

# Challenges Met by English Teachers in Teaching Reading Comprehension Skills and Performance of Pupils

EDELYN TANGUIHAN

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

edelyn.tanguihan@deped.gov.ph

*Abstract* —The study aimed to determine the relationship between the challenges met by English teachers in teaching reading comprehension skills and performance of pupils. Utilizing the descriptive-correlational survey research design for an in-depth analysis of the study, the researcher utilized the researcher-made survey based on the literature review of the study and teacher-made reading comprehension test based on the 2<sup>nd</sup> quarter MELC for English. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. Results of the study revealed a significant relationship between the extent of challenges met by teachers from the pupils, learning materials, learning delivery, teachers and learning facilitators and performance of pupils in reading comprehension in distance learning. The extent of challenges met by the teachers in teaching reading comprehension skills affects the performance of the pupils. Thus, a need to overcome such challenges will help improve the performance of the pupils.

*Keywords* — *Challenges Met, English Teachers, Teaching Reading, Comprehension Skills, Pupils*

---

## I. Introduction

One of the earliest things that pupils learn in school is how to read. However, the act of teaching children to read is not so easy. It cannot be taught in only a couple of lessons, and there is no one way to teach reading to all pupils. Reading does not come to pupils easily or naturally. Instead, it is a complex learning achievement that is acquired through a long process and multiple strategies. Learning how to read requires effort and interest from the pupils, but it requires considerable knowledge and skills from the teacher.

While teaching in class, the teacher has more than one responsibility. Not only must the children be exposed to a variety of texts and books that develop their reading skills, but they must also be having fun and be constantly stimulated. There are many pupils in a class, and all of them are different from one another. The teacher must make sure that she is instructing in a clear and

comprehensible way to all pupils. At the same time, all pupils must have fun and enjoy learning. There are plenty of fun activities where teachers can use in teaching reading. As stated before, all pupils are different. They learn differently and in different pace. Therefore, they need individualized feedback. Teachers must ensure every pupils' progress and give corrective feedback, select examples to help visualize discussed concepts, and explain new ideas in several ways to make sure all pupils are on the same page. All of them will learn to read. These strategies are used by teachers in the classroom to help the pupils learn to read.

On the other hand, teaching reading before is different from teaching in the new normal learning modality. As in Mariano C. Pono Elementary where modular distance learning modality is implemented, teachers are challenged on how to teach reading comprehension skills to the pupils especially to the Key Stage 1. Further, it was found out that most of the pupils have low reading performance during the conduct of the District Oral Reading Test.

Bandura's social cognitive theory finds that learners learn by observing what parents and teachers' model and the results of what they do (social). However, learners also think, believe, expect, anticipate, self-regulate, compare and judge (cognitive). So social cognitive theory applied to the acquisition of reading skills shows us that learners need to observe and experience adults enjoying reading good quality books in a print-rich environment, so that they are motivated to imitate their behavior and gain pleasure and knowledge from the experience too (Woolfolk 2010). Unfortunately, some of the parents of the learners have difficulty in assisting and guiding the pupils to read especially during this time of pandemic where pupils have to learn at home through the modules. Moreover, teachers also find difficulty in reaching all their pupils due to some restrictions and time constraints. Thus, these add challenges among teachers on teaching the pupils to read.

According to Bandura, there are three factors involved in learning where the environment and the individual mutually affect each other to achieve a desired result. He called this system a triarchic reciprocal causality where three forces –environmental, personal, and behavioral – are constantly interacting with each other influencing and being influenced by each other. The print-rich home or classroom (environmental), for example, motivates the learner to want to learn to read (personal), so he feels capable of achieving this (behavioral) in reciprocal causality (Woolfolk 2010).

Reading is one of the most important skills in learning a second language. The success of language learner is largely influenced by his/ her reading practice. "Reading is useful for language acquisition...the more they read, the better they get. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and their writing" (Harmer, 2007). Therefore, teacher must develop reading habit in students in order to help them enhance target language efficiency. This can be done by motivating students to read, especially by giving them reason to read. Neyman (2002), states that instead of waiting until later grade, extensive reading should be provided as early as possible so that they can use the facility that children have up to certain age. As a matter of fact, learners must feel the need of reading only then they can read on their own. In short, reading

stands as bedrock for learners' success in learning a second language, therefore it is language teachers' responsibility to cultivate reading culture in students. But how can this be achieved in this new normal situation in education?

Reading plays a significant role in the process of language learning (Jayanti, 2016). It means that reading skills is needed by the students in learning English. It is in line with Taka (2020) who states that reading as the basic skill that must be possessed by the students to know the students' development and to increase their knowledge in many fields of science. It means that reading can improve students' ability and can expand knowledge in various fields. Conversely, the students feel lazy to read and not interested in reading. According to Ganie et al. (2019), the students think that reading is boring and they also have less interest in learning English. It means that the students feel bored to read and they lack of motivation in reading. These are only one of the many challenges that reading teachers met in teaching reading comprehension skills in this time of pandemic.

