



Reading performance of the intermediate grade pupils of the University of Baguio Laboratory Elementary School

Alicia D. Viduya¹ and Jenneth B. Antonio²

¹ Faculty, University of Baguio Laboratory Elementary School

University of Baguio, Baguio City Philippines

ORCID ID: <https://orcid.org/0000-0001-6606-2026>

Email: aliciaviduya@e.ubaguio.edu

² Librarian, University of Baguio

Baguio City Philippines

Abstract

This descriptive-quantitative study described the level of reading comprehension of the intermediate pupils of the University of Baguio Laboratory Elementary School (UBLES). This study made use of the Philippine Informal Reading Inventory (Phil-IRI). Phil-IRI is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading, and listening comprehension. A total of 154 Grades five and six pupils enrolled for the school year 2019-2020 participated in the study. The data were analyzed through the use of SPSS to come up with the frequencies, percentages, weighted means, correlation, and ANOVA. Results revealed that the pupils attained an instructional level of oral reading performance in Filipino, and Grade 6 pupils' level of performance in oral reading is higher than the Grade 5 pupils. It was also found that the pupils who speak Ilocano have independent level on oral reading. When it comes to the oral reading performance according to language spoken



at home, there is no significant difference between English and Filipino and Filipino and Ilocano. However, there is a significant difference in English and Ilocano. The results further showed that the pupils gained frustration level in silent reading performance in Filipino. The Grade 5 learners are more efficient in reading silently than the Grade 6 pupils. The pupils who speak Filipino have the highest comprehension percentage in silent reading with a frustration level. There is no significant difference on the reading performance of the pupils in silent reading in Filipino according to language spoken at home. Pearson correlation showed that there is no significant relationship between oral and silent reading since $p=.858$, therefore the pupils' performance in oral and silent reading is not highly correlated.

Keywords: Reading comprehension, oral reading, silent reading, reading programs, reading intervention

Introduction

Reading is a very potent and influential skill in active learning acquisition. It aids in man's search for key answers and solutions in the different challenges and tests in life. A child learns first to read, and then he reads to learn. However, there are instances when students still struggle to read (Perera, 2008).

According to Cayubit (2012), it is given that any Filipino child with sufficient reading skills would have greater chances of success in school compared to a child whose reading skills are poor. More often than not, those with poor reading skills, when appropriately assessed, are diagnosed with a reading disability. Poor reading skill is manifested with poor comprehension, wrong pronunciations, among others. If no proper intervention is administered early, it could affect the child's academic, social, and psychological development.



According to Cimmiyotti (2013), the ability to read is an essential skill for pupils to master because the information is presented in the text all over the world. Books, web sites, magazines, and newspapers, while sometimes including pictures for visual reference, utilize print to share information with the reader. In primary school, pupils are still building their reading competence, but they are expected to have the necessary skills at the secondary level.

Educational systems also rely more heavily upon the text as students reach higher grade levels. However, beginning around third grade, textbooks are introduced to the home environment, and students' abilities to pull and process information from textbooks become increasingly necessary for student achievement. By the time students reach high school, many history teachers expect students to build their background knowledge by reading at home and then demonstrate their understanding during in-class discussions. The textbooks that students utilize in science, math, and history are typically several hundred pages in length, featuring diagrams, pictures, and, primarily, text to transmit knowledge about the subject to the reader. English teachers also assign novels and stories for reading at home. Unfortunately, textbooks are challenging for students to access. Textbooks use advanced vocabulary, cover a vast number of topics, use direct language that does not engage the reader, and lack the structure that promotes reading comprehension (Bryce, 2011).

Pearson and Hamm (2005) believed that most of the traditional methods of assessing reading comprehension with standardized tests and multiple-choice questions were the most frequent types of assessment. They were used in commercial reading tests, state-mandated achievement tests, and tests used to compare reading proficiency among students. To improve the effectiveness of the measurement of reading performance, researchers and test constructors should examine and construct appropriate test format to draw a valid estimation of the readers' comprehension of the text.



Perera (2008) explained that in many school systems, the problem of poor reading performance among pupils is rarely addressed because researchers are often not able to communicate to teachers exactly "where" and "why" pupils are having reading difficulties. In these situations, there is a need to provide clear descriptions of what pupils can do and what they need to do to move to a higher level of reading competence. To address this, researchers need to explain the implications of reading test results in a fashion that provides concrete evidence for selecting appropriate classroom teaching strategies and other related pedagogical support services so that teachers are better able to take corrective action.

Viduya (2012) derived from her study on reading performance of Grade four pupils of selected private schools in Baguio City that pupils have an instructional level of reading Filipino; the pupils' level of performance concerning speed and comprehension in silent reading is average or moderately efficient; oral reading and silent reading are complementary; that is, they supplement each other and the most common oral reading difficulties or miscues of the pupils include: repetition, mispronunciation, and substitution.

