RESEARCH ARTICLE

PHILIPPINE INFORMAL READING INVENTORY PERFORMANCES OF ELEMENTARY GRADERS: KEYSTONE FOR INNOVATIVE 21ST CENTURY READING INTERVENTION PROGRAM

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ABSTRACT

This study focuses on finding out the reading performances of elementary graders of San Vicente Elementary School as revealed in the Philippine Reading Inventory pre and post- tests for the School Year 2016-2017.The study is inclusive to all grades III to VI pupils of San Vicente Elementary School. The consolidated PHIL IRI results for the School Year 2016-2017 were utilized and the pupil respondents were made to answer a questionnaire for the demographic profiling as needed in the study. It was found out that majority of the respondents belong to families with low level income. Results also indicated that there is a significant difference in the reading performances of elementary graders in terms of silent reading post and pre-tests which were classified into two performance levels; the speed and comprehension levels. Noticeably, a significant difference existed in the reading level of pupils which were classified under frustration, instructional and independent readers. As categorized, a significant difference is as well noted in the respondents' oral reading pre and post-tests. The results therefore conclude that there is a significant difference of pupils' performances between the pre-tests and post-tests. The positive change clearly illustrates that there is a great chance to improve the reading performances of elementary graders on the area evaluated.

INTRODUCTION

Reading Performance as a major concern is looked up to as a keystone for every learner to make connections and discover new learning experiences as they undergo the changes in their growth and development and prepare themselves to become responsible problem solver and decision makers. As such reading abilities is as important as learning the lifelong skills that each individual should master in battling the hard cores of life. In school reading abilities could be a stepping stone to any successful academic endeavor and is closely related by many researchers as relevant factor that gears towards academic excellence. Reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, normal or backward should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academic and in every situation.

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Good reading performance acts as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). Reading is a habit where pupils learn, gain knowledge and develop new skills (Olivar, 2014). Unfortunately, however, many pupils are deprived of their rights to learn and earn reading abilities due to many varied reasons or factors that attempt to halt their chances of achieving better academic performances. It is a fact that several problems and difficulties met by both teachers and learners were identified in some cases in the classroom. However, as time changes, the commonly identified strategies to battle up these problems are no longer fitting to the present needs of learners. Indeed, various researches on human cognition have involved not only characterization of strategies and processes in as much as abilities that contribute understanding of what learning reading involves, but also to theoretical base for the measurement of what has been learned. One of which is Philippine Informal Reading Inventory (PHIL IRI) which is an initiative of the Bureau of Elementary Education of the Department of Education that directly addresses its thrusts to make every Filipino child a reader. To foster understanding on the significance of reading and in line with the implementation of the K to 12 Basic Education Program, the Department of Education (DepEd) implemented "Every Child A Reader Program" or (ECARP),through DepEd Memorandum No. 402, Series of 2004 and Administrative

Order No. 324. It aims to teach public elementary pupils with planned training in reading and writing to make them independent young readers and writers. Moreover, ECARP is also part of the ten-point education agenda of President Simeon Benigno Aquino III to ensure that the country's public schools produce well-equipped graduates who could cope to the different challenges in life. The PHIL IRI is then strengthened through nationwide implementation in all public elementary schools. Its goal is to enable every child to communicate both in English and Filipino through effective reading instruction. On its deeper sense, PHIL IRI is an assessment tool that evaluates the reading proficiency of the elementary school pupils on various levels. It is the first validated instrument that intends to measure the pupils' reading comprehension level. The pupil's word recognition and comprehension ability as well as his reading speed are informally assessed quantitatively and qualitatively through stories and passages. The tools come in two forms, namely: Oral Reading Test and Silent Reading Test. The tool primarily attempts to measure the pupil's comprehension level with fluency within the context of oral assessment, while speed and comprehension attempts to measure the pupil's comprehension level within time frame.

