

# Reading Comprehension and Performance in English of Grade Four Pupils

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*Abstract*—This study aimed to determine the significant relationship between the level of reading comprehension and performance in English of the Grade Four pupils. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used a researcher-made reading comprehension questionnaire and summative test in English. Frequency, Simple Percentage and Pearson  $r$  were the statistical tools used. The data revealed that the Grade Four pupils have low level in reading comprehension and they were able to achieve an average mastery in their performance in English. Moreover, it was shown in this study that there is significant relationship between the literal, interpretative, evaluative and creative level of reading comprehension and performance in English of the Grade Four pupils. Thus, a need to provide differentiated and varied reading comprehension materials and activities to the pupils. It is recommended to implement the Reading Intervention Plan to improve the reading and academic performance of the pupils.

*Keywords* — *Reading Comprehension, Performance, English, Grade Four Pupils*

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## I. Introduction

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.

According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. As Anderson (1977) point out, "every act of comprehension involves one's knowledge of the world as well". Reading comprehension operates in two directions, from bottom up to the top and from the top down to the bottom of the hierarchy. Bottom-up processing is activated by specific data from the text, while top-down processing starts with general to confirm these predictions. These two kinds of processing are occurring

simultaneously and interactively, which adds to the concept of interaction or comprehension between bottom-up and top-down processes (Carrel and Eiserhold, 1983, cited in An, 2013).

Moreover, reading as a field of teaching is considered one of the important areas of teaching if not actually the most important ever. It is said to be one of the most necessary academic skills. Besides, it is a major pillar upon which the teaching/learning process is built. The reading ability plays a central role in the teaching/learning success at all educational stages. Having any difficulty in this skill will result in variety of consequences on all subjects of study, since reading includes a variety of sub-skills.

According to Al- Khateeb (2010)"reading comprehension is considered the real core for the reading process; and a big process around which all other processes are centered. Comprehension is the peak of the reading skills and the basis for all reading processes. It is viewed by some researchers as the ultimate objective of the reading process, since he who does not comprehend what he reads is considered as if he has not read".

Teachers therefore have a very important role to play in helping their students get most out of reading and become good readers. They need to introduce to them extensive reading and provide them essential guidance as they read comprehensively. While teaching reading comprehension, teachers must always keep in mind that the goal is to let the students understand what the author meant.

Reading comprehension includes the complex cognitive processes that need to be used in conjunction with reading activity to provide readers the opportunity to understand the meaning from a reading material. As texts in schools becomes an essential source of knowledge, reading comprehension becomes increasingly important when students graduate from one grade to another. Reading practices are traditionally based on teacher-based lecture, reading the texts in textbooks and answering teacher-directed questions (Toste, Fuchs & Fuchs, 2013). However, students have to have effective reading skills that could provide them with the ability to access complex content presented in textbooks to be successful in general education classrooms. This is because today's youth is expected to have higher-level literacy skills than past generations to keep up with the demands of the business environment (Biancarosa & Snow, 2006).

Essential strategies for reading comprehension include predicting the content, analyzing the text structure, identifying the main idea, and constructing summarizations. Identifying the main idea and details of a text is an essential ability for successful reading comprehension and is generally considered a prerequisite for higher-level strategies (Watson, Gable, Gear & Hughes, 2012). Thus, teachers should always include in their teaching the importance of learning reading comprehension among their learners.

Unfortunately, in Masarayao Elementary School, it was observed that of the 35 pupils enrolled in the grade, 50% of them were identified frustration readers while three (3) pupils were non-readers. With the present scenario of the school, these pupils were low to very low reading

comprehension skills. With these, the researcher decided to conduct this study in order to determine the significant relationship between the level of reading comprehension and performance in English of the Grade Four pupils. Findings of the study were bases in formulating a reading intervention plan which will help pupils improve their reading levels.

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 he is currently teaching and that of his Graduate Program.

This study aimed to determine the significant relationship between the level of reading comprehension and performance in English of the Grade Four pupils in Masarayao Elementary School, Kananga III 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 the Grade Four pupils in terms of the following:
  - a. Literal;
  - b. Interpretative;
  - c. Evaluative; and
  - d. Creative?
2. What is the academic performance of the Grade Four pupils in English?
3. Is there a significant relationship between the level of reading comprehension and performance of Grade Four pupils in English?
4. What reading intervention plan can be proposed based on the findings of this study?

## **II. Methodology**

**Design.** This study employed the descriptive-correlational research design employing quantitative data to determine the level of reading comprehension and performance of Grade Four pupils in English. Masarayao Elementary School of Kananga III District, Leyte Division is the main locale of the study. The thirty (30) Grade Four pupils enrolled in SY 2019-2020 in the said locale are the main respondents of the study and the researcher-made reading comprehension and summative test in English were utilized. This research focused in determining the level of reading comprehension and performance of Grade Four pupils in English and its relationship. A Proposed Reading Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 30 pupils involved in this study. The research instruments were distributed personally with consent from the parents stating the participation of their child 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 and administration of the questionnaire was done. Permission from the parents was secured. After accomplishing the test, it was collected. 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 using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

**Treatment of Data.** The Frequency and Percentage were employed to determine the level of reading comprehension and performance of Grade Four pupils in English. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

### III. Results and Discussion

**Table 1**  
**Level of Reading Comprehension**

SKILLS	Literal		Interpretative		Evaluative		Creative	
	F	%	F	%	F	%	F	%
HIGH	0	0	7	23	0	0	0	0
AVERAGE	7	23	10	34	3	10	0	0
LOW	23	77	13	43	27	90	30	100
<b>TOTAL</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>

Table 1 presents the level of reading comprehension of Grade IV pupils. It was revealed on the table that of the 30 pupil-respondents, 23 or 77% has low literal level and 7 or 23% has average level. Likewise, it was also shown on the table that 13 or 43% of the pupils has low interpretative level, 10 or 34% average interpretative level and 7 or 23% with high interpretative level. Moreover, 27 out of 30 pupils or 90% has low evaluative level and 3 or 10% has average level. Finally, the table also shown that all pupil-respondents or 100% has low level on creative skills. This table shows that most of the pupils had low level on the different skills in reading comprehension. This means that these pupils need intervention to address their low level of reading comprehension.

