

Reading Proficiency Level among Grade 7: Basis for Reading Intervention Program

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Abstract— This study aimed to determine the reading proficiency levels of the Grade-7 Unity students in oral reading for both English and Filipino and to develop a reading intervention program that would address the reading deficiencies of the students enrolled in Bai Saripinang National High School, Bagumbayan, Sultan Kudarat during the School Year 2018-2019. This study employed descriptive-correlation design. It was the most appropriate method of research because the main intention of the researcher was to find out whether the word recognition and reading comprehension of students significantly influence their reading proficiency level. Based on the results of the study, majority of the Grade-7 students belonged to the frustration level in terms of their word recognition in reading an English and Filipino as well as their reading proficiency, and all Grade-7 students belonged to the frustration level in terms of their reading comprehension in English and Filipino passage. Based on the findings the researcher concluded that no significant relationship was found between word recognition in English and reading comprehension but there was a significant relationship between word recognition in Filipino and reading comprehension. This study suggested the needs to ensure the participation of the parents and community in uplifting the reading proficiency of the students. Parents may be encouraged to tutor their children especially in reading.

Keywords— Reading Comprehension: Word Recognition: Reading Proficiency Level: Reading Intervention Program

I. INTRODUCTION

In this 21st century, most people are expected to possess basic skills in reading, writing and arithmetic. Being able to be fully equipped with knowledge constitutes with skills for a person to be able to access, interpret and process information. Access to knowledge in the various disciplines is made possible through comprehension and communication and through the mastery of the several study skills, habits and attitudes; one can develop the enthusiasm necessary in the continual persistence of learning (Shippen, Houchins, Crites, Derzis & Patterson, 2010). It is his vehicle to understand printed materials around his and to enjoy different activities available in the environment. However, there are those that fall short of the reading skills expected of them to master.

Therefore, one that is unable to comprehend and communicate well in any forms is deprived of a wonderful learning experience in the life as a person. Finding from the 2010 IEA International Reading Literacy Study revealed that the Philippines ranked 28th out of 32 participating countries in study of the reading comprehension of 4th and 9th grade students. The Department of Education has initiated programs to address the reading problems of children. DepEd Order No. 45 s. 2002 or the Every Child A Reader Program (ECARP) is

a national program that has its goal that every child will be a reader by the time they finish Grade Three. Several intervention and remediation programs had been conducted by teachers in order to address the call of the DepEd. However, data showed that most of the pupils reaching Grades IV and above still have difficulties in their reading skills.

In the classroom setting, most of the pupils who are good oral communicator are mostly performing well in their academic. But, it should be noted that communication is just a part of the total abilities to be developed in the learners. Consequently, the study would provide the teachers with thorough knowledge on the intervention plans that will be developed to remedy the things that need to be addressed after the culmination of this research pursuit.

Conceptual Framework

This study is based on the concept that word recognition and reading comprehension influences one's reading proficiency level in English and Filipino. As seen on the figure, the independent variables considered are word recognition and reading comprehension and reading proficiency level in English and Filipino as the dependent variables.

The arrows connecting these variables want to indicate that one way or these variables are related to each other. The expected output which is the reading intervention program will be based on the dependent variable of the study.

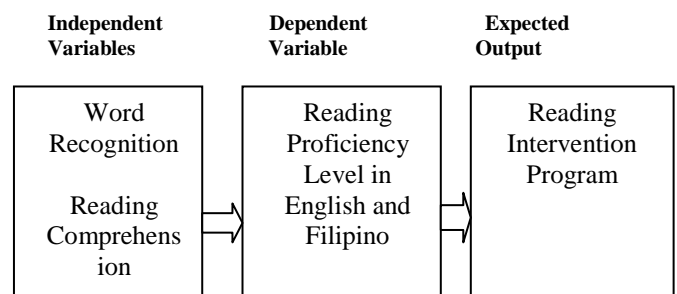


Fig. 1. Research Paradigm

Statement of the Problem

This study aimed to determine the reading proficiency levels of the Grade-7 Unity students in oral reading for both English and Filipino and to develop a reading intervention program that would address the reading deficiencies of the students enrolled in Bai Saripinang National High School, Bagumbayan, Sultan Kudarat during the School Year 2018-2019.

Specifically, it seeks to answer the following questions:

1. What is the word recognition level of Grade-7 Unity students in English and Filipino oral reading?
2. What is the reading comprehension level of Grade-7 Unity students in English and Filipino oral reading?
3. What is the reading proficiency level of Grade-7 Unity students in English and Filipino oral reading when grouped according to gender?
4. Is there a significant relationship between the word recognition and reading comprehension of the Grade-7 Unity students in English and Filipino?
5. Develop a reading intervention program that would address the reading deficiencies of the pupils as well as enhance the reading abilities of those pupils who can read independently.

Scope and Delimitation of the Study

This study was delimited in determining the reading proficiency levels of the Grade-7 Unity students in oral reading for both English and Filipino

Findings was limited on the data gathered by the research instruments which were the Questionnaires from the Phil-IRI Oral Test in English and Filipino which were constructed and validated by the researcher. Thus, the researcher is amenable that whatever the results gathered would only be true to the place this study was conducted and to the group of respondents who was considered in the study.