The tool being conducted individually to pupils draws out reading performance levels of students characterized into four levels, namely: frustration level, instructional level, independent level, and non-reader. Frustration Level is considered the lowest level where the pupil shows withdrawal from reading situations by refusing to read. Instructional level is the level at which the pupil can profit from instruction while independent level refers to the highest level at which the pupil can read independently and with ease without the help or guidance of the teacher. Moreover, non-reader is the level where the pupil is unable to recognize and produce the letter – sound connections for single consonants, consonant blends and other sound in keywords. Both tools are utilizing an appropriate criterion for the teacher to use in rating the individual performance of the students. Phil IRI being a tool that identifies the pupil's strength and weaknesses in reading is administered in two different occasions for which a "pre-test" is conducted in the months of July-August and the "post-test" in the month of February. The implementation of the program has earned however positive and negative feedbacks from teachers all over the country. Dr. Felicitas E. Pado, UP-Diliman Professor, member of the team who created the assessment tool found out that teachers in the field are simply using the tool solely for documentation of the results of the diagnostic test and no follow up has been made to help eradicate or at least lessen the identified reading difficulties of children. No interventions were conducted either as teachers find it very time consuming.

The same observation is true in Dapitan City Division. Most teachers claimed that PHIL IRI is supposed to assesses the learners reading abilities and interventions should follow. However, there was no follow up intervention introduced by the higher authorities and it is left to the teacher to design appropriate classroom intervention. Unfortunately, many teachers undeniably say that no support interventions in the classroom have taken place to consider the number of students to attend to and teachers significantly run out of time due to the many other teaching related tasks to work with. Imbued with the above premise, this study is conducted to find out the elementary graders' performance in reading and to address the pupils' needs based on the identified difficulties as revealed in the Philippine Informal Reading Inventory (PHIL IRI). This as well attempts to render support to the teachers on the field through formulating an innovative reading enhancement framework which will be implemented through a proposed extension program of the English Faculty of JRMSU.

Significance of the Study

This study is deemed very significant to consider the following reasons:

- Primarily the study could help identify the needs of pupils to improve their reading skills.
- This study will be an avenue for teachers to make innovative reading strategies in response to the implementation of the K to 12 Basic Education Program of the Department of Education (DepEd), focusing more on "Every Child A Reader Program" or (ECARP), through DepEd Memorandum No. 402, Series of 2004 and Administrative Order No. 324.
- The results of this study could be a basis for the Teacher Education, English faculty of JRMSU Main Campus to design an innovative reading enhancement framework which will then be implemented through the conduct of an extension program.

Review of Literature: The principle that literacy is associated with school achievement and self-fulfillment is widely held. Why then do students not read more? Some suggest that the way reading is taught is not conducive producing students who love to read. In a study for UNESCO, Irving (1980) found that most respondents made no association whatsoever between reading and pleasure. According to Anderson, Fielding, and Wilson (1988), students who begin reading a book in school are more likely to continue to read outside of school than students who do not begin a book in school. However, research also suggests that some teachers are not knowledgeable about children's literature; they are not able to introduce students to the wealth of books available, and they may not recognize the effects of their teaching methods on students' attitude toward reading (Short and Pierce 1990). Flojo (2007) emphasized that based on the Philippine Informal Reading Inventory, the strengths and weaknesses of students are determined. Her study was done to analyze the existing learners' difficulties in reading and defining the source of their difficulties in reading comprehension. The study revealed that learners should be guided to be more aware of their level of achievement as well as specific strengths and weaknesses in reading. With increased learners' awareness, the instruction becomes more effective. It is very important to know the reading performance of the pupils since this skill is considered the key for gaining knowledge.

Theoretical Framework of the Proposed Project: This study is anchored on Morphett and Washburne's concept on reading performance acquisition (1931) which states that children who received formal reading instruction when they were in the early age of school succeeded in learning to read far more better than those who were independent readers. During the 1930s and 1940s, educators believed that children should not be taught to read until they were six and a half years old and performed well on reading readiness tests.
This was supported by the study of Morphett and Wasburne which concludes that elementary school children aging 6 years

old are on the maturity stage to learn reading through the use of printed texts in the form of passages and other articles suited to their grade level. Inferences made from the study established teaching practices for many years. Later researchers went beyond simple chronological age and looked at the literacy experiences children had during their early years (Wells, 1986).

