



READING PERFORMANCE ON PHIL-IRI IN FILIPINO AMONG GRADE THREE LEARNERS

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ABSTRACT

Reading Performance on Phil-Iri in Filipino Among Grade Three Learners examines the impact of face-to-face classes on the reading proficiency development of grade three learners during the 2022-2023 school year. Using the PHIL-IRI reading assessment, it assesses the reading skills of students in East I District, Division of Cagayan de Oro City, focusing on the aftermath of the pandemic's impact on reading abilities. The research aims to determine the assessment level of respondents, analyze word reading and comprehension reading levels in the Phil-Iri post-test, and explore the relationship between reading skills and parent-child engagement, availability of reading materials at home, and attitude towards reading. The population includes 160 learners from East City Central School, with findings indicating instructional levels in word reading and comprehension reading. The study emphasizes the importance of quality reading time with parental engagement, the availability of resources, and positive attitudes for successful reading skill development. Recommendations include increased parent-child engagement in reading at

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home, emphasizing the need for consistent time and practice, and applying monitored oral reading for improved fluency and overall performance.

Keywords: *Reading Proficiency, Phil-Iri Reading Assessment*

INTRODUCTION

The study explores the impact of the pandemic on the reading development of grade three learners, highlighting challenges faced by students, families, and teachers. With a focus on the Philippines, it addresses the alarming deficiency in reading abilities, emphasizing the importance of parental involvement in fostering reading habits at home. The study delves into the national educational policies, including the K to 12 Program and the participation in international assessments like PISA. It introduces the PHIL-IRI program as a tool for assessing and improving reading proficiency, aligning with the researcher's motivation to study the reading performance of grade three learners in East 1 District. The theoretical framework draws on Piaget's Cognitive Development theory, particularly the Concrete Operational stage. The study aims to determine assessment levels in parent-child engagement, availability of reading materials, and attitudes toward reading, while evaluating word reading and reading comprehension levels. The findings are anticipated to benefit City Division personnel, school administrators, teachers, parents, and serve as a benchmark for future research. The scope is limited to Grade 3 learners in East 1 District, focusing on reading indicators measured by PHIL-IRI.

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METHODOLOGY

Research Design and Setting

The research employed a descriptive research design, focusing on conditions, relationships, opinions, processes, and observable effects. This design is suitable for studying universal validity and involves the observation and recording of events. The study explores the interplay of dependent and independent variables, with data explained by underlying concepts. The main data gathering tools were the adapted ERAS questionnaire and Phil-Iri, employed to identify and establish relationships among variables.

The research was conducted in East City Central School, East I District, Division of Cagayan de Oro City, an elementary public school with a history dating back to 1948. The school, located on Claro M. Recto Avenue, has a total enrollment of 3,346 students for the academic year 2022–2023. Led by Elementary School Principal III Sir Angelito U. Felisilda and supported by a teaching staff of 109, the school is part of the Department of Education's committed and friendly-learning environment schools in Cagayan de Oro. The study setting provides a clear educational mission, positive learning environment, and teachers dedicated to enhancing students' reading performance through innovative approaches.

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Respondents and Sampling Procedure

The respondents of the study were the public-school grade three learners at East 1 District, Division of Cagayan de Oro City for the school year 2022-2023. There were eight sections of Grade Three Level that were utilized in this study with a total of 160 pupils.

The respondents, on the other hand, were chosen through simple random sampling using the Slovin's formula. A total of 160 learners served as respondents. Hence, random sampling (SRS) is used to select the actual respondents of the study.

Research Instruments

The research instrument for part 1 in the assessment level of the respondents was adapted and modified from Nganga (2018) who conducted the study of relationship between parent-child engagement in reading.

The research instrument for the availability of reading materials at home was adapted and modified from M. Lynch (2021) who made handy checklist on how to encourage reading at home.

