

Reading Performance of Grade 11 Students: Basis on the Development of Reading Enhancement and Assessment Plan (REAP)

Jhomar C. Sor^{1*}, Marianne E. Carraig²

¹School Principal II, Department of Education, Malvar Senior High School, Malvar, Batangas, Philippines

²Master Teacher I, Department of Education, Malvar Senior High School, Malvar, Batangas, Philippines

Abstract: Senior High School students are expected to have better reading performance. This study intends to determine the reading performance of senior high school students. The researchers used the descriptive type of research to determine the performance of Grade 11 students in one of the Senior High Schools in Batangas, Philippines. The researchers utilized the Philippine Informal Reading Inventory (Phil-IRI) instrument of the Department of Education. The participants were 679 Grade 11 students who are enrolled during the First Semester SY 2019-2020. An expository passage was used to assess learners in oral reading and silent reading. It is composed of five questions, which was used to describe the decoding and word recognition, fluency and comprehension. The learner's performance in decoding and word recognition was measured through a Reading Miscue Inventory. Silent reading comprehension was measured by asking the learners to answer five questions of varying difficulty after the passage has been read. After conducting the study, the researchers formed the following conclusions: 8.47 is the average oral reading miscues of the Grade 11 students, with the STEM strand having the lowest average miscues at 4.92 errors, and with the majority of the learners miscues in pronunciation. There were 231 Grade 11 students at frustration reading level who needed reading intervention to improve their reading performance. The Reading Enhancement and Assessment Plan was developed and needs to be proposed to the school administration for implementation. It is recommended that the Senior High School provide a Reading Clinic for students who need reading intervention, which may improve the learners' reading skills and comprehension.

Keywords: reading performance, reading comprehension, reading level, oral and silent reading.

1. Introduction

Literacy is one of the most fundamental skills a child can learn. Reading is the foundation for all academic learning. According to Estrema & Estrema (2018), reading is a complex process that involves sensation, perception, comprehension, application, and integration. It is the process of making and getting meaning from printed words and symbols. Reading is a means of communication of information and ideas.

Reading and reading comprehension are interrelated skills. In order for students to extract meaning from what they have read, they have to develop reading comprehension skills. In

2018, the Department of Education (DepEd) participated in the Programme for International Student Assessment (PISA), a triennial international assessment administered to 15-year old learners, implemented by the Organisation for Economic Cooperation and Development (OECD). The PISA assesses learners' knowledge in reading, mathematics, and science literacy. Based on the findings, Filipino students obtained an average score of 340 points in Overall Reading Literacy, which is significantly lower than the average of 487 points. Furthermore, it states that only 1 out of 5 Filipino students (19.4%) achieved at least the minimum proficiency level (Level 2) in Overall Reading Proficiency. "Reading proficiency was proven essential for a wide variety of human activities: from following instructions in a manual; to finding out the who, what, when, where, and why of an event; to communicating with others for a specific purpose of transaction," the summary of the PISA 2018 results read.

Moreover, former DepEd Secretary Abad deplored the poor performance of the pupil's assessment test and said that the low scores in English, Mathematics and Science can be attributed to the student's lack of ability in basic reading and comprehension. In addition, he said that one of the major problems in reading is poor reading comprehension, which leads to poor understanding of printed symbols.

In the Philippines, DepEd supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. The Philippine Informal Reading Inventory (Phil-IRI) used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's reading profile (DepEd, 2018).

Senior High School students are expected to have better reading performance. Thus, the study intends to determine the reading performance of senior high school students. The data gathered shall serve as one of the bases in planning, designing, and development of the reading plan in the school to improve the overall school reading performance of learners.

*Corresponding author: jhomar.sor@shsinmalvar.org

2. Objectives of the Study

The research intends to identify the reading profile of Grade 11 students. Specifically, the study aims to determine the learners' common miscues in reading, assess the reading level in silent and oral reading, and develop a Reading Enhancement and Assessment Plan.

3. Literature Review

Reading is the foundation of all academic learning. Learning to read, write, and count is crucial to a learner's success in school and later in life. Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning (Ditona & Rico, 2021).

