



**PHIL IRI-BASED READING TEST ON THE LEVEL OF WORD RECOGNITION
AND READING SPEED OF GRADE IV PUPILS AT LEON M. MANIGBAS
ELEMENTARY SCHOOL: A BASIS FOR A PROPOSED READING
INTERVENTION PROGRAM**

RIENALYN B. CALINGASAN

Teacher III

rienalyn.calingasan@deped.gov.ph
Leon M. Manigbas Elementary School

GENEROSE C. ABRIGO

Teacher III

generose.caguimbal@deped.gov.ph
Leon M. Manigbas Elementary School

RHONA B. CLAYTON

Teacher III

rhona.briones@deped.gov.ph
Leon M. Manigbas Elementary School

ABSTRACT

The researchers were motivated to conduct this study to improve the performance in Oral Reading in English of Grade Four pupils in Leon M. Manigbas Elementary School. A common observation of mentors among elementary grade pupils is their difficulty in identifying written symbols, letter, and numbers. Apparently most pupils cannot read well especially English words thus making them slow readers that lead to communication gap between the teacher and learner creating hindrance in effective teaching-learning process.

The descriptive type of research was used in the study to find out the level of word recognition and reading speed of the pupils. Frequency, Percentage and Rank were the statistical

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tool used. The authors had a closed discussion and interpretation of the result of the Pre and Post Reading Assessment set by the Philippine Informal Reading Inventory (Phil-IRI) as a basis.

Based on the collected data, findings revealed that in the reading assessment done at Leon M. Manigbas Elementary School, miscues on mispronunciation and repetition of words were identified among Grade Four pupils. There were significant differences between the pre-test and post-test of the Grade Four pupils in oral reading word recognition and reading speed. Thus based on the findings, a proposed reading intervention including Ate, Kuya Ko teacher Ko, Project LILMA, Project DEAR, and Follow-up of Parents was developed to improve the oral reading skills and reading speed by the Grade Four pupils in Leon M. Manigbas Elementary School.

Keywords: *word recognition, reading speed, Phil-IRI*

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INTRODUCTION

Reading is one of the basic skills a pupil must possess. For most of learners it is the most important skill to master in order to ensure success in learning. Bautrol (1988) stressed that reading is a tool to successful school achievement.

Being a good reader in English means that a child has gained a functional knowledge of the principles of the English alphabetic writing system. Young children gain functional knowledge of the parts, products, and uses of the writing system from their ability to attend to and analyze the external sound structure of spoken words. Understanding the basic alphabetic principle requires an awareness that spoken language can be analyzed into strings of separable words, and words, in turn, into sequences of syllables and phonemes within syllables.

Beyond knowledge about how the English writing system works, though, there is a point in a child's growth when we expect "real reading" to start. Children are expected, without help, to read some unfamiliar texts, relying on the print and drawing meaning from it. There are many reasons why children have difficulty learning to read.

Learning to read is complex. Children don't learn one reading-related skill and then move on to the next in a step-by-step process. Instead, they must develop competency in four areas simultaneously: word identification, comprehension, fluency, and motivation.

They begin to develop these competencies by listening to books read aloud. That's one reason why it's so important for children to have experiences with books before they enter kindergarten. However, most children don't learn to read independently until they receive formal instruction in school, which is why good reading instruction is so important.

One of the assessment tool used to find out the status of their reading proficiency is called Philippine Informal Reading Inventory (Phil-IRI). It measures the reading proficiency of pupils

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through word recognition as well as the reading speed of pupils in English and in Filipino, specifically, by getting the percentage of word recognition accuracy based on the set of criteria for reading levels.

After identifying the reading levels of the participants in oral word recognition and reading speed, a reading intervention program was designed tailored to the students' reading needs. The information collected served as the basis in making decisions for planning an appropriate school-based teaching and learning instruction as well as a reading intervention program to improve the performance of pupils.