The transformation of teaching and learning modality using technology and other platforms becomes challenges for teachers. According to Anderson et al. (2011), the challenges of this transition involves the willingness and capacity of teachers to deliver material in the new conditions. It means that teachers must be able to teach in different situations and capable to convey material well using distance education in teaching in a pandemic. Not only that, it is in line with Fareh (2010) who states that as a result, the challenges faced by teachers such as lack of teacher's preparation, lack of student's interest, unsuitable teacher's strategies, and inadequate assessment methods. It means that lack of teacher's preparation to teach, insufficient student's motivation, inappropriate teacher's strategies, deficiency assessment methods become the challenges faced by the teachers in teaching reading comprehension online. Thus, this study is formulated to determine the extent of challenges met by the English teachers in teaching reading comprehension skills and how this affect to the performance of the pupils in the subject. A proposed intervention plan in reading was 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 would benefit the school she is currently teaching and that of his Graduate Program.

This study determined the relationship between the management competence of school heads and performance of Junior High School teachers in the implementation of distance learning modality in Isabel District, Leyte Division for School Year 2021-2022. The findings of the study were bases for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of challenges met by the English teachers in teaching reading comprehension skills from the following:
  - a. pupils;
  - b. learning materials;

- c. learning delivery;
  - d. teachers; and
  - e. learning facilitators?
2. What is the level of reading comprehension skills of the pupils in English on distance learning in Quarter 2?
3. Is there a significant relationship between the extent of challenges met by the English teachers in teaching reading and the level of reading comprehension skills of the pupils in English?
4. What intervention plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design to determine the relationship between the extent of challenges met by the English teachers in teaching reading and the level of reading comprehension skills of the pupils in English. Mariano C. Pono Elementary School, Kananga II District, Leyte Division are the main locale of the study. The 10 English teachers and 330 pupils enrolled in the said locale for School Year 2021-2022 are the main respondents of the study and a researcher-made survey based on the literature review of the study and teacher-made reading comprehension test based on the 2<sup>nd</sup> quarter MELC for English were used. This research focused in determining the extent of challenges met by the English teachers in teaching reading and the level of reading comprehension skills of the pupils in English and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

**Sampling.** There are 10 English teachers and 330 pupils involved in this study. The research instruments were distributed personally to the teachers with consent from the Local IATF and strictly following the prescribed Health Protocol.

**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 Heads was secured before the actual gathering of data. Orientation of the participants and administration of the survey was done through face-to-face. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected it. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed 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, and School Heads. 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 Simple Percentage and Weighted Mean was employed to determine the extent of challenges met by the English teachers in teaching reading and the level of comprehension skills of the 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**  
**Challenges Met by English Teachers**

NO.	STATEMENT	Weighted Mean	Description	Interpretation
<b>Pupils</b>				
1	Lack of background knowledge in reading like identifying the sounds of the letters of the alphabet.	4.30	Agree	High
2	Lack of literate learning facilitators to assist the child.	4.32	Agree	High
3	Lack of schema activation.	4.32	Agree	High
4	Insufficient vocabulary.	4.26	Agree	High
5	Lack of motivation or interest to read.	3.41	Moderately Agree	Moderate
6	Poor in word recognition.	3.40	Moderately Agree	Moderate
7	Poor reading habits.	3.38	Moderately Agree	Moderate
8	Inability to read unfamiliar words.	3.56	Agree	High
<b>Average Mean</b>		<b>3.87</b>	<b>Agree</b>	<b>High</b>
<b>Learning Materials</b>				
9	Lack of learning materials at home.	4.12	Agree	High
10	Lack of supplies in making reading materials for the pupils to be used at home.	4.07	Agree	High
11	The selected text is not appropriate for the child's needs.	3.20	Moderately Agree	Moderate
12	The materials is too difficult for the pupils.	3.12	Moderately Agree	Moderate
13	Insufficient materials for all pupils.	3.62	Agree	High
<b>Average Mean</b>		<b>3.63</b>	<b>Agree</b>	<b>High</b>

