



READING COMPREHENSION OF GRADE 5 LEARNERS: BASIS FOR READING INTERVENTION STRATEGIES

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Abstract :

Aim: This study assessed the level of reading comprehension of the Grade 5 learners of Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City during the school year 2023-2024.

Methodology: Using the quantitative-descriptive research design, this study determined the level of reading comprehension of the Grade 5 learners based on the Philippine Informal Reading Inventory (Phil-IRI) pre-test results in terms of independent reading level, instructional reading level, frustration reading level, and non-readers. It was also utilized to determine the reading miscues committed by the Grade 5 learners as well their reading behaviors.

Results: Out of 92 Grade 5 learners enrolled in Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City, 46 or 50.00% belong to the independent reading level; 26 or 28.26% belong to the instructional reading level and 20 or 21.74% belong to the frustration reading level. There were no non-readers among the Grade 5 learners.

Conclusion: Most of the Grade 5 learners belong to the independent reading level. In general, the reading miscues committed by the Grade 5 learners were mispronunciation, substitution, and omission. The reading behaviours observed from the Grade 5 learners were disregarding punctuations, employing little or no analysis, and pointing to each word with the finger. The proposed reading intervention strategies focused on word recognition, reading speed, reading comprehension and word study.

Keywords: learners, comprehension, reading level, intervention, strategies

INTRODUCTION

Reading is one of the most essential skills and starting point of the individual to learn everything around him. This is fundamentally important to attain and achieve learning in school and throughout life. This skill empowers learners to understand text, images and their message to deepen their knowledge about beliefs, practices and to ensure that these will be transferred to the next generation, and to connect his previous experiences with their new learning.

Reading is more important today than it ever was as it is crucial to being an informed citizen, to succeed in one's chosen career, and to personal fulfillment. People thought technology would decrease the need to read. On the contrary, today one finds more access to text than ever, more specialized magazines, more books published, more newspapers, and more articles read on the internet. Reading has become more important than even before the boost of technological advancements (Torres, 2019).

As Idulog and Gadiano (2023) stated, reading is a key to learning in school and throughout life. This skill allows everyone to connect their prior knowledge with their learning, enhance their understanding of ideas and practices, and ensure that these will be passed on continuously to the next generation. It is one of

the basic skills each student should have to gain knowledge, attain learning, and move on to a higher level in education to live day-to-day life.

Reading is the backbone of most learning, whether in Mathematics, Science or even Home Economics; hence, it is immeasurably important. Making sense of recorded information can occur through various formats, including printed materials like books and articles and non-printed items like digital media or spoken word recordings. In today's knowledge-based culture, the capacity to effectively absorb and apply this information is a critical talent for personal and professional success.

People read for different reasons and purposes. Some of these include entertainment, relaxation, pleasure, and for knowledge. Through reading, the character can build or fix things, experience stories, find out what others trust, and enhance ideas or beliefs of their own. Hence, reading provides the key to all information essential for daily survival and growth.

Through reading and by the grasping of information in the text, comprehension developed. Comprehension development requires that learners draw meaning from the processes of analyzing, interpreting and responding to narrative and expository text. Analyzing is to examine and explore how ideas are organized and how that organization contributes to the meaning of a text. Interpreting is trying to find the meaning and the significance of the text. The purpose of an expository text is to explain, discuss, give direction, or inform the readers of what the text is all about and why it exists.

Gultiano (2022) stated that one of the essentials for success is reading comprehension. It is a skill that is very essential for students in order to become effective readers. Reading comprehension is the coordination of multiple linguistic and cognitive processes such as word reading ability, working memory, inference generation, comprehension monitoring, vocabulary, and prior knowledge.

Reading comprehension plays a significant role in the total functioning of the community. It is also one of the pillars of reading. A person may know how to read certain words, but comprehension is something that is developed, practiced, learned, and experienced over time (Caraig and Quimbo, 2022).

Reading comprehension also includes the ability of a person to translate the essence of the sentences using his own words. This also consists of applying the text read in one's life. One aspect of reading comprehension is when a person articulates some of his life experiences and relates them to the text written. It is a sign that a person truly comprehends because some personal emotions are attached to it.

Meron (2018) argued that poverty is one reason for this. In the Philippine context of the education system, students from low-income families tend to work first at an early age instead of formal schooling. Poverty and lack of academic resources also affect their cognitive development and socialization with people in the academe. Filipino students should be surrounded by essays and try to relate and reflect on them, enhancing their comprehension.

Reading is the mother of all study skills. It is one of the most valuable skills a person can acquire. Reading is a complex process. Thus, it cannot be taught in isolation. Moreover, reading is not merely an ability to recognize written or printed words, but it also refers to putting meaning to what you read and drawing a unified thought of what is read.