Action Research Questions

This study aimed to determine the level of word recognition and speed of Grade 4 pupils at Leon M. Manigbas Elementary School with the proposed of designing a reading intervention improve the reading skills of pupils.

Specifically, it sought to answer the following questions:

1. What is the level of word recognition in the oral reading of Grade IV pupils using the Philippine Informal Reading Inventory test?
2. What is the oral reading speed level of Grade IV pupils using the Philippine Informal Reading Inventory test?
3. What are the proposed interventions needed to improve the oral reading skill of pupils?

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MATERIALS AND METHODS

The main purpose of this study was to determine the performance of oral reading skills of 19 Grade Four Pupils at Leon M. Manigbas Elementary School.

The descriptive type of research was used in the study to find out the level of word recognition and reading speed of the pupils.

Data Gathering

The researcher used the Philippine Informal Reading Inventory (Phil IRI) assessment oral reading test to determine the level of word recognition and reading speed of pupils in English. Aside from Reading Assessment for pupils, the researchers used questionnaire and interviews as tools for this study.

RESULTS AND DISCUSSION

This data presents in tabular form supported with corresponding interpretation.

Table 1. Present the pre-tests result on the reading miscues in the Oral Word Recognition Level of participants using the Philippine Informal Reading Inventory (Phil-IRI)

Types of Miscues	PRE TEST		
	Frequency	Percentage	Rank
1. Mispronunciation	269	34%	1
2. Substitution	152	19%	3
3. Insertion	84	11%	4
4. Omission	13	1%	7
5. Reversal	28	3%	6
6. Repetition	203	26%	2
7. Refusal to pronounce	45	6%	5
TOTAL	794		

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Table 1 shows that in the pre-test result, the error noted was 269 or 34% which is mispronunciation during the pre-test considered rank 1. Mispronunciation was one of the oral reading difficulties as observed by the teachers. According to Hudgins et al. (1930) phonemes (or sound units) may be mispronounced. Therefore, the children should be taught thoroughly the proper pronunciation of letters of the alphabet especially the vowels.

The repetition of words committed by respondents were 203 or 26% which falls as rank 2 during the pre-test. While the substitution of words committed by the respondents were 152 or 19% and in rank 3. The lowest error was noted on omission of words which is 13 or 1%.

Table 1.2. Present the result of the Word Recognition Level of participants using Philippine Informal Reading Inventory (Phil-IRI).

Level of Reading Speed	PRE TEST			POST TEST		
	No. of Participants	Percentage	Rank	No. of Participants	Percentage	Rank
Frustration	14	74%	1	4	21%	3
Instructional	3	16%	2	8	42%	1
Independent	2	10%	3	7	37%	2
TOTAL	19					

Table 1.2 Results of the pre-test oral reading show that almost 14 respondents or 74% were categorized in the frustration level and only 2 or 10% were independent with the use of assessment tools from the Philippine Informal Reading Inventory (Phil-IRI). The post test results revealed that level of oral reading skills increased, the respondents can better read. However, higher values were noted in the post test of the respondents as compared to the pre-test where frustration readers decreased from 74% to 21% in the post test.

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Table 1.3. Present the respondent's reading speed set by the Philippine Informal Reading Inventory (Phil-IRI).

Level of Reading Speed	PRE TEST			POST TEST		
	No. of Participants	Percentage	Rank	No. of Participants	Percentage	Rank
Slow (0-140)	14	74%	1	4	21%	3
Average (141-169 wpm)	2	10%	3	7	37%	2
Fast (170 above wpm)	3	16%	2	8	42%	1
TOTAL	19			19		

Table 1.3 Results of the pretest shows that majority of the respondents were considered slow readers having reached the level of 0-140 words read per minute (wpm), the rest of the participants, specifically, 3(16%) were fast readers with 170 above wpm. And lastly, only 2 or 10% was considered average readers.

After applying remediation, in the post test, fast readers increased to 42% of the respondents and rank 1. It only signifies that frequent reading develops reading skills among pupils.

