A READING INVENTORY OF GRADE 10 STUDENTS USING ELEMENTARY PROFICIENCY INSTRUMENT

A Thesis Study

Presented to

THE FACULTY OF COLLEGE OF GRADUATE STUDIES
SAMAR STATE UNIVERSITY
CATBALOGAN CITY

In Partial Fulfillment

Of the Requirements to the Degree

Master of Art in Education

Major in English

JAREN C. MABANAG
MARCH, 2018

APPROVAL SHEET

This thesis entitled **"READING INVENTORY OF GRADE 10 STUDENTS USING ELEMENTARY PROFICIENCY INSTRUMENT"** has been prepared and submitted by **JAREN C. MABANAG** who having passed the comprehensive examination, is hereby recommended for oral examination.

LAURA B. BOLLER, Ph. D.
Field study and Student Teaching Supervisor, SSU
Adviser

Approved by the Committee on Oral Examination on March 02, 2018 with a rating of **PASSED.**

FELISA E. GOMBA, Ph.D.
Acting Dean, College of Graduate Studies/
Vice President for Academic Affairs, SSU
Chairman

RONALD L. ORALE, Ph.D.
Director, Research & Extension Services, SSU
Member

NORA L. LOPEZ, Ph.D.
Associate Dean, College of Education, SSU
Member

REDENTOR S. PALENCIA, Ed. D.
Executive Assistant III/Director Publication, SSU
Member

Accepted and approved in partial fulfillment of the requirements for the Degree, **Master of Arts in Education** major in **English.**

March 02, 2018
Date of Oral Examination

FELISA E. GOMBA, Ph.D.
Acting Dean, College of Graduate Studies/
Vice President for Academic Affairs

ACKNOWLEDGEMENT

I would like to take this opportunity to express my sincere thanks to the many people who have supported me in this long journey. I can't have done it without you!

More specially and specifically, the researcher feels greatly indebted to the following:

First and foremost, to **Almighty God**, the Great teacher for his bountiful blessings that inspired me to carry on all this endeavors despite the obstacles and limitations through him nothing is impossible.

Dr. Laura B. Boller, my adviser, for the feedback and encouragement at every stage of this study. Most of all, I am grateful to her warmth, patience in correcting this manuscript from the first draft to the final copy and for her moral support. I feel extremely fortunate to have had the opportunity to work with and to learn from her.

I owe deepest thanks to **Dr. Felisa E. Gomba,** the chairperson of the thesis examining committee and the members of my thesis committee: **Dr. Redentor S. Palencia, Dr. Ronald L. Orale, and Dr. Nora L. Lopez** for sharing their knowledge and expertise in thesis writing.

To my secretary, **Viane S. Villarin** for her recording and encoding expertise to transcribe all the comments and suggestions of the thesis committee during the oral defense.

Prof. Emma Q. Tenedero, as my statistician whose expertise state and scrupulous analysis, interpretation and evaluation of the accuracy of the entries and tables presented herein, made this work reliable; also for professional advice motivation and encouragement.

The Grade 10 students of Samar National School (S.Y. 2017-2018) for their eagerness and enthusiasm in answering the questionnaires and assessing their reading proficiency using the elementary proficiency instrument.

The English teachers of Samar National School, **Miss. Pea G. Nacional, Mr. John Sidro and Mr. Wilson Mabingnay,** The School Principal **Mrs. Ruth D. Cabanganan** and the Head of the English department **Mrs. Myra Veronica D. Letaba** for their usual support through my study.

My parents **Renrose** and **Joselito Mabanag** for their love, nurture, wise upbringing and having instilled the lasting moral and spiritual values that molded me to what I am. To my husband **Ricardo** and my son **Andrie**, your unconditional love and support means the world to me. There are no words to explain how thankful I am to you for everything that you have done for me and for the way I feel about you.

Last but not the least; I would like to thank my Colleague, **Michelle Q. Pedrera** and **Melody Claire M. Bachao** for always being there for me and extending a sympathetic ear, moral support, and encouragement.

DEDICATION

This thesis is dedicated with deepest love

to my mother Renrose.

Whose vulnerability and dynamism have inspired me

to strive for and be the best that I can be.

To my husband Ricardo and my son Andrie

for their unwavering faith, constant encouragement and

moral support which boosted my eagerness and resolution to

accomplish this research work.

I offer this humble piece of Work. The fruit of my labor,

commitment and determination to all of them.

Jaren

ABSTRACT

The study determined the reading proficiency level of the Grade 10 high school students of Samar National School (SNS) for the school year 2017-2018 using descriptive survey research design. The Philippine-informal reading inventory (Phil-IRI) material was used in assessing the level of reading proficiency of Grade 10 students. The Data were statistically analysed using frequency, mean, standard deviation, spearman's Rank for paired sample and analysis of variance. All hypothetical questions will be analysed and interpreted at 5% level of significance. The results revealed that the student-respondents didn't show a favorable level of reading along the three areas, namely: word recognition, reading comprehension, Rate/speed of reading. While the profile variates of student-respondents had no significant influence on their reading level of reading comprehension, along aforementioned areas. Furthermore, this study delved into the correlation analysis between reading proficiency level of high and low performing students, the significant relationship between student's profile and the factors affecting reading level, which were bases in designing an instructional rationale for the Grade 10 students in Samar National School. It was divulged in this study that the factors affecting reading proficiency level of the students namely: reading habits and attitude towards reading was significantly affected by the student-respondent's profile; thus, it recommended an intervention program be developed and implemented among them to raise their reading proficiency level.

TABLE OF CONTENTS

Chapter 1

THE PROBLEM AND ITS SETTING

A Country where spoken English once ranked as an official language has seen its collective proficiency slide over the years, even as the economic importance of the lingua franca has grown. The decline stems in part from nationalist campaigns to promote Filipino and from inattention in schools. Which the government is taking steps to undo. (Mclean, J. 2010)

The Government is responding with mandatory English proficiency classes in school. This is to address the declining English proficiency of the Filipinos. In a report of Mclean, J. 2010) he states that employers in the industry have to reject 95 of 100 job applicants because their English proficiency is inadequate.

The Government recognizes the decline, which is widely bemoaned in the local media. In 2003 the government ordered the teaching of English as a second language in elementary schools and made it the medium of instruction for 70 percent of teaching in high schools. It has since mandated remedial English classes for teachers.

Indeed, language proficiency is a key to academic performance. A person who does not know English, for instance, may not have access to the world's known scientific and technological discoveries that are predominated written in English. This

means that students need to be proficient in English for a better grasp of knowledge in Technology, Science and Mathematics. (Racca, R.M. B. 2016)

The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Elementary Education-Department of Education. It is anchored on the flagship program of the Department 'Every Child A Reader Program," the goal of which is enable every Filipino child to communicate proficiently both in English and Filipino through effective instruction.

Based on the Phil-IRI scale, the students are categorized into four reading levels: Nonreader, frustration, instructional and independent. Nonreaders cannot recognize any words; student under the frustration reading level tends to withdraw himself to read by refusing it. In the instructional reading level, the student can only read when being guided while in the independent reading level, the student can read alone with ease without the guidance of the teacher.

Early intervention is critical for children who are struggling with reading. Limited reading skills can have effects into adulthood, too, as reading proficiency is associated with better employment and income prospects, and adults with limited reading abilities are likely to have children who struggle with reading (Ayllon, R. 2006)

For a student to attain success in reading, different reading skills need to be fully developed and mastered. Without these skills no reading takes place. That reading plays a vital role in almost all aspects of human endeavors cannot be over emphasized. By means of reading, inquisitive mind are channels to the horizons of development and

progress. A student's accomplishment depends primarily upon his proficiency in reading. (Ayllon, R. 2006)

Failure in reading causes real damage to the personality. It is the worst failure that a school can ever guide a child. Reader is basic, that everybody is expected to be able to do so. (Ayllon, R. 2006)

These students are at risk of failing school and dropping out and they may have limited career opportunities in adulthood. The significance of knowing the reading level of the students, conducting diagnose and remediation, having good condition resources including time, manageable class size, materials and other learning opportunities will enable the teachers to ensuring that students learn to read.

