



**TEACHING READING PREPAREDNESS AND COMPREHENSION
LEVEL AMONG GRADE THREE LEARNERS**

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ABSTRACT

Reading comprehension is one aspect of language skills that must be mastered by the learners. It refers to the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This study aimed to determine the teaching reading preparedness of teachers and reading comprehension of learners. Specifically, it sought to answer the level of teaching reading preparedness of teachers; the learners' level of reading comprehension; and the significant relationship between the teaching reading preparedness of teachers and the level of reading comprehension of learners.

The respondents of the study were the teachers of Gitagum District, Division of Misamis Oriental. The instrument used in the study was patterned and modified and descriptive research design was utilized. Statistical tools such as mean, standard deviation, percentage and Pearson Product Moment of Correlation were employed.

Results revealed that the level of teaching preparedness on the educational based on teaching method, instructional time, and school environment was described as at all times while the non-educational such as home environment, understanding, motivation, and prior knowledge has the description of most off the time. The reading comprehension level of the learners was classified as frustration. There was a significant relationship of school environment under educational while in the non-educational on home environment, understanding, motivation, and

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prior knowledge were all significant to reading comprehension level. It is recommended that teachers should use diversified instructional methodologies to improve the reading comprehension level of learners.

Keywords: *Teaching Reading Preparedness, Comprehension Level, Grade Three Learners, PHILIRI*



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INTRODUCTION:

Reading is a fundamental skill that forms the basis for a successful education and lifelong learning. For the learners, it is a critical stage in their academic journey as they transition from learning to reading to reading to learning. In this crucial phase, the focus on teaching reading preparedness and comprehension becomes paramount.

However, many are still struggling readers, including the identified list of running words. Several reading comprehension tactics have been implemented in order to improve pupils' understanding of written material, but reading difficulty among learners is still apparently observed. Teachers' reading interventions will also improve students' reading competency (Palti & Lumapenet, 2023).

Among all PISA-participating nations and economies, the Philippines had a high proportion of poor achievers. That is, 80% of Filipino pupils did not achieve the required level of reading competency. The kids' low English, Mathematics, and Science results are linked to a lack of fundamental reading and comprehension skills. Given this, the Department of Education (DepEd) has committed to making every student a reader at their grade level and has initiated the Hamon: Bawat Bata Bumabasa (3Bs Initiatives) in an effort to increase reading advocacy. DepEd Order No. 14, Series of 2018, stated that the Philippine Informal Reading Inventory (Phil-IRI) Assessment Instrument was created with the goal of being used as a classroom-based assessment instrument to quantify and describe students' reading skills. Using the assessment data, classroom teachers may plan and offer successful reading instruction to their students. This diagnostic approach of examining how children read incorporates inclusionary ideals that emphasize the significance of learner-centered, adaptable, and culturally sensitive education. The findings of the Phil-IRI evaluation will aid school administrators in developing appropriate school reading programs or activities to improve student learning outcomes.

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Reading was one of the key elements of the basic education curriculum in the Philippine school system. For the last decade, the quality of Philippine education has been called into doubt due to pupils' low reading performance both at home and abroad. A Filipino child must learn higher-order skills as well as utilitarian reading. It is assumed that any Filipino child with adequate reading skills has a better chance of succeeding in school than a child with poor reading skills, and those with poor reading skills are more often than not diagnosed with reading disability when properly assessed (Decena, 2021).

Rasinski (2017) states that reading comprehension, or understanding what one reads, can reasonably be seen as the goal of reading. When students do not demonstrate proficiency in reading comprehension, they are identified as struggling readers. Remedial sessions towards the end of the school year and the Phil IRI are two venues inside the classroom that might be utilized to improve students' chances of failing in their classes.

According to Lynch (2021), while a teacher may be motivated and genuinely excited to teach their students how to read, teaching reading requires practice. Experience is the only way to acquire the knowledge required to instruct reading. The unfortunate situation is that the majority of aspiring educators only provide one reading methods course. Regardless of the quality of the training, it is unable to sufficiently prepare the instructor to instruct reading. A teacher must know the language, lesson delivery techniques, reading psychology, and children's literature, among other things.

