

Title: **“THE STATUS OF READING COMPREHENSION LEVEL OF GRADE SIX PUPILS USING DEVELOPING READING POWER 6 BOOKS”**

Author: **JOAN B. CEA**

Degree: **MASTER OF ARTS IN EDUCATION**, Major in English
Daniel B. Peña Memorial College Foundation, Inc.
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Summary of the Study:

This study analyzed the status of the comprehension level of grade six pupils using Developing Reading Power 6 books, bases for the improvement of Instructional Program in Reading. Specifically, it sought to answer the following sub problems.

1. What is the status of the following reading comprehension skills of the Grade six pupils in Tabaco North District for S. Y. 2009 – 2010?
 - a. Noting details
 - b. Getting the general significance of a selection
 - c. Predicting the outcome of the given event
 - d. Making inference
 - e. Following precise direction
2. Is there a significant difference between the central and the non-central schools in reading comprehension skills developed after using the Developing Reading Power 6 books?
3. What are the reading methods, programs and projects adopted by the grade VI English teachers in teaching reading?

4. To what extent is the level of performance in reading comprehension skills was improved through the Developing Reading Power 6 books?
5. What other reading materials maybe reinforced to develop the reading comprehension skills of the pupils?

The researcher utilized descriptive analytical method of research.

The researcher utilized test questions formulated by the researcher derived from **Developing Reading Power 6** book to know the status of the reading comprehension skills of the grade 6 pupils. Aside from these the researcher utilized the interview guide questionnaires formulated by the researcher to know the different teaching reading methods, reading programs and reading projects used and adopted to improve reading comprehension skill of the pupils.

The findings of this study were: The grade VI pupils in the pre-test got the mean percentage of 7.57 in Noting Details and the average performance level was 84%. Skills in the result of the researcher's made test in getting the general significance obtained the mean percentage of 5.90 with the performance level of 65.50%. In predicting the outcome of a given event, the mean percentage is 4.09 and the performance level is 51.10%. Result of the researcher's made test in making inferences gain the score of mean percentage of 4.54 and performance level 64.80%. With the mean percentage of 12.45 obtained in following directions got the performance level of 73.26%.

The two central schools in Tabaco North District are Tabaco North Central Elementary School and Tabaco Northwest Central Elementary School. 33.36 is the mean percentage got by Tabaco North Central Elementary School. Tabaco Northwest Central Elementary School obtained the mean percentage of 37.22. This research hypothesis is not accepted which means there is no significant difference between the central and non-central schools in the status of reading comprehension skills developed after using the Developing Reading Power 6 books in grade six of Tabaco North District.

The teaching method utilized by the grade six teachers in teaching reading were teaching vocabulary as the first reading methods in teaching reading by means of experiential interaction wherein there is sharing of experiences among the pupils, letting the pupils tell stories about their personal experiences. It has a weighted mean of 3.94 or much used by teachers in teaching reading. This is done by reading books everyday. It has the weighted mean of 4.78 which is also much use of the teachers. Showing words like having a word wall is much used got the rating of 4.21. The same with writing words on diaries and vocabulary notebooks. Brainstorming is done through semantic mapping obtained 4.47. Gradual Psychological Unfolding Approach like asking motive questions and unlocking of word difficulties in presenting stories among children has a descriptive rating of 4.89. It is very much like. With the descriptive rating of 4.0 is the LEA approach or Language Experience Approach in which this

is much used to develop the vocabulary of the pupils as using it in their experiences. Dialogical - Thinking Reading Lesson got 4.79 that means it is very much used because drawing conclusions needs to be mastered by the pupils. Story telling like having a story telling file with props or costumes got 4.21 rating that shows much like by the teachers. The weighted mean is 4.34 means much utilized.

Some of the varied reading programs used are follows; Diagnostic Reading Test has a rating of 4 that means extremely like. The same with Reading Remediation 3.89 rating was gained and like very much in developing the comprehension of the readers. Dramatization in teaching is 3.1. Visiting at the library is 3.47 means like very much. Continue the Program Drop Everything and read is 3.73 extremely like. The weighted mean is 3.70 that means like very much. Almost all the school reading programs were very much used by the teachers and believing that these programs were the best to improve the reading skills of the pupils at Tabaco North District.