Further, in the study of Nava and Pado (2017), a trend of decreasing reading performance in Filipino was observed for regions that were far from the center of national development where both Filipino and English have been predominantly used. Using the National Capital Region (NCR) as the geographical point of reference, regions, and provinces that were farther north or south of the NCR had lower means in Silent and Oral Reading. Regions like Cordillera Administrative Region (CAR), Region I, VII, and VIII showed better performance in English in some grade levels. These results reflected the dominance of the English language over the National Language in these provinces and regions despite the introduction of Filipino before English in primary school. Since children were most likely exposed to the English language both at home and in the community at an early age, it would not be unlikely for them to better grasp the English language



even if they were formally taught the language at a later year in school. Similarly, the lack of exposure to the Filipino language (both at home and in the community) in some regions could explain lower performance in the language despite its being introduced early in school.

Moreover, in the Philippines, one of the Department of Education's existing problems is the low level of reading comprehension of students. Abad (2004, as cited in Lumapenet, 2017) stated that there should be a reading intervention in all schools of the country. Thus he implemented "Every Child a Reader," aiming for all Filipino school children to read and comprehend. He explained that the program was instituted as a remedial measure to address the poor performance of learners in the High School Readiness Test (HSRT), which was conducted in the year 2004, and the result was 0.6 percent of about 1.2 million first-year high school students who registered a passing grade of 75 percent. Also, based on the Department of Education (DepEd) studies, many students were not yet ready to go to high school because of their reading problems.

Several elementary students in the Philippines have problems in reading and comprehension, not only in English but in other subjects as well. The DepEd takes its move in the terrible dilemma in reading through the reading programs like READDAVAO and Parents Assistance in Reading (PAIR). The program aims to develop students' reading skill, motivate the interest of students in reading to broaden their horizons, enrich their reading level, and give the needed training and seminars to willing and cooperative parents. To improve the children's reading skills, the PAIR helps to promote assistance in particular areas of reading and strengthen and improve the weak areas. With the DepEd's serious efforts in enhancing students' reading comprehension skills and improving their academic performance (Lumapenet, 2017).

The study is also anchored on the DepEd concept of institutionalizing the Every Child A Reader Program (ECARP), a policy enforced during the school year 2002-2003, to monitor the pupils' reading comprehension and



speed. One of the main thrusts of the 2002 Basic Education Curriculum (BEC) is to ensure that every child is a successful reader at the end of Grade three. It is expected that no pupil will be promoted to the next higher grade unless he manifests mastery of the basic literacy skills in a particular grade level. All possible means of assistance and encouragement shall be extended to enable the child to read (Department of Education, 2005).

More so, the study seeks to look into reading comprehension as experienced by the intermediate pupils of the University of Baguio Laboratory Elementary School (UBLES). Based on the observation of the teachers, generally, they commit different miscues in reading Filipino texts. The pupils mispronounce, repeat, substitute, omit the words they read, and stammer while reading Filipino words. It could be generalized that they were not exposed to sufficient reading activities and are not guided when they read orally or silently. These impose a serious problem to pupils, specifically the Grades five and six.

This study will benefit pupils and teachers by determining if they fully manifest mastery of the basic literacy skill as mandated in DepED Order No. 45. The conduct of the study is also in response to the DepEd thrust of strengthening the basic reading program in public elementary schools only.

The study's result would give the administrators adequate information regarding the reading capabilities of the intermediate pupils and their reading difficulties, which will ultimately lead them to provide a wide variety of teaching materials and through training to adhere the differences in the pupils' ability to learn. For the parents/guardians, the findings of the study will serve as an instrument in improving school-home relationships, involvement, and partnership, thereby; learners will be fully assisted at home through the school linkages. The teachers will also benefit from the study since there is a need to provide clear descriptions of what pupils can do and what they need to do to move to a higher reading competence level. The implications of reading test results in a fashion that provides concrete



evidence for selecting appropriate classroom teaching strategies and other related pedagogical support services so that teachers are better able to take corrective action. The guidance counselors will be guided in preparing a program that can help learners who may need assistance. Lastly, the study results will give guidance to the librarians in preparing reading materials based on the reading needs of the pupils in Filipino.

Specifically, this study sought to answer the following questions:

1. What is the level of reading performance of the pupils in oral reading in Filipino?
 - 1.1 Is there a significant difference in the level of reading performance of the pupils in oral reading in Filipino according to grade level and language spoken at home?
2. What is the level of reading performance of the pupils in silent reading in Filipino?
 - 2.1 Is there a significant difference in the level of reading performance of the pupils in silent reading in Filipino according to grade level and language spoken at home?
3. What is the correlation between the level of reading performance of the pupils in oral and silent reading in Filipino?

Methodology

The descriptive-quantitative design was applied in the study. The researchers selected this method to specifically describe the level of performance of the pupils in oral and silent reading in Filipino. A total of 154 Grades five and six pupils whose parents have given consent were the study respondents. They were asked to write their grade level and mother tongue.

