



READING PERFORMANCE OF GRADE 5 LEARNERS: BASIS FOR READING PROGRAM

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Abstract:

This study assessed the level of reading comprehension of the Grade 5 learners of Burgos Elementary School, Paniqui West District, Tarlac Province 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 observed reading behaviors. Based on the findings, a reading program was proposed to improve the reading performance of the Grade 5 learners. The sources of data in this study are the English teachers in Burgos Elementary School who provided the information needed on the level of reading comprehension of 40 Grade 5 learners based on the results of the Phil-IRI tests.

Summary of Findings: 1.0 Level of Reading Performance of the Grade 5 Learners Out of 40 Grade 5 learners enrolled in Burgos Elementary School, 25 or 62.50% belong to the independent reading level; 10 or 25.00% belong to the instructional reading level; 5 or 12.50% belong to the frustration reading level. There are no non-readers. 2.0 Reading Miscues Committed by the Grade 5 Learners The reading miscues committed by the Grade 5 learners are the following: Mispronunciation (15 or 37.50%); Omission (12 or 30.00%); Substitution (10 or 25.00%); Insertion (8 or 20.00%); Repetition (13 or 32.50%); Transposition (7 or 17.50%); and Reversal (4 or 10.00%). 3.0 Reading Behaviors of the Grade 5 Learners The reading behaviors observed from the Grade 5 learners are the following: Does word-for word reading (16 or 53.33%); Lacks expression, monotonous tone (17 or 56.67%); Voice is hardly audible (12 or 40.00%); Disregards punctuations (11 or 36.67%); Points to each word with his/her fingers (9 or 30.00%); Employs little or no analysis (10 or 33.33%); and Refuses to read (5 or 16.67%). 4.0 Proposed Reading Program A reading program was proposed to improve the Grade 5 learners' reading performance.

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, repetition and omission. 3. Generally, the reading behaviors observed from the Grade 5 learners were lack of expression/ read with monotonous tone, do word-for-word reading and voice hardly audible. 4. The proposed reading program focused on several learning tasks and strategies/ approaches for the Grade 5 learners to improve their reading performance.

On the basis of the findings and conclusions drawn, the following recommendations were offered: 1. The proposed reading program should be considered for implementation by concerned school authorities to help improve the Grade 5 learners' reading comprehension. 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. 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. 4. 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. 5. Other researchers may undertake similar studies on a wider scope to validate the findings of the study.

Keywords: reading comprehension, Grade 5 learners

I. INTRODUCTION

Reading is an important part of the personal and educational development of an individual. It is a complex process as it involves "sensation, perception, comprehension, application and integration". It is the process of making and getting meaning from printed words and symbols. Reading as a whole, is a means of communication and of information and ideas.

Reading is the primary tool for learning. The United Nations Educational, Scientific and Cultural Organization (UNESCO) describes it as the means by which literate persons can gain access to the vast and varied supply of knowledge and experiences that has been preserved in written form (Estrada, 2016). Reading is one of the most needed skills to be learned in school. It is considered as the most important subject in the curriculum because its mastery depends on the learning nearly all other subjects.

Learning to read is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement. 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.

Being able to read is an avenue for personal and social growth. A child can fully view ever winding horizons and explore areas in the world of people, things and events through reading. The key to success is through reading; hence, proficiency in reading is vital to the continuous growth and development of the child.

Completing the reading act involves perception, understanding, interpretation, and use. This means that an efficient reader must be able to recognize the word read and the letters which make up each word, understand what word stands in relation to the other words or its context, read the new knowledge which the word convey to his past experience and apply what he reads in appropriate situations.

In school, reading is the most important subject to be learned by the child. For this matter, a child will learn little in today's world if he does not learn to read properly. Reading is both a subject of instruction and a tool employed towards effective teaching-learning process. It cannot be denied that every teacher is in cognizance that skillful handling of Reading as a school subject is very vital and important especially to beginning readers to avoid frustration in the end.

The significance of Reading as a school subject cannot be refuted and underestimated. This made clear that proficiency in reading is directly related to academic success. Furthermore, skills in reading is considered a fundamental factor, a must, a need, which enables, helps, assists, and inspires the child to succeed in school, in his daily activities, in his career, and in his life as a whole (Echaure, 2017).

Reading plays a vital role in one's success in school. It is one of the most important skills in English an individual must need to master. It is a pre-requisite of all learning areas. It serves as a gateway to every student to learn the different subjects because when a student has a difficulty in reading, he may also encounter difficulties in all subject areas.

Reading has a significant role in a child's learning process as it is the most important language skill and one of the fundamental skills needed in the classroom. Yet, it is the mother of all study skills. Even though reading comprehension has long been recognized as a crucial part of the learning process, it is still a major issue for Philippine schools. Reading gives readers a fresh set of abilities and access to a wealth of information that will help them in their academic endeavors. All learning areas require reading as a prerequisite (Requiso, 2022).