II. METHODOLOGY

Research Design

This study employed descriptive-correlation design. It was the most appropriate method of research because the main intention of the researcher was to find out whether the word recognition and reading comprehension of students significantly influence their reading proficiency level.

This is the most appropriate research design because as affirmed by Calmorin and Calmorin (2010) if the objective is to find out the degree of relationship that exist among variables, then, descriptive-correlation research design is employed.

The Respondents of the Study

The respondents of the study were the Grade-7 Unity students enrolled in Bai Saripinang National High School, Bagumbayan, Sultan Kudarat during the School Year 2018-2019.

Sampling Procedure

In as much as the total population of 25 is a small size population, the researcher opted to utilize entire population or census. Thus is the way, where all member of the population is considered as respondents of the study. There was no sampling technique employed.

The Research Instruments

This study used the Philippine – Informal Reading Inventory (Phil-IRI) materials in assessing the level of reading proficiency of the students. The level of word recognition and

reading comprehension of the students were computed using the following formulas below:

$$\text{Word Recognition (WR)} = \frac{\text{no. of word recognized}}{\text{no. of words in the passage}} \times 100\%$$

$$\text{Reading Comprehension (C)} = \frac{\text{no. of correct answer}}{\text{no. of words in the passage}} \times 100\%$$

The Phil-IRI-Oral Test uses predetermined set of criteria in identifying the reading levels of the students. These criteria include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions. It has adapted the set of criteria for the reading levels proposed by Johnson, Kress and Pikulski (1987).

TABLE 1. Phil-IRI Oral Test Criteria Level

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

Table 1 was the basis for interpreting the scores garnered by the students from the word recognition (oral reading) and the reading comprehension (silent reading). Once the scores were interpreted, Table 2 was referred at to identify the reading level of the participants.

The table 2 below was used to identify the reading proficiency level of the students.

TABLE 2. Reading Proficiency Level (adapted from Phil-IRI)

Word Recognition (WR)	Reading Comprehension	Reading Proficiency Level
Independent	Independent	Independent
Independent	Instructional	Instructional
Independent	Frustration	Frustration
Instructional	Independent	Independent
Instructional	Instructional	Instructional
Instructional	Frustration	Frustration
Frustration	Independent	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration
Non-reader	Listening Capacity	Non-reader

Based on table 2, if the respondent is independent in word recognition and independent also in comprehension then he or she is in independent level while if the respondent is independent in word recognition and instructional in comprehension the participant is considered instructional in reading proficiency level and so on.

Statistical Treatment

Statistics was employed to arrive at valid and precise and valid results. This was done through consultation with the research statistician.

In this investigation, the researcher uses frequency, percentage and pearson-r correlation using the SPSS. All hypothetical questions will be analyzed and interpreted at 0.05 level of significance.

Research Procedure/Ethical Consideration

The following are the procedures followed in conducting this research.

A letter of permission was prepared to the school administrator where the study was conducted. This letter of permission requested the school administrator to allow the researchers to conduct the study in school.

Upon approval of the school administrator, the Instruments were prepared. The researchers personally administered the instruments to the respondents with the guidance of the adviser. During the conduct of the study, the researcher asked the student to read the passage of his/her grade level orally. If the student hesitates and looks at the researcher for assurance, encourage him/her to go on. As the student reads, the researcher marks all errors on the individual Phil-IRI Form 1-Grade Level Passage Rating Sheet.

After the respondents had finished reading and answering the instruments, these were gathered and properly counted. Right after the research instruments were gathered, they were prepared to be checked and scored. Scoring followed strictly from where they were adapted. Score of the respondents were prepared in a Tabulated Sheet Record ready to be submitted for statistical treatment.

III. RESULTS AND DISCUSSION

TABLE 3. Word recognition level of Grade-7 Unity students in oral reading for English and Filipino (N=25)

Independent	Instructional	Frustration
Percentage	Percentage	Percentage
4%	12%	84%

As shown in the table, majority of the Grade-7 students belonged to the Frustration level in terms of their word recognition in reading an English passage (f = 21; 84%). This means that the computed value for word recognition is 89% and below.

Moreover, 3 students or 12% belonged to Instructional level which reflects a computed value of word recognition of 90-96% and only 1 student was able to reach the independent level that denotes 97% to 100% computed value of word recognition.

TABLE 4. Word Recognition Level of Grade-7 Unity Students in Filipino Oral Reading (N=25)

Independent	Instructional	Frustration
Percentage	Percentage	Percentage
16%	20%	64%

As presented in the table, majority of the Grade-7 students belonged to the Frustration level in terms of their word recognition in reading a Filipino passage (f = 16; 64%). This means that the computed value for comprehension is 89% and below. Moreover, 5 students or 20% belonged to Instructional level which reflects a computed value of word recognition of 90-96% and 4 students were able to reach the independent level that denotes 97% to 100% computed value of word recognition.

A greater number of students are considered as independent and were in the instructional level as compare to the word recognition of students in reading an English passage.