Hence, teaching reading preparedness and comprehension among Grade 3 learners is essential to shaping their academic future. By recognizing the unique challenges, they face and employing effective teaching strategies, educators can empower these young readers to develop the skills they need to succeed not only in Grade 3 but throughout their educational journey and beyond.

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This study identified teaching reading preparedness and comprehension among Grade 3 learners in Gitagum District, Division of Misamis Oriental. It sought to understand the result of the Phil-IRI among Grade 3 learners to be able to create recommendations for making programs and instructional interventions in the future. This study would be a great help in seeking possible solutions among teachers teaching Grade 3 level who has different struggles and pacing in their reading skills and capacity.

MATERIALS AND METHODS:

This study used a questionnaire adapted, patterned, and modified by the researcher in which it was suited and coherent to the operation of the study and to the nature of the respondents, which were the teacher-respondents and it was from the study of Torres (2019) entitled, "Factors Affecting the Reading Comprehension of Intermediate Level Learners: Basis for An Intervention Program." The questionnaire inquired information about the independent and dependent variables of the study.

The questionnaire had two parts.

Part 1 inquired the teacher-respondents about the factors on reading preparedness, which includes educational factors as follows: teaching method, instructional time, and school environment. It also included non-educational factors such as home environment, understanding, motivation, and prior knowledge. There were 10-item indicators of each variable in which the respondents were rated based on the following scales: At All Times, Most of the time, Sometimes, and Never.

There were some of the indicators of the questionnaire that were modified by the researcher. Under the educational factors, indicators 7, 8, 9 and 10 were modified indicators. For

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instructional time, indicators that were modified were 5, 6 and 8. For the school environment, 1,2,3,5,6,7,9 and 10 were also modified. For the non-educational factors under the home environment, 1 to 10 were modified; in understanding, 1 to 10 were modified. Lastly, under prior knowledge, 1 to 10 were also modified. There was a modification made to the questionnaire for the reason that these modifications were assured to fit to the context of the study which were the key factors in getting the accurate data for the study.

Part 2 of the questionnaire was the result of the PHIL-IRI during the conduct of its post-test of every Grade 3 learner. This identified the learners whether they were under Frustration, Instructional, and Independent Reader.

Validation and Reliability of the Instrument

This study sought advice from those they considered to be survey translation specialists during the survey creation. There was an examination of the test materials given by some learners who were not part of the respondents to ensure their reliability and to check for further errors. In this process, the unclear indicators were revised by the researcher to acquire accurate data and the reliability of the questionnaire. Highly skilled people with degrees in respective specialties made up the validators. These validators were Master Teachers from the Gitagum District. The participants in the study were Grade 3 learners of all elementary schools in the districts. The researcher asked them questions after they responded to the study to learn their opinions, observations, and suggestions for improving the survey. Corrections were made to the formal or substantive structure after the tryout.

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Data Gathering Procedure

A letter of approval of the dean to conduct study was ensured by the researcher first. This letter was sent to the superintendent of the Division of Misamis Oriental. Upon the approval of the Superintendent of the Division of Misamis Oriental, a written request to float by the researcher of the survey tool to schools was sent to the Dean of the Graduate School of Cagayan de Oro College's Pinma Education Network. The researcher sent communication letters to the District Supervisor, the principals of the Gitagum District Elementary Schools, and the teachers. After all the necessary communication and approval had been carried out, questionnaires were answered by the teacher participants personally. The participants for this study were the one hundred twenty (120) elementary public schools teachers in Gitagum District, Division of Misamis Oriental.