Table 1 shows that 109 (70.8%) respondents speak Filipino, 34 (22.1%) English and 11 (7.1%) are Ilocano at home. The distribution of the 154



participants of the study according to the language spoken at home is presented in table 1.

Table 1
Profile of the Respondents According to Language Spoken at Home

Language spoken at home	Frequency	%
English	34	22.1
Filipino	109	70.8
Ilocano	11	7.1
Total	154	100

Specific problems number one and two were answered through the data gathered by using the Philippine Reading Inventory - Silent and Oral Reading Test in Filipino. The Informal Reading Inventory is one of the most useful classroom tools in assessing a pupil's reading ability (Boatright, 2014).

The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Learning Delivery, Department of Education that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level (Department of Education [DepEd], 2018).

The Revised Phil-IRI was prepared in early 2013, before the introduction of the K-12 Curriculum. The readability level of the selections for oral and silent reading was based on the old English and Filipino curricula and was validated to pupils who were products of these old curricula; they were taught to read in Filipino and English Grade 1 (DepEd, 2018).

Under the K-12 curriculum, the pupils are introduced to Reading in Filipino during the first semester of Grade 2, while Reading in English is introduced during the second semester.



The Phil-IRI is an informal reading inventory composed of graded passages designed to determine the individual student's oral reading performance, silent reading, and listening comprehension. These three types of assessments aim to find the student's independent, instructional, and frustration levels. The data from these measures could be used to design or adjust classroom, small group, or individualized instruction to fit the students' needs and abilities. The Phil-IRI is not the sole assessment tool that provides the students' holistic reading performance; it only provides an approximation of the students' abilities and could be used in combination with other reliable tools of assessment. The data shall also serve as one of the bases in planning, designing/redesigning the school's reading programs or activities to improve the overall school reading performance (DepEd, 2018).

The Phil-IRI-Oral Test in Filipino is one variation of informal measure that assesses the pupil's word identification, vocabulary, and comprehension skills in oral reading. It uses a predetermined set of criteria in identifying the reading levels of the pupils. These include the percentage of word recognition and correct answers to comprehensions (Department of Education [DepEd], 2009).

Using these graded passages, the test administrator found the student's independent, instructional, and frustration levels. Finding the independent level means that we are looking for the grade level passage that the child can read on his/her own without any assistance. To find the independent level, the test administrator continues to select one level lower than a given selection until the child can register performance at 97 to 100% in word reading and 80 to 100% comprehension. It is important to find the independent level so that we know the kind of text that the child can perform well in. Providing material at the independent level may serve as a source of motivation or as a starting point for instruction (DepEd, 2018).

Finding the instructional level means that we are looking for the grade level passage that the child can read with a teacher's support. This is the level



where students make the most progress in reading. To find the instructional level, the test administrator continues to select one level higher than the independent level passage until the learner can register performance at 90 to 96% in word reading and 59 to 79% in comprehension (DepEd, 2018).

Finding the frustration level means that we are looking for the grade level passage that the child can no longer read and understand on his own. To find the frustration level, the test administrator continues to select one level higher than the instructional level passage until the learner's oral reading score performance is at 89% and below in Word Reading and 58% and below in comprehension. It is important to identify the frustration level to be aware of the kind of material that the student is not yet ready for. (DepEd, 2018).

After administering the Oral Reading Test, if there is a need to describe the child's performance when the reading task is lifted (i.e., especially when the students have been identified to be non-readers), the Listening Comprehension Test may be administered. The process of finding the independent, instructional, and frustration levels are the same except that the passages are no longer read by the student and instead are read by the test administrator. After each selection has been listened to, the test administrator reads the multiple-choice questions that the students must respond to orally (DepEd, 2018).

The Phil-IRI-Silent Reading Test gives quantitative information about the pupil's silent reading performance. It uses a predetermined set of criteria to identify the pupils' reading level, such as reading speed and percentage of correct answers to comprehension questions.

To determine the speed level of the pupils, they were asked to read a particular selection, and while reading, they were being timed. The pupil who finished reading the selection before one minute turned his/her reading material upside down while waiting for the rest of his/her classmates to finish reading the selection. After thirty seconds, the researchers started flashing the first speed card for ten seconds, then the succeeding speed cards at an



interval of ten seconds. The pupil indicated the card's number at the upper right corner of his material as soon as he/she finished reading the selection.

To determine the pupils' comprehension level, they were asked to answer the comprehension questions at the end of the selection. The grades five and six pupils answered the questions at the same time when the researcher gave the signal. The pupils' comprehension level was computed using the formula presented in the treatment of data using DepEd set forth by the Phil-IRI.

