

## CHAPTER 1

### THE PROBLEM

#### Background of the Study

The key officials of the Department of Education (DepEd) have been conducting an annual National Achievement Test (NAT) to both Elementary and Secondary Public Schools nationwide to assess students' learning performance.

The said National Achievement Test administered to all second year students for school year 2006-2007 to 2007-2008 showed that the performance in English, Mathematics and Science was very far below from the National Percentage passing which is 75 %.

The division's Mean Percentage Score (MPS) of the National Achievement Test for S.Y. 2006-2007 revealed an over-all mean percentage score of 52.88 in English, 36.08 in Mathematics, and 42.74 in Science, while S.Y. 2007- 2008 indicated an over-all mean percentage score of 54.95 in English, 41.82 in Mathematics, and 50.31 in Science. Though this gave the Division of Dipolog City the 2<sup>nd</sup> rank in the region, the performance is still far lower than the desired level which is 75%. In addition, the Bureau of Secondary Education (BSE) confirmed that the National Achievement Test results showed the poor performance of high school students in English, Science, Mathematics, Technology and Livelihood Education (TLE), Music, Arts, Physical Education and Health (MAPEH). The reason must be due to students' poor reading comprehension (Cabasal, 2008).

Morada (2008) cited Secretary Jesli Lapus' Department Order #7 s.2008 who stated that schools with mean percentage score of 34 and below in the 2006 and 2007 National Achievement Test is categorized as low performing schools. The result of the annual National Achievement Test (NAT) of both Elementary and Secondary Public Schools showed that a total of 1,898 elementary schools and 264 secondary schools nationwide is getting an MPS of 34 and below.

Learning experts believed that reading is the key that unlocks the door to the world of enlightenment and enjoyment and is a basic tool for learning. Through reading, one can ponder on the mysteries of the world; explore accumulated knowledge; and contemplate the unknown (Villamin, 2001).

According to Dickenson (cited by Paron 2006) reading is a barricade against ignorance and prejudice.

Villamera (1989) (cited by Marquez 2008) reading bridges the past, the present and the future. It is an instrument of learning, thinking and solving problems in all areas of endeavor and an important tool in learning a living.

Gray (1950) (cited by Villamin 2001) defines reading as a four-step process: perception of the word, comprehension of its meaning, reaction to the meaning in terms of what one knows, and integration of the idea into one's background experience.

However, this can only be made possible when comprehension takes place in reading. Thus, it is imperative to comprehend the reading material to appreciate and enjoy what one reads.

In the 2008 Educators Congress bearing the theme "Transforming Organization: Lessons in Excellence" Secretary Jesli Lapus stressed that if the DepEd has to live up to

the theme it has to shed the ineffective practices and wasteful habits of the department, which means teachers must explore the best information, communication and technology (ICT) tools for pedagogic use. Teachers must expand their learning horizons in the real challenge that faces DepEd today. Cabasal (2008) expounded that these challenges include the deteriorating comprehension skills of the learners as manifested in the NAT results.

Modern technologies were given importance as tools to enhance teaching and learning (Perez cited by) Chan (2004).

Technology plays a vital role in shaping the minds of the Filipinos-as in many other aspects of the 21<sup>st</sup> century. Filipino life schools can no longer ignore the impact of fast evolving technology, which is changing how we work, learn, play and communicate. Recent trend in colleges and universities in the Philippines revealed the wide use of audio-visual aids such as filmstrips, motion pictures, slides and other aids to communicate and maintain the interest of the students (Valle, 1994) as mentioned by (De la Peña, 2006).

The most glaring failure of schools in this last decade of the twentieth century is the failure to situate learning in its cultural context. English teachers or reading teachers still teach literature and reading as if televisions, movies and computers had not been invented.

The researcher likewise observed that many teachers teaching reading are still confused and do not realized what is really essential in classroom teaching and learning. Because of so many innovations, teachers are confused on which teaching methods and

strategies to adopt. Adding to the confusion is the teacher's lack of knowledge in providing students with meaningful activities that will contribute to the acquisition of the reading skills.

For years, teachers have been concerned with the end product of reading a passage. The end product is assessed by a series of questions after reading because most teachers consider that comprehension involves answering questions that may not reveal what happens while one is reading. In other words, teachers have not really been teaching how to comprehend. They have, in fact been testing comprehension rather than teaching it.

As a reading teacher, the researcher was trained in various regional and national trainings such as regional reading education training program for English teachers on April 12-May 21, 1999 at Western Mindanao State University regional conference for the Thinking Skills Development for Maximized Cognitive Performance (TSD-MCP) RELC, Cabatangan, Zamboanga City, on August 25-27, 1999, the Mentor Training Program (MTP) by the National Educators Academy of the Philippines (NEAP) held at Bay View Park Hotel, Manila in November 16-22, 2003 and the 1<sup>st</sup> National English Language Camp of Tudlo Mindanao by the US Peace Corps Volunteer on April 22- May 5, 2007 in Cebu City. The said regional and national trainings focused on various approaches and techniques in teaching reading to Filipino students in order to improve their comprehension skills. This perennial problem motivated the researcher to make this study to help identify the levels of reading comprehension and develop the reading comprehension skills of the learners particularly the less developed ones.

The researcher believed that there are certain aspects in reading that have not been

covered by other researchers, hence, this study was made. This study intended to determine the reading comprehension levels of the second year students of the selected high schools in the City Schools Division of Dipolog City so that in the process remedial measures could be given.

Hopefully, the results of this study would serve as a key that would open the door to other domains in reading which few, if ever there are, have thread upon.

### **Theoretical/ Conceptual Framework**

This study is anchored on the schema theory of learning by Richard C. Anderson. His learning theory describes schemas as knowledge that has been carefully organized into an elaborate network of broadcast concepts by which a person understands life and the world in which he lives. These abstract concepts can only be interpreted and understood after a foundation of proven, relevant information have been established through past experiences. According to Anderson's schema theory, our schemata are in constant state of change as the person encounters new experiences and new information that sharpen his schema. As he develops, he learns to broaden the boundaries of his schema to include more variables building on the foundation of what he already knows. Using this theory, teachers can learn to help their students build their schemata.

Many educators and reading theorists argue that schema is the driving force in the comprehension process. The degree to which new, incoming information is consistent with the expectations generated from existing schemata determines the presence or absence of comprehension. In other words, the degree of "fit" between new information and prior knowledge determines the ease, difficulty, or lack of comprehension. So, the

richer the existing knowledge structure, the better is the comprehension of new information.

Piaget's theory of Assimilation and Accommodation process in cognitive development paved the way to the use of the term schemata to refer to knowledge structures (Lindgren and Suter, 1985).

Assimilation fits new information into existing schemata. The richer the schemata, the more able the reader/ learner will be to fill in gaps by interpreting, reading between the lines, supplying missing information, making inferences, and others. When new information is assimilated, the schemata grow richer, while accommodation becomes necessary if wrong information or none existed in the schemata to begin with. Accommodation means adjusting or modifying existing schemata to accept radically new or discordant information. When you accommodate, you throw out misconceptions and restructure the schemata.

Another possibility is that the new information will be ignored or rejected if it doesn't fit into the individual's prevailing view of the world. Without guidance or additional input, students' misconceptions may override information presented in the text.

Achieving reading comprehension is a progressive and developmental concept that implies process. It evolves from recognition and association and explanations to reading comprehension. One of the proponents of reading comprehension is Rumelhart (2004), who advocates the schema as a representation of all concepts. In such a case, it is viewed as a relational association establishing meaning. The meaning only arrived at after appropriate conceptual mapping. Devine (1986) calls it as an abstraction that is applicable to any case of instantiation.

The process of understanding begins with the recognition of the concept through its given attributes through processing via association and final decoding through unlocked meaning. Should there be any distortion in schema instantiation, the individual attempts to suggest possible interpretations until correct schemata are designated according to Baron, Byrne and Kantowics (1977). This means that while the individual is in the process of unlocking meaning of a term, the wrong concept is advanced but is gradually eliminated and eventually supplanted by a correct concept as construction of meaning goes on.

Failure to comprehend according to Rummelhart (2004) is attributed to three factors, namely: the teachers may not have appropriate schemata to give background to students; the author may not have provided enough clues to suggest them; and the reader may find consistent interpretation but not the one intended by the author of the reading material who does not provide adequate clues to support the meaning of the term.

Schema plays a major role in perception and understanding. It must be recalled that the theory expresses the concept that all knowledge is packed in units called schemata, and it provides the knowledge and its utilization. From the time the learner perceives something to the time she unlocks the meaning of what she perceives, the interpretation of the perceived object or concept undergoes transformational processing. It begins with a retrieval of significant information from memory through cognitive mapping of the term or concept to its interpretation.

Remembering involves the process of selecting and verifying an appropriate configuration of schemata to account for memorial fragments located in memory (Devine, 1986). Such comprehension is the selecting and verifying of conceptual

schemata to account for situation to be understood (Pearson and Anderson, 1988). But the process of recalling from memory proceeds from earlier encounter that explains the native memory handled its cognitive mapping of the concept.

Samuel and Kamil (1984) call this process of concept retrieval to render the meaning of the term as interactive comprehension. In that, learner comprehension is either

knowledge-based or text-based. While there are certain objections to the limited classification of comprehension, it is more important to deal with the approach to comprehension as a significant teacher preoccupation. What is meant here is that, the teacher who teaches reading in the classroom must understand the learner' cognitive decoding of meaning using a certain procedure. Knowledge of that procedure helps in asserting the learner facilitate or hasten comprehension.

The bottom-up approach (Flood, 1994) is anchored on a text- based or text-oriented decoding process that is exhibited by readers who adhere to phonemic association. It was observed that students who stammer when they read do exhibit a text-based decoding of the word. A definitive recognition of the approach used by the students in the comprehension process provides the teacher with a clearer direction in the remedial process to enhance understanding.

On the contrary, Smith (1988) recognized the importance of the prior knowledge as a more appropriate approach that should have been employed, particularly for college students. At best, the inter-active approach solves the slow process of decoding to understand a concept.



The comprehension process utilizes cues in decoding the meaning of a concept (Goodman, 1993). These cues in the printed text are the sources of meaning that is unraveled by the student while reading. And if the student uses a bottom-up approach in encoding, she will not be able to apply semantic processing and would find greater difficulty in understanding meaning. When this occurs, the teacher reprograms her approaches depending on the cues of capability of learners to process information for better understanding. This is going deeper into the context of schemata theory to unlock difficulties of students in the process of comprehending a concept, term or object.

Herbert (1998) explains that "... prior knowledge and experience relate to what you read; that is when you see a relationship between the ideas acquired from other sources and the ideas derived from the reading selection. It means that readers need to rely on prior knowledge before reading, during reading and after reading. Before reading, readers should access what is already known on the topic and determine the text structure, deciding if the material is narrative or expository. During reading, readers use prior knowledge to make inferences, read critically, monitor comprehension, and interact with the author to construct meaning and to identify the relationships of ideas (Ogle, 1986). After reading, readers use prior knowledge to summarize; to relate the new information to existing knowledge; and to evaluate, modify, reconstruct and build schemata. It is believed that schemata are the structures that represent the generic concepts stored in an individual's memory. Schema theory explains how these structures are formed and relate to one another as the individual develops knowledge.

A reader develops schemata through experiences. If a reader has a limited experience with a given topic, he or she will have limited schemata with which to build

comprehension. A reader's background or prior knowledge greatly influences the comprehension he or she is able to construct.

At the heart of the schema models of reading is the assertion that perception is the result of processing information in terms of one's own prior knowledge. In relation to reading, this means that the print triggers or activates schemata, which are matched against the text, and select from the text that information which is relevant to making meaning.

This is an interaction/directing relationship between the print and the prior knowledge of the reader (Ringler, 1984).

The schema theoretic models of reading are able to provide clarity over a number of issues of concern in models of the reading process. The matching of schemata to print is interactive and involves both "bottom up" and "top down" processing. Thus, some seemingly conflicting data is reconciled. In addition, schema models sit comfortably with the information about how texts are structured, and how readers cope with textual problems. Questioning students' comprehension is without a doubt a crucial element in the literary classroom. So it is essential that every teacher must take into account the student's knowledge and experiences, word recognition strategies, thinking abilities, perceptual and sensory abilities, as well as their purpose for reading and familiarity with various comprehension strategies (Mamon, 2005).

Comprehension involves understanding the words on the page together with understanding the ideas being expressed by the writer. In this endeavor, background knowledge is considered to be central to the learner's success. So it is essential that every teacher must take into account the student's knowledge and experiences.

Comprehension has often been called the teacher's bugbear. Many students achieved accuracy in recognition and pronunciation, but few succeed in comprehension. So reading skills are needed in order to comprehend.

Much has been written about strategies and approaches towards effective teaching of reading. One of the current innovations in reading is the dimensional approach. In this approach there are three dimensions to be considered. One of these dimensions refers to dimensions on personalities; the second is dimensions of materials; and the third dimension refers to the level of comprehension questions, also referred to as dimensions of comprehension (Roldan, 2003).

It is the third dimension that is the focus of this study. The levels of comprehensions are: literal comprehension, inferential comprehension, critical analysis, and application and integration (Villamin, 2003).

In literal comprehensions, the questions asked for in this level call for answers that simply repeat word for word what are found in the book. The reader's attention is focused on the explicitly stated sets of ideas and information in the selection. It therefore involves the skills of recognizing and recalling what has been read (Paloma, 2007). Students comprehend at this level when they can recognize the information which is explicitly stated in the text. The reader simply searches the text "reading the lines: to confirm or refute the statements. Researchers agree that if the information is "right there" or "textually explicit", it is literal (Villamin, 2003). Interpretative comprehension sometimes called inferential understands ideas extracted from implicit information in the text. Understanding is inferential because the facts are not stated; instead the reader has to "read between the lines". In interpretation, this dimension requires more than literal

comprehension since it includes the ability to supply meanings not directly stated in the text. Furthermore, the reader consolidates the different sets of ideas and information into a network of relationships (Paloma, 2007).

Critical analysis is applied when comprehension of a reading material involves not only the ideas directly stated and the inferences made on these stated facts, but also judgment or conclusions. In critical comprehension, the skill of evaluation where the reader passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read is emphasized. Some of the skills of judgmental tasks are as follows: detecting the relevance of materials, detecting contradictions, detecting bias in the author or the publisher, examining the content for validity and reliability, determining when material is outdated, evaluating the tone, mode, judging materials for the manner in which generalizations, assumptions, hypotheses, theories and arguments have been developed (Paloma, 2007).

Application and integration are often called “reading beyond the lines”(Roldan, 2003). Others consider this as appreciation. In this level, the reader’s emotional and aesthetic sensitivity to the selection is realized. Having gone through all the levels of comprehension, the reader by virtue also of his own creativity and personality, now reacts to the psychological and artistic worth of the selection through such enrichment activities like creative dramatics, story writing, singing choral recitations and others. The reader puts together what he has learned from the selection and then uses this knowledge in a related situation. Pearson and Johnson (1972) called this process “reading beyond the lines”.

Notions of reading comprehension have changed dramatically over the decades. Theories of learning have shifted dramatically during the 20<sup>th</sup> century. It has moved from a behavioral perspective, which dominated the field from the turn of the century to the sixties and seventies, to a holistic or interactive approach, which began in the late seventies, and continues to shape thinking about reading comprehension today.

Technology plays a vital role in shaping the minds of the Filipinos as in many other aspects of the 21<sup>st</sup> century. Filipino life schools can no longer ignore the impact of fast evolving technology, which is changing how we work, learn, play and communicate. Recent trend in colleges and universities in the Philippines revealed the wide use of audio-visual aids such as film strips, motion pictures, slides and other aids to stimulate and maintain the interest of the students (Valle, 1994).

Exposed to these extraordinary capabilities of computers and information technologies, education experts and educators readily recognized the potentials of these gadgets for practical application in the field of education. Some educators hailed it as a breakthrough, pole vaulting the traditional methods of teaching and learning into what is known as computer aided instructions.

For progressive development of skills like reading and mathematics, the software called “Computer-Assisted Instructions (CAI) can be used (Arensol, 2006).

Researchers have been devising ways on how to enhance and improve students’ ability in reading comprehension with the aid of these instructional technologies (Williams, 2000).

Modern technologies were given importance as tools to enhance teaching and learning (Perez, 2002).

One of the newest resources for language and reading teachers in providing an enriched context for learning is the computer. According to Frommer, as quoted by Hadley (2001), computers when used appropriately can provide meaningful contexts as well as background information that students need to understand the cultural framework in which the target language is used, and these help students learn language in its “full cultural meaning”.

Exposure to the internet is very widespread. According to Goldsborough (2000), we live in the age of information, with knowledge exploding exponentially. You need information to gain knowledge and knowledge to gain wisdom. Moreover, he stressed that information technology particularly the internet can help the learner gain knowledge.

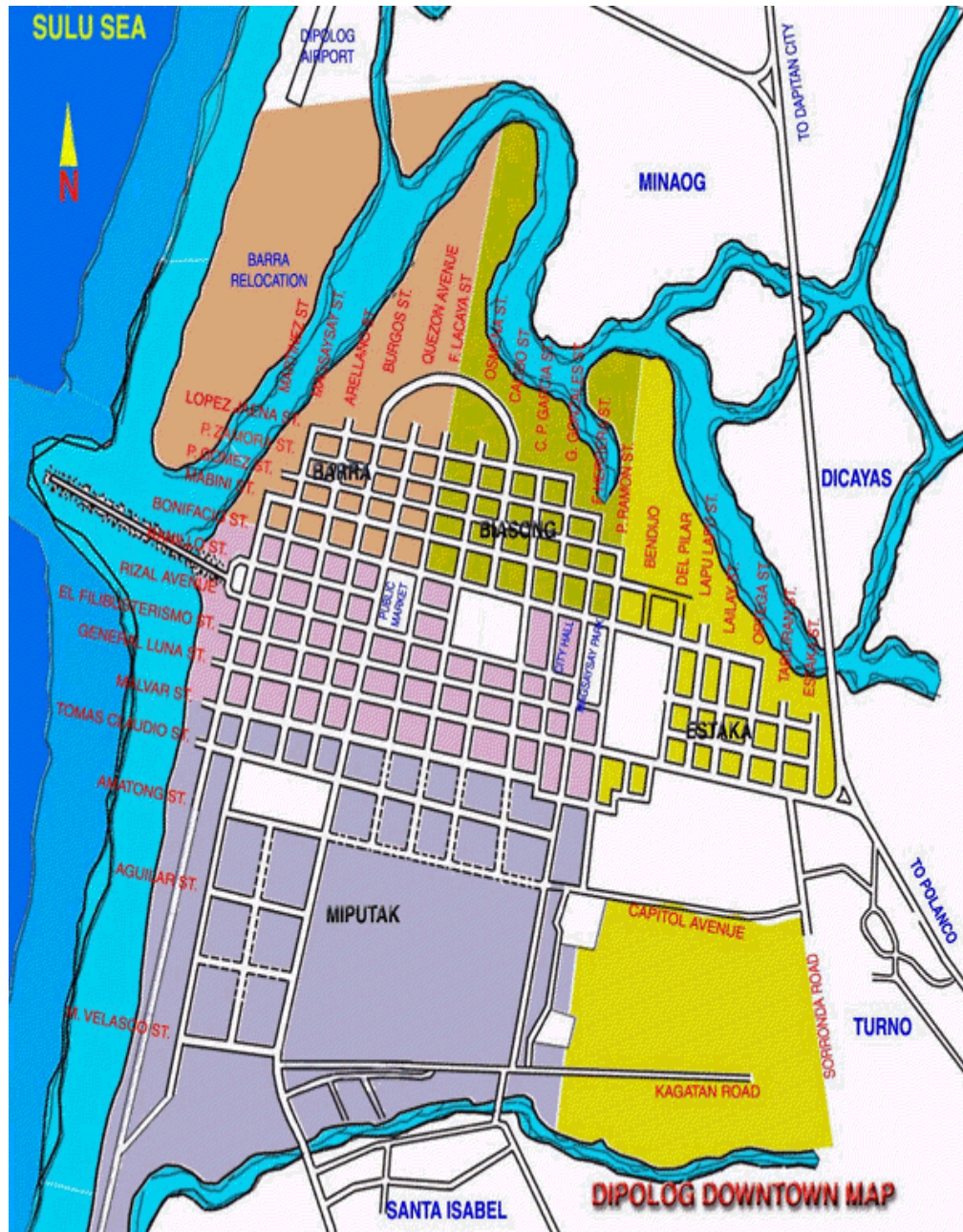
Glaster (1998) approves to teaching and learning that will increase with the incorporation by digital texts, graphics, animation and video into lectures and self-study. To read only pure text from a source and suggest a strain in the eyes and others might suggest the material to be not interesting, monotonous presentations and makes learner loose enthusiasm in the material being read. Illustrations and pictures have proven their claim in adding or catching the attention of the reader in particular topic with the addition of movement and captivating graphics, excitement is triggered in the presentation making the learning process more interesting and holding attention of the learners longer.

Investigations into the respondents’ gender were also included in this study because sex has been found in several studies as a factor to result change in students’ performance. Lots of studies point out the interesting difference between the male and female in their achievement, personality and discipline.

William (1997) stated that sex hormones affect the development of the brain leading to some gender difference. Furthermore, Ruben (1993) mentioned that male and female brains are structured differently. This difference could be the reason why females have better linguistic skills compared to males. The result is consistent to the findings of Purganan (2000) that showed gender affecting learning. She then adhered to the established generalization that girls are superior over boys in reading. Aleria (2002) found out that sex was significantly related to academic performance and females are better than males. For this reason, this study took sex as a variable.

Exposure to mass media was also another factor that might affect the reading proficiency of the students. Ancheta (1997) showed in her study that students who were more exposed to mass media are more proficient in English than those who are not so much exposed to mass media. The parents' educational attainment was also considered another factor that might affect the performance of the students. The parents' educational attainment gets surprising result. This implies that the more educated the parent is, the more the child develops his reading comprehension. Tangonan (1997) cited that educational attainment of parents play a very important role in molding a child's scholastic achievement. The result is supported by the idea of Lardizabal (1991) as cited by Aleria (2002) that those students with parents who have high educational background or qualification perform better than those students whose parents have high school or elementary level of education. This means that parents who have higher educational qualification are more competent to provide learning experiences and assistance necessary for the development of their children's potentials particularly their reading skills. Haladayna (2002) mentioned in his book that one of the predictors of student

learning is parental education. It means that educated parents will promote educational values that lead to a better-educated student.