The National Reading Panel (2000) articulated three important themes in the field of reading. Firstly, reading involves complex cognitive processes where both vocabulary development and instruction are considered paramount. Secondly, comprehension of a text is an active process which often involves the tapping of one's prior knowledge. Thirdly, teachers should guide learners in using strategies that result in reading success.

Likewise, Johnston (1991) considers reading comprehension as building bridges between the "new and the unknown" and the importance of prior knowledge are vital in the reading instruction. Comprehension simply cannot occur when nothing is already "known" because then there is nothing to which a reader could link the "unknown". Prior knowledge is necessary for comprehension to freely flow from easiest to the most complicated.

The Philippines' average performance in Overall Reading Literacy is within Proficiency Level is, one level lower than the minimum proficiency level. This suggests that in general, Filipino students can understand the literal meaning of sentences or short passages, recognize the main theme, and make a single connection between several adjacent pieces of information (DepEd, 2019). In this connection, all schools are enjoined to develop a School-Based Reading Program that includes the conduct of an inventory of the children's reading ability, a diagnosis of those who need further reading instruction and appropriate measures to improve reading comprehension (DepEd, 2002).

The Philippine Informal Reading Inventory (Phil-IRI) was designed as one of the diagnostic tools that teachers can use to determine students' abilities and needs in reading. Before teachers can design and provide appropriate reading instruction for their students, they should be armed with information about their students' current reading levels and abilities. This diagnostic approach to describing how children read embraces inclusionary principles that emphasize the need for education that is learner-oriented, responsive and culturally-sensitive (DepEd, 2018).

4. Materials and Methods

A. Research Design

The researchers used the descriptive type of research to

determine the reading performance of Grade 11 students of one of the Senior High Schools in Batangas, Philippines. The researchers utilized the Philippine Informal Reading Inventory (Phil-IRI) instrument of the Department of Education.

B. Participants

The participants of the study were the 679 Grade 11 students in one of the Senior High Schools in Batangas, Philippines. They were enrolled during the First Semester SY 2019-2020. There were ninety-four (94) Accountancy, Business and Management (ABM), two hundred sixty-nine (269) Humanities and Social Sciences (HUMSS), eighty (80) Science, Technology and Engineering Mathematics (STEM), and two hundred thirty-six (236) Technical-Vocational-Livelihood (TVL) students. The researchers considered the total population of Grade 11 learners as participants of the study.

C. Data Instrument

The researchers utilized the Phil-IRI as an instrument in measuring the reading level of the respondents, as it provides an approximation of the students' abilities. The individually administered Phil-IRI Graded Passages was used to determine the learners' independent, instructional and frustration levels for the literacy tasks: oral reading, and silent reading.

An expository passage was used to assess learners' oral reading and silent reading. It is composed of five questions, which was used to describe the decoding and word recognition, fluency and comprehension.

The learner's performance in decoding and word recognition is measured through a Reading Miscue Inventory. The learner is asked to read a passage and each word read incorrectly is noted and marked. In terms of fluency, the time taken to read a passage is recorded and the number of words read per minute is computed. A qualitative description of the manner of reading is described via a checklist. Finally, the comprehension skills was gauged by answering five questions of varying difficulty based on the graded passage after it has been read.

Silent reading comprehension is measured by asking the learners to answer five questions of varying difficulty after the passage has been read.

D. Data Collection

An approval of the reading assessment material was sought from the School Administration, thereafter the researchers coordinated with the Grade 11 communication arts teachers in conducting a reading assessment of the Senior High School students.

There were two stages undertaken in identifying the learners reading profile. First, the silent reading assessment was held after English class, each learner was given a copy of the assessment tool and were asked to read the text and answer the questions. Second, the oral reading assessment, which was done during a scheduled meeting. Learners were given copies of the text and were asked to read the passage aloud while the teacher scored the oral miscues.

After gathering the silent and oral reading scores, the results were tallied and interpreted.

E. Data Analysis

The researchers used the following criteria to determine the oral reading miscues, reading comprehension, and reading level of the learners.

Table 1 shows the criteria used by the communication arts teachers for scoring the oral reading miscues. While administering the graded passage, both the teacher and the student have a copy of the passage to be read by the student. While the student is reading the passage orally, the teacher records every miscue committed.

