



Reading Remediation Material for Grade 4 Learners of Sta. Lucia District

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ABSTRACT

The research study aimed to develop a Reading Remediation Material for Grade 4 learners of Sta. Lucia District, Sta. Lucia, Ilocos Sur. Descriptive- developmental research design was utilized in the study. There were 513 Grade 4 learners and 14 teachers as the respondents of the study. There were three Grade 4 English Teachers, 1 Master Teacher I and 1 School Head Teacher I who evaluated the output of the study from the District. The data gathering tools were the Standardized test in English for Grade 4 in the District and the adopted questionnaire. Frequency counts, percentages and mean values were used to analyze the data. The study came out with the following conclusions: 1) Based from their English competencies the Grade 4 learners generally exhibit better performance in skills related to the practical application of reading comprehension, but some of them struggle more with abstract skills; 2) The Reading Remediation Materials in the form of a Big Book need to be augmented. 3. The reading remediation material in the form of a Big Book is very essential in improving the reading performance of the Grade 4 learners in Sta. Lucia District. 4.) The Reading Remediation Material in the form of a Big Book is "Very Highly Acceptable" then it is highly recommended to use by the Grade 4 Learners in Sta. Lucia District. Based from the findings, the researcher recommends the following:1) The Grade 4 Learners are encouraged to exert effort in enhancing their reading performance in abstract skills and sustain their reading performance in skills related to the practical application of reading comprehension;2)The teachers of Grade 4 Learners in Sta. Lucia District need to develop a Reading Remediation Material in the form of Big Books to be used in Remedial Classes;3.It is highly recommended that the developed reading remediation for Grade 4 Learners in Sta. Lucia District may be presented to higher authorities through the District Supervisor of Sta. Lucia District for approval with the permission of Ilocos sur Polytechnic State College, Tagudin Campus to be used by the Grade 4 learners and teachers in their Remedial Classes.

Key Words: Reading Remediation Material, Grade 4 Learners, Sta. Lucia District.

INTRODUCTION

In an advancing and literate society, reading is a crucial element of schooling. It is therefore necessary to speed up reading with reading programs. Reading is a very beneficial way of learning knowledge. The bulk of cognitive exercises in the classroom require reading and thinking skills. Before replying to specific articles or reading materials, students must read them. Before drafting a paragraph, pupils should read it thoroughly and in-depth. Reading is the process of looking at a series of written symbols and getting meaning from them. When one reads s/he uses his/her eyes to receive written symbols letters, punctuation marks and spaces and uses the brain to convert them into words, sentences and paragraphs that communicate something. Reading can be silent in our head or aloud so that other people can hear. The Every Child a Reader Program (ECARP) is a national program that aims to increase the capability of the Department of Education (DepEd, 2004) mandated that every Filipino learner read and write at the start of their education in order for them to become independent readers and writers later in life. Additionally, it provides educators with a full year of training to help them become bilingual and self-sufficient problem solvers. Thus, the Basic Education Curriculum (BEC) aims to ensure pupils' comprehension of reading by Grade III. The "Philippine Informal Reading Inventory" (PHIL-IRI) is its primary evaluation tool. The reading proficiency level of public elementary school kids across the country is measured using the PHIL-IRI, an authentic reading assessment tool. This unofficial metric is used to assess children's comprehension, vocabulary, and word identification skills. It offers instructors quantifiable data on the students' reading skills. Incidentally, the pandemic has brought about poor readers. For instance, learners had been busy playing with their gadgets that they did not even had time for reading. Now that classes resumed and face to face is real, poor reading come out and this is the present problem today. In Sta. Lucia District, it was an observation that the learners are poor in reading. This was confirmed when the Functional Literacy Assessment Test (FLAT) was used to test the learners capability. The performance of the learners are affected by their reading comprehension. This was also confirmed by other Grade 4 teachers from the different schools of the district during the previous district meetings. This made the researcher feels that there is a need to determine the reading comprehension and do reading materials so that teachers may know how to help those learners with difficulties, hence, this study.

Statement of the Problem

This study determined a Reading Remediation Material for Grade 4 Learners of Santa Lucia District for school year 2022-2023. Specifically, this research study sought to answer the following sub-problems: What is the level of reading performance of the Grade 4 in English along the following competencies specifically in quarter 3? What is the level of adequacy of reading materials to improve the reading performance of the Grade 4 learners? What reading remediation materials can be proposed to improve the performance of the Grade 4 learners? What is the acceptability of the prepared reading remediation material?

Methodology

The descriptive research design and developmental were utilized in this study. Calmorin (2004) also defined descriptive research as a way of obtaining information concerning the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation through gathering, analyzing, classifying, and tabulating data adequately and accurately with the aid of statistical method. The respondents of the study were 513 Grade 4 learners of Sta. Lucia District for the level of reading performance. For the level of adequacy of reading materials are 14 English teachers for the school year 2022-2023. Three English Teachers, one Master Teacher and one School Head of the District of Sta. Lucia served as the evaluators of the Reading Remediation Material in Grade 4 for its level of acceptability.