# INPUT → PROCESS → OUTPUT

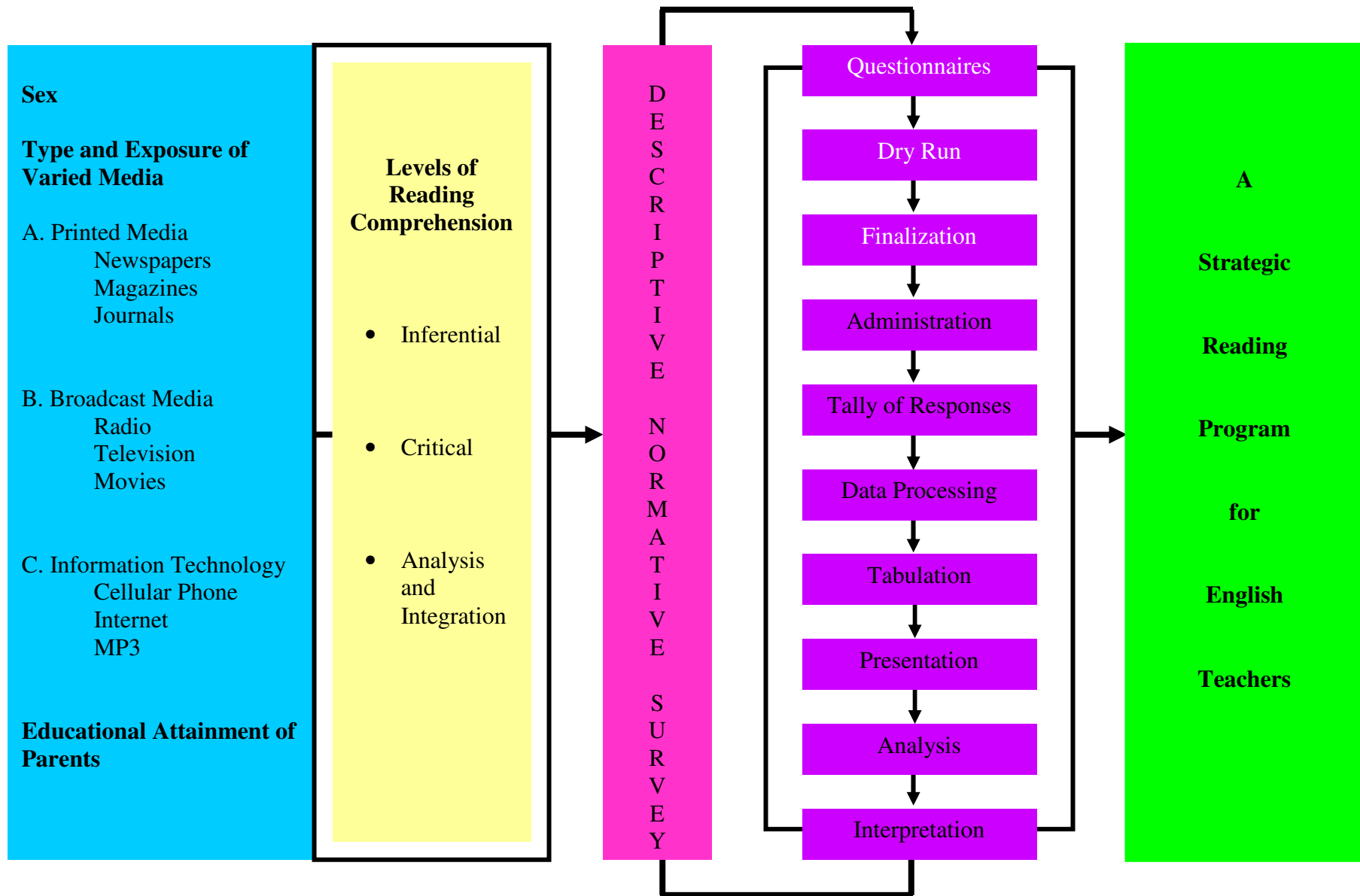


Figure1: Research Flow Chart

## **Flow of the Research Process**

The process involved the use of the descriptive normative survey method of research. The responses of the questionnaires were tallied, and the data were processed, presented, analyzed and interpreted.

The output of this study consisted of a strategic reading program. Figure 1 shows the research flow chart.

## **Statement of the Problem**

This study sought to identify, describe and analyze the competencies in reading comprehension of the second year high school students of the selected secondary schools in the City Schools Division of Dipolog City enrolled during the school year 2008-2009.

Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of:

1.1 Sex?

1.2 Type and Exposure to varied media

1.2.1 Printed Media

1.2.1.1 Newspapers

1.2.1.2 Magazines

1.2.1.3 Journals

1.2.2 Broadcast Media

1.2.2.1 Radio

1.2.2.2 Television

1.2.2.3 Movies

### 1.2.3 Information Technology

1.2.3.1 Cellular phone

1.2.3.2 Internet

1.2.3.3 MP3

### 1.3 Educational Attainment of Parents?

2. What is the level of reading proficiency of the students in terms of:

2.1 Inferential;

2.2 Critical;

2.3 Application and Integration?

3. What type of medium are the second year high school students exposed to?

4. Is there a significant difference in the levels of reading comprehension skills of the students when they are grouped according to:

4.1 Sex?

4.2 Type and Exposure to Varied Media

4.2.1 Printed Media

4.2.1.1 Newspapers

4.2.1.2 Magazines

4.2.1.3 Journals

4.2.2 Broadcast Media

4.2.2.1 Radio

4.2.2.2 Television

4.2.2.3 Movies

### 4.2.3 Information Technology

#### 4.2.3.1 Cellular phone

#### 4.2.3.2 Computer

#### 4.2.3.3 Internet

### 4.3 Educational Attainment of parents?

## **Hypothesis of the Study**

Ho<sub>1</sub> There is no significant difference in the levels of reading comprehension skills of the students when they are grouped according to sex, educational attainment of parents, and exposure to varied media.

## **Significance of the Study**

The findings of this study would be of help to the following in different ways:

**Curriculum Planners.** Results of this study may provide them the necessary data to improve the English curriculum, and to conduct seminars, workshops, in-service trainings and symposia to the English teachers with focus on teaching strategies and methodology to further improve teaching competencies.

**School Heads.** The findings of this study may help school heads plan out programs and activities to enhance the competencies of teachers who are teaching reading. They could be made aware of the actual reading comprehension of the students hence functional remedial classes can be provided.

**Teachers.** Findings of this study may provide teachers with information concerning the status of the reading comprehension of their students. And on the basis of

the said information, positive and definite steps can be adopted to improve and enrich the program to suit the level of the learner.

**Parents.** Information to parents regarding the level of reading comprehension of the students may guide them in the follow-up of reading activities of their children at home.

**Students.** Results of this could make students aware of their reading comprehension level. From the results of this study; hopefully they could be aided to spot their strengths and weaknesses in reading. Thus, they could be given ideas as to what they can improve on.

**To the Future Researchers.** This study will provide meaningful data useful for further research. Hopefully more replicate studies along this line of concern would be done to further ascertain what other factors may affect the reading comprehension of the students.

### **Scope and Delimitation of the Study**

The study was limited to the second year high school students in randomly selected public secondary schools in the City Division of Dipolog City, enrolled for school year 2008- 2009.

Five public secondary schools were involved in the study. These were Punta National High School (42), Dipolog City National High School (18), Sicayab National High School (38) Galas National High School (74) and Zamboanga del Norte National High School (162).

The study sought to identify the levels of reading comprehension skills of second year students in relation to sex, exposure to varied media and educational attainment of

parents as measured by the Teacher-Made Test and A Personal Information Data Sheet. The test was limited to the three dimensions of comprehension skills, namely: inferential, critical and application and integration levels.

The subject of the study is the second year high school students only since this level has shown mastery of the said skills considering that this level has been the respondents of the annual regional secondary achievement test and the national assessment test conducted by the Department of Education. The said examinations only showed the mean percentage score of the school and not the respondents level of reading comprehension skills in particular when this study primarily aimed to identify the reading comprehension levels of the second year high school students.

In addition, this study did not include the literal level of comprehension because the researcher believed that the said respondents were good in the literal comprehension considering that it is the basic of the four levels of reading comprehension and it is the easiest of the four levels. In fact during the dry run and pre testing, the respondents got all the correct responses to all the literal level questions thus, the statistician suggested to discard those items.

Echevaria (1998) in her findings indicated that students rated high in literal level. The result agreed with that of Villaflor (1998) that in noting details the respondents were excellent, in identification they were good, and in getting the major idea of paragraphs they were fair. This level of comprehension is on the literal level of comprehension.

The study also used the revised grading system for elementary and secondary schools as mandated in DepEd Order No.70, s. 2003 as the basis in giving the verbal interpretation of the study.

## **Definition of Terms**

For common frame of reference, the following items are hereby defined based on the way they were used in this study.

**Comprehension Skills.** In this study, comprehension skills referred to the ability and capability of the students to understand the printed page according to the degree of complexity.

**Critical Comprehension.** This is a high level of reading comprehension involving evaluation and judgment.

**Desired Learning Competencies.** Refers to the list of learning skills considered basic and must be mastered by secondary school students.

**Exposure to Mass Media.** Refers to whether the respondents are exposed to media or not. Media include the printed form (newspaper, magazines, journal, etc.) broadcast (radio, television, movies) and information technology (cellular phone, internet, MP3).

**Inferential Comprehension.** Sometimes called interpretative comprehension refers to the level of reading comprehension where the reader captures the surface meaning of the information explicitly supplied by the author, draws conclusion or predicts ending.

**Integration and Application.** This refer to the highest level of reading comprehension which involve the ability to link the material read with the personal experiences of the reader.

**Levels of Reading Comprehension.** This means the different depths of understanding and different analysis of what is meant.

**Literal Comprehension.** This is the easiest level of comprehension. It refers to the recognition of facts. Questions asked do not involved reasoning. The answers are found in the selection read.

**Proficiency Level.** This term refers to the extent of score or grade after computation of result.

**Public School.** Refers to an educational institution established by or in pursuant to law, supported and maintained principally through public funds, and administered by either a local or regional government or an agency or subsidiary of the latter.

**Reading.** This is an activity which involves the recognition and interpretation of ideas symbolized by a written or printed language. In this study, it is referred to as one of the major components of the English Program.

**Reading Competency.** The term refers to the skill or ability to understand the meaning not only of words and sentences but also of the interrelationships among sentences in a discourse.

**Reading Skills.** This term means the ability or achievement of respondents in all three levels of reading comprehension.

**School Administrator.** Refers to the principal of the school, a head teacher or teacher in charge of the school. At times he is referred to as the school manager.

**Type of School.** This refers to either the public or private school.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter presents the review of related literature and related studies. Data in this study were collected from books, magazines, internet, and unpublished materials and from other documents, which are believed to be useful references for this research. These have given the researcher insights and a rich background for his study.

#### **Related Literature**

Reading comprehension is a strategic process during which readers simultaneously extract and construct meaning through interaction with written language (Rand Corporation, 2002). The word extract emphasizes the importance of the text. Although it is insufficient by itself, the text provides the knowledge, language, and framework for understanding. Meaning is expressed differently in fiction, nonfiction and poetry; therefore, text form (genre) impacts comprehension. Students need opportunities to read many types of content for a variety of purposes and to use different media, such as computer programs, videos, audio tapes, radio programs, and film. The word construct recognizes the reader's interaction with the text content, using their vocabulary, knowledge, experiences, abilities, motivation, and strategies to construct meaning. They use schemata, mental organizations of personal experiences, which greatly influence interpretation, comprehension, and expectations of text.

Also, reading comprehension is the product of vocabulary and language comprehension (Snow, Burns, and Graffin, 1998: Wren et al., 2000). Vocabulary and

comprehension are the basis of reading fluency, which enables readers to concentrate fully on the meaning of the text (Wren et al., 2000).

Marquez (2008) says comprehension takes place when there is communication between the author and the reader. In plain language, it is the understanding of what the author has written. In addition, the students' ability to engage in the conceptual and social world, social interactions among teachers and students, and the readers' social-cultural backgrounds also affect comprehension.

On the other hand, language and cognitive competence are also foundations in understanding content texts. That is students' underlying cognitive and linguistic skills are precursors of their ability to comprehend. Students comprehend most successfully when they read meaningful materials that connect with their schemata, while studying for relevant purposes that link with listening, speaking, and writing. An understanding of both semantic and syntax is essential to comprehension (McKenna, Robinson, and Miller, 2000).

Reading is a complex process. When one reads a text it evoked voices, memories, knowledge, and experiences from other times and places-some long dormant, some more immediate (Schoenback, 2000). This leads one to realize that the process of understanding begins with the recognition of the concept through its given attributes, through processing via association and final decoding through unlocked meaning. It is then important that improving a person's reading skills can improve his performance in school as well as his test grades (Forlini, 2004).

Miles Zintz (2004) illustrated the teaching process of reading as follows: 1) word perception, the ability to recognize the words and grasps the ideas presented, 2)

comprehension, the skill in understanding the ideas of what he or she reads, reflects on them and sees their implications, 3) reaction, the ability to act in response to what he or she reads by weighing its value and the soundness of judgments or conclusions, or apprehends the context as to its value and significance, and 4) integration, the ability to apply the ideas acquired to solve problems to direct his or her own activities.

Comprehension according to Teele (2004) requires students to use many skills to make connections to their own background knowledge. Students must know how to decode words, have a large repertoire of sight words and understanding phonics, phonemic awareness and concepts of prints. They must learn an increasingly large number of vocabularies each year they are in school.

As cited by Sta. Ana (2004), Dr. Thomas C. Barrette developed a taxonomy, now popularly known as “The Barrette Taxonomy of Reading Comprehension”, to meet the needs of teachers and instructional material developers who wanted a systematic, structural approach to teaching reading skills.

The Barrette Taxonomy of Reading Comprehension classifies skills and orders to the degree of complexity. In other words, the taxonomy consists of four categories; each one designed to identify a discrete subset of skills as follows: 1) Literal recognition or recall such as recognition or recall of details, recognition or recall of main ideas, recognition or recall of sequences, recognition or recall of comparisons, recognition or recall of cause-and-effect relationship, recognition or recall of character traits, 2) Inference such as inferring supporting details, inferring the main ideas, inferring sequences, inferring comparisons, inferring cause-and-effect relationships, inferring character traits, inferring about figurative language, predicting outcomes, 3) Evaluation

such as judgments of reality or fantasy, judgments of facts or opinion, judgments of adequacy or validity, judgments of appropriateness, judgment of worth, desirability or acceptability 4) Appreciation such as emotional response to plot or theme, identification of characters and incidents, reactions to the speaker's use of language, and imagery.

So a poor comprehension performance of the subject of the study was attributed largely to lack of prior knowledge. Implicitly, it was exacerbated by teachers' lack of training as to application of study skills and knowledge about recent findings on comprehension research. Lack of reading facilities and materials and a well-planned reading program in the elementary and secondary levels could considerably contribute to the failure of majority of the subjects in the comprehension test.

The constructivist theory supports that learning comes from about as a consequence of the learner's experience and interaction with the world (Reiser and Dempsey, 2002). The individual interacts with the world surrounding him and this experience leads to an increased ability to perform in a particular way. Recent surveys reveal poor performance of pupils/ students especially in public schools. Secondary teachers complain that there are still non-readers among their high school students. What can you expect with their performance when they go to college? Is there quality education that we are aiming for? Most often teachers are blamed for the low performance of the learners. Teacher-factor, they say. Yes, for it is a fact that teacher has a great influence on the achievement level of students. But, it is not the whole thing. There are other factors that contribute to the achievement level of the students. The home, which is considered the foundation of a child, has a great influence on the capacity of the learner to achieve something. Parents are the first teachers.

On the other hand, mass media which is supposedly educational for the child it turns out to be affecting the child negatively especially if he is not guided by his parents on the show she should watch. With his exposure to mass media, he has developed poor study habits and this leads to poor academic performance.

Gurubathan (2003) has also identified the major attributes of today's student behavior. For the younger generation, computers are no longer technology; reality is no longer real; doing is more important than knowing; trial and error is preferable to theory and there is zero tolerance for delay.

What does this mean to educators? It simply emphasizes that technology helps the students to interact in their environment. Teachers are no longer information providers. They are information brokers who help students choose between treasure and trash, good and evil, right and wrong (Chavez: 2004).

It is believed that functional literacy is the appreciation and application of basic education skills to life-coping demands. One of the best ways to develop literacy is through the use of real world resources: newspapers, television, magazines, survival print materials and technology (Harris& Hodges, 1995).

Thomas Jefferson would today be amazed at the scope of media development since the 18<sup>th</sup> century, when a pen fashioned the constitutional framework of a new country. Media is changing dramatically and along with these changes is the demand for increased literacy skills. The use of newspapers, television, magazines, functional print materials and technology must be considered as excellent resources for fostering these skills across curriculum.

One medium that brings about this change is the newspaper. Unlike a textbook, it is a learning resource that the student does not leave behind after graduation. The use of newspaper in the content area classroom could instill an attitude that can bring wealth even to a poverty stricken family—a wealth of information in all areas of intellectual challenge (Rhoades & Rhoades, 1995).

Today's typical middle and high school students spend about three to four hours a day watching television. Television has become the most important item in most American homes and even Filipino homes. By the time the average student graduates from high school, he or she will have spent more time watching television than time spent studying or learning in the classroom (Gortmaker & Salter, 1990).

Teachers therefore should use television to help teach comprehension and critical thinking skills and use it as a motivating bridge between learning and entertainment (Hatchell, 1990). Teachers of content subject areas need to assess the availability of magazines related to our specific fields. As with newspapers, magazines are also popular due to the variety of topics, the length of articles and the up-to-date information available (Cronin & Hines, 1990).

Content area teachers need to make periodical literature accessible to their students and keep a good variety of magazines in the classroom (Stoll, 1997).

Thousands of students are using electronic communications. It is exciting to envision students linking with others worldwide (Hogan, 1997). Students, via computers, have their papers reviewed by scientists, historians, artists, etc. As they prepare for examinations, they seek out latest information via web. It implies that teachers need to familiarize themselves with the use of computers and with the software that is available.

They owe it to their students to provide this availability in the schools. Schools are the one place where all the students come together no matter the diversity of their backgrounds. It should be an environment where technology resources are easily accessed, updated and required for class work. These students are transforming into the 21<sup>st</sup> century (Isaak & Hamilton, 1989). How well are they prepared? An efficient reader can quickly recognize what is important on each page. He can readily spot the main idea of a paragraph. Likewise, he can easily pick out supporting details. There is a saying that the more one reads, the more he wants to read. The more he knows, the more interesting the world becomes. He can discuss more intelligently and make decisions wisely.

Marland (1997) cited that difficulties with language especially reading hamper understanding and growth in most areas of studies. He further stated that if a school devotes time in assisting developmental reading, learning in all areas would be helped.

Martoon (1987) likewise observed that many teachers teaching reading are still confused and do not realized what is really essential in classroom teaching and learning. This is happening in the field nowadays, especially in public elementary and secondary schools. Because of so much innovation teachers are confused to which teaching methods and strategies to adopt. Adding to the confusion is the teacher's lack of knowledge in providing students with meaningful activities that will contribute to the acquisition of reading skills.

### **Foreign Studies**

Numerous studies have been made to identify the components of reading comprehension. The most common method used has been the analysis of reading

comprehension tests. The technique was used by Hall (1958) as cited by (Alcantara, 1996) in her analysis of the reading abilities.

Davies (1960), as cited by Alcantara (1996), has a different approach to the study of the elements of reading comprehension. Instead of using commercial tests and analyzing the test results, he selected for his starting point the components, which he thought, were basic to comprehension.

Moreover, Kikuyo (1989), as cited by Liza A. Tubio (2004), noted that the students might interact if they are interested with the topic and make comprehension possible because of the interest that they have. Attitude and interest motivate the students to listen and speak.

In a study conducted by Carrell (2000) revealed that reading comprehension can be significantly enhanced by teaching text structure and strategies for identifying and using the various structures.

Henry's study (2002) proposed a strategy for improving reading comprehensions. Again, the reader's background knowledge is at issue. Henry suggested employing questioning as a way of testing comprehension-not the "other-imposed" type of questioning used by the writers or editors of a text, or by the teacher, but rather readers-generated questioning.

Krashen's study (2000) suggested several useful strategies for improving reading comprehension. Following his Sustained Silent Reading approach, students read whatever in class. This procedure is carried on daily for 5 to 15 minute stretches. The results are not immediate, but after a year or so, significant improvements in reading comprehension and vocabulary are reached. All the studies Krashen took note of while



studying reading comprehensions indicated that when students read for pleasure they make gains.

Dirken's study (2003) analyzed teacher's behavior during reading and social studies classes. She found out that teachers were not teaching comprehension; instead they were assessing comprehension.

Likewise, Ginsberg (1992) as cited by Niza O. Pahamtang et. al. (2004) stated that motivational factor that influence the students to enroll college, revealed that the higher the educational attainment of one's parents, the greater the possibility of their children to go to school.

In a study conducted by Ocasio (2006) entitled "A Comparison of Two Instructional Programs to Develop Strategies to Improve Reading Comprehension" focuses on teaching students transactional strategies that can be applied to a variety of situations in order to enhance their ability to gain meaning from text. Possessing background knowledge on a subject covered in the reading material has been identified as playing a significant role in increasing comprehension for struggling readers.

A study conducted by Nesa (2005) on Reading Comprehension Strategies in Secondary Content Area Classroom: Teacher Use of and Attitude towards Reading Comprehension Instruction revealed that though teachers paved a high priority in reading and literacy, they did not feel qualified or responsible for providing explicit instruction on reading comprehension. Teachers felt that state standardized tests and the pressure to cover content dictated the majority of their instruction. Teachers had limited knowledge about reading comprehension strategies and how to teach such strategies. The results from this study suggest that unless avenues of teacher training and professional

development convince teachers of the value of literacy integration, classroom instruction will continue as observed on this study.

Majors (2005) conducted a study on the use of imagery technique in reading comprehension instruction. This is in relation to the study of Ness (2005), that reading teachers should employ different techniques and strategies in reading comprehension instruction. The teachers-respondents of Majors' study believed that formation of images in reading the mind strengthens comprehension and helps them connect with their background knowledge. Teachers in this study also believe the importance of choosing text that evokes images.

Similarly another study in the use techniques and strategies in the instruction of reading comprehension was done by Hardebeck (2005). The findings of this study revealed that students percentage related to comprehension varied after strategy instruction.

On the contrary, Dray (2006) conducted a study on the connection between the academic and social competence of children and adolescents. In particular, the articles investigated were on the relationship between social development and reading comprehension. Her study revealed that literacy skill, social development and social context play a vital role in the comprehension of functional texts.

De Vault (2006) conducted a study entitled "Children at Risk for Reading Failure in Rural Setting". Her study revealed that the contributing factors for developing reading difficulties to kindergarten pupils are poor preschool experiences to reading gender and poverty. The researcher found out that society also plays a vital role in improving proficiency in the level of reading comprehension of the learners.

Biancarosa (2006) conducted a study on what sentence-reading rate tells us about comprehension processing. She emphasized that the lack of adequate measures of the comprehension process makes detecting the sources of students' struggles, and tracking their progress, especially difficult for teachers. Based on prior evidence sentence-reading rate may act as an indicator of comprehension processing, this study used an experimental measure to investigate the relationship between reading rate and comprehension.

The above-mentioned studies are reflective of the concept of local authors such as Romero, Villamin and Annuevo, their views on the different indicators of reading comprehension. In the study of Biancarosa, she emphasized on the sentence-reading rate as an indicator of comprehension processing.

### **Local Studies**

A study conducted by Johnson (1981) illustrated the background knowledge of the topics of reading passage to the total comprehension of that passage. The reading teacher must be particularly aware of the gaps in the pupil's cultural background knowledge. For instance, a reading of a passage containing references to events like Halloween and Thanksgiving could be empty and devoid of all meaning if he has no knowledge of such cultural events.

In the study of Lubid (1996) results of prior knowledge was a crucial factor in the students' achieving very poor comprehension of the passages. Obviously, it was revealed that there is a need for teachers to be guided on what background knowledge the students need to be equipped with and how to carry out a program of implementation.