Table 1
Oral reading miscues scoring

Types of miscues	Scoring
Mispronunciation	Count as 1 error every mispronunciation.
Omission	Count as one error a word or a phrase omitted.
Substitution	Count as one error every substitution.
Insertion	Count a word or a phrase inserted as one error.
Repetition	Count as one error every word or phrase repeated.
Transposition	Count as one error every transposition made
Reversal	Count as one error every reversal made
Self-correction	Don't count self-correction as an error

Table 2 shows the percentage for silent reading comprehension score, which is derived by dividing the number of correct answers over the number of questions and multiplying it by 100.

Table 2
Percentage for comprehension score

Score in Comprehension	Percentage
5 - Very Easy	100
4 - Easy	80
3 - Neutral	60
2 - Difficult	40
1 - Very Difficult	20
0 - No Comprehension Skills	0

Table 3 presents the predetermined set of criteria to identify the reading level of each student for each passage. These criteria include the percentage of word recognition accuracy and percentage of correct answers to comprehension questions.

Table 3
Oral reading level interpretation

Oral Reading Level	Comprehension Score (%)
Independent	80-100%
Instructional	59-79%
Frustration	58% and below

To clearly define and give light to the reading comprehension level of learners in the study, the researchers cites the definition of the University of Utah Reading Clinic: College of Education, reading levels were defined as independent reading level as the highest level at which a reader has adequate background knowledge in a topic, and can access text very quickly and with very few errors; while the instructional reading level is the highest level at which a reader is not independent but has adequate background knowledge in a topic, can access text quickly with few or no errors; and lastly, the frustration reading level include text for which a reader does not have adequate background knowledge for a topic and cannot meet the criteria

for instructional levels of accuracy and rate. In the same vein, Flippo (2014) defined independent reading level as readers function on their own with almost perfect oral reading and excellent comprehension; instructional reading level, readers profit the most from teacher directed instruction in reading; frustration reading level, readers find reading materials so difficult that they cannot successfully respond to them.

5. Results and Discussion

The following are the results of the reading assessment conducted in one of the Senior High Schools in Batangas, Philippines.

Table 4 presents the average oral reading miscues of the Senior High School students. The STEM strand has the lowest average miscues with 4.92 errors. The ABM strand students had an average miscue of 7.68, while the HUMSS strand had an average miscue of 9.33. Meanwhile, the TVL track has the highest average miscues at 11.93 errors. Most of the learners' mistakes in reading the passage is in mispronunciation of words.

Table 4
Average oral reading miscues per strand

Strand/Track	Average Miscues
Accountancy, Business and Management (ABM)	7.68
Humanities and Social Science (HUMSS)	9.33
Science, Technology and Engineering Mathematics (STEM)	4.92
Technical-Vocational- Livelihood (TVL)	11.93

Table 5 presents the reading comprehension score results of Grade 11 students. It can be gleaned from the results that 15 or 2% of the learners scored 5 points in reading comprehension, the passage was very easy to answer. There were 85 or 13% of the learners who scored 4 points, and 156 or 23% of the learners got 3 points in the reading comprehension score. Meanwhile, 191 or 28% of the learners had difficulty in answering the questions, and 164 or 24% of learners assessed the passage as very difficult to answer. Moreover, 68 or 10% of the Grade 11 learners scored zero (0), interpreted as no comprehension skills.

Table 5
Silent reading comprehension score per strand

Score	Silent Reading Comprehension	Frequency	Percentage
5	Very Easy	15	2%
4	Easy	85	13%
3	Neutral	156	23%
2	Difficult	191	28%
1	Very Difficult	164	24%
0	No comprehension skills	68	10%
Total		679	100%

Table 6 presents the oral reading level of Grade 11 students. It can be deduced that 11 or 12% of learners from the ABM strand are independent readers, while 54 or 57% are in the instructional level, and 29 or 31% are in the frustration level. Based on the oral reading level, 42 or 16% are at the independent level, 119 or 44% are at instructional level, and 108 or 40% of the HUMSS strand students are at frustration levels.

In addition, STEM students had the highest number of independent level of readers at 33 or 37%, while 45 or 50% were at instructional level, and only 2 or 2% are at the frustration level in oral reading. Moreover, 11 or 5% of the TVL learners are at the independent level, 133 or 56% at instructional level, and 92 or 39% are at frustration level. In general, there were 231 Grade 11 students who needed reading intervention to improve their reading performance.

