

READING COMPREHENSION SKILLS IN FILIPINO OF THE SECOND YEAR STUDENTS

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ABSTRACT- *This study aims to measure the level of reading comprehension skills in Filipino of the second-year students of Lapasan National High School. This study is based on the concept of Barrett's Taxonomy of Reading Comprehension using the Descriptive type of research in the form of a test composed of 40 items based on four levels of vocabulary, literal, inference, and critical. The general description of the respondents according to their score in Filipino is poor. In the individualization of learning bases, students' description of vocabulary comprehension skills is weak. At the literal level, they are moderate while both the basic inference and criticality are at the weak level. The study also found that the respondents encountered problems in learning Filipino regarding the subject, understanding words, in-depth statements, and speaking skills in Filipino. Because of these findings, it is suggested that language training activities, subject-related projects, and regular homework assignments.*

Keywords – comprehension skills, reading, Filipino, students, teachers

1. INTRODUCTION

Reading is the key to introducing the world of spirit, and imagination. It is the foundation of academic skills that is created in every person. According to [1] the importance of reading cannot be disputed as a macro communication skill. From recognizing the printed symbols of a text, giving an interpretation to the thoughts and information expressed in the work, to being critical that will lead to giving one's own reaction to the thoughts contained in a text to connecting the own experience of the events within the text read that will end in the expression of feelings or emotions according to the author's method, will be cultivated by reading in an individual.

In the teaching of Filipino as a language subject, efforts are made to develop proficiency in reading comprehension and language teaching strategies that are based on reading texts in various disciplines that have become anchors in learning the specific grammatical structure of the language.

In the National Achievement Test (NAT) Lapasan National High School became a low-performing school in the Filipino subject. In two consecutive years with no change, Filipino scored a mean of 35.15 and only slightly increased to 43.98. One of the reasons for its low results in the Filipino subject is that the students have no reading comprehension. They lack the ability to combine different reading methods because they cannot express based on the text read. They have difficulty discovering the meanings of words and their level of inference is also low based on the ability to express truths before reading, while reading, and especially after reading the text. In addition, students are not motivated to read more, especially in long texts. Based on the collected thoughts, concepts, and the importance of reading, there was a strong reason why the study was conducted on the Reading Comprehension Skills in Filipino of the second-year students of LNHS.

2. METHODOLOGY

2.1 Research Design and Instruments

Descriptive research is the method used in this study. The researcher gathered data from two hundred and fifty-two (252) respondents. The purposive sampling method was used wherein each of the two sections involved one teacher teaches.

2.2 The Instruments

The paper utilized the Questionnaire about reading comprehension in Filipino skills the respondents, a forty (40) item test was developed in accordance with the Specification table based on the creation of a questionnaire on the Philippine Secondary School Learning Competencies (PSSLC) of Filipino II in secondary school. Based on Barrett's Taxonomy of Reading Comprehension, the test is consisting of forty items that include vocabulary divided into synonyms and antonyms, literal, inference, and critical, each of which contains ten items.

2.3 Instrument Validity and Reliability

The questionnaire, which measures the reading comprehension skills of the respondents, was subjected to a reliability test using the K-R20 and it was found that the test was reliable with a value of 0.65.

2.3 The Respondents

The respondents of this research involved second-year high school students. From the total population of students who are in the second year six groups became the total out of nine groups. The purposive sampling method was used wherein each of the two sections involved one teacher teaches. The researcher in front of the teacher teaches in the section pulled out six pieces of paper with the names of the groups written on them from the nine groups and these six were the sample of respondents. A group was excluded from the list of drawn teams because it was in the honor class.

2.4 Data Gathering Procedure

In this paper, the researcher facilitated the conduct of a dry run. A select group from the general section was chosen with a total of 37 students involved. This was done to ensure the quality of the questionnaire was read properly and to measure the minute the students completed answering. In the actual data collection, six groups were taken with a total sample of 252 who responded to the questionnaire with the help of teachers and class advisers as a co-proctor in the conduction of the researcher's exam.

3. RESULTS AND DISCUSSION

Table 1. Distribution of respondents in their Reading comprehension skills in Filipino based on Vocabulary (n=252)

| Description | Frequency | Percentage |
|------------------------|------------|---------------|
| Very High [8.00-10.00] | 1 | 0.40 |
| High [6.00-7.99] | 33 | 13.10 |
| Moderate [4.00-5.99] | 102 | 40.48 |
| Weak [0.00-3.99] | 116 | 46.03 |
| Total | 252 | 100.00 |

Mean: 3.74

Description: Weak

Standard Deviation: 1.60

Table 1 shows that more than forty-six (46.03%) percent of the respondents were aligned with the weak description. It can be said that students have difficulty discovering synonyms and antonyms because they are not well-informed about the difference between the two. Correspondingly, the paper of [2] that more words would benefit students more, even if the instruction was short and teacher-directed. Another study of [3] mentioned from [4] that personal view of the environment has a lot to do with reading comprehension which cannot be disputed. In this situation, vocabulary can be discussed more clearly and if it is difficult for students to discover their meanings, they will probably also have difficulty with reading comprehension skills. In general, the lack of vocabulary is accompanied by low scores on the basics which will be examined further. This limits their integration into higher cognitive tasks.

