the study of Sususco (2018), which employed pretest and posttest designs and reported statistically significant improvements in learners' reading comprehension with a medium effect size, and it also aligns with the findings of Arianto et al. (2023), who reported that both the 3-2-1 Strategy and the Close Reading Strategy significantly improved learners' reading comprehension and yielded medium effect sizes, an alignment that reinforces the conclusion that structured, strategy-based interventions are effective in producing meaningful educational gains.

Taken together, these findings demonstrate that both the Conventional Teaching Approach and the Close Reading Analysis Strategy produced significant improvements in the reading comprehension of Grade 12 learners in Media and Information Literacy, with the Close Reading Analysis Strategy consistently outperforming the conventional approach across descriptive comparisons, inferential tests, and effect size computation. The absence of a significant difference between the groups at pretest, $t(51) = 0.112$, $p = 0.911$, established that the two groups began the study on equivalent footing, while the significant within-group gains for both the control group, $t(27) = 6.654$, $p = 0.000$, and the experimental group, $t(24) = 14.308$, $p = 0.000$, confirmed that both instructional approaches were capable of enhancing comprehension over time. The significant between-group difference favoring the experimental group at posttest, $t(51) = 5.207$, $p = 0.000$, together with the medium effect size of $d = 0.58$, provides converging evidence that the Close Reading Analysis Strategy is a more effective and educationally meaningful intervention for elevating the reading comprehension of Grade 12 learners from a Low to a High level of proficiency. These results directly address the objectives of the study by establishing baseline equivalence, demonstrating within-group improvement, confirming the comparative superiority of the Close Reading Analysis Strategy, and quantifying the practical magnitude of its effect, and they contribute to the growing body of evidence supporting structured close reading interventions as viable tools for strengthening reading comprehension in Media and Information Literacy instruction. These findings provide the empirical foundation for the summary, conclusions, and recommendations presented in the succeeding chapter.

CONCLUSION

The initial assessment of Grade 12 learners' reading comprehension revealed a low level of performance across both the control and experimental groups, confirming that learners relied heavily on surface level strategies and passive approaches to text engagement prior to intervention. This shared low baseline, together with the absence of any significant difference between the pretest scores of the two groups, validated the fairness of the study design and established that both groups began instruction from a comparable starting point, with limited vocabulary, insufficient prior knowledge, and underdeveloped skills in analyzing, inferring, evaluating, and synthesizing information. These conditions underscored the pressing need for structured, strategy based instruction capable of moving learners beyond superficial literacy toward the higher order thinking demanded by senior high school academic tasks.

Following the interventions, both the Conventional Teaching Approach and the Close Reading Analysis Strategy produced measurable gains in reading comprehension, yet the magnitude of these gains differed considerably between the two groups. The control group, taught through conventional methods, progressed from a low to a moderate level of comprehension, demonstrating that repetition and guided explanation can reinforce basic understanding and support performance on standardized assessments. The experimental group, however, advanced from a low to a high level of comprehension under the Close Reading Analysis Strategy, reflecting the strategy's capacity to cultivate deeper engagement through annotation, questioning, and interpretation. The significant difference recorded between the posttest scores of the two groups further confirmed that instructional approaches are not interchangeable in their depth of impact, and that strategy based interventions such as Close Reading are markedly more effective in equipping learners to decode advanced vocabulary, abstract ideas, and nuanced arguments. This distinction carries implications beyond the classroom, since learners who achieve high comprehension are better positioned to evaluate sources, distinguish fact from opinion, synthesize information for research and writing tasks, and engage critically with media, thereby strengthening their preparation for responsible citizenship in an information saturated society.

The medium effect size recorded for the Close Reading Analysis Strategy affirmed that the intervention produced meaningful and educationally significant improvement, even though the gain was not exceptionally large. This outcome demonstrated that comprehension growth is a realistic and gradual process shaped by factors such as prior knowledge, vocabulary, motivation, and cognitive maturity, and that Close Reading functions not merely as a theoretical construct but as a practical classroom tool capable of producing substantial progress within a limited intervention period. At the same time, the medium magnitude of the effect served as a reminder that sustained practice, reinforcement, and integration across subjects are necessary if learners are to reach the fullest potential of the strategy and carry these gains into college level reading and beyond.

Taken together, these findings affirm that the Close Reading Analysis Strategy is a more effective instructional approach than conventional teaching in advancing the reading comprehension of Grade 12 learners, while also highlighting that meaningful literacy growth requires deliberate, sustained, and collaborative effort. Learners are encouraged to actively apply close reading practices such as annotating texts, questioning ideas, rereading passages, and building vocabulary, extending these habits beyond academic requirements into leisure reading and everyday media consumption. Teachers are encouraged to adopt Close Reading as a primary instructional approach while retaining conventional methods for introducing foundational concepts, supported by differentiated instruction, scaffolding, and continued professional development in annotation, questioning, and text selection. School administrators are encouraged to institutionalize the strategy across reading intensive subjects and embed it within school wide literacy programs, ensuring adequate instructional resources, curriculum

alignment, and cross curricular integration. Parents are encouraged to reinforce these efforts at home by providing access to varied reading materials, fostering supportive reading environments, and collaborating with teachers to extend close reading practices beyond the classroom. Finally, future researchers are encouraged to examine the long term retention of comprehension gains, the adaptability of the strategy across diverse learner populations, its integration with digital and media literacy, and its influence on academic writing, oral communication, and critical thinking, so that the evidence base supporting Close Reading Analysis as a tool for developing reading comprehension may continue to grow.

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