

Assessment of the Levels of Reading Comprehension of the Grade IV Pupils In Pamibian Integrated School Sy 2019-2020 An Action Research

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Abstract — This study aimed to determine the levels of the reading comprehension ability of the 27 pupils (18 boys and 9 girls) Grade IV pupils officially enrolled in School Year 2018-2019 at Pamibian Integrated School.

This study made use of descriptive approach / design. It aimed to determine the levels of the 27 Grade IV pupils in Pamibian Integrated School. This type of research is suited in this type of investigation since it attempted to describe the present status of the reading comprehension of the Grade IV pupils.

This descriptive type of research utilized 42 – item test questionnaire. The questionnaire is composed of three selections having 14 questions representing the four levels: literal, interpretative, evaluative and creative to measure the reading comprehension abilities of the pupils. Findings of the study revealed that more than the majority of the Grade IV pupils were average in their reading comprehension ability. Majority of the pupils had average literal ability. Also, the pupils' higher level of thinking/comprehension was very low as reflected in their low level of creative, interpretative and evaluative abilities.

In the light of the findings, the study concludes that the Grade IV pupils could do well using their literal ability but they perform very low in interpretative, creative, and evaluative abilities; thus, their high level of thinking or comprehension must be enhanced by employing the lesson model designed in this study as it geared toward the maximum use of pupils higher order thinking skills through its various activities.

In the light of the conclusions, the following recommendations are hereby offered:

The Department of Education administrators may intensify the strict in the curriculum in all grade levels of the development of pupils' thinking abilities by incorporating reading materials in all lessons even in grammar. DepEd officials must see to it that the pupils are properly provided with adequate opportunity to read and comprehend the appropriate and varied reading resources. That, lessons may be incorporated with good reading selections, effective teaching procedures, reading comprehension activities and techniques that introduce interesting topics, stimulate discussions, excite imaginative responses and become springboard for well-rounded, fascinating lessons.

Results may give teachers idea, insights, viewpoint on how they should restructure, redesign their methodologies, strategies, and activities to suit to the learners in order to develop pupils' reading ability, in particular the higher order thinking skills. Teachers may also choose strategies and good books most appropriate for achieving their own teaching objectives. Furthermore, the lesson model designed in this study may help them to modify if it is necessary to fit on the pupils' level and

capacity as this lesson model is designed to focus on final products or performance and innovative activities that would surely develop pupils' higher order thinking skills.

Teachers need to intensify the conduct of reading remediation program. They may also intensify the utilization of Activities for Better Reading Comprehension during their remediation program. Pupils are primary beneficiary of the results or findings of the study. They may spend quality time to explore any reading materials especially those that would enhance their thinking comprehension skill. Teachers may also do the following activities like peer tutoring and buddy-buddy reading. For the future researcher, results may give them overview or generalization and may be used as future reference as they conduct study similar to the one treated herein.

I. Introduction

Reading is the foundation of all other study skills. It is one of the most difficult and valuable skills a person can learn. It is more than just the ability to recognize written or printed words; it also refers to giving meaning to what is read and drawing a unified thought from what is read. Thus, it cannot be taught in isolation.

In addition, reading as a field of teaching is regarded as one of the most important, if not the most important, ever. It is regarded as one of the most important academic skills. Furthermore, it is a significant pillar upon which the teaching and learning process is built. Reading ability is critical to the success of teaching and learning at all educational levels. Because reading includes a variety of sub-skills, any difficulty with this skill will have a variety of consequences across all subjects of study.

According to Ozdemir (2009) reading is fundamental in getting knowledge as all the lessons and learning activities are mostly based on the power of comprehensive reading; indeed, it is really necessary to read comprehensively. Also, reading comprehensively really affects a learner's education and his life as a whole. Learning in any lesson depends on understanding of the learning instrument of that lesson; thus, a learner who cannot read comprehensively finds it difficult for him or her to become successful in his or her lessons.

Importantly, the skills such as acquiring the correct meaning, analysing the authors' point of view and applying what one learns from reading to real-life situations are things that constitute reading comprehension which must be the basic consideration of all readers.

Although strong reading skills can help pupils do well in language arts and reading class, that is only the start. Every single student who struggles with reading comprehension must use reading skills so that he or she does not fall far behind in school, which can lead to limited opportunities as he or she grows and becomes an adult.

Teachers, therefore, play a critical role in assisting their pupils and students to get the most out of reading and become better readers. They must introduce them to extensive reading and

provide them with necessary guidance as they read extensively. Teachers must always keep in mind that the goal of teaching reading comprehension is to help students understand what the content text is trying to convey.