Table 6
Oral reading level per strand

Strand/Level	Independent	Instructional	Frustration
ABM	(11) 12%	(54) 57%	(29) 31%
HUMSS	(42) 16%	(119) 44%	(108) 40%
STEM	(33) 37%	(45) 50%	(2) 2%
TVL	(11) 5%	(133) 56%	(92) 39%
Total	97	351	231

Table 7
Reading Enhancement and Assessment Plan (REAP)

Objectives	Strategies	Expected Outcomes
To conceptualize objectives and activities in conducting a Reading Clinic program	Conduct a meeting with the administration and teachers to plan the program Finalize the objectives and activities for the program	Conceptualized idea for Reading Clinic Finalized objectives and activities
To determine the reading level of Grade 11 students	Conduct a pre-test to evaluate the students' reading level performance	Evaluated students' reading level
To monitor and enhance the reading level of the students	Continue to provide word recognition, oral reading, silent reading and listening comprehension assessments Regular monitoring of students' performance	Enhanced students' reading and comprehension skills. Monitored students' performance
To assess the reading level of Grade 11 students	Conduct a post-test at the end of the school year	Assessed students' reading level of Senior High School students
To develop an intervention program based on the result of the reading assessment	Craft school intervention programs and projects that will cater to the needs of the students	Crafted school intervention programs and projects

Table 7 presents the proposed Reading Enhancement and Assessment Plan (REAP) for the Senior High School students based on the results of the reading performance of the Grade 11

students.

6. Conclusion and Recommendation

After conducting the study, the researchers formed the following conclusions: 8.47 is the average oral reading miscues of the Grade 11 students, with the STEM strand having the lowest average miscues at 4.92 errors, with the majority of the learners miscues in pronunciation; and that there are 231 Grade 11 students who needed reading intervention to improve their reading performance. The Reading Enhancement and Assessment Plan has been developed and needs to be proposed to the school administration for implementation.

It is recommended that the Senior High School provide a Reading Clinic for students who need reading intervention, which may improve the learners' reading skills and comprehension.

Acknowledgement

Deep appreciation to the following people in the conduct of the study: to the school administration, the communication arts teachers, and Grade 11 advisers and learners.

References

- [1] Department of Education (2018). Philippine Informal Reading Inventory Manual.
- [2] Department of Education Order No. 14, Series of 2018. Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory.
- [3] Department of Education PISA (2018) National Report on the Philippines Department of Education Complex, Meralco Avenue, Pasig City Philippines.
- [4] Ditona, G. & Rico F. (2021). Reading Level of Grade II Pupils Scaffolding for Reading Program of Eastern Schools in Botolan District, Philippines, American Journal of Humanities and Social Sciences Research (AJHSS), vol. 5, no. 8, pp. 86-94.
- [5] Estrema M. L. & Estrema G. L, Factors Affecting the Reading Comprehension of Grade Six Pupils in the City Division of Sorsogon, Philippines as Basis for the Development of Instructional Material. Asia Pacific Journal of Education, Arts and Sciences, vol. 5 no. 3, 2018.
- [6] Flippo, R. (2014). Assessing Readers: Qualitative Diagnosis and Instruction, Second Edition, University of Massachusetts Boston, <https://scholarworks.umb.edu/bookshelf/43/>
- [7] Johnston, P. (1991). Implications of Basic Research for the Assessment of Reading Comprehension Technology. Report No. 206. Urbana and Champaign: Center for the Study of Reading, University of Illinois
- [8] Miñoza, M. & Montero, M. (2019). Reading Comprehension Level Among Intermediate Learners, College of Teacher Education, Integrated Laboratory School – Elementary Department Western Mindanao State University, Normal Road, Baliwasan, Zamboanga City, Philippines
- [9] National Reading Panel (2000). The National Reading Panel Report; Teaching Children to Read. Washington DC: US Department of Health and Human Services, Public Health Service, National Institute of Health, National Institute of Child Health and Human Development.
- [10] University of Utah Reading Clinic: College of Education, <https://uorc.utah.edu/>, July 2020.