In Samar National School, despite of the efforts done by the reading teachers, unfortunately reading comprehension appears to be below 75% as seen in the Mean-MPS result of 50.03% for Grade 10 students for school Year 2014-2015 and it increase to 63.398% for school year 2015-2016 and pegged to 60.09% for the school year 2016-2017 Hence, the situation needs preferential attention to address the problem.

To address this concern, the researcher conceived of assessing the reading proficiency level and the factors affecting their reading proficiency of these Grade 10 students of Samar National School and relate the result with their reading test with the plan of presenting the result of this study, for designing a reading materials and reading remediation programs that would fit to learners' reading level.

Statement of the Problem

This study sought to assess the reading level of Grade 10 students of Samar National School during the third grading period of school year 2017-2018.

Specifically, this study attempts to answer the following questions:

1. What is the profile of the student-respondents in terms of:
   1.1 Age and Sex;
   1.2 Parent's occupation;
   1.3 Average family income of parents;
   1.4 Number of siblings in the family;
   1.5 Parent's educational attainment;
   1.6 Reading habits; and
   1.7 Attitude towards reading?
2. What is the reading level of grade 10 students based on the individual reading inventory test materials, along the following areas:
   2.1 Word recognition
   2.2 Comprehension
   2.3 Rate of Reading?
3. Based on question # 2, what factors affecting the reading levels among
   3.1 High; and
   3.2 Low?

4. Is there a significant relationship between the student-respondents' profile and the factors affecting reading levels?

Hypotheses

Based from the aforementioned problems, the following hypotheses were tested in the study.

1. There is no significant relationship between student-respondents profile and the factors affecting reading level.

THEORETICAL FRAMEWORK

This study is anchored on the theory of reading called "Schema Theory" or the "schema perspective," (Adams and Collins, 1983). The goal of schema theory is to describe interaction between what is in the text and how that information is shaped and stored by the reader (Adams and Collins, 1983).

Schemata allows one to learn or make sense of a wide array of information or very abstract ideas, and these generalized schemata can be modified or adapted as one learns new information. This idea is almost identical to the Piagetian concepts of assimilation and accommodation except that schema theory limits the input to printed material.

Then again, this asserts that reading is a process of predicting meaning based on the reader's stored information about how language works. This implies that a reader knows something about how words are ordered and what kind of meanings words possess in certain contexts. This perspective defines reading as making sense out of what one reads by using what one knows and what he has in his head.

As applied in this study, this theory states that a reader is expected to use his prior knowledge and experience which aids him in comprehending the text read. In addition, in processing information in the text, the reader uses both association and assimilation in getting the meaning of the text.

Also, this study is based on The Lexile® Framework for Reading; it is an educational tool that links text complexity and readers' ability on a common metric known as the Lexile scale. A student receives a Lexile reader measure as a score from a reading test; the Lexile measure describes the student's reading ability. Books and other texts also have a Lexile measure associated with them, and this Lexile text measure describes the book's reading demand or difficulty. When used together, these measures can help match a reader with reading material that is at an appropriate level of difficulty, or suggest how well a reader will comprehend a text.

All major standardized reading tests and many popularized reading tests and many popular instructional reading programs can report students reading scores in Lexiles. The Lexile measure then allows you to match those readers with books or

articles at the same Lexile measure with the confidence that students will find the text appropriately challenging.

The lexile measure can be used both to promote reading progress and to assign the right level of reading materials in other curriculum areas. Lexiles are enough to be used as part of any type of reading program.

This information about Lexile measures is a resource for parents and educators that focus on improving reading skills and increasing adolescent literacy. These Lexile measures can be used to match readers with texts targeting the student's reading ability; such targeting of reading material optimizes growth in reading ability and helps to monitor student progress towards specific learning goals.

CONCEPTUAL FRAMEWORK

This study as presented in figure 1 was bought about by the researcher's observed in Grade 10 students of Samar National School.

To get authentic data and to point out and document the specific problems, an assessment of the present condition of these student-respondents was conducted. Gathered student-respondents' profile; age and sex, average family income, parents' educational background and no. of sibling were related to their attitude towards reading and reading habits.

Reading survey test in comprehension was conducted to assess the present reading levels of the concerned students in the investigation, the concept of this study is anchored on the theory of reading called "Schema Theory" or the "schema perspective," (Adams and Collins, 1983), to describe interaction between what is in the text and how that information is shaped and stored by the reader (Adams and Collins, 1983). Also this reading survey is linked with their profile, attitude towards reading and reading habits to determine the factors affecting reading level.

This served as input that would guide material writers and subject teachers as to what level of teaching materials shall be produced and used in the reading remedial program for enhancing of the reading level of the concerned students, this concept is based on The Lexile® Framework for Reading; it is an educational tool that links text complexity and readers' ability on a common metric known as the Lexile scale. A student receives a Lexile reader measure as a score from a reading test; the Lexile measure describes the student's reading ability.

Data analysis and interpretation scheme was included, where a comparative interpretative discussion on the profile and reading level of the student-respondents (as a result of the Grade 6 proficiency instrument from Phil-IRI) based on the general expected reading performance of an average Grade 10 high school students.