Moreover, teachers must assist students in performing well in their subjects and passing the required examination or test. At the same time, by engaging their students in extensive reading, they can improve their students' English proficiency and help them become fluent readers in English. Thus, teachers in Pamibian Integrated School, particularly in Grade IV, must be able to identify the level of comprehension skills of their students in order to plan effective strategies or programs that will eventually improve the learners' critical thinking skills.

II. Methodology

This study made use of descriptive approach / design. It aimed to determine the levels of the 27 Grade IV pupils in Pamibian Integrated School. This type of research is suited in this type of investigation since it attempted to describe the present status of the reading comprehension of the Grade IV pupils.

This study was conducted in Pamibian Integrated School, one of the schools in Candelaria Districts in the Division of Zambales. The choice of the locale was due to the deep concern of the researcher to be of help in improving not only the reading comprehension of the pupils but the quality of instruction in the school in general.

The respondents of the study were the 27 Grade IV pupils officially enrolled this school year 2019-2020 at Pamibian Integrated School. These pupils are composed of 18 boys and 9 girls.

The primary instrument in gathering data is an adopted-modified questionnaire. It was made up of 42 – item reading comprehension questions. The test was composed of three literary selections. Each selection has four sets of questions of different levels namely: literal, interpretative, evaluative, and creative.

This would determine the ability of the respondents to comprehend the selections given by answering the literal, interpretative, evaluative and creative questions provided. All questions in each selection were encircled by the respondents and their scores were interpreted as:

Literal Level
Scores Equivalent
10- 14 High
5 – 9 Average
0 – 4 Low

Interpretative Level
Scores Equivalent
9- 12 High
5 – 8 Average
1 – 4 Low

Evaluative Level Scores Equivalent	Creative Level Scores Equivalent	Over all Reading Ability Level Scores Equivalent
6 – 7 High	7 – 9 High	29– 42 High
4 – 5 Average	4 – 6 Average	15 – 28 Average
2 – 3 Low	1 – 3 Low	1 – 14 Low

Upon approval and consultation from the adviser, the researcher sought the permission of the school principal before the actual administration and distribution of the questionnaire.

The 42 – item test was administered to the 27 pupils by the researcher herself. She explained to the pupils the purpose and importance of the test and she also made the instructions very clear to them.

The questionnaire is composed of three selections having 14 questions representing the four levels: literal, interpretative, evaluative and creative. The pupils were given individual set of questionnaire and were asked to answer the comprehension questions which measure their abilities.

The test took the students 45 minutes to answer. The questionnaires were checked and the scores were tallied using frequency and percentage and were interpreted accordingly by levels.

Frequency and Percentage distribution were used to determine the four levels of the pupils’ reading comprehension ability.

III. Results and Discussion

Table 1.1

Reading Comprehension Ability of the Pupils as to Literal Level

Scores	Level of Achievement	Frequency	Average
10-14	High	7	25.92
5-9	Average	14	51.83
0-4	Low	6	22.22
Total		27	100.00

As shown in Table 1.1, 14 pupils or 51.83% achieved an average literal level of comprehension. Findings were similar to Redondo (2004) who find out that that majority of the students got average scores in literal level. Results imply that the pupils really do well in their literal ability as questions asked in this level are eliciting basic information, ideas, or meaning directly stated in the selection.

Interpretative level enables the pupils give judgment, inference and implication on some indirectly or implicitly stated ideas. Table 1.2 depicts the pupils' ability in the interpretative level. Meanwhile, 6 out of 27 or 22.22% below to the low level of comprehension. It entails for a constant remediation or intervention.

Table 1.2

Reading Comprehension Ability of the Pupils as to Interpretative Level

Scores	Level of Achievement	Frequency	Average
9-12	High	0	0
5-8	Average	7	25.92
1-4	Low	20	74.07
Total		27	100.00

As illustrated in Table 1.2, a big percentage of 74.07 of the pupils performed low in their interpretative ability. This suggests that the pupils have the difficulty to comprehend ideas or meaning which are embedded between or among the lines. Thus, they lack the ability to interpret the meaning implied in the selection.

In evaluative level, the pupils give reaction, judgment, and evaluation of what is written.

Table 1.3

Reading Comprehension Ability of the Pupils as to Evaluative Level

Scores	Level of Achievement	Frequency	Average
6-7	High	0	0
4-5	Average	6	22.22
2-3	Low	21	77.77
Total		27	100.00

As depicted in Table 1.3, majority of the pupils achieved low in their ability to evaluate and think critically as reflected in a high percentage of 77.77. Results show that students' ability to make sound judgment and to give correct evaluation is really poor. They could not make judgment and realize the worth of ideas and meanings the way they are presented in the selection.

Creative level allows the reader to create new ideas or new ways of expression with the use of whatever understanding he got from the text.