At the appointed time and convenient location inside the school, the teacher-respondents filled out the questionnaire. Given that they were neither required nor requested to provide their names, the researcher was able to guarantee the anonymity of the respondents' responses. The questionnaire was collected on the same day as the administration. The questionnaire's data was categorized, arranged, and tabulated appropriately. The researcher tabulated the information obtained from the completed questionnaire. As soon as the data was available, careful analysis was done to achieve an accurate evaluation of the study and develop an in-depth understanding between teacher-responses and the PHIL-IRI result of the Grade 3 learners of Gitagum District Public Elementary Schools. Analyses and interpretations of data helped to formulate findings, conclusions, and recommendations.

When the data was available, meticulous analysis was done to produce an accurate evaluation of the study and produce a deep understanding of PHIL-IRI results of the Grade 3 students in Gitagum District Public Elementary Schools. The researcher conducted the PHIL-IRI

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Tool on the respondents to determine their reading level. Overall, the respondents had 20 minutes to respond the questionnaire.

Part I. Factors on Teaching Reading Preparedness and Comprehension

Part 1 inquired the teacher-respondents about the factors in teaching reading preparedness and comprehension, which included educational factors as follows: teaching method, instructional time, and school environment. It also included non-educational factors such as home environment, understanding, motivation and prior knowledge.

Scale	Range	Description
4	3.25-4.00	At all Times
3	2.51-3.24	Most of the Time
2	1.75-2.50	Sometime
1	1.00-1.74	Never

PART II. Reading Comprehension Level

Part 2 was the result of PHIL-IRI during the conduct of post test of Grade 3 learners. This identifies the respondents under Frustration, Instructional and Independent Reader.

Reading Comprehension Level	Comprehension Score (in%)
Independent	80-100%
Instructional	59-79%

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Frustration

58% and below

Statistical Treatment

The following statistical tools were used to organize the data gathered.

Descriptive statistics such as mean, standard deviation, frequency and percentage were employed to describe the variables in the study. This was reflected in the problem's findings when statistical tools were needed.

Pearson Product Moment Correlation was used to show the relationship between teaching preparedness and comprehension among the Grade 3 learners in Gitagum District, Division of Misamis Oriental.

RESULTS AND DISCUSSION:

The respondents' level of teaching reading preparedness on the educational variable based on teaching method, instructional time, and school environment revealed as At all Times. The respondents' level of teaching teaching reading preparedness on the non-educational variable based on home environment, understanding, motivation and prior knowledge revealed as Most of the Time.

As revealed by the conduct of the Post PHIL-IRI result in the English subject, most of the Grade 3 learners were classified their reading level as frustration reader.

The result showed that there was significant relationship on teaching reading preparedness under educational was school environment and home environment, understanding, motivation and prior knowledge under non-educational were also significant.

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Results revealed that most of the learners belong to the frustration level in terms of their reading comprehension level with a mean of 49.09 (SD=18.57). This means that since the respondents were observed during the pre-test observation of the PHIL-IRI English subject, it is understood that most of the learners belong to the frustration level. It also implies that the reading levels that cause frustration include texts for which the reader has sufficient background knowledge on the subject and/or is unable to achieve instructional accuracy and rate standards. This indicate that the consideration of the levels of frustration as those that necessitate intensive, or even moderate, support from an educator. As observed, teachers and parents should trust and support the ability in which the learners are proficient in order to gauge their level of frustration to independent readers. It is quite likely that the learner acquired this skill gradually and with support. Once the child had conquered his current level, he moved on to more difficult ones.

As supported by Valentos et al. (2021), for students to improve their reading level, teachers should try to find engaging and meaningful reading activities. Reading enhancement should be a continuous process as it is a significant partner in their academic-related activities. School administrators and reading teachers must work hand in hand to implement projects and programs that would address the needs of struggling readers for them to become independent readers.

Reading is a crucial learning tool since it aids pupils in developing their ability to reason, analyze, appraise, and evaluate what they have read. Getting both for living a successful life and for learning the subjects of the curriculum, reading comprehension is crucial. Knowing how well they read is crucial for students since it is the key to learning. Reading gives access to knowledge that one can use to expand the knowledge. Extraction is the comprehension process, discovering that from textual information and meaning.