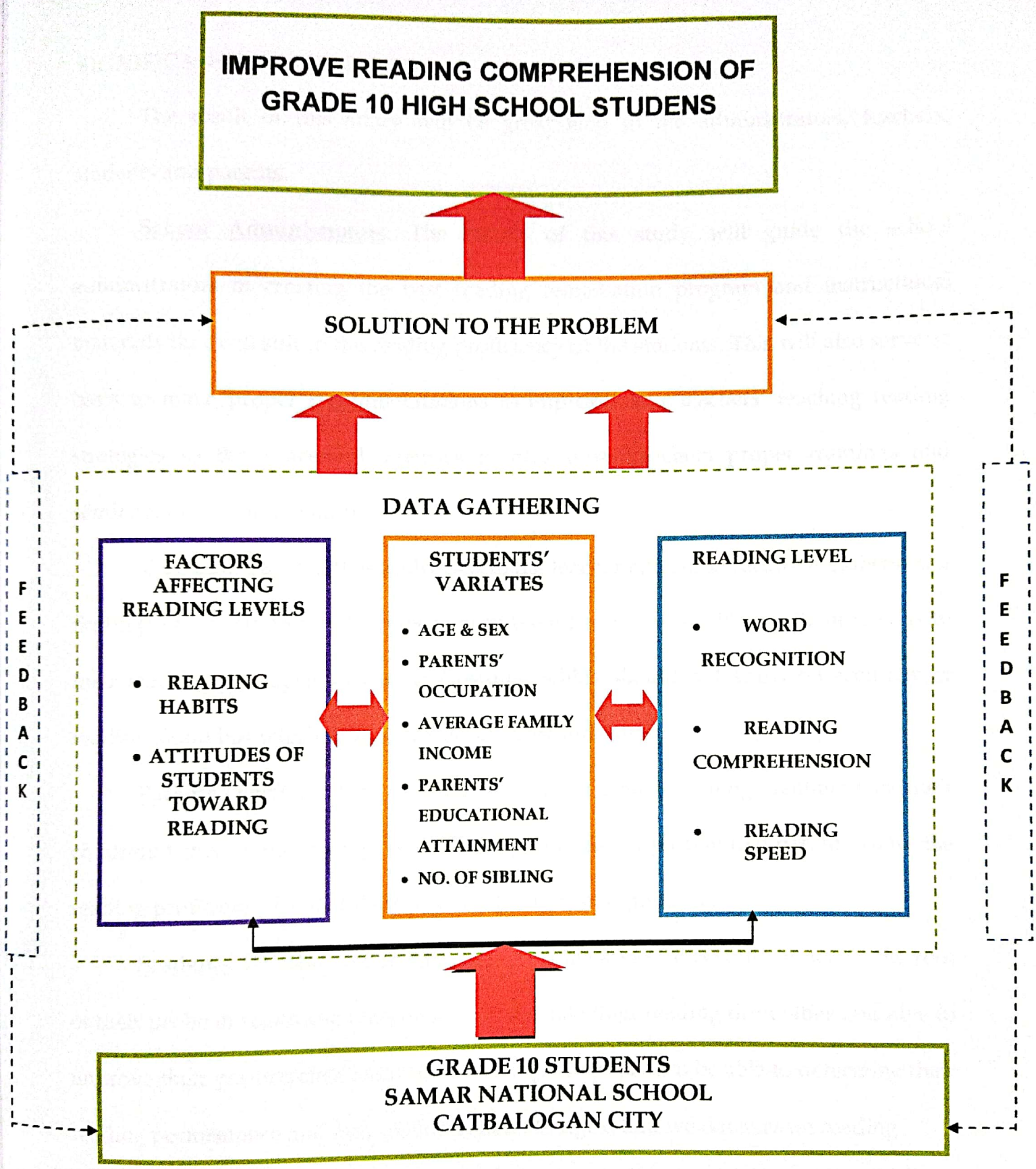

Figure 1. The Conceptual Framework of the Study

SIGNIFICANCE OF THE STUDY

The result of this study will be great help to the administrators, teachers, students and parents.

School Administrators. The results of this study will guide the school administrators in creating the best reading remediation program and instructional materials that will suit to the reading proficiency of the students. This will also serve as basis to make proper recommendations to improve their teachers' teaching reading strategies to the concerned agencies to give those teachers proper trainings and seminars on teaching reading.

Teachers. This study is addressed to the teacher education faculty members. The findings of this study will be important to them because this will give them idea as to their teaching strategies in teaching reading which should not stress on accuracy of reading aloud but which fit to students 'abilities and skills.

Parents. They shall be assured of better teaching-learning treatment of their children; hence, better reading skills develop. It is also important that parents know the reading proficiency level of their child for their proper guidance.

Students. The students are the direct beneficiaries of this study, to locate the root of their problem regarding reading and to alleviate their reading difficulties and able to improve their performance in terms of reading. They can also be able to determine their reading performance and may evaluate their strengths and weaknesses on reading.

SCOPE AND LIMITATION

This study was confined only at determining the reading proficiency of the students and in designing a reading comprehension materials and remedial program to improve students "higher thinking/comprehension.

The descriptive-correlational research design was used in order to determine the reading proficiency levels of Grade 10 Students in Samar National School using the elementary proficiency instrument. This study involved the selected Grade 10 students in Samar National School (SNS) Catbalogan City, as respondents during the school year 2017-2018

The analysis was limited to the three levels of the students reading level: independent, instructional and frustration level.

DEFINITION OF TERMS

The following terms are defined operationally and contextually to understand the study.

Attitude toward Reading. This refers to the Children who enjoy and value reading more frequently and read a wider range of material than those who get little pleasure from reading. (Chamberlain, M. 2008) as used in the study it refers to the position, opinions and feelings of the Grade 10 students toward reading.

Average monthly Family Income This refers to the amount of money the workers earn in particular area during a particular period (https://www.psa.gov.ph) as used in this study, it refers to the average earnings a worker earns per month.

Frustration Level. This is the lowest level. The pupil shows withdrawal from reading situation by refusing to read. (Phil-IRI, 2015). As used in this study students or reader who got a score below the average fails under this level.

Independent Level. It is the highest level at which a pupil can read independently and with ease without the help or guidance of the teacher. (Phil-IRI, 2015) As used in this study a reader who got a perfect score or has 1 mistake falls under this level.

Instructional Level. It is the level at which the pupil can profit from instruction (Phil-IRI, 2015) as used in this study a reader who got an average score or has 3 mistakes falls under this level.

No. of siblings. This refers to one of two or more persons burn of the same parent (Downey, 2001). As used in this study. It refers to the number of children who share the same parents or having one parent in common.

Parents' occupation. This refers to the legal guardian's job by which he/she earns a living (Erola, 2016) as used in this study it refers to the vocation or employment of the parents of the Grade 10 students

Phil-IRI This term mean Philippine informal reading inventory, an assessment tool that evaluates the reading proficiency level of elementary school pupils. It is the

first validate instrument that intends to measure the pupils' reading comprehension level. The pupils' word recognition and comprehension ability as well as his/her reading speed are informally assessed quantitatively and qualitatively through stories and passages.

Proficiency level. This refers to the students' level or stage of competence (Gonzalez, 2014) as used in this study the term refers to the reading proficiency level of Grade 10 students measured through the use of Phil-IRI assessment tool.

Reading ability defined as the efficiency to draw meaning from the printed page and interpret this information appropriately. (Grahe and Stoller, 2002) As used in this study, it refers to the reader who can comprehend what he read.

Reading comprehension. Is the ability to gain meaning from what is read. Reading comprehension requires various reading skills i.e., word recognition, fluency, lexical, knowledge) to be undertaken rapidly so that the reader may gain knowledge from text (Presley, 2000). As used in this study it refers to the ability of students to understand what he read.

Reading Habits. This refers to the pattern of reading behavior repeated so often that it become typical of somebody (Chettri, 2013) as used in this study, it refers to the readers' habitual behavior in reading.

Reading Speed. Refers to how fast or how slow a reader, when measured by time. (Gates, 1958:16). Operationally, it refers to how long a child read a piece of printed

material. As used in the study it refers to the readers ability to finish the selection faster as he can.

Students. The term refers to the learners who have a passion for learning that drives them to fully understand class material rather than just worry about what grades they receive in the course. (Brophy, 2009). As used in this study, it refers to the Grade 10 students who served as respondents in this study.

Word recognition refers to the ability to identify, read and analyze the meaning attached to the word. It is the basic foundation skill in reading upon which learning of advanced reading skills depends (Phil-IRI)

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes a discussion of the ideas taken from books and Internet reference-materials which are related to the present study. This also enumerates and discusses findings, conclusions, and recommendations of studies which are related to the present study.

Related Literature

The ability to read proficiently is a fundamental skill that affects the learning experiences and school performance of children and adolescents. Students, who are competent readers, as measured by their performance on reading tests, are more likely to perform well in other subjects, such as math and science. Children who struggle with reading and reading comprehension also often have deficits in spoken language. Students with reading difficulties are much less likely to be academically engaged. Reading achievement predicts the likelihood of graduating from high school and attending college.

Reading skills also influence students' well-being as adults. Adults with poor literacy skills find it difficult to function in society, because many basic decision-making skills require reading proficiency. People who are not able to fill out an application

because of limited reading or writing skills are likely to have difficulty finding a job or accessing social services. Strong reading skills protect against unemployment in early adulthood. Research has confirmed that performance on adult literacy tests helps explain differences in wages. Finally, adults with limited reading abilities are likely to have children with limited reading abilities.

Enjoyment of reading is associated with reading success. In an international study involving 15-year-olds from 14 developed countries, students reported they read daily for pleasure achieved reading scores higher, by the equivalent of one-and-a-half years of schooling, than their peers who did not. (U.S. Department of Education, Institute of Education Sciences, National (2014) Retrieved from https://www.childtrends.org)

This lack of interest in reading is an issue that should be duly addressed, as a research conducted by Gaona and Gonzalez (2010) further affirmed the positive relationship between reading habits and academics. In their research entitled Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students, Gaona and Gonzalez sought to determine whether students who read frequently, like to read, and go to their university library often do better with regards to their academic performance. The researchers predicted that those who read more and those who visit the library often would end up having better results in academics.