<b>Learning Delivery</b>				
14	Accessibility in reaching the pupils' home.	4.03	Agree	High
15	Health status of the teachers and pupils.	3.92	Agree	High
16	Lack of time for home visitation.	3.98	Agree	High
17	Inability to get and retrieve reading materials.	3.96	Agree	High
18	Lack of financial assistance to parents for transportation in getting and retrieving materials on time.	4.13	Agree	High
<b>Average Mean</b>		<b>4.00</b>	<b>Agree</b>	<b>High</b>
<b>Teachers</b>				
19	Lack of training in teaching reading comprehension skills especially in beginning reading.	3.98	Agree	High
20	Inability to prepare reading resources/materials.	3.67	Agree	High
21	Too much emphasis on bottom-up approach.	3.56	Agree	High
22	No sufficient preparations in teaching reading using different platforms.	3.33	Moderately Agree	Moderate
	Insufficient strategies used in teaching reading.	3.45	Moderately Agree	Moderate
<b>Average Mean</b>		<b>3.60</b>	<b>Agree</b>	<b>High</b>
<b>Learning Facilitator</b>				
	Inefficiency in explaining the materials.	3.87	Agree	High
	Lack of knowledge in assisting and guiding the pupils to read.	3.71	Agree	High
	Lack of time to assist the child due to work.	3.66	Agree	High
	Lack of interest to assist.	3.45	Moderately Agree	Moderate
	Inability to reach the teachers for queries.	3.44	Moderately Agree	Moderate
<b>Average</b>		<b>3.63</b>	<b>Agree</b>	<b>High</b>
<b>Average Weighted Mean</b>		<b>3.76</b>	<b>Agree</b>	<b>High</b>

Table 1 presents the extent of challenges met by English teachers in teaching reading comprehension skills to pupils in distance learning modality from the pupils, learning materials, learning delivery, teachers, and learning facilitators. It was revealed on the table that the extent of challenges met by English teachers in teaching reading comprehension skills from the pupils has an average mean of 3.87 which is interpreted as high. This means that teachers agree that they met a high extent of challenges from the pupils. This implies that due to modular distance learning modality where pupils are doing their activities from the modules given to them and some of the learning facilitators lack of time to monitor and encourage pupils to read, so tendency, they lack the habit of reading. There are also some pupils who cannot recognize words for they lack of background knowledge in reading which result to lack of understanding on what they are reading.

Moreover, this table shows the extent of challenges met by English teachers in teaching reading comprehension skills from the learning materials they are using. It was revealed on the table that the extent of challenges met from the learning materials has an average mean of 3.63 which is interpreted as high. This means that teachers agree that some of the challenges they met in teaching reading comprehension skills is from the learning materials that the pupils are using. This implies that there are insufficient books and other reading materials at home and some of the materials given to them are hard to understand and sometimes not appropriate to the level of the pupils.

Further, the table also shows the extent of challenges met by the English teachers in teaching reading comprehension skills from the learning delivery. It was revealed on the table that the extent of challenges met from the delivery of learning has an average mean of 4.00 which is interpreted as high. This means that teachers agree that some of the challenges they met in teaching reading comprehension skills is from the learning delivery. This implies that the access of the teachers to reach the pupils who are leaning at home is limited due to restrictions. Sometimes the teachers lack of time to conduct home visitation due to overlapping of activities. Some of the modules are not returned on time so teachers had a hard time in analyzing the answers of the pupils in the modules.

Furthermore, the table shows the extent of challenges met by English teachers in teaching reading comprehension skills from the teachers. It was revealed on the table that the extent of challenges met by teachers from the teachers themselves has an average mean of 3.60 which is interpreted as high. This means that teachers agree that some of the challenges they met is coming from them. This implies that there are those teachers find difficulty in adopting the new normal learning modality and some of them lack trainings on how to deliver the lesson in developing the reading comprehension of the pupils using the modules. Sometimes teachers have insufficient preparations and strategies to teach the skills in distance learning.

Finally, the table shows the extent of challenges met by English teachers in teaching reading comprehension skills. It was revealed on the table that the extent of challenges met by teachers in teaching reading comprehension skills has an average mean of 3.63 which is interpreted



as high. This means that teachers agree that the challenges they met is from the learning facilitators of the pupils. This implies that there are some learning facilitators who lack knowledge in assisting and guiding the pupils in accomplishing the activities of the pupils in the modules while some of them lack of time due to work and lack of interest by the learning facilitators.

**Table 2**  
**Performance of Pupils in Reading Comprehension Skills for Quarter 2**

Description	Result of the Test	
	Frequency	%
Excellent	6	1
Very Good	54	16
Good	250	76
Fair	14	6
Poor	6	1
Total	330	100

Table 2 presents the performance of pupils in reading comprehension for quarter 2. It was revealed on the table that among the 330 pupils enrolled in the school, 6 or 1% attain excellence in reading comprehension, 54 or 16% are very good, while 250 or 76% are good, 14 or 6% are fair and 6 or 1% are poor. This means that most of the pupils got a good performance in reading comprehension. This implies that there are some pupils possess difficulty in reading comprehension due to some factors. There are pupils who already forgot the sound of the letters of the alphabet that is why they hardly recognize the words. Reading comprehension as one of the most important skills in English should be enhance and given priority by the teachers, pupils and learning facilitators especially to the key stage 1 pupils where they need immediate attention to help them improve their reading comprehension skills.