Reading Speed Level. The reading speed level of the pupils was determined by computing for the percentage of time accumulated in reading the passage using the formula:

$$\text{Reading Speed} = \frac{\text{No. of words in the passage}}{\text{Reading time in seconds}} \times 60$$

Comprehension Level. The pupils answered several questions about the story read and the researcher computed their comprehension level using the formula:

$$\text{Comprehension Level} = \frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100\%$$

Table 2

The reading speed level of the pupils was determined based on the following norms for elementary pupils set by the DepEd set forth by the Phil-IRI

Grade Level	Words Per Minute (WPM)
III	90
IV	140
V	170
VI	200

Part A-Reading Level. The reading level of the pupils was determined by



computing for the percentage of the words recognized concernig the number of words in the passage using this formula:

Word Recognition Level:

$$\frac{\text{No. of words in the passage} - \text{No. of miscues}}{\text{No. of words in the passage}} \times 100\%$$

Part B- Comprehension Level. The comprehension level of the pupils was determined by computing for the percentage of correct answer about the number of questions using the formula.

Comprehension Level:

$$\frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100\%$$

Table 3

The following interpretations were used for the reading level in Oral Reading in this study (DepEd, 2018)

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

Table 4

The following interpretations were used for the Reading level in Silent Reading in this study (DepEd, 2018)

Reading Level	Reading Speed	Comprehension
Independent	Fast(140 WPM)	90-100%
Instruction	Average(111-139WPM)	75-89%
Frustration	Slow(110 WPM/below)	74 and below



The researchers asked permission from the Department of Education Division of Baguio City superintendent through a letter to use the Phil-IRI tools and materials for the reading test in oral and silent reading in Filipino. Approval of the school head of UBLES was also sought through a request letter. In determining the population of the study, the researchers included all the pupils in grades 5 and 6 to assess the strengths and weaknesses of the pupils in reading and comprehension in Filipino. The parents were informed about the conduct of the research through a consent letter. To adhere to the research's ethical values, the researchers also obtained the respondents' willingness to be included in the study through an orientation before the reading assessment and a letter attached to the Reading Tools. The international students were excluded from the study. The pupils allowed by their parents to participate in the study but did not signify their participation in the study still took the reading assessments in oral and silent reading. However, the results were excluded from the study.

The researchers sought the school principal's approval and signed by the Research and Development (R&DC) director and the Vice President for Academic Affairs regarding the conduct of the study. The pupils were informed of the purpose of the reading assessment and the study's conduct before the conduct of the pre-reading assessment. After the reading assessment, gathering, and analysis of data, an action plan was prepared to implement the interventions. The intervention activities aim to address the reading miscues and improve the reading skills of the pupils in Filipino so, pupils with difficulties in reading will undergo remedial activities based on the action plan that will be prepared after the analysis of the data collected. The study's findings and recommendations will be disseminated to the UB academic community through a colloquium that will be hosted by the UB Research and Development Center (R&DC). The researchers will also make a report on the results of the reading assessments and will discuss these with the school principal and the academic coordinator. The Filipino teachers will also be informed about the needs of the learners in reading for future actions and interventions.



Results and Discussion

A Filipino child needs to develop higher-order skills and functional literacy. It is given that any Filipino child with sufficient reading skills would have greater chances of success in school than a child whose reading skills are poor. More often than not, those with poor reading skills, when appropriately assessed, are diagnosed with a reading disability. Poor reading skill is manifested with poor comprehension, wrong pronunciations, among others. If no proper intervention is administered early, it could affect the child's academic, social, and psychological development. As such, proper and correct diagnosis of reading disability as early as possible appears to be essential (Cayubit, 2012).

Level of Reading Performance of the Pupils in Oral Reading in Filipino

To determine the level of reading performance of the pupils in oral reading in Filipino, a weighted mean was used. The results are presented in Table 5.

Table 5
Reading Performance of the Pupils in Oral Reading in Filipino

	Minimum	Maximum	Mean	Std. Deviation	Descriptive interpretation
Oral Reading Comprehension	10.00	100.00	71.53	23.99	Instructional

Table 5 shows the oral reading performance of Grade 5 and 6 in Filipino. The mean of 71.53 reveals that the pupils have instructional comprehension levels. This implies that the pupils in Grade 5 and 6 have acquired just enough sight vocabulary to attack words upon seeing them.

DepEd (2018) describes pupils with instructional comprehension level as pupils who score 75-89% incomprehension. They are considered average readers. This is expected in the intermediate grades because at their grade level. The pupils have a moderately extensive stock of words to enable them



to recognize and identify words.

Teachers in the UBLES expose the learners to rhymes, chants, songs, and other literary pieces to improve reading instructions and prepare them to learn to read. Regular assessments and diagnosis enable the reading teacher to discover each pupil's strengths and weaknesses. These practices will equip the pupils with a stock of sight words to enable them to recognize and identify words and prepare them to read a wide variety of texts for different purposes by the end of the beginning reading stage. As Esguerra, Lopez, and Sanchez (2006) reiterated in their study, the processing and using of information has to do with a great deal of the reading material.

Also, reading comprehension, as defined by Bear, Invernizzi, Templeton, and Johnson (2004) as the central and most important process. Thus, the ability to reconstruct meaning from printed text is very vital.