According to Aikat (2007), reading plays a very important role in enhancing the minds of young individuals, developing their "capacity for focused attention" as well as their "imaginative growth" (p.699). Past research has shown a positive relationship between people's reading habits and their active involvement in other endeavors.

Aikat(2007) also cited Louise M. Rosenblatt, an influential professor of literature and "scholar of reading". Aikat stated that "the act of reading is a dynamic 'transaction' between the reader and the text" (p.700), an idea taken from Rosenblatt's 1978 book, "The Reader, The Text, The Poem" .

According to the aforementioned book, there are two kinds of reading—reading for leisure, called Aesthetic Reading, and Efferent Reading in order to gain information. Efferent readers read for the purpose of the facts they will learn, while aesthetic readers read for the reading experience, making it easier for them to "connect emotionally" to the text. Aikat, Debashis(2007). Patterns of Reading. Encyclopedia of Children, Adolescents, and the Media Vol. 2. Thousand Oaks, CA: Sage Publications. P699-702.)

Castello and Charlton (2007) define literacy as "the cognitive processing of text information, a motivational attitude toward reading, and the integration of texts into everyday life" (p.697). They explain that in the cognitive process, readers learn to apply the meanings of the words and sentences that they comprehend to their present knowledge. According to Castello and Charlton, motivational attitude can be considered as an aesthetic process based on the reader's own interests, or "expecting to

benefit from reading" (p.697). The readers can then incorporate and evaluate the content of these readings to their own lives and experiences, as well as use the text as basis for future actions, as Castello and Charlton explain.

A higher reading fluency, as noted by Castello and Charlton(2007), involves "a better understanding of the text" (p.698), which is often useful in college, where students undergo the systematic process of text interpretation and relations.

Reading fluency though, is not only beneficial in terms of academics but is also useful in the readers' social understanding and communication, assert Castello and Charlton(2007). They also state that young women often use literature "to cope with critical life situations" (p.699) and are more motivated when it comes to reading than young men.

In a University of South Africa research by B.S.B. Lukhele entitled "Exploring Relationships Between Reading Attitudes, Reading Ability and Academic Performance Among Teacher Trainees in Swaziland", the researcher sought to "uncover and describe possible patterns and relationships between college students' attitudes to and perceptions of pleasure reading and their academic performance and reading ability" (p.91). Her hypotheses on the topic included: (1) an existing relationship between students' attitude to extensive reading and their reading ability (2) a relationship between students' leisure habits and their reading ability (3) a relationship between a student's academic performance and their reading ability, among others.

The aforementioned hypotheses were affirmed by a 1989 study conducted by Hafiz and Tudor involving a 3-month experimental reading programme on Pakistani students, that led to the conclusion that leisure or extensive reading, "assisted in improving their language and academic performance in both reading and writing skills" (as cited in Lukhele, 2008. p.53). In her thorough review of Related Literature, Lukhele also mentioned other book programmes , such as one conducted in Fiji and Singapore, which produced the same improvement in language proficiency, reading ability and academic success through extensive reading. The link between vocabulary growth and extensive reading was also established in a research by Fieteson on storybook reading to kindergartners. On the other hand, another research, as pointed out by Lukhele showed out that leisure reading alone might not be enough for academic development and vocabulary improvement, citing possible issues and factors such as "educational resources, literacy levels and instructional methods" (Scheepers, as cited in Lukhele, 2008. p.71).

To answer her hypotheses, Lukhele conducted a reading comprehension test and a vocabulary test, as well as a reading habits questionnaire, at 4 different times on 45 first year students and 39 third year students at the Nazarene Teachers' College in Swaziland, South Africa. The questionnaire showed that 71.9% of the students had a positive attitude towards reading, 78.9% had leisure reading habits, but only 42.6% had access to proper reading materials.

Although the main study, which followed a pilot study, was well-handled and conducted several times by Lukhele (2008), one possible issue with the type of questionnaire that she created may be the reliability and actual truth of the answers. Some of the students may have given responses that they were expected to give, or were too embarrassed to answer truthfully due to the fact that they were required to write their names in the questionnaire. Also, a factor that was not included in Luhkele's questionnaire was the students' past background in reading.

These issues might be possible reasons as to why the results indicated no relationships between some of the factors in the hypotheses. In the computation of data, Lukhele(2008) used Pearson's Product-Moment Correlation, which indicated that there was no correlation between reading ability and reading attitudes in this study, as well as the students' claimed reading habits and reading ability, disproving the researcher's first and second hypothesis. On the other hand, when the Pearson's Product-Moment correlation was applied to the students' vocabulary knowledge and reading ability, there was a clear relationship between the two, as well as significant relationship between the subjects' academic performance and reading ability.

In general, the findings of this properly-conducted and well-analyzed study show that there is in fact a relationship between reading, vocabulary, academics and reading abilities, although " this relationship is by no means simple and

straightforward" (p.166), and would be easier to see if the tests were conducted with students with higher reading abilities as well, as Lukhele suggests.

According to Richard (2002), reading means perceiving a written text in order to understand its contents. This can be done silently (silent reading). It is particular way in which the readers understand texts, passages, paragraphs even books and an ability to understand and find out the information presented in the form of written text.

W.S Gray notes Reading is a form of experience. It brings students in contact with the minds of great authors, with the written account of their experiences. Reading is necessary in language learning. It is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. It is an important activity for expanding knowledge of language. Students can increase their knowledge and updated their information.

Rogers (2003: 12) argues, that today, a whole language is the major concern of language arts, which he believes to have the Seven A's aspect of language education, stating that one of our concern must be to assess abilities that is, take language as a tool for skills: reading, writing, listening and speaking.

Rogers state, that reading is very important to the learner of English and the teacher should plan all lessons with the intention of helping the students become skilled readers. Sally, according to Rogers said that a teacher must prepare lessons carefully and present them in a way that will enable the students to derive the maximum benefit

from them. She suggests the following steps of presenting the lesson for the purpose of developing skilled readers.

White (1997) recalls Smith and Dechant, to have said that reading and the entire process of growth and development are independent. The individual differences of learners between sexes and within the same sex, between different ages and within the same ages on physical, social, emotional and attitudinal development imply that teachers shall need varied approaches, materials, techniques, strategies, etc,.

White emphasized that a developmental program needs readiness at every stage of growth and that instruction must be suited to the needs and the rate of learning of every child. The idea of the developmental approach is to help each individual to grow at its full-potential.

White further indorses Smith and Dechant's explanation, stating that word recognition is not the ultimate goal in reading. Recognition process is important to reading, but it is only the first step. Comprehension requires the development of the following skills; association meaning with graphic symbols; understand words in context and select the meaning that fits the context; read in thought units; understand units of increasing size (phrase, clause, sentences, paragraphs, whole selection). Acquire word meanings; select and understand the main idea; follow directions; draw inferences; understand the writer's organization; evaluate what is read (recognize literary devices, identify the tone, mood, and intent of the writer); retain ideas; apply ideas and integrate them with one's past experiences.

Allington (1998:12-15) said that a fast reader more in less time; read with improved concentration; he understands materials with greater depth and accuracy; retain information better, and enjoys reading more.

Fast readers, he mentioned, usually receive higher test scores; have more control of information overload; surfs the web more efficiently; skims directions on how to assemble, plug in, and/or operate any apparatus toy, or child plaything, which one needs in a hurry, and is one who knows how long reading really takes, and then plans accordingly.

Allington cited Harris to have trace the development of comprehension as follows; as the child grows in general experiences his ability to take meanings to words will increase and his potential for comprehension increases; as his proficiency in recognizing words (and their meaning) grows, his ability to comprehend develop, his skills of comprehension develops, his skill in reading larger thought units develop, his skills of comprehension and his ability to understand more involved (complex) thoughts will increase; as his ability to read larger and more complex thought units increase, his comprehension and potential for comprehension also develops.

