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READING DIFFICULTIES OF 12 GRADE SIX PUPILS: BASIS FOR CLASSROOM READING REMEDIATION IN WAWA ELEMENTARY SCHOOL Grade Six Advisers

ABSTRACT

This study aims to discover the reading difficulties of the selected 12 learners of grade six pupils at Wawa Elementary School, who fall under frustration readers during the conduct of Group Screening Test using the Phil-IRI tool. The researchers made use of descriptive method in this study. Survey form, questionnaires and personal interview were given to the respondents in gathering the data. The data gathered were statistically analyzed using percentage based on the results of their answers. The 12 selected learners were personally interviewed to answer the questions provided. Based on the results of the individual interview, there are similar answers among the learners. The researchers were able to identify their reading difficulties. Lack of support and assistance were the common reasons. However, after analyzing the results, the researchers have come up with an idea to create a classroom reading intervention that will address the problem. The teachers spend at least 30 minutes for daily reading remediation after class. The strategy is to give action to the need of assistance in teaching reading. The teacher also tapped competent learners to be their reading peer. Based on the results after implementing the intervention, the respondents' showed improvements in their reading ability.

INTRODUCTION

Reading is essential as it serves as the basic building block for learning. This skill must be developed not only to make an individual able to read but also to comprehend what they read. The skill is believed to develop self-exploration of the child in many areas of their lives. Reading difficulties need to be addressed to boost self-confidence. Assistance of the teacher plays a vital role to create independent reader. The learner will be encouraged to love reading if teacher is creative and approachable in teaching reading. There are various ways to make teaching reading more exciting and interesting.

According to Lyon (2003), if pupils in basic schools do not learn to read, understand, write, and use language to communicate their ideas and perspectives, their favorable conditions for a fulfilling and rewarding life are seriously compromised. From the global perspective, reading difficulties have been estimated to be at two to five percent among school-going children (Owu-Ewie, 2003).

Based on these studies, reading difficulties are factors that affect the reading skills development of the pupils. It is important that those difficulties must be addressed. To address this, the researchers aim to discover the reading difficulties of the selected 12 learners of grade six pupils at Wawa Elementary School as a basis for classroom reading remediation.

The graph analysis showed the survey results. The survey contains 6 categories with 2-4 questions and choices or options. Question number 1 letter A choice obtained 91.6 percent while number 5 category question A obtained 83.33, for question C category 5 has 58.33 percent with the same answer. And 100 percent similar answer for category 5 letter D question. Based on the survey questions provided, the need of support from the family and school obtained 100 percent gives similar answers. Thus, making it as the leading reason why they can't read. The survey gives 91.6 percent answers that they have difficulty reading in English. The graph shows the description of how the respondents were greatly affected by these factors. The graph provides the description and the need to provide reading remediation to address the problem.

Based on the data gathered, the researchers believe that the idea of conducting a 30-minute daily time classroom reading intervention after class hour will help improve the reading performance of the 12 selected pupils in grade six of Wawa Elementary school. Utilizing the extra time and effort of teachers and competent classmates to be tapped in school to assist the respondents for the reading intervention planned by the researchers.

STATEMENT OF THE PROBLEM

This research aimed to identify the reading difficulties of the 12 selected grade six pupils of Wawa Elementary School., S.Y. 2022-2023, as a basis for creating a reading intervention.

Specifically, this study sought to answer the following:

1. What are the reading difficulties of 12 selected pupils in grade six?
2. How can the teachers assist the 12 selected pupils of grade six?

CONCLUSION

The use of 30-minute daily time after class classroom reading remediation will help address the identified reading difficulties of the 12 selected grade six pupils of Wawa Elementary School. It is found that the intervention will encourage learners to be more participative in their learning activities that will lead them to improve their academic performance in school. It may also be useful in the future if the same problem is encountered.

The use of 30-minute daily time after class as classroom reading intervention is considered as the most appropriate approach to help address the need for assistance and support which were the common obstacles raised by the respondents. Creating 30-minute daily classroom reading intervention that will be named as "A Minute to Read-it" in English, and "Minuto sa Pagbasa" in Filipino aims to help future learners who will encounter similar problem. This classroom reading intervention was proven effective as it was preliminary administered to the 12 selected grade six pupils of Wawa Elementary School who are the recipient of the study.