Edorot (1998) found out that the reading interest and attitude of the students affect their reading comprehension. This interest and attitude determined through hobbies and experiences that the reader had in order to motivate him to read. Students should have enough exposure to educational films, audiotapes and field trips.

Rizado and Tabuno (1999) in their study entitled “A Comparative Study on the Reading Comprehension of the Fourth Year High School Students of Iligan Medical Center College and Maria Cristina High School at Iligan City SY 1997-1998” concluded that parent’s monthly income and educational attainment have contributed to the reading performance of the respondents. As observed, the parents who obtained high education could impart knowledge to their children apart from what their children have learned in school.

Borrega (1998) assumed that the students whose parents’ are college graduates performed better than those, whose parents are high school and elementary graduates.

Betoya (2006) found out that educational reading material such as books, newspapers, magazines, greatly help the students develop their reading skills and enrich their vocabulary which are necessary for reading comprehension.

Casareno (1982) conducted a study in oral reading comprehension skill in the district of Binaloan II, Division of Pangasinan revealed that thirty-four percent (34%) of the students could not read with comprehension. She found out that one of the major causes of comprehension difficulties was the inadequacy of reading materials suited to the different ability levels of the students.

Exposure to mass media was also another factor that might affect the reading competencies of the students. Ancheta (1997) showed in her study that students who were

more exposed to mass media are more proficient in English than those who are not so much exposed to this.

Paghacian (2008) in her study “Teaching Strategies vis-à-vis Reading Comprehension” showed that the levels of performance of the First Year High School Students are comparable when they are grouped according to age, sex, and family income. This means that any age, sex or students may come from families with different incomes, their performance in reading comprehension is still the same.

Mamon (2005) in her study entitled “Reading Comprehension of First Year Students: Its Relation to their Attitude towards the English Subject” found out that the students can no longer comprehend ideas dealing on higher-order learning.

Chavez (2004) in her study “Computer Exposure and Reading Comprehension of Freshmen Students” revealed that the student’s performance in literal, interpretative and critical level of comprehension was average. Students’ exposure to computers however, does not significantly contribute to the development of their reading comprehension.

In her study, De la Pena (2006) pointed out that exposure to modern technology facilities such as cellular phones, computer games, the internet and televisions have aided their acquisition of knowledge and information. These technologies provided them experiences, which made possible their learning of reading and the enhancement of their reading comprehension abilities. The exposure of the students to these technologies enhanced their literal level of reading comprehension only.

Andag (2006) in her study “English Proficiency among First Year Science High School Students” revealed that Public Science High School students were more proficient in English than the Private Science High School students. Also, the female respondents

were found to be more proficient in English than the male respondents. Lastly, respondents who were more exposed to mass media were also found to be proficient in English than those who were not exposed to it.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter specifies and describes the research design used, research locale, research respondents, sampling designs and sampling procedures, the research instruments, data gathering procedures and statistical method utilized in the treatment of the data.

#### **Research Design**

This study made use of the descriptive method of research. Descriptive research, which is non-experimental, involves the following: (1) problem identification, (2) hypothesis formulation, (3) sampling, (4) systematic observation, description and interpretation of relationships between non-manipulated variables and (5) the development of generalizations that have universal validity (Beot, 1981). This type of research is primarily concerned with present conditions, although it often takes into consideration past events and influence as they relate to the current status of the subject of the study.

Furthermore, the specific research technique employed in the study is the survey. This method does not only include mere clerical routine of gathering and tabulating figures, because it requires expert and imaginative planning, careful analysis and interpretation of the gathered data and logical and skillful reporting of the findings, conclusions and recommendations.

## **Research Environment**

The locus of this study was Dipolog City. The City of Dipolog is found in the Zamboanga Peninsula region. It is the capital city of the Province of Zamboanga del Norte. It has ten public high schools and nine private secondary schools under the Division of City Schools. These ten public secondary schools are: 1) Alberto Q. Ubay Agro-tech Memorial Science High School located at Barangay Olingan, Dipolog City 2) Cogon National High School located at Cogon, Dipolog City 3) Dipolog City National High School of Barra, Dipolog City 4) Galas National High School of Galas, Dipolog City 5) Gulayon Integrated School, Gulayon, Dipolog City 6) Pamansalan Eco-tech High School of Pamansalan, Dipolog City 7) Punta National High School of Punta, Dipolog City 8) Sicayab National High School of Sicayab, Dipolog City 9) Upper Dicayas Integrated School of Upper Dicayas, Dipolog City and 10) Zamboanga del Norte National High School located at Turno, Dipolog City.

## **Respondents of the Study**

The actual population used in this study was the 335 students enrolled in the five randomly selected secondary schools in Dipolog City division who were officially enrolled for school year 2008-2009. Using the Estimated Margin of Error (EMR), the samples of the study were determined.



**Table 1 Respondents and its Sample Size**

National High School of Dipolog City Division	Actual Number of Second Year High School Students ( S )	Sample Size ( n )
1. Dipolog City High School	111	18
2. Galas NHS	449	74
3. Punta NHS	250	42
4. Sicayab NHS	231	38
5. ZNNHS	977	162
<i>TOTAL</i>	2018	335

A total of three hundred thirty five (335) second year high school students extracted from the entire population of two thousand eighteen (2018) were chosen as respondents of the study which were broken down as follows: Dipolog City National High School (18), Galas National High School (74), Punta National High School (42), Sicayab National High School (38) and Zamboanga del Norte National High School (162).

### **Research Instruments**

The questionnaires were used as an instrument of data collection. The researcher constructed a teacher-made reading comprehension test and a personal information data sheet which were used as the primary tool to gather data in order to determine the levels of reading comprehension skills of the selected high school students of Dipolog City Division.

The questionnaires consisted of two parts. Part I contained purely a reading comprehension questions. Each question in this type of test was followed by four (4) numbers of choices. The respondents were instructed to shade the circle that corresponded to the numeral that represents their answer to each item. The test items were based on the three levels of comprehension as the subject of the study such as inferential, critical and application & integration. The questionnaires were composed of 50 items with each level having 15 items. Part II was the personal information data sheet. This include the sex, the educational attainment of parents and the exposure to varied media such as printed media like newspapers, magazines and journals; broadcast media such as radio, television and movies; and the information technology like the cellular phone , internet, and MP3. Each item under each question corresponded to numeric scales with the following qualitative equivalents:

- 5 - Always Exposed
- 4 - Often Exposed
- 3 - Sometimes Exposed
- 2 - Seldom Exposed
- 1 - Never Exposed

### **Validation of the Research Instrument**

The researcher developed his instrument with the help of his adviser and other reliable sources which had relevance to the study.

First, he presented a draft to his adviser for corrections, comments and suggestions. After incorporating the advisers' corrections, the revised reading proficiency

test was shown back to his adviser for further comments. After the questionnaires were polished, the second draft underwent content validation. Three knowledgeable persons who were experts on this field validated the instrument. Two of them were Doctors of Education and a Master of Education graduate having English as their field of specialization. Corrections, suggestions and comments were all incorporated in the third draft of the reading proficiency test. The three-man panel found the contents of the test relevant to the study.

### **Dry Run Procedures**

In order to test the reliability of the questionnaires as an instrument of data collection, the researcher conducted a dry run of the third draft among 25 selected second year high school students of Alberto Q. Ubay Memorial Agrotech High School. The dry run respondents were allowed to answer the questionnaires at their own pace. When the respondents had answered the questionnaires, the researcher corrected and tallied the responses after which an item analysis was made. The items were screened according to the index of difficulty and an index of discrimination. A fourth draft of the reading proficiency test was made and prepared for the second dry-run using the same respondents in the first dry run. The second screening of the papers was performed using the same procedure as the first screening. Since all the dry run respondents were able to answer the questions with reasonable range of variation, the researcher finalized the questionnaires.

## Data Collection Techniques

The researcher sought permission from the City Schools Division Superintendent to conduct this study. In the administration of the research instrument, the researcher secured permission from the City Schools Division Superintendent and School Administrators of the six schools in Dipolog City Division.

When the permission was granted, the researcher personally administered the test to the respondents of the study. This started from August 8, 2008 until February 16, 2009. There was a hundred percent retrieval.

The total population for this study was the 2018 high school students; the sample size was then computed using the following formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

N = Total Population

n = Sample Size

e = Margin of Errors

With the population size of 2018 and using the estimated margin of error (EMR) of 5% the sample size was determined as follows:

$$n = \frac{2018}{1 + 2018(0.05)^2}$$

$$n = 335$$

The figures representing the number of questionnaires to be distributed to every National High School of Dipolog City Division was computed using the formula:

$$s = \frac{S}{N} (n)$$

Where:

s = the Number of Respondents for each year level

S = Department Population

N = Over-all population size

n = Sample Size

### **Data Analysis**

The questionnaires were collected and the responses were checked and tallied. To answer the problems presented in this study, the data collected were treated using the following statistical tests:

1. To get the profile of the respondents, the sample simple percentage was used.

$$P = \frac{f}{N}$$

Where:

P = the percentage

F = the frequency

N = the total number of cases

2. To determine the type and exposure to printed media, broadcast media and information technology and the level of reading proficiency of the students, the weighted mean formula was applied using the formula:

$$W_m = (\sum_{i=1} \dots W_i X_i / N) \quad \text{is the weighted formula}$$

where:

$W_i$  = the respective weight of each response

$X_i$  = the number of respondents in that particular response

$N$  = the number of samples

$W_m$  = the weighted mean

3. F-Test or Analysis of Variance (ANOVA) was utilized to find the significant difference in the level of reading comprehension skills of the students when they are grouped according to sex, educational attainment of parents and type and exposure to various media.

Formula used:  $F = MS_b / MS_w$

$$SS_b = \sum (X - X_t)^2 N$$

Where:

$X$  = mean of any group

$X_t$  = the mean of the total distribution

$N$  = the number of scores in any group

$SS_b$  = between-groups sum of square

$$SS_t = \sum (X - X_t)^2$$

Where:

$X$  = a raw score in any group

$X_t$  = the mean from all groups combined

$SS_t$  = the total sum of squares

$$MS_b = SS_b / df_b$$

Where:

$MS_b$  = Mean Square of the between-groups

$SS_b$  = sum of Squares of the between-groups

$df_b$  = degrees of freedom of the between groups

And:  $MS_w = SS_w / df_w$

Where:

$MS_w$  = the sum of the within –groups

$SS_w$  = the sum of squares of the within-groups

$df_w$  = degrees of freedom within-groups

$$df_b = k - 1$$

$$df_w = N_t - k$$

Where:

$k$  = the number of groups

$N_t$  = total number of scores in all groups combined

## **CHAPTER IV**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter presents the gathered data from the 335 second year high school students in Dipolog City Division enrolled for S.Y. 2008-2009. The responses of the respondents were treated statistically in order to show their personal profile, the types and exposure to varied media, educational attainment of parents, and levels of reading comprehension. The specific questions rose like the significant difference in the levels of reading comprehension skills of the respondents when they are grouped according to the mention profile were answered; to wit:

#### **1. What is the profile of the respondents in terms of:**

1.1. Sex

1.2. Type and Exposure to varied media

1.2.1. Printed Media

1.2.1.1. Newspapers

1.2.1.2. Magazines

1.2.1.3. Journals

1.2.2. Broadcast Media

1.2.2.1. Radio

1.2.2.2. Television

1.2.2.3. Movies

1.2.3. Information Technology



1.2.3.1. Cellular phone

1.2.3.2. Internet

1.2.3.3. MP3

1.3. Educational Attainment of Parents

**Table 2 Percentage Distribution of the Respondents in terms of Sex**

SEX	RESPONDENTS	PERCENTAGE ( %)
Male	160	47.8%
Female	175	52.2%
<i>Total</i>	335	100%

Table 2 reveals the percentage distribution of the respondents according to sex. The table shows that there were 175 or 52.2 % of the total number of respondents who were females. On the other hand, there were only 160 or 47.8% who were males.

**Table 3 Mean Distribution of the Respondents in Terms of Exposure to Print Media**

Print Media	N	Sum	Mean	Interpretation
1. News papers	335	966	2.88	Sometimes Exposed
2. Magazines	335	1048	3.13	Sometimes Exposed
3. Journals	335	911	2.72	Sometimes Exposed
<i>Average Weighted Mean</i>	335	-	2.91	Sometimes Exposed

4.50-5.00 *Always Exposed*

3.50-4.49 *Often Exposed*

2.50-3.49 *Sometimes Exposed*

1.50-2.49 *Seldom Exposed*

1.00-1.49 *Never Exposed*

Table 3 presents the mean distribution of the respondents' exposure in terms of printed media. The table shows the frequency of reading the different printed media, sum of the responses, weighted mean and the corresponding interpretation. All of the printed media were rated by most of the respondents as sometimes exposed. These were the respective weighted mean: 2.88 for news papers, 3.13 for magazines, and 2.72 for Journals.

In the over-all assessment, the average mean of 2.91 showed that the second year high school students were sometimes exposed to printed media.

**Table 4 Mean Distribution of the Respondents in Terms of Exposure to Broadcast Media**

<b>Broadcast media</b>	<b>N</b>	<b>Sum</b>	<b>Mean</b>	<b>Interpretation</b>
1. Radio	335	1,018	3.04	Sometimes Exposed
2. Television	335	1,236	3.69	Often Exposed
3. Movies	335	1,188	3.55	Often Exposed
<i>Average Weighted Mean</i>	335	-	3.43	Sometimes Exposed

*4.50-5.00 Always Exposed*

*3.50-4.49 Often Exposed*

*2.50-3.49 Sometimes Exposed*

*1.50-2.49 Seldom Exposed*

*1.00-1.49 Never Exposed*

Table 4 presents the respondents' exposure in terms of broadcast media. The table shows the frequency of viewing and listening to the different broadcast media as perceived by the respondents' sum of the responses weighted mean and the corresponding interpretation.

Two of the items rated by most of the respondents as often exposed with their respective weighted mean of 3.69 for television and 3.55 for movies. Where as radio was rated by most of the respondents as sometimes exposed and was given a weighted mean of 3.04.

On the over-all assessment, the average weighted mean of 3.43 showed that the respondents were sometimes exposed to broadcast media. This would mean that the respondents' interest was more on information technology

**Table 5 Mean Distribution of the Respondents in Terms of Exposure to Information Technology**

<b>Information Technology</b>	<b>N</b>	<b>Sum</b>	<b>Mean</b>	<b>Interpretation</b>
1. Cellular phone	335	1, 556	4.64	Always Exposed
2. Internet	335	1, 093	3.26	Sometimes Exposed
3. MP3	335	835	2.35	Seldom Exposed
Average Weighted Mean	335	-	3.42	Sometimes Exposed

*4.50-5.00 Always Exposed*

*3.50-4.49 Often Exposed*

*2.50-3.49 Sometimes Exposed*

*1.50-2.49 Seldom Exposed*

*1.00-1.49 Never Exposed*

Table 5 shows the respondents' exposure in terms of Information Technology. The table also shows the frequency of using the different Information Technology as perceived by the respondents, sum of the responses, weighted mean and the corresponding interpretation.

All of the items have different weighted mean: 3.26 for Cellular phone as sometimes exposed, 4.64 for Internet as always exposed and 2.35 for MP3 as seldom exposed.

On the over-all assessment, the average weighted mean of 3.42 showed that the respondents were sometimes exposed to Information Technology.

**Table 6 Grand Mean Distribution of the Respondents in Three Kinds of Media**

<b>Kinds of Media</b>	<b>Average Weighted Mean</b>	<b>Interpretation</b>
1. Printed Media	2.91	Sometimes Exposed
2. Broadcast Media	3.43	Sometimes Exposed
3. Information Technology	3.42	Sometimes Exposed
<i>Grand Mean</i>	3.25	Sometimes Exposed

*4.50-5.00 Always Exposed*

*3.50-4.49 Often Exposed*

*2.50-3.49 Sometimes Exposed*

*1.50-2.49 Seldom Exposed*

*1.00-1.49 Never Exposed*

Table 6 presents the grand mean distribution of the respondents in the three kinds of media exposure. Also, the table shows the over-all assessment with the grand mean of 3.25 second year high school students of Dipolog City Division were sometimes exposed in the three kinds of media.

**Table 7 Percentage Distribution of the Respondents in Terms of Educational Attainment of Parents**

<b>Educational Attainment</b>	<b>Respondents</b>	<b>Percentage (%)</b>
1. Doctor's Degree	2	0.6%
2. Master's Degree	24	7.16%
3. College Graduate	136	40.60%
4. College Level	60	17.91%
5. High School Graduate	48	14.33%
6. High school Level	50	14.93%
7. Elementary Graduate	9	2.68%
8. Elementary Level	6	1.79%
<i>Total</i>	335	100%

Table 7 shows the percentage distribution of the respondents' parents according to their educational attainment of parents. The table revealed that there were 136 or 40.60% of the total number of parent's respondents were college graduate, 60 or 17.91% whose parents were college level, 50 or 14.93% whose parents were high school level, 48 or 14.33% whose parents were high school graduate, 24 or 7.16% whose parents were masters degree holder, 9 or 2.68% whose parents were elementary graduate, 6 or 1.79% whose parents were elementary level and 2 or 0.6% whose parents were doctor's degree holder.

**2. What is the level of reading proficiency of the students in terms of :**

- 2.1. Inferential;
- 2.2. Critical;
- 2.3. Application and Integration?

**Table 8 Mean Distribution of Respondents in Reading Comprehension in Inferential Level**

(X)	(f)	(fx)
100	0	0
93	4	372
87	12	1,044
80	19	1,520
73	45	3,285
67	39	2,613
60	45	2,700
53	48	2,544
47	49	2,303
40	24	960
33	22	726
27	12	324
20	11	220
13	3	39
7	2	14
	<b>N= 335</b>	<b>∑fx=18, 664</b>

$$X = \frac{\sum fx}{N}$$

$$= \frac{18,664}{335}$$

= 55.71% average rating of reading comprehension of the respondents in Inferential

Level.

Table 8 reveals the mean distribution of the respondents in Inferential Level. The table shows that the average rating in reading proficiency in terms of Inferential is 55.71%.

**Table 9 Mean Distribution of Respondents in Reading Comprehension in Critical Level**

(X)	(f)	(fx)
100	0	0
93	0	0
87	0	0
80	3	240
73	7	511
67	16	1,072
60	36	2,160
53	36	1,908
47	38	1,786
40	51	2,040
33	44	1,452
27	40	1,080
20	32	640
13	17	221
7	14	98
0	1	0
	<b>N = 335</b>	<b>∑fx =13, 208</b>

$$\bar{X} = \frac{\sum fx}{N}$$

$$= \frac{13,208}{335}$$

= 39.43 average rating of reading comprehension of the respondents in Critical

Level.

Table 9 presents the Mean Distribution of the respondents in Critical Level. The table shows that the average rating in reading comprehension in terms of Critical is 39.43%.

**Table 10 Mean Distribution of Respondents in Reading Comprehension in Application and Integration Level**

(X)	(f)	(fx)
100	0	0
93	3	279
87	16	1,392
80	33	2,640
73	37	2,701
67	40	2,680
60	44	2,640
53	40	2,120
47	33	1,551
40	30	1,200
33	24	792
27	17	459
20	12	240
13	5	65
7	1	7
0	0	0
	<b>N = 335</b>	<b>∑fx = 18,766</b>

$$\bar{X} = \frac{\sum fx}{N}$$

$$= \frac{18.766}{335}$$

= 56.02% average rating of the respondents in reading comprehension in

Application and Integration Level.

Table 10 presents the mean distribution of the respondents in Application and Integration Level. The table also reveals that the average rating on reading comprehension in Application and Integration Level is 56.02%.



**Table 11 Grand Mean Distribution of Respondents in Reading Comprehension in Inferential, Critical, and Application and Integration Levels**

<b>Levels of Reading Comprehension</b>	<b>N</b>	<b>Sum</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. Inferential	335	18, 664	55.71	Poor
2. Critical	335	13, 208	39.43	Very Poor
3. Application and Integration	335	18, 766	56.02	Poor
<i>Grand Mean</i>	335	-	50.39	Poor

*100-90 – Excellent*

*89 -80 – Very Good*

*79 -70 - Good*

*69 -60 - Average*

*59 - 50- Poor*

*49-below- Very Poor*

Table 11 presents the grand mean Distribution of the Respondents in Reading Comprehension in Inferential, Critical and Application and Integration Levels. Also shown in the table are the number of respondents, sum of responses for each level, the weighted mean and the corresponding interpretation. The following can be gleaned from the table: 1)inferential level has a weighted mean of 55.71 with a verbal interpretation of Poor, 2) critical level has a weighted mean of 39.43 with a verbal interpretation of Very Poor , and 3) application and integration level has a weighted mean of 56.02 with a verbal interpretation of Poor. The result of the present study runs counter with the findings of Borrega which showed that his respondents perform better whose parents are college graduate.

### 3. What type of medium are the second year high school students exposed to?

**Table 12 Types of Media the Second Year High School Students Exposed to**

<b>Types of Media</b>	<b>Average Weighted Mean</b>	<b>Interpretation</b>
1. Printed Media	2.91	Sometimes Exposed
2. Broadcast Media	3.43	Sometimes Exposed
3. Information Technology	3.42	Sometimes Exposed
<i>Grand Mean</i>	3.25	Sometimes Exposed

Table12 shows the type of media the second year high school students are exposed to. The table also shows the average weighted mean and interpretation. The average weighted mean of 2.91 showed that the second year high school students were sometimes exposed to printed media. While, the average weighted mean of 3.43 showed that the respondents were sometimes exposed to broadcast media. On the other hand, the average weighted mean of 3.42 showed that the respondents were sometimes exposed to Information Technology.

The over-all assessment showed that the respondents' grand mean is 3.25 whose verbal interpretation is sometimes exposed.

### **4. Is there a significant difference in the levels of reading comprehension skills**

**of the students when they are grouped according to:**

4.1. Sex ?

4.2. Type and exposure to varied media

4.2.1 Printed Media

4.2.1.1 News Paper

4.2.1.2 Magazines

#### 4.2.1.3 Journals

### 4.2.2 Broadcast Media

#### 4.2.2.1 Radio

#### 4.2.2.2 Television

#### 4.2.2.3 Movies

### 4.2.3 Information Technology

#### 4.2.3.1 Internet

#### 4.2.3.2 Cell phone

#### 4.2.3.3 I pod

### 4.3. Education Attainment of Parents?

**Table 13 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Sex**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\infty = 0.05$	1/333	3.84	2.760	Not Significant	Null Hypothesis was accepted
2. Critical	$\infty = 0.05$	1/333	3.84	1.054	Not Significant	Null Hypothesis was accepted
3. Application and Integration	$\infty = 0.05$	1/333	3.84	3.149	Not Significant	Null Hypothesis was accepted

Table 13 presents the F-test result on the difference between the levels of reading comprehension and the respondents' sex.

The table showed that the level of significance was 0.05 and the tabular value of 3.84. Since the Computed Value of F-test which is 2.760, 1.054 and 3.149 was less than the tabular value of 3.84, the null hypothesis was accepted, and there was no significant difference between the levels of reading comprehension and the respondents' sex.

The result is in contrast with the idea presented by Alena (2002). In her study, sex was significantly related to academic performance and females were better than males.