Allington also pointed Davis to state that there are various reasons for our concern with reading comprehension. He said, that comprehension is highly related to academic grades. This is so, because intelligence and vocabulary skills are basic determinants of school achievement and they highly correlate with comprehension.

Related Studies

The following studies are cited here as they are related to the present study in terms of variables used, nature of the study, and research methodologies used.

Educators found difficulty over discovery that students who did poorly in subjects like Math and Science could still do very well in other subjects. But students who did poorly in Reading almost always did the same in all their other courses. Not until they found in a study conducted that all the subjects are practically based on reading. The researcher came across a number of studies bearing semblance to the present research.

A study conducted by Cabardo, J. (2015) was to determine the reading proficiency level of year 1 to year 3 students in HNHS – Aplaya Etension High school as basis for reading intervention program for the school year 2014-2015 using descriptive survey research design. Cabrado used the Philippine-Informal Reading Inventory (Phil-IRI) materials in assessing the level of reading proficiency of Years 1 to 3 students. His study revealed that majority of the students belonged to frustration level of reading proficiency in silent reading while in instructional level for the oral reading in which majority of the males are less proficient in reading compared to females in both silent and oral reading.

This study of Cabardo is similar to the present study also used the Phil-IRI assessment tool to assessed the level of reading proficiency of the students. However,

they differ on the student-respondents, were the researcher use year 1 to year3 students in HNHS and more focused on its implications to language instruction of High school students while the present study analyzed the best program and reading materials that will fit on the reading proficiency level of the Grade 10 students of Samar National School that will improve their reading proficiency.

A study conducted by Tongco (2008) identified the reading proficiency level of the Grade IV, V and VI pupils of Bintao ES in the following reading comprehension skills: literal, inferential, critical, creativeness and valuing and devised appropriate school reading programs based from the findings. It made use of the different sets of reading passages of the Phil-IRI per grade level as its main tool. The result of the oral reading test in word recognition and comprehension was analyzed with the use of Phil-IRI reading criteria. The findings showed that almost all students fall under the frustration level.

Tangco's study has relevance to the present study because both aimed to determine the reading proficiency level of the students using the Phil-IRI materials as research tool and the criteria in determining the said reading level. However, they vary in that former used the set of reading passages in the gathering of data from grade IV, V and VI elementary students of a certain school in Legazpi City while the present, used the elementary proficiency instrument to high school students, specifically the Grade 10 students of Samar National School.

Joanne Villegas (2009) determine the "Reading Proficiency Level of Grade V-

Kamagong pupils based on Phil-IRI: Base for Intervention" This research used the Phil-IRI Pretest material for grade five in assessing the reading comprehension level of the respondents. The mechanics in administering the Phil - IRI are followed in order to come up with an accurate baseline data. The materials are designed to measure the reading comprehension level of the respondents as independent, instructional and frustration. Its main aim is to designed a program to enhance the reading comprehension ability of Grade Five

Villegas' study has relevance to the present study because both aimed to determine the reading proficiency level of the students using the Phil-IRI materials as research tool and following the mechanics in administering the Phil - IRI in order to come up with an accurate baseline data, the present study also aim to design a program to enhance the reading comprehension ability of the students. However, they vary in gathering of data the former study used the elementary pupils of Kamagong, while the present, used the Grade 10 high school students of Samar National School to identify its reading level using the elementary proficiency materials.

Hellelojaen G.O (2009) conducted a case study on "Academic English reading proficiency of the university level " examined quantitatively the 578 Norwegian University student using self-assessment items to measure reading proficiency in Norwegian and English and validated Using international English Language Testing System Academic Reading Module. The study found that about 30% of the respondents had serves difficulties reading English, while an additional 44% found it more difficult

than in reading in their first language. The study showed that contrary to expectations, Norwegian EFL instruction at upper-secondary school fails to develop the academic English proficiency had for higher education.

Hellelojaen's study has relevance to the present study because both aimed to determine the reading proficiency of the students using the materials as research tool and the criteria in determining the said reading level. However, they vary in the used of assessment tool, the study of Hellelojaen used the self-assessment items to measure reading proficiency in Norwegian and English and validated using International English Language Testing System Academic Reading Module while the present, used the Phil-IRI assessment instruments and do documentary analysis of the present school year of the Grade 10 high school, this study will not only improve their reading proficiency level but also their academic performance in school.

Lucke Stoffelsma (2014) study investigate on "Improving the academic English reading proficiency of first-year students in teacher education programmers at UCC and UEW focuses on exploring educational interventions to improve first year B.Ed. students' academic English reading proficiency at two University in Ghana. The researcher used design approach to carry out the study to address research question.

Stoffelsma's study has relevance to the present study because both aimed to improve the reading proficiency of the students. However, Stoffelsma's study focuses on exploring educational interventions to improve first year B.Ed. students' academic English reading proficiency at two University in Ghana, while the present assessed the

reading inventory of the Grade 10 students using the Phil-IRI assessment instruments and focus on the factors that affect their reading proficiency level.

The study of Tizon, M.N. (2011) determined the levels of the pupils "reading comprehension ability and in designing a lesson model to enhance pupils "reading comprehension skills. The respondents were the 21 Grade VI pupils enrolled in the school year 2010-2011 at Kinangay Sur Elementary School. A 42-item test composed of 3 selections having 14 questions for each representing the four levels-literal, interpretative, evaluative, and creative was administered. It was found out that more than the majority of the Grade VI pupils were average in their over-all level of reading comprehension ability. It is then recommended that teachers should use methodologies, strategies and activities that will develop their pupils reading ability most particularly their higher comprehension skill. She also added that the design lesson model should be used to help improve students "higher order thinking skills.

Tizon's study has relevance to the present study because both aimed to determine the reading comprehension ability of the students using the materials as research tool and the criteria in determining the said reading level. However, they vary in that former used the set of reading passages in the gathering of data from grade VI students of Kinangay Sur Elementary School while the present, assessed the reading inventory of the Grade 10 students of the present school year using the elementary proficiency instruments, this study will not only improve their reading proficiency level but also their academic performance in school through designing an instructional

materials that is suited to the reading level of the students particularly the Grade 10 students of Samar National School.

Dayan (2013) of Ateneo de Naga, Naga City did a study, which dealt on the comprehension skills and their implications to language instruction. She ventured to find out the relationship of reading comprehension, study habits, attitudes, academic achievement and reading materials available at home and read by fourth year students. Dayan employed the descriptive and correlation design. The Stanford Diagnostic test Blue Level in reading was used; a set of questionnaire and the latest academic grades of the respondents were utilized to draw the needed data for student related factors. For a valid and objective treatment of the data, the Chi-Square and Contingency Coefficient test were used to determine the correlation.

This study of Dayan is similar to the present study because the present study will also determine the level of reading comprehension skills and find out the relationship of reading comprehension, study habits and attitudes to language instruction of Grade 10 students using reading materials. However, they vary on the use of reading materials the former study use the Stanford Diagnostic test Blue Level in reading and a set of questionnaire and the latest academic grades of the respondents were utilized to draw the needed data for student related factors. While the present study used the Phil-IRI assessment tool, profile of the students and questionnaires to find out the relationship of reading comprehension, study habits and attitudes towards reading of the Grade 10 students.

Salazar (2014) study entitled "Reading Comprehension Level of Grade I Pupils in Wright I District: Bases for Developing a reading Comprehension Material", during the school year 2013-2014. It utilized the descriptive-correlation research design in order to achieve the objectives of this study. The use the teacher-made test as the bases for the identification of the student-respondents' reading level.

Salazar's study is similar to the present study since both were concerned with the students' reading levels. The foregoing study differed from the present study first by using the elementary proficiency instrument as the bases for the identification of the student-respondents' reading proficiency level; and second, its clientele. The present study assessed the reading inventory of the Grade 10 students of Samar National School while the study of Salazar focused on the Grade 1 pupils of Wright I District.