Overwhelmingly, the studies showed that children from a variety of socioeconomic backgrounds learn to read early. Thus this proposed project intensely adheres to the fact that school children with learning difficulties or most often regarded as nonreaders could be helped and eventually succeed in their academic life if appropriate measures could be done. It is wise therefore to note that characterization of their reading performance should be a step to be undertaken to be able to identify intervention programs that would cater, facilitate and address the needs of every poor or nonreaders.

Research Questions: This study aimed to find out the reading performances of elementary graders of San Vicente Elementary School revealed through the conduct of Philippine Informal Reading Inventory during the School Year 2016-2017. Specifically, this study seeks compliance to the following:

- What is the profile of the Grade 6 pupils in terms of sex, monthly income of parents, family source of income, distance of school from home, and educational attainment of parents;
- What is the pre-test and post-test performance level of the elementary graders in the Philippine Informal Reading Inventory;
- Is there a significant difference between the pre-test and post-test performance of the elementary pupils in the Philippine Informal Reading Inventory in terms of Silent Reading Tests; and
- Is there a significant difference between the pre-test and post-test performance of the elementary pupils in the Philippine Informal Reading Inventory in terms of Oral Reading Tests?

Research Hypothesis: The present investigation hypothesized that;

There is no significant difference between the pre-test and post-test performance of the elementary pupils in the Philippine Informal Reading Inventory in Silent and Oral Reading Tests.

Scope and Limitation: This study focuses on finding out the reading performances of elementary graders of San Vicente Elementary School as revealed in the Philippine Reading Inventory pre and post- tests for the School Year 2016-2017.

MATERIALS AND METHODS

Participants/Data Source: The study is inclusive to all grade III to VI levels of San Vicente Elementary School. The consolidated PHIL IRI results for the School Year 2016-2017 were utilized and the pupil respondents were made to answer a questionnaire for the demographic profiling as needed in the study.
Data Gathering Procedure and Instrumentation: This study employed the descriptive survey method of research with the

aid of a questionnaire checklist to gather data on the respondents' profile. Documentary technique was also employed utilizing the secondary data extracted from the results of the Philippine Informal Reading Inventory (PHIL IRI) of the pupil-respondents.

Data Analysis: Frequency count and percent will be used to quantify the profile of the pupils, teachers, and school. Percent will be calculated by getting the frequency of each category divided by the total number of cases. The t - test for paired samples, on the other hand, will be employed to test the difference of the reading performance of the pupils during the pre-test and the post-test.

RESULTS AND DISCUSSION

Problem No. 1. What is the profile of the pupils in terms of sex, monthly income of parents, family source of income and educational attainment of parents?

Sex: Table 1 shows the frequency and percent distribution of pupils in terms of sex. As shown in the table, of 190 pupils there are 47 or 24.7 percent male and 143 or 75.3 percent female. This implies that majority of the pupils enrolled during the calendar year 2016 to 2017 are female. This goes to show further that female are dominant in school than male counterpart.

Table 1. Frequency and Percent Distribution of Pupils in terms of Sex

Sex Category	Frequency	Percent
Male	47	24.7%
Female	143	75.3%
Total	190	100.0%

Table 2. Frequency and Percent Distribution of Pupils in terms of Monthly Income of Parents

Monthly Income Bracket	Frequency	Percent
Php5,000 & below	189	99.5%
Php5,001 – Php10,000	1	0.5%
Php10,001 – Php 15,000	-	-
Php15,001 – Php20,000	-	-
Php20,001 & Above	-	-
Total	190	100.0%

Table 3. Frequency and Percent Distribution of Pupils in terms of Family Source of Income

Source of Income	Frequency	Percent
Vendor	47	24.7%
Fishing	40	21.1%
Government/Private Employee	4	2.1%
Laborer	37	19.5%
Unemployed	62	32.6%
Total	190	100.0%

Table 4. Frequency and Percent Distribution of Pupils in terms of Parents' Educational Attainment

Educational Attainment	Frequency	Percent
Elementary Level	28	14.7%
High School Level	85	44.7%
College Level	19	10.0%
College Graduate	15	7.9%
Uneducated	43	22.6%
Total	190	100.0%

Monthly Income of Parents: Table 2 reflects the frequency and percent distribution of pupils in terms of monthly income of parents. As reflected in the table, there are 189 pupils or 99.5 percent of them belong to the monthly income bracket Php5,000 and below while 1 of them or 0.5 percent with monthly income ranging from Php5,001 to Php10,000 respectively. Therefore, majority of the pupils in this survey have parent monthly income of Php 5,000 and below.

