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DEVELOPMENT OF A TEXTBOOK-BASED INSTRUCTIONAL
MATERIALS IN ENGLISH FOR GRADE SIX
PUPILS

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In Partial Fulfillment of the Requirements
For the Degree Master of Arts in
Language Instruction and Supervision
(English/Filipino)

DENMARK MABUTIN-FERNANDEZ

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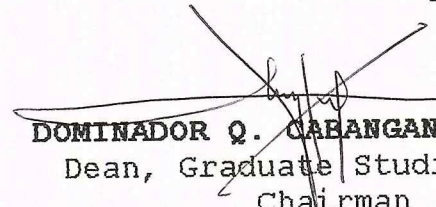
APPROVAL SHEET


This thesis entitled "DEVELOPMENT OF A TEXTBOOK-BASED INSTRUCTIONAL MATERIALS IN ENGLISH FOR GRADE VI PUPILS" has been prepared and submitted by Mrs. DENMARK M. FERNANDEZ, in partial fulfillment of the requirements for the Degree of Master of Arts in Language Instruction and Supervision (English/Filipino), has been examined and is recommended for acceptance for ORAL EXAMINATION.

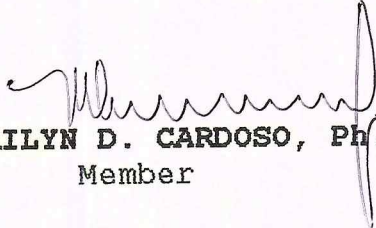

ULRICO B. MUSTACISA, Ed. D.
Adviser

PANEL OF EXAMINERS

Approved by the Committee on Oral Examination on February 27, 1993 with a rating of Passed.

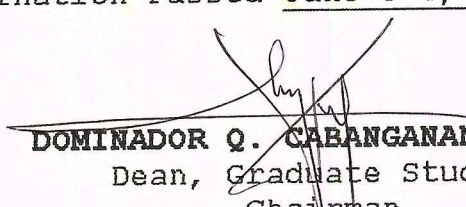

DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate Studies, SSPC
Chairman


CRESENCIA A. MABINI, Ed. D.
Member


MARILYN D. CARDOSO, Ph. D.
Member

Accepted and approved in partial fulfillment of the requirements for the degree of Master of Arts in Language Instruction and Supervision (English/Filipino).

Comprehensive Examination Passed June 3-4, 1988.


DOMINADOR Q. CABANGANAN, Ed. D.
Dean, Graduate Studies
Chairman

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D E D I C A T I O N

To her everdearest husband,

PAPA BOY,

and children, April Hannah

and Mark Bons

to her brothers, sisters and

ever-loving father,

her relatives and Saviour,

Jesus Christ

for His guidance and

assistance

this piece of work

she humbly dedicate.

DENMARK

ABSTRACT

This study attempted to determine the reading comprehension difficulties in English of the Grade VI pupils during the school year 1992-1993. As to the hypothesis which states that there is no significant difference between the reading comprehension difficulty level in English of Grade VI pupils coming from central school and those from the barrio schools, the hypothesis is also rejected. Barrio schools have a higher difficulty level in reading comprehension than the central school. There is no significant difference between the reading comprehension difficulty level in English of male and female grade six pupils. Male grade six pupils have a higher difficulty level than that of the females. There is no significant difference between the reading comprehension difficulty level of younger and older grade six pupils. The older grade six pupils have a higher difficulty level than the younger grade six pupils. The fifteen skills of the textbook-based instructional materials developed by the researcher were found to be effective for use in the development of the reading skills of the grade six pupils in reading in English. The textbook-based instructional materials were found to be within the reading level of the grade six pupils. The textbook-based instructional materials were acceptable and appropriate in terms of physical aspect, instruction of learners, learning activities, and evaluation measures.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

The over-all goal of reading is for the reader to comprehend the material read. This should be the thrust of any reading program. The reading teachers' primary concern is to adequately equip pupils with the necessary skills they need in reading comprehension. This, in turn, implies the need for instructional materials and strategies that will effectively develop the varied reading comprehension skills.¹

Comprehension ability is basic in all reading. It involves decoding word meaning and grouping words into unitary thought complexes so that sentences, paragraphs, and the still larger units of materials become sensible. This involves grasping the relations between words in sentences, between sentences in paragraphs, and between paragraphs in larger wholes.²

For a child to develop comprehension ability, he will

¹PRODED-ERP Publication for the Bureau of Elementary Education, Department of Education, Culture and Sports, Developing Reading Comprehension Skills by the Development Academy of the Philippines, 1987.

²Ibid.

need, as the occasion arises, to: (a) read to get the main idea, (b) follow and anticipate a sequence of events, (c) read and grasp relevant details, (d) perceive cause-effect relationships, (e) predict outcomes, and (f) conclusions.

As a child progresses in school, his interest in reading becomes more and more prominent. Yet, many pupils progress through the elementary grades without developing satisfactory proficiency in comprehension skills. Reading proficiency can be improved greatly if more attention were devoted in the primary and intermediate grades to the development of study skills.

The four language skills of listening, speaking, reading and writing are viewed as avenues through which language competence is demonstrated. Reading in any language, for instance, is a way by which the reader demonstrates his command/mastery or underlying knowledge of the linguistic, psychological and socio-cultural structures of that language.

In 1974, the Ministry of Education and Culture, through the Educational Development Project Implementing Task force (EDPITAF), conducted a nationwide survey on the outcomes of elementary education. Popularly called "Surveys on the Outcomes of Elementary Education" or Project SOUTELE was

the nation's first attempt to get a glimpse into the performance of our educational system. The findings of Project SOUTELE revealed that Grade VI pupils in Region VIII ranked 12th or second to the last place in Communication Arts-English.³

In 1984, the Elementary Education Division of the Ministry of Education, Culture and Sports, Region VIII conducted the Regional Achievement Test in English, Filipino, Mathematics, Science, Sibika at Kultura/Araling Panlipunan, and Edukasyong Panggawain the nine divisions in the Region. The performance of the elementary school pupils in the region in this test was relatively poor, the regional mean achievement/score being, more or less 59 percent only of the highest possible scores per grade and per subject area. The regional mean was within 27-40⁴ range only.

This low performance of elementary school pupils in the Region poses a great challenge to local educators because it implies that the regional instructional system has not

³Department of Education and Culture, "Report on the Survey of Outcomes of Elementary Education (SOUTELE)", Makati: Educational Development Project Implementing Task Force, 1976, p. 68.

⁴Ministry of Education, Culture and Sports, Region VIII, Regional Bulletin No. 3, s. 1984, "Results of the 1984 Regional Achievement Tests".

achieved the goals of the communication arts program.

The SOUTELE report did not cite the causes of the poor results but it is an accepted fact that there must be a number of causes for the low achievement of the pupils.

Gregorio⁵ outlines six major causes of poor achievement of pupils. They are: (1) the language of instruction, (2) unfavorable classroom conditions, (3) lack of instructional materials, (4) substandard teaching competence, (5) ineffective curriculum, and (6) adverse out-of-class influences.

The reading program is hampered by lack of instructional materials. This constraint is brought about by obsolete textbooks, outdated supplementary materials and sometimes, absence of the same. In the District of Victoria, Northern Samar Division, for instance, pupil-book ratio ranges from 1:4 - 1:8 in spite of the 1:2 goal of PRODED.⁶ In some schools, only the teacher has the book. This lack of instructional materials adversely affect

⁵Herman C. Gregorio, Principles and Methods of Teaching, 3rd Edition: Quezon City: R.P. Garcia Publishing Co., 1960), pp. 234-236.

⁶Program for Decentralized Educational Development, A 1983-1987 World Bank Loan of the Department of Education, Culture and Sports.

learning.⁷ Gaps and deficiencies have been discovered in textbooks presently used by the pupils. The weakness lies in the content, as well as in the use of selections that do not develop the skills prescribed in the Minimum Learning Competencies or MLC. This situation necessitates the production of a new set of materials that will fill the gap and overcome the deficiencies found in the present textbooks.

Instructional material development is a cooperative process. It involves the teachers themselves for the teachers are in direct contact with the learners and they know the learners' abilities and difficulties. It is the teachers who are faced with the problem of inadequacy or total absence of instructional materials, particularly, for English instruction.

The researcher is an elementary grades teacher teaching English V and VI at Colab-og Elementary School, District of Victoria, District of Northern Samar. Paucity of textbooks and other instructional materials in reading in English is her constant problem. Her pupils are faced with reading comprehension difficulties and she feels the need

⁷Observations taken from the Supervisory Reports of District Supervisor, Victoria District, Division of N.Samar.

to and other instructional materials in reading in English is her constant problem. Her pupils are faced with reading comprehension difficulties and she feels the need to construct textbook-based instructional materials designed to minimize if not totally eradicate these difficulties. In order to accomplish this task, the researcher undertook this study.

Statement of the Problem

The main purpose of this study was to investigate the reading comprehension difficulties in English of grade six pupils enrolled during the school year 1992-1993 in the public elementary schools of Victoria District, Northern Samar Division. The findings of the study were used as inputs in the development of a textbook-based instructional materials.

Specifically, the study sought answers to the following questions:

1. What are the reading comprehension difficulties of grade six pupils enrolled during the school year 1992-1993 in the central and barrio schools of Victoria District, Northern Samar Division as revealed by test results and as perceived by their English teachers?

1.1 What reading skills are most difficult to the children under study particularly in terms of:

1.1.1 decoding word meanings as signalled by

1.1.1.1 inflectional changes

1.1.1.2 derivational changes

1.1.1.3 context clues

1.1.2 decoding phrase meaning

1.1.3 decoding sentence meaning

1.1.4 decoding paragraph meaning

1.1.5 comprehending figures of speech

1.1.6 understanding main idea

1.1.7 determining cause-effect relationships

1.1.8 following directions

1.1.9 sequencing events

1.1.10 noting details

1.1.11 inferring

1.1.12 predicting outcomes

1.1.13 synthesizing

2. What are the causes of these difficulties as perceived by their teachers?

3. Is there a significant difference in the reading comprehension difficulty level in English of:

3.1 Male and female grade six children

3.2 Younger and older grade six children

3.3 Central and barrio school grade six children

4. What implications for language curriculum materials development may be derived from the findings of the study?

5. What instructional materials may be evolved to develop the comprehension skills of grade six children?

6. How valid are these instructional materials developed in the study as judged by teachers and school administrators/supervisors?

Hypotheses

This study tested the following hypotheses:

1. There is no difference in reading comprehension difficulty level as perceived by:

1.1 Male and female grade six children

1.2 Younger and old grade six children

1.3 Central and barrio school grade six children

Theoretical Framework

The researcher has been influenced by the Integrated Psychosociolinguistic Theory propounded by Agner⁸ in her

⁸The PVOB Approach in Teaching Reading, a Publication of the Elem. Educ. Div., DECS, Region 8, Tacloban City, 1987.

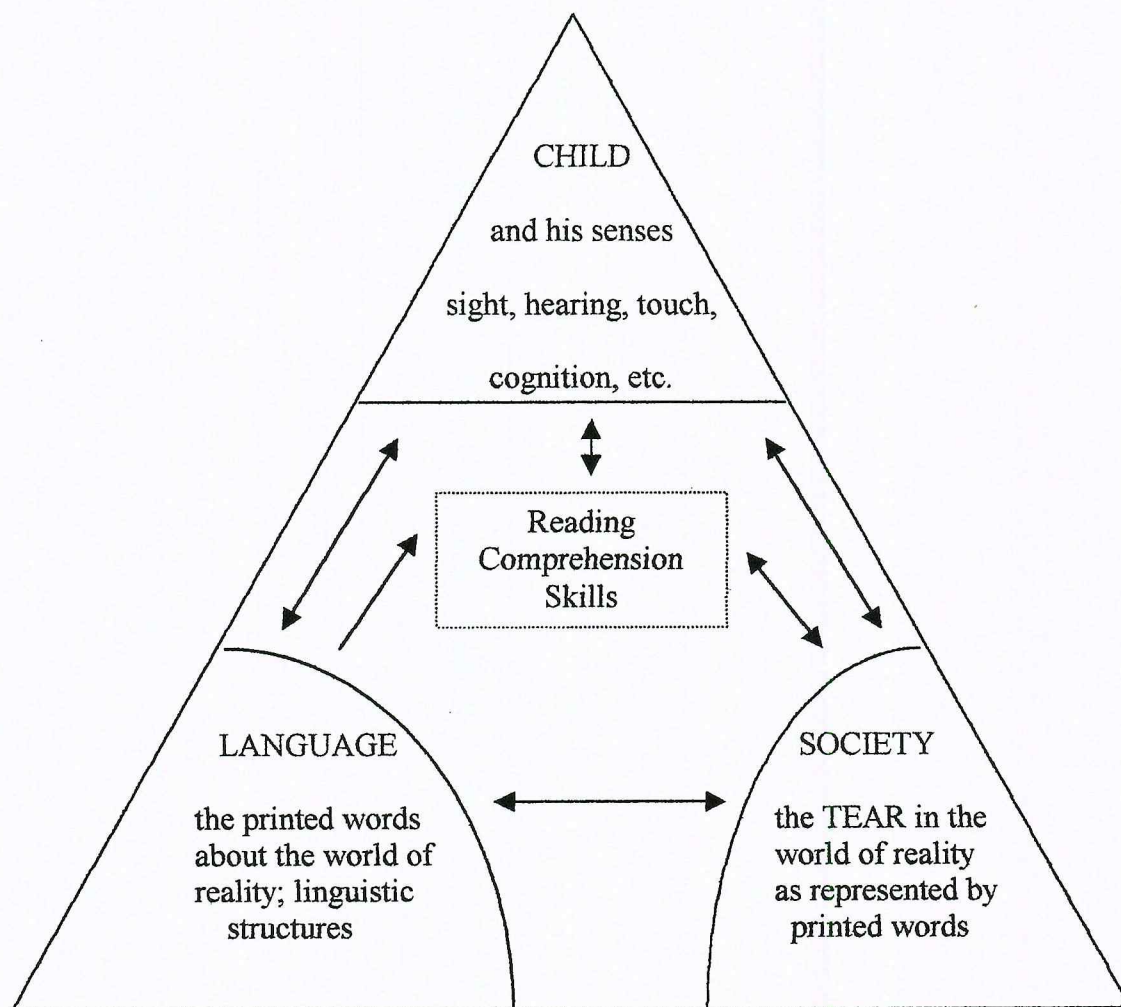


Figure 1. A Schema on the Establishment of Word-World Relationships in the Reading Process: A Theoretical Framework.

Phono, Visual, Oral, Sound Blending, Meaning (PVOSBM) to reading and this orientation finds application in both the pupils' reading comprehension difficulties involved in the study and in the instructional materials developed to minimize if not totally eradicate these difficulties.

Agner claims that reading is seeing and experiencing the world of reality, that is, the things, events, abstractions and relationships, through the printed words. To the extent that no "world" is seen through the "words", to the extent that no reading takes place, and to the extent that the child is a non-reader.

The child-language-society/world variables, therefore, are intimately involved in the reading process as gleaned in the following schema.

Understanding by the reading teacher of the (1) child variables (2) language variables, and (3) societal variables that go into the reading process helps the teacher in deciding what to teach in reading, how to teach, and how to construct instructional materials in reading which will facilitate the establishment of word-world relationships in the minds of the learners during the reading process.

The child variables refer to the bio-psychological foundations upon which reading takes place. Even if

language development is innate and inherent in all humans, there are variables in the biological and psychological structures of the children and these variables either predispose or inhibit and influence the speed with which children learn to read with comprehension and speed appropriate to their grade levels. Children with either inborn or acquired biological/physical defects as in the case of those with impaired visions or impaired hearing learn the reading skills at a lower pace than those with normal sense of sight and sense of hearing. These, the reading teacher should be aware about so she can make the much needed adjustment and compensatory strategies in her task of teaching the reading skills.

The sense of touch and cognition are crucial in developing mental images of the world of reality in every reader. The ability to build mental pictures of the world of reality for every word, phrase, sentence, paragraph, etc. the child reads is crucial to reading comprehension without which, no reading takes place even if the child can verbally parrot the words from the printed materials.

The societal/sociological variables refer to the world of reality which the printed words represent. Language is symbolic, meaning the words of the language are symbols of

the things, events, abstractions and relationships in the world of reality. The learner should have concrete or contrived experiences with the world of reality even prior to the reading task/process, in order to facilitate recall of the realities when faced with any reading material. Building mental pictures about these realities during the reading process helps understand the materials being read. The reading teacher should develop this skill among the learners using appropriate mental picture building reading materials.

The language variable refers to the "languageness" of the reading task and to the linguistic structures, namely, phonological, morphological, syntactical, semantic, and discourse which are encoded via the written conventions of the language. English has its own linguistic structures and these structures have to be mastered as a system in both oral and written forms in order to make second language learners of English facile in the use of the language as a medium of thought, communications and interaction. The 50 English phonological structures are represented by only 26 graphic symbols or letters and these are crucial to the reading task. The structure of words - that is, the root words, prefixes and suffixes and their referents in the

world of reality are also crucial to reading comprehension. The structures of phrases, clauses, sentences and paragraphs are in themselves clues to reading comprehension. All these, the reading teacher should master and teach in order for her pupils to become good readers. Definitely, instructional materials about these linguistic structures in relation to the reading task must be developed even prior to the conduct of tests in reading.

In connection with the language variables that go into the reading task, the researcher also believes in both the linguistic competence theory and the communicative competence theory as guides in teaching and in the construction of instructional materials in reading. The Linguistics Competence Theory postulates that mastery of the linguistic or grammatical structures of the language is a prerequisite to the successful use of the language for communication purposes in both school and community life. The Communicative Competence Theory believes that the goal of language teaching and learning is the actual and functional use of the language in real life communication situations in both oral and written modes.

The researcher used the linguistic competence and communicative competence models in developing the

instructional materials proposed in this study.

Conceptual Framework

The foregoing schema helped the researcher in conceptualizing the need for variables and processes involved in the study.

Figure 2, contains the illustrative schema of the study. It has at its base, the need for the study and the problem being responded to by the study. The figure reveals that grade six pupils are perennially faced with the problem of reading difficulties in English and it is believed that there is a need for instructional materials designed to respond to the reading difficulties of these pupils.

The construction of instructional materials calls for a development research which starts with a survey, identification and analysis of pupils' reading difficulties and followed by the construction and validation of these materials.

The study focused on the following reading comprehension difficulties: difficulty in comprehending word meaning as signalled by inflectional changes, derivational contrasts, and context clues, difficulty in decoding phrase, sentence and paragraph meaning, difficulty in comprehending figures of speech, and difficulty in understanding main

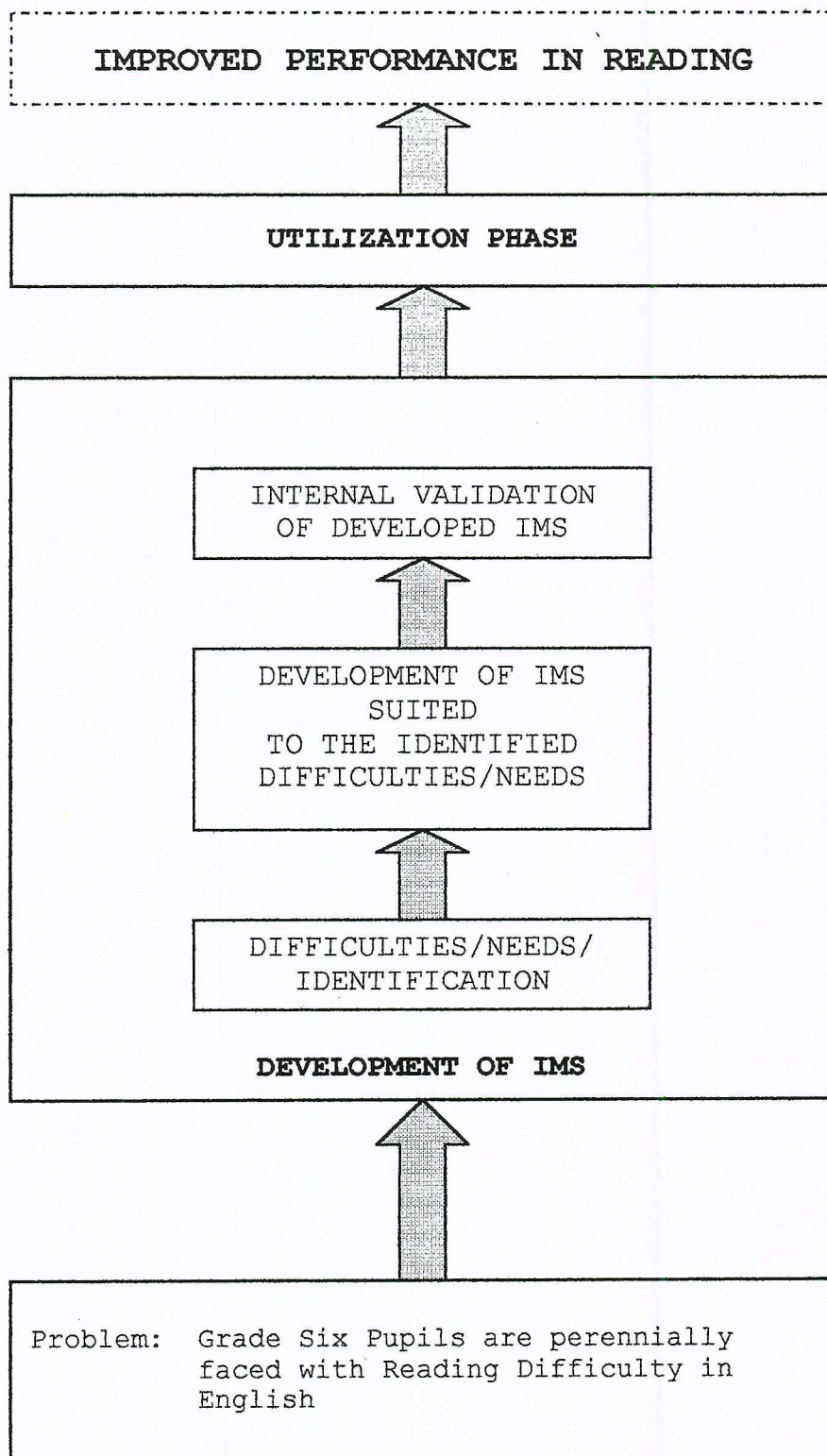


Figure 2. A Schema Showing the Problem, Need for the Study the Variables and Processes Involved.

idea. Other difficulties include: determining cause-effect relationship, following directions, sequencing events, noting details, inferring, predicting outcomes and synthesizing.