The study of Corazon C. Gregorio and Rogelio G. Dela Cruz (2008) was to present an assessment of the reading proficiency level of the maritime students of TIP-Manila. The respondents of the study were composed of ninety-two (92) marine engineering students and one hundred eighty-one (181) marine transportation students who are officially enrolled in the first semester of academic year 2007-2008. Specifically, this study attempted to determine the profile of the student-respondents in terms of age, gender, year level, course, type of school graduated from, high school point average, medium of communication used in the family, and exposure to the English language. It also attempted to assess the reading ability of the maritime students in TIP-Manila in terms of vocabulary skills, verbal analogy skills, reading comprehension

skills, paragraph organization skills, paragraph comprehension, and skimming and scanning skills. Furthermore, it determined if there is significant difference between the reading proficiency of the marine engineering and marine transportation students of TIP-Manila.

This study of Corazon C. Gregorio and Rogelio G. Dela Cruz is similar to the present study because both assessed the reading proficiency level of the students. However, they vary on the use of the respondents, the former study were composed of ninety-two (92) marine engineering students and one hundred eighty-one (181) marine transportation students. While the present study were composed of 276 Grade 10 junior high school students using the Phil-IRI assessment tool to identify their reading level along: word recognition, reading comprehension and reading speed.

The study of Dionisio M. Uychoco (2012) described the academic reading proficiency level of incoming college freshmen in Don Mariano Marcos Memorial State University La Union, Philippines which served as an input to the design of learning modules. It used a validated 50-item researcher made test and two sets of questionnaires to determine the adequacy of learning activities and the extent of utilization of academic reading strategies by content area teachers. The research found the student respondents unprepared for college work given the moderate academic reading proficiency index. Concerned language and content area teachers failed to provide enough learning activities and sufficient opportunity and training in the use of

academic reading strategies that will enhance students' level of proficiency in content area reading.

This study of Dionisio M. Uychoco is similar to the present study. Both described the academic reading proficiency level of the students. And used of assessment tools to identify its reading proficiency. However, they vary on the use of the respondents, the former study described the academic reading proficiency level of incoming college freshmen which served as an input to the design of learning modules. It used a validated 50-item researcher made test. While the present study was composed of 276 Grade 10 junior high school students using the Phil-IRI assessment tool to identify their reading level along: word recognition, reading comprehension and reading speed.

Chapter 3

METHODOLOGY

This chapter discusses the procedures which will be used in conducting this study, including research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

In this study, the researcher uses the descriptive survey research design. According to Calmorin and Calmorin (1996), a descriptive survey research design is used when focuses at the present condition and the purpose is to find new truth. It is inly useful when the data to be gathered concerns the present condition providing the value of facts and focusing the attention to the most important things to be reported.

Instrumentation

The most vital instrument that used by the researcher in gathering data in this study are the following:

Questionnaire. The questionnaire for the student-respondents contained three important parts. The first part was on their age and sex, parent's occupation, average monthly income, parent's educational attainment, and no. of siblings.

The second part was on their reading habits to be determined through the following five-point scales: 5 - Always (A), 4 - Often (O), 3 - Sometimes (S), 2 - Rarely (R), and 1 - Never (N). The third part was on their attitude towards reading, with the following five-point scales: 5 - Always (A), 4 - Often (O), 3 - Sometimes (S), 2 - Rarely (R), and 1 - Never (N).

Phil-IRI Is an assessment tool that evaluates the reading proficiency level of students. It is the first validate instrument that intends to measure the pupils' reading comprehension level. The pupils' word recognition and comprehension ability as well as his/her reading speed are informally assessed quantitatively and qualitatively through stories and passages.

Documentary analysis. is a form of qualitative research in which documents are interpreted by the researcher to give voice and **meaning** around an assessment topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen,2009).

Interview. This was used by the researcher to ask questions, listens and records answers from an individual on a semi-structured format in an in-depth manner using the NVIVO as a research tool to analyze qualitatively the result of the interview.

Validation of Instrument

The Elementary Proficiency Instrument from Phil-IRI was the first validate assessment tool used in the study, also the Reading survey adopted from the motivation for reading

questionnaire by John T. Guthrie and the interview guide questions by Gloria P. Revenche, inasmuch as this is standardize, so no validation was undertaken.

The profile questionnaire consisted of simple inquiry into personal data of clientele was presented to the thesis committee for approval. When their suggestions were entered, the questionnaires have been finalized to be used for the actual data collection.

Sampling Procedure

There are 24 sections for the entire Grade 10 level including the RBEC and the Special classes (MG, STEM, SPS and SPA) to obtain data on each of the randomly selected cluster; the researcher chooses eight sections from the RBEC classes and SPA class. Cluster sampling was used in this study, selecting all the respondents in every cluster.

Table **1. Sampling Frame of the Study**

Grade 10	Number of respondents
SPA	27
Rizal	32
Bonifacio	43
Gomez	43
Silang	32
Dagohoy	36
Lepu-lapu	32
De Luna	31
TOTAL	**276**

Data Gathering Procedure

The researchers sought approval from the principal of Samar National School, Catbalogan City to conduct this study. Upon approval, the letter has been shown to the English teacher to allow the administration of the questionnaire for the student-respondents.

The one-to-one testing technique was utilized to observe closely the performance of student-respondents using the Phil-IRI in terms of word recognition, reading comprehension and reading speed. During the testing session, the examiner recorded each student's word recognition errors, comprehension scores and number of minutes he/she finish reading.

Statistical Treatment of Data

The researcher used both quantitative and qualitative in analyzing and interpreting the data.

It is quantitative were random sampling was used, it structures data collection instruments and produce results that generalize, compare and summarize of the student-respondents profile, attitude towards reading, reading habits and their reading comprehension level. While qualitative, since the participants are free from any control and data are collected in their natural environment, the whole is more than the sum, take magnitude of contextual factors in to account, researcher is involved in every step being responsive, flexible, adaptive and good listener and study design in qualitative

emerges as further insights are gained through data collection and analysis using the focus group discussion as the mean instruments.

The following statistical tools were used to analyze the data gathered namely: Arithmetic Mean, Percentage, Weighted Mean, Standard Deviation and Spearman's Rank. All hypotheses will be analyzed and interpreted at 5% level of significance.

Arithmetic Mean. This statistical tool measured the average data reading habits and attitude towards reading.

Frequency Count. This will be used in reporting the number of student-respondents such as age, sex, parent's occupation, monthly family income, parents' educational attainment and no. of siblings.

Percentage. This statistical measure was used for describing the profile of the students-respondents, such as age, sex, parent's occupation, monthly family income, parents' educational attainment and no. of siblings.

Weighted Mean. This was used to express the collective perceptions of the respondents as to their common teaching strategies in English and attitude towards teaching English.

Standard Deviation. This Statistical tool was used to calculate the characteristics of the respondents in terms of their age and number of children in the family.

Spearman Rank. The Spearman's Rank Correlation Coefficient is a moderately complex tool (Excel recommended) used to determine and measure the strength of the correlation between two sets of data. Spearman's Rank Correlation Coefficient Formula where d is the difference between the ranks and N is the number of ranks.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of the data. Included in this chapter are the following sub-topics: profile of the Grade 10 student-respondents, reading habits and attitude of the students towards reading, reading level of the students based on the result of the Phil-IRI, factors affecting reading levels of the students among high and low, relationship between student-respondents' profile and the factors affecting their reading level and interview result.

Profile of the Student-Respondents

This presents the profile of students on age, sex, parent's occupation, Average Family Monthly Income, Parent's educational Attainment & Number of Siblings in the Family.