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

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>CHALLENGES AND COMPREHENSION SKILLS</b>	0.66	3.237	0.861	Reject Ho	Significant Relationship (Strong)

Table 3 presents the test of relationship between the extent of challenges met by the English teachers in teaching reading comprehension skills of pupils and their performance. It was revealed on the table that the extent of challenges met by teachers from the pupils, learning materials, learning delivery, teachers and learning facilitators and level of performance of pupils in English has a computed value or t of 3.237 which is greater than the table value of 0.861 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the challenges met by teachers from the pupils, learning materials, learning delivery, teachers and learning facilitators and performance of pupils in reading comprehension in English. The r value of 0.66 shows a strong significant relationship between the challenges met by teachers and performance of pupils. This implies that the challenges met by teachers affect the performance of the pupils. If the challenges met will be address and intervention will be provided to cope up with these challenges, performance of the pupils will improve.

#### **IV. Conclusion**

Results of the study revealed a significant relationship between the extent of challenges met by teachers from the pupils, learning materials, learning delivery, teachers and learning facilitators and performance of pupils in reading comprehension in distance learning. The extent of challenges met by the teachers in teaching reading comprehension skills affects the performance of the pupils. Thus, a need to overcome such challenges will help improve the performance of the pupils.

#### **V. Recommendations**

1. The proposed intervention plan formulated should be utilized;
2. Teachers and school heads should plan to provide intervention to help the pupils in learning to read;
3. Teachers and school heads should provide appropriate learning materials which will help improve the performance of the pupils in reading comprehension skills;
4. Teachers and school heads should provide capability building to learning facilitators especially on the basic skills in reading;
5. Teachers should conduct regular home visitation to monitor and assist the pupils in their reading activities;

6. Schools Heads should recommend teachers to attend trainings for professional development especially in teaching reading in distance learning;
7. School Heads should provide materials for the construction of learning activity sheets and other materials;
8. Teachers should provide the quality and appropriate learning to the pupils;
9. Teachers should be more innovative and resilient in adopting change in the new learning modality; and
10. 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. Jasmine B. Misa, thesis adviser, for her experience, patience, and determination in providing useful comments and suggestions for manuscript enhancement; Dr. Bryant C. Acar, Dr. Annabelle A. Wenceslao, Dr. Elvin H. Wenceslao, panel of examiners; her son Maro Lem Daniel Tanguihan Florito, for his love, prayers, care and sacrifices and all support provided; Mr. Allison M. Junio, District Head, School Head and teachers of Mariano C. Pono Elementary School, Kananga II District, pupils and parents and the whole community of Kananga II District; her parents, siblings, relatives, friends, and all people whom she asks for advices and prayers and To God, her deepest and sincerest gratitude.

#### REFERENCES

- [1] Anderson, D., Imdieke, S., & Standerford, N. S. (2011). Feedback please: Studying self in the online classroom. *International Journal of Instruction*, 4(1), 4-16.
- [2] Fareh, S. (2010). Challenges of teaching English in the Arab world: Why can't EFL programs deliver as expected? *Procedia Social and Behavioral Sciences*, 3600–3604.
- [3] Ganie, R., Deliana, & Rangkuti, R. (2019). Reading comprehension problems on english texts faced by high school students in Medan. *The Second Annual International Conference on Language and Literature*, 684-694. doi:10.18502/kss.v3i19.4896
- [4] Harmer, J. (2007). *The practice of English language teaching*. Oxford, UK: Pearson Education
- [5] Jayanti, F. G. (2016). Reading difficulties: Comparison on students' and teachers' perception. *International Seminar on English Language and Teaching*.
- [6] Woolfolk, A. (2010). *Educational psychology (11th ed.)*. Upper Saddle River, NJ: Merrill.

**AUTHOR'S PROFILE****MRS. EDELYN TANGUIHAN**

The author is born on November 16, 1989 at Kananga, Leyte Philippines. She is presently residing at Libongao, Kananga Leyte. She finished her elementary education at Kananga Central School in the year 2003 and continue her quest for education and able to finish her secondary education at Kananga National High School in the year 2008. She enrolled and finished her Bachelor in Elementary Education at Visayas State University- Villaba Campus. She took up Master of Arts in Education major in School Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc.

Her first station was at Montebello Central School and is handling grade One pupils for one year and after a year she taught grade four . Currently she is a teacher I and handling grade 5 pupils at Mariano C. Pono Elementary School, Kananga III District, Leyte Division, Region VIII Philippines. She attended series of trainings and seminars conducted in Region, Division, District, and school.