The study also determined the influence of such variates as pupil's age, sex, and school location in the reading difficulty level of the children in order to generate further implications/inputs for the development of instructional materials.

Finally, on the basis of the survey findings relative the pupil's reading needs textbook-based instructional materials were constructed and validated.

It is believed that the study could contribute towards better reading instruction through the Teacher-Made Instructional Materials in Reading in English which is the output of the present investigation.

Significance of the Study

The findings of this study would be beneficial to the pupils, teachers, administrators, parents, to the school community, and to the country as a whole.

To Pupils. The instructional materials developed in this study will help the Grade VI pupils, who are the immediate beneficiaries of this study, acquire the

comprehension skills needed not only in learning English as a subject in the curriculum but also as a medium of learning other subject areas supposed to be taught in English in line with the bilingual policy of the country.

To Teachers. The instructional materials developed in this study will provide English teachers with a ready reference for the teaching of reading in English. They can use these materials in their own teaching or they can utilize these materials as basis for constructing similar instructional materials in English.

To School Administrators. Through this study, the head teacher, school principal and district supervisor, will be reminded once more, that the development of reading skills should be equally emphasized in all schools, like barrio or central. The school administrator can use the findings of this study as baseline data and springboard for reintensification of the reading program in their schools.

To Language Supervisors. This study may yield findings which may have implications for education supervisors, particularly, along pupil development, staff development, curriculum development and physical facilities development. Specifically, to the Division English Supervisor in the Division of Northern Samar, this study will provide data on

the reading grade levels and difficulties in Reading in English. The data can be inputs to the Division English Supervisory Action Plans along English instruction.

To English/Reading/Language Teaching Scholars, Students and Researchers.

The identification of reading comprehension difficulties in English and the construction of instructional materials designed to respond to these difficulties are areas of interest to English, Reading and Language Teaching Scholars, students and researchers. These language specialists may find this study of significance to them in process, content, and product. For the language researchers, the research methodology and instruments used in this study may serve as sources of data which may possibly be adopted in his own investigations.

Scope and Delimitations of the Study

This study is focused on the difficulties in comprehending written language materials in English of Grade VI pupils enrolled during the school year 1992-1993 in the central and barrio schools in the District of Victoria, Northern Samar Division revealed by test results and as perceived by teachers and school administrators. The study also includes development and judgmental validation of

textbook-based instructional materials designed to respond to the identified reading comprehension difficulties.

The reading comprehension difficulties covered include difficulty in decoding word meaning, phrase meaning, sentence meaning, figures of speech, paragraph meaning, main idea, noting details, cause-effect relationships, following directions, inferring, sequencing events, predicting outcomes, and generalizing as contained in the Minimum Learning Competencies for English 6.

A teacher-made reading comprehension test was used to measure the difficulties in reading comprehension in English of Grade VI pupils. This instrument contains test items on the 15 comprehension skills covered in the study.

Sources of data relative to the variables involved in the study were the pupils themselves and their respective English teachers.

The variables of the study are limited to such criteria variables as reading difficulty level and instructional materials validity level which are treated as interval data. The variates treated as classification variates include pupils' age and sex, school location and respondent category.

The instructional materials development aspect of the study are limited to two phases only, namely: (1) Design Phase, and (2) Development Phase. The Development Phase is further limited to the writing and judgmental validation of the instructional materials followed by revision and modifications and initial production of the new materials. Controlled try-out of the new materials do not form part of the present study.

Definition of Terms

The following terms were defined as used in this study.

Comprehension. This refers to the Grade Six pupils' ability to establish relationship between and among the printed/graphic symbols, the spoken language, and the things, events, abstractions, and relationships in the word of reality which the printed and spoken symbols represent and in so doing, decode meanings/ideas from the printed page, react to it and integrate/apply such ideas in his own life.

Comprehension Skills. This includes such specific, observable and measurable indicators of comprehension as decoding meanings from printed words, phrases and sentences, getting the main idea, noting specific details, sequencing,

following directions, inferring and generalizing from an entire discourse.

Decoding. To convert from code into plain text.

Grade VI Pupils. This refers to those pupils who are in their last year of elementary education. These are the pupils attending Grade VI classes whether in a central or barrio school.

Reading Comprehension Difficulty. This refers to the Grade VI pupils deficiencies and weaknesses in reading comprehension in English particularly in deriving meanings from printed words, phrases, and sentences, noting specific details, sequencing, getting the main idea, following directions, inferring, and generalizing from an entire discourse.

Reading Comprehension Test. This is a 150-item test in reading comprehension in English designed to discover the weaknesses, deficiencies, and difficulties in reading in English particularly in decoding/deriving meanings from printed words, phrases, sentences and difficulties in comprehending the main idea of a selection, noting details, following directions, sequencing, inferring and generalizing from an entire discourse.

Reading Skills. This refers to the abilities and skills which the pupil uses when he reads in order to convey to others an authors' intended meaning.

Textbook-Based Instructional Materials. This is the set of printed materials in reading comprehension in English constructed by the researcher in the light identified reading comprehension of the difficulties in English of Grade VI pupils of Victoria District, Northern Samar Division and based on the content and skills contained in the textbook in English 6 prescribed by the Department of Education, Culture and Sports.

School Location. This refers to the central and barrio schools in the study.

Variable. Wolf defines a variable as any characteristic having two or more mutually exclusive properties or values. For example, school location is a variable because it may have two mutually exclusive properties, central and barrio. Reading achievement, as indicated by a test score, is also a variable because the potential test scores constitute mutually exclusive values. In planning a study, the researcher should identify and compile a list of variables into one or two categories:

(1) variate and (2) criterion variable, Wolf further contents.⁹

In this study, variable includes such variates as pupils' age, sex, and school location such criterion variables as reading comprehension difficulty level and instructional materials validity level.

Variate. A variate is a variable whose relationship to the criterion is being studied. The variate is a characteristic or experience shared in common by a group of individuals. It serves as the basis for classifying individuals into groups for study. In experimental studies, the variate is called the independent variable. It is directly manipulated by the experimenter of the experimenter assigns different levels of the variate to different groups of subjects. The term variate is the more general one; an independent variable is the variate in an experimental study.¹⁰

In this study, the variate of pupils' age has two levels, namely, younger and older; the variate of sex has tw

⁹Richard M. Wolf. Choosing Appropriate Statistical Procedures. (Canada: Van Nostrand Reinhold, Lts., 1970). c/p.4.

¹⁰Ibid.

two levels, namely, male and female; and school location is also dichotomized into central and barrio. Respondent category is also a variate and it is categorized into teacher respondent and school administrators/supervisors respondent.

Criterion Variable. In experimental studies, the criterion variable is referred to as the dependent variable since it is presumed to be dependent on a variable described as the independent variable. The term "dependent variable" is applied to experimental studies only; the term "criterion variable" can be applied to any type of study.¹¹

In this study, the criterion variable is reading comprehension difficulty by level. This is indicated by test scores which are treated as interval data.

¹¹Ibid.

Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

Curriculum design starts with an assessment of the strengths, weaknesses and deficiencies of the clientele for whom the curriculum materials are intended. The significance of each of these variables are discussed in the following research literature and related studies.

Related Literature

Villamin¹² affirms that in learning to read, children do not progress at the same rate. A second-grade child placed with a third-grade child of equal reading achievement will probably outstrip the latter.

Several innovations have been carried in Philippine schools for the maximum development of every child according to his unique nature, interest, abilities and needs. However, in spite of all efforts to help pupils progress smoothly from one level to another, wide variation in achievement are found in every grade level. This is due to tremendous differences that exist among individuals in their

¹²Araceli M. Villamin, Corrective and Remedial Reading for Bilingual Learners. (Manila: Philippine Normal College, 1983, p. 3.

physical, mental, social, emotional and cultural backgrounds, Villamin further explains. The task, therefore, is placed upon the teacher to understand adequately each of the children in the grade and to determine the individual reading needs, problems, and attained abilities of the pupils. According to Dingle, understanding of the elementary school child is basic to the production of quality education.¹³

To locate and define the individual abilities and weaknesses of various individuals will be achieved through diagnosis. Reading teachers will use the Informal Reading Inventory (IRI) to assess the reading abilities of their pupils. The Informal Reading Inventory (IRI) is an instrument that is used to find the pupils' reading grade level as well as the pupils independent, instructional, and frustration reading levels.¹⁴ Dallman, et al. further explains that the Informal Reading Inventory (IRI) consists of a number of reading passages taken from a graded material. The reading passages are usually arranged in the

¹³Adelina M. Dingle, "Understanding the child: An Instrument to Quality Education, The Modern Teacher, XXVII (February, 1980), p. 461.

¹⁴Dallmann, et al., Op. cit., p. 405.

in the order of difficulty levels.

Research on teaching according to Dunkin and Biddle¹⁵ has investigated four types of variables in order to understand and encourage effective teaching. These variables follow a sequential pattern in the instructional event. The first variable is called presage variable. These are the characteristics that teachers carry with them to the classroom-characteristics such as age, sex, training experience, and various personality traits such as motivation and intelligence. Existing side by side with the presage variables are context variables. These are the conditions to which teachers must adapt such as pupils' age, sex, social class and ability as well as characteristics of school and community. The third variable is called process variable which included all the observable behavior of teachers and pupils during the teaching-learning activities, and lastly, the product variable, which includes the outcome of teaching as measured in terms of pupil growth or long term pupil effects.

¹⁵M.J. Dunkin and B.J. Biddle. "The Study of Teaching", cited by Robert F. McNergney and Carol A. Carrier, Teacher Development (New York): McMillan Publishing Co., Inc., 1981, p. 45.

Researches on teacher-effectiveness on the process-product variable started with a study by Kratz¹⁶ in 1865 entitled "Characteristics of the Best Teachers as Recognized by children". This study utilized questionnaires on student perceptions of good or bad teachers. Later research along this line consisted largely of collation of lists of characteristics of good teachers as recognized by students or supervisors and professors. The results of investigations gave conflicting views because of failure to actually observe teaching-learning activities, inadequate theoretical framework, use of inadequate criteria for teacher inadequateness and lack of concern for the context in which teaching and learning occurred.

Solis, Barroso and Navarro¹⁷ claim that scarcity of reading materials for recreatory and work-type activities are evident in the intermediate grades. The resourceful teacher, therefore, has to utilize human and materials resources available in the community and modify them in the

¹⁶H.E. Kratz, "Characteristics of the Best Teachers as Recognized by Children," cited by Robert F. McNergney and Carol A. Carrier, Teacher Development, (New York: McMillan Publishing Co., Inc., 1981), p. 46.

¹⁷Miguela M. Solis, Jesus F. Barroso and Josefina Navarro, Op. cit., p. 23.

light of the learner's weaknesses, deficiencies, and abilities. This aspect of curriculum work, according to Leese, Frasure and Johnson, will inevitably lead to materials production.¹⁸

Casambre, et al.¹⁹ claims that deficiencies have been discovered in existing reading materials. The weaknesses which lie in the content and in manner of presenting the content. These make pupils incompetent in communicating in English or Filipino. This situation necessitates the production of new sets of materials which will aid the pupils in acquiring skills needed in other subject areas. The new set of materials is justified if it attempts to overcome the shortcomings and failures that have been shown to exist in the learning materials that are currently used by the pupils, Casambre, et al. further states.

Related Studies

Mahdi²⁰ conducted a study aimed at determining the

¹⁸Joseph Leese, Kenneth Frasure and Mauritz Johnson, the Teacher in Curriculum Making. (New York: Harper and Row, 1961, p. 230.

¹⁹Nelia G. Casambre, et al., Op. cit., p. 52.

²⁰Mohammad Majid Mahdi. "Reading Difficulty of Iraqi Non-Textbook Reading materials for Arab Adults," Dissertation Abstracts International, 45:476-A August, 1984.

linguistic variables which affect reading difficulty on non-textbook materials for Arab Alien adults and forming a method by which this reading difficulty could be identified. Mahdi selected 21 passages from Iraqi non-textbook reading materials. These materials, assumed to cover various levels of reading difficulties, were ranked according to reading difficulty and were analyzed using 16 variables categorized into quantitative and qualitative levels. The product-moment correlation, Spearman's Coefficient of Rank Correlation, Correlation of Concordance, Factors Analysis, and Multiple Regression were the statistical tools used. There were three linguistic variables associated with reading difficulties. These linguistics variables were: (1) clause length in words, (2) word length in letters, and (3) number of personal pronouns.

Lewis²¹ analyzed the comprehension skills of black and white good readers. Forty five seventh grade good readers were tested using the Reading Comprehension Test and the seventh grade equivalency cloze procedure. The analysis of variance of the test results showed that: (1) No significant

²¹Shirley Busk Lewis, "An Analysis of Comprehension Skills of Black and White Good Readers," Dissertation Abstracts International, 45:476-A, August, 1984.

differences were revealed in categorization, paraphrasing, and global comprehension abilities; (2) A significant differences occurred in sentence sequencing with black female students scoring higher than black males, white males or white females; and (3) A significant difference occurred in the cloze procedure with nine stanine ability level students scoring higher than the six stanine ability level students.

In the Philippines, Villamin²² reported three studies on reading these abilities and difficulties. Villamin described a study conducted by Dorotea B. Milo, on the common abilities and disabilities among Grades IV-VI pupils enrolled in public elementary schools in Manila in 1966. Milo used the diagnostic silent and oral reading tests, observations, questionnaires, and interviews as instruments to gather data. The findings of her study revealed that difficulties in reading comprehension of the subjects were: (1) Lack of vocabulary or inability to give meanings of words, (2) Inability to appreciate the general significance of a selections, (3) Inability to follow precise directions,

²²Araceli M. Villamin, Corrective and Remedial Reading for Bilingual Learners, (Manila: Philippine Normal College, 1983), pp. 38-39.

and (4) Inability to grasp the thought of the selection.

In 1982, Banzon²³ studied the entry skills and study orientation of the University of the Philippines-Institute of Health and Sciences (UPIHS) students. Findings showed that 34 percent of students had adequate entry readings skills. Sixty-six percent had inadequate reading skills. Thirty-eight percent of students had adequate study orientation while 62 percent had inadequate study orientation. Based on Western norms, the UPIHS students had a reading ability equivalent to that of a Grade V pupil. These findings prompted Banzon to evolved a Content Reading geared towards the mastery of the basic fundamental skills needed for college work.

Faller²⁴ studied the instructional strategies used by grade six pupils in selected districts in the Division of Samar. Faller claimed that third level strategies on the creative level were seldom used by teachers. Faller evolved

²³Brenda S. Banzon, "Entry Skills and Study Orientation of Students in the University of the Philippines-Institute of Health and Sciences: A Proposed Content Reading Program", (Unpublished Master's Thesis, Tacloban City: Divine Word University, 1982).

²⁴Francisca A. Faller, "Grade Six Teacher's Prose Comprehension Strategies: A Proposed Model for Enriching Reading Comprehension Program", (Unpublished Master's Thesis, Tacloban City: Divine Word University, 1982).

sample exercises to strengthen comprehension under these levels, specifically on the skills to developed: (1) New expressions or phrases, (2) Making association, (3) Following directions, and (4) Giving word meanings.

The foregoing studies and the present study are related since both deal with reading difficulties. They also touch on the notion of reading skills of pupils. However, while the forecited studies focused on determining the reading difficulties in some subject areas, the present study aims to investigate the reading comprehension difficulties in English of Grade VI pupils in the four schools in the District of Victoria, Division of Northern Samar.

Lugo's²⁵ study sought to investigate the significant relationships between Bilingual-Bicultural Education (B/BE) Program Teachers Perceptions of the importance of selected competencies, personal training needs, their attitude toward bilingual education and fourteen selected teacher background. A 51-item Bilingual-Bicultural Program Teacher Competencies Questionnaire was

²⁵Elizabeth Lugo, "A Survey of Bilingual-Bicultural Program Teacher's Perceptions of the Importance of Competencies, Training Needs and Attitudes Toward Bilingual Education," Dissertation Abstracts Int'l., 43:144-A July 1982.

developed and refined for use in the study. The mostly Attitude Scale was also incorporated into the questionnaire as a measure of teacher attitudes toward bilingual education. The questionnaire was field tested with 52 B/BE teachers from Hillsborough county and 23 graduate program students from Florida International University. Findings of the study indicated that teachers rated the importance of selected competencies more highly than the rated need for additional training in the same competencies. No significant relationships were found between teachers' perception of need for additional training, teachers' attitudes toward Bilingual-Bicultural Education and the selected background variables.

Abdallah's²⁶ dissertation was focused on Egyptian Elementary School Teachers' knowledge of teaching reading of the Arabic Language. The subjects were 230 teachers from the New Egyptian District Schools who taught first, third, and fifth grades. A revised version of Artley's and Hardin's Inventory and Teacher Knowledge of Reading was translated to Arabic, revalidated and then used in this

²⁶Samy Mahmoud Abdallah, "Egyptian Teachers' Knowledge of Teaching Reading, Their Perceptions of Pre-Service Education and Self-Assessment," Dissertation Abstracts International, 43:1940-A December, 1982.

study. Findings revealed that Egyptian reading teachers have a low level (below 50 percent of the absolute scale) of knowledge of teaching reading in the elementary schools.

Morales²⁷ dissertation at the University of Texas sought to determine the relationships among teacher experience, pre-service education, in-service education and perceived competency in teaching reading for 124 bilingual teachers who taught in Grades Kindergarten through third grade in six schools in the Coastal Bond of Texas. A questionnaire was developed and disseminated to the subjects participating in the study. Correlation coefficients were computed to find relationships among variables. Findings revealed that teachers with more years teaching experience were able to grasp the significance of the helpfulness of graduate courses in reading. Less experienced teachers depended on the supervisor, principal, coordinator or experienced teacher and basal readers' manuals more than the experienced teachers did.

²⁷Guadalupe Morales, "Relationships Among Teacher Experience, Pre-Service Education, In-Service Education and Perceived Competency in Teaching Reading for Bilingual Teacher K-3," Disseertation Abstracts International, 44:1059, October, 1983.

Bolak's²⁸ study documented many in-service training experiences that were perceived by the teachers to promote effective teaching. The correlation between the teachers' perception regarding effective in-service training and actual standardized achievement test results were explored. The subjects were teachers employed at the urban center while participating in the experimental programs from September, 1977 through June, 1981. The instruments used were personal interview, constructed questionnaires, written statements from teachers and student standardized test results. The findings seem to indicate that a correlation exists between the teachers' in-service training experiences and their students standardized achievement test score results. The study recommended that in-service training should have high priority in every educational environment because in-service trainings directly influence the teachers' effectiveness as a skilled practitioner. Bolak's study seem to point out that a positive relationships exists between a teachers' educational qualification and pupils' achievement.

²⁸Karen Finsilver Bolak, "In-Service Training and Teacher Effectiveness", Dissertation Abstracts International, 44:1059-A, October, 1983.

Redona's²⁹ dissertation attempted to identify the factors associated with the performance of Grade One teachers in Region VIII. The subjects were composed of 611 Grade I teachers representing 20 percent of the total Grade I teachers of Region VIII for the school year 1982-1983. The study revealed that personal and democratic factors like age, educational attainment, civil status, teaching experience, and socio-economic status are significantly related to the performance of Grade I teachers.

Another study conducted by Evardone³⁰ assessed the teaching competencies of high school mathematics teachers in agricultural schools, trade schools, and National Comprehensive High School in Eastern Samar during the school year 1980-1981, based on their instructional competencies, management skills, human relations skills, and mathematical competencies. The normative survey with statistical analysis was used in Evardone's study. The results showed

²⁹Cirila B. Redona, "Factors Associated with the Performance of Grade I Teachers in Region VIII (Unpublished Doctor's Dissertation, Divine Word University, January 1984).

³⁰Julio K. Evardone, "Teaching Competencies of Teachers in Secondary Schools in Eastern Samar: Their Implications to Effective Supervision", (Unpublished Master's Thesis, Leyte Institute of Technology, December, 1984).

that teaching experience in mathematics significantly mathematical competencies. The findings also revealed that educational qualifications significantly affect both teaching competencies and mathematical competencies.

All of these studies conducted in the Philippines and abroad seem to point out that teachers' field of specialization, training experience and teachers' competence have significant relationships with teacher performance. The relationship between teacher qualification and teacher effectiveness variables seem to be evident in the review of related studies.

The present study is related to these aforementioned studies since one of the problems to be investigated in the present study is to determine the influence of teachers' field of specialization on the reading difficulties of Grade VI pupils.

A study conducted by Equipilag³¹ compared the abilities of central and barrio school pupils on such reading skills

³¹Ma. Luisa A. Equipilag, "The Interrelationship of Three Reading Skills: Word Meaning, Sentence Meaning, and Paragraph Meaning in the Philippine Achievement Test of the Central and Barrio Schools of the District of Maasin I, Division of So. Leyte, 1981-1982: Its Implication to the Guidance Program in Communication Arts Reading and in the PRODED Curriculum", (Unpublished Master's Thesis, Cebu City: CSC, 1982)

as word meaning, sentence meaning and paragraph meaning. Equipilag used the Philippine Achievement Test for Grade V pupils in the central and barrio schools in the District of Maasin I, Division of Southern Leyte. Equipilag's study revealed that the Grade V pupils in the central school did better in word meaning than the barrio school pupils. The test results also showed that majority of the Grade V pupils of the central schools obtained an average achievement in word meaning and sentence meaning while majority of the barrio school pupils obtained a below average achievement in word meaning and paragraph meaning.

The aforementioned study and the present study are related study since one of the problems to be investigated in the present study is to determine the influence of school location on the difficulties in reading comprehension in English of Grade VI pupils in the District of Victoria, Division of Northern Samar.

Black³² in 1980 developed and validated a Performance Assessment in Reading (PAIR) Test for determining the

³²Mary Herb Black, "Development and Validation of the Performance Assessment in Reading (PAIR) Test for Seventh Graders in the Los Angeles Unified School District," Dissertation Abstracts International, 41:1365-A, 1366-A, August, 1980.

ability of seventh grader in Los Angeles Unified School District to apply specific vocabulary, comprehension, location, study skills and to interpret and utilize the printed media encountered in daily activities of the home, school and community.

Black's subjects consisted of 1,093 students in Grades 5, 7, and 9 for the first Pilot PAIR test, and 1,243 students in Grades 7 and 9 for the Formal Field Test. The subjects were exposed to a pool of test items in four categories, namely: (1) representational information, (2) references, (3) forms and/or documents, and (4) rules and/or regulations. Six questions were written about each display including two vocabulary, three comprehension and one location/study skills.