Ozdemir (2009) as cited by Tomas (2021) stressed that reading is fundamental in getting knowledge as all the lessons and learning activities are mostly based on the power of comprehensive reading; indeed, it is really necessary to read comprehensively. In addition, reading comprehensively really affects a learner's education and his life as a whole. Learning in any lesson depends on understanding of the learning instrument of that lesson; thus, a learner who cannot read comprehensively finds it difficult for him/her to be successful in his or her lessons.

It is not sufficient to provide books that are geared solely to a student's instructional reading level. When reading level is solely considered, below level basal readers are generally used for instructing struggling readers. Focusing on student interests in selecting reading materials may be more beneficial in promoting reading success than a focus on level. It turns out that interest is far more significant than readability. When students have strong interest in what they read, they can frequently transcend their reading level.

Learning to read is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement. Negosa (2021) stated that reading is one of the most important skills acquired during a lifetime. With the ability to speak effectively and to write in a variety of forms and for a variety of purposes, reading competency can provide economic opportunity, social status, personal pleasure and self-respect. Completing the reading act involves perception, understanding, interpretation, and use.

In a modern reading program, the focus first is the child and his development and secondary, the various experiences in reading which promote and contribute to happiness and welfare. The teacher therefore, should not disregard or underestimate his responsibility for safeguarding each child's acquisition of the fundamental habits and skills as the reading process is carefully guided and directed.

Teacher may use or may have variety of teaching materials during instruction. There are instructional materials that are aids to teaching and learning which increase the effectiveness of the teacher. They stimulate interest, simplify, clarify subject matter, and increase understanding and motivate the learner to learn. These are tools of the teacher, the amusement of the learners and the catalytic agent that transforms interest, curiosity and experimentation into knowledge. Many practical outcomes can be achieved when high quality instructional materials and resources are used as integral part of classroom instruction. They are selected by teachers to help achieve very specific instructional objectives (Miñoza, 2019).

In line with the mission of the State as stated in the 1987 Philippine Constitution, to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all, the Department of Education has the mission to provide quality basic education that is equitably accessible to all and to lay the foundation for lifelong learning and service for the common good.

As already spelled out in the K to 12 Framework, it is expected that learners should be developed into well-rounded individuals, that every learner must be literate in order to become productive, self-reliant, versatile, civic-minded, physically fit, and consequently a totally developed citizen in order to meet the changes posed by the rapidly changing world.

With the implementation of the Bilingual Education program, English is used as the medium of instruction in Science and Mathematics. In line with this, reading is a tool for learning content in Science and Mathematics. It can therefore be inferred that the poor performance of pupils/students in English, Science and Mathematics can be attributed to their poor reading ability.

It can be safely said that reading is the true backbone of most learning. As students go up the educational ladder, more reading is usually required as subjects become more dense and challenging. The difficulty level simply increases, not the other way around. Hence, if a student's reading comprehension is poor, chances are his performance in other subjects will be compromised.

Learning to read is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement. Therefore, it is not surprising that debates among educators about how best to help children learn to read have been heated, polarized and unsettled for many years. The intensity of the debates, coupled with enormous political pressures and commercial interests, has made learning to read a contentious public issue. What makes the debates at the beginning of the new century different than similar debates during the past 50 years is a greater than ever reliance on scientific evidence to guide educational policies for assessment and instruction (De Sagun, 2019).

Teachers may use or may have variety of teaching materials during instruction. There are instructional materials that are aids to teaching and learning which increase the effectiveness of the teacher. They stimulate interest, simplify, clarify subject matter, and increase understanding and motivate the learner to learn. There are tools of the teacher, the amusement of the learners and the catalytic agent that transform interest, curiosity and experimentation into knowledge. Many practical outcomes can be achieved when high quality instructional materials and resource are used as integral part of classroom instruction. They are selected by teachers to help achieve very specific instructional objectives.

According to the Department of Education, there will be "No promotion for Grade III pupils who cannot read". Pupils will be failed and retained in the same grade level. This policy was stipulated in DepEd Memorandum No. 324, s. 2004 and was pronounced in DepED Order No. 45 entitled "Reading Literacy Program in the Elementary Schools". The move described as "No read, no promotion," is not only a support of DepEd's "Every Child A Reader Program (ECARP)" but is also designed to strengthen the teaching of reading in every public grade school especially those in rural areas. The school administrators and teachers, together with concerned parents considered the policy requiring every pupil to have learned to read after completing third grade as a big step in the right direction which will ultimately raise the quality of basic education.

Based on the Phil-IRI scale, the learners are categorized into four levels: independent, instructional, frustration, and non-readers. Learners under the frustration reading level tend to withdraw themselves to read by refusing it. In the instructional reading level, the learners can only read when being guided while in the independent reading level, the learners can read alone with ease without the guidance of the teacher.

