

**READING PERFORMANCE AND READING REMEDIATION PRACTICES
IN THE PUBLIC ELEMENTARY SCHOOLS OF TUAO WEST DISTRICT:
BASIS FOR A PROPOSED READING INTERVENTION PROGRAM**

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ABSTRACT

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. This study sought to determine the pupils' reading performance and the teachers' remediation practices in the public elementary schools of Tuao West. This study utilized the descriptive survey and the participants were 995 pupils from Grades I to VI and 60 teachers who were chosen randomly among the 6 schools in Tuao West District for the school year 2016-2017. The 60 teacher-participants were the sources of data on reading remediation practices. The interview guide was used to gather data on the remediation practices of teachers in the public elementary schools of Tuao West District. To obtain data on the pupils' reading performance, the Phil Iri test was conducted to the pupil-participants. Data on pupils' reading performance, both on oral and silent readings, were extracted from the said document. The results revealed that there is a high proportion of pupils whose reading level fall within the frustration level which indicates pupils' poor comprehension skills. The teachers manifested their commitment to improve pupils' reading performance by the many reading remediation practices they explored, however, along the process; there are hindering factors that affected the successful implementation of the reading remediation activities.

Keywords: *Reading performance, reading remediation practices, reading intervention program*

INTRODUCTION

Reading is a complex cognitive process of decoding symbols in order to conduct or derive meaning. It is also a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude and language community which is culturally and socially situated. There are no concrete laws in reading, but rather allows readers an escape to produce their own product introspectively. This promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to assist in decoding and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have to read into their existing framework of knowledge or schema (www.dictionary.com).

Reading is a very important aspect in education because competence and information in reading enables a person to have access to the store of knowledge and information. The ability to read unlocks the doors to information and stimulates literacy, proficiency, creative thinking and comprehension skills. Reading involves making sense of written symbols, building speaking and vocabulary skills.

Reading is an interactive process that encourages the readers to form new thoughts and ideas and to build imaginative skills. The importance of reading and reading comprehension is emphasized in the education community. Several studies were made to improve reading performance; however, there are skill pupils who struggle in reading and reading comprehension. Teachers therefore, have a very important role to play in helping their pupils get most out of reading and become good readers. They need to be given extensive reading remediation and guidance.

To improve reading performance, the Department of Education introduced standard reading assessment tools and programs, some of these are Philippine Informal Reading Inventory (Phil. Iri.), Every Child A Reader Program (ECARP) and many more. The predominant reading level in Tuao West District in the year 2012 shows that the reading performance of most or 47.99% of the pupils fall within

instructional level, 35.93% fall within frustration level and 16.08% fall within independent level. These data show that some pupils acquired the basic skills in reading; however, there are still some who have poor reading performance. Teachers have employed different strategies and intervention activities to improve the pupils' reading performance. However, despite all the preparations to avoid and maximize reading problems, some pupils still have poor reading performance. Teachers find this problem very alarming. In view of this problem, teachers find ways and means to lessen the number of slow readers. The conduct of the reading remediation activities and practices is an answer to solve the problem.

In view of the importance of reading and the existence of reading difficulties among elementary pupils, the researcher embarked on a study on reading performance and reading remediation practices of teachers in the public elementary schools of Tuao West District, the results of which were used as basis for a Proposed Reading Intervention Program for the School Year 2016-2017. This study hopes to document or find out the pupils' performance and teachers' remedial practices in reading to come up with an effective reading intervention plan.

Statement of the Problem

The study aimed to determine the pupils' reading performance and document the teachers' remediation practices in the public elementary schools of Tuao West.

Specifically, this study aimed to answer the following specific questions:

1. What is the profile of pupil-participants in terms of the following:
 - 1.1. gender;
 - 1.2. early childhood education experience;
 - 1.3. grade level;
 - 1.4. educational status of parents; and
 - 1.5. occupation of parents?

2. What is the reading performance level of pupils in each grade level with respect to the following reading indicators:
 - 2.1. oral reading:
 - 2.1.1. word recognition;
 - 2.1.2. comprehension;
 - 2.2. silent reading:
 - 2.2.1. reading speed; and
 - 2.2.2. comprehension?
3. Is there a significant difference on the reading performance level of pupils in each grade level with respect to the reading indicators when grouped according to school?
4. What are the reading remediation practices or activities undertaken by teachers in their respective schools for the past five years to enhance pupils' reading performance?
5. What are the strengths and weaknesses of the reading remediation activities that were implemented in the district?
6. What measures can be implemented to improve the reading remediation as suggested by teachers?
7. What reading intervention program can be proposed to enhance the reading performance of pupils in Tuao West District?

METHODOLOGY

Research Design

This study employed the descriptive survey for it gathered data on the reading performance of pupils and remediation practices of teachers in Tuao West District.

Participants of the Study

The participants of the study were 995 pupils from Grades I to VI and 60 teachers who were chosen randomly among the 6 schools in Tuao West District for the school year 2016-2017 excluding the

Kindergarten teachers, relieving teachers and school heads. The 995 pupils from Grades I to VI who were considered participants of the study had their reading performance obtained from the Phil Iri.

The 60 teacher-participants were sources of data on reading remediation practices.

Instrumentation

The interview guide was used to gather data on the remediation practices of teachers in the public elementary schools of Tuao West District. To obtain data on the pupils' reading performance, the Phil Iri test was administered to the pupil-participants. Data on pupils' reading performance both on oral and silent readings were extracted from the document. The Phil Iri Silent reading passages used were downloaded from the internet dated 2012 while the oral reading passages were taken from the Phil Iri Manual of 2003.