The research instrument for the respondents in reading attitude was a research-made, adapted, and modified version from the study of Nootens (2019) and ERAS (McKenna and Kear, 1990; McKenna et al., 1995) who conducted the study of Differences in Attitudes Towards Reading, (2019).

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The instrument is composed of two (2) major components, the first component is on the respondents' assessment level in terms of parent-child engagement in reading, availability of reading materials at home and attitude towards reading. The second component is on the learners' oral reading and reading comprehension level which will be based on the PHIL-IRI post-test result of pupils that were categorized as Frustration, Instructional, and independent level.

Data Gathering Procedures

Before the administration of the survey questionnaire, the researcher sought an approval to conduct the study from the Schools Division Superintendent of the Division of Cagayan de Oro City with the recommendation of the School Principal and endorsements from the Office of the Dean of the Graduate School of PHINMA, Cagayan de Oro City.

After the approval, the researcher administered the survey questionnaire to the learner respondents and retrieved it immediately after each respondent provided their responses to the survey item to ensure 100% retrieval. The respondents' responses from the retrieved survey questionnaire will be tallied, summarized, tabulated, and submitted to the statistician for appropriate statistical analysis.

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RESULTS AND DISCUSSIONS

The following are the significant findings of the study:

1. The respondent's assessment level on parent-child engagement in reading, availability of reading materials at home and attitude towards reading showed most of the time.
2. The respondent's word reading level is instructional, which means that the learner makes most progress in reading with the support of directed instruction in reading. This implies also that the readers' word reading skills are developed but profit the most from teacher directed instruction in reading. Pupils' enthusiasm for reading literacy has increased at some point and knowing it was satisfying to know that the outcomes were viewed positively by the teachers as well. Moreover, the respondent's reading comprehension falls within the instructional range as it shows a strong significant relationship among all the indicators. In this level, the child can read on his/her own and it is where students make the most progress in reading.
3. There were significant relationships between the availability of reading materials at home and attitude towards reading except in parent-child engagement in reading which shows no significance.

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Conclusion

Based on the findings of the study, the following conclusions are drawn:

Reading literacy is significantly positive and is practiced by the grade three learners with the support and guidance from their parents at home and teachers at East City Central School. Among the factors that affect reading skills, availability of reading materials and attitude towards reading are evident. Also, it is better to conclude that PHIL-IRI as a reading assessment is effective to increase students' reading proficiency based on the findings of the research and the data gathered. It was hypothesized that the students' ability to understand what they were reading had improved. As a result, the grade three teachers at East City Central school are much more eager to constantly use this assessment tool for helping learners to be efficient readers.

Recommendations

The following recommendations are from the study's findings:

1. The increase of time involvement of the parent-child engagement towards reading at home was intended as reading requires gradual time and practice. The study has also been conducted to improve student reading participation in school, choosing appropriate instructional and reading materials, and to collaborate on school-wide activities. This is an opportunity for learners to improve their reading performance as well as high-quality learning experience.

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2. Researcher implied that not all poor readers have a bad attitude toward reading, as most of these poor readers struggle with a few issues, including, extensive reading time commitment and strong parental support are both required. Studies have shown a strong correlation between a student's proficiency in reading and the amount of reading they do. This data supports the recommendation that parents should support reading practice at home for a longer period. It is obvious that reading regularly promotes literacy, knowledge acquisition, language fluency, and proficiency in the reading process, whereas people who read less are likely to have limited knowledge in a particular area.

3. It is also recommended to achieve an independent level of the respondent's word reading and reading comprehension, wherein constant practice and effective reading strategies should be applied so the learner can develop reading with ease without the help or guidance from the teacher. Repeated and monitored oral reading is recommended as it improves reading fluency and overall reading performance as word reading showed insignificance in this study. Students who read and reread passages aloud while receiving instruction improve their reading skills with the support and guidance from their parents. Reading comprehension is improved by repeated oral reading to a lesser extent, but still significantly. Repeated oral reading improves all students' reading abilities throughout the elementary school years. It is also beneficial to struggling readers in any grades.

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