Viduya (2012) stated in her study on reading performance in Filipino that an accurate assessment of reading comprehension is necessary to identify children who need remediation and help future instruction.

Moreover, the result of this study matches the result of the study conducted by Rasinski and Hoffman (2003), that oral reading Word Correct Reading (WCR) value is evaluated as the following: 95% and above is independent, between 90% and 94% is instruction, 90% below its frustration level. In their research, in terms of WCR value, 71 percent of participants are at a frustration level, 17 percent of students are at an independent level, and 12 percent are at an instructional reading level. It attracts attention that most students are generally at a frustration level in both text types in terms of reading accuracy. The results necessitate that teachers make more effort to develop oral reading fluency in pupils in reading achievement.



Level of Reading Performance of the Pupils in Oral Reading in Filipino According to Grade Level

To determine the level of reading performance of the pupils in oral reading in Filipino according to Grade level, a correlation was utilized. The results are illustrated in Table 6.

Table 6

Reading Performance of the Pupils in Oral Reading in Filipino According to Grade Level

	n	Mean	Std. Deviation	Descriptive Interpretation	t-value	df	P-value
Grade 5	69	62.04	22.84	Instructional	-4.72	152	.000
Grade 6	85	79.24	22.18	Instructional	-4.7	143.76	.000

Table 6 presents the comparison of the pupils' oral reading performance in Filipino according to grade level. Based on the mean values, there is a significant difference in the level of reading performance of the pupils in oral reading in Filipino according to grade level, $p=.000$. Specifically, the Grade 6 level's higher mean value implies that the Grade 6 learners have a higher oral reading comprehension than the grade 5 learners. The Interactive Theory on the reading process depicts reading as a combination of two types of processing: top-down (reader-based) and bottom-up (text-based). Variations in word recognition and comprehension level by grade level exist on account of the learners' processing and the text they were able to read. Children with rich background experiences have more than The process's interactive theory was supported by the study conducted by Perera (2008). There is a significant difference in the reading competency levels of the pupils in light of grade placement. This implies that competency, along with reading skills, vary from grade to grade. This is so because reading materials, experiential background, and reading habits vary from one grade level to another. The pupils' higher level is greater involvement in the reading intervention program, attitude towards reading, and reading



experiential background.

Similarly, Drucker (2003) found out in his study that learners from different ages and cultures comprehend and remember best the materials that are culturally familiar. The reader puts together sensory and perceptual channels with experiential background and affective responses and thereby constructs a personal meaning for the text. In other words, the reader puts meaning into the line of print and constructs his own experience.

Level of Reading Performance of the Pupils in Oral Reading in Filipino According Language Spoken at Home

To determine the level of reading performance of the pupils in oral reading in Filipino according to the language spoken at home, correlation was utilized. The results are presented in Table 7.

Table 7

Reading Performance of the Pupils in Oral Reading in Filipino According to Language Spoken at Home

	n	Mean	Std. Deviation	Descriptive Interpretation
English	34	66.85	24.72	Instructional
Filipino	109	71.42	23.77	Instructional
Ilocano	11	87.18	18.60	Independent
Total	154	71.54	23.99	Instructional

Table 7 presents the oral reading comprehension according to Language spoken at home. Three languages were identified: English, Filipino, and Ilocano. The data further shows that Ilocano obtained the highest average mean ($x=87.18$, $SD=18.61$). This implies that from the data presented, in all three language groups, the pupils' predominant comprehension level is the instructional level. This implies that Ilocano speaking learners can comprehend words in Filipino and are not affected by language spoken at home concerning their word recognition level and comprehension level in oral reading in Filipino. In contrast to a research conducted in Britain in



1987 in Gordon Well's longitudinal Bristol study, and in the United States in Shirley Brice Heath's 1983 cross-cultural project, the children's attitudes to success in literacy reflect the influence of home culture and the attitudes of the home and community to reading (Partnership for Reading, 2006).

Perera (2008) supported the result in which Filipino and Ilocano groups garnered the highest means of 89.65 and 89.5, respectively. He explained that even though UBLES pupils are exposed to the English Language, they garnered the highest means in the reading comprehension test. According to the Department of Education (DepEd, 2019), Mother Tongue Based Multilingual Education (MTB-MLE) was implemented in 2012 to make Filipino children lifelong learners. Likewise, the integration and application of knowledge on current knowledge schemes using the learners' mother tongue provide a strong foundation by developing cognitive skills and comprehension of the academic content from day one. The knowledge, skills, attitudes, and values gained through the mother tongue better support learning of other languages and learning through other languages later.

Nevertheless, it was contradicted by O'Brien and Wallot (2016), who stated that oral reading tasks are used to measure text fluency. However, the oral reading may be more heavily influenced by oral language proficiency for individuals with different languages. For instance, lower proficiency levels may result in slower articulation or mispronunciations during the oral reading of a second or additional language.