It is very important to know the reading performance of the learners since this skill is considered the key for gaining knowledge. One reads to attain knowledge that is useful in constructing new knowledge. Comprehension refers to the creation and re-creation of meaning from the printed materials.

Realizing the value of full development among Grade 5 learners in Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City during the school year 2023-2024 in preparation for the performance of their learning tasks, the researcher conducted the study with the end view of proposing reading intervention strategies to improve the reading performance of the Grade 5 learners.

Theoretical Framework

This study was anchored on Gunning's main theories of reading comprehension, namely Schema Theory, Mental Models and Proposition Theory as cited by Estremera (2017).

One of the theories of cognitive psychology that influences current thinking about reading is the Schema Theory. Gunning defines a schema as the organized knowledge that one already has about people, places, things, and events. The schema theory involves an interaction between the reader's own knowledge and the text which results in comprehension. In attempting to comprehend reading materials, students can relate this new information to the existing information they have compartmentalized in their minds.

Schema theory explains how individuals acquire, store and use knowledge in reading a text. According to this theory, readers understand what they read only when it has a connection to what they already know. The readers construct meaning from text by connecting information in the text with their background knowledge. Learners with greater prior knowledge comprehend and remember more what they have read because they can build connections between what they are reading and what they know.

Another major theory is the Mental Model. This model can be thought of as a mind movie created in one's head, based on the reading content. It is constructed most often when a student is reading fiction. The reader focuses in on the main character and creates a mental model of the circumstances in which the character finds him or herself. The mental model is reconstructed or updated to reflect the new circumstances as the situation changes, but the items important to the main character are kept in the foreground.

Misconceptions about important concepts reflect misleading mental models of the topic itself or the subject matter within which it sits. There are, however, interventions the teacher can do to help the reader to stay on track and create a more accurate picture. One suggestion is for the teacher to ask the students to disclose their mental models of the topics in question through analogy, discussion, picturing, and other ways. This information gives the teacher insight on the students' knowledge gaps and misconceptions, therefore allowing them to help students reconstruct a more accurate picture.

The final comprehension theory is the propositional theory which involves the reader constructing a main idea or macrostructure as they process the text. These main ideas are organized in a hierarchical fashion with the most important things given the highest priority to be memorized.

It is interesting to note how interrelated the three theories are. Each one supports the other. In order to form a mental model in one's head, one must have a schema of that topic already stored. According to the propositional theory, the students are forming a mental model in their minds as they are forming the macrostructure.

Reading has always been considered by laymen and professional alike as the most important subject in the elementary curriculum. Reading is no longer regarded as a school subject to be taught separately from all other subject but rather as a necessary accompaniment to nearly all human action. From this point of view, reading in the school cuts across all subject matter lines. Reading helps to orient the child to this world; it is a form of social interpretation. The accepted philosophy of learning through experience is developed through "experience reading." The child's life experience are discussed and evaluated to the end that may help him interpret similar experiences of other children of this age as he discovers them on the printed page.

The reading process serves certain unmistakable function; it enables the child to obtain information which he needs in order to understand himself and the complex world around him. It provides a joyous leisure activity increasing his satisfaction and broadening his interest.

In modern reading program, the focus first is the child and his development and secondary, the various experiences in reading which promote and contribute to his happiness and welfare. The teacher, therefore, should not disregard or underestimate his responsibility for safeguarding each child's acquisition of the fundamental habits and skills as the reading process is carefully guided and directed. However, the broader function of reading is his chief concern.

Reading is considered indispensable to wholesome growth and development. All children want to learn to read, because they book, magazines and newspapers in use about them. They enjoy stories and would like to read independently. Each child believes the school holds a magic key to reading and no child is happy until he attains mastery of this tool which his companions use with satisfactions.

Conceptual Framework

The legal basis of this study includes the 1987 Philippine Constitution, RA 9155, and various memorandum orders of the Department of Education.

Every Filipino citizen deserves to be educated. Aware of this, the State is tasked to provide equal educational opportunities to every individual. Explicitly, Section 1, Article XIV of the 1987 Philippine

Constitution states that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

This provision mandates the provision for quality education to all and this could be addressed through strengthening the acquisition of basic or survival skills such as reading.

The battle cry of the educational system more particularly in the lowest educational ladder and the attainment of the objectives is enhanced through the enactment of RA 9155 better known as the “Governance of Basic Education Act of 2001”.

Republic Act No. 10533 otherwise known as the “Enhanced Basic Education Act of 2013” declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one’s self.

For this purpose, the State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. To achieve this, the State shall:

- a. Give every student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards.
- b. Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and
- c. Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource.

The enhanced basic education program encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education.

The Department of Education’s Vision, Mission and Values (VMV) statements serve as guiding principles in its unwavering thrust to provide quality education that cultivates passion for the country that is anchored on a set of core values.