Black's study revealed that the PAIR Test, form appeared to be valid and reliable for the purpose for which it was written. Furthermore, the test satisfied the legal requirements of the California State Legislature.

Worden³³ formulated and developed a critical thinking/critical reading model for Grades II - VI students

³³Thomas William Worden, "The Development of a Critical Thinking/Critical Reading Appraisal for Grades Three to Six," Dissertation Abstracts International, 41:3877, March 1981.

based on professional opinion and review of literature in these areas. He further validated the critical thinking/critical reading instrument.

Educational authorities agree that the design of the materials must be based on the appropriateness of the materials to the pupils' reading levels, abilities, and difficulties. Only in this premise will the pupil realize the value of skills mastery and become one who not only can comprehend but does so with enjoyment and personal satisfaction.

In 1980, Dacuro³⁴ developed a self-instructional materials in reading for Grade IV pupils. Dacuro's study focused on word recognition, comprehension and vocabulary based on the skills by the Informal Reading Inventory developed by Atendido, et al. Dacuro's study revealed, among other things, that the materials met the varying range of reading abilities of the pupils.

The aforementioned studies are related to the present study since they deal with the development and construction of instructional materials. This study aims to developed

³⁴Alfredo Dacuro, "Self-Instruction Materials in Reading for Grade IV Pupils", (Unpublished Master's Thesis, Tacloban City, Leyte State College, 1982).

and construct instructional materials in reading comprehension in English. This study differed in the sense that Dacuro made use of Grade IV pupils as subjects while the present focuses on Grade VI pupils.

Chapter III

METHODOLOGY

This chapter concerns with the discussion of the research design, the research instruments, validation of the instruments, sampling procedure, data gathering procedure, and the analysis of data.

Research Design

This was a curriculum development study which sought to investigate reading comprehension difficulties in English of Grade VI pupils in the barrio and central schools in the District of Victoria, Division of Northern Samar as revealed by test results and as perceived by teachers and to develop instructional materials, which, hopefully, would respond to these difficulties. The design of this study is illustrated as follows:

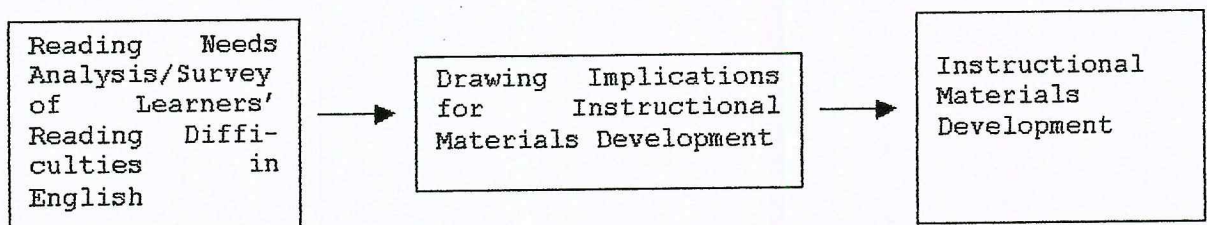


Fig. 3 A Schema showing the Reading Comprehension Difficulties in English and Need for the Study to Develop Instructional Materials Designed to Respond these Difficulties: A Methodology

Instrumentation

This study used a reading comprehension test in English and a survey questionnaire to gather data pertinent to the research problem.

Reading Comprehension Test. This was a 150-item multiple choice covering 15 number reading comprehension skills, described as follows:

<u>Reading Comprehension Skills</u>	No. of Items
• Decoding Word Meaning as Signalled by Inflectional Changes	10
• Decoding Word meaning as signalled by Derivational Changes	10
• Decoding Word Meaning as signalled by context clues	10
• Decoding Phrase Meaning	10
• Decoding Sentence Meaning	10
• Decoding Paragraph Meaning	10
• Comprehending Figures of Speech	10
• Understanding Main Ideas	10
• Understanding Main Ideas	10
• Noting Details	10

• Determining Cause-Effect Relationships	10
• Inferring	10
• Following Directions	10
• Sequencing Events	10
• Predicting Outcomes	10
• Synthesizing	10

Survey Questionnaire. A survey questionnaire was developed containing the difficult skills in reading. The questionnaire had three parts, namely: Part I which contains items that were designed to elicit the background data of the teacher respondents. Part II dealt with the reading comprehension difficulties of the pupils. Part II was about factors causing reading difficulties such as teacher-related ones, pupils-related factors and language-related factors.

Observation. Observation was resorted to cross check information otherwise not explicitly given in the response to the questionnaire.

Validation of Instrument

Constructed by the researcher herself in consultation with her adviser this test was subjected to pilot test to ensure test validity in terms of the test and judgmental

validation stems, options, distractors and best answers following the guideline in constructing criterion-referenced measures and the Mastery Learning Approach to Language Teaching. The test was pilot tested at San Isidro District also of Northern Samar Division.

Sampling Procedure

The sampling used was take all or total enumeration. This study involved 176 Grade VI pupils coming from the central and barrio schools in the district of Victoria, Division of Northern Samar. These pupils were enrolled in four schools, namely: Victoria Central, Buenos Aires, Colabog, and Erenas, all in the District of Victoria during the school year 1992 to 1993. These pupils have varied sexes, ages, mental abilities, and socio-economic status. These pupils were subjected to a reading comprehension test in English to elicit the reading comprehension difficulties.

On the part of teachers and administrators, the sampling procedures was also take all. All of the teachers teaching English and all administrators were respondents of this study.

Data Gathering Procedure

Phase I was the assessment of difficulties through

Reading Comprehension Test as prepared by the researcher and later pilot tested and through the questionnaire.

An official request for permission to administer the Reading Comprehension Test in English was sought from the Schools Division Superintendent of the Division of Northern Samar after which the researcher had administered the reading comprehension test to Grade VI pupils in four schools.

Simultaneous with the administration of the reading comprehension test was the accomplishment of the survey questionnaire by the English teachers of the pupils. Enough time was given to both pupil subjects and teacher respondents so that data needed may be maximally elicited. The scoring scheme for the test is as follows:

Total Reading Comprehension Difficulty Score = Total Number of Wrong answers of the Examinee

The interpretation scheme is as follows:

Reading Comprehension
Difficulty Scores

Interpretation

121 - 150

Very High Difficulty
Level

91 - 120

High Difficulty Level

61 - 90

Average Difficulty
Level

31 - 60

Low Difficulty Level

Less 30

Very Low Difficulty
Level

Phase II was devoted to the development of instructional materials. The materials considered all the identified reading difficulties. The instructional materials have the following parts:

Overview - this gives the general concept of the lesson.

Exercises - these are designed to develop the identified reading skills.

Feedback - these answers to the exercises given.

After the materials were developed, these were subjected to expert validation involving the teachers and the administrators/supervisors. The validation considered three aspects: content, face and construction.

After the questionnaire was validated, the researcher asked permission from the administrators of the four schools to field the reproduced questionnaire to the English teachers concerned. In order to ensure high percentage of retrieval, the researcher collected the questionnaire herself from the teachers. The data from the questionnaire were later on scrutinized and interpreted.

Statistical Treatment of Data

Frequency counts of test errors was done per examinee as well as per test item. Then total difficulty scores was obtained per examinee and per item. Sums and mean difficulty scores was likewise computed per examinee and per item as well as per sex, age, and school location categories. In order to test the hypothesis of the study, differences between means were obtained and subjected for significance using the Z-test,³⁵ to wit:

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S^2_1}{N_1} + \frac{S^2_2}{N_2}}}$$

where:

Z = Z-value of the difference between the mean of the First Group and the mean of the Second Group

³⁵Ronald E. Walpole, Introduction to Statistics. (New York: The MacMillan Company, 1974), p. 6.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data/findings relative to the research problem. The discussion starts with the reading comprehension difficulties of the Grade VI pupils of Victoria District, Northern Samar Division, the most difficult reading skills of these children, causes of their reading comprehension difficulties and the influence of some selected variables on the pupils' reading comprehension difficulties. Implications for materials development derived from the research findings are also presented. This is followed by decisions on the validating of the materials developed in the study as judged by teachers and school administrators/supervisors. The description and data on the pupil subjects and teacher and administrator/supervisor respondents are presented first.

The Subjects and Respondents

The study involved 176 pupil subjects and 4 teacher respondents.

1. The Pupil Subjects

Table 1

Data Relative to Pupil Subjects/Teacher Respondents

No.	SCHOOL	Location	Total No. of Child- ren in school	No. who partici- pated in the study			% of Parti- cipa- tion	Total No. of Grade VI Teachers in Sch.	No. who Parti- cipated in the study	% of parti- cipa- tion
				M A L E	F E M A L E	T O T A L				
1.	Victoria Central Elem. School	Central	96	32	52	84	88%	1	1	100%
2.	Buenos Aires Elem. School	Barrio	17	9	7	16	94%	1	1	100%
3.	Colab-og Elem. School	Barrio	18	6	7	13	72%	1	1	100%
4.	Erenas Elem. School	Barrio	70	23	40	63	90%	1	1	100%
	TOTAL		201	70	106	176	88%	4	4	100%

A total of 176 Grade VI public elementary school pupils in actual attendance during the school year 1992-1993 in the four schools in the District of Victoria, Northern Samar Division participated in the study. These pupil subjects composed of eighty-eight percent of the district population of 201 Grade VI pupils who were enrolled during the school year 1992-1993.

Table 1 presents the distribution of these pupil subjects. As gleaned from the table, 84 or 88% of the total population of 96 Grade VI pupils in Victoria Central Elem. School participated in the study. In Buenos Aires Elem. School, 16 or 94% participated in the study. Colab-og Elementary School was represented by 13 or 72% Grade VI pupils. In Erenas Elementary School, 63 or 90% were involved in the study. Population sample is indeed representative of the total Grade VI population in the District of Victoria, Northern Samar Division.

2. Teacher-Respondent

The study involved four teacher respondents coming from Victoria Central, Buenos Aires Elementary School, Colab-og Elem. School, and Erenas Elem. School.

Table 2 shows the types of validators employed in this study. The validators were composed of five teachers and

five school administrators all coming from Victoria District, Northern Samar Division.

Table 2

The Validators/Respondents

Type of Validators	:	No.
Teachers	:	5
School Administrators	:	5
Total	:	10

Grade Six Pupils Reading Comprehension Difficulties

Table 3 identifies the reading comprehension skills of the pupils. The following were the results:

Of the fifteen difficulties, seven were considered as Very difficult namely: 1. Predicting outcome which was Rank No. 1 with a difficulty score of 69.37, 2. Decoding meaning as signalled by inflectional changes comes second with a difficulty score of 67.27, 3. Decoding meaning by context clues with Rank No. 3 and with the difficulty score of 65.97, 4. Synthesizing came fourth having a difficulty score of 64.72, 5. Sequencing events has a score of 64.38,

6. Comprehending figure of speech got 63.98 difficulty score, 7. Decoding meaning as signalled by derivational changes had a difficulty score of 60.11.

Considered "Difficult" by the respondents were decoding phrase meaning, decoding sentence meaning, decoding paragraph meaning, noting details and inferring. Skills considered difficult had difficulty score ranging from 40.5-60.4.

Two difficulties were considered "Less difficult". They were: understanding main idea and following directions. These two got difficulty scores of 14.26 and 37.84, respectively.

As reflected in the table, the difficulties have the following results:

1. Difficulty in Decoding Word Meaning as Signalled by Inflectional Changes

Table 3 shows that this skills obtained a difficulty score of 67.27. This finding implies that the English teachers failed to teach effectively the inflections in English. They include grammatical and syntactical relations, as of case, number, gender, person, tense, etc. This particular skill ranked the second very difficult reading skill of the Grade VI children under study.

2. Difficulty in Decoding Word Meaning as Signalled by Derivational Changes

This particular skill obtained a difficulty score of 60.11. The English teachers' instructional materials and methodologies may have been so inadequate that the Grade VI pupils, failed to learn this reading skill.

3. Difficulty in Decoding Word Meaning as Signalled by Context Clues

Table 3 further reveals that the obtained difficulty of this particular reading skill was 65.97. Decoding Word meaning as signalled by context clues is the third very difficult reading skill of the Grade VI pupils involved in the study. This finding implies that the methodologies and instructional materials of the English Teachers failed to develop along this line among the Grade VI pupils.

4. Decoding Phrase Meaning

Table 3 shows that this particular skill obtained a difficulty score of 55.06 or rank 10. It is considered a difficult reading skill identified in the study. The Grade VI teacher in English failed to teach this reading skill productively and the instructional materials and methodologies may have been inadequate and/or defective. In this connection, the researcher gave primary

consideration in the construction of the textbook-based instructional materials.

5. Difficulty in Decoding Sentence Meaning

The obtained difficulty score of this particular skill was 55.06 and was considered eleventh to the difficult reading skill under study. The English may have been failed to teach this particular reading skill inadequately. Textbook-based instructional materials designed to respond this particular reading skill.

6. Difficulty in Decoding Paragraph Meaning

Table 3 also reveals that the obtained difficulty score was 54.60. The teacher handling reading in English failed to teach inadequately as well as the instructional materials were insufficient. This finding implies the need for inclusion of textbook-based instructional materials designed to develop this particular skill.

7. Difficulty in Comprehending Figures of Speech

To the Grade VI pupils under study, this is the sixth very difficult reading skill. The obtained difficulty score of 63.98, further implies the need for construction of textbook-based instructional materials designed to develop this particular skill.

8. Difficulty in Understanding Main Ideas

Table 3 reveals that the obtained difficulty score of 14.26, the least difficult reading skill identified under study. The English teachers instructional materials and methodologies may have been adequate and/or effective to the Grade VI pupils. In the construction of textbook-based instructional materials in English, the researcher gave a lesser number of instructional materials designed to develop the particular reading skill.

9. Difficulty in Determining Cause-Effect Relationships

This particular skill obtained a difficulty score of 56.25, the tenth difficult reading skill under study. The English teacher may have been so inadequate in terms of instructional materials and methodologies that the pupils failed to learn this reading skill. This finding implies the need for inclusion of instructional materials designed to respond this reading difficulties.

10. Difficulty in Following Directions

Table 3, also reveals that the obtained difficulty score of 37.84, less difficult reading skill identified under study. Difficulty in following directions, finding implies for a lesser inclusion of instructional materials.

The English teachers teach the Grade VI pupils with more instructional materials.

11. Difficulty in Sequencing Events

Table 3 reveals that there was a total of 10 items on Sequencing Events. The obtained difficulty score for this particular skill was 64.38. Difficulty in Sequencing Events the sixth very difficult reading skill of the Grade VI pupils under study. The English teachers' instructional materials and methodologies may have been so defective or inadequate that the pupils failed to learn this reading skill. This made the researcher construct textbook-based instructional materials in reading in English designed to develop this particular skill.

12. Difficulty in Noting Details

This particular reading skill measured through a 10-item test, obtained a difficulty score of 45.74. Noting Details is the 13th difficult reading skill of the Grade VI pupils. This finding implies the need for construction of materials designed to respond this particular reading skill, Noting Details.

13. Difficulty in Inferring

With an obtained difficulty score of 59.26, this particular reading skill is the ninth difficult reading skill identified under study. This skill was not learned to the point that the English teachers' instructional materials and methodologies were inadequate and defective that the children failed to learn this particular skill.

14. Difficulty in Predicting Outcomes

The obtained difficulty score of this reading skill was 69.37. Predicting Outcomes is the second very difficult reading skill of the Grade VI pupils under study. This finding implies that the English teachers' instructional materials and methodologies may have been so inadequate and defective that the Grade VI pupils failed to learn this particular skill.

Table 3

**Mean Reading Comprehension Difficulty
Scores by Skill**

No.	Reading Skills	Difficulty Score	Interpretation
1	Decoding Meaning as signalled by Inflectional Changes	67.27	Very difficult

2	Decoding Word Meaning as Signalled by Derivational Changes	60.11	Very difficult
3	Decoding Word Meaning as Signalled by Context Clues	65.97	Very difficult
4	Decoding Phrase Meaning	55.06	Difficult
5	Decoding Sentence Meaning	54.60	Difficult
6	Decoding Paragraph Meaning	54.60	Difficult
7	Comprehending Figures of Speech	63.98	Very difficult
8	Understanding Main Ideas	14.26	Less difficult
9	Determining Cause-Effect Relationships	56.26	Difficult
10	Following Directions	37.84	Less difficult
11	Sequencing Events	64.38	Very difficult
12	Noting Details	45.74	Difficult
13	Inferring	59.26	Difficult
14	Predicting Outcomes	69.37	Very difficult
15	Synthesizing	64.72	Very difficult
Grand Mean		57.60	Difficult

Difficulty Score:Interpretation:

80.5	-	100	Most difficult
60.5	-	80.4	Very difficult
40.5	-	60.4	Difficult
20.5	-	40.4	Less difficult
less	-	20.4	Least difficult

Most Difficult Reading Comprehension
Skills of Grade Six Pupils

Table 4 shows the difficulty scores of the different difficult reading skills of Grade six pupils.

Table 4 further reveals Decoding phrase meaning obtained a difficulty score of 85.12 considered as the most difficult reading skill. Predicting outcomes ranked the second very difficult reading skill identified under study. The obtained difficulty score of 67.27, Decoding Word Meaning as signalled by Inflectional Changes is considered as very difficult reading skill. Decoding word meaning as signalled by Context Clues, 65.97, Synthesizing, the fifth very difficult reading skill with 64.72 difficulty score. Sequencing Events is the sixth very difficult reading skill identified in the study. The seventh very difficult reading skill in the study is Comprehending Figures of Speech. The obtained difficulty score of 60.11 on Decoding Word Meaning as signalled by Derivational Changes.

Table 4

Most Difficult Reading Skills of Grade Six Pupils

No.	READING SKILLS	Difficulty	Interpretation
1	Decoding Phrase Meaning	85.12	Most difficult
2	Predicting Outcomes	69.37	Very difficult
3	Decoding Word Meaning as Signalled by Inflectional Changes	67.27	Very difficult
4	Decoding Word Meaning as Signalled by Context Clues	65.97	Very difficult
5	Synthesizing	64.72	Very difficult
6	Sequencing Events	64.38	Very difficult
7	Comprehending Figures of Speech	63.98	Very difficult
8	Decoding Word Meaning as Signalled by Derivational Changes	60.11	Very difficult
	Grand Mean	67.62	Very difficult

Difficulty Score:

80.5	-	100
60.5	-	80.4
40.5	-	60.4
20.5	-	40.4
less	-	20.4

Interpretation:

Most difficult
Very difficult
Difficult
Less difficult
Least difficult

Influence of Some Selected Variables
on Pupils Reading Comprehension
Difficulties

This study considered three selected variables that may possibly influence pupils' reading comprehension

difficulties. These variables were sex, age, and school location.

Sex

The reading comprehension difficulty level of male and female Grade VI pupils in English has the valid reason to reject hypothesis which states that there is no significant difference between the male and female Grade Six pupils. The male Grade VI pupils have higher difficulty level than that of the females. The mean difficulty level for male is 60 while the females Grade Six pupils is 56.48.

Age

Results in Table 5 reveals that there is no significant difference between the reading comprehension in English of younger and older pupils. Thus the hypothesis regarding this, is rejected. The older pupils have higher difficulty level with a mean difficulty level of 60.49 while the younger pupils have the mean difficulty level which is 57.04.

School Location

Table 5 also reveals that the central school children are better than that of barrio schools Grade six pupils. The reading comprehension difficulty level in English of

Table 5

Z-Values of the Differences in the Mean Reading Difficulty Levels of
Grade Six Pupils Categorized by Sex, Age, and School Location

Statistics	SEX		AGE		SCHOOL LOCATION	
	Male	Female	Younger (12-13)	Older (14-16)	Central	Barrio
N	70	106	133	43	84	92
Z	60	56.48	57.04	60.49	54.32	61.13
Difference Between Means	3.52		-3.45		-6.81	
Computed Z-Value	2.23		-1.995		-4.58	
Tabular Z-Value	1.96		1.96		1.96	
Interpretation	Significant		Significant		Significant	
Action of Hypothesis	Rejected		Rejected		Rejected	

Grade VI pupils from the central school is 10.95 compared to barrio school pupils, 8.49. Therefore, the hypothesis that there is no significant difference between the reading comprehension of central school pupils and the barrio school pupils is rejected.

Table 6

**Percentage Scores and Ranks of Causes of Pupils'
Reading Comprehension Difficulties as
Perceived by Teachers**

No.	Causes of Pupils Comprehension Difficulties	No. of Teachers who Indorsed Items	%	Rank
A. <u>Language-Related Causes</u>				
1.	Difficulty in recognizing words due to non-correspondence between graphemes or letters and phonemes or sounds as in phlegm - phonological and morpho-logical structure about in the pupils native language.	4	100%	
2.	Difficulty in recognizing words due to the morphological or word structure of English words like the addition of prefixes and suffixes to rootwords - a morpho-logical structure about in the children native dialect.	4	100%	

- | | | | |
|----|---|---|------|
| 3. | <p>Difficulty in recognizing words due to the prevalence of letter which represents several sounds, like letter "A" which represents the 7 sounds of /2e/in man, /e/ in cake, /}/ in law, /a/ in away, /2e/ in class, (E) in award, and /a/ in guard - phonological structures about in the pupils' native dialect.</p> | 4 | 100% |
| 4. | <p>Differences in comprehending modifier + noun Head modification syntactic structures like "verdant mountains" as agreement the 2 way modifier + noun Head and noun Head + modifier modification syntactic structure of the Leyte-Samar dialect.</p> | 3 | 75% |
| 5. | <p>Failure to grasp shades and nuances of meaning as signalled by the morpheme of tense as in narrates, narrated, narrating and the morpheme of number as in woman women, collection-collections, ox-oxen, etc.</p> | 1 | 25% |
| 6. | <p>Difficulty in comprehending sentence meaning in the Subject-Predicate syntactic structure in English against the predominant Predicate-Subject syntactic structure of Leyte-Samar dialect.</p> | 2 | 50% |

- | | | | |
|-----|--|---|------|
| 7. | Failure to grasp shades and nuances of meaning signalled by such function words as of, for, by, a, the, in, on, between, below, beyond, etc. | | |
| 8. | Failure to grasp shades and nuances of meaning signalled by such function, words as of, for; by, a, the, in, on, between, below, beyond, etc. | 1 | 25% |
| 9. | Absence of word-world experiential background among pupils relative to culture-bound words generally obtaining in English speaking continues only. | 4 | 100% |
| 10. | Non-correspondence between the English and Leyte-Samar phonological, morphological, syntactic, cultural and semantic structures and the superimposition of the Leyte-Samar linguistic structures on the English linguistics which reduces comprehension level of the written textbook. | 4 | 100% |

B. Teachers/School Related Courses

- | | |
|----|---|
| 1. | Teachers' inadequate background/knowledge skills on the phonological, and application/utilization of morphological syntactical and semantic structures of |
|----|---|

	English which form the linguistic bases of the reading task.	4	100%
2.	Teachers' inadequate background/knowledge skills and application/ utilization of the psychological and sociological bases of the reading task.	1	25%
3.	Teachers' inadequate background/knowledge skills and application/ utilization of varied approaches, methods and techniques in teaching the varied reading comprehension skills.	0	
4.	Failure of teachers to diagnose/identify the reading needs/difficulties of their pupils.	1	25%
5.	Failure of the teacher to use the appropriate approach method and techniques suited to the child's reading comprehension difficulties.	1	25%
6.	Failure of the teacher to use appropriate instructional materials in teaching reading.	0	
7.	Failure of the teacher to use the goal-oriented instructional model in teaching reading.	1	25%
8.	Lack of appropriate book and instructional materials on a 1:1 pupil-		

	book ratio.	4	100%
9.	Teachers' negative attitude towards the teaching of reading.	1	25%
C.	<u>Pupils-Related Factors</u>		
1.	Biological factors like eye trouble or other physical defects.	3	75%
2.	Psychological factors like low I.Q./poor mental ability.	4	100%
3.	Sociological and cultural factors like poverty and family problems.	4	100%
4.	Non-mastery of perception and recognition skills in the lower grades.	3	75%
5.	Poor study habits.	4	100%
6.	Negative attitudes towards studies and reading.	4	100%
7.	Tardiness, cutting classes, and absenteeism.	3	75%
8.	Juvenile delinquency and other behavior problems.	2	50%
9.	Pupils is a victim of child labor.	2	50%

Table 6 shows the percentage scores and rank of causes of pupils' reading comprehension difficulties as perceived by teachers.