**Table 14 The F-test Result on the Difference between the Levels of Reading Comprehension and Educational Attainment of Parents of the Respondents**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\infty = 0.05$	14/333	3.34	2.315	Not Significant	Null Hypothesis was accepted
2. Critical	$\infty = 0.05$	14/333	3.34	1.051	Not Significant	Null Hypothesis was accepted
3. Application and Integration	$\infty = 0.05$	14/333	3.34	3.215	Not Significant	Null Hypothesis was accepted

Table 14 presents the F-test result on the difference between the levels of reading comprehension and the educational attainment of respondents' parents. Besides, the table showed that the level of significance was 0.005 and the tabular value was 3.34. Since the computed value of F-test is 2.315, 1.051 and 3.215 was less than the tabular value of 3.34, the null hypothesis was accepted, and there was no significant difference between the levels of reading comprehension and the respondents' educational attainment of parents.

The result of the study was supported by the study of Rapanut (1990) on the Reading Ability Based on the Paragraph Comprehension of UND College Freshmen. His study indicated that there was no significant relationship between reading comprehension ability and the parents' educational attainment. However, Haladayna (2002) mentioned in his book that one of the predictors of student learning was parental education. It means that educated parents would promote educational values that lead to a better-educated student. Tangonan (1997) as cited by Chan (2004) pointed out those educational attainments of parents play a very important role in molding a child's scholastic achievement.

**Table 15 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Printed Media (News Papers)**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\infty = 0.05$	4/330	2.37	386.845	Significant	Null Hypothesis was rejected
2. Critical	$\infty = 0.05$	4/330	2.37	137.730	Significant	Null Hypothesis was rejected
3. Application and Integration	$\infty = 0.05$	4/330	2.37	501.049	Significant	Null Hypothesis was rejected

Table 15 reveals the F-test result on the difference between the levels of reading comprehension and the respondents' exposure to various media when grouped according to Printed Media (News Papers). Also, the table showed that the level of significance was 0.05 and the tabular value of 2.37. Since the computed value of F-test is 386.845,

137.730 and 501.049 respectively was greater than the tabular value of 2.37, the null hypothesis was rejected, and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to printed media particularly news papers.

This result was supported by the idea of Andag (2006) in her study "English Proficiency Among First Year Science High School Students". Results of her study indicated that there is a significant difference between the students exposed and those not exposed to printed media.

Furthermore, it was supported by the finding of Condez (2005) in her survey of the proficiency in English usage of College Students in Iloilo City. It revealed that students frequently exposed to mass media were more proficient in their English language.

**Table 16 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Printed Media (Magazines)**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\infty = 0.05$	4/330	2.37	473.896	Significant	Null Hypothesis was rejected
2. Critical	$\infty = 0.05$	4/330	2.37	24.163	Significant	Null Hypothesis was rejected
3. Application and Integration	$\infty = 0.05$	4/330	2.37	350.067	Significant	Null Hypothesis was rejected

Table 16 presents the F-test result on the difference between the levels of reading comprehension and the Respondents' exposure to various media when grouped according to Printed Media (Magazines). In addition, the table showed that the level of significance was 0.05 and the tabular value of 2.37. Since the computed value of F-test is 473.896, 24.163 and 350.067 which were greater than the tabular value of 2.37, the null hypothesis was rejected, thus there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to printed media particularly magazines.

The results of this investigation jibed with the findings of Ancheta (1997) regarding the students' English competency and their exposure to mass media. It was confirmed that students who were more exposed to mass media were more proficient in the English language.

**Table 17 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Printed Media (Journals)**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\alpha = 0.05$	4/330	2.37	394.719	Significant	Null Hypothesis was rejected
2. Critical	$\alpha = 0.05$	4/330	2.37	137.730	Significant	Null Hypothesis was rejected
3. Application and Integration	$\alpha = 0.05$	4/330	2.37	517.149	Significant	Null Hypothesis was rejected

Table 17 shows the F-test result on the difference between the levels of reading comprehension and the respondents' exposure to various media when grouped according to Printed Media (Journals). The table also defects that the level of significance was 0.05 and the tabular value of 2.37. Since the computed value of F-test is 394.719, 137.730 and 517.149 was greater than the tabular value of 2.37, the null hypothesis was rejected, and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to printed media particularly journals.

The result agrees with the findings of Andag (2006) that there was a significant difference between the respondents' English proficiency according to their exposure to printed media.

**Table 18 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Broadcast Media (Radio)**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\infty = 0.05$	4/330	2.37	254.922	Significant	Null Hypothesis was rejected
2. Critical	$\infty = 0.05$	4/330	2.37	11.787	Significant	Null Hypothesis was rejected
3. Application and Integration	$\infty = 0.05$	4/330	2.37	417.891	Significant	Null Hypothesis was rejected

Table 18 presents the F-test result on the difference between the levels of reading comprehension and the respondents' exposure to various media when grouped according



to Broadcast Media (Radio). The table also showed that the level of significance was 0.05 and the tabular value of 2.37. Since the computed value of F-test was 254.922, 11.787 and 417.891 was greater than the tabular value of 2.37, the null hypothesis was rejected, and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to broadcast media particularly radio.

The result agrees with the findings of Cali and Dagbay (2001) in their study, "Adolescent Literacy in its connection to the Reading Proficiency of Selected Sections of First Year Education and Engineering Students of MSU-IIT, Iligan City". Their study revealed that there was a significant relationship between audio-visual material (radio) and reading proficiency since the respondents are adolescents who love to listen music even while studying their lessons.

**Table 19 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Broadcast Media (Television)**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\alpha = 0.05$	4/330	2.37	65.965	Significant	Null Hypothesis was rejected
2. Critical	$\alpha = 0.05$	4/330	2.37	4.239	Significant	Null Hypothesis was rejected
3. Application and Integration	$\alpha = 0.05$	4/330	2.37	83.981	Significant	Null Hypothesis was rejected

Table 19 presents the F-test result on the difference between the levels of reading comprehension and the respondents' exposure to various media when grouped according to Broadcast Media (Television). The table also showed that the level of significance was 0.05 and the tabular value of 2.37. Since the computed value of F-test is 65.965, 4.239 and 83.981 was greater than the tabular value of 2.37, the null hypothesis was rejected, and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to broadcast media particularly television.

The result however, is in contrast to the study of Borrega (1998) that manifested that there was no significant difference between the respondents' levels of comprehension and the school environment, library facilities, teachers' competence and audio-visual materials. She also found out that the availability of home appliances was not an indicator of high and low comprehension skills of the students since it only depends on the reading interest of the students.

**Table 20 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Broadcast Media (Movies)**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\alpha = 0.05$	4/330	2.37	95.206	Significant	Null Hypothesis was rejected
2. Critical	$\alpha = 0.05$	4/330	2.37	5.166	Significant	Null Hypothesis was rejected
3. Application and Integration	$\alpha = 0.05$	4/330	2.37	128.099	Significant	Null Hypothesis was rejected

Table 20 presents the F-test result on the difference between the levels of reading comprehension and the respondents' exposure to various media when grouped according to Broadcast Media (Movies). The table also showed that the level of significance was 0.05 and the tabular value of 2.37. Since the computed value of F-test is 95.206, 5.166 and 128.099 was greater than the tabular value of 2.37, the null hypothesis was rejected, which means that there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to broadcast media particularly movies.

The result agrees with the idea presented by Hadley (2001) quoting the research review of Cubillo that cited technologies such as movies and others can increase students' awareness of language structure through more sophisticated error-feedback program.

**Table 21 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Information Technology (Cellular phone)**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\infty = 0.05$	4/330	2.37	194.653	Significant	Null Hypothesis was rejected
2. Critical	$\infty = 0.05$	4/330	2.37	7.596	Significant	Null Hypothesis was rejected
3. Application and Integration	$\infty = 0.05$	4/330	2.37	264.369	Significant	Null Hypothesis was rejected

Table 21 presents the F-test result on the difference between the levels of reading comprehension and the respondents' exposure to various media when grouped according to Information Technology (Cellular phone). The table also showed that the level of significance was 0.05 and the tabular value of 2.37. Since the computed value of F-test is 194.653, 7.596 and 264.369 was greater than the tabular value of 2.37, the null hypothesis was rejected, and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to Information Technology particularly cellular phone.

The result coincides with the findings of Chavez (2004) in her study "Computer Exposure and Reading Comprehension of Freshmen Students" revealed that students' exposure to computers however, does not significantly contribute to the development of their reading comprehension.

**Table 22 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Information Technology (Computer)**

Levels of Reading Comprehension	Level of Significance	Degrees of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\alpha = 0.05$	4/330	2.37	168.371	Significant	Null Hypothesis was rejected
2. Critical	$\alpha = 0.05$	4/330	2.37	6.461	Significant	Null Hypothesis was rejected
3. Application and Integration	$\alpha = 0.05$	4/330	2.37	198.641	Significant	Null Hypothesis was rejected

Table 22 presents the F-test result on the difference between the levels of reading comprehension and the respondents' exposure to various media when grouped according to Information Technology (Computer). The table also showed that the level of significance was 0.05 and the tabular value of 2.37. Since the computed value of F-test is 168.371, 6.461 and 198.641 was greater than the tabular value of 2.37, the null hypothesis was rejected, and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to Information Technology particularly Computer. The result concedes with the findings of De la Pena (2006) who pointed out that exposure to modern technology facilities such as cellular phones, computer games, the internet and televisions have aided their acquisition of knowledge and information.

**Table 23 The F-test Result on the Difference between the Levels of Reading Comprehension and the Respondents' Exposure to Information Technology (Internet)**

Levels of Reading Comprehension	Level of Significance	Degree of Freedom (df)	Tabular Value (tv)	Computed F-test	Interpretation	Decision/ Action
1. Inferential	$\infty = 0.05$	4/330	2.37	198.983	Significant	Null Hypothesis was rejected
2. Critical	$\infty = 0.05$	4/330	2.37	6.955	Significant	Null Hypothesis was rejected
3. Application and Integration	$\infty = 0.05$	4/330	2.37	284.469	Significant	Null Hypothesis was rejected

Table 23 presents the F-test result on the difference between the levels of reading comprehension and the respondents' exposure to various media when grouped according

to Information Technology (Internet). The table also showed that the level of significance was 0.05 and the tabular value of 2.37.

Since the computed value of F-test is 198.983, 6.955 and 284.469 was greater than the tabular value of 2.37, the null hypothesis was rejected, and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to Information Technology particularly Internet. The result is consistent with the findings of De la Pena (2006) in her study "Exposure to Modern Technology: Its Impact on the Reading Comprehension of the Freshmen of the College of Arts and Social Sciences, MSU-IIT. Her study indicated that exposure to modern technology facilities like cell phones, compact disc, computer games, the internet and television was found to be significantly related to the students' literal, interpretative and creative and appreciative levels of comprehension.

Furthermore, based on her study, the creative and appreciative levels of reading comprehension of the respondents were affected by their exposure to internet and television.

## **CHAPTER V**

### **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **SUMMARY**

This chapter presents the summary of the whole study. It includes the findings, conclusions and recommendations which outline the output of the study.

This study sought to identify, describe and analyze the levels of competencies in reading comprehension of the second year high school students of the selected secondary schools in the City Schools Division of Dipolog City enrolled during the school year 2008-2009.

Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of:

1.1 Sex?

1.2 Type and Exposure to varied media

1.2.1 Printed Media

1.2.1.1 Newspapers

1.2.1.2 Magazines

1.2.1.3 Journals

1.2.2 Broadcast Media

1.2.2.1 Radio

1.2.2.2 Television

1.2.2.3 Movies

1.2.3 Information Technology

1.2.3.1 Cellular phone

1.2.3.2 Computer

1.2.3.3 Internet, and

1.3 Educational Attainment of Parents.

2. What is the level of reading proficiency of the students in terms of:

2.3 Inferential;

2.4 Critical;

2.3 Application and Integration?

3. What type of medium are the second year high school students exposed to

4. Is there a significant difference in the levels of reading comprehension skills of the students when they are grouped according to:

4.1 Sex

4.2 Type and exposure to varied media

4.2.1 Printed Media

4.2.1.1 Newspapers

4.2.1.2 Magazines

4.2.1.3 Journals

4.2.2 Broadcast Media

4.2.2.1 Radio

4.2.2.2 Television

4.2.2.3 Movies

4.2.3. Information Technology

4.2.3.1 Cellular phone



#### 4.2.3.2 Internet

#### 4.2.3.3 MP3

### 4.3 Educational Attainment of parents

## **FINDINGS**

This section summarizes the findings of this study. The results of the analysis of the data which were statistically treated revealed the following findings:

On the profile of the of the second year high school students of Dipolog City Division, enrolled for S.Y. 2008-2009, the following were noted:

1. In terms of sex, there were more female than male respondents.
2. In terms of exposure to printed media, the respondents were sometimes exposed to news papers, magazines and journals.
3. In terms of exposure to broadcast media, the respondents were often exposed to television and movies and were sometimes exposed to radio.
4. In terms of exposure to Information Technology, the respondents were always exposed to cellular phone, often exposed to computers and seldom exposed to Internet.
5. On the percentage distribution of the respondents in terms of educational attainment of parents most of the respondents' parents who were college graduates and only few were on elementary level.

On the levels of reading proficiency of the second year high school students of the selected secondary schools in the City Schools Division of Dipolog City enrolled during the school year 2008-2009, the study revealed the following:

6. The average rating of the respondents in reading comprehension test in terms of Inferential level was Poor.
7. The average rating of the respondents in reading comprehension test in terms of Critical level was Very Poor.
8. The average rating of the respondents in reading comprehension test in terms of Application and Integration level was Poor.
9. As to the type of media, the second year high school students were sometimes exposed in all media such as printed media, broadcast media and information technology.

On the significant difference in the levels of reading comprehension skills of the students when they are grouped, the following were noted:

10. The F-test result on the difference between the levels of reading comprehension and the respondents' sex revealed that there was no significant difference between the levels of reading comprehension and the respondents' sex. Thus, the null hypothesis was accepted.
11. The F-test result on the difference between the levels of reading comprehension and the educational attainment of respondents' parents revealed that there was no significant difference between the levels of reading comprehension and the respondents' educational attainment of parents' respondents. Thus the null hypothesis was accepted.
12. The F-test result of the difference between the levels of reading comprehension and the respondents' exposure to printed media (newspaper) disclosed that null hypothesis was rejected and there was a significant difference between the levels

of reading comprehension and the respondents' exposure to varied media when grouped according to printed media particularly news papers.

13. The F-test result of the difference between the levels of reading comprehension and the respondents' exposure to printed media (magazines) manifested that the null hypothesis was rejected and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to printed media particularly magazines.
14. The F-test result of the difference between the levels of reading comprehension and the respondents' exposure to printed media (journals) unfolded that null hypothesis was rejected and there was a significant difference between the levels of reading comprehension and the respondents' exposure to varied media when grouped according to printed media particularly journals.
15. The F-test result of the difference between the levels of reading comprehension and the respondents' exposure to broadcast media (radio) unveiled that the null hypothesis was rejected and there was a significant difference between the level of reading comprehension and the respondents' exposure to varied media when grouped according to broadcast media particularly radio.
16. The F-test result of the difference between the levels of reading comprehension and the respondents' exposure to broadcast media (television) revealed that the null hypothesis was rejected, and there was a significant difference between the level of reading comprehension and the respondents' exposure to varied media when grouped according to broadcast media particularly television.

17. The F-test result of the difference between the levels of reading comprehension and the respondents' exposure to broadcast media (movies) showed that the null hypothesis was rejected and there was a significant difference between the level of reading comprehension and the respondents' exposure to varied media when grouped according to broadcast media particularly movies.
18. The test result of the difference between the levels of reading comprehension and the respondents' exposure to information technology (Cellular phone) revealed that the null hypothesis was rejected and there was a significant difference between the level of reading comprehension and the respondents' exposure to varied media when grouped according to Information Technology particularly cellular phone.
19. The F-test result of the difference between the levels of reading comprehension and the respondents' exposure to information technology (Internet) disclosed that the null hypothesis was rejected and there was a significant difference between the level of reading comprehension and the respondents' exposure to varied media when grouped according to Information Technology particularly internet.
20. The F-test result of the difference between the levels of reading comprehension and the respondents' exposure to information technology (MP3) unveiled that the null hypothesis was rejected and there was a significant difference between the level of reading comprehension and the respondents' exposure to varied media when grouped according to Information Technology particularly MP3.

## **CONCLUSION**

Based on the findings, the researcher concludes that the reading comprehension levels of the second year high school students in Dipolog City considerably needs improvement, considering the results in the Inferential and Application and Integration levels is Poor while in the Critical level is Very Poor.

Also the respondents are sometimes exposed to news papers, magazines and journals, are often exposed to television and movies and are sometimes exposed to radio, are always exposed to cellular phone, often exposed to internet and seldom exposed to MP3.

Then there are more female respondents than male respondents and both male and female respondents have the same reading comprehension levels.

Lastly, exposure to printed media such as newspapers, magazines, and journals, to broadcast media such as radio, television, and movies, and to information technology such as the cellular phones, internet, and MP3 greatly affect the reading comprehension levels of the respondents.

## **RECOMMENDATIONS**

Through the results and conclusions of the study, the following recommendations are hereby made to enhance the students' reading comprehension levels in English.

To the English teachers:

1. The reading teachers should expose students to different skill exercises which develop their reading comprehension from a variety of activities and interests.

2. There is a need to re-strengthen the teaching of the higher level of reading skills which are considered difficult skills to develop.
3. Teachers should integrate in their instruction and activities that would entail access of information by web browsing, acknowledging this to be one effective use of computer aided instruction.
4. English teachers should identify and provide the office of their principal a lists of slow and non-readers as early as the first quarter for the administrator to find a working solution to the problem.
5. Reading teachers must enhance their art of questioning using the high order thinking skills and critical thinking skills to ensure success in reading comprehension.
6. The teachers should employ appropriate teaching strategies or techniques. They should not put too much pressure on students during the teaching-learning process in the classroom. Instead they should motivate them and make classes more fun, non-threatening and stimulating so that learners will develop interest and love for reading.
7. Teachers must take into account of students' prior knowledge and learning patterns outside the school to ensure better reading.
8. Motivate students to visit the library and read books to sharpen their skills and develop their love for reading.

To the Administrators:

1. That administrator should maintain up-dated books, magazines, periodicals and other reading materials and made available in the library to give students greater opportunity to read.
2. That administrator should provide at least thirty minute library hour a day for the students to read and research to develop their love for reading.
3. That administrator should hire a full-time librarian in order that different sections in the library are up-dated.

To the Education Supervisors:

1. It is also recommended that a close supervision is essential to follow-up/ monitor teachers teaching reading lessons in their classrooms.
2. Supervisors should provide continuous trainings for English teachers in the use of computers as computer aided instruction so that their effectiveness on this matter will also be up-graded since there are innovations from time to time regarding information technology.

To the Future Researchers:

The researcher recommends the following problems for further study;

1. Further study should be conducted to prove the consistency of the findings of this study.
2. A Comparative study of the reading competencies of high school students in both the public and private high schools.

3. A similar study that will look into the performance of the other years of high school students in reading comprehension.
4. A comparative study that will look into the reading competencies of second year high school students.
5. A study that will look into the performance of private and public schools in terms of the reading competencies of students.



## CHAPTER VI

**Program Title:** *Strategic Reading Program*

*Program Description:* The program focuses on how teachers can help students become strategic readers. It discusses concepts of strategic reading and shows to different students various reading strategies in approaching particular kind of reading texts ranging from activating prior knowledge to doing think aloud activity.

*Rationale :* This program is evolved with the primary reason to help students with very poor comprehension improved their comprehension and become strategic readers. The teacher on the other hand must provide instructions, modeling and practice in using the strategies which is based on the students' needs. Positive self-concept is reinforced through learning strategies that can help students improve their grades and develop an understanding of the subject matter. The teacher becomes a mediator between the student and the challenging content. The teacher must demonstrate strategy instruction to encourage students to accumulate a repertoire of strategies that work for them.

**Objectives:** *The objectives are:*

1. teach students that reading is an inter-active process of getting meaning from print
2. help make a smooth transition from learning-to-read to reading-to-learn

3. provide instruction in the acquisition of basic reading skills through an integrated reading process
4. help students develop a basic sight vocabulary to enable them to read materials with comprehension at the rate appropriate to the purpose of the reading task and the level of difficulty of material used
5. help students internalize the reading -learning process so they would value and use reading as a process of obtaining meaning for lifelong learning
6. acquaint students of the various reading strategies for different reading situations
7. identify, design and apply strategies to enhance comprehension particularly the inferential, critical and application and integration skills
8. equip all students with study skills that will empower them to learn

*Time Frame:* One year or as the need for further learning the strategies demand.

### **Design of a Strategic Reading Program**

- A. Hold a general conference of administrative teaching staff
- B. Organize a Reading Advisory Council
  1. Assess staff competencies
  2. Determine student abilities in reading
  3. Decide on class organization
    - a. regular period
    - b. individual
    - c. special session
    - d. small groups

e. combination

f. extra session

4. Plan the program

a. Operate within existing curriculum

b. Enhance Curriculum

c. Methods/ Strategies to be used. Choose from different  
organizers suggested

d. Determining the reading achievement of students

1. administer standardized reading test

2. use teacher-made test

3. interpret test result correctly

Reading Comprehension takes effort on the part of the teacher and of the students. It is a process that requires an active engagement of all the mental muscles we can master. We need to help students understand how this process of working out meaning occurs.

As teachers, we are more than ever convinced that we have the means of empowering students to comprehend. We do not see ourselves as the fountain of knowledge, pouring out wisdom upon the interested few among our students; rather, we are learning to see ourselves as gardeners, working with all varieties of students.

We believe that it is possible to cultivate most students; approach to understanding with our own unique blend of Miracle Gro. In today's educational circles, learning strategies are touted as the Miracle Gro of the classroom. These strategies are

techniques or activities which enable students ultimately to function independently in working out their understanding and learning of content material. They are further characterized as relatively precise external guides that students use on a regular basis. In addition, they serve as a template for the teacher, who can use and adapt them as needed.

These strategies take time and demand effort of students and teachers. However, the effect of these strategies is the production of bountiful learning yields as a result of the initial investment of thinking and planning. The researcher believes that these strategies can activate students' background knowledge, can develop and can infuse a sense of the organization of the written or spoken material that is extremely helpful to students.

Suggested strategies are the following:

### **1. *Storyline***

**Purpose:** Use of storyline should help students to further understand the value of activating prior knowledge before reading assigned materials. In this activity, the students are asked to create as accurate a story as possible from the words listed below. If you are making a point of the value of activating prior knowledge before beginning to study to study a new unit or topic do not provide students with any lead-in materials or activities-

let them dig from their own background experiences.

**Procedure:** Students are advised to use all of the words in a given list in sequential order. They are encouraged to write creatively since there is no right or wrong way of writing a narrative storyline.



### ***3. Directed Reading-Thinking Activity (DR-TA)***

**Purpose:** The DR-TA is a strategy that helps students prepares them to read independently. It guides in the silent reading of text and fosters skill development as well. Its efficiency lies in its use of pertinent content area material and its focus is limited to those skills applicable to that content. It is a common strategy found in teacher textbook guides, and teachers find it easy to adapt to their students' particular needs.

**Procedure:** There are five steps in the DR-TA:

1. Preparing for reading;
2. Guided silent reading;
3. Comprehension development;
4. Skill development and application; and
5. Extension and follow-up activities.

### ***4. Prediction Chart***

**Purpose:** Students using prediction chart connect what is known to what is yet to be learned. This strategy helps students to stay on task- chapter by chapter- and to interact with the author by predicting what will happen in the next chapter. This process helps to increase comprehension because the predicting serves as an independent, self-evaluating strategy that will help readers determine if they understand what they are reading.