TABLE 5. Reading Comprehension Level of Grade-7 Unity Students in English Oral Reading (N=25)

Independent	Instructional	Frustration
Percentage	Percentage	Percentage
0%	0%	100%

Table 5 disclosed the level of reading comprehension level of Grade-7 students in English. As reflected in the table, all of the students were in the frustration level suggesting students' score of 58% & below in reading comprehension.

TABLE 6. Reading Comprehension Level of Grade-7 Unity Students in Oral Reading Filipino (N=25)

Independent	Instructional	Frustration
Percentage	Percentage	Percentage
0%	0%	100%

As shown in table 6, the reading comprehension level of Grade-7 students in Filipino passage were in the frustration level which denotes a students' score of 58% & below in reading comprehension.

TABLE 7. Reading Proficiency Level of Grade-7 Unity Students in English and Filipino Oral Reading when Grouped According to Gender (N=25)

Gender	Reading Proficiency Level						Total	
	Ind.		Ins.		Frus.		f	%
	f	%	f	%	f	%		
Male	0	0%	1	4%	20	80%	21	84%
Female	1	4%	1	4%	2	8%	4	16%
Total	1	4%	2	8%	22	88%	25	100%

Table 7 disclosed the level of reading proficiency of Grade-7 students in English and Filipino oral reading. As reflected in the table, majority of the male students were in the frustration level (f = 22; 88%) which denotes that students were in frustration level in word recognition and independent, instructional and frustration in reading comprehension based on the Reading Proficiency Level (adapted from Phil-IRI). The table also shows that 2 students or 8% were in the instructional level suggesting students were in either independent and instructional in word recognition and instructional in reading comprehension.

Moreover, 1 student or 4% were able to reach the independent level which suggests that student was independent or instructional in word recognition and independent in reading comprehension.

As general interpretation, reading proficiency level of students were the same in both English and Filipino oral reading and majority were in frustration level.

TABLE 8. Test on the Significant Relationship between the Word Recognition and Reading Comprehension of the Grade-7 Unity Students in English

Research Variables	N	Pearson Correlation	Sig. (2-tailed)	Decision
English-Word Recognition and Reading Comprehension	25	.267	.096	Accept Ho

Pearson's correlation coefficients were used to assess relationships between the word recognition in English and reading comprehension. Table 8 presented the correlations

results between the research variables. No correlation was found between the research variables. Results revealed that, there was no substantial significant relationship ($r = 0.267$; $p > 0.05$) between the word recognition in English and reading comprehension, which indicated that even readers have good word recognition ability, they still have comprehension problems. This was supported by the results of a research of Landi (2005) when he used five measures, namely decoding, spelling, vocabulary, comprehension, and the Author Recognition Test. Landi observed that 23.00% of students were below the median on the comprehension component measure, but their lexical processing component scores were above the median. This seems to suggest that lexical or word processing skill is a necessary but not sufficient requirement for good comprehension.

TABLE 9. Test on the Significant Relationship between the Word Recognition and Reading Comprehension of the Grade-7 Unity Students in Filipino

Variables	N	Pearson Correlation	Sig. (2-tailed)	Decision
Filipino-Word Recognition and Reading Comprehension	25	.390	.013	Reject Ho

Table 9 presented the correlations results between the research variables of word recognition in Filipino and reading comprehension. There was a weak positive correlation found between the research variables.

Results revealed that, there was a substantial significant relationship ($r = 0.390$; $p < 0.05$) between the word recognition in Filipino and reading comprehension, which indicated word recognition influences the reading comprehension of the students in reading Filipino passage.

Word recognition has been widely acknowledged as one of contributing processes to reading comprehension among children, as “word reading and reading comprehension are highly related; correlations fall within the range of 0.35 to 0.83” (Cain, 2006).

IV. CONCLUSIONS

Based on the results of the study, it is concluded that majority of the Grade-7 students belonged to the Frustration level in terms of their word recognition in reading an English and Filipino passage.

All Grade-7 students belonged to the Frustration level in terms of their reading comprehension in English and Filipino passage.

Majority of the Grade-7 students belonged to the Frustration level in terms of their reading proficiency.

No significant relationship was found between word recognition in English and reading comprehension but there was a significant relationship between word recognition in Filipino and reading comprehension.

Recommendations

In the light of the results gathered, it is recommended that:

1. School administration is encouraged to develop a reading intervention program that will cater students who are in the

frustration and instructional levels and provide opportunities to reading teachers for professional development by sending them in trainings, seminars and workshops especially design to enhance teacher’s skills in teaching reading and uplifting the reading proficiency of the pupils

2. Encourage teachers to device localize and contextualize reading materials, text and selection in order to connect the application of real setting with that of the reading proficiency of the students.
3. Ensure the participation of the parents and community in uplifting the reading proficiency of the students. Parents may be encouraged to tutor their children especially in reading.
4. Regularly monitor the reading proficiency of the students and develop reward system for students who have achieved the highest percentage of reading proficiency acquisition at the end of every reading remediation program.
5. Other researches related to reading proficiency may be conducted to address other recurring problems in reading.

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