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CONCLUSIONS AND RECOMMENDATIONS

This part presents the conclusions and recommendations of the study.

Conclusions

Based on the result gathered, the following conclusions are drawn:

1. Based on the standard set by the PHIL-IRI in terms of word recognition, most Grade Four pupils encountered miscue in mispronunciation and repetition of words in English but were improved after applying remediation and interventions.
2. In terms of reading speed, reading interventions and enrichment activities should be done religiously by the teacher such as using of activity sheet and applied multi- media / learning episode to further learning reading words and paragraphs.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were drawn:

1. The teacher should use power point presentation and video clips in teaching as a form of his strategy to motivate and catch up pupils' attention and be more interested in reading.
2. There should be trainings/seminars for the teacher in order to uplift their teaching styles or techniques on how to improve oral reading level among pupils.
3. A similar study may be conducted to further enrich the findings of the study.

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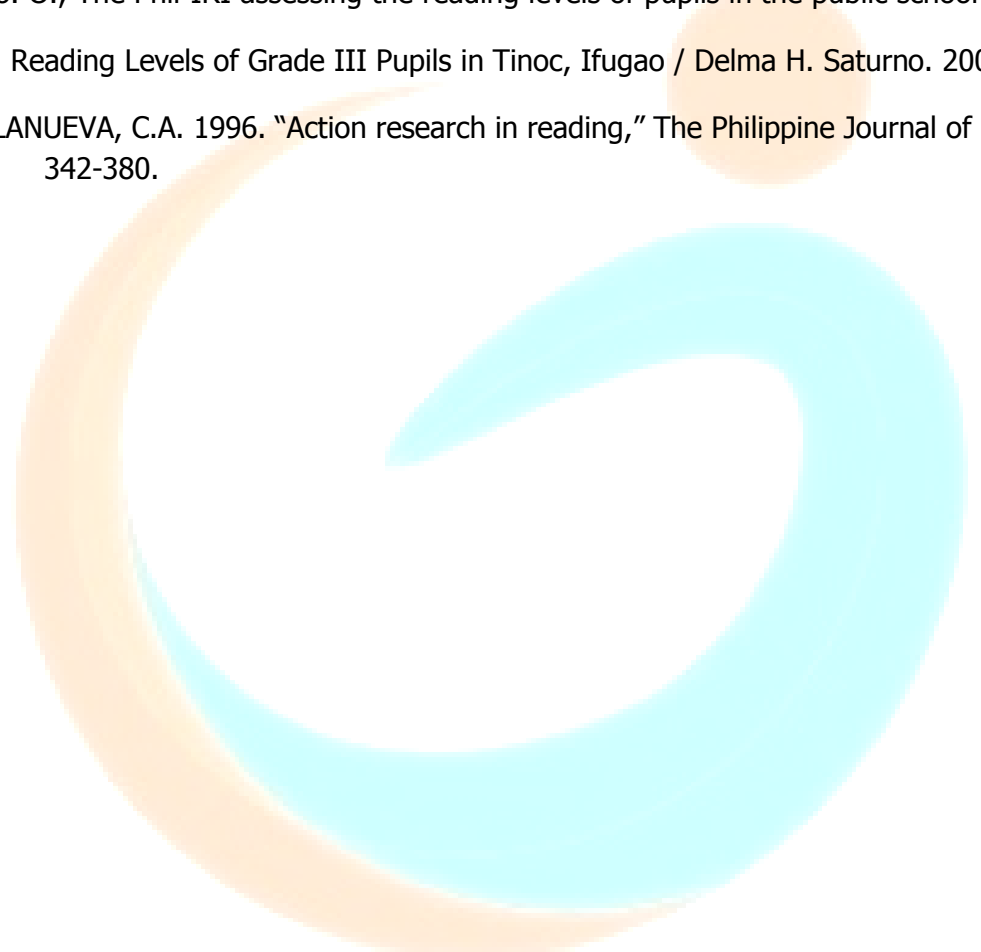
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