Table 1.4
Reading Comprehension Ability of the Pupils as to Creative Level

Scores	Level of Achievement	Frequency	Average
6-7	High	0	0
4-5	Average	4	14.81
2-3	Low	23	85.18
Total		24	100.00

As presented in Table 1.4, more than the majority of the pupils achieved very poor in their creative ability as evidently supported with the very high percentage of 85.18. This is similar to Redondo's study (2004) showing that the pupils' evaluative level was also poor. They lack the ability to create new ideas and to use what they have comprehended from the text. They could not read well beyond the printed lines and going further as to exceed the limits of knowledge and find new methods of demonstrating their thoughts and explaining them. This very great number of pupils who perform poorly simply implies that pupils higher order thinking is not well enhanced.

Reading comprehension is a dynamic interactive process between the reader and the reading material. It is a complex process which aims to demonstrate and correlate thoughts to prior experiences. The table below exhibits the level of the reading comprehension ability of the 24 pupils.

Table 1.5
Overall Level of Reading Comprehension Ability of the Pupils

Scores	Level of Achievement	Frequency	Average
29-42	High	0	0
15-28	Average	15	55.55
1-14	Low	12	44.44
Total		27	100.00

As shown in Table 1.5, the highest percentage of 55.55% was achieved by the pupils in their overall level. It means that they have an average reading comprehension capacity. Although pupils' over-all average level is high, it still should be noticed that only their scores in literal level is high but the rest of the levels are very low. This further implies that their knowledge ability is great but critical skill is low. This impression is best supported in Table 2 showing the summary of the pupils' levels of reading comprehension that revealed the most ranked reading comprehension level

Table 2
Summary of the Reading Comprehension Ability of the Pupils

Achievement	Literal Level		Interpretative Level		Evaluative Level		Creative Level	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
High	7	25.92	0	0	0	0	0	0
Average	14	51.83	7	25.92	6	22.22	4	14.81
Low	6	22.22	20	74.07	21	77.77	23	85.18
Total	27	100.00	27	100.00	27	100.00	27	100.00

Table 2 manifest that pupils most of the Grade IV pupils have low reading comprehension, specifically in evaluation level with 20 or 74.07%, interpretative with 21 or 77.77%, and evaluative with 23 or 85.18%. This implies that the pupils have not developed their higher order thinking. Their high comprehension ability needs to be reinforced. They do not perform well in answering the questions elicited by how and why. They do not have much skill in giving judgment and they could not generate ideas implicitly stated in the selections. Their critical thinking should be improved. Thus, there is a need of some effective intervention to enhance the comprehension skills of the Grade IV pupils.

Alongside the intervention or remediation program for reading, pupils should be encourage to read news media such as newspaper, magazines, television, and should listen to radio in the class help promote critical reading and thinking and can encourage pupils to enhance critical listening and reading skills.

Table 3
Problems that hinder Pupils' Reading Comprehension

Problems	Frequency	Percentage	Rank
1. Failure to read well beyond the printed lines.	17	80.95	1
2. Incapable of explaining or demonstrating thoughts	16	76.19	2
3. Cannot to create new ideas.	15	71.42	3
4. Cannot interpret implied meaning in the selection.	14	66.66	4
5. Unable to realize the worth of ideas and its meaning	13	61.90	5
6. Unable to comprehend ideas or meaning.	12	57.14	6

Table 3 presents the problems that hinder pupils' ability to comprehend. Analysis of data revealed that majority of the pupils has problems with reading beyond the printed lines with 17 or 80.95 interpreted as ranked 1. Failure to read well beyond the printed lines is a manifestation of poor development of critical thinking skill of pupils. Similarly, incapable of explaining or demonstrating thoughts with 16 or 76.19, categorized as ranked 2, is also an evident of pupils' poor critical thinking skill.

Data suggest that teachers have to nurture the critical thinking skill or the so call higher order thinking skills by giving more reading selections with comprehension questions to boost the mind of pupils. Likewise, data implied that teachers need to sustain interest of pupils in reading.

DISCUSSION

This particular study attempted to describe the reading comprehension of the Grade IV pupils of Pamibian Integrated School and the proposed intervention- model lesson to enhance the reading comprehension of the pupils.

This descriptive type of research utilized 42 – item test questionnaire. The questionnaire is composed of three selections having 14 questions representing the four levels: literal, interpretative, evaluative and creative to measure the reading comprehension abilities of the pupils.

Findings of the study revealed that more than the majority of the Grade IV pupils were average in their reading comprehension ability. Majority of the pupils had average literal ability. Also, the pupils' higher level of thinking/comprehension was very low as reflected in their low level of creative, interpretative and evaluative abilities.

In the light of the findings, the study concludes that the Grade IV pupils could do well using their literal ability but they perform very low in interpretative, creative, and evaluative abilities; thus, their high level of thinking or comprehension must be enhanced by employing the lesson model designed in this study as it geared toward the maximum use of pupils higher order thinking skills through its various activities.

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