Analysis of Variance on the Level of Reading Performance of the Pupils in Oral Reading in Filipino According Language Spoken at Home

To determine the pupils' level of reading performance in oral reading in Filipino according to the language spoken at home, analysis of variance was utilized. The results are shown in Table 8.



Table 8

Post hoc test on the Reading Performance of the Pupils in Oral Reading in Filipino According to the Language Spoken at Home

Language at home	Language at home	Mean Difference (I-J)	Std. Error	P-value
English	Filipino	-4.57	4.65	.589
	Ilocano	-20.33	8.21	.038
Filipino	Ilocano	-15.76	7.49	.092

*. The mean difference is significant at the 0.05 level.

Table 8 explains the reading performance of the pupils in oral reading in Filipino according to the language spoken at home. Post hoc tests show no significant difference in oral reading in Filipino between English and Filipino, Filipino, and Ilocano. However, there is a significant difference in English and Ilocano, $p=.038$. This implies that it is unlikely for the English group to better grasp the Filipino language even if they were formally taught of Filipino language in school because they were exposed to the English language both at home and in the community an early age. This is also because of the "speak English" policy in the school campus of UBLES. The English group also believes that the knowledge they have explicitly learned in the second language is limited in their access. However, the Ilocano group has a better understanding of both English and Filipino since they had more significant involvement in their experiences, background, and knowledge in vocabulary in both languages.

The MTB-MLE curriculum makers were inspired by the principle of Chamot, which states that "learning requires meaning." This means that we learn when we use what we already know to understand what is new. The most important single factor influencing learning is what the learner already knows (DepEd, 2019).

Beginning with the learners' first language and culture will better facilitate mastery of the curriculum content. "Nowhere is the role of prior knowledge



more important than in second language educational contexts. Students who can access their prior knowledge through the language and culture most familiar to them can call on a rich array of schemata. In contrast, students who believe they can only use that knowledge they have explicitly learned in the second language are limited in their access." Second language learners use what they know in their language to help develop other languages. This positive transfer effect is significant in learning (DepEd, 2019).

The result was contradicted by the study conducted by Perera (2008) where there are no significant differences in the pupils' reading competency levels in light of language spoken at home. It was revealed that the language spoken at home did not affect the pupils' fluency in reading. Whatever language the pupils use in their respective homes did not affect their comprehension level in reading.

Level of Reading Performance of the Pupils in Silent Reading in Filipino

To determine the Level of Reading Performance of the Pupils in Silent Reading in Filipino, a weighted means was used. The results are shown in table 9.

Table 9

Reading Performance of the Pupils in Silent Reading in Filipino

	Minimum	Maximum	Mean	Std. Deviation	Descriptive interpretation
Silent Reading Comprehension	10.00	100.00	47.82	26.37	Instructional

Table 9 illustrates the silent reading performance of Grade 5 and 6 in Filipino. The mean is 47.82, which reveals that the pupils have instructional comprehension levels. This implies that the pupils in Grade 5 and 6 have acquired just enough sight vocabulary to attack words upon seeing them. DepEd (2018) describes pupils with Instructional Comprehension Level



as pupils who score 75-89%. They are considered average readers. This is expected in the intermediate grades because at their grade level, the pupils have a moderately extensive stock of words to recognize and identify words.

Wagner (2011) backed this up by revealing that little attention has been paid to silent reading fluency. Though, understanding silent reading fluency is important, given that silent reading is the primary mode of reading for proficient readers, and proficient readers typically read faster in silent reading than oral reading. Furthermore, he suggested that it may be important and beneficial for students to receive systematic instruction in guided or scaffolded silent reading in addition to oral reading to develop their reading fluency.

Furthermore, Tamor (2017) explained in her study that comprehension is one of the major reasons for reading difficulties the respondents experience in learning how to read. This implies that pupil respondents have difficulty in understanding and interpreting what is read. They find it hard to decode what they read, had a hard time to make connections between what they read and what they already know, and have difficulty to think deeply about what they have read. This also means that they do not have a sufficient vocabulary or their knowledge of the meanings of words is not enough.

The result of this study was negated by Hiebert and Daniel (2018), who revealed in their study that two-thirds of students had perfect or near-perfect Silent Reading Fluency (SRF) comprehension, but the other one-third had moderate to poor comprehension. These weaker SRF comprehenders had relatively low-Grade scores, but others with comparable Grade scores comprehended well on SRF. The poorest SRF comprehenders read with increasing rate and decreasing comprehension across the SRF texts.

Reading Performance of the Pupils in Silent Reading in Filipino According to Grade Level

To determine the Level of Reading Performance of the Pupils in Silent Reading in Filipino according to grade level, a correlation was used. This



can be seen in Table 10.

Table 10 shows that based on mean values, the Grade 5 learners are more efficient in reading silently than the Grade 6 learners. The results show a significant difference in the level of reading performance of the pupils in silent reading in Filipino according to grade level.