Put up on an online library got 3.47 rating that is moderately utilized 3.53 is the rating of put up library hub in community means also moderately utilized. Put up mini library inside the classrooms obtained 3.74 which is much utilized. Designed strategy in teaching which is suited to learning capability of the learner got 3.95 rating shows much utilized by the teachers. The highest rating of 4 is to conduct close monitoring supervision on reading program means much liked. Up-date reading

materials is 3.79. The weighted mean is the projects to improve comprehension skills of the pupils is 3.75 that suggests all these projects were used by the grade six teachers to improve the performance in reading comprehension skills.

The extent of improvement in the level of performance improved through the Developing Reading Power 6 books as shown in the post test. The level of performance improved through the used of Developing Reading Power 6 books along noting details had a 0.72 increased which means it gains 8 points with a very satisfactory description. Getting the general significance of a selection gained 2.54 indicator which means outstanding. Predicting the outcome of a given event has 2.35 indicator with a descriptive rating of very satisfactory. Making inference obtained 1.41 increase indicator with a very satisfactory description. Following precise direction got the increase point indicator of 3.59 with a descriptive rating of very satisfactory. The average increase indicator is 4.12 with a descriptive rating of very satisfactory. This results suggests that the Developing Reading Power 6 books was really of great help in improving the reading comprehension skills of the pupils of Tabaco North District. As such using this kind of book as reinforcement or in diagnosing reading skills is highly important.

English teachers used a variety of books as their references. Examples of these books were Bridges to Communication, Reading

Wonders, Read Learn and Grow, Enhancing Reading Skill Reading Network, Milestone in Reading and Skill Builders for Efficient Reading.

Based on the foregoing findings, the following conclusions were deduced: 1. The status of the reading comprehension level of the grade six pupils at pre-test and post-test in Tabaco North District in noting details, getting the general significance of a selection, predicting the outcome of the given event, making inference, and following precise direction varies in the mean percentage and in the performance level per school. 2. There is no significant difference between the central school and non-central schools in reading comprehension skills developed after using the Developing Reading Power 6 books. 3. Several methods programs and projects were adopted by the grade six teachers in teaching reading. There were activities and projects utilized by the teachers to improve the reading comprehension skills of the grade six pupils. 4. The use of **Developing Reading Power 6** books reinforced and developed the reading comprehension skills of the pupils. 5. Varied reading materials were also utilized by the grade 6 teachers in teaching reading comprehension skills.

In view of the foregoing findings and conclusions, the following recommendations are offered:

In view of the foregoing findings and conclusions, the following recommendations are offered:

1. Develop fully the reading comprehension skills in grade six by means of organizing remedial reading classes and enrichment reading classes.
2. More reading materials and reading teaching devices should be provided to the pupils in both central and non-central schools to improve their reading comprehension skills.
3. The grade VI reading teachers should adopt the following reading methods/programs and projects in teaching reading:

METHODS

- a. Teaching vocabulary
- b. Experiential Interaction
- c. Word wall
- d. Writing words on diaries and vocabulary notebooks
- e. Brainstorming
- f. Gradual Psychological Unfolding Approach
- g. Language Experience Approach
- h. Dialogical – Thinking Reading Lesson

PROGRAMS

- a. Diagnostic Reading
- b. Remedial Reading
- c. Dramatization in Teaching
- d. Visiting the Library
- e. Drop Everything And Read (DEAR)

- f. On-Line Library
 - g. Put-up Mini Library Inside Classroom
 - h. Designed Strategy in Teaching
 - i. Conduct close monitoring supervision in Reading Programs
 - j. Update reading materials
4. Continue the use of Developing Reading Power 6 books to reinforce and develop the reading comprehension skills of the pupils.
 5. Varied reading materials like textbooks should be utilized by the grade teachers in teaching reading comprehension skills.