Hence, every person can learn academic subjects by developing their reading skills. It appears that teaching students to read and improving their reading comprehension skills is a

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difficult task, especially for teachers. Because if a child does not master this skill, they risk falling behind in their schooling. The difficulty of getting pupils to become more intrinsically motivated to develop their reading habits is crucial for improving academic success (Omela et al., 2020).

The relationship between teaching reading preparedness and comprehension and overall data revealed that there was a significant relationship as indicated by the Pearson-r value and probability values less than 0.05 which it led to the **rejection** of the null hypothesis. This implies that teaching reading preparedness matters to the comprehension of the learners. This indicates that the level of teachers in teaching reading preparedness of the learners has a great impact on comprehension. As observed by Australian Christian College (2019), students who read independently have greater reading comprehension, verbal fluency and general knowledge than those who do not. They improve their reading skills, do better on achievement tests across the board, and have more material mastery than their non-reading classmates.

The findings of the study revealed that the independent variables that have a **Significant** relationship with teaching reading preparedness and the comprehension level in the following: under educational school was school environment while under non-educational were home environment, understanding, motivation, prior knowledge, and level of reading preparedness.

As indicated by the p-value which is less than 0.05 that led to the **rejection** of the null hypothesis. It means that there is a strong impact of the reading comprehension level to the educational and non-educational variables such as the school environment, home environment, understanding, motivation and prior knowledge. Moreover, there was a positive relationship between reading comprehension and school environment ($r = .222^{**}$, $p = .007$). This means that when there is a good school environment, reading comprehension levels tend to improve. This implies that a conducive and suitable environment for learning can increase reading

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comprehension. This indicates that the more the learning space is comfortable to learning, the higher the reading level of a learner will be. In terms of the significant relationship between the reading prepared and the school environment, Movchan (2023) supported that a good learning environment offers a safe platform for learners. Before it is expected that students will achieve intellectually, they must also feel psychologically and physically comfortable. While most schools take physical safety precautions, few learning platforms prioritize the emotional safety of their pupils. Additionally, in the research of International School of Beijing (2023), in order to give kids with a great education, school buildings must be carefully designed to foster creativity, freedom, and a love of learning. Good school facilities should be constructed to promote kids' intellectual, physical, social, and emotional growth. Schools should also enhance their campuses on a regular basis in response to student demands and the most recent research. In terms of the significant relationship between the reading prepared to the home environment, McIlroy (2023) suggested that children need space, time, materials and an accommodating environment that nurtures their sense of security is a critical emotional requirement. They need an environment that encourages learning and supports brain growth and development. The learning environment of children is as much about their connection with their parents and how they engage with them as it is with what is in their bedroom. It is the whole package, and whether or not their complete life experience permits them to learn properly. As stipulated by Khan et al. (2023), the student home atmosphere, and he believed that it has a big impact on students' childhood, which continues to have an impact on a child's adult life. Family environment is a big factor to aid in the overall development of youngsters. Parental behavior is an important and prominent role and being helpful improves children's performances and has favorable effects on a child's growth. Relations within the family members help students since it helps them get better their aptitude in language, society, and intelligence.

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In terms of its significant relationship between the reading prepared to the understanding, as ReachOut Australia (2023) suggests that getting to know who the students are as individuals can help teachers provide an inclusive, respectful and accepting classroom environment. This will help to keep students engaged in their studies and provide a safe space for them to go to when things are tough, encouraging them to open up and ask for assistance when needed. As supported by Livni (2017), understanding is also required to assess new information; the more a person can interpret and analyze what they are taught, the less likely they are to be pulled in by deceptive language, weak statistics, poorly sourced tales, or pure propaganda. Similarly, the researchers claim that scientific literacy in the general population is the outcome of true knowledge and will not be attained unless what it means to comprehend is defined and understood. This will help to keep students engaged in their studies as well as provide a secure space for them to go through trying times, encouraging them to be open and vulnerable and seek help when they need it.