Table 10

Reading Performance of the Pupils in Silent Reading in Filipino According to Grade Level

Grade Level	n	Mean	Std. Deviation	Descriptive Interpretation	t-value	df	P-value
Grade 5	69	64.64	25.00	Frustration	8.69	152	.000
Grade 6	85	34.18	18.43	Frustration	8.43	122.01	.000

Variations in reading comprehension occur by grade level based on variations in difficulty and type of reading materials they use. The reading selections which were given to the pupils depend upon the degree of difficulty.

As pointed out by Williams (2002), children in any classroom are at a variety of levels. As such, the teacher's procedures cover a range of abilities. A literacy-rich classroom environment enhances reading efficiency. The classroom environment varies from school to school. While mastery of major skills and sub-skills are important in achieving effective reading, these skills do not function in isolation. In today's global society, there is a growing preference among reading teachers to employ a balanced approach to reading instruction where elements of direct skills instruction and elements of holistic instruction in reading are combined. Reading rate should not be considered as separate from comprehension. A balanced reading program takes into consideration both speed and comprehension in reading.



The result was validated in the study of Tamor (2017), wherein he revealed in her study that the majority of respondents' reading performance falls under the frustration level. This implies that almost all of the respondents were having problems reading or experiencing difficulty learning to read. They have difficulty in reading and learning how to read in terms of Phonological and Phonemic Awareness. The respondents have difficulty in rhyming words, recognizing, and producing sounds and syllabication. Word decoding and phonics were among the reasons for reading difficulty experienced by the respondents based on the pupil's perspective and the teacher's perspective. This infers that the respondents have difficulty applying his/her knowledge of letter-sound relationships, including knowledge of letter patterns, to pronounce written words correctly. This also means that the respondents have difficulty in letter-sound relationships and how to sound out words. Lastly, this study found out that reading difficulty in terms of vocabulary is one reason for reading difficulty experienced by the respondents. This result was supported by the teacher's perspective, which implies that the pupils had a hard time finding the words that they need to know to understand what they read. Thus, a reader cannot understand a text without knowing what most of the words mean.

Analysis of Variance on Reading Performance of the Pupils in Silent Reading in Filipino According to Language Spoken at Home

To determine the Level of Reading Performance of the Pupils in Silent Reading in Filipino according to the language spoken at home, analysis of variance was conducted.

Table 11 reveals the pupils' reading performance in silent reading in Filipino according to the language spoken at home. The mean values of the groups show that the Filipino group has the highest mean. This implies that the Filipino group signifies that the pupils have good comprehension that is, they can negotiate and construct further, as far as reading comprehension is



concerned, yet registered a frustration level of comprehension. This means that learners have to improve their reading comprehension.

Table 11

Analysis of Variance of Reading Performance of the Pupils in Silent Reading in Filipino According to the Language Spoken at Home

Language spoken at home	n	Mean		Interpretation
English	34	44.41	24.15	Frustration
Filipino	109	48.81	26.90	Frustration
Ilocano	11	48.63	29.16	Frustration
Total	154	47.82	26.37	Frustration

Kibad (2001) found out in her study that language background contributes to reading readiness. Spoken language is vital to the development of an adequate meaning vocabulary. A child finds it easier to read words he has used to frequently in his everyday life. He finds it easier to understand the reading material that deals with the activities he has experienced.

Since most of the groups garnered a frustration level of reading, the groups must have extensive reading speed reading in Filipino with comprehension activities. As Block and Pressley (2002) reiterated that constant practice improves pupils' overall reading fluency.

As pointed out by Barone, Hardman, and Taylor (2006), background knowledge influences comprehension. It is implied that the Filipino group had greater involvement in their experiences, background, and knowledge in vocabulary in Filipino because of the findings that they garnered the highest mean rating. The result is related to Perera's (2008) study, which revealed that pupils who speak Filipino garnered the highest mean of 89.65, followed by Ilocano, English, and Korean.

The result was explained in the study of Cayubit (2012) that although Filipinos are largely considered to have a good command of the English



language, an assessment that will make use of the Filipino language would present a clearer picture of the reading ability of the Filipino students for vocabulary and reading comprehension. Hence, an instrument written in Filipino should be developed to measure the reading skills of the pupils. Particularly, the new test measures in Filipino vocabulary and reading comprehension should be devised.

To determine the Level of Reading Performance of the Pupils in Silent Reading in Filipino according to the language spoken at home, analysis of variance was conducted. This is shown in table 12.

Table 12

Analysis of Variance on the Reading Performance of the Pupils in Silent Reading in Filipino According to the Language Spoken at Home

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	508.53	2	254.27	.363	.696
Within Groups	105887.73	151	701.24		
Total	106396.27	153			

Table 12 explains that there is no significant difference in the pupils' reading performance in silent reading in Filipino according to the language spoken at home, $p=.696$. This implies that the language spoken at home does not affect the reading comprehension level of the pupils.