Results and Discussions

The table presents a comprehensive overview of Grade 4 learners' reading performance in English 4 across various competencies of Sta. Lucia District. Among the competencies, the use of adverbs (Competency A) stands out, with the indicator 3 (Which of the following is an adverb of time?) showed the highest percentage of correct answers (64%) with 327 learners who got the correct answers. However, indicator 7 (What adverb of manner will make the sentence in the box correct?), which involves identifying adverbs of manner to correct sentences, records the lowest percentage of correct answers (42%), indicating students' struggles with this aspect. The findings imply that the learners are more familiar with the adverb of time and there is still a need to familiarize themselves with adverbs of manner. On Everyday Grammar states that Adverbs are the most movable of all parts of speech. Therefore, it is sometimes difficult to identify an adverb on the basis of its position in a sentence. Table 2 presents the level of reading performance of the Grade 4 learners in English 4 along Competency B-write directions using signal words. In the context of writing directions (Competency B), majority of students demonstrate nearly mastered, with percentages ranging from 52% to 58%. The results imply that the students have not yet mastered their knowledge on the appropriate used of signal words in providing directions. Albers (2015) states that student writers do not fully take into account what a writers owes his or her reader. They struggle to establish clear and meaningful relationships in sentences or utterances. The table 3 shows the level of reading performance of the Grade 4 learners in English 4 along Competency C – distinguish between general and specific statements. Along distinguish between general and specific statements the following indicators” what specific statement can be constructed from the general statement in the box” and “what part of the paragraph tells what it is about” got the highest percentage with a descriptive rating of “nearly mastered.” However, the following indicators” It is a statement that expresses a big idea that needs additional or supporting information. What is it? “These statements contain special features and characteristics as well as supporting details that provide explanations, illustrations, descriptions, and evidences by citing examples. What are these?” and “Which of the following is a specific statement?” got the lowest percentage described as “ No Mastery.” This implies that students encounter difficulty, with percentages ranging from 44% to 50%. No competencies reach mastery levels, suggesting the need for additional support and instruction to help students differentiate between these types of statements effectively. English 7 Quarter 3 – MELCS 5 posits that understanding the general statements and supporting evidence in reading selections help one easily comprehend the main message of a text. It also enables one to cite specific details that a writer used to support the main idea. Competency D focuses on identifying the main idea, key sentence, and supporting details from a given paragraph. Most students show reasonable understanding, with percentages ranging from 50% to 54%, indicating their ability to extract key information from a paragraph. Hence, all the indicators described as nearly mastered. This finding are there still indicators needed to be mastered in finding out the main idea, key sentences and supporting details. As Langon and Jenbis (2014) noted, that the successful communication of any author’s topic is only as good as the organization of the author use to build and define his or her subject matter. Regarding using graphic organizers (Competency E), students display relative competence, with percentages ranging from 50% to 53%, these were described as “nearly mastered”. Moreover, all these indicators were nearly reaching mastery levels. The result implies that there is a need for learners to become aware on the proper use of graphic organizers, what type to be used and when to use in reading classes. Randel et. Al (2022) specified that graphic organizers are research based learning materials and approaches that help students understand a challenging subject. Moreover relevant and appropriate instructional learning materials do improve student performances because they directly support the presenting and gathering of facts, principles and concepts. In terms of analyzing a story (Competency G), most students have nearly mastered this skill, with percentages ranging from 51% to 62%, indicating a relatively strong understanding of story analysis. Overall, the data from the table reveal varying levels of proficiency among Grade 4 learners in English 4 competencies. Students generally exhibit better performance in skills related to the practical application of reading comprehension, such as using graphic organizers, identifying the main idea, and writing directions. However, they seem to struggle more with abstract skills like distinguishing general and specific statements and identifying the speaker's mood, tone, and purpose. The findings strongly suggest that additional support and targeted interventions may be necessary to enhance specific reading skills, particularly those related to adverbs of manner, distinguishing statement types, and understanding the speaker's attitude and emotions in the text. Hannay (2015) states that if learners are bound to know the literacy text elements there knowledge on narrative structure allows them to predict the flow of the story and aids them to better reading comprehension. As a whole, the reading remediation material for Grade 4 Learners of Sta. Lucia District was found

to have an overall mean of 4.85 described as “Very Highly Acceptable.” This implies that the Reading Remediation Material for Grade 4 Learners of Sta. Lucia District in the form of Big Books are needful in improving the reading performance of the Grade 4 Learners. It implies further that the objectives, contents, development of skills, procedure and methodology and variety of the format of the reading remediation material manifest usefulness and focus in the enhancement of teaching effectiveness on what they purposely intend to address for the reading performance of the Grade 4 learners in Sta. Lucia District.

Conclusions and Recommendations

Based from the findings of the study, the researcher concluded the following: The Grade 4 learners in English Competencies generally exhibit better performance in skills related to the practical application of reading comprehension, however some of them struggle more with abstract skills. The Reading Remediation Materials in the form of a Big Book used in improving the reading performance of the Grade 4 Learners. The reading remediation material in the form of a Big Book is very essential in improving the reading performance of the Grade 4 learners in Sta. Lucia District. The Reading Remediation Material in the form of a Big Books is a contributory factor in enhancing the reading performance of the Grade 4 Learners in Sta. Lucia District. Based from the findings, the researcher recommends the following: The Grade 4 Learners are encouraged to exert effort in enhancing their reading performance in abstract skills and sustain their reading performance in skills related to the practical application of reading comprehension. The teachers of Grade 4 Learners in Sta. Lucia District need to develop a Reading Remediation Material in the form of Big Books to be used in Remedial Classes. It is highly recommended that the developed reading remediation for Grade 4 Learners in Sta. Lucia District may be presented to higher authorities through the District Supervisor of Sta. Lucia District for approval with the permission of Ilocos sur Polytechnic State College, Tagudin Campus to be used by the Grade 4 learners and teachers in their Remedial Classes. Future researchers may continue to conduct more researchers with different variables. After two years the instructional materials maybe modified to suite the new competencies of the Department of Education and go with the trends of the times.

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