Table 7

**Summary of Implications for Materials Development
Based on Research Findings**

Reading Findings	Implications for Materials Development
On Pupils Most Difficult Reading Skills	
<ol style="list-style-type: none"> 1. Decoding Phrase Meaning 2. Predicting Outcomes 3. Decoding Word Meaning as Signalled by Inflectional Changes 4. Decoding Word Meaning as signalled by context clues 5. Synthesizing 6. Sequencing Events 7. Comprehending Figures of Speech 8. Decoding Word Meaning as signalled by Derivational Changes 	<ol style="list-style-type: none"> 1. Include all the eight skills in the materials developed in the study. 2. Use adequate textbook-based instructional materials, methodologies and motivation which will respond the difficulties of the Grade six pupils. 3. Use instructional materials and methodologies designed to develop the particular reading skills.
On Pupils Reading Difficulty Levels	
<ol style="list-style-type: none"> 1. There were twelve Grade Six pupils got low difficulty level in reading comprehension in English. 2. There were ninety-two Grade VI pupils had average difficulty levels in reading comprehension in English. 3. Seventy pupils were on high difficulty levels in reading comprehension in English. 	<p>There should be continuity, sequence and integration in all reading comprehension in English.</p>

On the Influence of Sex, Age and School Location on Pupils Reading Difficulty Levels

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Male Grade VI pupils have higher difficulty level compared to the mean difficulty score of the females reject the hypothesis that there is no significant difference. 2. Older (ages 14-16) pupils have higher difficulty level than that of the younger (ages 12-13) pupils. 3. Central school children are better in reading comprehension difficulties than barrio school children. Barrio school children encounter more reading comprehension difficulties in reading in English. | <ol style="list-style-type: none"> 1. Male grade six pupils be motivated well in terms of their reading skills. 2. Older pupils must be given with appropriate reading materials in reading in English. 3. Barrio schools must be reached by appropriate, adequate, and recent instructional materials like books, dictionaries, modules exercises, including the propose textbook-based instructional materials in reading in English developed in the present study. |
|---|---|

The hypothesis which claims that there is no significant difference in the difficulties in reading comprehension in English of Central and barrio school pupils, therefore rejected. It appears that school location is a possible factor for pupils, reading comprehension difficulties.

This study considered three selected variables were sex, age, and school location based on research findings for language materials development. The following are the implications:

The study revealed that the male Grade VI pupils have higher difficulty level than that of the females. Hence, this made the researcher the need for inclusion of textbook-based instructional materials and adequate motivation for the males so that they will show their interest in reading in English, thereby eradicate their reading difficulties.

As to the findings that the older pupils have higher difficulty level than that of younger pupils, the implication is that for the need of inclusion and construction of textbook-based instructional materials for the older and younger school children.

Table 7 further reveals that central school pupils encounter less reading comprehension difficulties than barrio pupils. This assumption was tested the hypothesis that there is no significant difference between the difficulties in reading comprehension in English of pupils in central schools and those pupils in barrio schools.

Furthermore, the study revealed that the barrio school pupils have poorer reading comprehension than that of central school pupils. These barrio schools must be given with appropriate, adequate and instructional materials like books, dictionaries, modules, kits, exercises, including

the proposed textbook-based instructional materials constructed by the researcher. The development of textbook-based instructional materials was designed to respond to the reading difficulties in reading comprehension in English of Grade VI pupils in the District of Victoria, Northern Samar Division.

Table 8

**Construct, Content and Face Validity Ratings of
The Instructional Materials Developed in the
Study as Judged by the Teachers and
School Administrators/Supervisors**

Causes of Pupils Comprehension Difficulties	: Ratings	: Interpretation
	:	:
Construct Validity (Language- Related Causes)	: 75	: Very High : Validity Level
Content Validity (Teacher/School Courses)	: 46.42	: High Validity : Level
Face Validity (Pupils-Related Factors)	: 80.56	: Very High : Validity Level

Legend:

60.5 - 75.00	Very High Validity Level
45.5 - 60.4	High Validity Level
30.5 - 45.4	Average Validity Level
15.4 - 30.4	Very Low Validity Level
Less - 15.4	Very Low Validity Level

The general findings show that the materials developed have very high construct validity and high content validity level. It also shows that the materials have very high face validity level. Thus, it can be concluded that the materials developed are adaptable in terms of validity.

Chapter V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises of the summary of findings, conclusions, and recommendations of the study. From here, the conclusions were drawn which consequently followed by the recommendations.

Summary

This study sought to investigate the difficulties in reading comprehension in English of Grade VI pupils in the four schools in the District of Victoria, Northern Samar Division and to evolve textbook-based instructional materials designed to respond to these difficulties. The study also attempted to determine, through statistical analysis, whether or not the variables of sex, age and school location influence pupil's reading comprehension abilities.

Specifically, the study aimed to answer the following questions:

1. What are the reading comprehension difficulties of grade six pupils enrolled during the school year 1992-1993 in the central and barrio schools of Victoria

District, Northern Samar Division as revealed by test results and as perceived by their English teachers?

1.1 What reading skills are most difficult to the children under study particularly in terms of:

1.1.1 decoding word meanings as signalled by

1.1.1.1 inflectional changes

1.1.1.2 derivational changes

1.1.1.3 context clues

1.1.2 decoding phrase meaning

1.1.3 decoding sentence meaning

1.1.4 decoding paragraph meaning

1.1.5 comprehending figures of speech

1.1.6 understanding main ideas

1.1.7 determining cause-effect relationships

1.1.8 following directions

1.1.9 sequencing events

1.1.10 noting details

1.1.11 inferring

1.1.12 predicting outcomes

1.1.13 synthesizing

2. What are the causes of these difficulties as perceived by their teachers?

3. Is there a significant difference in the reading

comprehension difficulty level in English of:

- 3.1 male and female grade six children
- 3.2 younger and older grade six children
- 3.3 central and barrio schools grade six children

4. What implications for language curriculum materials development may be derived from the findings of the study?

5. What instructional materials may be evolved to develop the comprehension skills of grade six children?

6. How valid are these instructional materials developed in the study as judged by teachers and School Administrators/Supervisors and as revealed by Flesch Readability Formula?

It was hypothesized that (1) there is no significant difference in the reading comprehension difficulties in English of male and female grade six children; (2) There is no significant difference in the reading comprehension difficulties in English of younger (ages 12-13) and older (ages 14-16) grade six children; and (3) there is no significant difference in the reading comprehension difficulties in English of central and barrio schools grade six children.

A total of 176 grade six pupils in actual attendance during the school year 1992-1993 in the four schools of the District of Victoria, Northern Samar Division took the 150-item Reading Comprehension test in English. This 150-item Reading Comprehension Test in English was designed to measure and evaluate the reading comprehension difficulties in English of Grade VI pupils of the District of Victoria preparatory to the construction of the textbook-based instructional materials in reading in English believed to respond to the difficulties thus identified.

The statistical tools/techniques used were frequency counts, percentages, ranks, means, difference between means, Z-value of significance and the Flesch Readability Formula. The .05 and .01 significance levels were used.

The following are the findings:

1. The most difficult reading comprehension skills are given in decreasing order. (1) predicting outcomes, (2) decoding meaning through inflectional changes, (3) decoding meaning through context clues, (4) synthesizing, (5) sequencing events, (6) comprehending figures of speech, (7) decoding meaning through derivational changes, (8) inferring, (9) determining cause-effect relationship, (10) decoding phrase meaning, (11) decoding sentence meaning and

decoding paragraph meaning, (12) noting details, (13) following directions, (14) understanding main outcome.

2. The 84 central school pupils obtained a mean percentage score of 10.95 in the fifteen reading skills in English while the 92 barrio school pupils obtained only 8.49. With $df=176$ and the difference between means = -6.81, the computed Z-value of 1.96 at the .05 significance level and of 0.5 at the .01 significance level. The difference between the two means is significant. This implies that the difficulty in the fifteen reading skills encountered by central and barrio schools pupils are not the same. Barrio school children encounter more difficulties in fifteen reading skills than their central school counterpart.

3. The study also reveals that the 133 younger school children, ages from 12-13 obtained a mean percentage score of 10.38 while the older school pupils, ages from 14-16 obtained a mean percentage score of 9.68. The difference between means was -3.45, the computed Z-value of 1.96. The older pupils have higher difficulty level with a mean difficulty level of 57.04. The difference between the two means is significant.

4. The research also shows that the 70 male pupils

obtained a mean percentage score of 10.40 while the 106 female pupils got a mean percentage score of 10.02. The difference between means was 3.52, the computed Z-value was 2.23, and the tabular Z-value of 1.96. The difference between the two means is significant. The male grade VI pupils have higher difficulty level of 60 than that of the females which is 56.48.

5. The obtained Z-value of the difference between the mean percentage scores of Grade VI male pupils ($X=60$) and female pupils ($X=56.48$). The obtained Z-value is statistically significant. This finding implies that male Grade VI pupils have higher difficulty level than that of female grade VI pupils. The difference between means was 3.52 and the computed Z-value was 2.23, and the tabular Z-value of 1.96.

6. Younger Grade VI pupils (ages 12-13), obtained Z-value of the difference between the mean percentage scores ($X=57.04$) and older Grade VI pupils (ages 14 to 16) obtained ($X=60.49$). The difference between the two means is significant. The older Grade VI pupils have higher difficulty level than that of the female pupils.

The obtained Z-value of the difference between the mean percentage scores of Grade VI central school pupils

($X=54.32$) and barrio school pupils ($X=61.13$). The obtained Z-value is significant. This finding implies that the reading comprehension difficulties in English of central and barrio school pupils are not the same. Barrio school children encounter more reading comprehension difficulties in English than that of central school pupils. Central school pupils may have a more favorable learning environment and more effective reading teacher than barrio-school pupils. The hypothesis which claims that there is no significant difference in the reading comprehension difficulties in English of central and barrio school pupils, was rejected.

Conclusions

Based on the findings just presented, the following conclusions are drawn:

1. The most difficult reading skills of Grade VI pupils in the four schools in the District of Victoria, Northern Samar Division are on: (a) Decoding Phrase Meaning, (b) Predicting Outcomes, (c) Decoding Word Meaning as signalled by Inflectional Changes, (d) Decoding Word Meaning as signalled by Context Clues, (e) Synthesizing, (f) Sequencing Events, (g) Comprehending Figures of Speech, and (h) Decoding Word Meaning as

signalled by Derivational Changes.

2. The female Grade VI pupils have lower difficulty level compared to that of the male Grade VI pupils that have higher difficulty level in reading comprehension in English.

3. Younger pupils (ages 12 to 13) have lower difficulty level than older (ages 14 to 16) pupils. The older pupils have higher difficulty level compared to the younger pupils.

4. Central school pupils are better in reading comprehension abilities than the barrio school pupils. School location influences pupil's reading comprehension abilities.

Recommendations

On the basis of the conclusions drawn from the findings of this study, the researcher makes the following recommendations addressed to pupils, teachers, school administrators, English Supervisors, Northern Samar Division, and to English/Reading/Language Teaching Scholars, Student and Researchers.

For Pupils

1. Pupils, through the accurate motivation, guidance

and untiring assistance of their teachers, and using the appropriate textbook-based instructional materials developed in this study, should take upon themselves the responsibility of studying and learning how to read with comprehension suited to their levels. The reading task of perception, recognition, comprehension, reaction and integration are primarily learner focused and pupils should master these tasks with at least 75% to success.

2. Using the textbook-based instructional materials developed in this study, acquire the other reading skills prescribed for and appropriate to the sixth grade.

For Teachers

3. In order for English/Language teachers to provide the much-needed motivation, unending guidance and assistance for pupils' with reading difficulties, they should have background knowledge on Linguistics and the Teaching of Reading in English, Language Teaching and other language related fields of specialization.

4. Every teacher should be a reading teacher. For this reason, all teachers should take courses and in-service training activities along Linguistics and the Teaching of Reading in English, and other reading - related trainings.

For School Administrators

5. School Administrators should make the Reading Program of their school functional and effective with content, pedagogical materials, staff and management so that all children in the school can read with comprehension appropriate to their grade levels.

6. School administrators should regularly measure and evaluate the reading abilities of school children as basis for rating teachers' performance.

7. Elementary school administrators in the District of Victoria, Northern Samar Division should make available to themselves, their teachers and school children, the technology and products developed by the UNICEF-DECSRO collaborated Upgrading Reading Skills Project (Project URS), particularly, the Phono, Visual, Oral, Sound Blending, Meaning Approach (PVOSEB) in teaching reading as well as the textbook-based instructional materials developed in this study.

8. School administrators should observe equity in the distribution of books and school supplies in central and barrio schools. Barrio schools have adequate books in English and in other subject areas.

9. School administrators and school managers should

manage not only school plant and facilities, staff and budget, they should manage teaching and learning. For them to be effective managers particularly of teaching and learning and teachers of the basic reading comprehension skills which are the tools for learning other subject areas, they themselves should have background knowledge on Linguistics in the Teaching of Reading in English and Current Trends in Language Teaching. They should undergo in-service training along their lines.

For English Supervisors

10. English supervisors should plan and implement a Linguistics-based District/Division Action Plan/Program on Reading designed to identify and help the reading difficulties in English of the grade six pupils and to enable all school pupils to master the reading skills with at least 75% mastery and with comprehension appropriate to their levels. The textbook-based instructional materials developed in this study should be utilized.

11. English supervisors should update themselves of the current trends in teaching reading particularly, the Linguistic Approach, Phono, Visual, Oral, Sound Blending Meaning Approach (PVOBMA).

Psychosociolinguistic Approach, Integrated Learner - Language - Society Variables Approach and other linguistics - based approaches in teaching reading.

12. English Supervisors should conduct in-service training activities designed to equip elementary school teachers with competencies on Linguistics and the Teaching of Reading in English.

For Northern Samar Division

13. Northern Samar Division, particularly the Elementary Education Section should use the findings of this study as basis for programming the Division Reading Program that would enable elementary school pupils to read with success and comprehension appropriate to their levels.

14. Teachers in the Division of Northern Samar should make use of the textbook-based instructional materials developed in this study in teaching the different reading skills in English and in responding to the reading comprehension difficulties of their pupils.

15. Northern Samar Division should encourage and facilitate the conduct of educational researches and commend school teachers and personnel who can contribute to the efforts to solve such educational problems in the Division of Northern Samar as dearth of books, references,

and instructional materials.

For English/Reading/Language Teaching Scholars, Students
and Researchers

16. In order to determine further the validity and effectiveness of the textbook-based instructional materials developed in this study, English/Reading/Language teaching scholars, students and researchers should subject this set of reading materials to The Flesch Readability Formula.

Chapter VI

TEXTBOOK-BASED INSTRUCTIONAL MATERIALS IN ENGLISH FOR GRADE SIX PUPILS

Rationale

In the preparation of this textbook-based instructional materials, Development of Instructional Materials in English, for Grade VI pupils, the needs and interests of Filipino children have been the guiding consideration.

This textbook-based is intended originally for Grade six pupils. It has been prepared by the author for Filipino children. It is therefore her hope that this textbook-based instructional materials will give substance and vitality to the desire expressed by many a public school teachers of English for a textbook-based on the subject that answers the native requirements of her pupils.

The author has considered the following guidelines:

1. The content shows careful and logical organization.
2. Practice exercises are varied and interesting.
3. Structures are presented and drilled on in meaningful situations.

4. The vocabulary is suitable to the grade level and experiential background of the children.
5. The arrangement of materials is readily adaptable to the needs, interests, and abilities of the children.

Dear Pupils:

This textbook-based instructional materials is for you. I hope it will make learning English an interesting and pleasant for you.

I have tried to make the lessons as interesting and as easy for you as possible. You are going to learn the fifteen skills through stories based on your textbook. You will develop language skills through drills and/or exercises. You will form correct language habits through practice in a variety of interesting situations.

Learning to speak English well is just like learning to dance, learning to swim, or learning to skate. You can learn by practicing exercises in this textbook-based instructional materials. This will help you improve your English.

This textbook-based instructional materials can help you in many ways:

1. To decode word meaning as signalled by
 - 1.1 inflectional changes
 - 1.2 derivational changes
 - 1.3 context clues
2. To decode phrase meaning
3. To decode sentence meaning

4. To decode paragraph meaning
5. To comprehend figures of speech
6. To understand main ideas
7. To determine cause-effect relationships
8. To follow-directions
9. To sequence ideas or events
10. To predict outcomes
11. To predict outcomes
12. To synthesize

But above all, this textbook-based instructional materials will help you become a better pupil. You will be more sure of your English which will in turn help you do well in all your studies. Furthermore, you will be able to widen your experience and discover new things. All those will prepare you to live a more interesting and useful life.

As your teacher guides you through the different activities/skills in the textbook-based instructional materials, you will find many things you will enjoy doing, many things really worth knowing.

This is your textbook-based instructional materials. Make the most of it.

Lesson One

I. Decoding Word Meaning as Signalled by Inflectional Changes

What is Inflection/Inflectional?

1. Inflection - a pattern of change undergone by words to express grammatical and syntactical relations, as of case, number, gender, person, tense, etc. the few inflections surviving in English include: *s* for the regular plural of nouns, and for the third person singular present indicative of verbs; *'s* for the possessive; *-er* for the comparative, and *-est* for the superlative, of many adjectives and adverbs; *-ed* for the past and past participle of regular (or weak) verbs, and *-ing* for the present participle.
2. Inflectional - belonging to, relating to, or showing grammatical inflection. Designating a language, such as Latin, that expresses grammatical relationships by means of inflections rather than by auxiliary words.

Adverbs

1. An adverb is the part of speech used to modify a verb, an adjective, or another adverb. Adverbs tell how, when, or where.
2. A single - word adverb has three forms called degrees. The positive degree tells about the action of one person. The comparative degree tells about the actions of two persons or things. The superlative degree tells about the actions of three or more persons or things.
 - a. to form the comparative and superlative degrees of an adverb of one syllable, add -er and -est to the positive degree form; as fast, faster, fastest. To form the comparative and superlative degrees of adverbs ending in ly, place more or less and most or least before the positive degree form; as, easily, more easily, most easily.

Examples:

Jack ran fast. (positive degree)

Jack ran faster than I did. (comparative degree)

Jack ran fastest of all the boys.

(superlative degree)

I take my flu shot willingly. (positive degree)

I take my shot less willingly. (comparative degree)

But I'll probably take mine the least willingly of all. (superlative degree)

- b. A few adverbs have irregular ways of forming the comparative and superlative degrees, as well, better, best.

Positive

Comparative

Superlative

Bright	brighter	brightest
Early	earlier	earliest
Hard	harder	hardest
High	higher	highest
Far	farther	farthest
Little	less	least
Much	more	most
Easily	more easily	most easily
Carefully	less carefully	least carefully
Often	more often	most often
Quickly	less quickly	least Quickly
Rapidly	more rapidly	most Rapidly
Thoughtfully	more thoughtfully	most thoughtfully

Exercise:

Directions: Write the following sentence, filling the blank in each sentence with the correct form of the adverb in the parenthesis:

1. (often) I go to the shore _____.
2. (well) Who draws _____, Dick or Daly?
3. (fast) Marvin can run _____ than Marlo.
4. (little) Marissa danced _____ of all the girls.
5. (soon) Dennis finished his work _____ than I did.
6. (gracefully) Marissa danced _____ than Collete.
7. (brightly) What shines _____ than the moon or the stars?
8. (much) Mr. Loyola is the _____ understanding man I know.
9. (clearly) Grace explained his problem _____ of all the pupils.
10. (pleasantly) Liza Mae greeted the visitors _____ of all the greeters.

Using singular and Plural Nouns

1. A noun is the part of speech that names a person, place or thing; as boy, city, tree, ability.
2. Use the singular form of a noun to denote one person or thing. Use the plural form to denote

two or more persons or things.

Singular

Plural

Alto	altos
Army	armies
Belief	beliefs
Box	boxes
Calf	calves
Day	days
Dress	dresses
dwarf	dwarfs
echo	echoes
girl	girls
house	houses
knife	knives
monkey	monkeys
paper	papers
pencil	pencils

Examples:

Singular

1. I have no paper.
2. Look at the airplane.
3. The book is on the table.

Plural

1. We have no papers.
2. Look at the airplanes!
3. The books are on the table.

Exercise A

Directions: Write each of the following sentences,
using the correct plural form of the noun

in parenthesis before the sentence.

1. (bee) Five _____ were on the window.
2. (day) There are seven _____ in a week.
3. (dwarf) We read a story about seven _____.
4. (horse) The _____ were grazing in the pasture.
5. (box) Gloria brought several _____ of crayons.

Exercise B

Directions: Write the plural form of each of the following nouns.