**Procedure:** Students complete a prediction chart, Figure 2. They record the chapter title, and then write their predictions and after writing record what actually occurred.

Chapter Title	What I Predict	What Occurred
---------------	----------------	---------------


A strategy like the prediction chart helps poor readers to become more literate for a number of reasons. First, unskilled readers usually begin reading before they give any thought to the subject. Many times these readers do not know why they are reading or they may not even realize whether they comprehend or do not comprehend a passage. This exercise guides students in tying together chapter titles, seeing the relationship among chapters, and depending on the degree of their prior knowledge, predicting chapter content.

### ***5. Preview Checklist***

**Purpose:** Students need to establish prior knowledge and to arouse a curiosity and interest about the reading selection. When we go to a bookstore, we usually preview a book to decide if we want to spend our money to purchase it. We may have heard about it from a friend, read a review about it or noted that it is written by an author whose style and topics interest us. We read the book jacket; peruse the chapter titles or study graphics, charts and pictures. If we purchase the book, we usually have a plan for reading it. If it is fiction, we delve right in. If it is non-fiction, we proceed more slowly, clarify vocabulary and use the graphs and charts for further clarification. If it is poetry,

we look for symbolism, metaphors, etc. As teachers we need to teach our students to go through this type of process. One strategy that might help is the Preview Checklist.

**Procedure:** Students apply the use of a checklist in establishing a preview of the reading selection. See Figure 3.

Figure 3 Preview Checklist

\_\_\_ Is the book fiction or non-fiction?

\_\_\_ How will I adjust my reading rate?

\_\_\_ Are there visual aids such as graphs, charts, or pictures to clarify information?

\_\_\_ Have I read other books by this author?

\_\_\_ What is the author's style?

\_\_\_ What do I know about this topic?

\_\_\_ Why am I going to read this selection?

\_\_\_ What do I want to learn?

The application of the checklist will help most readers to overcome their inability to select appropriate text.

## **6. SQ3R**

Purpose: The SQ3R strategy is a study skill that allows students to independently learn the information they seek. However, we must remember that some students will always need direct instruction from the teacher rather than being able to apply the SQ3R independently.



**Procedure:** Students need to learn the five basic steps until they can be applied automatically.

**Survey the selection:**

1. Study the visual aids.
2. Study the organization and presentation of the material.

**Questions established about the selection:**

1. Convert the chapter title into a question.
2. Convert the subheadings into questions.

**Read, Recite and Review:**

1. Read the entire selection to answer the established questions.
2. Recite the answers to the questions.
3. Review the material to verify if the answers are correct.

### ***7. Note Taking Framed Outlines***

**Purpose:** These outlines provide guidance to students who need a lot of direction with subject matter, either because of its difficulty level or because of their inability to cull important ideas and details from text material. This framework structures the critical ideas so that the students can follow a lecture or an assigned reading, filling in the missing terms as they hear them or read about them.

**Procedure:** Teachers prepare a framed outline including the major ideas and details from a lecture they are planning to give or a reading that their students will be assigned. After explaining the framed outline, the teachers proceed to lecture on a given topic. Initially teachers may want to have a transparency made of the framed outline. As

the instructors lecture, they fill in the key terms. Once the students get the idea, they are held responsible for completing the framed outline themselves. If they are completing one that accompanies an assigned reading, the teacher would then review these in class.

### **8. Note Marking**

**Purpose:** It is important that students be given articles in which they can mark the most important information. Teachers might ask students to underline key phrases or to highlight them in a pen.

**Procedure:** Copy an article from your content area and ask students to mark the most important points made by the author. We recommend that the teacher make a transparency of the article and model the highlighting or underlining process several times until students develop an understanding of determining what is most important. Marking an article helps students to focus on key information. It stimulates thinking and learning by shifting out what is important. This sorting of concepts and the actual physical marking of the main points are ways to tell one's brain to remember. Of course, the material that is marked by students becomes material for a quick review before a quiz or a test.

Why mark an article or book? The marking in itself helps students to focus their attention and concentration. It stimulates thinking and learning, enhances remembering and provides quick review. Students need to develop a personal code for their marks such as the following in Figure 4.

*Figure 4. Note Marking System*



1. Main Idea	2. Major Concepts
_____ B. _____ C. _____	3. Significant Details      A.
1. _____	4. Items in a series
(because)	5. Transition
Term and Definition	6. New Vocabulary
Passage { _____ }	7. Long Important

**9. Outlining**

**Purpose:** A hands-on activity that we have found effective is to have students list all of the important information from a reading selection on a piece of paper. Cut up the phrases or words and manipulate them into an outline format using teacher developed main headings and /or supporting details. Outlining, as in webbing, requires that students recognize logical relationships of information.

The outline strategy will most likely appeal to the student who links in a linear fashion when ordering ideas. The conventional format looks like the following:

Figure 5 Outlining

- I. Main Idea
  - A. Idea supporting I.
    - 1. Detail that supports A.
    - 2. Detail that supports A.
      - a. Details that supports 2.
      - b. Details that supports 2.
  - B. Idea supporting I.

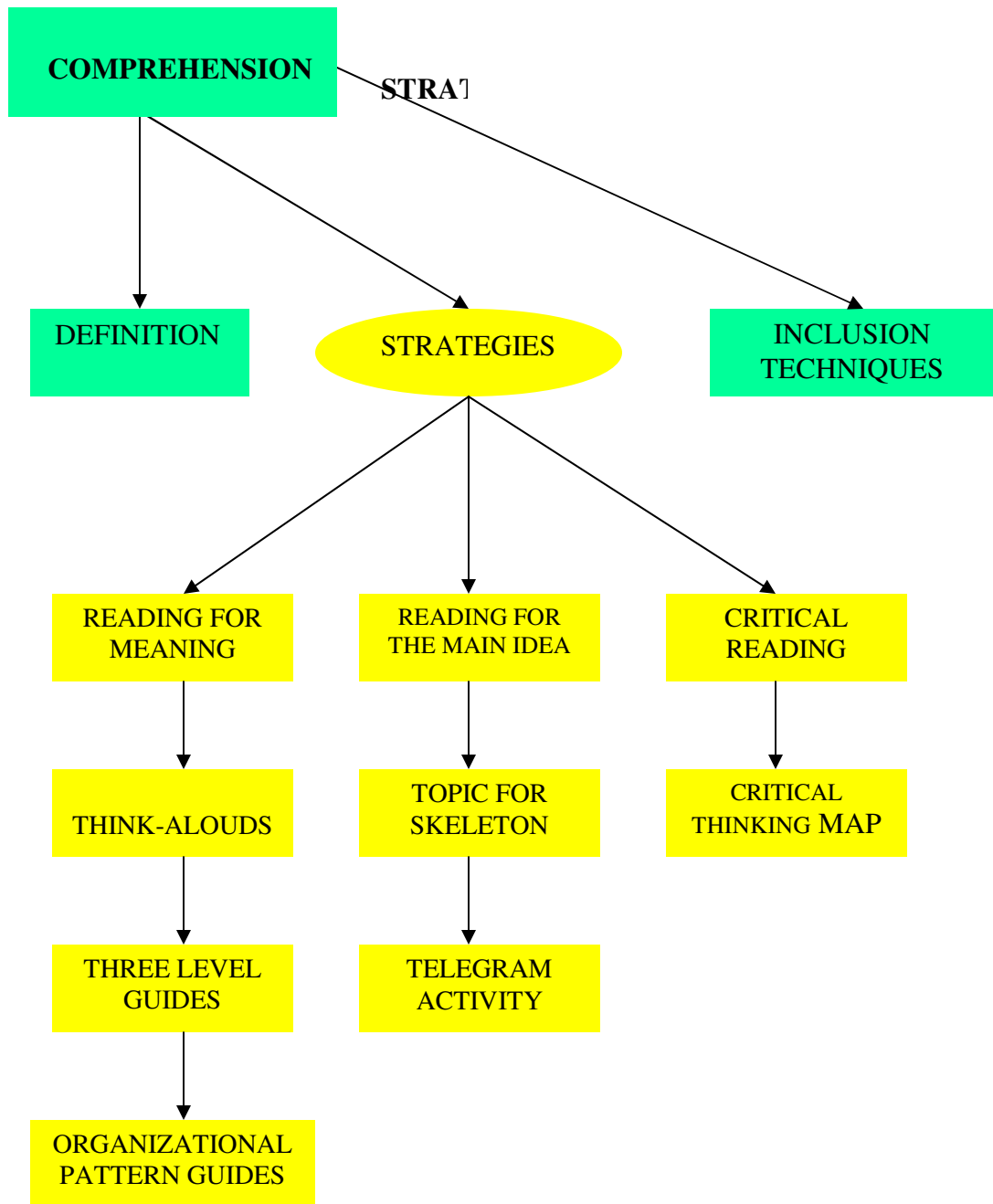
1. Detail that supports B.

2. Detail that supports B.

II. Main Idea

<b>Main Idea Task</b>	<b>Definition and Examples</b>
Gist	
Interpretation	
Key Word	
Selective Summary/Selective Diagram	
Theme	
Title	
Topic	
Topic Issue	
Topic Sentence/Thesis Sentence	

# COMPREHENSIVE STRATEGIES



## ***10. Think-Alouds***

**Purpose:** One question that many of our graduate students frequently ask is, “How do I even get students to open the textbook?” One strategy we advise early in the term is to conduct a think-aloud with a textbook. This activity “makes thinking public” by demonstrating to students how you tackle reading. You model your thinking while reading aloud a piece of content text. You demonstrate how you read, your stops and starts, the questions you raise, your skimming and scanning activity, and your puzzling over ambiguous language or inconsiderate text that hinders meaning. It is a simple but powerful technique that shows students quickly and efficiently how proficient readers work at getting meaning from text. Furthermore, there is evidence that think-alouds improve comprehension.

**Procedure:** Select a piece of text. We frequently take an expository piece of writing that is of high interest initially. Then we switch to a typical textbook selection. After students get a handle on the process, the textbook piece does not seem to be much of a hindrance. Read your selection over and track mentally how you are thinking about this text. Make a transparency of the text you are going to use and jot down the questions and comments you make to yourself as you read it. Then use this to model for your students how your thinking evolved while reading.

A chart can be made to show students typical questions that proficient readers use while reading:

What is this going to be about?

Do I know anything about this already?

Do I know what that means in this context?

Can I predict where this is going?

## ***11. Building Awareness of Text Patterns***

**Purpose:** It is our belief that text patterns should be taught in the context of the classroom: a math teacher using a mathematics text, a social studies teacher using a history text, etc. Students thereby experience how readers approach certain disciplines.

Recent text research reports that skilled readers come to any discipline with expectations about the patterns used in that subject area. For example, students come to history texts with expectations for cause-effect. For less skilled and inefficient readers, this is not the case. The following procedure may prove helpful in helping students become competent users of text patterns to implement in studying their subject material.

### **Procedure:**

1. Select a representative piece of content prose that illustrates a pattern that you want to demonstrate.
2. Teach students to look for signal words, such as first, second, third, or, but, however, whereas.
3. Duplicate a piece of content area text-secondary students usually can't write in their textbooks. To recognize these patterns, have students underline on the duplicated text, for example, a comparison they have identified, and then highlight the signal word.
4. Have students make a visual representation of the patterns in the writing.

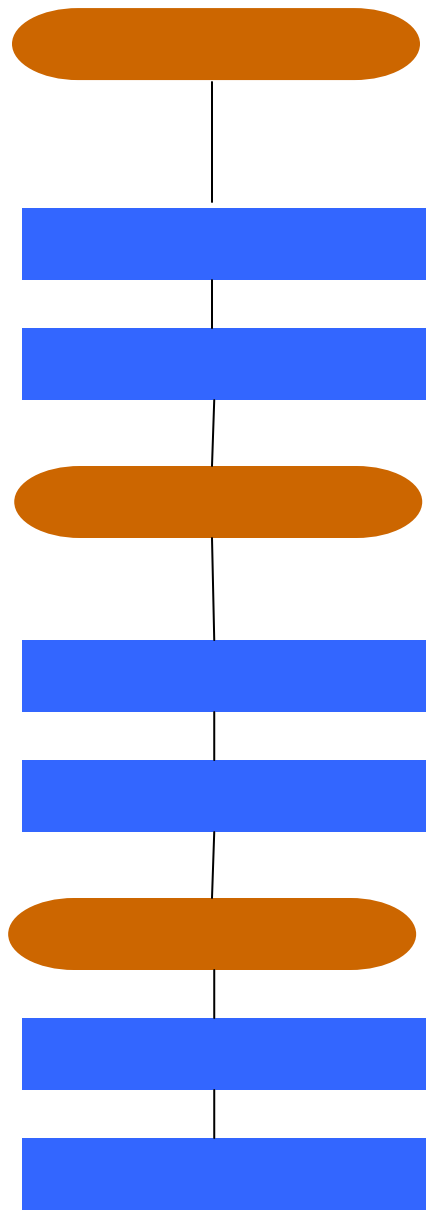
## ***12. Locating the Main Idea***

### **Procedure:**

1. Have students read a piece of representative content material. Have them underline the main idea. Then have them write the main idea in their own words in the section on the “Topic Form Skeleton”. See Figure 6.
2. Then have the students fill out the rest of the topical outline. Show students how to locate the main topics in the following paragraphs and their supporting details.
3. Model the writing of a summary paragraph, using an overhead transparency or the board, and the topical outline.
4. Remind students that a summary:
  - a. includes only the most important information.
  - b. condenses information by combining it.
  - c. adds information to achieve coherence



**Figure 6 Topic Form Skeleton**



**Procedure:**

1. Have the students read a piece of representative content material. Have them underline the main idea. Then have them write the main idea in their own words in the section on the “Topic Form Skeleton” we have included.
2. Then have students fill out the rest of the topical outline. Show students how to locate the main topics in the following paragraphs and their supporting details. Again model how to synthesize the paragraph into a word or phrase that captures the meaning of the whole paragraph.
3. Remind students that a summary:
  - a) includes only the most important information
  - b) condenses information by combining it
  - c) adds information to achieve coherence

### ***13. Getting the Main Idea: Telegram Style***

**Purpose:** In order to give students practice with selecting the main idea, we suggest introducing your students to the process with the following activity. Efficient note taking depends entirely on getting the gist of the content. This exercise will get your students started securely, whether they are simply reading for the main idea or responsible for writing out their notes on the reading.

In this exercise, a telegram is seen as a way of getting your students to be very selective about their choice of words. If they object on the grounds that no one ends these anymore, encourage them to try it as a way of experiencing the “old ways”. In addition a monetary unit limit is put on the exercise to encourage brevity. If your students understand these two characteristics, selectively and brevity, we assure you they will be able to construct the main idea of most of their reading. Break down the activity into the following steps.

#### **Procedure:**

1. Handout the demonstration article to your class. Ask your students to pretend that they are journalists who have to get their story to their editor. The only means they have is the telegraph machine. No fax machines, e-mail resources or cell phones are available. If they do not get the article to their editor, they will lose their job. Students (individually) have \$60 for expenses. The telegram costs \$10 for the first 10 words and \$.50 per word after that. Have students written their story in the most efficient way to get the ideas across, yet conserve costs.

- vvv2. Ask the students to allocate the cost of sending the telegram, using the reading material as is.
3. Have students shorten the article so that they will be able to pay for the telegram. They should be reminded that they need to keep the facts clear enough for the rewrite person to prepare the story once the telegram arrives. They must also include the who, where, when, how and why's that pertain to the article.
  4. Model on a transparency while the students are writing their own version. Again let them see how you revise and edit to get exactly what you want to say.
  5. Have students get in small groups of three, read their versions and compare the accuracy and completeness of their telegrams in getting the story out to the editor. As a group they also can choose to write the telegram, using the most informative pieces of the individual telegrams.

Example:

- a. Write your lead sentence; capture the main idea:

Lead sentence \_\_\_\_\_

- b. Write a few supporting details \_\_\_\_\_  
\_\_\_\_\_

- c. Rewrite in the right-and space your telegram  
\_\_\_\_\_

Original telegram cost is \_\_\_\_\_

New telegram cost is \_\_\_\_\_

#### ***14. Critical Thinking Map***

**Purpose:** Developing a critical view in your students can be fostered using the following strategy, which also provides practice in getting the main idea. Modeling, rehearsing, and coaching are all prevalent in the following exercise.

##### **Procedure.**

**Step 1.** Have the students look at the Critical thinking map and explain each of the components.

**A. Main Idea.** This is the most important message conveyed by the author and can be found “right there” in the text or the reader needs to “think and search” or the reader needs to use his or her own thinking in deriving the main idea.

**B. Viewpoints/ Opinions.** Readers respond with their own viewpoints and opinions what they have read. In addition to their own opinions, students should be asked what other information or other opinions would apply to the reading which the author hadn’t mentioned.

**C. Reader’s Conclusion.** The readers respond by integrating what they have read with what they know. They must decide whether the author’s conclusions are valid or invalid. Students need to provide support for their thinking by stating the final conclusion about the passage.

**D. Relevance to Today.** The readers are asked to draw a comparison between present and past events so that they gain an understanding of how the past influences or can influence our choices today.

**Step 2.** Show students how to use the Critical Thinking Map

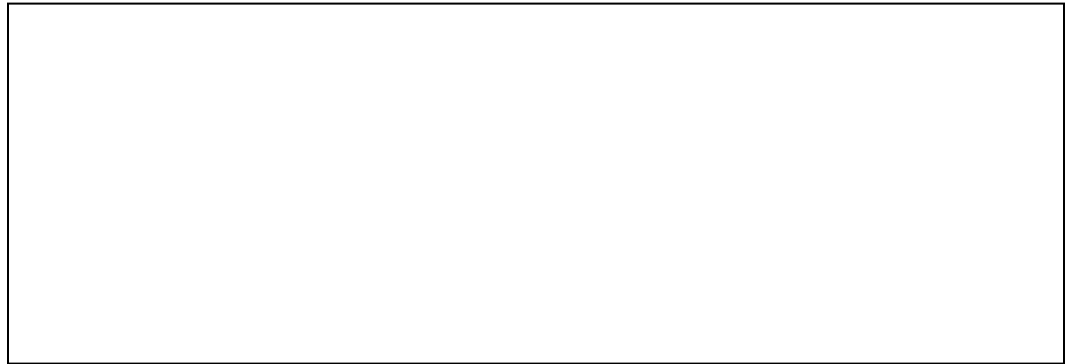
**Step 3.** Let students work in small groups and fill in the Critical Thinking Map

**Step 4.** Provide a significant amount of lessons which use this tool so that students become accustomed to thinking about an issue in this manner.

**Step 5.** To provide extended practice and skill in the area suggested by the Critical Thinking Map, have students write paragraphs which pertain to each of the components of the map.

**Figure 7 A Map for Critical Thinking**

Important Events, Points or Steps



Main Idea/Lesson



Other Viewpoints/Opinions



### Reader's Conclusion

--

### Relevance to Today

--

## 15. TELSQA

**Purpose:** In a program directed by Martinez (1988), TELSQA was found to be helpful in promoting reading comprehension of narrative and expository materials among learners with special needs. The first part of the acronym, TELSQA, is an adaptation of an advanced organizer designed by Idol-Maestas (1985). She found that not only average readers but also learning-disabled students could benefit from advanced organizers. Teachers working in the pilot program with Martinez found that adding a self-questioning component to the Idol-Maestas strategy strengthened the students' comprehension.

**Procedure:** In the acronym TELSQA, each letter stands for a step in the reading

process. The reader is asked to identify the (T) title; to (E) examine the materials to see what it is about; to (L) look for important or difficult words; to (S) self-question, raising questions at designated stops to check for meaning, and to (A) answer comprehension questions.

**Step 1.** Prepare students for the reading. Help students tap into their background knowledge about the subject to be discussed or broaden their thinking skills.

**Step 2.** Describe what the acronym stands for and describe the specific learning behaviors the students should demonstrate. A rationale for using the strategy should be presented, helping students understand that this strategy will help in learning and recalling the reading material more easily. Post a chart for easy recall.

**Step 3.** Provide practice sessions where the students work in small groups to complete the activity.

**Step 4.** Talk about TELSQA periodically. Ongoing dialogue with the students serves to direct their attention to the strategy and determine if modifications are necessary. Students will begin to adapt and take short cuts. This is to be encouraged.

## **16. Story Grammar**

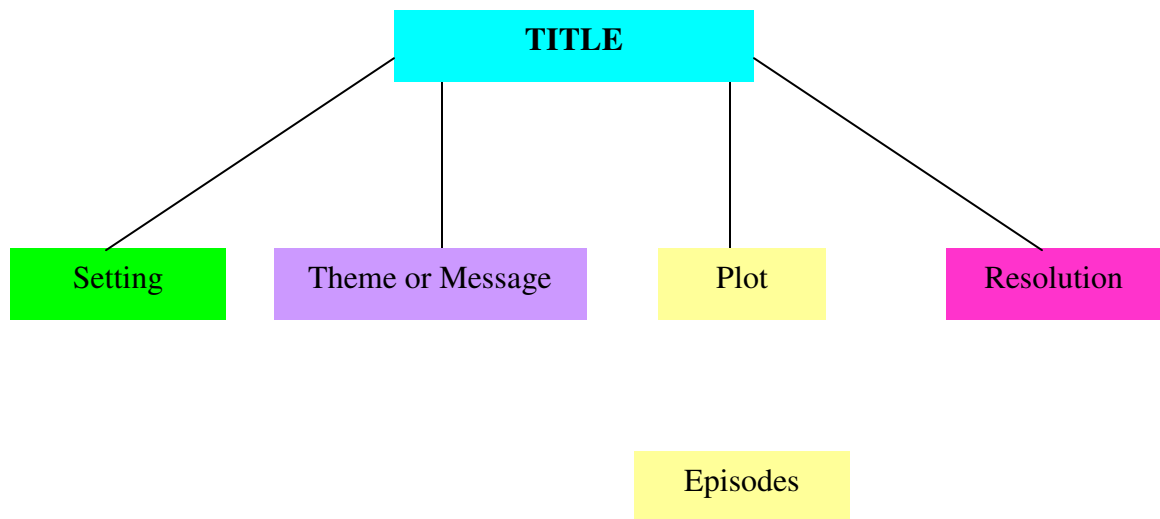
Purpose: It is a technique which classifies the components of a story and specifies relationships among the parts. Mandler & Johnson (1977) believe that pupils, as early as first grade, have within their memory system "an idealized internal representation of parts



of a typical story and the relationships among these parts”. Pupils learn that a story has a beginning, middle, and an end.

In the upper grades they use such technical terms as setting, theme, plot and resolution for many stories, folktales and dramas.

The components of a story grammar may be viewed by the following:



***17. DRTPVS (Directed Reading Thinking, Predicting Valuing Strategy)***

This has been acclaimed as one of the best and most effective teaching strategies in all levels.

***18. DRTA- Directed Reading Thinking Activity***

Chief elements are prediction and verification.

Procedure:

***Pre Reading Stage***- students set their own purposes for reading by making predictions

***During Reading***- they verify their prediction

***Post Reading***- discussion stage, they check their verifications and values learned

### ***19. Semantic Webbing***

Purpose: A very appropriate test of good comprehension is the student's ability to organize and integrate concepts and information gleaned from the selection. The latest innovative technique makes use of the semantic webbing. Freedman & Reynolds (1980) define semantic webbing or mapping as a process of organizing and integrating information that underlies many theories of conceptual thinking.