The Department of Education (DepEd) vision dreams of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, DepEd continuously improves itself to better serve its stakeholders.

The DepEd mission is to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where students learn in a child-friendly, gender-sensitive, safe, and motivating environment; teachers facilitate learning and constantly nurture every learner; administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

The Philippine Informal Reading Inventory (Phil-IRI) is an assessment tool that evaluates the reading proficiency level of elementary school pupils. It is the first validated instrument that presents the overall reading profile of public elementary schools nationwide. The pupils’ word recognition ability and comprehension are informally measured quantitatively through oral reading stories, passages and poems. The emphasis of the Phil-IRI is on learning skills, abilities and needs of pupils to plan reading instructions, thus, the Phil-IRI can provide educators, policy makers and teachers not only with information about the pupils’ reading capabilities but also with what appropriate interventions may be provided for each reading level.

The Phil-IRI gives both quantitative and qualitative information about the pupils’ reading capabilities. Quantitative information shows the reading levels namely frustration, instructional and independent. Qualitative information emphasizes word recognition, patterns of word errors, comprehension strengths and difficulties as well as reading behaviors and attitudes. It also measures the reading growth of the pupil over time. The information in the Phil-IRI helps the leader plan appropriate strategies in teaching reading.

Figure 1 presents the schematic diagram of the conceptual framework of the study through the Input-Process-Output model.

Inputs of the study include the following: (1) level of reading comprehension of the Grade 5 learners as independent readers, instructional readers, frustration readers and non-readers; (2) reading miscues committed by the Grade 5 learners; and (3) reading behaviors of the Grade 5 learners.

Based on the findings, reading intervention strategies were proposed to improve the reading performance of the Grade 5 learners.

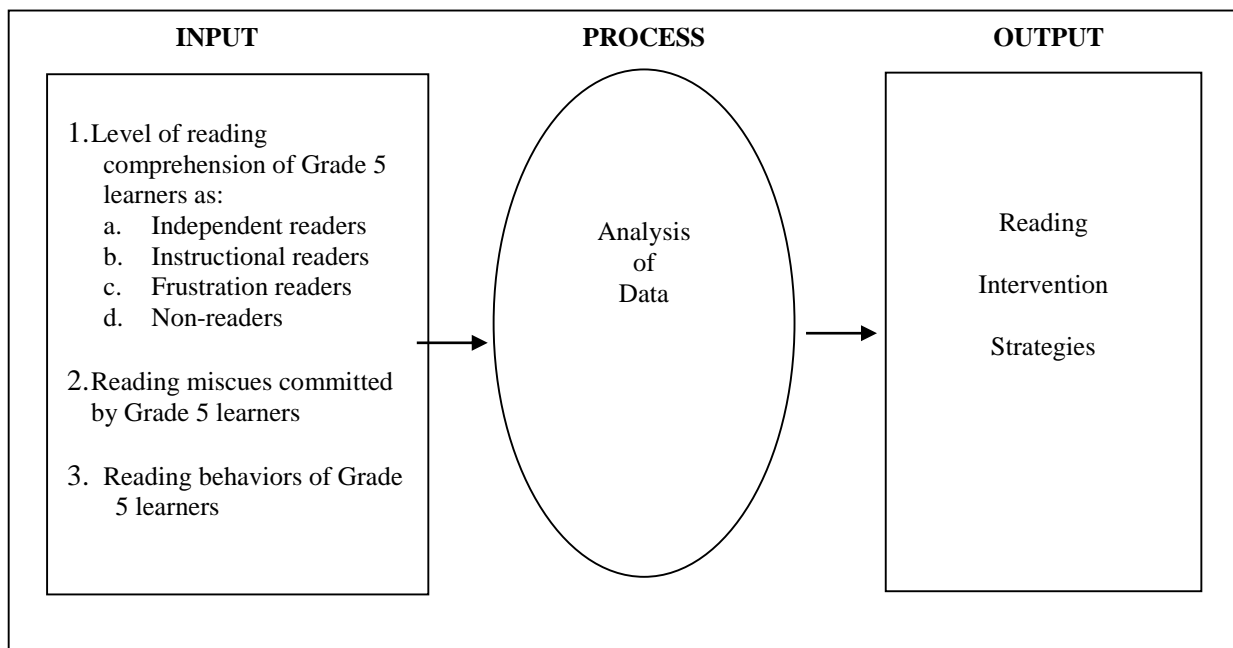


Figure 1

Schematic Diagram of the Conceptual Framework of the Study

Statement of the Problem

This study assessed the level of reading comprehension of the Grade 5 learners in Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the level of reading comprehension of the Grade 5 learners as:
 - 1.1 Independent readers.
 - 1.2 Instructional readers.
 - 1.3 Frustration readers; and
 - 1.4 Non-readers?
2. What are the reading miscues committed by the Grade 5 learners?
3. What are the reading behaviors of the Grade 5 learners?
4. What reading intervention strategies may be proposed to improve the reading performance of the learners?

