



## **Effect of Readers Generated Questions Approach in Teaching Literature**

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### **Abstract**

This study determines the effect of Readers Generated Questions Approach in Teaching Literature. The researcher utilized the Non-Equivalent Pretest-Posttest (Design 10). It involved two classes in Literature 1 (Literatures in the Philippines) during the School Year 2009 – 2010 in Davao del Norte State College, Philippines. Statistical tools employed include mean scores, t-test and Analysis of Variance (ANOVA).

The findings revealed that there exists a significant difference between pretest and posttest mean scores in the experimental group; there is a significant difference between pretest and posttest mean scores in the control group; there is a significant difference between mean gain scores between the experimental and control groups. It is proven then that the utilization of Readers Generated Questions Approach in Teaching Literature is very effective.

The researcher recommends the utilization of Readers Generated Questions Approach in Teaching Literature to increase the achievement as well as the level of comprehension and appreciation of students.