Procedure:

**Step 1.** Set a purpose for reading which encourages the students to use a specific reading-thinking strategy (RTS). Decide also what part of the story they will read.

Prepare a table of selected RTS that you want to develop and the reading units (RU) that may be used with each strategy.

**Step 2.** Formulate a core question based on the RTS and the RU

**Step 3.** Elicit from the students possible answers to the core question.

**Step 4.** Build the web strands with the students' support.

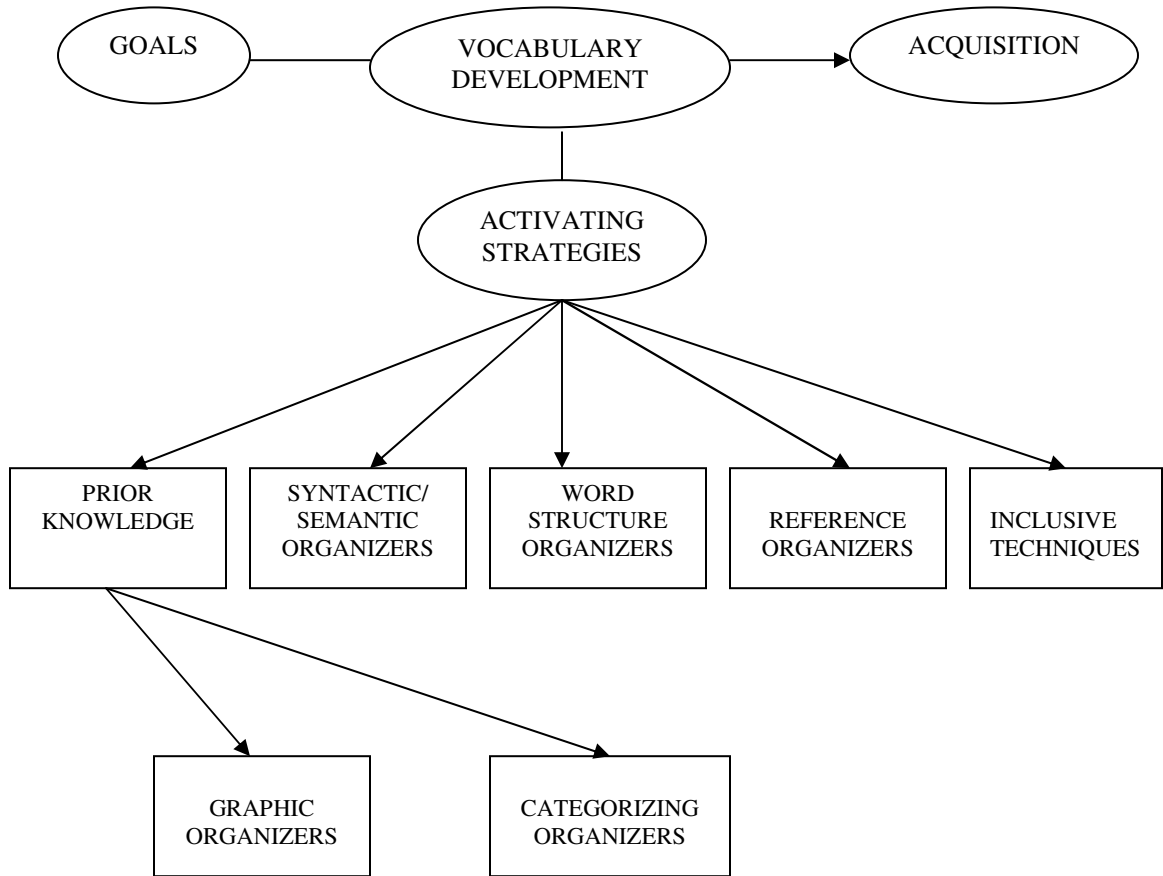
**Step 5.** Guide the students in relating the strands.

**Step 6.** Apply the web to set the purpose for further reading in the same story for constructing other webs for the same story or role playing other activities that relate webs for the same story or for the role playing and other activities that relate web concepts to other knowledge and experiences.

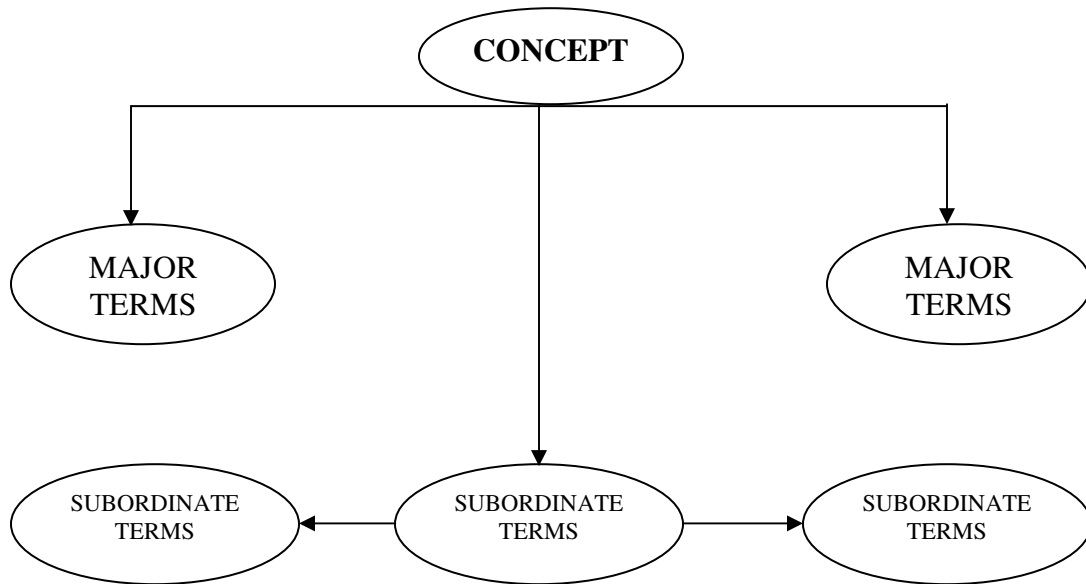
# Vocabulary Strategies



## VOCABULARY

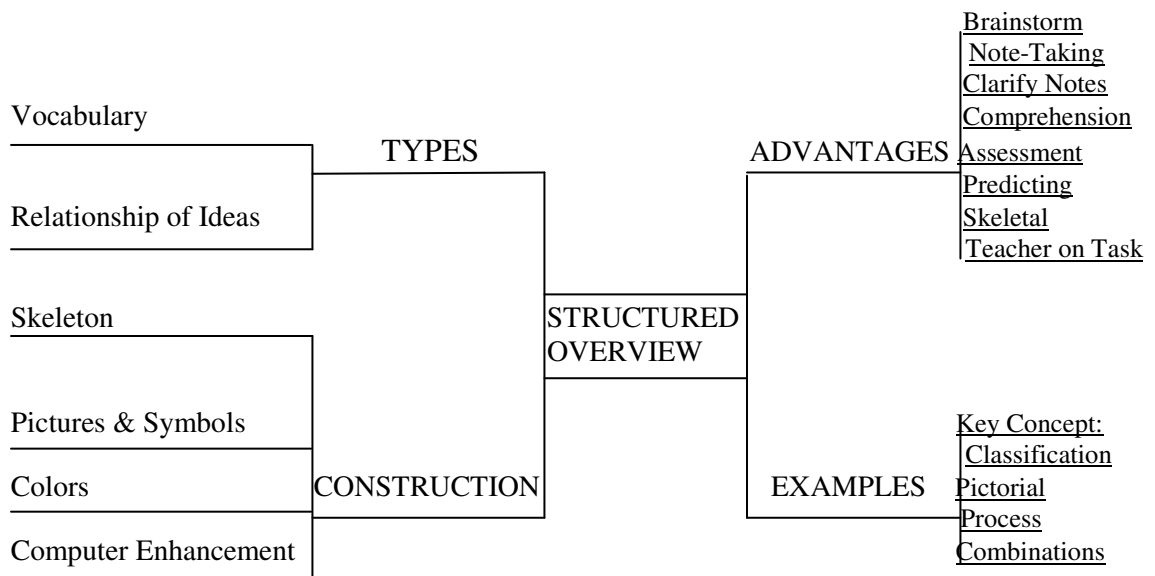


## Structured Overview

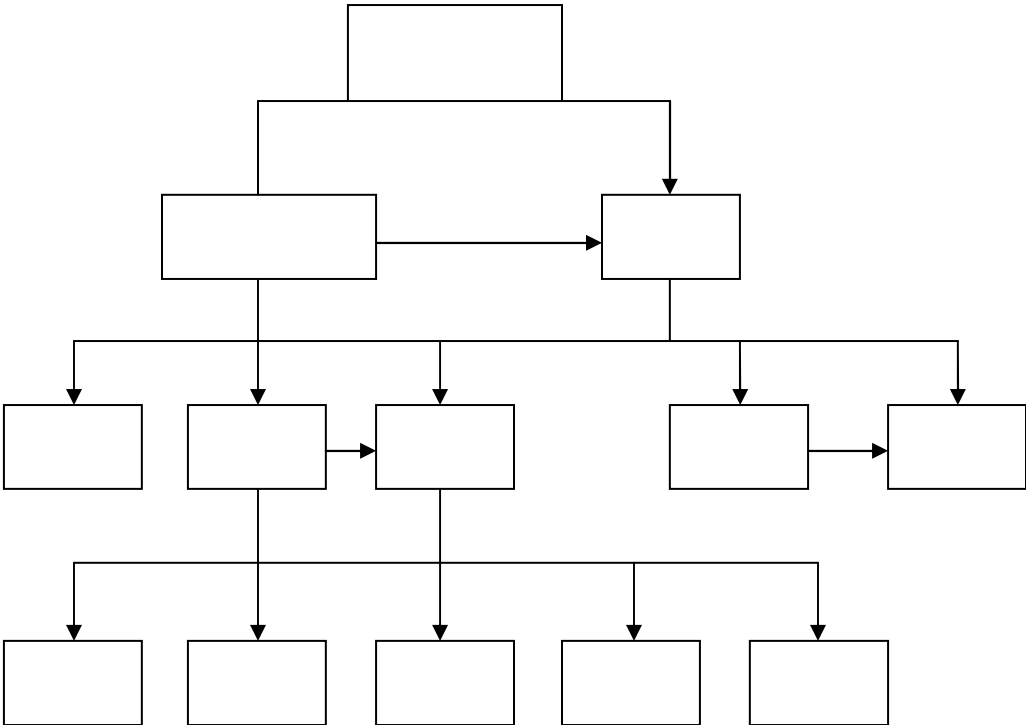


## 20. Models for Constructing Structured Overviews

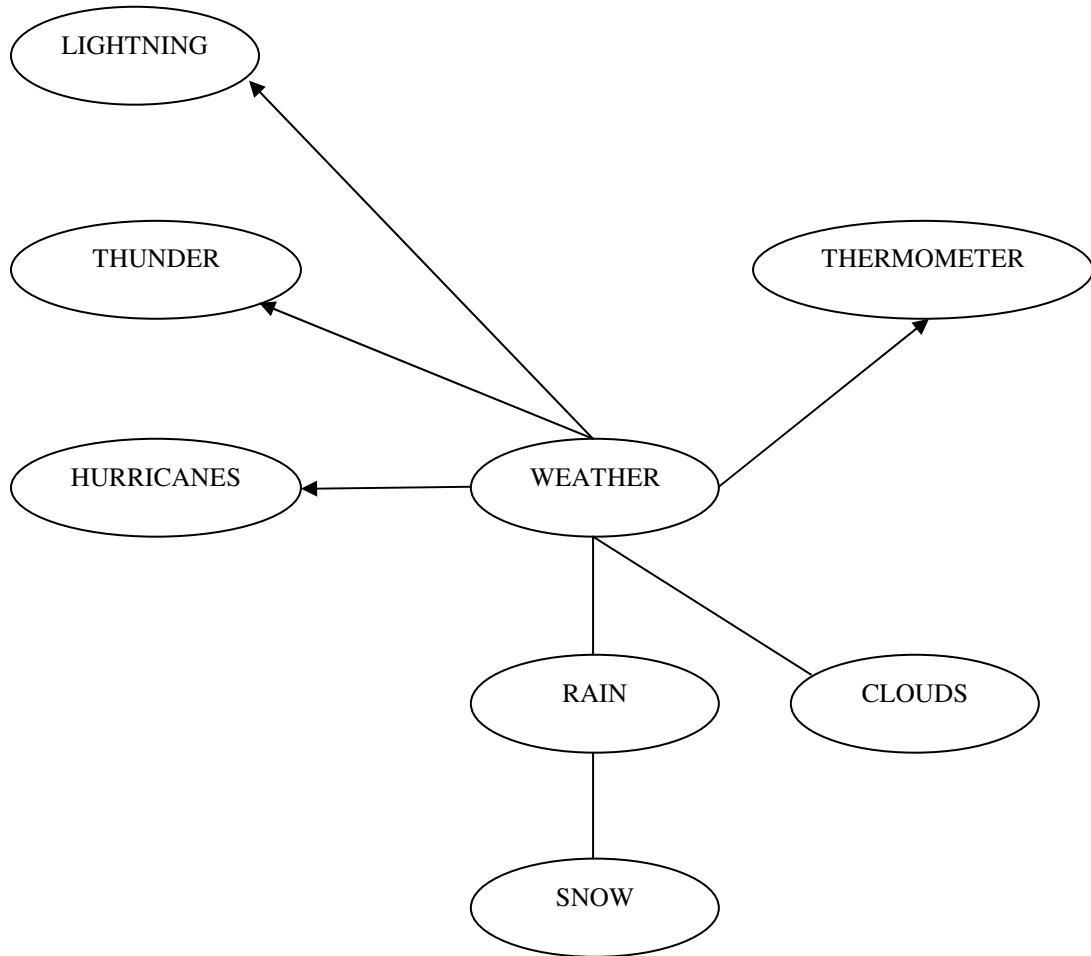
### Structured Overview: Components



**Structured Overview: Language Arts**



*21. Random Webbing Becomes Conceptual*





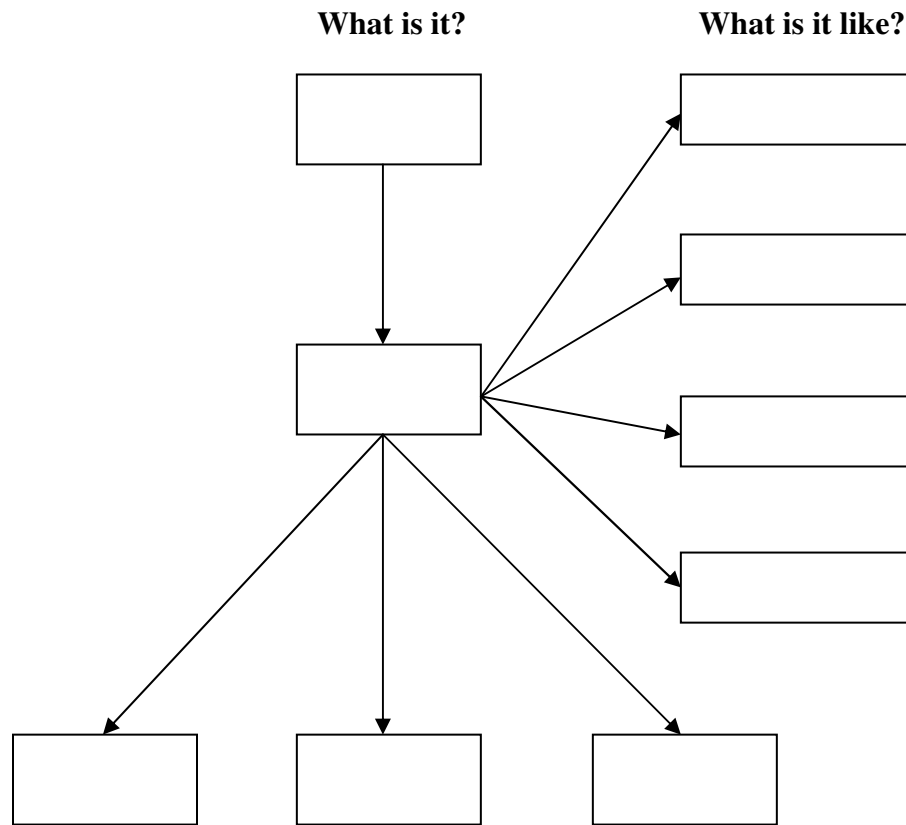
**22. Word Map**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SUBJECT AREA: \_\_\_\_\_

DIRECTIONS: Select a new vocabulary word and complete the map.



**What are some examples?**

**23. Story Map**

NAME: \_\_\_\_\_

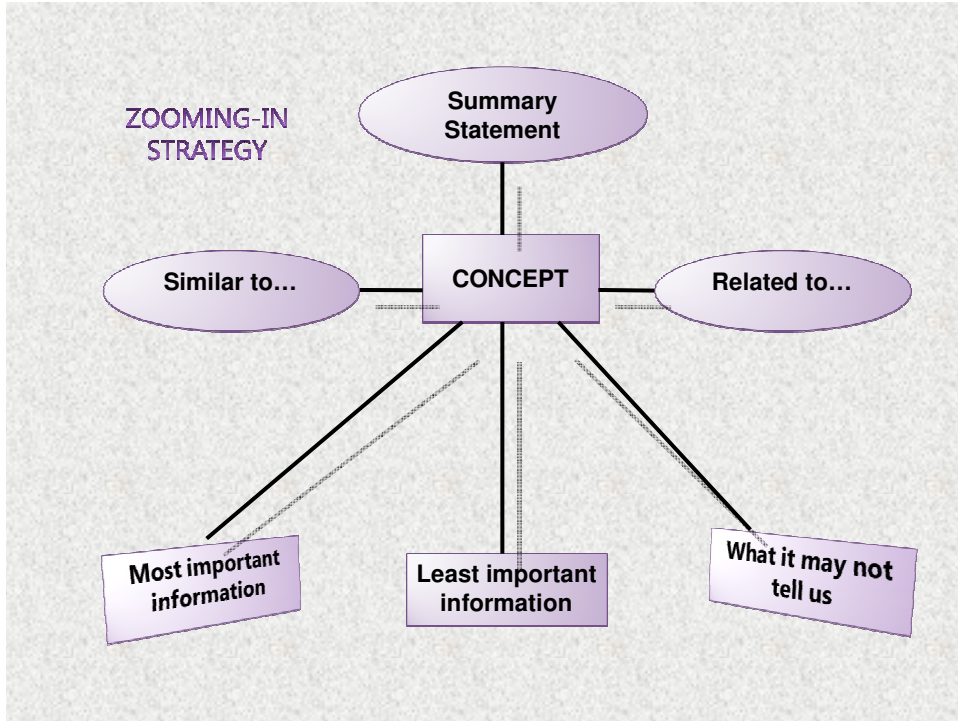
DATE: \_\_\_\_\_

SUBJECT AREA: \_\_\_\_\_

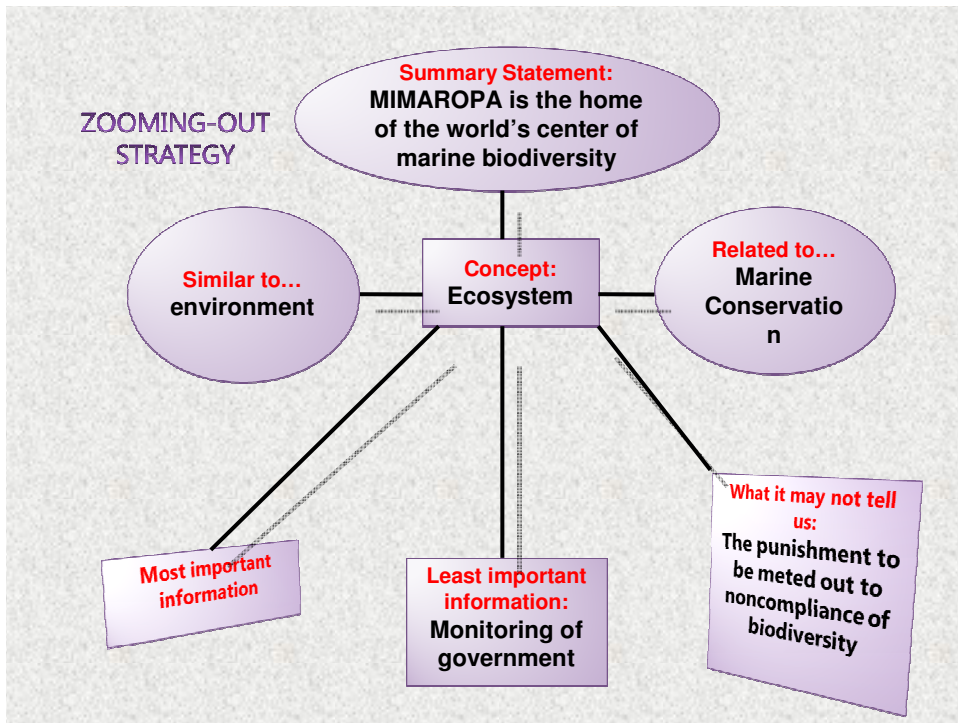
DIRECTIONS: Select a story or an incident and complete the chart.

<b>Character 1</b>	<b>Character 2</b>	<b>Character 3</b>
Name:	Name:	Name:
Adjectives that describe:	Adjectives that describe:	Adjectives that describe:
Setting:	Problem:	Resolution:
Descriptors:	Descriptors:	Descriptors:
THEME(S):		

## 24. Zooming-in Strategy



## 25. Zooming-out Strategy



26. Strategy 2 SCUBAD

Strategy 2  
**SCUBA D**

**S**ound it out

Look at the letters and say the sounds. Start at the beginning of the word and move to the end.

**C**heck the clues in the sentence.

Think about other words in the sentence. Guess on word that fits and that starts with the first letter of the unknown word.

**U**se main idea and picture clues.

Ask yourself what the story is mostly about. Read the title and first sentence. Look at the pictures. Then guess the best word to fit.

26. Strategy 2 SCUBAD

Strategy 2  
**SCUBA D**

**B**reak words into parts.

Look for smaller pieces or parts in the big word.

**A**sk for help.

Ask for a teacher or a friend for help.

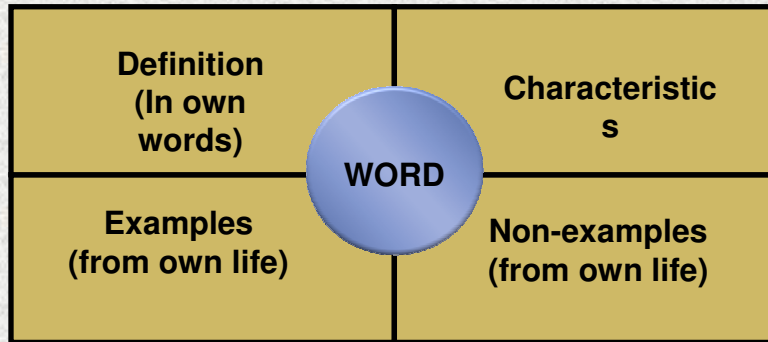
**D**ive into the dictionary.

Look the word up. Use the letters in parentheses next to the word to figure out what it sounds like.