Basic Assumptions

This study was premised on the following basic assumptions:

1. Most of the Grade 5 learners belong to the frustration reading level.
2. The Grade 5 learners committed reading miscues.
3. There are reading behaviors observed from the Grade 5 learners.
4. The proposed reading intervention strategies can improve the reading performance of the Grade 6 learners.

Scope and Delimitation of the Study

This study was conducted in Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City during the school year 2023-2024. It focused on the level of reading comprehension of the Grade 5 learners.

The specific concerns of the study include the following: (1) level of reading comprehension of the Grade 5 learners as independent readers, instructional readers, frustration readers, and non-readers; (2) reading miscues committed by the Grade 5 learners; and (3) reading behaviors of the Grade 5 learners.

Based on the findings, reading intervention strategies were proposed to improve the reading performance of the learners.

Significance of the Study

As the world progresses and faces more complexities, people must be creative. Although some who believe that children's reading comprehension skills can be inherited, there is a general belief that such skills can be acquired in the learning environment. It is in this context that school as an effective learning environment should fully develop such skills as children today will be facing formidable challenges ahead.

The findings of this study could provide a database that can be used as a tangible reference for more meaningful educational services. Results could be useful in the solution of problems related to English language teaching and learning. The following could benefit from this study:

School Administrators. They could use the results of the study as a reference in formulating school policies and programs. Through the results, they can propose and initiate in-service trainings and seminars for the teachers relative to techniques and strategies in teaching Reading in English. Gradually, the English program content can be improved based on the needs of the learners. Significantly, the results can shed light in evaluating the Reading in English program of the schools.

Reading in English Teachers. The results of the study could guide the teachers in English relative to information on the level of the learners' English proficiency and academic performance. They can use the essential information to improve their teaching practices. With the results, they could then device approaches and strategies on how to integrate learning content with the learners' current deficiencies. Consequently, emphasis on the improvement of the English program will be looked into.

Learners. With the results of the study, they could find essential feedback and information as regards their language learning which could provide guidance and direction on better English language skills development and for a more improved language performance. Moreover, they could also be directed to focus in any of the language proficiency skills identified as weak among them.

Parents. This study could be beneficial to the parents for the upcoming grade levels since results will guide them in choosing the opportunities and interventions that should be provided to their children so as to enhance their language proficiency and academic performance.

Researcher Herself. The research process itself which enabled the researcher to come up with the proposed intervention strategies will make the researcher a better teacher in terms of the development of creativity and innovativeness which characterize productive teachers. The results of the study could provide meaningful data useful for interventions in teaching Reading in English.

Future Researchers. The results of the study can be a springboard for further studies on a wider scope.

Definition of Terms

For better understanding of the study, the following terms are hereby operationally defined:

Frustration Level in Reading. In this study, it occurs when the accuracy of the reading goes below 90 percent since the text is difficult for the learners to read (Phil-IRI Manual, 2018).

Independent Level in Reading. As used in the study, it is the level at which the Grade 6 learners can read a text on their own with ease. They hardly make any errors when reading the text and have excellent comprehension of a story. They can read the story alone with confidence; relatively easy for the learners to read and with 95%-word accuracy (Phil-IRI Manual, 2018).

Instructional Level in Reading. In this study, it is the level at which the Grade 6 learners need the support of the teacher, their parents or tutors. This is the level where the Grade 6 learners are introduced to new vocabulary and is where the greatest progress in reading occurs. The Grade 6 learners read with 90-95 percent accuracy or better and possess at least 80 percent comprehension on simple recall questions about a story (Phil-IRI Manual, 2018).

Non-Readers. This refers to those who do not or cannot read or who are slow in learning to read (Merriam-Webster).

Philippine Informal Reading Inventory. It is an informal reading inventory which consists of a set of contextualized graded passages administered to individual learners to determine their reading performance and thus help teachers tailor instruction to fit their needs and abilities (Phil-IRI, 2018).

Reading Behaviors. Reading behaviors have something to do with a learner's skill as a reader and with the personality, likes and dislikes of the learners. They encompass everything a child does when reading or being read to (Phil-IRI Manual, 2018).

Reading Miscues. When there is a difference between what is on the page and what learners say during oral reading, these are referred to as reading miscues. There is a hierarchy of miscues, all of which tell something different about how individual learners are creating meaning with print (Phil-IRI Manual, 2018).

Reading Intervention Strategies. As used in the study, this refers to a program, supplementary to an existing literacy curriculum particularly Reading in English that is provided to learners for the primary purpose of increasing reading levels. Such program can be administered both in and out of the classroom environment.

METHODOLOGY

Research Design

This study assessed the level of reading comprehension of the Grade 5 learners of Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City during the school year 2023-2024 through quantitative-descriptive research design.