Age and Sex

Table 1 on Age and Sex distribution shown a mean of 16.11 years for the males while the 15.97 years that of the female respondents, showing a total average of 16.02 years with standard deviation of 0.91

Table 1
Age and Sex

Age (in year)	Male		Female		Total	Percent
	f	%	f	%		
20	2	2	0	0	2	0.7
19	4	4	2	0.6	6	2.2
18	4	4	4	2.2	8	2.9
17	13	13	22	12.5	35	12.7
16	47	47	109	61.9	156	56.5
15	30	30	37	21	67	24.3
14	0	0	2	1.1	2	0.7
Total	100	100%	176	100%	276	100%
Percent	36.20%	-	63.80%	-	100%	-
Mean	16.11	-	15.97	-	16.02	-

It can be said that the majority of the male respondents who were aged 16 were at the right expected age of an average Grade 10 high school students. Next were 30 respondents or 30 percent who were 15 years old were a year younger than the average expected age for Grade 10. 13 percent were 17 years old, were a year over age. 4 percent were 19 years old and 18 years old and there were two male respondents for age 20. It is obvious that the 18, 19 and 20 years old were extremely over age for Grade 10 Secondary School.

Among the 176 female respondents, it was worth of notice that the highest percentage rank was 61.9 percent by 109 respondents all 16 years old which is the expected age of an average Grade 10 high school student. This was followed by 21.0 percent (37 respondents) who were 15 years old and were one year younger than the expected age

of an average Grade 10 student. 12.5 or 22 respondents were taken to be year older than the normal expected age from an average child for the Grade 10 high school students. It is of course obvious that 18 and 19 years old were over age for a Grade 10 Secondary School.

This implied a heterogeneous class due to the shown eight varied ages of respondents ranging from the 14 years to 20 years old. The numbers of respondents were not equal, (100 males; 176 females) it shows that majority of the respondents were female and their ages were not equally distributed between sex groups.

This also implied that the needs of the 276 respondents were varied due to multi-variation in age, which suggested a variation of interest, attitude and choice. Complicated preparation from among teachers shall be expected.

Table 2
Parent's occupation

Father's Occupation		
Skilled	56	20.3
Unskilled	162	58.7
Gov't Officials	34	12.3
None	24	8.7
Total	276	100.0
Mother's Occupation		
Skilled	31	11.2
Unskilled	33	12.0
Gov't Officials	24	8.7
None	188	68.1
Total	276	100.0

Parent's occupation

Table 2 showed the parent's occupation of the respondents, unskilled posted the highest number that consist of 162 Fathers or 58.7 percent; 188 or 68.1 from the mother posted housewives or no occupation, only 52 or 20.3 percent were skilled from the father category which came second in the rank; and there were only 31 or 11.2 percent from the mother category posted skilled.

The parents' occupation that consist 58.7 percent unskilled from the fathers and 68.1 percent non-occupation from the mothers had affected the average monthly income of the family shown in table 3 and does not correlated on their educational attainment shown in table 4 were majority of the fathers and mothers were college graduate.

Table 3
Average Family Monthly Income

Average Family Monthly Income (in Php)		
40,000 above	6	2.2
30,000 above	18	6.5
20,0000 above	43	15.6
10,000 above	77	27.9
5,000 above	132	47.8
Total	276	100.0

Average family monthly income

This showed that majority of the respondent claimed a very lower average monthly family income, which may explain why the student respondents could badly produce

subject requirements involving finances hence, may affect emotional conditions of the learners while in class.

The table 3 reflected respondents' average family income per month, showing its highest claim of 40,000 above by six respondents, the lowest was 5,000 above by one hundred thirty-two respondents or by 47.8 percent of the total respondents which is the bigger number. 18 respondents claimed an average monthly income of 30,000 above, this was followed by 43 respondents or 15.6 percent with a claim of 20,000 above average monthly family income. The remaining respondents claimed an average monthly family income of 10,000 above by the 77 respondents or 27.9 percent.

This result correspond to the parents' occupation were most of the student-respondents fathers are unskilled and the mothers do not have occupation. The result revealed that the monthly average of the family monthly income is below the average monthly family income of unskilled workers should have had. The average monthly wage rate for unskilled workers for all industries reached P 10,162 in 2016 this is relatively higher than P 9, 652 average rate posted in 2014 (Occupational wages Survey (OWS) Released 2017,Retrieved from https://www.psa.gov.ph)

Table 4
Parents' Educational Attainment

Father's Education		
Elem Level	43	15.6
Elem Graduate	30	10.9
High School Level	44	15.9
High School Graduate	39	14.1
College Level	44	15.9
College Graduate	76	27.5
Total	276	100.0
Mother's Education		
Elem Level	29	10.5
Elem Graduate	21	7.6
High School Level	60	21.7
High School Graduate	43	15.6
College Level	41	14.9
College Graduate	82	29.7
Total	276	100.0

Parent's Educational Attainment

Table 4 showed the educational attainment of the respondents' parents. It can be read from the table that there was more elementary level father than the mothers since the table showed only 29 or 10.5 percent while there were 44 or 15.6 among the fathers. More mothers had a higher level of education than the fathers, as shown in the table; with the majority of 82 or 29.7 percent mothers were college graduates, while the majority of 76 or 27.5 fathers were college graduates.

This results doesn't correspond to their parents' occupation were the majority of the fathers are unskilled and their mothers has no occupation.

Table 5
Number of Siblings

Number of Siblings in the Family		
5 or more	114	41.3
4	60	21.7
3	53	19.2
2	31	11.2
1	15	5.4
0	3	1.1
Total	**276**	**100.0**

Number of Siblings in the Family

Table 5 refers to the number of siblings the student-respondents have that is the number of sister/brother they have had. As contained in table 6, majority of the student-respondents have 5 or more siblings. There were only 3 or 1.1 percent had no/zero siblings, 60 respondents or 21.7 percent had 4 siblings. 53 or 19.2 percent had three siblings, 31 or 11.2 percent had two siblings and 15 or 5.4 respondents had one sibling. It showed that in general, the respondents' families were big.

Reading Habits

Table 6 depicted the reading habits of Grade 10 students. There were 10 reading habits included in this study.

From the said table, reading habits 1-2 and 3-10 were considered by the students as "Sometimes" (doing it once in a while). Reading habits no. 3 obtained the highest mean, with statement stating: "I prefer listening to radio, watching TV, etc." Reading habits 1

and 7 followed to the highest weighted means, respectively, with the statement stating." I read only when there is a quiz" and "I read only when I like".

Table 6
Reading Habits of the Student-Respondents

Indicators		Scale					Total	Xw/Interpretation	
		1	2	3	4	5			
1.	I read only when there is a quiz	8	18	148	57	45	276	3.41	F
2.	I feel tired, bored and sleepy when reading	18	52	17	28	8	123	2.84	F
3.	I prefer listening to radio, watching TV, etc.	6	31	104	62	72	275	3.59	G
4.	I am lazy to read	35	52	149	30	10	276	2.74	F
5.	I am disturbed when reading	21	56	156	28	15	276	2.86	F
6.	I have no time to read at home	32	68	132	24	20	276	2.75	F
7.	I read only when I like	12	30	132	66	36	276	3.30	F
8	I don't have a comfortable place to read.	26	63	144	33	10	276	2.80	F
9.	I don't read difficult and long materials.	18	59	151	26	22	276	2.91	F
10.	I read only when our teacher gives us homework to do.	17	48	138	47	26	276	3.06	F
	Grand Total							30.26	-
	Grand Mean							3.03	F

Legend:
4.51 - 5.00 Always (A)/Very Good
3.51 - 4.50 Often (O)/Good
2.51 - 3.50 Sometimes (S)/Fair
1.51 - 2.50 Seldom (Se)/Poor
1.00 - 1.50 Never (N)/Very Poor

From the said table, reading habits 1-2 and 3-10 were considered by the students as "Sometimes" (doing it once in a while). Reading habits no. 3 obtained the highest mean, with statement stating: "I prefer listening to radio, watching TV, etc." Reading habits 1 and 7 followed to the highest weighted means, respectively, with the statement stating." I read only when there is a quiz" and "I read only when I like".