- | | |
|------------|--------|
| 1. address | 4. Key |
| 2. arch | 5. Sea |
| 3. feather | 6. Nun |

4. Use the possessive form of a noun to show-ownership.

Boy's hat	boys' hats
Man's hat	men's hats
Charles's hat	ladies' hats

Examples:

1. That is Father's hat.
2. James's coat is in the closet.
3. We were looking at the children's books.

Exercise C

Directions: Write each of the following sentences and fill the blank with possessive form of the noun in the parentheses before the sentence.

1. (donkey) The _____ ears are long.
2. (calves) The _____ mothers are in the barn.
3. (men) The _____ shoes are in the basement.
4. (father) My _____ office is on the second floor.
5. (girls) The _____ gym class meets at 9 o'clock.

Tense

A form of a verb that relates it to time viewed either as finite past, present or future, or non-finite.

1. Present Tense form of a verb done at the present time.
2. Past participle are formed by adding -ed, -d, -en, -n or t, to the present tense.
3. Present Participle a verbal derivative that may function as both a verb, as adjective. It ends in --ng.

<u>Present</u>	<u>Past Participle</u>	<u>Present</u>
<u>Participle</u>		
Drift	drifted	drifting
Expect	expected	expecting
Explore	explored	exploring
Fight	fought	fighting
Fix	fixed	fixing
Kill	killed	killing
Leave	left	leaving
Look	looked	looking
Move	moved	moving
Raise	raised	raising
Report	reported	reporting
Share	shared	sharing
Twist	twisted	twisting
Walk	walked	walking
Wave	waved	waving
Watch	watched	watching

Examples:

1. He climbs tree many times.
2. The squirrel is drown in the pool.
3. The rope dragged on the ground as we rode.
4. Mother has asked me that question many times.
5. The girls are playing in the playground.

Exercise:

Directions: Fill the blank with the correct form of the verb in the parenthesis before the sentence.

1. (dive) Ronald _____ into the pool yesterday.
2. (climb) I _____ the tree and rescued the kitten.

3. (drag) My dog has _____ the rope across the lawn.
4. (learn) We _____ how to plant a tree.
5. (attack) The mosquitoes _____ us as soon as the sun had set.

Lesson Two

II. Decoding Word Meaning as Signalled by Derivational Changes

What is Derivational?

- A word developed from a basic word, as by addition of a prefix or suffix or phonetic change.
- The tracing of a word from its original form and meaning.

What is Prefix?

A non-separable, or syllables, affixed to the beginning of a word to modify or alter the meaning, as pre- in prefix, be- in behead, dis- in disagree, re- in renew, post- in postwar, un- in unhorse, etc.

<u>Prefix</u>	<u>Meaning</u>	<u>Sample Word</u>
Anti-	against, opposed To	anti-church anti-erosion Antifanatic

		Antifeminist Antiroyalist
Bi-	twice; doubly; two; especially occurring twice or having two	bicentral bicephalic bicolumnar biradiate bispiral
ex-	out of; from forth	exhale exasperate expect expose excellent exonerate
im-	not; wrong	impure impunity impersonal immediacy immeasurable
in-	not; without	inactive incurable inexcusable inadequate inarticulate
mis-	amis; bad; wrongly	misapply mischief misconduct miscarriage misadventure
non-	not; absence of	non-delivery non-essential non-explosive non-alcoholic non-attendance
post-	after in time or order; following	postdate postmark posthumous postcommunion

pre-	before in time or order; prior to; preceding	preadmit preexamine pre-Christian precollection preaccusation
pro-	forward; prior; supporting; in favor of	procedure procumbent procephalic pro-cathedral procrastination
re-	again; anew; back	reappoint rebaptize recolonize renominate reassociate
semi-	half; partly; not fully	semifailure semisacred semiwarfare semi-christian semi-autonomy
tri-	three; threefold; thrice	tri-age tri-crotic trifacial trilateral trifurcate

EXERCISE

Add the prefixes ex-, im-, in-, non-, un-, il-, to each of the incomplete words. Write the word on the line.

1. Telling lies is _____ advisable.
2. His handwriting is _____ legible.
3. The _____ pure air was full of dust.
4. Some newspapers have many _____ prints.

5. The child is _____ happy about losing his toys.
6. The new principal _____ pronounced my name.
7. Chris got up and talked _____ stop for twenty minutes.
8. If you _____ clude her from meeting, she'll feel left out.
9. By the _____ pression on her face, I knew that Mary Catherine was pleased.
10. In our science class the teacher did an _____ periment with onions.

What is suffix?

A letter or letters added to the end of a word or root, and functioning as a formative, derivative, or inflectional element, as -er in shorter, -ful, in faithful, -s and -es in dogs, boxes, -ed in loved, -ness in kindness, etc.

<u>Suffix</u>	<u>Meaning</u>	<u>Sample Word</u>
-able	given to; tending to; like to; fit to; capable of; worthy of	breakable correctable forgettable kissable memorable

-age	collection or aggregate of; state of being	breakage coverage drainage leverage spoilage
-ible	characterized by	edible credible collectible flexible terrible
-ic	pertaining to; like; resembling; characteristic of	domestic heroic oceanic microscopic sulfuric
-ence	quality; someone who or the state of	confidence difference existence excellence prominence
-ist	one who or that which does or has to do with	catechist genealogist humorist novelist pharmacist
-less	free from; without	childless countless harmless homeless lifeless
-ness	state or quality of being	betterness correctness gladness kindness sheerness
-ous	having; full of	famous courageous dubious furious glorious

-tion	action or process of; condition or state of being	completion connection exploration information solution
-ward	toward; in the direction of	forward homeward onward upward sideward

EXERCISE

Read the following sentence. Add either -able, -age, -ent, -tion, -ence, -ible, -ist, -ic to each of the underlined word - parts.

1. She is the club presid_____.
2. That house is his resid_____.
3. A whale is an example of ocean_____ life.
4. Who is responsible for the Décor_____ of the stage.
5. The airplane workers loaded the bagg_____ on the plane.
6. Three pupils received awards for their excell_____ in sports.
7. Grandma's convert_____ couch can be turned into a bed.
8. The balloon_____ flew her balloon right across the lake.

9. I can never forget my first day at school because it was so memor .

Lesson Three

III. Decoding Word Meaning as Signalled by Context Clues

The Use of Context Clues

The meaning of a new word can frequently be derived from the context in which it occurs. To do this, the child will need to comprehend the rest of the words in the sentence or passage. Many children with reading disability make little or no use of context in trying to discover the meanings of strange words. Such a child should be given practice in "guessing" the meaning of unknown words as they occur in context. He should be taught to read the rest of the sentence or passage and then look back and try to decide what the unknown word probably means. If such a sentence is part of a story, other sentences may amplify and clarify the meaning. Although some guesses may be wrong, such training usually brings considerable skill in deriving meaning from context.

Context clues to word meanings frequently come from author's definitions. Such a definition may be the explanation given in the rest of the sentence, or it may come from another word or phrase in the sentence. Sometimes, it is in a separate sentence.

1. Some plants are self-planters. They plant their own seeds.
2. Some seeds are scattered by the wind. These seeds have parts that serve like wings, parachutes or balloons.
3. Some plants scatter their own seeds. The fruits of these plants crack or split and twist when fully dry.
4. Some seeds are unintentionally scattered by people and animals. These seeds are very good hitchhikers.
5. Some seeds are scattered by water. These seeds are lighter than water so they can be carried so far away places by rivers, streams, or sea waves.
6. Tikki's sharp hooves shucking the husks from the while grains of rice.

Shucking the husks means to remove the husk or shell from grains of rice.

EXERCISE:

Directions: Find in the right hand column the meaning of each numbered word at the left. Then write the letter in front of the meaning in the space in front of the numbered word.

- | | |
|---------------------|--|
| _____ 1. Amaze | a. a voracious shark of warm seas |
| _____ 2. Attic | b. a thick mass of ice found floating in the sea at high latitudes |
| _____ 3. Bandits | c. a stupid person |
| _____ 4. Briskly | d. a grassy field or plain |
| _____ 5. Cliff | e. lively or playful |
| _____ 6. Crater | f. to stay on as if reluctant to leave |
| _____ 7. Faint | g. abrupt, sudden |
| _____ 8. Frescoes | h. a high steep of rock, as on the seashore |
| _____ 9. Hammerhead | i. To burn brightly |
| _____ 10. Frisky | j. a highwayman, plunder |
| _____ 11. Iceberg | k. the art of painting on a surface of plaster |

_____ 12. Glee	l. merriment, mirth
_____ 13. Lea	m. a shelf upon which articles can be laid
_____ 14. Lumpy	n. an apparent group or cluster
_____ 15. Flutter	o. a low, decorative wall or structure
_____ 16. Blaze	p. the sound produced by the reflection of sound waves from an opposing surface
_____ 17. Echo	q. to wave or flap rapidly and irregularly as in the wind
_____ 18. Ledge	r. to lose consciousness
_____ 19. Linger	s. the bowl-shaped depression forming the outlet of a volcano
_____ 20. Constellation	t. surprise; astonish greatly

Lesson Four

IV. Decoding Phrase Meaning

What is Phrase Meaning?

An expression, consisting usually of but a few words, denoting a single idea or forming a separate part of a sentence.

A phrase does not contain a subject and predicate but it may include as many words as a clause.

Examples:

1. Threshing floor means

- The place where to separate the grain from the stalks/straw or husks

2. Unthreshed rice means

- Unbeatable stalks/unremoved straw of rice

3. tough gray hide means

- possessing great endurance
- steadfast
- stubborn

4. dressed in fancy costumes means dressed in unusual clothes

5. quaked with fear means

- shork
- trembled

6. bellowed with anger means

- shout loudly
- uttered with a loud, roaring voice

7. famous portrait means
 - admirable face
 - distinguished/known photograph
8. a beautiful madonna means
 - attractive lady
 - charming lady
 - delightful lady
9. skin as a beanpole means
 - very slender
10. multicolored bridge means
 - a bridge made up of many colors

EXERCISE

Direction: Draw a line from the phrase to the word that has a similar meaning.

Kind of bird	mallard
Paused or stopped	vary
Having little strength	vanished
Disappeared suddenly	hesitated
Narrow shelf of rock	conform
Talk with another person	conversation
To prove that a report is	
True	ledge

To change or to arrange

Differently	national
-------------	----------

Throughout the nation

Nationwide	feeble
------------	--------

Away from everybody	alone
---------------------	-------

Large grassland area

with few trees	motion
----------------	--------

act of moving, change

of position	lea
-------------	-----

Lesson Five

V. Decoding Sentence Meaning

Materials for reading are nearly always in the form of sentences. In addition to understanding the meaning of the separate words and thought units. There must be the ability to understanding the relationships between these in the sentence. The child who cannot sense the relationship between the elements within the sentence and give each its proper weight experience severe difficulties in comprehension.

Here are some sentences, the group of words which tell something about each sentence.

Examples:

1. The mosquito gave me an itchy bite.
Peculiar irritation of the skin.
2. He fished with an old bamboo pole.
Caught fish using pole.
3. The plane sped down the runway.
Moved to a lower place, level
4. A plant was set on the skipper.
Leap lightly
5. The sun vanished behind dark clouds.
Disappear from sight
6. You must have heard their conversation.
Informal exchange of ideas
7. Most plants need fertilizer to grow well.
Fertilizing material applied to soil
8. Be careful not to swallow harmful chemicals.
Poisonous substance

EXERCISE

Directions: Fill in the blank with the word that best completes each sentence.

1. The baby _____ to her mother.
Clung recited trudged
2. It _____ rains in the desert.

Cautiously frequently seldom

3. Wild _____ grow along the shore.

Reeds rumbles resorts

4. Dyna Joy was _____ to find out her mother was not hurt.

Reflected relieved reserved

5. All the dogs seen smart, but this one is _____ smart.

Partially peacefully particularly

6. Her _____ was to babysit to earn money for roller skates.

Intension insurance invention

7. The _____ band, including the drummer, joined the music.

Eagle entire equal

8. We spend warm | Sunday afternoons in the yard _____ around.

Loading lodging loafing

Lesson Six

VI. Decoding Paragraph Meaning

When you write a good paragraph, you use skills similar to those used by a good builder. Much as the builder plans a foundation for a building, you should plan a foundation for a paragraph. The topic or subject about which the paragraph is to be written is its foundation. A sentence, called the topic sentence, is used to state the topic. The other sentences of the paragraph are fitted into the general topic and placed where they belong. Each sentence adds something to the topic. A paragraph in which all the sentences are about a single topic is said to have a unity.

Usually, the topic sentence is placed first in the paragraph, and the other sentences follow in the order in which they will best add details to the general topic. The topic sentence, however, may be the last sentence or any other sentence in the paragraph.

EXAMPLE:

One of the oldest and most common of the human qualities is that of wanting animals as pets. Children at an early age learn to love pets. A small child will hug his toy dog and love it, but he will

gladly exchange it for a live pet. Although we think of children as the persons who most desire and need pets, most older persons also love pets. Those who lose a pet are often very sad until they get another, or until they become accustomed to being without a pet.

EXERCISE

Directions: Read the selections. Then follow the directions for each.

1. Clouds are made up of millions of tiny drops of water or ice. Clouds are also made up of millions of dust particles. The drops of water cling to the dust.

What is this paragraph about?

2. Donna was having trouble painting a picture of clouds. Her clouds looked flat and white. She went outside and looked up. After a while Donna went back inside. She added some gray and some light pink color to the clouds in her picture. Then her clouds looked real.

What is this passage about?

3. April Hannah, Mark Bons, and Angelli all work at Allen district Hospital. April Hannah is a medical assistant. Mark Bons is a doctor. Angelli is a student doctor. Every Thursday they all go to a meeting together. April Hannah takes notes there. Mark Bons listens quietly. Angelli reports about the patients.

What is this paragraph about?

4. Sam Po, Lu To, and Kim Bo are all farmers. Sam Po grows berries. Lu To grows other fruits. Kim Bo grows vegetables. Mr. Po, Mr. To, and Mr. Bo sell the things they grow. Mr. Po sells berries in the early summer. Mr. To sells fruit in the fall. Mr. Bo sells vegetables in the late summer. They all work especially hard in the growing season.

What is this paragraph about?

5. Douglas discovered a family of field mice. There were seven small brown mice with perfectly white feet. They lived in Douglas' garage. They took

birdseed out of the bag on the shelf. They store it in an old rubber boot. Douglas found the mice while looking for a soccer ball.

What is this passage about?

Lesson Seven

VII. Comprehending Figures of Speech

What is Figure of Speech?

An expression, usually within a sentence, which deviates from simple, normal speech to produce a fanciful or vivid impression, as simile, metaphor, personification, etc.

What is Simile?

- A rhetorical figures expressing comparison or likeness, by the use of such terms as like, as, so, such as, etc.
- Objects of different classes must be compared, bringing in some imagination element.

Examples:

1. God is like a rock.
2. The Hudson is like the Rhine.

3. My little sister eats like a bird.
4. This apple is as hard as a rock.
5. Finding my homework is sometimes as hard as finding a needle is a haystack.
6. His hands were as cold as ice when he came in from outside.

Exercise A

Directions: In the blank on the left, write the letter of the phrase that best completes each sentence.

- | | |
|--|--------------------------------------|
| _____ 1. The stars flickered like _____. | a. seeds blown
by the wind |
| _____ 2. The papers scattered all over the room like _____. | b. the sun |
| _____ 3. That fine wool blanket is as light as _____. | c. a feather |
| _____ 4. _____ was so hot that it felt like fire as my back. | d. the sounds
of the music |
| _____ 5. _____ flowed like a stream through the forest | e. fireflies
on a summer
night |

What is Metaphor?

- A figure of speech in which one object is likened to another by speaking of it as if it is were that other.
- It also compares unlike things, but indirectly rather than directly. Some metaphors includes a linking verb (is, are were, and so on); others do not.
 1. A dream is a dried raisin.
 2. Your words are a song.
 3. I am the Vine.
 4. The snow blanketed the town.
 5. Good books are food and drink to an avid reader.
 6. The fresh air proved a tonic for the every traveler.
 7. If we saw the wind, we shall reap the whirlwind.
 8. Sunlight sifted through branches of the trees.
 9. The speaker out through a maze of superstition.

10. Shall we take arms against a sea of troubles?

Exercise B

Directions: Complete the comparisons below with two different words or phrases for each blank.

1. Fame is _____.
2. For some people, television is _____.
3. Happiness is _____.
4. Their big full back is a _____ offense.
5. The ringing telephone become a _____.
6. Sally never fully recovered from this blow to her natural _____.
7. He was a _____ sheeps sowing his wild oats.
8. The curtain of _____ fell over the land.

What is Personification?

- The figurative endowment of inanimate objects or qualities with personality or human attributes.
- Striking or typical exemplification of a quality or attribute on one's person'

- The emblematic representation of an abstract quality or idea by a human figure.

Examples:

1. I see the same moon smiling at you in your continent.
2. At last, the wind sighed itself to sleep.
3. The sun smiled on the crowds as the big game began.
4. The events of the past week paraded before his eyes.
5. The gray-eyed Morn smiles on the frowning night.
6. The best-dressed beds wear our percales.

Exercise C

Directions: Locate the personification in this passage and explain how they help the reader.

1. The vine clung stubbornly to the trunk of the tree.
2. May fortune smile upon you.
3. The waves lapped sullenly against the base of the cliff.

Lesson Eight

VIII. Understanding Main Ideas

To grasp the organization of an expository article or a story, the reader must between the theme or purpose presented in the introductory paragraphs and the role of the succeeding supporting paragraphs. Without this ability, a reader will be unable to handle satisfactorily the specialized applications of the basic study abilities described in a later chapter.

Examples:

Read the following stories, Mona Lisa, The Last supper, the Sistine Chapel Paintings, The Madonna of the Chair. The main ideas are given below.

Mona Lisa

- a. The name of a painting done by Leonardo da Vinci, an Italian painter.
- b. This portrait was famous because of her mysterious smile.

The Last Supper

- a. This painting shows Jesus Christ and His twelve apostles.
- b. This painting was done by Leonardo da Vinci and completed for three years.
- c. The story goes on Jesus Christ, His twelve apostles and the pronouncement of the traitor, Judas.

The Sistine Chapel Painting

- a. It is about the pictures painted on ceiling of the Sistine Chapel in Rome.
- b. Michelangelo, the great sculptor and took his work for four years and a half to paint the ceiling.

The Madonna of the Chair

- a. It is a round picture done by Raphael, an Italian painter.
- b. This painting was put in art galleries and museums.

Exercise

Directions: Write the sentences under the main ideas where they belong.

- I - what Babe looked like
 - II - Babe's race with an ostrich
 - III - How Babe straightened a crooked road
- Story: Babe, the Blue Ox

Sentences:

He had very big feet.

Babe was a blue ox.

His body was very long.

He had a black nose but red nostrils.

Paul tied one ends of a crooked road to Babe.

Babe pulled the road until it became straight.

He was very big, very heavy, and very strong.

The ostrich had run light miles before Babe
started to go.

Lesson Nine

IX. Determining Cause-Effect Relationships

What is cause?

- The power or efficient agent producing anything or event.
- An occasion or condition upon the occurrence of which an event takes place.

- Any rational ground for choice or action;
reason

What is Effect?

- A result or product of some cause or agency; a
consequence.
- Fact or reality
- The substance of a statement; gist

Cause - Effect Relationship

- The ability to recognize cause-effect
relationship, whether or not it is indicated by
a due word, helps one to understand why things
happen in the story.
- Sometimes a cause-effect relationships exists
even though there is no due word used.

Examples:

Each sentence starts with a cause and the
second part is the effect.

1. Mario was so tired that he went to sleep
early.
2. If the weather is warm, the children don't
wear heavy coats.

3. Eric was the pitcher on the team, so he pitched all season.
4. Leda hurt her leg playing ball, so she could not play in the game.
5. Because the ink spilled on Annie's dress, the dress was stained.
6. Larry loves horror movies, so he often watched them on television.
7. Because it had snowed the night before, the ground was covered with snow.
8. Because there were so many ants on our blanket, we move the picnic to another place.

Exercise:

Directions: Read the sentence below. In each sentence, underline the cause and circle the effect.

1. Each winter, the ducks fly away because the weather ground gets cold.
2. The winter brings ill and show that make difficult for the duck have returned.
3. Springtime has arrived, the ducks have returned.

4. We thought the ducks would be hungry, we brought some bread.
5. The ducks ate all the bread, so we ran to get some more.
6. Since the ducks remembered us, they waddled right over to our bicycles.
7. We heard quacking sounds, they had arrived.

Lesson Ten

X. Following Directions

In the following directions, make sure that your direction are clear so that other people can follow them.

Examples:

Please see "Interpreting Information on a Table", page 158.

1. What is the title of the table?

Answer: The World's Highest Mountain

2. What is the lowest mountain peak in the table?

Answer: Mt. El'brus

3. What is the highest mountain peak in the United States?

Answer: MC Kinley

4. What information is given in each column of the table?

Answer: a. The name of the mountain
b. Country where located
c. Continent where located
d. Height (in meters)

5. Which is the biggest mountain in the world.? How high is it?

Answer: Mt. Everest, 8,805 meters

6. What mountain is located in South America? How high is it?

Answer: Acongagua, 6,926 meters

7. Which of the mountain found in the USSR is the highest one? What is the difference in the heights of these mountains?

Answer: Communism Peak, 1,853 meters

EXERCISE

Directions: Study the chart. It shows the number and type of birds seen during from weeks of bird watching. Then answer the questions below:

A

Week	Parrot	Sunbird	Minah
1 st	2	6	15
2 nd	3	9	16
3 rd	3	4	10
4 th	7	12	11

1. From the chart, which bird would you say is the most common in the area? _____
2. Which kind of bird did the bird watches all the fewest number of times?
3. In which week did the bird-watches see the nest birds.
4. During which week did the bird-watches see more sunbird the Minah.

B

Directions: Read the label. Then encircle the letter next to the best answer to each question.

Easy Biscuit Mix

Heat oven to 400 degrees F. Open box of biscuit mix and pour into bowl. Add $\frac{1}{2}$ cup of milk and stir until mix is soft and doughy, lightly-butter a baking sheet. Drop spoonfuls of dough onto baking sheet. Bake in oven for 10 minutes until biscuits are lightly brown.

1. What two things will you need to make the biscuits?
 - a. milk and butter
 - b. water and eggs
 - c. butter and eggs
2. What do you do last when you use easy biscuits mix?
 - a. butter a baking sheet
 - b. place biscuits in oven
 - c. heat oven to 400 degrees F.
3. When you use Easy Biscuit Mix, what do you do first?
 - a. add milk to bowl
 - b. stir until mix is doughy
 - c. heat oven to 400 degrees F.