A person must read in order to completely enjoy life. Because it is thought that reading is where most of the knowledge is obtained, reading is essential for everyone's mental and cultural development. People read for 80% of the tasks they complete each day. Because of this, reading is regarded as one of the most crucial activities in both school and daily life (Acedillo, 2023).

However, reading literacy is not merely being able to identify and articulate the words. According to Deluao, et.al. (2022), reading is a complex process; it is not solely a process of recognizing written or printed texts but refers to putting meaning to what one read and drawing a unified thought of what is read. Therefore, reading comprehension is the accurate measure of reading literacy. Comprehension is considered the essence of reading as it accounts for the process that supports the effective extraction of meaning from a written passage. A good reader must demonstrate that something gained from the reading activity is the most important by-product of a reading process.

The concept of reading comprehension is important. Reading comprehension is a skill that is very essential for students in order to become effective readers. Gultiano (2022) stated that reading is an active process of constructing meaning of words. 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. Being able to comprehend written text is an essential life skill and everyone uses reading comprehension skills in everyday life. Reading comprehension is complicated and challenging that a lot of skills are needed to develop in order to achieve excellent reading comprehension.

When learners lack the reading skills and unable to comprehend the important details that the key materials presented, their ability to learn new information is severely hampered. Such learners with low skills also tempted to throw up their hands and sigh when the teachers begin to work with them because of their reading ability and poor comprehension.

Although students who are exceptional at learning languages can pick up English lessons from learners who are less brilliant, the teaching strategy must be effective. Reading comprehension teaching strategies placed a focus on the use of an extensive reading technique. Students usually choose an intensive reading strategy as a result, yet comprehensive reading approaches have a big impact on how well students understand what they read and remember the words and phrases they have read. Students will also have several chances to read independently and their reading comprehension will increase by using metacognitive reading techniques (Kung, 2020).

According to Rivera (2020), teachers in elementary schools face a lot of challenges while handling learners with reading difficulties. Learners who experience reading difficulties tend to lack the aspect of comprehension especially when they are in higher grades. This fact will in turn pose a big problem to teachers trying to teach them. These learners also have problems with reading and spelling and totally find comprehension a big challenge. They find it too difficult to transfer their thoughts to papers as well as in oral communication when answering comprehension questions.

Realizing the value of full development among Grade 5 learners of Burgos Elementary School, Paniqui West District, Tarlac Province in preparation for the performance of their learning tasks, the researcher conducted a study with the end view of proposing a reading program to improve the reading performance of the Grade 5 learners.

Statement of the Problem

This study assessed the level of reading comprehension of the Grade 5 learners in Burgos Elementary School, Paniqui West District, Division of Tarlac Province 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 observed reading behaviors of the Grade 5 learners?
4. What reading program may be proposed to improve the reading performance of the learners?

METHODOLOGY

This chapter presents the research design, the sources of data, instrumentation and data collection, and the tools for data analysis.

Research Design

This study assessed the level of reading comprehension of the Grade 5 learners of Burgos Elementary School, Paniqui West District, Tarlac Province 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 observed reading behaviors.

Based on the findings, a reading program was proposed to improve the reading performance of the Grade 5 learners.

Sources of Data

The sources of data in this study are the English teachers in Burgos Elementary School, Paniqui West District, Tarlac Province who provided the information needed on the level of reading comprehension of the 40 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 tests during the school year 2023-2024. Based on the assessment of the level of reading comprehension of the Grade 5 learners, a reading program was proposed to improve their reading performance.

Tools for Data Analysis

The following tools were used to treat the data statistically.

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.

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

2. 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.

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

3. 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).

Phil-IRI Oral Reading Profile

Oral Reading Level	Word Reading Score (in %)	Comprehension Score (in %)
Independent	97-100%	80-100%
Instructional	90-96%	59-79%
Frustration	89% and below	58% and below

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 Performance of the Grade 5 Learners

This section presents the level of reading performance of the Grade 5 learners in Burgos Elementary School, Paniqui West District, Tarlac Province 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
Reading Levels of Grade 5 Learners

Reading Levels	f	%
Independent Reading Level	25	62.50
Instructional Reading Level	10	25.00
Frustration Reading Level	5	12.50
Non-Readers	0	0.00
TOTAL	40	100%

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 40 Grade 5 learners in Burgos Elementary School, 25 or 62.50% 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 (Mitchell, 2018).

Instructional reading level is the next 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).

Also presented in Table 1, out of 40 Grade 5 learners in Burgos Elementary School, 10 or 25.00% belong to the instructional reading level. These are the learners who were actually 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.

Table 1 presents that out of 40 Grade 5 learners in Burgos Elementary School, 5 or 12.50% 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). Based on the findings, there were no non-readers in Burgos Elementary School.

These results show that most of the Grade 5 learners are taught at their independent levels. However, there are instructional and frustration readers which indicate that there are Grade 5 learners who are still struggling to read. In the study of Tomas (2021), results showed that majority of the learners were at the frustration level. This was the basis for school reading programs.