Source of Income: Table 3 presents the frequency and percent distribution of pupils in terms of source of income of family. As presented in the table, there are 47 or 24.7 percent whose parent's source of income is from vending, while there are 40 or 21.1 percent got from fishing; there are 4 or 2.1 percent a government/private employee; and there are 37 or 19.5 percent as laborer. Unfortunately, during the survey there are 62 or 32.6 percent of the pupils whose parents are unemployed. This can be seen from the table that most of the family sources of income from vending and fishing.

Educational Attainment of Parents: Table 4 displays the frequency and percent distribution of pupils in terms of their parents' educational attainment. As displayed in the table, there are 28 or 14.7 percent of parents who are elementary level; there are 85 or 44.7 percent who belong to high school level; there are 19 or 10.0 percent with college level; there are 15 or 7.9 percent who finished a bachelor degree. While there are 43 or 22.6 percent of the pupils disclose that their parents did not go into formal education. Therefore, most of the parents finished education at secondary level.

Problem No. 2 What is the pre-test and post-test performance level of the pupils in the Philippine Informal Reading Inventory in terms of silent reading?

Silent Reading Test: Reading performance is a major concern for research workers and educationists to discover the pupil's abilities. Once the pupils can acquire good reading performance this could be a stepping stone to any successful academic endeavor and gears towards academic excellence. In this study, the researcher discusses the number of pupils during pre- test and post-test performance level which were categorized into silent reading test and oral reading test. Table 5 presents the percentage of pupil's pre-test and post-test performance level in the Philippine Informal Reading Inventory in terms of speed level. Speed level is categorized as slow, average and fast. The percentage change describes changes in the number of pupils before and after the Phil IRI was introduced. It can be gleaned from the table; the percentage difference change varies across grade level with respect to the speed level of pupils. In the slow reader category, there was a 31.25 percent decrease in the number of Grade III pupils; a 29.41 percent decrease in the number of Grade IV pupils; a decrease of about 45.45 percent in the number of Grade V pupils and 30.77 percent decrease in the number of Grade VI pupils after the Phil. IRI tool was introduced. It can be seen that the tool is very helpful in improving the reading fluency of slow level category. Furthermore, in the average category the percentage change varies from 0.00 percent to 18.75 percent respectively. While among fast reader the percentage change is ranging from 18.18 percent to 50.00 percent increase in the number of Grade III to Grade VI pupils during the post-test on informal reading inventory in terms of silent reading test.

Table 6 shows the percentage of the pupils' pre-test and post-test performance level in the Philippine Informal Reading Inventory as to comprehension level. Comprehension level is classified into frustration, instructional and independent categories. As shown in the table, the percentage change along frustration category is ranging from 13.64 percent to 33.33 percent decrease in the number of pupils from Grade III to Grade VI respectively. While in terms of instructional category, the percentage change is ranging from 0 percent to 18.75 percent increase in the number of pupils and there about 0 percent to 44.44 percent change of increase in the number of pupils during pre and post-test performance of Philippine Information Reading Inventory program. Table 7 shows the percentage of the pupils' pre-test and post-test performance level in the Philippine Informal Reading Inventory in terms of reading level. As shown in the table, there was a 23.08 percent to 36.36 percent decrease in the number of pupils from Grade III to Grade VI level along frustration category of pupils. While there was a 0 percent to 25.00 percent increase on the number of pupils along instructional category and about 18.18 percent to 33.33 percent increase in the number of pupils along independent category of pupils. Therefore, there is an improvement in the performance of pupils during the pre-test and post-test in the Philippine Information Reading Inventory as far as their reading test is concerned. Generally, there was decrease of about 32.39 percent decrease in the number of pupils along frustration category. However, there was a 12.68 percent increase in the number of pupils along instructional and about 22.92 percent increase along independent category.