Quantitative-descriptive research design was utilized to determine the level of reading comprehension of the Grade 5 learners as independent readers, instructional readers, frustration readers and non-readers. It also sought to determine the reading miscues committed by the Grade 5 learners as well as their reading behaviors.

Based on the findings, reading intervention strategies were proposed to improve the reading performance of the Grade 5 learners.

Sources of Data

The sources of data in this study came from the English teachers in Sapang Biabas Elementary School who provided the information needed on the level of reading comprehension of 92 Grade 5 learners based on the results of the Phil-IRI pre-tests.

Instrumentation and Data Collection

To gather the data needed, the researcher used the results of Phil-IRI pre-tests during the school year 2023-2024. The reading miscues committed by the Grade 5 learners as well as their observed reading behaviors were likewise determined. Based on the assessment of the level of reading comprehension of the Grade 5 learners, reading intervention strategies were proposed to improve their reading performance.

Tools for Data Analysis

The following tools were used to treat the data statistically.

1. Results of Phil-IRI

This study used the results of Philippine Informal Reading Inventory (Phil-IRI) pre-tests in assessing the level of reading comprehension of the Grade 5 learners to answer sub-problem number 1.

- **Computing the Oral Reading Score per Passage (Phil-IRI Manual, 2018)**

The computation of the oral reading score involves counting the number of miscues during oral reading. Each miscue carries equal weight, regardless of whether it affects the meaning of the passage or not.

$$\text{Oral Reading Score} = \frac{\text{number of words} - \text{number of miscues}}{\text{number of words}} \times 100$$

- **Computing the Learners' Comprehension of the Passage (Phil-IRI Manual, 2018)**

After the learner has read the passage, the teacher reads the comprehension questions and records the learner's responses.

$$\frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 = \% \text{ of comprehensions}$$

- **Analysis and Interpretation of Word Reading and Comprehension Level**

The Phil-IRI reading test uses predetermined set of criteria in identifying the reading level of each learner for each passage. These criteria include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions (adapted from Johnson, Kress and Pikulski as cited in the Phil-IRI Manual, 2018).

The following is the interpretation for the level of reading comprehension.

Computed Value of Comprehension	Levels of Reading Proficiency
90-100%	Independent Level
75-89%	Instructional Level
74% and below	Frustration Level

RESULTS AND DISCUSSION

This chapter presents the data gathered and their analysis and interpretation to answer the sub-problems raised in the study.

Level of Reading Comprehension of the Grade 5 Learners

This section presents the level of reading comprehension of the Grade 5 learners of Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City in terms of independent reading level, instructional reading level, frustration reading level, and non-readers to answer sub-problem number 1.

The data are presented in Table 1.

TABLE 1
Level of Reading Comprehension
of the Grade 5 Learners

Reading Levels	f	%
Independent Reading Level	46	50.00
Instructional Reading Level	26	28.26
Frustration Reading Level	20	21.74
Non-Readers	0	0.00
TOTAL	92	100.00

Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can access text very quickly and with very few errors. The learner's independent reading level is usually determined from books in which he/she can read with no more than one error in word recognition in each 100 words and has a comprehension score of at least 90 percent. At this level, the learner reads orally in a natural tone, free from tension. His silent reading will be faster than his oral reading (Franz, 2019).

As presented in Table 1, out of 92 Grade 5 learners in Sapang Biabas Elementary School, 46 or 50.00% belong to the independent reading level. These are the learners who could independently read with ease without the help or guidance of their teachers. Independent reading helps increase learners' reading comprehension, vocabulary growth, spelling facility, understanding of grammar, and knowledge of the world.

Instructional reading level is the highest level at which a reader is not independent, but has adequate background knowledge for a topic, and can access text quickly and with no or few errors. The instructional reading level is usually determined from books (or other material) which the learner can read with no more than one word-recognition error in approximately 20 words. The comprehension score should be 75 percent or more. At this level, the learner reads orally, after silent study, without tension. Silent reading is faster than oral reading (Franz, 2019).

As presented in Table 1, out of 92 Grade 5 learners in Sapang Biabas Elementary School, 26 or 28.26% belong to the instructional reading level. These are the learners who were taught by the teachers who stretched them in thinking and reading.

Frustration reading levels include text for which a reader does not have adequate background level for a topic and/or cannot meet the criteria for instructional levels of accuracy and rate. The frustration level is marked by the book in which the learner obviously struggles to read. Errors are numerous. The learner reads without a natural rhythm and in an unnatural voice. Franz (2019) said that no learner shall be asked to read at his frustration level, but the teacher needs to know that this level does not exist for him/her.

As presented in Table 1, out of 292 Grade 5 learners in Sapang Biabas Elementary School, 20 or 21.74% belong to the frustration reading level. These are the learners who are struggling to read and that errors are numerous.