These results imply that there is a need to enhance the reading comprehension 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 Burgos Elementary School to answer sub-problem number 2. The data are presented in Table 2.

TABLE 2
Reading Miscues Committed By the Grade 5 Learners

Types of Miscues	<i>f</i>	%
1. Mispronunciation	15	37.50
2. Omission	12	30.00
3. Substitution	10	25.00
4. Insertion	8	20.00
5. Repetition	13	32.50
6. Transposition	7	17.50
7. Reversal	4	10.00
*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, 2019).

Based from the data in Table 2, the Grade 5 learners committed different types of miscues. Mispronunciation is on top with a total of 15 or 37.50% 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. Repetition (13 or 32.50%) is next 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.

Omission (12 or 30.00%) was also committed by 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, 2019).

Instead of reading the word in the text, the learners substitute (10 or 25.00%) a word that may or may not make sense in the passage. Insertion (8 or 20.00%) is another type of miscue committed by the Grade 5 learners who added a word that is not in the text. Transposition (7 or 17.50%) was committed by the Grade 5 learners 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. Finally, the learners also committed reversal (4 or 10.00%) where they reverse the order of the print or the word.

In the study of Rivera (2020), it was found out that learners tend to mispronounce English words. Since only few miscues were identified, reading enrichment and interventions were recommended for those learners who committed mispronunciation. In the study of Calub (2014), it was found out that the most commonly committed miscue was mispronunciation where classroom intervention strategies in reading instruction were proposed.

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

Observed Reading Behaviors of the Grade 5 Learners

This section presents the observed reading behaviors of the Grade 5 learners in Burgos Elementary School to answer sub-problem number 3. Table 3 presents the data.

TABLE 3
Reading Behaviors of the Grade 5 Learners

Reading Behaviors	<i>f</i> *	%
1. Does word-for-word reading	16	40.00
2. Lacks expression, reads with monotonous tone	17	42.50
3. Voice is hardly audible	12	30.00
4. Disregards punctuations	11	27.50
5. Points to each word with his/her finger	9	22.50
6. Employs little or no analysis	10	25.00
7. Refuses to read	5	12.50
*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. The Grade 5 learners lack expression and read with monotonous tone (17 or 42.50%). They also do word-for-word reading (16 or 40.00%) and voice is hardly audible (12 or 30.00%). They disregard punctuations (11 or 27.50%), finger point to each word (9 or 22.50%), employ little or no analysis (10 or 25.00%) and refuse to read (5 or 12.50%). If the learners understand why it is important to implement good reading behaviors, they are more likely to take on challenges eagerly.

SUMMARY

This study assessed the level of reading comprehension of the Grade 5 learners of Burgos Elementary School, Paniqui West District, Tarlac Province 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 observed reading behaviors.

Based on the findings, a reading remediation program was proposed to improve the reading performance of the Grade 5 learners.

The sources of data in this study are the English teachers in Burgos Elementary School who provided the information needed on the level of reading comprehension of 40 Grade 5 learners based on the results of the Phil-IRI tests.

Summary of Findings:

1.0 Level of Reading Performance of the Grade 5 Learners

Out of 40 Grade 5 learners enrolled in Burgos Elementary School, 25 or 62.50% belong to the independent reading level; 10 or 25.00% belong to the instructional reading level; 5 or 12.50% belong to the frustration reading level. There are no non-readers.

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 (15 or 37.50%);
- 2.2 Omission (12 or 30.00%);
- 2.3 Substitution (10 or 25.00%);
- 2.4 Insertion (8 or 20.00%);
- 2.5 Repetition (13 or 32.50%);
- 2.6 Transposition (7 or 17.50%); and
- 2.7 Reversal (4 or 10.00%).

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 (16 or 53.33%);
- 3.2 Lacks expression, monotonous tone (17 or 56.67%);
- 3.3 Voice is hardly audible (12 or 40.00%);
- 3.4 Disregards punctuations (11 or 36.67%);
- 3.5 Points to each word with his/her fingers (9 or 30.00%);
- 3.6 Employs little or no analysis (10 or 33.33%); and
- 3.7 Refuses to read (5 or 16.67%).

4.0 Proposed Reading Program

A reading program was proposed to improve the Grade 5 learners' reading performance.

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, repetition and omission.
3. Generally, the reading behaviors observed from the Grade 5 learners were lack of expression/ read with monotonous tone, do word-for-word reading and voice hardly audible.
4. The proposed reading program focused on several learning tasks and strategies/ approaches for the Grade 5 learners to improve their reading performance.

RECOMMENDATIONS

On the basis of the findings and conclusions drawn, the following recommendations were offered:

1. The proposed reading program should be considered for implementation by concerned school authorities to help improve the Grade 5 learners' reading comprehension.
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. 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.
4. 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.
5. Other researchers may undertake similar studies on a wider scope to validate the findings of the study.

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