

Reading Comprehension and Performance of Grade IV Pupils in English

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Abstract —The study aimed to determine the significant relationship between the level of reading comprehension and performance of Grade IV pupils in English. Utilizing the descriptive correlational research design employing quantitative and qualitative for an in-depth analysis study, the researcher used a reading comprehension test questions and 40-item test questions in English for the 2nd quarter competencies. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. The data revealed that the level of reading comprehension of Grade IV pupils was satisfactory and performance in English was average. It was also shown that there is a significant relationship between the level of reading comprehension and performance of Grade IV pupils in English. Thus, to be competent in English subject, pupils must display proficiency in reading comprehension.

Keywords — *Reading Comprehension, Performance, Grade IV pupils, English*

I. Introduction

The key goal in reading is to make meaning from text. That is, to comprehend the information that is conveyed in the text. Reading comprehension is not only the product of language comprehension skills and decoding skills as meaning is not in the word on the page (3). Full reading comprehension, therefore, must be the process of working out the meaning of the reading text. In this process, the readers must try their best on the reading passage to “extract the required information from it as efficiently as possible” (3).

Reading comprehension skill is defined as the ability of a person used when interacting with the written text to well comprehend the text (3). Comprehension involves the matching of what the reader already knows to a new message which means that readers activate existing knowledge structures (schemata) to interpret text.

Schemata Theory proposes that when individuals obtain knowledge, they attempt to fit that knowledge into some structure in the memory that makes them to make sense of that knowledge (2). Schema Theory is an active coding technique necessary for facilitating the recall of knowledge. When new knowledge is perceived, it is coded into either pre-existing schema or organized into new script. Schemata are therefore organized mental structures that aid the learners’ ability to

understand and associate with what is being presented to them (2). Therefore, the way people learn is by relating new information and experience to what they already know.

Onkoba Mary Kerubo, (2), observes that the concept of coherence does not exist in language but in people this means that it is people who make sense of what they read and hear. People try to arrive at an interpretation which is in line with their worldview. According to the Schema Theory, the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information.

In the light of Schemata Theory, reading can be thought of as comprehension process that involves three stages: - pre-reading, while reading and post reading stages. The main importance of pre-reading activities involves seeking students' involvement, interest and motivation and also provides language preparation. These pre-reading activities prepare the learners for what they will read and set the task for the second phase. During reading phase, the aims are skill practice, helping learner to put together what he has read and relate that information to his own experience, opinions, and knowledge. These activities during reading provide a purpose for reading and enable the teacher to monitor the learners. Post reading activities can involve other skills such as writing, speaking and vocabulary development (1).

Reading comprehension is generally a fundamental mean for people to get information. Readers integrate and comprehend the text information based on all parts of information. They complete their comprehension according to part and whole understanding of the text. Therefore, reading comprehension relies on the interaction of meaning between local and whole information.

Reading comprehension of the text requires perceiving auditory and visual inputs, process these inputs in their highly complex cognitive systems. Reading comprehension began with the studies on memory and representation. The ability of reading comprehension is also an important factor to evaluate the learners' language competence.

Unfortunately, reading comprehension is one of the difficult skills in English among the grade IV pupils in Rizal Elementary School. This is the reason why most of the pupils were identified frustration readers in the sense that these pupils can only recognize the words but cannot understand what they are reading. And with the belief as classroom teacher, academic performance is affected if learners cannot comprehend what they are reading. And this is the reason why the researcher conducted this study to prove or disprove her belief. Moreover, this study is also conducted to determine if there is significant relationship between the level of reading comprehension and performance in English of the Grade IV learners in Rizal Elementary School, Kananga I District, Leyte Division. A reading intervention plan will be formulated based on the result of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the significant relationship between the level of reading comprehension and performance of Grade IV pupils in English of Rizal Elementary School, Kananga I District, Leyte Division. A proposed reading intervention plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of reading comprehension of Grade IV pupils?
2. What is the academic performance of the Grade IV pupils in English?
3. Is there a significant relationship between the level of reading comprehension and performance of the Grade IV pupils in English?
4. What reading intervention plan can be proposed based on the result of the study?

II. Methodology

Design. This study employed descriptive correlational research design employing quantitative and qualitative study to determine the significant relationship between the level of reading comprehension and performance of Grade IV pupils in English. Rizal Elementary School, Kananga II District, Leyte Division is the main locale of the study. The 29 Grade IV pupils enrolled in the said locale are the main respondents of the study and the researcher-made reading comprehension and 2nd quarter English test was used. This research is focused on determining the relationship between the level of reading comprehension and performance in English and its relationship. A Proposed Reading Intervention Plan based on the findings of the study is the output.

Sampling. There are 29 Grade IV pupils are involved in this study. The research instruments were conducted to the respondents with approved consent from the parents stipulating the involvement of their children in the study.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done. A reading passage was conducted by the school head to the pupils one after the other. After which, the 2nd quarter test was also conducted. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Reading Intervention Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the level of reading comprehension and performance of Grade IV pupils in English. Pearson r was used to determine the significant relationship between the dependent and independent variables.