Table 2. Distribution of respondents in their Reading comprehension skills in Filipino based on Literal (n=252)

| Description | Frequency | Percentage |
|------------------------|------------|---------------|
| Very High [8.00-10.00] | 7 | 2.78 |
| High [6.00-7.99] | 56 | 22.22 |
| Moderate [4.00-5.99] | 109 | 43.25 |
| Weak [0.00-3.99] | 80 | 31.75 |
| Total | 252 | 100.00 |

Mean: 4.31

Description: Moderate

Standard Deviation: 1.69

Table 2 shows that the total sample of forty-three-point twenty-five (43.25%) percent is in the moderate description. It can be explained that the literal understanding got a moderate description because the students did not understand the questions very well even though this level was the easiest where the written information was only obtained usually because it was already given by the author in the text read. In [5] study, the students' literal skills were still at a moderate level, which is similar to the current research. Contrary to the study of [6] and [7] because both the results of the student's skill level in literal comprehension are good.

Table 3. Distribution of respondents in their Reading comprehension skills in Filipino based on Inference (n=252)

| Description | Frequency | Percentage |
|------------------------|------------|---------------|
| Very High [8.00-10.00] | 1 | 0.40 |
| High [6.00-7.99] | 35 | 13.89 |
| Moderate [4.00-5.99] | 92 | 36.51 |
| Weak [0.00-3.99] | 124 | 49.21 |
| Total | 252 | 100.00 |

Mean: 3.65

Description: Weak

Standard Deviation: 1.69

This proves that since this is the lowest level skill in reading comprehension it is necessary to be good or the result will be average. Much better if it is at its best.

Table 3 appeared that the level of students in the skills mentioned in the general mean of 3.65 and standard deviation of 1.69 was weak. This means that the respondents have a low level of this skill. This is worth worrying about and paying attention to because reading even any type of text in all subjects will use this level. As revealed by [8], et al. cited by [9] Inference is the heart of the comprehension process...Even the simplest of texts requires inferencing. Making inferences is a skill that readers need in order to comprehend the text. This weak outcome is a manifestation that teachers should engage students in supplemental classroom activities. The exercises that the teacher provides in reading may be inadequate or little. Inference is the degree to which information is implicitly given so it is necessary for the respondents to think carefully about what it means.

Table 4. Distribution of respondents in their Reading comprehension skills in Filipino based on Critical (n=252)

| Description | Frequency | Percentage |
|------------------------|------------|---------------|
| Very High [8.00-10.00] | 2 | 0.79 |
| High [6.00-7.99] | 11 | 0.79 |
| Moderate [4.00-5.99] | 86 | 34.13 |
| Weak [0.00-3.99] | 153 | 60.71 |
| Total | 252 | 100.00 |

Mean: 3.15

Description: Weak

Standard Deviation: 1.53

Table 4 shows the statistical result, the level of students in this skill is weak with a general mean of 3.15 and a standard deviation of 1.53. With a weak result, it can be concluded that the respondents had difficulty answering because it can be seen that the correct answer was low in almost all the items. A proof that respondents lack critical skills. It is clear from the stated result that critical comprehension has the lowest mean among all skills assessed. Discovered in the study of [10] which exposes the fact that even in English lack of critical skills is also one of the students' low levels. [11] agreed with this in his research that both the results of this practice were the same. Even in the study of [12] who discovered that college students have a lack of understanding and are not very good at this skill. It can be said that this skill is difficult because according to [13] the critical skill creates evaluation and judgment. The reader may be asked to see or distinguish opinion from reality or question the accuracy and adequacy of the information.

Table 5. Distribution of respondents according to their General Reading Skills (n=252)

| Description | Frequency | Percentage |
|-------------------|------------|---------------|
| Best [35-40] | 0 | 0.00 |
| Excellent [30-34] | 1 | 0.40 |
| Moderate [21-29] | 15 | 5.95 |
| Weak [1-20] | 236 | 93.65 |
| Total | 252 | 100.00 |

Mean: 14.85

Description: Weak

Standard Deviation: 3.74

Table 5 summarizes the general outcome of those reading comprehension skills considering the means according to the four assessed indicators. In the general result, it appeared that the level of the students was weak according to the four assessed skills. In the four basic variables, the weak description includes both vocabulary, inference, and critical, and literal is moderate. It can be seen that there are three levels of the weakness of the respondents that manifested that change and innovation in reading activities in order to fully devote time to the weaknesses mentioned.

4. CONCLUSIONS & RECOMMENDATIONS

To conclude, the low reading comprehension skills of students in Filipino are rooted in vocabulary weakness. It can be said that students' ability to understand the read text is limited by the lack of ability to recognize the meaning of words. On the other hand, the implication is that because students are weak in understanding the literal basis, their low level of contextualization has contributed to a higher level of understanding of the selections read. This is a sign of the great need for teachers to improve teaching, it is recommended that there would be a reading corner or mini library/reading Nook in each classroom to encourage students to read instead of doing useless work in their free time. There will also be an agreement where those who cannot read and read poorly will be recommended to the teachers who teaches reading for extra attention. There may also be team teaching or learning for those who can read quickly with those who cannot read.

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