4. What would happen if you baked the biscuits for only 5 minutes?

- a. they would be burnt
- b. they would be dark brown
- c. they would be undercooked

Lesson Eleven

XI. Sequencing Events

What is Sequencing?

- The process or fact of following in space, time or thought; succession or order.
- A number of things/events following one another, considered collectively; a series.

Examples:

Please refer to the selection, "Intramuros: Our Heritage in Stone".

The following sentence in the order in which the events happened in the story.

1. Martin de Goiti came to Maynila.
2. Legazpi came to Maynila and took formal possession of the land.
3. Legazpi made Manila the capital of the Philippines.

4. Limahong invaded Manila.
5. The governors of the Philippines build the walls of Intramuros.
6. Intramuros was destroyed in World War II.

Rearrange these sentences in the order which the events happened in the story.

- A. Squirrels eat plenty of nuts but they bury some of them.

Some plants are self planters.

Some seeds are scattered by water.

Birds, animals, and people also scatter plant seeds.

Some seeds are scattered by the wind.

Some plants scatter their own seeds.

Birds may carry seeds in their beaks, on their feet, or inside their bodies.

Plants, birds, animals, or man together help in growing new plants.

Some seeds are intentionally scattered by people and animals.

Some seeds get sticky when they are wet.

Lesson Twelve

XII. Noting Details

In taking down notes, you will take notice/mention especially the most important details.

The following guidelines to develop better note taking skills:

1. Take down important details (Names of persons, places, and dates.
2. Take down facts that answer questions about the topic, if any.
3. Write the notes in your own words as much as possible.
4. Write notes on little cards, pieces of paper of the same size, or in your notebook.
5. Write down the source of your information, title, name of writer, and page number.

EXAMPLES:

1. The Las Piñas Bamboo Organ
 - a. The bamboo organ is found at the St. Joseph Church, Las Piñas, Rizal.
 - b. Fray Diego Cera dela Virgen del Carmen - maker of bamboo organ.

- c. In 1973, the bamboo organ was flown to the House of Klais, Bon, Germany.
- d. Herr Klais, the owner of the House of Klais.
- e. Herr Wolfong Ochms, well known German master organ player.

Source: Building English Skills for Grade Six,
Reading textbook, pages 72-74.

2. The Faces in the Mountain

- a. Head of four presidents of the United States -
Mt. Rushmore, South Dakota
- b. Gutzon Borglum, the artist who carved these
faces
- c. An electric bumper was used in leveling the
sides of each hole in the homecomb

Source: Building English Skills for Grade Six,
Reading textbook, page 77.

3. The Famous Paintings

- a. Leonardo da Vinci, Michelangelo, Raphael,
Italian painters of the fifteenth century
- b. Mona Lisa, famous portrait with a mysterious
smile

- c. The Last Supper, painting shows Jesus Christ and His twelve apostles
- d. The Sistine Chapel Paintings, took four and a half years to finished
- e. The Madonna of the Chair, a round picture

Source: Building English Skills for Grade Six,
Reading textbook, pages 80-85.

EXERCISE

Directions: Take down notes on "Exploring the Ocean Floor", Reading textbook, pages 132-136, and "Explorations Beyond the Earth", Reading Textbook, pages 143-146.

Lesson Thirteen

XIII. Inferring

When you are reading stories, questions may be raised in your minds. Sometimes, the answers to these questions are not directly stated in the story, so you have to make guesses. Your guesses, however, may be based on the facts and ideas presented in the story. These guesses are called inferences.

Some authors do not tell everything a reader wants to know. Instead, they expect the readers to

use some of the details of selection to figure out the things about the story or parts of it. They expect the readers to piece together bits of information in the story and come up with a general statement or conclusion about the selection or parts of it. Conclusions are general statements drawn from and supported by facts or information from the story or selection.

Examples:

Please read the selection: "Exploring the Ocean Floor," Reading Textbook, pages 132-136.

Here are possible conclusion based on the facts given on the selection.

1. Paragraphs 1-4

Inference: Without the appropriate diving equipment, it is impossible to reach ocean depths.

2. Paragraph 4-5

Inference:

Ocean floors have varying shapes and depths.

3. Paragraph 8

Inference: Communication from sea to sea and into space is possible.

4. Paragraph 9

Inference: Some problems can be solved through interested people's cooperation.

Exercise:

Below is a report about an event. Read each paragraph of the report and answer the questions that follow.

The sun is sinking slowly in the west, giving a red glow to the world. The fans lean forward and watch the field. The first pitch is a strike; the second pitch, a ball. On the third pitch, the batter hits a foul-another strike. Silence fills the stadium as the fans hold their breath.

1. What time of day is it? _____
2. How do you know? _____
3. How do the fans feel? _____
4. How do you know _____

Suddenly, a loud crack/breaks the silence. The fans are on their feet, screaming and clapping. On the field below, one man is trotting slowly and calmly around the bases. The game is over.

5. What happened? _____
6. How do you know? _____

7. In the report above, what sport is being played? _____
8. How do you know? _____

Lesson Fourteen

XIV. Predicting Outcomes

In predicting outcomes, you have to assert on the basis of theory, data or experience but on advance of proof; make known before hand; foretell. You will predict the event that could happen next.

Examples:

Complete each sentence with an appropriate word from the list.

Approaching bounce communicate enlarge.

1. According to the weatherman, a strong typhoon is approaching. All of us should take the necessary precautions.

2. The pictures are very small. Lets have them enlarge.

3. It must be interesting to know how to use signs to be able to communicate with the deaf.

4. A sound can only bounce back if it hits something big and hard like the wall of a cave.

Exercise A

Directions: Read each paragraph. Finish the last sentence by writing what you think will probably happen next.

1. On Thursday, Darren Carl's teacher told the class that there would be a Math on Friday. Whenever Darren Carl has a test, he studies hard the night before. On Thursday night, Darren Carl _____.
2. Romeo rides his bike every day after school. One day, when he was riding, he noticed that one of the tires was almost flat. Romeo knew there was a gas station down the road. He got off the bike and _____.
3. Lyka Jane has red, blue, and yellow paint. She knows that she can make orange paint by mixing red and yellow together. She can make purple by mixing red and blue. Lyka Jane drew basket filled with oranges. To paint oranges, Lyka Jane will _____.

Lesson Fifteen

XV. Synthesizing

PERSONAL DATA SHEET

The personal data sheet, sent with the application letter as a supplement, outlines your job qualifications. Since it, like the letter, helps sell you as a candidate, spare no effort to ensure that it's attractive, well-organized, and easy to read. Here are some tips:

1. Capitalize the captions to make them stand out on the page.
2. To condense information, use phrases and clauses rather than complete sentences.
3. List your most recent education and employment experience first and then work backward so the employer can quickly gauge what you've done recently.
4. Don't try to cram too much material onto a page. Ample white space is important.
5. Center the heading at the top of the page.

Typically, information in the data sheet is grouped under the six captions below. If you are a recent graduate

with little or no full time work experience, list education before work experience. If you've worked for a number of years, however, reverse the order.

1. Personal Information. This section is optional. If you include it, give your date of birth, marital status, and general condition of health. Avoid race, religion, national origin, or sex, since this information can't be used as a basis for hiring.
2. Employment Objective. State your immediate work goals and the direction you hope your career will take.
3. Education. List pertinent facts of your college and high school education, in that order.
4. Employment Experience. Highlight your full time work experience, or if this is limited, your part-time or temporary jobs. Mention any promotions or raises you received or any supervisory experience you gained. Don't mention job duties unless they are similar to the job you're after.
5. Personal and Professional Interests. Cite memberships in professional societies and indicate any hobbies you enjoy.

6. References. You can list references or indicate that they will be furnished on request. Either way, don't give a person's name without first asking permission. Typical references include teachers, supervisors, and prominent people in the community.

EXERCISE:

1. Write a letter applying for an advertised job or one that someone has told you about.
2. Write a letter applying for a position for which there may or may not be a vacancy.
3. Prepare a data sheet to accompany your letter.

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A P P E N D I C E S

Appendix A

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Northern Samar
District of Victoria
VICTORIA

February 28, 2000

Dr. Eusebio T. Pacolor
Dean, Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

I have the honor to inform your Office that my former adviser, Dr. Soledad G. Agner, succumbed last 1995.

In this connection, may I humbly request Dr. Ulrico Mustacisa as my present adviser.

My heavy indebtedness for your immeasurable assistance and distinct approval.

Very truly yours,

DENMARK M. FERNANDEZ
Researcher

Appendix B

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Northern Samar
District of Victoria
VICTORIA

March 15, 1991

The Schools Division Superintendent
Cataraman, Northern Samar

Sir:

I have the honor to request permission to undertake a research study in the Division of Northern Samar on the subject, A PROPOSED INSTRUCTIONAL MATERIALS FOR DEVELOPING READING COMPREHENSION SKILLS AMONG GRADE SIX PUPILS OF NORTHERN SAMAR DIVISION. This is in connection with the preparation of my thesis for the Master of Arts in Education.

With your permission, I humbly request all the teachers in the Division to fill out a set of questionnaire which substantially contains problems encountered by teachers.

The results of this study might be helpful to teachers as well as to prospective school administrators.

Very truly yours,

(Sgd.) DENMARK M. FERNANDEZ
Researcher

APPROVED:

(Sgd.) CELEDONIO L. LAYON, JR., Ed. D.
Schools Division Superintendent

Appendix C

1st Indorsement
DISTRICT OF VICTORIA
Victoria, July 27, 1992

Respectfully forwarded to the Schools Division Superintendent, Catarman, Northern Samar, favorably recommending the herein permission of Mrs. Denmark M. Fernandez to conduct research in the District of Victoria, Northern Samar, in connection with her proposed thesis.

(Sgd.) LORENZO B. ADA
District Supervisor

Appendix D

2nd Indorsement
DIVISION OF NORTHERN SAMAR
Cataraman, July 27, 1992

Respectfully returned to Mr. Lorenzo B. Ada, through the District Supervisor, Victoria, Northern Samar, approving the request contained in the basic communication.

(Sgd.) CELEDONIO L. LAYON, JR., Ed. D.
Schools Division Superintendent

Appendix E

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

October 30, 1992

Dr. Dominador Q. Cabanganan
Dean, Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Sir:

In my judgement, the thesis proposal of Mrs. Denmark M. Fernandez entitled "Towards the Development of a Textbook-Based Instructional Materials in Developing Reading Comprehension Skills in English Among Grade Six Pupils of Victoria District, Division of Northern Samar" is now ready for Pre-Orals Examination/Defense.

In this connection, may I request that she will be allowed to defend said proposal on November 14, 1992 at 2:00 P.M.

Very truly yours,

(Sgd.) SOLEDAD G. AGNER, Ph. D.
Adviser

Appendix F

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 23, 1993

Dean, Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Sir:

Based on my judgement, the thesis proposal of Mrs. Denmark M. Fernandez entitled "Towards the Development of a Textbook-Based Instructional Materials in Developing Reading Comprehension Skills in English Among Grade Six Pupils of Victoria District, Division of Northern Samar" is now ready for Final Examination/Defense.

In this connection, may I request that she will be allowed to defend said proposal on March 24, 1993 at 2:00 P.M.

Very truly yours,

(Sgd.) SOLEDAD G. AGNER, Ph. D.
Adviser

Appendix G

SURVEY QUESTIONNAIRE

Part I: BACKGROUND DATA

Directions: Please fill in the blanks/provide the needed data or information as they apply to you.

Name _____ Sex _____ Age _____ Educ'l. Qual. _____
School/Station _____ District _____ Division _____
Grade Taught _____ Section _____ No. of Pupils _____

Part II - PUPILS' READING COMPREHENSION DIFFICULTIES

Directions: Please indicate the extent to which the following reading comprehension skills are difficult to your pupils using a 1, 2, 3, 4, 5, score, where:

- 1 means Not Difficult
- 2 means Less Difficult
- 3 means Difficult
- 4 means Very Difficult
- 5 Most Difficult

Please encircle the numerical which represent your answer to every item. Please begin.

Reading Comprehension Skill	Difficulty				
	Not Diffi- cult	Less Diffi- cult	Diffi- cult	Very Diffi- cult	Most Diffi- cult
1. Decoding word meaning are signalled by inflectional changes like the inflection of tense -ed, d, t, -ing.	1	2	3	4	5
2. Decoding word meaning as signalled by inflections of number like the suffix s, -es, -ies, -en, etc.	1	2	3	4	5
3. Decoding word meaning as signalled by derivational like the suffixes ly, -fly, tion, etc.	1	2	3	4	5
4. Decoding word meaning as signalled by prefixes like pre-, con-, -in-, -un-, mal-, pro-, etc.	1	2	3	4	5
5. Decoding literal meaning.	1	2	3	4	5
6. Decoding meaning of rootwords.	1	2	3	4	5
7. Decoding word meaning as signalled by context clues.	1	2	3	4	5
8. Decoding sentence meaning.	1	2	3	4	5
9. Decoding phrase meaning.	1	2	3	4	5
10. Comprehending figures of speech.	1	2	3	4	5
11. Decoding paragraph meaning.	1	2	3	4	5
12. Understanding main ideas.	1	2	3	4	5
13. Noting details.	1	2	3	4	5

14. Determining cause-effect relationships.	1	2	3	4	5
15. Following directions.	1	2	3	4	5
16. Inferring	1	2	3	4	5
17. Sequencing events	1	2	3	4	5
18. Predicting outcomes	1	2	3	4	5
19. Synthesizing	1	2	3	4	5
20. Recognizing words, phrases and sentences.	1	2	3	4	5

Part III - CAUSES OF PUPILS' READING COMPREHENSION

DIFFICULTIES

Directions:

The following are cause of pupil's reading comprehension difficulties. Please indicate by means of check marks (✓) if these causes are actually obtaining in your class/school. Otherwise, put and mark (x). Please indicate your answer to every item. Please begin.

A. Language-Related Causes

_____ 1. Difficulty in recognizing words due to non-correspondence between graphemes or letters and phonemes or sounds as in phlegm-a phonological and morphological structure absent into pupils' nature language.

14. Determining cause-effect relationships.	1	2	3	4	5
15. Following directions.	1	2	3	4	5
16. Inferring	1	2	3	4	5
17. Sequencing events	1	2	3	4	5
18. Predicting outcomes	1	2	3	4	5
19. Synthesizing	1	2	3	4	5
20. Recognizing words, phrases and sentences.	1	2	3	4	5

Part III - CAUSES OF PUPILS' READING COMPREHENSION

DIFFICULTIES

Directions:

The following are cause of pupil's reading comprehension difficulties. Please indicate by means of check marks (✓) if these causes are actually obtaining in your class/school. Otherwise, put and mark (x). Please indicate your answer to every item. Please begin.

A. Language-Related Causes

_____ 1. Difficulty in recognizing words due to non-correspondence between graphemes or letters and phonemes or sounds as in phlegm-a phonological and morphological structure absent into pupils' nature language.

_____ 2. Difficulty in recognizing words due to the morphological or word structure of English words like the addition of prefixes and suffixes to root words - morphological structure about in the children's native dialect.

_____ 3. Difficulty in recognizing words due to the prevalence of letters which represents several sounds, like letter "A" which represents the 7 sounds of /ae/ in man, /e/ in cake, /i/ in law, /a/ in away, /ae/ in class, /3/ in award, and /a/ in guard - phonological structures absent in the pupils native dialect.

_____ 4. Difficulty in comprehending modifier + Noun Head modification syntactic structure like "verdant mountains" as against the 2 way Modifier + Noun Head and Noun Head + modifier modification syntactic structure of the Leyte-Samar dialect.

_____ 5. Failure to grasp shades and nuances of meaning as signalled by the morpheme of tense as in narrates, narrated, narrating and the morpheme of number as in woman-women, collection-collections, ox-oxen, etc.

_____ 6. Difficulty in comprehending sentence meaning in the Subject-Predicate syntactic structures of English against the predominant Predicate-subject

Syntactic Structure of Leyte-Samar dialect.

_____ 7. Failure to grasp shades and nuances of meaning as signalled by such function words as of, for, by, a, the, in, on, between, below, beyond, etc.

_____ 8. Failure to grasps shades and nuances of meaning relative to pronoun-number, case and gender as signalled by such pronouns as He, She, It, They, We, I, You, Us, Them, His, Her, Their, Theirs, Ours, etc.

_____ 9. Absence of world-world experiential background among pupils relative to culture-bound words generally obtaining in English speaking countries only.

_____ 10. Non-correspondence between the English and Leyte-Samar phonological, morphological, syntactic, cultural and semantic structures and the Superimposition of the Leyte-Samar linguistic structures on the English linguistic structures which reduces comprehension level of the written textbook.

B. Teacher/School Related Courses

1. Teacher inadequate background knowledge/skills on the phonological, and application/utilization of morphological, syntactical and semantic structures of English which form the linguistic bases of the reading task.

2. Teacher's inadequate background knowledge/skills and application/utilization of the psychological and sociological bases of the reading task.

3. Teacher's inadequate background knowledge/skills and application/utilization of varied approaches, methods and techniques in teaching the varied reading comprehension skills.

4. Failure of teachers to diagnose/identify the reading needs/difficulties of their pupils.

5. Failure of the teacher to use the appropriate approach, method and technique suited to the child's reading comprehension difficulties.

6. Failure of the teacher to use the goal-oriented instructional model in teaching reading.

8. Lack of appropriate book and instructional materials on a 1:1 pupil-book ration.

9. Teacher's negative attitude towards the teaching of reading.

Pupils-Related Factors

1. Biological factors like eye trouble or other physical defects.

2. Psychological factors like low IQ/poor mental ability.

3. Sociological and cultural factors like poverty and family problems.
4. Non-mastery of perception and recognition skills in the lower grades.
5. Poor study habits.
6. Negative attitude towards studies and reading.
7. Tardiness, cutting classes and absenteeism.
8. Juvenile delinquency and other behavior problems.
9. Bashada problems.
10. Pupils is a victim of child labor.

Appendix H

Reading Comprehension Test-English VI

Name _____ Grade _____ Age _____ Date _____
School _____ Teacher _____

I. Decoding Word Meaning as signalled by Inflectional
Changes

Directions: Read each of the following sentences. Then
encircle the best answer to each question.

1. I told Victor to go home before ten. The word told
means:
 - a. The Speaker will ask Victor to go home before ten.
 - b. The Speaker is asking Victor to go home before ten.
 - c. The Speaker will be asking Victor to go home before
ten.
 - d. The Speaker asked Victor to go home before ten.
2. He said, he will. "He" refers to:
 - a. I
 - b. Victor
 - c. Mother
 - d. The Speaker
3. But he kept telling me he will be late for lunch. He
kept telling means:

- a. past action
 - b. future action
 - c. present action
 - d. repeated action
4. "Please tell Mother I'll be back by one," Victor told me. Please tell Mother means:
- a. I made request
 - b. Victor made a request
 - c. Mother made a request
 - d. The Speaker made a request
5. The mailman uses a bicycle so that he can distribute letter faster.
- The word uses means:
- a. The mailman will used a bicycle.
 - b. The mailman will be using bicycle.
 - c. The mailman is using a bicycle.
 - d. The mailman will not used a bicycle.
6. Pat always goes to school early because her teacher is always on time.
- Always goes to school means:
- a. Pat does not like to go to school.
 - b. Pat is always on time going to school.
 - c. Pat always goes to school early.

d. Pat does not like to be absent.

7. The boys could hardly believe what they saw.

Hardly believe means:

- a. unbelievable
- b. not expecting
- c. something funny
- d. forced them to believe

8. We can surely do a lot.

Surely refers to:

- a. clarity
- b. assurance
- c. trusting
- d. insecure

9. Wheels turn easily because they have axes.

The words turn easily means:

- a. rolling stone
- b. burst
- c. run-well
- d. turned out

10. She told Lilia to sweeps the floor.

Sweeps in the sentence means:

- a. to clean
- b. cleaning

- c. not clean
- d. remove the dirt

II. Decoding Word Meaning as Signalled by Derivational Changes

Directions: Encircle the best answer to each question.

1. Which word means a person who uses a typewriter?
 - a. retype
 - b. typist
 - c. mistype
 - d. typable
2. Which word means someone who works?
 - a. worker
 - b. rework
 - c. workable
 - d. nonworker
3. Which word describes something that does not stop?
 - a. nonstop
 - b. stopper
 - c. stoplight
 - d. shortstop
4. Which word describes someone who does not vote?
 - a. voter
 - b. voting
 - c. devote
 - d. nonvoter
5. What does the word imperfect mean?
 - a. not perfect
 - b. nearly perfect
 - c. to make perfect
 - d. able to be perfect
6. Which word means to make a wrong count?
 - a. account
 - b. counter
 - c. recount
 - d. miscount

7. Which word refers to something that fits the wrong way?

- | | |
|-----------|------------|
| a. fitted | c. refit |
| b. misfit | d. fitting |

8. Which word means the act of covering?

- | | |
|-------------|--------------|
| a. recover | c. discover |
| b. coverage | d. coverable |

9. Which word describes someone who depends on you?

- | | |
|----------------|-----------------|
| a. dependable | c. dependent |
| b. independent | d. independence |

10. What does the word excellence mean?

- a. not excellent
- b. able to be excellent
- c. someone who is excellent
- d. the state of being excellent

III. Decoding Word meaning as Signalled by Context Clues

Directions: Read each sentence below. Then encircle to the word or words that tell what the underlined words mean.

1. In the fairy tale, the king vanished a person who three times had done something evil.

- | | |
|-------------|--------------------|
| a. deceased | c. sent away |
| b. rewarded | d. asked advise of |

- _____ a device that keeps time
2. I asked you to wait next after the first.
_____ the time after the first
3. He picked a flower from the garden.
_____ kind of flower
4. They had to move the boat upstreams.
_____ to move a boat using oars
5. They know the musical tone of that song.
_____ a musical sound
6. She always goes away the room through that door.
_____ departs; goes away from
7. Sotero liked to feed crumbs to his swimming bird.
_____ an animal that quacks
8. Rosie received a letter from her classmates.
_____ a short, friendly letter
9. Did you heard him?
_____ said something
10. We burned one parts of tree that fall.
_____ found on trees and plants

V. Decoding Sentence Meaning

Directions: Read each of the following sentences.
Encircle the groups of words which tell something about each sentence.