METHODOLOGY

Descriptive correlational method design was utilized in this study. Description, recording, analysis, and interpretation of the existing condition. The researchers used triangular data gathering procedure through survey questionnaires, observation, interview and field notes. The 12 selected grade six pupils of Wawa Elementary School were individually interviewed and answer the question survey provided.

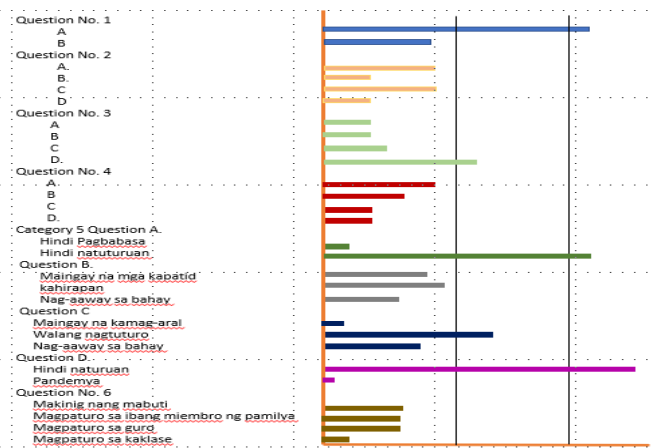
REFLECTION

The researchers realized that the need of support from the family and teachers are the common factors why pupil can't read. To administer classroom reading intervention is important to address the effect of lack of support from the family and school that hinders the pupils to learn how to read. To provide reading intervention is a difficult and challenging task because it requires time, effort, and patience on the part of the teacher. However, the positive outcome of the intervention is a great reward that will inspire the teacher to continue.

REFERENCE:

Lyon (2003) Reading Difficulties., Brown, R. (2007). Principles of Language Learning Teaching. New York: Pearson Longman., Kamille Kay Tamor Q.(2017). The Reading Difficulties of Grade One Pupils., MJL Tomas · (2021) The Perceived Challenges in Reading of Learners: Basis for School Reading Programs. Philippines

RESULTS AND DISCUSSIONS



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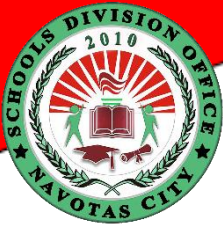
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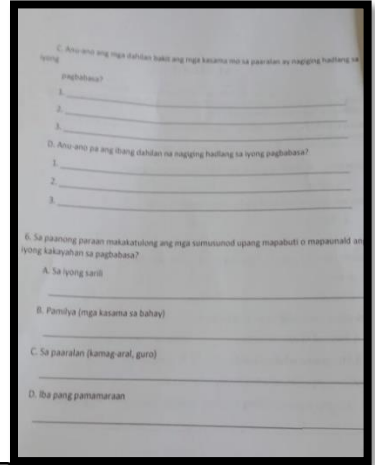
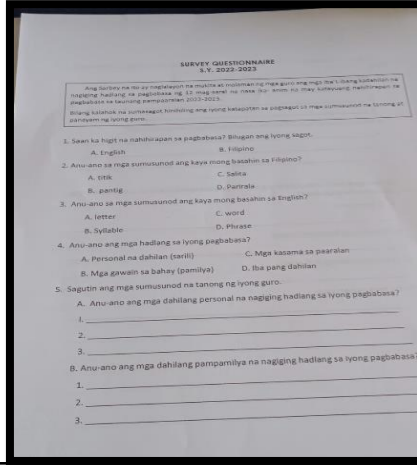
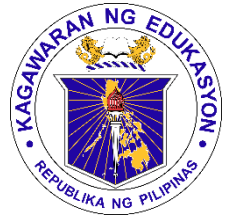


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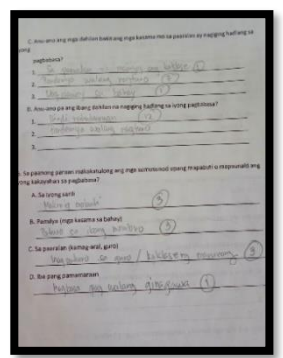
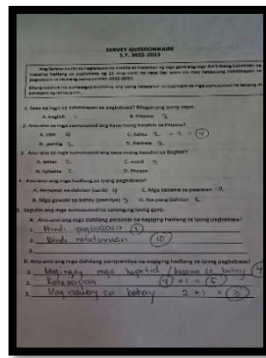
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Printing of Survey questionnaires



Data Gathering and Intervention



Analysis of Data and Results