Non-readers are those who do not or cannot read or who are slow in learning to read (Merriam-Webster). As presented in Table 1, there are no non-readers among the Grade 5 learners in Sapang Biabas Elementary School.

These results show that 20 or 21.74% of the Grade 5 learners belonged to the frustration level. This implies that there are Grade 5 learners who are still struggling to read. Thus, there is a need to enhance the reading performance of the Grade 5 learners.

Reading Miscues Committed by the Grade 5 Learners

This section presents the reading miscues committed by the Grade 5 learners in Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City to answer sub-problem number 2. When there is a difference between what is on the page and what learners say during oral reading, these are referred to as reading miscues.

The data are presented in Table 2.

TABLE 2
Reading Miscues Committed
By the Grade 5 Learners

Types of Miscues	f*	%
1. Mispronunciation	40	43.48
2. Omission	36	39.13
3. Substitution	38	41.30
4. Insertion	23	25.00
5. Repetition	27	29.35
6. Transposition	20	21.74
7. Reversal	26	28.26
*multiple results obtained from learners' records		

Miscue analysis is a means to use a running record for diagnosis to identify learners' specific difficulties. It is a great way to get some authentic information about a learner's reading skills, and a means to identify specific weaknesses (Watson, 2020).

Based on the data in Table 2, the Grade 5 learners committed different types of miscues. Mispronunciation is in the top with a total of 40 out of 92 learners or 43.48% as obtained from the Grade 5 learners' records where they tend to pronounce certain words in a different sound variation from the word in the text. Substitution is the next with 38 or 41.30% where instead of reading the word in the text, the learners substitute a word that may or may not make sense in the passage.

Omission was also committed by 36 or 39.13% of the Grade 5 learners who omitted a word, thus, changing the reading of the sentence. When words are omitted, it may mean weaker visual tracking. Omission can also be the result of not focusing or reading too fast. It may also mean the sight vocabulary is weaker (Watson, 2020).

Repetition was committed by 27 or 29.35% of the Grade 5 learners where the learners repeat a word or portion of the text. Lots of repetition may indicate that the text is too difficult. Sometimes learners repeat when they are uncertain and will repeat the word(s) to keep the words coming as they regroup. Also, there were 26 or 28.26% of the Grade 5 learners who committed reversal where they reversed the order of the print or the word.

Insertion is another type of miscue committed by 23 or 25.00% of the Grade 5 learners who added a word that is not in the text. Finally, the Grade 5 learners also committed transposition with 20 or 21.74% where the transposition error most likely indicated note reading of basic words that are oftentimes switched up in stories to make the text less repetitive, but do not affect sentence meaning.

In the study of Gillaco (2014), since only few miscues were identified, reading enrichment and interventions were recommended for those learners who committed substitution and mispronunciation. On the other hand, Rivera (2020) explored errors made by the pupils in the 5th grade who committed mistakes in four error categories – omission, repetition, mispronunciation and pausing and word by word reading.

These findings imply that the Grade 5 learners should be given the opportunity to read and support them so that they will read more; thus, their confidence with reading will increase.

Reading Behaviors of the Grade 5 Learners

This section presents the reading behaviors of the Grade 5 learners in Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City to answer sub-problem number 3.

Reading behaviors have something to do with a learner's skill as a reader and with the personality, likes and dislikes. They encompass everything a child does when reading or being read to (Phil-IRI, 2018).

Table 3 presents the data.

TABLE 3
Reading Behaviors of the Grade 5
Learners

Reading Behaviors	f*	%
1. Does word-for-word reading	14	15.22
2. Lacks expression, reads monotonous tone	22	23.91
3. Voice is hardly audible	25	27.17
4. Disregards punctuations	40	43.48
5. Points to each word with his/her finger	36	39.13
6. Employs little or no analysis	39	42.39
7. Refuses to read	8	8.70
*Multiple results obtained from learners' records		

As shown in Table 3, the Grade 5 learners were observed to have reading behaviors some of which will be easy to change while others may require more training and time.

There were 40 or 43.48% of the Grade 5 learners who disregard punctuations. Using punctuation helps the reader to clearly understand the message that is being conveyed. A wrongly used punctuation can change the entire meaning of a sentence. Of the learners who were observed, 39 or 42.39% employ little or no analysis of what is being read to find a main idea and understand it better.

There are 36 or 39.13% who point to each word with a finger. Finger pointing helps the reader learn to look carefully at print. The voice of 25 or 27.17% is hardly audible. This could mean that the reader is not speaking loud enough or clearly enough to be heard or understood. Twenty-two learners or 23.91% lack expression and read with monotonous tone. Reading with expression means reading aloud with feeling. When a reader's voice is monotonous, the text sounds boring. This makes it hard for the listener to stay interested. Fourteen learners or 15.22% do word-for-word reading. This may be an ineffective type of oral reading characterized by pauses between the words. Eight learners or 32.00% simply refuse to read.