Data Gathering Procedure

In gathering data, the researcher sent letter of permission to the Schools Division Superintendent, to the Public School District Supervisor of Tuao West District, to the school heads of the thirteen public elementary schools of Tuao West District, to teachers from Grades I to VI, who were chosen randomly as participants for the interview. An informed consent was obtained personally by the researcher and contents of the informed consent form were discussed to them. Likewise, the researcher requested the school to set a meeting with the parents of the pupil-participants to explain personally the contents of the informed consent.

The researcher, with the help of the teachers, administered the Phil Iri test. The data gathered were collated, tallied, analyzed and interpreted to obtain a clear picture of the reading performance of pupils and reading remediation practices of teachers in the district.

Data Analysis

The following data analysis tools were used to analyze the data

obtained and answered each specific problem:

Frequency and Percentage. These were used to analyze the profile of the participant-schools. These were also used to present the reading performance of the pupils.

Narrative Analysis. This was used to analyze the reading remediation practices or activities undertaken by teachers in their respective schools to improve the reading abilities of pupils falling within frustration level.

Thematic Analysis. This was used to analyze the data on the strengths and weaknesses, and the reading remediation activities suggested by teachers.

Chi-Square. This was used to test for significant difference in the pupils' reading performance level in each grade level.

Mean. This was used to obtain the reading level of the pupils in terms of their oral and silent readings as to frustration, instructional and independent levels.

RESULTS AND DISCUSSION

Pupil-Participants' Profile

Majority or 53.37% of the pupil-participants are female. Almost all or 99.30% of the pupil-participants have early childhood experience. Almost all Grade levels in all schools covered have the same number of pupils. Most or 47.24% of the mothers of the pupil-participants are high school graduates. Most or 47.84% of fathers of the pupil-participants are high school graduates. Majority or 57.19% of the participants' mothers are housewives. With respect to occupation, majority or 88.63% of the participants' fathers are semi-skilled workers. Most or 49.05% of pupil-participants are from Tuao Central Elementary School.

On Reading Performance Level of Pupil-Participants

In Grade I, the reading level of the highest proportion of the

pupils both for oral and silent readings are within instructional level. In Grade II, the reading level of pupils both for oral and silent readings falls within instructional level. In Grade III, oral and silent reading level of pupils falls within instructional level. The reading level of most Grade IV pupils falls within instructional level for both oral and silent readings. Both the oral and silent reading levels of Grade V pupils fall within instructional level. The reading level of the majority of the Grade VI pupils, both for oral and silent readings falls within instructional level.

On the Test for Significant Difference on the Pupils' Reading Performance Level When Grouped According to School

There is a significant difference in the oral reading performance level for each grade level across schools except for Grade I. There is a significant difference in the silent reading performance level of pupils for each grade level across schools except for Grade III.

On the Reading Remediation Practices of Teachers

Most or 44% of the teacher-participants commonly used "paired reading" strategy in their reading remediation practice, followed by 30% in the "each one-teach-one strategy".

On the Strengths and Weaknesses of the Reading Remediation Activities that were Implemented in the District

One of the strengths of the reading remediation activities is flexibility with regard to time as claimed by most or 41.67% of the teachers. Other strengths were freedom to choose materials within the level of the pupils and support from school heads. However, among the weaknesses, lack of parents' follow up ranked first followed by lack of pupils' interest, poor reading habits and genetic and speech problems.

Suggestions to Improve Pupils' Reading Performance

Most or 41.67% of the teachers suggested that follow up from parents is needed. Other suggestions were: provide instructional materials for reading, expose pupils to varied reading materials, tutorial

for slow learners, provide a special teacher for reading remediation, and reading remediation must be religiously done.

Proposed Reading Intervention Program

A proposed reading intervention program was designed to improve the reading performance of pupils in Tuao West District.

CONCLUSION

Based on the findings presented, the following conclusions were derived:

The success of the learning process greatly lies on reading and comprehension skills of pupils. The high proportion of pupils whose reading level falls within the frustration level is indicative of their poor comprehension skills which implies that they find difficulty in reading and understanding materials presented to them and if not properly attended to could affect the academic standing of the pupils.

Teachers manifested their commitment to improve pupils' reading performance as evidenced by the many reading remediation practices they explored, however, along the process, there are hindering factors that affected the successful implementation of the remediation activities.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are given:

1. Continuous assessment on the reading progress of pupils should be made by the teacher.
2. Teachers should give more drills or exercises in oral and silent reading to improve word recognition and reading speed.
3. Teachers should give more meaningful activities to enhance pupils' reading comprehension.
4. Teachers should intensify reading by using up-to-date and innovative teaching strategies and techniques and activities that

- will develop pupils' reading ability and higher comprehension skills.
5. Teachers and school administrators should support and implement reading programs set by the Department of Education.
 6. Parents should follow up on their children in their progress in reading.
 7. The proposed intervention program designed in this study may be used and be modified if necessary to fit to the pupils' needs for this was designed to help improve pupils' reading performance and develop higher order thinking skills.
 8. The researcher should disseminate the result of the study to the school heads and teachers.
 9. The proposed reading intervention program may be implemented, monitored and evaluated in the different schools in Tuao West District.
 10. Other research studies may be conducted to further improve pupils' reading performance and teachers' reading remediation practices.

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