This was supported by Perera (2008), wherein it was revealed in his study that the pupils are more influenced by the school environment than their home environment as far as the reading rate is concerned. Likewise, in the study conducted by Nava and Pado (2017), the English language is dominant over the national language in regions like the Cordillera Administrative Region (CAR), Region I, VII, and VIII. These provinces and regions spoke and showed better English performance despite Filipino's introduction before English in primary school. Similarly, the lack of exposure to the Filipino language (both at home and in the community) in some regions could



explain lower performance in the language despite its being introduced early in school.

Also, Perera (2008) noted in his study that there is no significant difference in the pupils' reading comprehension level according to the language spoken at home. Thus, the language spoken at home did not affect the reading comprehension level of the pupils. Whatever the language the pupils use in their home did not affect their comprehension level in reading.

Correlation between the level of reading performance of the pupils in oral and silent reading in Filipino

To determine the Correlation between the level of reading performance of the pupils in oral and silent reading in Filipino, Pearson correlation was used. This is illustrated in table 13.

Table 13

Correlation between the level of reading performance of the pupils in oral and silent reading in Filipino

		Oral Reading Comprehension	Silent Reading Comprehension
Oral Reading Comprehension	Pearson Correlation	1	.015
	Sig. (2-tailed)		.858
Silent Reading Comprehension	n	154	154
	Pearson Correlation	.015	1
	Sig. (2-tailed)	.858	
n		154	154

Table 13 presents the correlation between the level of reading performance of the pupils in oral and silent reading. Pearson correlation showed that there is no significant relationship between oral and silent reading since $p=.858$. In other words, the pupils' performance in oral and silent reading is not highly correlated. This implies that not all good oral readers are good silent readers. Since reading is a perceptual process, executing the reading



process is very important.

The result is similar to the research conducted by Turkyılmaz, Can, Yildirim, and Ates (2014), where oral reading comprehension was the strongest predictor of reading comprehension than retell fluency and silent reading fluency. Their study explored the relations among reading comprehension, silent reading fluency, oral reading fluency, and retell fluency. Reading comprehension predictors, including silent reading fluency, oral reading fluency, and retell fluency, were positively and highly related to each other in the model. Similarly, in the study of D'Mello, Louwerse, and Meisinger (2015), they explained that it is largely assumed that oral and silent reading involves essentially the same processes. However, researchers have advocated for the need to understand the unique role of silent reading. Silent reading is often overlooked in studies modeling reading processes in elementary students. Furthermore, the study's findings suggest the importance of differentiating between oral and silent reading interventions, especially as students reach the late elementary grades and the curriculum shifts from a focus on oral reading fluency and learning to read to silent reading fluency and reading to learn. Although it is suggested that proficient oral reading may support the development of proficient silent reading, oral reading should not be allowed to subsume its silent counterpart.

Nevertheless, in the study of Wagner (2011), the results of his structural equation modeling analyses indicate that oral reading fluency is a better predictor of reading comprehension than silent reading fluency for first-grade students. Perhaps the most striking findings of the study are the extent to which relations among the constructs examined varied as a reading skill function. Moreover, the findings illustrate how oral and silent reading fluency are differentially related to reading and oral language skills as a function of students' decoding skills. Whether the origin of these differences is individual differences in reading skill, developmental differences in reading skill, or both, is an important question for the future that requires longitudinal study of children as they transition from oral to



silent reading.

Conclusion and Recommendations

The pupils have an instructional level of oral reading performance in Filipino indicates that the pupils can read materials fairly well with teacher guidance.

More so, the Grade 6 pupils' level of performance in oral reading is higher than the Grade 5 pupils, implying that word recognition and comprehension level by grade level exist on account of the processing of the learners and the text they were able to read.

The pupils who speak Ilocano have an independent level of oral reading performance. This indicates that students who can access their prior knowledge through the language and culture most familiar to them can call on a rich array of schemata. In contrast, students who believe they can only use that knowledge they have explicitly learned in the second language are limited in their access.

On the other hand, the silent reading performance of grade 5 and 6 in Filipino is average or moderately efficient. The Grade 5 learners are more efficient in reading silently than the Grade 6 pupils. The pupils who speak Filipino signifies that they have the highest comprehension percentage registered a frustration level of comprehension. This indicates that further improvement in silent reading speed and comprehension in Filipino is a major concern of reading teachers in the schools concerned.

Further, oral reading and silent reading were not highly correlated, implying that the pupils can be good oral readers but may not be good silent readers.

It is therefore recommended that the school strengthen and intensify their reading intervention programs and activities through the following:



1. preparing intervention programs to address the results of this study;
2. revitalizing the use of the library resources and classroom reading corners;
3. intensifying supervision and monitoring in Filipino classes. Regular monitoring of effective reading habits of pupils, particularly in Filipino;
4. regular diagnosis of pupils' difficulties in reading through conducting reading assessments;
5. sustaining teachers' competence through training on the effective strategies for reading instruction in Filipino;
6. conducting further studies on the reading performance of pupils;
7. enriching the vocabulary of the pupils in Filipino; and
8. documenting and sharing best practices in teaching, reading, and intervention activities.



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