27. Strategy 3 Frayer Model

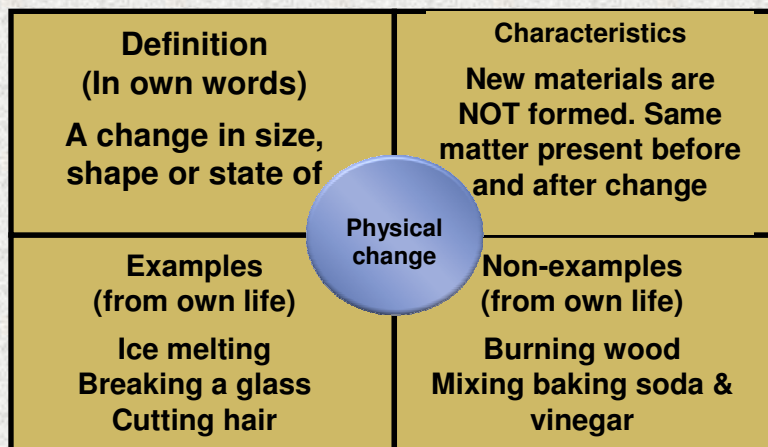
## Strategy 3: Frayer Model

It is a word categorization activity that helps learners to develop their understanding of concepts. Preferable to use in Science and Math.



28. Model 2

## Model 2



*29. How to use the Frayer Model*

## How to use the Frayer Model:

- Assign a concept that might be confusing because of its relational qualities.
- Explain the Frayer Model diagram.
- Model how to fill out the diagram.
- Provide students with time to practice with assigned terms.
- Once the diagram is complete, let students share their work with other students. Display students diagrams as posters throughout the unit so students can refer to the words and continue to add ideas.

*30. Strategy 4 Word splash, Sketch to Stretch*

## Strategy 4

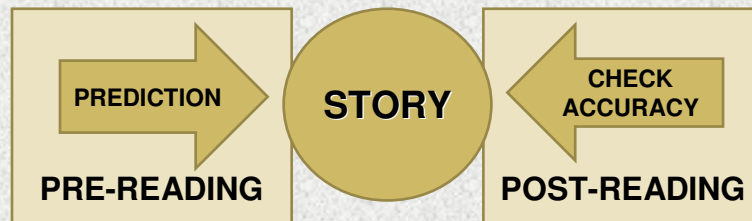
## Word splash, Sketch to Stretch

- Brainstorm.
- Write a sentence/phrase to find out students prior knowledge /background knowledge.
- Ask students to list down words that may describe, give a picture; add information to what have been mentioned or given.
- Ask students to create sentences from the jumbled words.
- Teacher to read text using the words for students to find out if their notion of the words is correct.
- Students to use the words in sentences for better appreciation of the words.

*31. Strategy 5 Predict-O-Gram*

## Strategy 5 Predict-O-Gram

Predict-o-gram is a pre-reading means of prediction for what will happen in a story. It is also a post-reading means of checking the predictions for accuracy.



*32. Strategy 5 Predict-O-Gram*

## Predict-O-Gram

**Key activities in this strategy:**

- students organize vocabulary in terms of the story grammar of a selection.
- They predict which words would be used to describe the setting, the characters, story problem, plot or the resolution.

*33. Strategy 5 Predict-O-Gram*

## **Predict-O-Gram**

### **How the technique works:**

- Teacher selects key words from the story.**

The words are written on the board and discussed to make sure students have some grasp of the meaning of the words.

- Students are then asked to predict which words the author would use to tell about the main parts of a story: setting, characters, story problem, plot and resolution.**

*34. Strategy 5 Predict-O-Gram*

## **Strategy 5 Predict-O-Gram**

### **How the technique works:**

- The teacher asks the class to predict which words might fit in each part of the story grammar.**
- Once all the words have been placed, students may predict what the story is all about.**
- Predict-O-gram forces students to think about new vocabulary in terms of a story that is to be read. It also helps students relate the words to each of the actual content and structure of the story.**



### 35. Word Sorts

## Word Sorts

**A word sort introduces students to new vocabulary and relationships between concepts**

**PROCEDURE:**  
The students take a set of word cards with selected vocabulary words printed on them, and put them into groups based upon similarities and differences in meaning.

```
graph TD; V((VOCABULARY)) --> C1((CONCEPTS)); V --> C2((CONCEPTS)); V --> C3((CONCEPTS)); V --> C4((CONCEPTS));
```

### 35. Strategy 6 Word Sorts

## Strategy 6 Word Sorts

**IMPORTANCE OF THIS STRATEGY:**

- Is a useful activity when dealing with groups of related words.
- Is a useful activity when Sorting forces students to think about each word and see similarities and differences among words dealing with groups of related words.
- Sort could be open, which means that students would decide on categories or it could be closed. In a closed sort, the teacher decides the categories: happy, sad, tired, etc. After sorting the words, students will discuss why they sorted words the way they did.

### 36. Type of Word Sorts

## Type of Word Sorts

- OPEN WORD SORTS
- CLOSED WORD SORTS

Sort could be open, which means that students would decide on categories or it could be closed. In a closed sort, the teacher decides the categories: happy, sad, tired, etc. After sorting the words, students will discuss why they sorted words the way they did.

### 37. Strategy 7 KPRSSU

## Strategy 7 KPRSSU

**K**now-what I need to know

**P**redict-what I predict to be the meaning

**R**elate- identify words within the context that are related or provide clues or can be collocated with the term.

**S**ketch- figure out, try to have a mental picture or idea.  
Imagine any idea that may signal the meaning using the senses.

**S**tretch – give other words or phrases that may expand or stretch the meaning

**U**se- use the words in context.

38. Strategy 7 KPRSSU

<b>Strategy 7 KPRSSU</b>						
<b>Words</b>	<b>Know</b>	<b>Predict</b>	<b>Relate</b>	<b>Sketch</b>	<b>Stretch</b>	<b>Use</b>
1.						
2.						
3.						
4.						

39. Strategy 8 Gussed Meaning Strategy and Context Clues

<b>Strategy 8 Gussed Meaning Strategy and Context Clues</b>	
<b>3 steps Cognitive Process in using context clues:</b>	
<input type="checkbox"/>	Selective encoding- What information in the sentence containing the unknown word will help me figure out what this word means?
<input type="checkbox"/>	Selective combination – when I think all the information given this unknown word, what does the word seem to mean?
<input type="checkbox"/>	Selective comparison – what do I know that will help me figure out the meaning of this word?

*40. Guessed Meaning Grid*

<b>Guessed Meaning Grid</b>				
<b>Word</b>	<b>Selective Encoding (Scanning Information)</b>	<b>Selective Combination</b>		<b>Selective Comparison (figuring out)</b>
		<b>Context Clues</b>	<b>Guessed Meaning</b>	

### **Follow-up**

It suggested that the enhancement/revision be made every two years or three years at most.

### **Budget**

The project cost of this Strategic Reading Program is taken from In-Set fund.

The following expense items are allocated. Since the researcher is a Deped employee, he will accept a fee which is below the standard rate.

<u>Expense Items</u>	<u>Amount</u>
Honorarium of the researcher-facilitator for the entire training	P 5, 000.00
Snacks for 40 participants (good for three days)	P 5, 000.00
Manual Printing	P 2, 000.00
Office Supplies	P 500.00
Rental of Venue/ Sound System	P 5,000.00
SOP for DepEd Officials	P 5, 000.00
Total	<u>P 27, 000.00</u>

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## Appendix A

### Reading Comprehension Test in English II

Directions: Read each of the selections and the questions that follow. From the choices given, circle the number of your answer.

#### *Selection 1*

Fans across the country were thrilled yesterday after boxing hero Manny Pacquiao beat Mexican Marco Antonio Barrera in a grudge match that brought much of this Southeast Asian nation to a standstill.

President Arroyo led the chorus of congratulations, immediately issuing a statement from the palace where she watched the super featherweight bout with the first family.

“Manny Pacquiao once again buoyed the nation’s spirit with his excellent fighting form and formidable spirit,” Arroyo said, calling the 28-year-old slugger the country’s “National Fist”.

Around the Philippines, guns fell silent as the military temporarily halted its campaign against Islamic militants in the south to watch the fight, which was beamed live via satellite from Las Vegas to national army headquarters.

Many streets were nearly empty as bus drivers stopped work to watch, while construction workers at a building in Manila’s Makati financial district called a special lunch break to enable workers to cheer their hero.

A delayed telecast of the match was shown on free television in Manila, where the city government put up a giant television screens in gymnasiums and public parks.

Barrera, considered one of Mexico’s greatest fighters, was out to avenge a humiliating 2003 loss to Pacquiao. But the Filipino star again dominated him with superior hand speed and harder punches.

All three judges gave the decision to Pacquiao by a wide margin.

Barrera had said this was going to be his last fight before hanging up his gloves.

#### *From English Expressways II*

1. What is the main idea of the selection?
  1. Pres. Arroyo led the nation in celebrating Pacquiao’s victory.
  2. The victory of Manny Pacquiao over the Mexican boxer Marco Antonio.
  3. Barrera was considered one of Mexico’s greatest fighters.
  4. A delayed telecast of Pacquiao’s fight was shown in Manila.
  
2. If you were Manny Pacquiao, what would you do if you lose in this match?  
I would
  1. concentrate in politics
  2. migrate to the United States of America
  3. ask for a rematch
  4. give up my boxing career

3. How would you react if you were in Barrera's place?

I would

1. seek for another career
2. no longer ask for a rematch
3. ask for a fight but not with Pacquiao
4. ask for a rematch with Pacquiao

### ***Selection 2***

My father had asthma. This meant that he could not take a long walk. More so, he could not climb height of stairs. If ever he was forced to, it took him a very, very long time because he stopped every so often.

When I was in college, I encountered a problem in school and our dean wanted to talk to my parents. My folks agreed to go. The dean's office was at the fourth floor. I was so preoccupied with my problem that I forgot that father was having difficulty climbing the stairs.

My mother and I rushed up to the office and we both talked to the dean. The meeting did not take long. And by the time we were through, my father who was catching his breath had just reached the fourth floor. We told him the meeting was over. It was another ordeal for him to go down.

At that time, the meaning of my father's sacrifice meant little to me. I took for granted what he did and a lot of other things. My father had passed away. And the memories bring tears to my eyes.

To him, it was not a sacrifice. He loved me.

*Originally written by Joselito S. Tizon  
As tribute to his father*

4. What is the main idea of the story?
1. Asthma is a disabling disease.
  2. Children take parents for granted.
  3. Parental love is immeasurable.
  4. Deans show concern for students with problems.
5. How would you have handled the situation, if you were on the son's shoes?

I would

1. not tell my parents regarding my school problem
2. solve my problem by my self
3. ask my mother to visit my den and not to bring my father along
4. stop schooling

6. What conclusion may be drawn from the selection?
1. It is not easy for parents to rear school-aged children.
  2. Women move faster and are more physically fit than men.
  3. Life becomes more difficult as one grows older due to illnesses.
  4. The hardships endured by a parent for a child is done out of love.

7. According to the selection, a parent's concern for his children has no limits. Which of the following situations supports this idea?
1. The father, suffering from asthma, had to climb the stairs to meet the dean.
  2. The son had to request his parents to meet with the dean.
  3. The parents had to provide all the things their son needed.
  4. The mother had to talk to her son.
8. How would you assess the gesture of the author's father?
- It was
1. a sign of sacrifice
  2. a sign of a father's love for his son
  3. an act of rebellion
  4. an of irresponsibility

### ***Selection 3***

My youngest brother had been a volleyball star since his elementary days. His ambition was to be a star player one day. During his high school days, he joined the athletic meet, be it in the city or regional. Fortunately, he was one of those lucky players, who qualified to play in the "palarong pambansa" twice in a row.

During his college days, he joined month-long trainings for varsity players in one of the prestigious universities in Cebu City. Luckily, he was accepted as varsity player. He woke up very early in the morning as part of his regular training. This entails sacrifice on the part of my brother but he was determined to be a good player and to finish his studies as well.

My mother kept on telling him not to neglect his studies while pursuing his dream of becoming a national player in the future but my mother's advice fell on deaf ears. So my brother failed in one of his subjects.

When my mother learned of this, she finally asked him to quit from the varsity team. But my brother didn't obey. Without informing my mother, he transferred to one of the oldest universities of the city and he shifted to another course just to find time to play the sport he loved. So he still went on with his sport but this time he gave equal time to his studies. He wanted to prove that he could be a good player and could become a professional in the future.

Now, my brother is a second mate in one of the prestigious shipping companies in the world and he is still playing his favorite sport.

*Written by Joselito S. Tizon  
As gratitude to his youngest brother*

9. What does the phrase "the advice fell on deaf ears" in the third paragraph mean?
- The advice
1. was given importance
  2. was not followed
  3. was meant for the deaf
  4. was passed on to others

10. How would you show that you are helping your parents, if you are the youngest brother in the selection?

I would

1. enroll in the school that is located in our place
2. pursue my college education in a prestigious university in the country
3. choose a medical course so that I can help my parents
4. let my parents decide on what course to take

11. If you were the brother in the selection, what would you do to finish your studies?

1. Concentrate as a varsity player.
2. Obey parent's wish even if it is against your will.
3. Transfer from one school to another that offers low tuition fees.
4. Give quality time to your studies.

#### ***Selection 4***

Happiness is one subject everyone thinks about, but few seem to understand. Some gain happiness and keep it. Others momentarily grasp it, and then lose it. A few never experience it at all. Yet, however elusive happiness maybe, it is attainable no matter how miserable you may have been in the past.

12. In what way can happiness in life be attained?

1. By grieving continuously of a past mistake in life
2. By just living each day as it comes
3. By living life in the simplest way
4. By being contented of what I have

13. Which of the following statements expresses the true meaning of happiness?

1. It befalls a person like a gift from heaven.
2. It takes place when the right time comes.
3. It just happens in one's life.
4. It is something difficult to grasp.

14. What would happen to people who never experience happiness?

They would

1. live a miserable life
2. have a normal life
3. regret of being alive
4. die unhappy and discontented

### ***Selection 5***

Striding is the most natural exercise of all. It is simple and safe. It improves the blood circulation, clears the mind and improves disposition. It also helps ease fatigue. Its life enhancing benefits are all within walking distance.

Experts are cautious about making claims that daily striding will increase one's life span. There is no hard proof that it will, and the most that experts will say is that with brisk daily walking, you can remain youthful in condition, if not in chronological years.

15. What is the main topic of the selection?
  1. The most natural form of exercises is striding.
  2. Striding increases one's life span.
  3. To improve one's disposition, one must learn to stride.
  4. Experts are cautious about daily striding.
  
16. What is likely the result of striding regularly?
  1. It increases blood pressure.
  2. It makes one get tires easily.
  3. It results to a slimmer body.
  4. It makes us young at heart and mind.
  
17. According to the selection "walking briskly is good for our health". In order to stay healthy, what should people do?

People should

  1. prefer to walk in reporting to their offices
  2. sell their cars and buy expensive shoes for walking
  3. include brisk walking as part of their exercise
  4. not do brisk walking because they might have swollen feet
  
18. The word ***striding*** connotes walking \_\_\_\_\_
  1. fashionably
  2. gracefully
  3. leisurely
  4. briskly

### ***Selection 6***

Have you ever seen a plant with its leaves curled up? Have you watered it and watched its leaves spread out again? Almost as quick as that can be the response of a child's mind to a teacher who knows how to nourish it.

19. What do you think will happen to a child whose mind is not nourished well by his teacher?
  1. He will become a juvenile delinquent.
  2. He will grow up with inadequate knowledge.
  3. He is likely to solve things by himself.
  4. He is likely to grow up mentally retarded.

20. What major conclusion can you draw from the selection?
1. If a child is not educated, he will not survive.
  2. If a plant is not watered, it will wither and die.
  3. A plant and a child need an equal amount of love and care.
  4. A good teacher nourishes a child's yearning for knowledge.

### *Selection 7*

The only thing which makes it possible to regard this world we live in without disgust is the beauty which now and then men create out of the chaos: the pictures they paint, the music they compose, the books they write, and the lives they lead.

Of all these, the richest in beauty is a life well-lived. That is the perfect work of art.

21. Which of the following statements best demonstrates the beauty of life?

When one experiences

1. both sadness and happiness in life
2. sadness in life
3. happiness in life
4. failure in life

22. How would you measure the beauty of life?

When you

1. experience the richness of life
2. are free and single
3. experience happiness in life
4. have your own family who love and supports you

23. What attitude is manifested by the writer in the article?

1. Optimistic
2. Complacent
3. Pessimistic
4. Indifferent

### *Selection 8*

A man takes contradiction and advice much more easily than people think. However, he will not bear it when violently given, even if it is well founded. Hearts are flowers that remain open to the softly falling dew, but it shuts up in the violent downpour of rain.

24. What is the main idea of the selection?

1. It is improper to give advice and to criticize people.
2. It is not wise to listen to advice and criticism from other people.
3. People do not welcome advice and contradiction no matter how they are said.
4. People are open to advice and contradiction only if they are not given harshly.



25. Based on the selection, how would you give advice to people?
1. in a constructive way
  2. in a destructive way
  3. in a subtle manner
  4. in a harsh manner
26. What do you think will happen to people if advice is not being followed?
1. He will have a miserable life.
  2. His life will be in danger at all times.
  3. He will always commit the same mistake.
  4. He will experience a meaningful life.
27. Which of the following pieces of advice or contradiction is “violently given”?
- When it
1. forces the person to listen
  2. offends or hurts the other person
  3. provokes the other person to fight back
  4. leads to friendship between the persons concerned
28. Based on the selection, why is the heart of a person like a flower?
- Because it is
1. lovely and fragrant
  2. a symbol of undying love
  3. the main organ of the body
  4. easily affected by its environment

### ***Selection 9***

Teaching is something that takes place only when learning does. No matter what the teacher is doing in his classes, if his students are not learning something significant, he is not teaching. When the students fail, the teacher has failed more.

29. What is the main idea of the selection?
1. Teaching is a difficult profession.
  2. Teaching requires hard work and patience.
  3. Teaching takes place only when the learners are present.
  4. Teaching is accomplished when students have learned something.
30. Which of the following situations illustrate that teaching has taken place?
1. A doctor learns from his colleague that his former patient got well.
  2. A blind man is able to see after being operated on by a specialist.
  3. A girl learns how to dance with grace through his instructor.
  4. A good singer is able to sing an old, familiar song through constant practice.

31. Which of the following statements shows cause and effect about teaching?

- 1.
- 2.
- 3.
4. The students were not successful in their experiment.

***Selection10***

A friend was in the hospital to give birth to her first baby. As her labor pains became more frequent and severe, she gasped to the nurse, "is the hard part over now?" The nurse replied, "Honey, this is the easy part. The hard part will last for the next 18 years."

32. Why did the mother ask the nurse if the hard part was over?

1. She was excited to see her child right away.
2. She wanted to know how long the process will take.
3. She wanted to be relieved of the labor pains.
4. She was worried about the bills if the delivery takes longer.

33. According to the nurse, the hard part will last for the next 18 years. What do you think is the nurse's message?

1. Paying the hospital bills for several years
2. Nurturing the child until the age of maturity
3. Feeling the pain while giving birth
4. Taking the baby to the hospital for regular check-up

34. If you were the one who gave birth, what would be the best thing for you to do?

1. Keep complaining about the pain
2. Keep on praying to have a fast and safe delivery
3. Blame the husband for such fate
4. Keep on eating to forget the pain

35. What will you do to become a better parent in the future?

I will

1. be emotionally mature
2. be spiritually weak
3. be financially unstable
4. rely on my parents

### ***Selection 11***

A young city woman visited the countryside and became friendly with a farmer. One evening as they were strolling through a pasture, they saw a cow and a calf rubbing noses affectionately. "Ah," said the farmer, "that makes me want to do the same thing.

"Well, go ahead," said the young woman, laughing. "It's your cow."

36. What humor is found in the story?
1. The farmer wanted to rub noses with the cow and the calf.
  2. The farmer took the young woman strolling through a pasture.
  3. The young woman and the farmer saw a cow and a calf rubbing noses.
  4. The young woman thought that the farmer wanted to kiss the cow.
37. What title is most appropriate for this story?
1. Misunderstood Intention
  2. Strange Farm Animals
  3. Strolling on a Farm
  4. A Friendly Visitor
38. What does the farmer mean when he said "that makes me want to do the same thing"?
1. He wants to kiss the young woman.
  2. He wants to rub noses with the cow.
  3. He likes to stroll around the pasture.
  4. He likes to show his farm to the young woman.
39. What conclusion can you draw from this short narrative?
1. The woman did not like the farmer's behavior.
  2. The farmer was attracted to the young woman.
  3. The farmer was very fond of his farm animals.
  4. The young woman wanted to see the farmer kiss his cow.

### ***Selection 12***

The Filipino is like the bamboo. In its grace, in its ability to adjust itself to the peculiar and inexplicable whims of fate, the bamboo is expressive and symbolic of the Filipino national character. Some think that the bamboo, and not the narra, should be the national tree.

40. What will you feel if Filipinos are compared to a bamboo?
- |              |               |
|--------------|---------------|
| 1. proud     | 3. guilty     |
| 2. belittled | 4. humiliated |

41. From the information given about the Filipino, how would A Filipino naturally react if confronted with serious problems?

A Filipino

1. easily gives up
2. often questions God's purpose
3. knows how to adjust in times of adversities
4. doesn't care at all

### ***Selection 13***

Taxes are important sources of income for the government. They are essential to the life, progress, and security of a nation. As good citizens, it is our obligation and responsibility to pay taxes willingly and promptly. The income of the government is intended for the welfare of the people. A large part of the national budget is spent on the following: maintenance of public schools; maintenance of the armed forces and the police; establishment of health services; construction of roads and bridges. This is why it is necessary that our people- young and old alike-be made to understand the importance of paying taxes.

42. What would have happened to our country if Filipinos pay their taxes promptly and regularly?
1. Peace and order will be achieved.
  2. Shortage of classroom will be addressed.
  3. Salary of employees will be standardized.
  4. Our country's economy will somehow stabilize.
43. Which sentence supports the key concept in the paragraph?
1. Much of the taxes go to personnel services.
  2. People should realize the importance of paying taxes.
  3. Taxes are used to secure the economy.
  4. Taxes are put in a bank as savings.
44. What conclusion may be drawn from the passage?
1. The young and the old must pay their respective taxes.
  2. Education is one of the government's priority programs.
  3. Responsibility is manifested in the prompt payment of taxes.
  4. Taxes are essential for the country's growth and development.
45. Based on the paragraph, which of the following could happen if citizens ignore paying taxes?
1. The government will impose more taxes.
  2. The country's progress will be hard to achieve.
  3. The country's economy will somehow stabilize.
  4. The government will grant tax amnesty to everybody.

Appendix B

Letter Request for Test Validation

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

July 18, 2008

Dr. Perla M. Absin  
ES-1 English  
City Schools Division  
Dipolog City

Madam:

The undersigned is a graduate student of Master of Arts in Educational Management at Andres Bonifacio College, Dipolog City and is currently working on his thesis entitled **“Reading Competencies of the Second Year High School Students in Selected High Schools in Dipolog City Division: Basis for A Strategic Reading Program”**.

In view of this, the researcher is soliciting your assistance in refining his research instrument having been aware of your expertise in this field.

Thank you very much.