Problem No. 3 Is there a significant difference between the pre-test and post-test performances of the Grades III – IV pupils in the Philippine Informal Reading Inventory in Silent Reading Tests?

Table 8 presents the test of difference between the number of pupils during pre-test and post-test performance level in the Phil. IRI in terms of oral reading speed level test. As presented in the table, the p-value on the slow and fast level category is less than the level of significance of 0.05. Therefore, there is a significant difference in the number of pupils between pre and post -test along slow and fast performer pupils. This indicates that there is a change or improvement in the number of pupils among slow performer and fast performer pupils between pre and post -test evaluation in the Phil IRI program. However, there is no significant difference between the number of pupils along average category during the pre and post-test silent reading intervention. The data did not provide sufficient evidence to conclude that the speed level of pupils among average reader significantly differs at 0.05 level of significance. In comprehension level, the table revealed that there is a significant difference between the number of pupils during the pre and post-test evaluation at 0.05 level of significance along frustration category. This means that data provide sufficient evidence to conclude that there is a significant change in the number of pupils in the frustration category as far as their reading comprehension is concerned. On the other hand, there is no significant difference between the number of pupils during pre and post-test in the Phil IRI program along instruction and independent category. Meanwhile, there is a significant difference in the pre and post-test performance in the number of pupils along frustration and independent category with the aid of Phil IRI program as presented in Table 9. This means that there are changes in the number of pupils during pre and post-test performance.

Table 5. Percentage of the Pupils Pre-Test and Post-Test Performance Level in the Philippine Informal Reading Inventory in terms of Speed Level

Grade Level	Pupils Test		Speed Level								
			Slow			Average			Fast		
	Pre	Post	Pre	Post	%Change	Pre	Post	%Change	Pre	Post	%Change
III	43	43	16	11	-31.25	16	19	18.75	11	13	18.18
IV	45	45	17	12	-29.41	18	18	0	10	15	50.00
V	57	54	22	12	-45.45	20	21	5.00	15	21	40.00
VI	45	45	13	9	-30.77	18	19	5.56	14	17	21.43
Total	190	187	68	44	-35.29	72	77	6.94	50	66	32.00

Table 6. Percentage of the Pupils Pre- Test and Post-Test Performance Level in the Philippine Informal Reading Inventory in terms of Comprehension Level

Grade Level	Pupils Test		Comprehension Level								
			Frustration			Instructional			Independent		
	Pre	Post	Pre	Post	%Change	Pre	Post	%Change	Pre	Post	%Change
III	43	43	18	12	-33.33	16	18	12.5	9	13	44.44
IV	45	45	19	13	-31.58	16	19	18.75	10	13	30.00
V	57	54	22	19	-13.64	21	21	0	14	14	0
VI	45	45	13	11	-15.38	18	18	0	14	16	14.29
Total	190	187	72	55	-23.61	71	76	7.04	47	56	19.15

Table 7. Percentage of the Pupils Pre- Test and Post-Test Performance Level in the Philippine Informal Reading Inventory in terms of Reading Level

Grade Level	Pupils Test		Reading Level								
			Frustration			Instructional			Independent		
	Pre	Post	Pre	Post	%Change	Pre	Post	%Change	Pre	Post	%Change
III	43	43	18	12	-33.33	16	19	18.75	9	12	33.33
IV	45	45	18	12	-33.33	16	20	25.00	11	13	18.18
V	57	54	22	14	-36.36	21	23	9.52	14	17	21.43
VI	45	45	13	10	-23.08	18	18	0	14	17	21.43
Total	190	187	71	48	-32.39	71	80	12.68	48	59	22.92

Table 8. Test of Difference Between the Pre-test and Post-test Performance of the Pupils in the Philippine Informal Reading Inventory as to Silent Reading Test