In terms of the significant relationship between the reading prepared and motivation, Ahmadi (2017), the massive amount of motivation that students have is called reading motivation. It should reflect on their opinion—whether favorable or unfavorable—of reading. For instance, students who read for enjoyment and use engaging teaching strategies to promote their knowledge are avid readers. These types of learners encounter problems while reading and are likely to be proficient readers. They typically view reading as an important part of their everyday lives. Additionally, one's own intention, purpose, and interest in relation to the book's plot, course of events, and outcomes constitute reading motivation. As supported by Indrayadi (2021), students will devote all of their time to the reading activity when they are highly motivated to do so. Reading comprehension may be impacted by reading motivation. Therefore, before involving kids in a reading activity that can assist their academic progress, teachers must first build their reading motivation. Their participation in the teaching and learning process is made possible by the reading instruction they get. English teachers in a high school context in Indonesia have an

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impact on their students' desire for learning achievement by selecting effective teaching resources and classroom management techniques. This means that in order to increase their awareness of engaging in class activities, teachers must be able to stimulate students' interest in learning and arouse their enthusiasm for learning.

In terms of its significant relationship between the reading prepared to the prior knowledge, Wenk (2017) suggested that new learning is constructed on prior knowledge. The more the teachers understand what students already think, and the more we help them engage their prior understandings, the more likely they are to learn well – and the less likely they are to misinterpret the material in the lesson. As supported by Cuevas (2022), prior knowledge matters because it makes it either easier or harder for people to learn the new material in offering the course. One of the most critical components in successful learning is having the proper previous information (rather than having or depending on the erroneous prior knowledge). As it is more challenging for teachers to modify their lessons in real time based on rapid feedback from students when they are studying online, it is extremely important to make sure that students have the appropriate background knowledge.

In general, it is crucial to take a child's developmental stage into account when selecting appropriate activities and goals because a child's success with reading is strongly connected with their early exposure to literacy-related activities. Early, positive encounters with pre-reading pave the way for a child's interest in learning. The child learns skills that will provide the groundwork for additional learning once he or she enters the school system by taking part in developmentally appropriate activities that are enjoyable but not frustrating.

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CONCLUSION:

The Grade 3 learners in the Gitagum District, Division of Misamis Oriental have benefited from teachers in teaching reading preparedness based on educational factors such as school environment and non-educational factors based on home environment, understanding, motivation and prior knowledge. These factors helped the learners of identify their strength and weakness towards their reading preparedness and reading comprehension level.

However, teachers should use different instructional methodologies to improve the reading comprehension level of the learners.

Based on the result and findings in the study, the following are recommended with the hoped to enrich the teaching reading preparedness and reading comprehension of the Grade 3 teachers Gitagum District, Division of Misamis Oriental.

For the school environment, teachers should encourage learners to love reading. Make the school environment inviting to read and read. Let the pupils feel that reading is fun and not a burden to them since this skill will only benefits for themselves. Teachers should also be sensitive to the different cultural orientation of the pupils so that the teachers can identify where to start building fundamental skills in reading. For home environment, the parents and guardians should support their children’s reading at home by providing reading materials that would aid the reading difficulty of their children. Practice is the only way to make the children more familiar and can exercise more to reading.

For frustration readers, this can be treated if the teachers, the learners, and the parents help collaboratively. Depending on the individual needs of the students, teachers should offer diversified instructional strategies and methods. School administrators also should religiously implement programs and intervention initiated by the teachers to help these struggling readers find meaningful learning experiences in the implementation of self-paced learning. Learners with frustration level should provide a comfortable, safe space for them to read in school and in home.

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Encouragement to practice more at home without putting any pressure should consider. Let them feel, take part make effort and make it a habit of reading.

Teachers should have adequate space at home for them to be more prepared, productive and efficient to teach the learners specially in teaching reading. Conducive space for working at home fuels more energy to the teachers' mental ability to do the task appropriately, and they must have more reading resources at home to utilize on the preparation on the lesson to be taught to the learners.



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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

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Volume V, Issue III

February 2024

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Volume V, Issue III

February 2024

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