**Table 2**  
**Test Scores of Grade Four Pupils in English**

	<b>Test Score</b>	<b>Interpretation</b>
No. of Pupils	30	
No. of Items	40	
Total Score	563	
Mean	14.075	
<b>Average MPS</b>	<b>46.92</b>	<b>Average Mastery</b>

Table 2 presents the test scores of Grades IV pupils in English. It was revealed on the table that the total score of 563 has a mean of 14.075 and mean percentage score of 46.92 which is interpreted as average mastery. This means that not all skills were mastered by the pupils. This implies that performance in English of the pupils speaks their reading comprehension level.

**Table 3**  
**Test of Relationship**

Variables Correlated	<b>r</b>	<b>Computed Value or t</b>	<b>Table Value @0.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
Performance in English and Literal	0.74	2.932	0.811	Reject Ho	Significant Relationship (High)
Performance in English and Interpretative	0.62	2.732	0.811	Reject Ho	Significant Relationship (High)
Performance in English and Evaluative	0.69	2.632	0.811	Reject Ho	Significant Relationship (High)
Performance in English and Creative	0.63	2.812	0.811	Reject Ho	Significant Relationship (High)

Table 3 presents the test of relationship between the reading comprehension and performance in English of Grade IV pupils. It was revealed on the table that the computed value or t of 2.932 is greater than the tabular value of 0.811 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the reading comprehension on literal level and performance in English. The r value of 0.74 implies that there is high significant between the literal level of reading comprehension and performance in English of the Grade IV

pupils. The low literal level of reading comprehension results to average mastery of skills in English.

It was also revealed on the table that the computed value or  $t$  of 2.732 is greater than the tabular value of 0.811 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the reading comprehension on interpretive level and performance in English. The  $r$  value of 0.62 implies that there is high significant between the interpretive level of reading comprehension and performance in English of the Grade IV pupils. The low interpretive level of reading comprehension results to average mastery of skills in English.

Moreover, the table also revealed that the computed value or  $t$  of 2.632 is greater than the tabular value of 0.811 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the evaluative level of reading comprehension and performance in English. The  $r$  value of 0.69 implies that there is high significant between the evaluative level of reading comprehension and performance in English of the Grade IV pupils. The low evaluative level of reading comprehension results to average mastery of skills in English.

Finally, the table also revealed that the computed value or  $t$  of 2.812 is greater than the tabular value of 0.811 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the creative level of reading comprehension and performance in English. The  $r$  value of 0.63 implies that there is high significant between the creative level of reading comprehension and performance in English of the Grade IV pupils. The low creative level of reading comprehension results to average mastery of skills in English.

Indeed, reading comprehension is very vital for the learning process as it provides students with the ability to understand, criticize and interact with the text; it expands students' trends and experience ; it enhances their commonsense level; it deepens their thinking and assists them to orientate and monitor themselves while reading; it helps students comprehend a text self dependently and the teachers develop clear and successive instructional procedures and it breaks the students' inaction by encouraging them to get involved in the educational process more actively and effectively. Hence utilizing strategies that improve reading comprehension level within the students is very necessary.

#### **IV. Conclusion**

The data revealed that there is significant relationship between the literal, interpretive, evaluative and creative level of reading comprehension and performance in English of the Grade IV pupils. This implies that the low level of reading comprehension affects the performance in English of the Grade IV pupils.

### V. Recommendations

1. The Reading intervention plan formulated should be utilized;
2. Teachers should include in their English lessons the strategies and methods in teaching reading comprehension;
3. Teachers should develop the different level of reading comprehension and ensure mastery of the skills;
4. Teachers should find time in extending assistance to pupils with reading difficulties;
5. School heads should provide technical assistance to teachers in teaching reading comprehension to pupils; and
6. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

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#### **AUTHOR'S PROFILE**



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The author was born on September 18, 1979 at Palompon, Leyte, Philippines. She is presently residing at Badlas Masarayao Kananga, Leyte. She finished her Elementary Education at Palompon South Central School Palompon, Leyte and graduated in the year 1991. She earned her secondary education in Northern Leyte College in the year 1995. She graduated with the degree in Bachelor of Science in Home Economics major in Elementary Education at Visayas State University Baybay, Leyte, Philippines in the year 2000. In her Post Studies, she graduated with the degree of Master of Arts in Education major in Administration and Supervision at Western Leyte College Ormoc City, Philippines. She completed her academic requirements for Dev.Ed.D 2 and is currently working on her Dissertation at Cebu Technological University Cebu City, Philippines.

She is currently a Teacher – III in Masarayao Elementary School, Kananga II District handling Grade Four learners. She is also entrusted with the following ancillary works in school such as being the Disbursing Officer, English,, EPP and Reading coordinator.

She received several awards in the District and Division Level as coach in various Science contests.