III. Results and Discussion

Table 1
Comprehension Level of Grade IV Pupils (N=29)

SCORES	NO. OF LEARNERS	PERCENTAGE	INTERPRETATION
16 to 20	1	3	Excellent
11 to 15	2	7	Very Satisfactory
6 to 10	19	66	Satisfactory
0 to 5	7	24	Poor
TOTAL	29	100	

Table 1 presents the comprehension level of the grade IV pupils. It was revealed on the table that among the 29 pupils tested, 1 or 3% got the score of 16 to 20 which is interpreted as excellent, 2 or 7% got the score of 11 to 15 which is interpreted as very satisfactory, 19 or 66% got the score of 6 to 10 which is interpreted as satisfactory and 7 or 24% got the score of below 5 which is interpreted as poor. This means that most of the grade IV pupils has satisfactory reading level. This implies that these pupils had low level of reading comprehension. Since they are already Grade VI, they can already recognize words. The only problem is that they cannot understand what they are reading for they lack comprehension and vocabulary skills which is the most important part in reading. With these, they need intervention to improve their reading levels.

Table 2
Test Performance of Grade IV Pupils (N=29)

SCORES	NO. OF LEARNERS	PERCENTAGE	DESCRIPTION	INTERPRETATION
33-40	7	24	Advanced	Very High
25-32	8	28	Proficient	High
17-24	9	31	Approaching Proficiency	Average
9 to 16	2	7	Developing	Low
0 to 8	3	10	Beginning	Very Low
TOTAL	29	100		

Table 2 presents the test performance of the Grade IV pupils in English. It was revealed on the table that among the 29 pupils tested, 7 or 24 % got the score of 33 to 40 which is interpreted as very high or these pupils were advanced, 8 or 28% got the score of 25 to 32 which is interpreted as high or they were proficient learners, 9 or 31% got the score of 17 to 24 which is interpreted as average or they were approaching proficiency learners, 2 or 7% got the score of 9 to 16 which is interpreted as low or these pupils were considered developing and 3 or 10% got the score of below 8 which is interpreted as very low or beginning learners. This means that grade IV pupils had an average level of performance in English. This implies that most of the grade IV pupils learned their lessons in English in average level. Some of the lessons were not mastered by them. Hence, they lack the reading comprehension skills, their performance in English were also affected.

Table 3
Test of Relationship

Variables Correlated	p value	level of sig	Decision on Ho	Interpretation
COMPREHENSION AND TEST PERFORMANCE	0.04	0.05	Reject Ho	Significant Relationship

Table 3 presents the test of relationship between comprehension and performance of grade IV pupils in English. It was revealed on the table that reading comprehension and performance in English has a p value of 0.04 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the level of reading comprehension and performance of grade IV pupils in English. This implies that satisfactory reading comprehension level will result to average performance of grade IV pupils in English. This implies further that these pupils need intervention in their reading lessons in order to improve their performance. So, if the reading comprehension skills had been improved, their performance in English and other subjects will also be improved.

IV. Conclusion

The data revealed that there is significant relationship between the level of reading comprehension and performance of grade IV pupils in English. This implies that satisfactory reading comprehension level will result to average performance of grade IV pupils in English. This implies further that these pupils need intervention in their reading lessons to improve their performance. With these, to be competent in English subject, pupils must display proficiency in reading comprehension.

V. Recommendations

1. The Reading intervention plan formulated should be utilized;
2. School Heads should provide technical assistance to the teachers especially in teaching reading;
3. Teachers should enhance their teaching competencies in reading through attending LAC sessions, trainings and seminars;
4. School Heads should allocate an amount from the school MOOE for the procurement of materials to be used in crafting instructional materials for reading;

5. School Heads and teachers should institutionalize a reading corner or station inside the classroom;
6. School Heads and teachers should strengthen the reading programs; and
7. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

ACKNOWLEDGMENT

This study is in partial fulfillment of the requirements for the Degree Master of Arts in Education major in School Administration and Supervision. Special thanks are extended: To Dr. Annabelle A. Wenceslao, thesis adviser; Dr. Bryant C. Acar, Dr. Jasmine B. Misa, Dr. Elvin H. Wenceslao, panel of examiners; Angelo Paulo Kris, husband; children, Nigel, Chan-Chan & Nate; School Head and teachers of Rizal Elementary School, pupils and parents; her parents, Mr. & Mrs. Herminigildo Miro, siblings, Kathy, Mark, Hazel & Benjix, relatives, and friends, and To God, her deepest and sincerest gratitude.

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The author is a public servant. She serves young children as an elementary teacher for 11 years now. She was born on July 01, 1985 and presently residing at Tubigon, Bohol, Philippines. She completed her elementary education at Rizal, Kananga, Leyte and finished her secondary education at Kananga National High School, Kananga, Leyte. She continued her pursuit in education in college at Visayas State University, Visca Baybay, Leyte and graduated in the year 2006 with the degree of Bachelor of Science in Home Economics major in elementary teaching. She earned units in post graduate studies and obtained a certificate for satisfactorily completed the academic requirements (CAR) for the degree of Master of Arts in Education (MAED) major in School Administration and Supervision at Western Leyte College, Ormoc City.

Her first station was in her alma mater Rizal Elementary School Kananga 1 District. She was handling grade 1 pupils for 3 years and grade 4 pupils for 5 years and a teacher 3 of the said school. But by virtue of marriage, she and her family decided to transfer in Tubigon, Bohol, Philippines. Currently, she is teaching grade 1 special science class in Tubigon West Central Elementary School, Tubigon West District, Bohol Division, Region VII Philippines.

She attended various trainings and received technical assistance from her school heads and mentors which help as advancement of her teaching career and to augment her professional growth.