



REMEDIAL READING IN RELATION TO PUPILS' LEVEL OF READING PROFICIENCY AND PERFORMANCE IN ENGLISH

MARIANNE AURORA J. TIMA-AN
marianneaurorajtimaan@gmail.com
ORCID No.: 0000-0002-8141-0890
Department of Education
Address: Virgen, Anda, Bohol

ABSTRACT

Reading means many things to many people. It also plays a vital role in ones' success in school. It is one of the most important skills in English an individual must need to master. It is a prerequisite of all learning areas. It serves as a gateway to every student to learn the different subjects because when a student has a difficulty in reading, he may encounter difficulties in all subject areas. In the K-12 curriculum, most of the learning areas from kinder to Grade Three, the medium of instruction is mother tongue based. It has been observed and found out that when pupils reach Grade Four, reading in English would be difficult and is one of the critical contents for the learners. Supporting this observation is the result of the recent Philippine Informal Reading Inventory (PHIL-IRI) for the school year 2019- 2020 that shows the higher number of frustration level readers in Grade Four in the whole district of Anda, the researcher came up with the idea that this grade level needs extra time in teaching reading which is remedial reading to improve the reading difficulty of the pupils. Remedial reading program should be given time allotment for at least one hour a day, 30 minutes during lunch break and 30 minutes after the last subject in the afternoon. In consonance, the study aims to determine remedial reading level of effectiveness and its relationship to the reading proficiency and academic performance in English of Grade Four pupils in Anda District. The researcher used two (2) instruments namely: questionnaire for teachers' factor and questionnaire for pupils' factor answerable by the teachers. On questionnaire for teachers' factor. It is composed of three (3) sets of questionnaires namely: questionnaire for teachers' profile, questionnaire for teachers' trainings attended and teachers' length of service and questionnaire for level of frequency of remedial reading materials used by teacher respondents. On questionnaire for pupils' factor. It is composed of two (2) sets of questionnaires, namely: questionnaire for pupils' profile, and questionnaire for pupils' Grade Point Average (GPA) in English and it is also answerable by the teachers. As a result, there is a significant relationship between remedial reading activities and pupils reading proficiency in English. The relationship of the two variables is manifested by the situation wherein the pupil-respondents who are in remedial reading class can possibly be proficient in English. Based on findings, the researcher recommends the following: Department of Education could design a program wherein remedial reading instruction in the elementary should be given required time schedule for one hour daily which is an adoption to DepEd Order No. 45, s. 2002 Reading Literacy Program in the Elementary Schools as one of the main thrusts of the 2002 Basic Education Curriculum (BEC) that ensures every child is a successful reader at the end of Grade III.

Keywords: remedial reading, reading proficiency, performance, K- 12 curriculum