Silent Reading Test Indicator	Performance	Paired t-test value	p-value	Decision	Remarks
Speed Level	Slow	4.431	0.021	Reject Ho	Significant
	Average	1.987	0.141	Accept Ho	Not Significant
	Fast	4.382	0.022	Reject Ho	Significant
Comprehension Level	Frustration	4.123	0.026	Reject Ho	Significant
	Instructional	1.667	0.194	Accept Ho	Not Significant
	Independent	2.635	0.078	Accept Ho	Not Significant
Reading level	Frustration	5.578	0.011	Reject Ho	Significant
	Instructional	2.635	0.078	Accept Ho	Not Significant
	Independent	11.00	0.002	Reject Ho	Significant

Level of significance set at 0.05

Table 9. Percentage of the Pupils Pre- Test and Post-Test Performance Level in the Philippine Informal Reading Inventory in terms of Oral Reading Level

Grade Level	Pupils Test		Reading Level								
			Frustration			Instructional			Independent		
	Pre	Post	Pre	Post	%Change	Pre	Post	%Change	Pre	Post	%Change
III	43	43	20	12	-40.00	16	19	18.75	7	12	71.43
IV	45	45	23	13	-43.48	14	19	35.71	8	13	62.5
V	57	54	24	14	-41.67	18	23	27.78	15	17	13.33
VI	45	45	15	10	-33.33	18	19	5.56	12	16	33.33
Total	190	187	82	49	-40.44	66	80	21.21	42	58	38.10

Table 10. Test of Difference Between the Pre-test and Post-test Performance of the Pupils in the Philippine Informal Reading Inventory as to Oral Reading Speed Level Test

Oral Reading Test Indicator	Performance	Paired t-test value	p-value	Decision	Remarks
Speed Level	Frustration	6.983	0.006	Reject Ho	Significant
	Instructional	3.656	0.035	Reject Ho	Significant
	Independent	5.657	0.011	Reject Ho	Significant

Level of significance set at 0.05

Oral Test: Oral reading provides a window for the listener to understand the integration of skills that the child uses to read. Children who read accurately, quickly, and in phrased units, often do better on assessments of reading, their attitudes toward reading are more positive, and they are more likely to read for pleasure. Fluency plays an important role in becoming a good reader. We also know that the integration of reading skills appropriate to the text level and genre, foster reading rates and accuracy related to comprehension (Hammond, et al., Nd_).

Table 9 displays the percentage of the pupil's pre-test and post-test performance level in the Philippine Informal Reading Inventory in terms of their oral reading abilities. As displayed in the table, there was a 33.33 percentage decrease in the number of pupils from Grade III to Grade VI pupils along frustration category. Furthermore, there was a 5.56 percent to 35.71 percent increase in the number of pupils along instructional category while there was about 13.33 percent to 62.5 percent increase in the number of pupils along independent category. Generally, there was about 40.44 percent decrease in the number of pupils belonging to frustration category. In addition, there was a 21.21 percent increase along instruction while there was 38.10 percent increase in the number of pupils along independent category. The results show that there was a change on the number of pupils during pre and post oral reading test using the Phil IRI program.

Problem No. 4 Is there a significant difference between the pre-test and post-test performances of Grades III –VI pupils in the Philippine Informal Reading Inventory in Oral Reading Tests?

Table 10 shows the test of difference between the pre and post-test performance in the number of pupils in the Phil IRI program in terms of oral reading test. As shown in the table, the p – value on the speed performance level of the pupils are less than the level of significance. Thus, the null hypothesis is rejected. Therefore, there is a significant difference in the number of pupils between pre and post – test evaluation in the Phil IRI program among Grade level pupils along frustration, instructional and independent category. This indicates that there is a significant change between pre and post-test performance in the number of pupils in the implementation of Philippine IRI program.

CONCLUSION AND RECOMMENDATION

As revealed from the results of the study the hypothesis stating that there is no significant difference between the post and pre-tests results of PHIL IRI has been rejected. There is a significant change from post to pre-test. Though a positive change has noted, that there is an increase in the performance but not all or 100 percent of the respondents attained a positive change. There are still a few who need help to attain a favorable change in their reading performances. On this regard, an innovative remedial reading program is recommended to help pupils who are still in the slow reader category. In the same manner those who fall under average reader category could be helped to improve and get the chance to be in the fast level category. Ensuring this positive change could help pupils achieve more in their academic endeavor.

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