1. Please state your question once more.
 - a. condition
 - b. say, tell
 - c. one part of the United States
2. He wrote strongly. His pencil pierced the paper.
 - a. the paper got torn
 - b. the pencil got torn
 - c. the boy become strong
3. Ruff likes to bark at passing cars.
 - a. the loud noise a dog makes
 - b. to shout angrily at someone
 - c. the covering of a tree trunk
4. We will board the ship when the whistle blows.
 - a. get on
 - b. live on
 - c. flat piece of wood
5. Annie is the drummer in the band.
 - a. a stripe
 - b. flat, long piece of cloth
 - c. group of people who play music
6. In the story, the giant carried a club over one shoulder.
 - a. a heavy stick

- b. a kind of sandwich
 - c. a group of people who do something together
7. The whole cast performed well.
- a. mold
 - b. throw; hurl
 - c. people in a play
8. She always leaves the room through the door.
- a. delivers
 - b. goes away
 - c. parts of a tree
9. He picked a rose from the garden.
- a. kind of flower
 - b. purplish color
 - c. got up from sleep
10. Sosie and Matt know the first note of that song.
- a. to observe
 - b. musical tone
 - c. promise to pay debts

VI. Decoding Paragraph Meaning

Directions: Read each of the following paragraphs.

The first statements of these paragraphs have been underlined for you. Underline the sentence in the

paragraphs that has the same or nearest as meaning the underline statement.

1. Americans have been growing onions for a time.

Onions were first grown in Mongolia. Onions were first planted in America around 1750. Onions are known for their strong odor and taste.

2. Macaroni comes in many shapes. Macaroni is made by forcing dough through a press. Wheat flour and water are used to make macaroni. Some macaroni shapes are shells, wheels, and tubes.

3. Some fish swim very quickly. Some fish travel thousands of miles during a lifetime. Some fish are very small. Some fish can swim 30 miles (48) km. An hour.

4. Alligators and Crocodiles are similar but not exactly alike. Crocodiles have longer snouts than alligators. Crocodiles live in the warm parts of most continents. Alligators can grow as long as 19 feet (6m).

5. Kelp is the largest kind of seaweed. Kelp usually grows in ribbon about 70 feet long. In the future, kelp may be used to make oil. Kelp plants are rich in iodine.

6. Ant colonies are like cities. There are 15,000 different kinds of ants. Many types of ants live together in a colony.

7. Ants are very strong. In winter, most ants sleep in their nests. Ants carry loads that are many times heavier than themselves. There are four stages in the life of an ant.
8. Some ants can be helpful to people. Some kinds of ants build large mounds in which to live. Carpenter ants tunnel through wood and destroy it. One kind of ant might protect crops by eating harmful insects.
9. Beetles can make their homes almost any place. Beetles live in water, underground, and on the ground. There are more than 220,000 kinds of beetles.
10. Many beetles destroy things. Many people think beetles are beautiful. Not all beetles are harmful. Beetles eat trees, clothing, and furs.

VII. Comprehending Figures of Speech

Directions: Read each of the following sentences.

Encircle the best answer to each question.

1. I hate Raul. He's a tiger.

Tiger means -

- a. Raul is angry.
- b. Raul is cruel.
- c. Raul looks like a tiger.
- d. Raul is hated by anybody.

2. Her math book weights a ton.

Weight means -

- a. Her math book is big.
- b. Her math book is hard.
- c. Her math book is very heavy.
- d. Her math book weight 2,000 pounds.

3. The batter hit a screaming line drive.

Hit a screaming means -

- a. The batter made a noisy hit.
- b. The batter hit the ball very hard.
- c. The batter yelled when he hit the ball.
- d. The crows screamed when the batter hit the ball.

4. After the race, my legs were like rubber.

Like rubber means -

- a. I was wearing rubber shoes.
- b. My legs were weak and tired.
- c. My legs were made of rubber.
- d. My sneakers had rubber soles.

5. The flames danced in the earth.

Flames means -

- a. The fire was dying.
- b. The flames were brightly colored.

c. The fire was hot enough to cook over.

d. There was a good fire burning in the earth.

6. Sandy runs like a bolt of lightning.

Bolt of lightning means -

a. Sandy runs very fast.

b. Sandy probably loses most of her races.

c. When Sandy runs, she has a glowing smile.

d. It isn't dangerous for Sandy to stay out in a storm.

7. Carlos got here at nine o'clock on the dot.

On the dot means -

a. Carlos got here early.

b. Carlos stood on a dot.

c. Carlos wore folka dots.

d. Carlos got here exactly at nine.

8. His hands were as cold as ice when he came in from outside.

As cold as ice means -

a. He was dead.

b. He felt cold outside.

c. He was frightened by anybody.

d. He was caught by a witch away.

9. That roller coaster took my breath away.

Took my breath away means -

- a. surprise
- b. happiness
- c. breathless
- d. angry some

10. The fog was so thick that you could cut it with scissors.

Cut it with scissors means -

- a. The fog was very thick.
- b. The fog was dark and misty.
- c. The weather was slowly clearing.
- d. A person walking in the fog needed scissors to get through.

VIII. Understanding Main Idea

Directions: Read each of the following three paragraphs. Then choose the main idea sentence from the list below that best tells what each paragraph is about. Write the sentence above the paragraph.

1. _____

Food is one of our most important needs. We need food for growth. We also need food for energy. All food falls into four basic groups: (1) milk products; (2)

meat products; (3) breads and cereals; (4) fruits and vegetables. The meat group and the milk group give us food for growth. Breads and fruits are energy foods.

2. _____

There is more to health than good eating. People need exercise. Exercise helps people develop strong muscles and good posture. Exercise is also important for the heart and lungs. The heart pumps blood to all parts of the body. The lungs supply the body with air.

3. _____

Sleep is a third need for good health. When a person sleeps, the muscles relax. The brain relaxes, too. Without sleep, people lose energy and become angry easily. Most ten-year-olds need from 9 to 12 hours of sleep each night.

The heart pumps blood to different parts of the body.

Food is important for growth and energy.

Most people sleep 8-12 hours each day.

Sleep is important to health because it lets the body rest.

People need exercise to keep their bodies healthy.

The meat group includes beans, nuts, and peas.

C. Directions: Read each paragraph below. Underline the sentence that tells the main idea.

4. The bombardier beetle protects itself in a remarkable way. This insect produces special chemicals mix together. They produce a hot, stinging spray. Bombardier beetles can spray away spiders, ants, mice, and frogs.
5. When a squid is attacked it can squirt ink into the water. The ink can serve as a smokescreen that hides the squid. The ink can also fool an attacking animal. In the water, the dark ink often takes the shape of a squid. Hungry attackers sometimes swallow the ink while the squid escapes.
6. The hair on collies grows thick on top, and soft and furry underneath. Collies are gentle and make good companions. Many people have collies as pets. Collies are also good farm dogs. They are able to round up such animals as cows and sheep. Collies are intelligent and handsome dogs.
7. There are two kinds of camels. The Arabian camel has one hump and the Bactrian camel has two. Arabian camels can run quickly. They are often used for riding. The Bactrian camels are slower and can be used for carrying

heavy loads. Some Bactrian camels can carry as much as 1,000 pounds (450 kilogram).

8. Whales are warm-blooded creatures unlike other sea creatures, which are cold-blooded. Whales use their lungs to breathe. The whales must come to the surface of the water to do so. Fish use their gills to breathe. The gills absorb oxygen from the water. Whales have sideways tail fins. Fish tail fins go up and down. Although whales may look like fish, they are different from fish.

9. When a skunk stamps its front feet, be careful! An angry or frightened skunk stamps its feet to warn its enemies. If the enemy continues to come near, the skunk sprays it with a foul-smelling liquid called musk. The awful smell can drive an enemy away. The odor remains for several days. Most of the skunk's enemies quickly learn to avoid getting sprayed.

10. Slow-moving animals cannot hurry away from danger. But when animals move slowly, they are harder to see. They can be overlooked by animals that hunt them. Slow-moving animals can be very good hunters. Quietly and slowly, they sneak up on their prey. Because they move slowly, these animals need less food. This helps them

to survive when food becomes scarce. There are some advantages to moving slowly.

IX. Determining Cause-Effect Relationship

Directions: Read the sentences below. In each sentence, underline the cause and circle the effect.

1. We could not sleep because the traffic outside was noisy.
2. The cat scratched on the door, and Ellen let it come inside.
3. Jack studies all night because he wanted to pass the test.
4. Mark scored a goals, so his team won.
5. Mark sharpened the pencil because the point was broken.
6. The bad weather cause Miraflor to be late.
7. When I heard a knock at the door, I went to open it.
8. Ice will melt if it is put in warm water.
9. Larry wake up with a fever, so he did not go to school.
10. Juanita gulped the hot soup and burned her mouth.

X. Following Directions

Directions: Read the following label. Then circle the best answer to each question.

ASSEMBLING YOUR KITE

Materials in Package: 2 woodstrips (1 long, 1 short),
paper, string, clip

1. Cross wood strips at marked spot.
2. Fasten wood strips with clip.
3. Place paper over wooden frame and attach four corners.
4. Cut a piece of string 3-1/2 feet long. Attach ends of string to ends of long wood strip.
5. Tie end of spool to string on the kite.

1. The two wood strips are of different _____.
a. colors b. shapes c. lengths
2. There are _____ pieces of wood in the package.
a. two b. four c. five
3. The paper is placed over the _____.
a. tail b. frame c. string
4. The end of the spool is attached to _____.
a. the wood b. the paper c. a piece of string
5. The pieces are crossed and clipped _____.
a. loosely b. to the four corners
c. at the spot marked

6. Right after you place the paper in the frame, you _____.

- a. knot the string
- b. tie the string loosely
- c. attach the four corners

7-10. Write down the materials used in assembling the kite.

XI. Sequencing Events

Directions: Read each paragraph. Then circle the answer to each question.

A. Andy got on the city-bound train alone. After he had collected the fare, the conductor gave Andy a ticket. Just before the train roared into the tunnel, Andy checked his train schedule. In four more minutes, the train would arrive at Central Station. When the train stopped, Andy saw Uncle Dennis standing in the crowded station. Uncle Dennis smiled and waved his hand. Then the boy ran to his uncle.

1. What happened first?

- a. Andy saw his Uncle Dennis.
- b. Andy got on board the train.
- c. Andy checked his train schedule.
- d. Uncle Dennis smiled and waved his hand.

2. What happened right after the conductor collected the fare?

- a. The train stopped.
- b. The train roared into the tunnel.
- c. The conductor gave Andy a ticket.
- d. Andy looked at the train schedule.

3. What happened just before the train arrived in Central Station?

- a. Andy got on the train.
- b. Andy looked at the train schedule.
- c. The conductor collected the fare.
- d. Andy saw his Uncle Dennis in the Station.

4. What happened last?

- a. Uncle Dennis waved his hand.
- b. Andy ran to his Uncle Dennis.
- c. Andy waited for the train to stop.
- d. The train arrived at Central Station.

B. Six weeks ago, Karen read in a magazine an advertisement for cactus seeds. That same day, she sent for a seed catalog. When the catalog finally arrived, Karen was surprised to see so many kinds of cactuses. She ordered eight kinds of seeds. Karen was eager to start her cactus garden.

1. What happened first?
 - a. Karen sent a seed catalog.
 - b. Karen started her cactus garden.
 - c. Karen saw many kinds of cactuses.
 - d. Karen read in a magazine an advertisement for cactus seeds.
 2. What did Karen do just after the catalog arrived?
 - a. Karen read in a magazine.
 - b. Karen started her cactus garden.
 - c. Karen sent for a seed catalog.
 - d. Karen ordered eight kinds of seeds.
 3. How did Karen feel while she waited for the seeds to arrive?
 - a. Karen sent for a seed catalog.
 - b. Karen ordered so many kinds of cactuses.
 - c. Karen was eager to start her cactus garden.
 - d. Karen was surprised to see so many kinds of cactuses.
- C. Read the sentence below. Then answer the question that follows by writing the letter only.
1. Before Lorie ate lunch, she practiced the piano.
What happened last?
 - a. She ate her lunch.

- b. She went out and play.
- c. She ate her breakfast.
- d. She practiced the piano.

2. Pat walked her dog, but first she fed him.

What happened first?

- a. Pat walked her dog.
- b. Pat fed her dog.
- c. Pat bath her dog.
- d. Pat walked and fed her dog.

3. My sister washed her hair and then went to bed.

What happened last?

- a. My sister went to bed.
- b. My sister read magazine.
- c. My sister washed her hair.
- d. My sister does her home work.

XII. Noting Details

Directions: Read each paragraph. Underline the word that best tells about the sentence.

Bread is one of the most important food items. The word bread comes from the word "bray" which means to pound. During the ancient times, grains used in baking bread were pounded between two stones.

Bread can be made from various grains - wheat, rye, corn, buckwheat and oats. However, when we speak of bread, we generally think of the kind made from the wheat because bread from wheat grains is the best on texture and in taste.

1. What is the selection about?
 - a. rye
 - b. bread
 - c. wheat
2. What was the original word for bread?
 - a. bray
 - b. pound
 - c. wheat
3. Which is true about bread?
 - a. bread is made from flour.
 - b. Bread is made from starch.
 - c. Bread is made from grains.
4. What is the most important food item?
 - a. bread
 - b. wheat
 - c. grains
5. Choose the best title of the selection.
 - a. corn

b. bread

c. grains

Tandang Sora was known as the "Mother of the Revolution". Her name was Melchora Aquino. Tandang Sora was quite old when the revolution broke out in 1896. How sad she was when she saw how poor the people were. She promised herself to help the poor folks. Whenever a Katipunero was wounded, she nursed him in her little hut in the hills of Banilad. She also supplied the Katipuneros with food. She solicited medicine and supplies and secretly gave them to the Katipuneros.

When the Spaniards learned of this, she was arrested and exiled in Marianas. She was released after several years. She returned to the Philippines. She dies poor but well-loved and remembered for her services to the country and people.

1. What is the story about.

a. The Good Deed

b. The Kind Old Woman

c. The Mother of the Revolution

2. When did the story happen?

a. During the Japanese occupation.

b. During the American occupation.

- c. During the Spaniards occupation.
- 3. Who was known as the "Mother of the Revolution"?
 - a. Agoncillo
 - b. Tandang Sora
 - c. Corazon Aquino
- 4. Why did the Spaniards exile her in Marianas?
 - a. She felt sorry for the poor.
 - b. She had a little hut in the hills of Banilad.
 - c. She supplied the Katipuneros with food and medicine.
- 5. Which of these statements is true?
 - a. She was arrested by the Japanese.
 - b. She reported the Katipuneros to the Spaniards.
 - c. She nursed the wounded Katipuneros in her little hut in the hills of Banilad.

XII. Inferring

Directions: Read the following paragraphs silently. Then answer the questions that follow. Underline letters only.

1. All the children were excited on Children's Day. All the time, Birgit was thinking of the afternoon. She was going down to the shops with Lisbet and Lisbet's sister who was four years older than the two girls.

Why do you suppose Birgit had to go with Lisbet's sister?

- a. Birgit is still young so she needs someone older to look after her.
 - b. She might lost her hat.
 - c. She will buy something in the shop.
 - d. She wanted to witness the Children's Festival.
2. Birgit was a shy girl at first she did not want to dance. After a while, she was dancing like the "Girl with the Red Shoes."

Why do you think Birgit danced after all?

- a. She enjoyed looking at the balloon.
 - b. She remembered the story about "Red Shoes."
 - c. She forgot that she was shy and danced a few steps.
 - d. Birgit wanted to help raise some money for the poor children.
3. Birgit was dancing when her grandmother arrived. The old lady was worried about her. She took Birgit by the hand and started to lead her away.

Why do you suppose Birgit's grandmother took her away from the crowd?

- a. She put the coins into her hat.

- b. She picked up the money of the people.
- c. She is still young to helped the poor people.
- d. Her grandmother was ashamed when she danced to the crowd.

B. Amy wanted to have some extra spending money. So she went into the building where newspapers are printed. She found the person in charge of giving people jobs. Amy asked him for a job delivering newspapers near Cake Street. Amy said that she was willing to get up early to deliver the papers.

- 4. When will Amy probably deliver the newspaper?
 - a. at lunch time
 - b. in the morning
 - c. in the evening
 - d. at mid-afternoon
- 5. How does Amy deliver her newspaper?
 - a. Amy's mother takes her in the car.
 - b. Amy walks when she delivers the newspapers.
 - c. Amy's father drives her to deliver the newspapers.
 - d. Amy rides her bike when she delivers the newspapers.
- 6. According to the story, which sentence is most likely true?

- a. Amy does not like getting up early.
- b. Amy likes to work for her own money.
- c. Amy likes to paint newspaper buildings.
- d. Amy got a job writing for the newspapers.

D. Read each sentence. Then answer the question that follows it.

7. The teacher put five subtraction problems on the board.
What subject is she teaching?

- a. English
- b. Science
- c. Filipino
- d. Mathematics

8. Mark Bons loosened his set belt and looked out the tiny
round at the ground for below him. Where was Mark
Bons?

- a. in the boat
- b. in the sky
- c. in the airplane
- d. in the helicopter

9. Ralph was so happy to see Rue that he barked and wagged
his tail.

Who is Ralph?

- a. a cat
 - b. a dog
 - c. a rat
 - d. a carabao
10. Lucie ran to her window just in time to see the sun come up in the east.
- What time of day was it?
- a. 3:00 AM
 - b. 6:00 AM
 - c. 10.15 AM
 - d. 12:00 AM

XIV. Predicting Outcomes

Directions: Read each paragraph. Fill in the circle next to the sentence that best tells what will probably happen next.

1. Hannah and Mark live near the beach. They liked to go to there to swim, lie in the sun, and build sand castles. One day they got an idea. They took some garden tools and went to the shore.

- a. Hannah and Mark will make a garden.
- b. Hannah and Mark will go swimming in the waves.
- c. Hannah and Mark will lie build something in the sand.

d. Hannah and Mark will lie in the sun and listen to the sand.

2. An hour later, the tide started to come in. the waves reached higher and higher on the shore. So Hannah go home to get her camera.

a. Hannah wanted to take a picture of Mark.

b. Hannah wanted to take a picture of the sun.

c. Hannah wanted to get a picture of the waves.

d. Hannah wanted to take picture of their creation.

3. After taking the pictures, the two children went home. When they got home, they decided to go back to the beach the next day. Before going to sleep that night, the children made some plans. They talked things over and made some drawings.

a. They were doing their home work.

b. They were planning to destroy their drawings.

c. They were planning a bigger project than the first one.

d. They changed their minds about going back to the beach.

4. Mr. Tan teaches art. One day, he took his class to the zoo. The children sat in front of the tiger's cage. Then Mr. Tan gave them paper and crayons.

- a. the children will go home early.
 - b. The children will draw pictures of the lion.
 - c. The children will draw picture of the tiger.
 - d. The children will write stories about the tiger.
5. On the way back to school, the children saw a field of flowers. The children asked Mr. Tan if they could draw pictures of the flowers. Mr. Tan liked the idea.
- a. The class will pick the flowers.
 - b. The class will draw pictures of Mr. Tan.
 - c. The class will draw pictures of the flowers.
 - d. The class will draw pictures of the rice fields.
6. In the classroom, Mr. Tan looked at the pictures. He thought they were fine. He wanted everyone who came into the classroom to see them. Mr. Tan took some tape out of his desk drawer.
- a. Mr. Tan will burn the picture.
 - b. Mr. Tan will use the tape to fix his desk drawer.
 - c. Mr. Tan will put the pictures in his desk drawer.
 - d. Mr. Tan will use the tape to hand up the pictures.
7. Gina and her brother Mark planted a vegetable garden in their backyard. They took turn caring for the garden. One day Gina received a letter from her friend Mary. Mary invited Gina to stay at her house for a week. Gina wanted

to go. Then she thought about her job caring for the garden.

What do you think will happen?

a. Gina will plant more vegetables.

b. Gina wanted to go with Mary.

c. Gina will take care her plants.

EXERCISE

Read each paragraph. Finish the last sentence by writing what you think will probably happen next.

8. Carlos and his family went camping. They brought along a tent to sleep in and some hot dogs to eat. When Carlos and his family felt hungry, they made a campfire. Then they _____

9. Mr. Reyes owns a fish market. Before he opens the market, he goes to the fishing boats and gets the fish that he will sell that day. Early Monday morning Mr. Reyes _____

10. Troy's mother went into, where there are two bookstores. She wanted to surprise Troy by bringing him a book about horses. When she arrived at the first bookstore, it was closed. She stood outside the store for a while. Then she had a good idea.

What do you think will probably happen next?

XV. Synthesizing

Directions: Fill in the necessary information in the General Information Sheet below.

Name (1) _____
(Last) (First) (M.I.)

Age (2) _____ Sex (3) _____ Nationality(4) _____

Date of Birth (5) _____
(Month) (Day) (Year)

Address (6) _____
(Number/Street) (Town/Municipality)

(Province) (City)

School (7) _____

Name of Father (8) _____

Name of Mother(9) _____

Signature and Date Signed (10) _____

GOOD LUCK!!!

THANKS!!!

KEY TO CORRECTION

I. Decoding Word Meaning as signalled by Inflectional Changes

- | | |
|------|-------|
| 1. d | 6. b |
| 2. b | 7. a |
| 3. d | 8. b |
| 4. b | 9. c |
| 5. c | 10. a |

II. Decoding Word meaning as Signalled by Derivational Changes

- | | |
|------|-------|
| 1. b | 6. d |
| 2. a | 7. b |
| 3. a | 8. b |
| 4. d | 9. c |
| 5. a | 10. d |

III. Decoding Word Meaning as Signalled by Context Clues

- | | |
|------|-------|
| 1. c | 6. a |
| 2. a | 7. c |
| 3. c | 8. d |
| 4. d | 9. d |
| 5. a | 10. C |

IV. Decoding Phrase meaning

- | | |
|----------|-----------|
| 1. watch | 6. Leaves |
|----------|-----------|

- | | |
|-----------|------------|
| 2. second | 7. Duck |
| 3. rose | 8. Note |
| 4. row | 9. Spoke |
| 5. note | 10. Leaves |

V. Decoding Sentence Meaning

- | | |
|------|-------|
| 1. b | 6. A |
| 2. a | 7. C |
| 3. a | 8. B |
| 4. a | 9. A |
| 5. c | 10. B |

VI. Decoding Paragraph Meaning

1. Onions were first planted in America around 1750.
2. Some macaroni shapes are shells, wheels, and tubes.
3. Some fish can swim 30 miles (48) km. An hour.
4. Crocodiles have longer snouts than alligators.
5. Kelp usually of ants live together in a colony.
6. Many types of ants live together in a colony.
7. Ants carry loads that are many times heavier than themselves.
8. One kind of ant might protect crops by eating harmful insects.