Based on the findings, if the learners understand why, it is important to implement good reading behaviors, they are more likely to take on challenges eagerly.

Proposed Reading Intervention Strategies

Remedial strategies are designed to close the gap between what a learner knows and what he is expected to know. They often target reading skills. Remedial instruction can help struggling readers shore up their basic skills. This extra support can help them catch up to their peers. Many learners require the extra help remedial strategies can provide.

Because reading opens the door to a few opportunities for growth and development, there is a need to propose remedial reading strategies for slow and non-reading learners. On the part of the teachers, an effective remedial instructor is expected to be always extra sensitive to the needs of every learner in her class. Apart from the completion of teaching a subject matter, she should also be more concerned with the outcome of that teaching.

Reading remediation strategies were proposed to improve or sustain the reading performance of the Grade 5 learners to answer sub-problem number 4.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusions drawn based on the findings and the recommendations offered.

SUMMARY

This study assessed the level of reading comprehension of the Grade 5 learners of Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City during the school year 2023-2024 through the quantitative-descriptive research design.

Using the quantitative-descriptive research design, this study determined the level of reading comprehension of the Grade 5 learners based on the Philippine Informal Reading Inventory (Phil-IRI) pre-test results in terms of independent reading level, instructional reading level, frustration reading level, and

non-readers. It was also utilized to determine the reading miscues committed by the Grade 5 learners as well their reading behaviors.

Based on the findings of the study, reading intervention strategies were proposed to improve the reading performance of the Grade 5 learners in Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City. The respondents of the study were the Grade 5 teachers who are teaching Reading in English during the school year 2023-2024. The subjects of the study were 92 Grade 5 learners in Sapang Biabas Elementary School.

Summary of Findings:

1.0 Level of Reading Comprehension of the Grade 5 Learners

Out of 92 Grade 5 learners enrolled in Sapang Biabas Elementary School, Cluster 2, Division of Mabalacat City, 46 or 50.00% belong to the independent reading level; 26 or 28.26% belong to the instructional reading level and 20 or 21.74% belong to the frustration reading level. There were no non-readers among the Grade 5 learners.

2.0 Reading Miscues Committed by the Grade 5 Learners

The reading miscues committed by the Grade 5 learners are the following:

- 2.1 Mispronunciation (40 or 43.48%);
- 2.2 Omission (36 or 39.13%);
- 2.3 Substitution (38 or 41.30%);
- 2.4 Insertion (23 or 25.00%);
- 2.5 Repetition (77 or 29.35%);
- 2.6 Transposition (20 or 21.74%); and
- 2.7 Reversal (26 or 28.26%).

3.0 Reading Behaviors of the Grade 5 Learners

The reading behaviors observed from the Grade 5 learners are the following:

- 3.1 Does word-for-word reading (14 or 15.22%);
- 3.2 Lacks expression, reads with monotonous tone (22 or 23.91%);
- 3.3 Voice is hardly audible (25 or 27.17%);
- 3.4 Disregards punctuations (40 or 43.48%);
- 3.5 Points to each word with his/her finger (36 or 39.13%);
- 3.6 Employs little or no analysis (39 or 42.39%); and
- 3.7 Refuses to read (8 or 8.70%).

4.0 Proposed Reading Intervention Strategies

Reading intervention strategies were proposed to improve the reading comprehension of the Grade 5 learners.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Most of the Grade 5 learners belong to the independent reading level.
2. Generally, the reading miscues committed by the Grade 5 learners were mispronunciation, substitution and omission.
3. Generally, the reading behaviours observed from the Grade 5 learners were disregarding punctuations, employing little or no analysis and pointing to each word with the finger.
4. The proposed reading intervention strategies which focused on word recognition, reading speed, reading comprehension, word study, fluency, and vocabulary aimed to improve the learners' reading comprehension.

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following recommendations were offered:

1. The proposed reading intervention strategies should be considered for implementation by school authorities concerned to improve the reading performance of the learners.
2. The DepEd administrators should include in the curriculum in all grade levels the development of learners' thinking abilities by incorporating some reading materials in all lessons including grammar. They should also see to it that the learners are provided with adequate opportunity to read and comprehend the appropriate and varied reading sources.
3. Develop a reading intervention program that will cater learners who are in the frustration levels.
4. Provide opportunities to reading teachers for professional development by sending them in trainings, seminars, workshops, and synopsis especially designed to enhance teachers' skills in teaching reading and uplifting the reading proficiency of the learners.
5. The school should allocate some budget for programs, events and activities directly related to reading activities and include in the procurement the materials and books needed for reading remediation activities.
6. Other researchers may undertake similar studies on a wider scope to validate the findings of the study.

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