Truly yours,

JOSELITO SALAC TIZON  
Researcher

Noted by:

ELIZABETH O. PORLAS, Ed. D.  
Adviser

SAMUEL D. MAVIDA Jr., Ed.D.  
Dean, Graduate School  
Andres Bonifacio College  
Dipolog City

Appendix B

Letter Request for Test Validation

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

July 18, 2008

Dr. Fe J.Lakian  
ES 1-English  
Division of Zamboanga del Norte  
Dipolog City

Madam:

The undersigned is a graduate student of Master of Arts in Educational Management at Andres Bonifacio College, Dipolog City and is currently working on his thesis entitled **“Reading Competencies of the Second Year High School Students in Selected High Schools in Dipolog City Division: Basis for A Strategic Reading Program”**.

In view of this, the researcher is soliciting your assistance in refining his research instrument having been aware of your expertise in this field.

Thank you very much.

Truly yours,

JOSELITO SALAC TIZON  
Researcher

Noted by:

ELIZABETH O. PORLAS, Ed. D.  
Adviser

SAMUEL D.MAVIDA Jr., Ed.D.  
Dean, Graduate School  
Andres Bonifacio College  
Dipolog City

Appendix B

Letter Request for Test Validation

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

July 18, 2008

Lourma I. Poculan  
ES 1-English  
Division of Zamboanga del Norte  
Dipolog City

Madam:

The undersigned is a graduate student of Master of Arts in Educational Management at Andres Bonifacio College, Dipolog City and is currently working on his thesis entitled **“Reading Competencies of the Second Year High School Students in Selected High Schools in Dipolog City Division: Basis for A Strategic Reading Program”**.

In view of this, the researcher is soliciting your assistance in refining his research instrument having been aware of your expertise in this field.

Thank you very much.

Truly yours,

JOSELITO SALAC TIZON  
Researcher

Noted by:

ELIZABETH O.PORLAS  
Adviser

SAMUEL D.MAVIDA Jr., Ed.D.  
Dean, Graduate School  
Andres Bonifacio College  
Dipolog City

Appendix C

Certification of Questionnaires' Validation

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

CERTIFICATE OF VALIDATION

TO WHOM IT MAY CONCERN:

THIS IS TO CERTIFY that MR. JOSELITO S. TIZON, a masterand of Andres Bonifacio College, Dipolog City has presented his thesis questionnaires entitled "Reading Comprehension in English II" for purposes of validation and evaluation.

Given this 28th day of October 2008 at the Division of Zamboanga del Norte,  
Dipolog,City, Philippines.

DR. FE J. LAKIAN  
ES-1-English  
Zamboanga del Norte Division  
Dipolog City



Appendix C

Certification of Questionnaires' Validation

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

CERTIFICATE OF VALIDATION

TO WHOM IT MAY CONCERN:

THIS IS TO CERTIFY that MR. JOSELITO S. TIZON, a masterand of Andres Bonifacio College, Dipolog City has presented his thesis questionnaires entitled "Reading Comprehension in English II" for purposes of validation and evaluation.

Given this 28th day of October 2008 at the Division of Zamboanga del Norte,  
Dipolog , City, Philippines.

LOURMA I. POCULAN  
ES-1-English  
Zamboanga del Norte Division  
Dipolog City

Appendix C

Certification of Questionnaires' Validation

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

CERTIFICATE OF VALIDATION

TO WHOM IT MAY CONCERN:

THIS IS TO CERTIFY that MR. JOSELITO S. TIZON, a masterand of Andres Bonifacio College, Dipolog City has presented his thesis questionnaires entitled "Reading Comprehension in English II" for purposes of validation and evaluation.

Given this 28th day of October 2008 at the Division of City Schools, Dipolog City, Philippines.

DR. PERLA M. ABSIN  
ES-1-English  
City Schools Division  
Dipolog City

Appendix D

Letter Request to Conduct Dry Run

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

August 8, 2008

The City Schools Division Superintendent  
City Schools Division  
Dipolog City

Madam:

I have the honor to request permission from your good office to allow the undersigned to conduct dry run and distribute questionnaires to the Second Year High School Students of Alberto Q. Ubay Memorial Agrotech Science High School in your division.

This is in connection with his study “**The Reading Competencies of the Second Year High School Students of the Selected High Schools of Dipolog City Division: Basis for A Strategic Reading Program**”.

I hope that this will merit your kind consideration and approval.

Thank you very much.

Very truly yours,

JOSELITO S. TIZON  
Researcher

APPROVED:

TERESITA E. CASCOLAN, CESO V  
City Schools Division Superintendent  
City Schools Division  
Dipolog City

Appendix E

Letter Request to Conduct Reading Comprehension Test

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

August 8, 2008

The City Schools Division Superintendent  
City Schools Division  
Dipolog City

Madam:

I have the honor to request permission from your good office to allow the undersigned to conduct reading comprehension test in English and distribute questionnaires to the Second Year High School Students of Punta National High School, Galas National High School, Dipolog City National High School, Sicayab National High School and Zamboanga del Norte National High School in your division.

This is in connection with his study **“The Reading Competencies of the Second Year High School Students of the Selected High Schools of Dipolog City Division: Basis for A Strategic Reading Program”**.

I hope that this will merit your kind consideration and approval.

Thank you very much.

Very truly yours,

JOSELITO S. TIZON  
Researcher

APPROVED:

TERESITA E. CASCOLAN, CESO V  
City Schools Division Superintendent  
City Schools Division  
Dipolog City

Appendix F

Letter Request to Conduct Dry Run

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

August 8, 2008

The School Principal  
AQUMATSHS  
Olingan, Dipolog City

MADAME:

I have the honor to request permission from your good office to allow the undersigned to conduct dry run and distribute questionnaires to the second year high school students in your school.

This is in connection with his study **“The Reading Competencies of the Second Year High School Students of the Selected High Schools of Dipolog City Division: Basis for A Strategic Reading Program”**.

I hope that this will merit your kind consideration and approval.

Thank you very much.

Very truly yours,

JOSELITO S. TIZON  
Researcher

APPROVED:

DR. ARACELIE G. GITALAN  
Secondary School Principal  
Alberto Q. Ubay Memorial Agrotech Science High School  
Olingan, Dipolog City

Appendix F

Letter Request to Conduct Dry Run

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

February 16, 2009

The School Principal  
Punta National High School  
Punta, Dipolog City

SIR:

I have the honor to request permission from your good office to allow the undersigned to conduct reading comprehension test in English and distribute questionnaires to the second year high school students of your school.

This is in connection with his study **“The Reading Competencies of the Second Year High School Students of the Selected High Schools of Dipolog City Division: Basis for A Strategic Reading Program”**.

I hope that this will merit your kind consideration and approval.

Thank you very much.

Very truly yours,

JOSELITO S. TIZON  
Researcher

APPROVED:

ROLANDO D. ORDINARIA SR.  
Punta National High School  
Punta, Dipolog City

Appendix F

Letter Request to Conduct Dry Run

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

February 16, 2009

The School Principal  
Galas National High School  
Galas, Dipolog City

SIR:

I have the honor to request permission from your good office to allow the undersigned to conduct reading comprehension test in English and distribute questionnaires to the second year high school students of your school.

This is in connection with his study **“The Reading Competencies of the Second Year High School Students of the Selected High Schools of Dipolog City Division: Basis for A Strategic Reading Program”**.

I hope that this will merit your kind consideration and approval.

Thank you very much.

Very truly yours,

JOSELITO S. TIZON  
Researcher

APPROVED:

ALEXANDER C. UY  
Galas National High School  
Galas, Dipolog City

Appendix F

Letter Request to Conduct Dry Run

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

February 16, 2009

The School Principal  
Dipolog City National High School  
Barra, Dipolog City

MADAME:

I have the honor to request permission from your good office to allow the undersigned to conduct reading comprehension test in English and distribute questionnaires to the second year high school students of your school.

This is in connection with his study **“The Reading Competencies of the Second Year High School Students of the Selected High Schools of Dipolog City Division: Basis for A Strategic Reading Program”**.

I hope that this will merit your kind consideration and approval.

Thank you very much.

Very truly yours,

JOSELITO S. TIZON  
Researcher

APPROVED:

JOSEPHINE S. TAN  
Dipolog City National High School  
Barra, Dipolog City



Appendix F

Letter Request to Conduct Dry Run

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

February 16, 2009

The School Principal  
Sicayab National High School  
Sicayab, Dipolog City

MADAME:

I have the honor to request permission from your good office to allow the undersigned to conduct reading comprehension test in English and distribute questionnaires to the second year high school students of your school.

This is in connection with his study **“The Reading Competencies of the Second Year High School Students of the Selected High Schools of Dipolog City Division: Basis for A Strategic Reading Program”**.

I hope that this will merit your kind consideration and approval.

Thank you very much.

Very truly yours,

JOSELITO S. TIZON  
Researcher

APPROVED:

ELMA S. QUIMPO  
Sicayab National High School  
Sicayab, Dipolog City

Appendix F

Letter Request to Conduct Dry Run

Office of the Graduate School  
Andres Bonifacio College  
College Park, Dipolog City

February 16, 2009

The School Principal  
Zamboanga del Norte National High School  
Dipolog City

MADAME:

I have the honor to request permission from your good office to allow the undersigned to conduct reading comprehension test in English and distribute questionnaires to the second year high school students of your school.

This is in connection with his study **“The Reading Competencies of the Second Year High School Students of the Selected High Schools of Dipolog City Division: Basis for A Strategic Reading Program”**.

I hope that this will merit your kind consideration and approval.

Thank you very much.

Very truly yours,

JOSELITO S. TIZON  
Researcher

APPROVED:

DR.LILIBETH G. RATIFICAR  
Zamboanga del Norte National High School  
Dipolog City

## Appendix G

### Item Analysis of the Reading Comprehension Test

Item #	# of Correct Responses	Upper 25%	Lower 25%	Difficulty Index	Interpretation	Index of Discrimination	Interpretation	Action
1	2	1	0	0.07	VDI	0.14	MD	Discard
2	14	5	6	0.79	EI	-0.14	MD	Needs Revision
3	0	0	0	0.00	VDI	0.00	MD	Discard
4	15	6	4	0.71	EI	0.29	D	Needs Revision
5	10	3	2	0.36	DI	0.14	MD	May Need Revision
6	5	3	2	0.36	DI	0.14	MD	May Need Revision
7	22	7	7	1.00	VEI	0.00	MD	Discard
8	20	6	6	0.88	VEI	0.00	MD	Discard
9	23	7	6	0.93	VEI	0.14	MD	Discard
10	25	7	7	1.00	VEI	0.00	MD	Discard
11	25	7	7	1.00	VEI	0.00	MD	Discard
12	21	6	6	0.86	VEI	0.00	MD	Discard
13	8	4	2	0.43	MDI	0.29	D	Accept
14	12	6	2	0.57	MDI	0.57	D	Accept
15	14	4	2	0.43	MDI	0.29	D	Accept
16	16	5	3	0.57	MDI	0.29	D	Accept
17	18	6	4	0.71	EI	0.29	D	Needs Revision
18	14	6	3	0.64	EI	0.43	D	Needs Revision
19	10	5	3	0.57	MDI	0.29	D	Accept
20	17	5	4	0.64	EI	0.14	MD	Needs Revision
21	17	6	5	0.79	EI	0.14	MD	Needs Revision
22	19	6	4	0.71	EI	0.29	D	Needs Revision
23	7	2	1	0.21	DI	0.14	MD	May Need Revision
24	16	5	5	0.71	EI	0.00	MD	Needs Revision
25	19	4	5	0.04	EI	-0.14	MD	Needs Revision
26	14	4	2	0.43	MDI	0.29	D	Accept
27	15	6	2	0.57	MDI	0.57	D	Accept
28	1	0	0	0.00	VDI	0.00	MD	Discard
29	18	5	3	0.57	MDI	0.29	D	Accept
30	14	4	2	0.43	MDI	0.29	D	Accept

## Appendix G

### Item Analysis of the Reading Comprehension Test

Item #	# of Correct Responses	Upper 25%	Lower 25%	Difficulty Index	Interpretation	Index of Discrimination	Interpretation	Action
31	5	3	2	0.36	DI	0.14	MD	May Need Revision
32	5	3	2	0.36	DI	0.14	MD	May Need Revision
33	5	3	1	0.29	DI	0.29	D	Accept
34	15	6	2	0.57	MDI	0.57	D	Accept
35	10	4	2	0.43	MDI	0.29	D	Accept
36	15	5	3	0.57	MDI	0.29	D	Accept
37	11	3	3	0.43	MDI	0.00	MD	May Need Revision
38	6	1	3	0.29	DI	-0.29	ND	Improvable; Discard
39	10	5	3	0.57	MDI	0.29	D	Accept
40	8	3	4	0.50	MDI	-0.14	MD	May Need Revision
41	7	2	1	0.21	DI	0.14	MD	May Need Revision
42	9	2	2	0.29	DI	0.00	MD	May Need Revision
43	7	3	2	0.36	DI	0.14	MD	May Need Revision
44	12	2	5	0.50	MDI	-0.45	ND	Needs Revision
45	9	4	2	0.43	MDI	0.29	D	Accept
46	14	2	4	0.43	MDI	-0.29	ND	Needs Revision
47	6	2	1	0.21	DI	0.14	MD	May Need Revision
48	5	3	0	0.21	DI	0.43	D	Accept
49	7	3	2	0.36	DI	0.14	MD	May Need Revision
50	7	4	2	0.43	MDI	0.29	D	Accept
51	9	3	2	0.36	DI	0.14	MD	May Need Revision
52	4	3	2	0.36	DI	0.14	MD	May Need Revision
53	8	2	2	0.29	DI	0.00	MD	May Need Revision
54	16	4	5	0.64	EI	-0.14	MD	Needs Revision
55	4	3	2	0.36	DI	0.14	MD	May Need Revision
56	12	3	2	0.36	DI	0.14	MD	May Need Revision
57	5	3	1	0.29	DI	0.29	D	Accept
58	6	2	3	0.36	DI	-0.14	MD	May Need Revision
59	6	3	1	0.29	DI	0.29	D	Accept
60	9	5	3	0.57	MDI	0.29	D	Accept

Legend:

Difficulty Index			Index of Discrimination		
Range		Interpretation	Range		Interpretation
0.00-0.20	VDI	Very Difficult Item	-1.00 - -0.60	Q	Questionable Item
0.21-0.40	DI	Difficult Item	-0.59 - -0.20	ND	Not Discriminating
0.41-0.60	MDI	Moderately Difficult Item	-0.19 - -0.20	MD	Moderately Discriminating
0.61-0.80	EI	Easy Item	0.21 - 0.60	D	Discriminating
0.81-above	VEI	Very Easy Item	0.61 - 1.00	VD	Very Discriminating

Appendix H

Table of Specification in English II- Reading Comprehension Test (Second Draft)

Learning Content	Levels of Thinking						Total	Item Placement	% of Item
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation			
1. Making Inferences				20	1		2	1, 20	4 %
2. Getting the Main Idea		2, 4, 15, 22, 26, 31					6	2, 4, 15, 22, 26, 31	12%
3. Making Application to one self and life			3, 11, 23, 34, 36		37	24, 44	8	3, 11, 23, 24, 34, 36, 37, 44	16%
4. Sensing Cause-and-Effect Relationship	5, 48		45	33			4	5, 33, 45, 48	8%
5. Drawing Conclusion				6, 21, 41, 47			4	6, 21, 41, 47	8%
6. Noting Supporting Details	46	7					2	7, 46	4%
7. Giving Opinions/ Reactions					13	8, 18	3	8, 13, 18	6%

## Appendix H

Table of Specification in English II- Reading Comprehension Test (Second Draft)

Learning Content	Levels of Thinking						Total	Item Place- ment	% of Item
	Know- ledge	Compre- hension	Appli- cation	Analy- sis	Synthe- -sis	Evalua- tion			
8. Inferring Meaning	19, 50	9					3	9, 19, 50	6 %
9. Evaluating Values				25		10	2	10, 25	4%
10.Evaluating Truthfulness			42		27	12, 39, 40	5	12, 27, 39, 40, 42	10%
11.Evaluating Authenticity					14		1	14	2%
12. Noting Stated Facts & Details	16, 35				17		3	16, 17, 35	6%
13. Giving Sense of Impression			28			29	2	28, 29	4%
14.Identi-fying Author's Purpose					38		1	38	2%
15.Comparison and Contrast				30	43		2	30, 43	4%
16. Identifying Antecedents of Pronoun	49						1	49	2%
17.Recognizing Exaggerated Claims			32				1	32	2%
Total	8	8	9	8	8	9	50		100%

## Appendix I

### Students' Scores in the First and Second Dry Run

Student	First Dry Run Scores	Second Dry Run Scores
1	13	16
2	15	19
3	15	21
4	16	21
5	17	21
6	17	22
7	17	23
8	18	24
9	18	25
10	19	26
11	19	26
12	19	26
13	20	27
14	20	27
15	21	28
16	21	28
17	22	30
18	22	30
19	23	31
20	24	32
21	24	32
22	25	33
23	28	33
24	28	33
25	29	39

## Appendix J

DepEd ORDER  
No.70, s.2003

### REVISED GRADING SYSTEM FOR ELEMENTARY AND SECONDARY SCHOOLS

TO: Regional Directors  
Schools Division/City Superintendents  
School Principals

1. **General Policy.** The grading system in elementary and secondary schools is designed to reflect consistency between the true level and degree of mastery of competencies by students in each subject area. In this way the actual effectiveness of the teaching-learning process may be correctly assessed by all concerned, including students, parents, teachers and administrators. Accordingly, the following policies and guidelines are hereby prescribed:
  - a. **Transmutation of Scores and Ratings.** Test scores and other numeric or descriptive ratings shall be converted into percentage grades without applying a base percentage, i.e., perfect scores shall equal 100% while zero scores shall equal 0%. We disclaim the transmutation table that uses 70% as the baseline published in commercially distributed class records. This should not be followed. This table has never been sanctioned officially by the Department of Education (DepEd) and teachers should immediately stop using it.
  - b. **Passing Grade.** The passing grade shall be 75% and should be a faithful reflection of student achievement of the competencies for the subject area.
  - c. **Weight of Periodical Tests.** Periodical tests shall have a uniform weight of between 25% to 40% in all subject areas, with the rest to be distributed among the other components to be rated in each subject area.
  - d. **Lowest Grade on the Report Card.** Any grade lower than 65% shall be reflected as 65% on the individual report card. However, the actual grade shall be retained in the class record and used for aggregating group performance at all times and for all purposes.
2. **Assessment Instruments.** All instruments should be structured to assess achievement related to the competencies so that learners are motivated to learn the competencies not mastered.
3. The rating system shall be discussed during the Educators Congress in Baguio City on October 7-9, 2003.
4. **Repealing Clause.** All previous orders and other issuances, provisions thereof, which are inconsistent with the preceding are hereby revoked or amended accordingly.
5. **Effectivity.** This Order shall be effective immediately.

(SGD) EDILBERTO C. DE JESUS  
Secretary



## **CURRICULUM VITAE**

### PERSONAL INFORMATION:

Name: JOSELITO SALAC TIZON  
Address: Punta, Dipolog City  
Birth date: August 26, 1969  
Birthplace: R.M.H., Dapitan City  
Civil Status: Married  
Name of Spouse: Cheryl Zorilla Jasme  
Name of Father: Cresencio Almirol Tizon (Deceased)  
Name of Mother: Cunegunda Regencia Salac  
Religion: Roman Catholic

### EDUCATIONAL BACKGROUND:

Elementary: Mention	Dawis Elementary School, Dawis Norte, Carmen, Cebu	March 1982	1st Honorable
Secondary:	Punta National High School Punta, Dipolog City	March 1986	Valedictorian
Tertiary:	University of San Jose-Recoletos Cebu City Bachelor of Arts major in English	April 1991	Scholarship Grantee
Post Graduate:	Negros Oriental State University Dumaguete City	Summer 2006	
	Andres Bonifacio College Dipolog City Master of Arts in Educational Management	October 2009	

### TEACHING EXPERIENCE:

Position	Name of School	Year
Secondary School Teacher -I	Sergio Osmena National High School Division of Zamboanga del Norte	June 17, 1994

Secondary School Teacher –II	Sergio Osmena National High School Division of Zamboanga del Norte	January 1, 2001
Secondary School Teacher –III	Sergio Osmena National High School Division of Zamboanga del Norte	July 1, 2004
Secondary School Teacher –I	Cogon National High School Dipolog City Division	October 13, 2004
Secondary School Teacher –II	Punta National High School Dipolog City Division	June 17, 2005

CIVIL SERVICE ELIGIBILITY:

<i>Title of Exam</i>	<i>Date of Examination</i>	<i>Place of Examination</i>
1. Career Service Professional	October 20, 1991	ZNSAT, Dipolog City
2. Philippine Board Exam for Teachers	May 30, 1993	Dipolog City

TRAININGS/ CONFERENCES ATTENDED:

Title of Trainings	Inclusive Dates	Venue
1. Regional Federation Election and Awards (SSG)	March 12-13, 2009	RELC, Cabatangan, Zamboanga City
2. Regional Schools Press Conference	December 19-21, 2008	SNAS, Sindangan, Zamboanga del Norte
3. Regional Training for School Paper Advisers and Campus Journalists	October 27-29, 2008	Hotel Guillermo, Pagadian City
4. National Leadership Training for Student Government Officers	September 1-6, 2007	Teachers Camp, Baguio City
5. DepEd-Convergys Oral Communication Skills in English Workshop	June 23-24, 2007	Convergys Arcenas Estate, Cebu

6. 1 <sup>st</sup> English Language Camp	April 22-May 5, 2007	Ecotech Center, Cebu City
7. 3-Day Enhancement Training of Campus Journalism for School Paper Advisers	August 23-25, 2007	Dipolog City
8. 2006 National Schools Press Con	February 20-24, 2006	Kalibo, Aklan
9. 2005 Regional Schools Press Con	November 30- December 2, 2005	Dapitan City
10. Regional Training of School Paper RELC,Cabatangan, Advisers/ Campus Journalists	September 15-17, 2005	Zamboanga City
11. Regional Training Workshop RELC,Cabatangan, On Strategic Intervention for Successful Learning	August 23-25, 2005	Zamboanga City
12. Student Government Regional Federation Election and Awards	March 3-4, 2005	Grand Astoria Hotel, Zamboanga City
13. Division Training of Trainers For English (CBI) and Information City & Communication Technology	November 24-26, 2004	Sicayab NHS, Sicayab,Dipolog
14. Phase II-Mentor Training Program: Facilitating Mentor Learning	November 16-22, 2003	Bayview Park Hotel, Roxas Blvd, Manila
15. Division Training of Teachers On the 2002 BEC	April 29- May 3, 2002	Polanco NHS, Polano, Z.N.

- |   |                       |  |
|---|-----------------------|--|
| 16. Regional Thinking Skills Development For Maximized Cognitive Performance Training | August 25-27, 1999    | RELC,<br>Cabatangan,<br>Zamboanga City |
| 17. Regional Reading Education Training Program for English Teachers                  | April 17-May 21, 1999 | WMSU,<br>Zamboanga City                |
| 18. 1999 National Schools Press Con   | February 8-12, 1999   | Ilagan, Isabela                        |
| 19. Regional Training Program for Paper Advisers Cabatangan,                          | July 29-31, 1998      | RELC, School<br>Zamboanga City         |
| 20. Philippines English Language Teaching Seminar-Workshop                            | April 27-May 7, 1998  | ZNTCC,<br>Dipolog City                 |