9. Beetles live in water, underground, and on the ground.

10. Beetles eat trees, clothing, and furs.

VII. Comprehending Figures of Speech

- | | |
|------|-------|
| 1. a | 6. A |
| 2. c | 7. D |
| 3. a | 8. B |
| 4. b | 9. C |
| 5. b | 10. B |

VIII. Understanding Main Ideas

1. Food is important for growth and energy.
2. People need exercise to keep their bodies healthy.
3. Sleep is important to health because it lets the body rest.
4. The bombardier beetle protects itself in a remarkable way.
5. When a squid is attacked it can squirt ink into the water.
6. Coolies are intelligent and handsome dogs.
7. There are two kinds of camels.
8. Whales are warm-blooded creatures unlike other sea creatures, which are cold-blooded.

9. Most of the skunk's enemies quickly learn to avoid getting sprayed.
10. There are some advantages to moving slowly.

IX. Determining Cause-Effect Relationship

1. We could not sleep because the traffic outside was noisy.
2. The cat scratched on the door, and Ellen let it come inside.
3. Jack studies all night because he wanted to pass the test.
4. Mark scored a goal, so his team won.
5. Mark sharpened the pencil because the point was broken.
6. The bad weather caused Mirafior to be late.
7. When I heard a knock at the door, I went to open it.
8. Ice will melt if it is put in warm water.
9. Larry wake up with a fever, so he did not go to school.
10. Juanita gulped the hot soup and burned her mouth.

X. Following Directions

- | | |
|------|-----------------|
| 1. c | 6. c |
| 2. a | 7. 2 woodstrips |

- | | |
|------|------------|
| 3. b | 8. paper |
| 4. c | 9. clip |
| 5. c | 10. string |

XI. Sequencing Events

- | | |
|------|-------|
| 1. b | 6. c |
| 2. c | 7. c |
| 3. b | 8. a |
| 4. b | 9. b |
| 5. d | 10. a |

XII. Noting Details

- | | |
|------|-------|
| 1. b | 6. c |
| 2. c | 7. c |
| 3. c | 8. b |
| 4. c | 9. c |
| 5. b | 10. c |

XIII. Inferring

- | | |
|------|-------|
| 1. a | 6. b |
| 2. d | 7. d |
| 3. d | 8. c |
| 4. b | 9. b |
| 5. b | 10. b |

XIV. Predicting Outcome

- | | |
|------|------|
| 1. c | 6. d |
|------|------|

Appendix I

QUESTIONNAIRE

Name _____ Designation _____

DIRECTIONS:

Please rate, using a 5-point scale, the construct, content, and face validity of the Proposed Instructional Materials for Developing Reading Comprehension Skills in English among the District of Victoria, Division of Northern Samar. Please marked X the numeral which represents your answer. Please indicate your response to every item.

Criteria	Most Satisfactory 5	Very Satisfactory 4	Extremely Satisfactory 3	Slightly Satisfactory 2	Unsatis- Factory 1
1. Conformity to the Minimum Learning Competencies (MLC) in Reading in English Grade VI.					
2. Conformity to the objective of the Reading Program in English Grade VI.					
3. Suitability of the materials to the level of comprehension of Grade VI pupils.					
4. Suitability of the materials to the reading grade levels of Grade VI pupils.					
5. Inclusion of interesting selections to stimulate pupils to read.					

Criteria	Most Satisfactory 5	Very Satisfactory 4	Extremely Satisfactory 3	Slightly Satisfactory 2	Unsatis- factory 1
6. Accuracy and appropriateness of concepts to level of comprehension of Grade VI pupils.					
7. Progression of skill content towards logical sequential pattern.					
8. Appropriateness of selection to learners' needs.					
9. Variety of reading selections or themes.					
10. Appropriateness of the presentation style of materials to the level of Grade VI pupils.					
11. Appropriateness of activities to Grade VI pupils' reading levels.					
12. Variety of teaching learning strategies according to the nature of the skill or task.					
13. Sufficiency of exercises to enable pupils to master or learn the skill.					
14. Sufficiency of exercises that develop reading skills specified in the materials.					

Criteria	Most Satisfactory 5	Very Satisfactory 4	Extremely Satisfactory 3	Slightly Satisfactory 2	Unsatis- factory 1
15. Adequacy of exercises for learning new words through context.					
16. Familiarity of vocabulary items to ensure ease of learning.					
17. Suitability of words to pupil's needs and experience.					
18. Clarity and specificity of directions.					
19. Appropriateness of structures to the difficulty level of the Grade pupils.					
20. Appropriateness of the sentence length and difficulty to pupils' reading grade level.					

Please write your specific comments.

THANK YOU VERY MUCH!

Appendix J

Difficulty Level of Grade VI Pupils from the
Central and Barrio Schools

Difficulty Level	Central Schools	Barrio	Total
75-79	0	2	2
70-74	5	14	19
65-69	7	18	25
60-64	18	21	39
55-59	18	21	39
50-54	14	6	20
45-49	7	7	14
40-44	4	2	6
35-39	7	0	7
30-34	1	1	2
25-29	2	0	2
20-24	1	0	1
Total	84	92	176
Mean Difficulty (\bar{x})	54.32	61.13	
Std. Derivation (SD)	10.95	8.49	
Computed Z-value	4.58		
Tabular Z-value			

Decision: Reject H_0 that there is no significant difference between the reading comprehension difficult level in English of Grade VI Pupils coming from the barrio schools and the central schools.

Appendix K

Computation of Z-Value in Comparing the
Difficulty Level of Grade VI Pupils
By Sex (Male vs. Female)

$$Z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Where $\bar{x}_1 = 60$ $\bar{x}_2 = 56.48$

$s_1 = 10.40$ $s_2 = 10.02$

$N_1 = 70$ $N_2 = 106$

$$Z = \frac{60 - 56.48}{\sqrt{\frac{10.40^2}{70} + \frac{10.02^2}{106}}} = \frac{3.52}{\sqrt{\frac{108.16}{70} + \frac{100.400}{106}}}$$

$$Z = \frac{3.25}{\sqrt{1.54514285714 + 0.9471735849}} = \frac{3.52}{\sqrt{2.49231644204}}$$

$$Z = \frac{3.52}{\sqrt{1.57870720592}}$$

$$Z = 2.23$$

Appendix I.

Difficulty Level of Younger and Older Grade VI Pupils

Difficulty Level	Younger Pupils (12-13)	Older Pupils (14 & above)	Total
75-79	1	1	2
70-74	12	7	19
65-69	18	7	25
60-64	29	10	39
55-59	29	10	39
50-54	17	3	20
45-49	11	3	14
40-44	6	0	6
35-39	7	0	7
30-34	0	2	2
25-29	2	0	2
20-24	1	0	1
Total	133	43	176
Mean Difficulty Level (\bar{x})	57.04	60.49	-
Standard Deviation (SD)	10.38	9.68	-
Computed Z-value	- 1.995		
Tabular Z-value	1.96		

Decision: Reject H^0 that there is no significant difference between the teaching comprehension in English of Younger Pupils and Older pupils. The older pupils have higher difficulty level with a mean difficulty level of 60.49 compared to the younger pupils with a mean difficulty level of 57.04.

Appendix M

Computation of the Mean Difficulty Level and the
Standard Deviation for the
Male Grade VI Pupils

Difficulty Level	f	d	fd	d ²	fd ²
75-79	2	3	6	9	18
70-74	13	2	26	4	52
65-69	9	1	9	1	9
60-64	16	0	0	0	0
55-59	13	-1	-13	1	13
50-54	6	-2	-12	4	24
45-49	5	-3	-15	9	45
40-44	4	-4	-16	16	64
35-39	1	-5	-5	25	25
30-34	0	-6	0	36	0
25-29	0	-7	-7	0	0
20-24	1	-8	-8	64	64
Total	90		28		314

$$X = \text{A.M.} + \frac{(\sum fd) I}{N}$$

$$X = 62 + \frac{(-28)^5}{70}$$

$$X = 62 - \frac{140}{70}$$

$$X = 62 - 2$$

$$SD = I \times \frac{\sum fd^2 - (\sum fd)^2}{N}$$

$$= 5 \times \frac{314 - (28)^2}{70}$$

$$= 5 \times \frac{314 - (-0.4)^2}{70}$$

$$= 5 \times 4.486 - 0.16$$

$$= 5 \times 4.326$$

$$= 5 \times 2.08$$

$$= 10.4$$

Appendix N

Computation of the Mean Difficulty and the
Standard Deviation for Grade VI Students
from the Central Schools

Difficulty Level	f	d	fd	d ²	fd ²
75-79	0	5	0	25	0
70-74	5	4	20	16	80
65-69	7	3	21	9	63
60-64	18	2	36	4	72
55-59	18	1	18	1	18
50-54	14	0	0	0	0
45-49	7	-1	-7	1	7
40-44	4	-2	-8	4	16
35-39	7	-3	-21	9	63
30-34	1	-4	-4	16	16
25-29	2	-5	-10	25	50
20-24	1	-6	-6	36	36
Total	84		39		421

$$\begin{aligned}
 \text{Mean} &= \text{A.M.} + \frac{(fd)i}{N} \\
 &= 52 + \frac{(39)5}{84} \\
 &= 52 + 195 \\
 &= 52 + 2.32
 \end{aligned}$$

$$\begin{aligned}
 \text{SD} &= I \times \frac{\frac{fd^2}{N} - \left(\frac{fd}{N}\right)^2}{N} \\
 &= 5 \times \frac{\frac{421}{84} - \left(\frac{39}{84}\right)^2}{84} \\
 &= 5 \times 5.01190476119 \quad (0.46428571428)^2 \\
 &= 5 \times 5.0119047619 \quad 0.21556122448 \\
 &= 5 \times 4.79634353742 \\
 &= 5 \times 2.19005560144 \\
 &= 10.95
 \end{aligned}$$

Appendix O

Computation of the Mean Difficulty Level and the
Standard Deviation for Younger Group of
Grade VI Pupils

Difficulty Level	f	d	fd	d ²	fd ²
75-79	1	4	4	16	16
70-74	12	3	36	9	108
65-69	18	2	36	4	72
60-64	29	1	29	1	29
55-59	29	0	0	0	0
50-54	17	-1	-17	1	17
45-49	11	-2	-22	4	44
40-44	6	-3	-18	9	54
35-39	7	-4	-28	16	112
30-34	0	-5	0	25	0
25-29	2	-6	-12	36	72
20-24	1	-7	-7	49	49
Total	133	1			573

$$\text{Mean} = AM + \frac{(\sum fd) i}{N}$$

$$= 57 + \frac{(1) 5}{133}$$

$$= 57 + 5$$

$$= 57 + .04$$

$$= 57.04$$

$$SD = i \times \frac{\sum fd^2 - (\sum fd)^2}{N}$$

$$= 5 \times \frac{573 - (1)^2}{133}$$

$$= 5 \times 4.3083 - (.00751879699)^2$$

$$= 5 \times 4.3083 - 0000565323$$

$$= 5 \times 4.3082434677$$

$$= 5 \times 2.17563086017$$

$$= 10.38$$

Appendix P

Difficulty Level in Reading Comprehension of Grade VI Male and Female Pupils

Difficulty Level	Number of Males	Number of Females	Total
75-79	2	0	2
70-74	13	6	19
65-69	9	16	25
60-64	16	13	39
55-59	13	23	39
50-54	6	14	20
45-49	5	9	14
40-44	4	2	6
35-39	1	6	7
30-34	0	2	2
25-29	0	2	2
20-24	1	0	1
Total	70	106	176
Mean Difficulty Level(x)	60	54.48	
Standard Deviation(s)	10.40	10.02	
Computed Z-value	2.23		
Tabular Z-value at d=.5	1.96		

Decision: Reject H_0 that there is no significant difference between the reading comprehension difficulty level I English of male and female Grade VI pupils. The male Grade VI pupils have higher difficulty level than that of the females as reflected by the mean difficulty level for male which is 60 compared to that of the females which is 56.48.

Appendix Q

Summary of the Performance of the Grade VI Pupils in the Reading Comprehension Test in English

Reading Skills	Mean Difficulty	Mean Facility
1. Decoding Word Meaning as signalled by Inflectional Changes	67.27	32.73
2. Decoding Word Meaning as signalled by Derivational Changes	60.11	39.89
3. Decoding Word Meaning as signalled by Context Clues	65.97	34.03
4. Decoding Phrase Meaning	85.06	14.88
5. Decoding Sentence Meaning	55.06	44.94
6. Decoding Paragraph Meaning	54.60	45.40
7. Comprehending Figures of Speech	63.98	36.02
8. Understanding Main Ideas	14.26	85.74
9. Determining Cause-Effect Relationships	56.25	43.75
10. Following Direction	37.84	62.16
11. Sequencing Events	64.38	35.62
12. Noting Details	45.74	54.26
13. Inferring	59.26	40.74
14. Predicting Outcomes	69.37	30.63
15. Synthesizing	64.72	35.28
Total	863.93	636.07
Mean	57.60	42.40

Appendix R

Pupils' Reading Comprehension Difficulty Levels

Pupil No.	Difficulty Level	Interpretation
1	24%	Low difficulty level
2	26%	Low difficulty level
3	29%	Low difficulty level
4	43%	Average difficulty level
5	35%	Low difficulty level
6	35%	Low difficulty level
7	33%	Low difficulty level
8	41%	Average difficulty level
9	36%	Low difficulty level
10	39%	Low difficulty level
11	47%	Average difficulty level
12	35%	Low difficulty level
13	47%	Average difficulty level
14	35%	Low difficulty level
15	46%	Average difficulty level
16	47%	Average difficulty level
17	43%	Average difficulty level
18	56%	Average difficulty level
19	57%	Average difficulty level
20	37%	Low difficulty level
21	51%	Average difficulty level
22	50%	Average difficulty level
23	45%	Average difficulty level
24	51%	Average difficulty level

25	51%	Average difficulty level
26	54%	Average difficulty level
27	56%	Average difficulty level
28	53%	Average difficulty level
29	56%	Average difficulty level
30	52%	Average difficulty level
31	55%	Average difficulty level
32	56%	Average difficulty level
33	45%	Average difficulty level
34	56%	Average difficulty level
35	49%	Average difficulty level
36	55%	Average difficulty level
37	62%	High difficulty level
38	60%	Average difficulty level
39	56%	Average difficulty level
40	59%	Average difficulty level
41	60%	Average difficulty level
42	56%	Average difficulty level
43	61%	Average difficulty level
44	67%	High difficulty level
45	59%	Average difficulty level
46	51%	Average difficulty level
47	59%	Average difficulty level
48	52%	Average difficulty level
49	43%	Average difficulty level
50	67%	High difficulty level
51	52%	Average difficulty level
52	53%	Average difficulty level
53	62%	High difficulty level
54	59%	Average difficulty level
55	62%	High difficulty level

56	53%	Average difficulty level
57	67%	High difficulty level
58	55%	Average difficulty level
59	71%	High difficulty level
60	68%	High difficulty level
61	60%	Average difficulty level
62	63%	High difficulty level
63	64%	High difficulty level
64	56%	Average difficulty level
65	61%	Average difficulty level
66	62%	High difficulty level
67	59%	Average difficulty level
68	67%	High difficulty level
69	67%	High difficulty level
70	71%	High difficulty level
71	71%	High difficulty level
72	61%	Average difficulty level
73	54%	Average difficulty level
74	66%	High difficulty level
75	70%	High difficulty level
76	61%	Average difficulty level
77	60%	Average difficulty level
78	54%	Average difficulty level
79	64%	High difficulty level
80	61%	Average difficulty level
81	64%	High difficulty level
82	82%	High difficulty level
83	69%	High difficulty level
84	70%	High difficulty level
85	56%	Average difficulty level
86	55%	Average difficulty level

87	59%	Average difficulty level
88	67%	High difficulty level
89	63%	High difficulty level
90	63%	High difficulty level
91	63%	High difficulty level
92	64%	High difficulty level
93	65%	High difficulty level
94	63%	High difficulty level
95	68%	High difficulty level
96	68%	High difficulty level
97	72%	High difficulty level
98	70%	High difficulty level
99	63%	High difficulty level
100	65%	High difficulty level
101	50%	Average difficulty level
102	63%	High difficulty level
103	61%	Average difficulty level
104	63%	High difficulty level
105	69%	High difficulty level
106	67%	High difficulty level
107	71%	High difficulty level
108	71%	High difficulty level
109	70%	High difficulty level
110	70%	High difficulty level
111	73%	High difficulty level
112	75%	High difficulty level
113	73%	High difficulty level
114	31%	Low difficulty level
115	42%	Average difficulty level
116	46%	Average difficulty level
117	47%	Average difficulty level

118	43%	Average difficulty level
119	47%	Average difficulty level
120	52%	Average difficulty level
121	53%	Average difficulty level
122	56%	Average difficulty level
123	55%	Average difficulty level
124	54%	Average difficulty level
125	55%	Average difficulty level
126	59%	Average difficulty level
127	48%	Average difficulty level
128	55%	Average difficulty level
129	53%	Average difficulty level
130	56%	Average difficulty level
131	59%	Average difficulty level
132	59%	Average difficulty level
133	60%	Average difficulty level
134	49%	Average difficulty level
135	47%	Average difficulty level
136	59%	Average difficulty level
137	57%	Average difficulty level
138	65%	High difficulty level
139	59%	Average difficulty level
140	59%	Average difficulty level
141	67%	High difficulty level
142	61%	Average difficulty level
143	59%	Average difficulty level
144	63%	High difficulty level
145	61%	Average difficulty level
146	68%	High difficulty level
147	62%	High difficulty level
148	60%	Average difficulty level

149	62%	High difficulty level
150	63%	High difficulty level
151	61%	Average difficulty level
152	58%	Average difficulty level
153	65%	High difficulty level
154	64%	High difficulty level
155	57%	Average difficulty level
156	59%	Average difficulty level
157	58%	Average difficulty level
158	67%	High difficulty level
159	63%	High difficulty level
160	69%	High difficulty level
161	69%	High difficulty level
162	63%	High difficulty level
163	65%	High difficulty level
164	73%	High difficulty level
165	65%	High difficulty level
166	48%	Average difficulty level
167	71%	High difficulty level
168	69%	High difficulty level
169	73%	High difficulty level
170	53%	Average difficulty level
171	69%	High difficulty level
172	71%	High difficulty level
173	58%	Average difficulty level
174	73%	High difficulty level
175	71%	High difficulty level
176	75%	High difficulty level

<u>Difficulty level</u>	<u>Interpretation</u>
80.5% - 100%	Very high difficulty level
60.5% - 80.4%	High difficulty level
40.5% - 60.4%	Average difficulty level
20.5% - 40.4%	Low difficulty level
Less - 20.4%	Very low difficulty level

CURRICULUM VITAE

CURRICULUM VITAE

NAME : DENMARK MABUTIN-FERNANDEZ

ADDRESS : Access Road, Victoria,
Northern Samar

PLACE OF BIRTH : San Juan, San Isidro,
Northern Samar

DATE OF BIRTH : December 2, 1962

CIVIL STATUS : Married

SPOUSE/HUSBAND : Sgt. Blas L. Fernandez

CHILDREN : April Hannah and Mark Bons

POSITION : Teacher I

STATION : Colab-og Elementary School
Colab-og, Victoria, N. Samar

EDUCATIONAL BACKGROUND

Elementary Education : Alegria Elementary School
Alegria, San Isidro, N. Samar
1969-1975

Secondary Education : Alegria Brgy. High School
Alegria, San Isidro, N. Samar
1975-1977

San Isidro Agro-Ind. School
San Roque, San Isidro, N. Samar
1977-1979

College Education : Samar College
Catbalogan, Samar
1980-1984

Graduate Studies : Leyte State College
 Tacloban City
 Summer 1985

Samar State Polytechnic
 College
 Catbalogan, Samar
 1988-1993

POSITION HELD AT COLLEGE

SECRETARY : Class Sub-Chapter
 Samar College
 Catbalogan, Samar
 First to Third Year
 1980-1983

TREASURER : Class Sub-Chapter
 Samar College
 Catbalogan, Samar
 Fourth Year
 1983-1984

SECRETARY : Summer Institute
 Samar State Polytechnic
 College
 Catbalogan, Samar
 Summer 1986

AUDITOR : Summer Institute
 Samar State Polytechnic
 College
 Catbalogan, Samar
 Summer 1987

PRESIDENT : Summer Institute
 Samar State Polytechnic
 College
 Catbalogan, Samar
 Summer 1988

CO-CURRICULAR ACTIVITIES

PRESIDENT	:	Dist. Science and Math. Teachers' Club Victoria, N. Samar 1987-1989
PRESIDENT	:	Dist. English Teachers' Club Victoria, N. Samar 1990-1992
AUDITOR	:	Victoria Public School Teachers Association Victoria, N. Samar 1990 to date
ADVISER	:	RIYEDECO Poblacion Zone III Victoria, N. Samar 1985-1987

TEACHING EXPERIENCE

PROFESSIONAL BOARD EXAMINATION FOR TEACHERS
Tacloban City
November 25, 1984

SCHOLARSHIP/STUDY GRANT

Magna Carta for Teachers (RA 4670) Samar State
Polytechnic College, Catbalogan, Samar
SY 1992-1993

SEMINARS/WORKSHOP ATTENDED

LIVE-IN SEMINAR PRODED	:	Calbayog City April 21-24, 1984
LIVE-OUT SEMINAR PRODED	:	San Antonio, N. Samar May 21-26, 1984

NEW APPROACHES IN TEACHING PHYSICAL EDUCATION	:	Erenas Elem. School Nov. 4-6, 1985
SEMINAR ON QUALITATIVE EVALUATION RESEARCH	:	PAGE & Leyte State College Graduate Studies May 6, 1985
DIVISION SEMINAR ON LARO NG LAHI, SAYAW NG LAHI, at AWIT NG LAHI	:	San Isidro Elem. School Oct. 14-15, 1987
SSPC-DECS VIII CONTINUING STAFF DEVELOPMENT PROGRAM OF REGION VIII	:	Samar State Polytechnic College April 23 to May 27, 1987
PHIL.SOCIETY OF YOUTH SCIENCE CLUB SEMINAR- WORKSHOP	:	Catarman, N. Samar July, 1988
ORIENTATION TO SCOUTING	:	Northern Samar GSP Council Aug. 31 to Sept. 1, 1988
DIVISION SEMINAR WORKSHOP ON REMEDIAL READING	:	Catarman, N. Samar Nov. 27-28, 1990
DIVISION ECHO-SEMINAR WORKSHOP FOR UPGRADING TEACHERS COMPETENCIES IN MSEP	:	Allen, N. Samar Nov. 20-22, 1991

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