Taken as a whole, the Grade 10 student expected their reading habits as "Sometimes" being indicated by the grand weighted mean of 3.03

This means that student-respondents sometimes practiced reading habits at home or in school.

Attitude Towards Reading

Table 7 presents the attitude of the Grade 10 students towards reading. There were 10 statements considered in this study.

It can be seen in Table 7 that the student respondents rate their selves "Always" (consistently) on five statements corresponding to statements number 2 and 6-9. Statements number 9 and 6 attained the highest and the least weighted means, respectively with the statement stating." I don't read difficult and long material and "I read to improve my grades".

Table 7
Attitude towards Reading

	Indicators	Scale					Total	Xw/ Interpretation	
		1	2	3	4	5			
1.	I read more often and willingly	3	28	132	66	47	276	3.46	O
2.	I read because I like the stories in the books and other reading materials	4	17	94	68	93	276	3.83	A
3.	I like to talk about ideas and information after I have read something.	13	25	133	42	63	276	3.42	O
4.	I take great pride in reading books for pleasure.	10	49	155	44	18	276	3.04	O
5.	Reading is something I do just for school.	17	47	131	53	28	276	2.90	O
6.	I read to improve my grades	9	28	75	85	79	276	3.71	A
7.	I read only when I like	83	63	109	13	6	274	3.74	A
8	I don't have a comfortable place to read.	23	26	75	49	101	274	3.65	A
9.	I don't read difficult and long materials.	5	19	87	60	103	274	3.86	A
10.	I read only when our teacher gives us homework to do.	8	29	152	48	37	274	2.72	O
	Grand Total							34.33	-
	Grand Mean							3.43	O

Legend:
4.51 - 5.00 Always (A)/Very Highly Favorable
3.51 - 4.50 Often (O)/Highly Favorable
2.51 - 3.50 Sometimes (S)/Neutral
1.51 - 2.50 Seldom (Se)/Unfavorable
1.00 - 1.50 Never (N)/Very Unfavorable

In the remaining 4 statements, the student-respondents answered "often" (frequently) which means they do it many times. These corresponded to the statements number 1, 3-5 and 10. Statements number 1 and 10 obtained the highest and the least weighted

means, respectively with the statements stating. "I read often and willingly" and "I read only when our teacher gives us home work to do.

Taken as a whole, the student-respondents expressed their attitude towards reading that they were 'often" or do it frequently. This was indicated by the grand weighted mean of 3.43 which suggested that the student had highly favourable attitude towards reading.

The attitude of the student-respondents towards reading does not correspond to the result of the reading test using the Phil-IRI Grade 6, proficiency instruments were most of the respondents fall under frustration level in the word recognition and reading comprehension.

Reading Level of the Students-Respondents

Table 8 showed the result of student-respondents' reading inventory based on the result of the elementary proficiency instrument from Phil-IRI. This was categorized into three reading skills: Word Recognition, Reading Comprehension and Reading Speed

Table 8
Reading Level of the Students-Respondents

Reading Level Dimension	Reading Level	Student's Performance Category				Total	Percent
		High		Low			
		f	Percent	f	Percent		
Word Recognition	Frustration	134	48.6	142	51.45	276	100.0
	Instructional	-	-	-	-	-	-
	Independent	-	-	-	-	-	-
	Total	**134**	**48.60**	**142**	**51.45**	**276**	**100.00**
	Mean	**79.99**	**-**	**78.73**	**-**	**136.64**	**-**
	SD	**2.15**	**-**	**2.88**	**-**	**66.24**	**-**
Reading Comprehension	Frustration	96	34.8	69	25.0	165	59.8
	Instructional	38	13.8	73	26.4	111	40.2
	Independent	-	-	-	-	0	-
	Total	**134**	**48.6**	**142**	**51.4**	**276**	**100.0**
	Mean	**3.32**	**-**	**2.62**	**-**	**2.96**	**-**
	SD	**1.27**	**-**	**1.02**	**-**	**1.2**	**-**
Reading Speed	Fast	39	14.13	38	13.77	77	27.90
	Average	32	11.59	20	7.25	52	18.84
	Slow/Poor	63	22.83	84	30.43	147	53.26
	Total	**134**	**48.55**	**142**	**51.45**	**276**	**100.00**
	Mean	**145.3**	**-**	**128.9**	**-**	**79.34**	**-**
	SD	**62.6**	**-**	**68.67**	**-**	**2.63**	**-**

Word Recognition

The students' word recognition level falls under "frustration level" which was attained by the majority of the student-respondents both from high and low. Moreover there was no respondent in the instructional and independent level.

This implied poor word recognition of the majority of the respondents and therefore suggested the need for remedial word recognition program to improve reading level. It also revealed that there are no implications either students came from higher sections or lower sections.

Comprehension

It can be seen from table 8 that only 165 or 59.78 percent of the respondents attained instructional level as the highest in the rank. There were 111 or 40.22 percent of the respondents' falls under frustration level and no respondents under independent level.

Result shows that there is more frustration level in the high category of 96 or 34.8 percent while the low category has 69 or 25.0 percent. Result also implied poor reading comprehension among the majority of the respondents, hence a need of a remedial reading program for reading comprehension for the Grade 10 students.

Reading Speed

It can be read from table 8 that majority of 147 respondents were fast reader, distributed to 52 respondents or 18.84 percent respondents are in average level and 77 or 27.90 percent respondents who were its lowest level or under slow/poor level.

The finding shows that there are more fast reader and average reader in the high category than in the low category. But there are more slow readers in the low category 84 or 30.43 percent while 63 or 22.83 percent on the high category.

The result of their reading level correspond to the reading habits of the student-respondents in table 6 were most of the students rated "Sometimes" (read only once in a while) as shown in the grand mean of 3.03 with a legend of Fair. But the result of the students' attitude towards reading does not correspond to their reading level were most of the student rated their selves "Always" (consistently) and "Often" (frequently) with a grand mean of 3.43 with a legend of high favorable.

Table 9
Factors Affecting Reading levels among hing and low

Reading Areas	Attitude		Reading Habits	
	r-value	p-value	r-value	p-value
High Performing Students				
Word Recognition	-0.011	0.900	0.010	0.910
Reading Speed	-0.089	0.307	0.030	0.307
Reading Speed	-0.023	0.792	0.026	0.764
Low Performing Students				
Word Recognition	-0.009	0.917	0.058	0.494
Reading Speed	-0.104	0.218	0.133	0.114
Reading Speed	0.119	0.159	-0.057	0.499

*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).

Factors Affecting Reading levels among High and Low student-respondents

Table 9 showed the factors affecting Reading levels among high and low performing students by reading areas tested (Word Recognition, Reading Comprehension and Reading Speed) with their Attitude towards Reading and Reading Habits.

The result showed that word recognition among high student-respondents has no significant relationship in their attitude towards reading with r-value and p-value of -0.011(p=0.900) and 0.010(p=0.910) in the reading habits. Their attitude towards reading and reading habits state that there is no significant value affecting their Reading Comprehension with r-value and p-value of

-0.089(p=0.307) and 0.030 (p=0.307). Reading Speed of the high student-respondents also doesn't have a significant relationship affecting their attitude and reading habits with an r-value and p-value of -0.023(p=0.792) and 0.026(p=0.764)

While in the low performing students, their word recognition has no significant relationship between their attitude and reading habits with an r-value and p-value of

-0.009(p=0.917) and 0.058(p=0.494). Reading Comprehension among low student-respondents doesn't also have a significant relationship between their attitude and reading habits with an r-value and p-value of -0.104(p=0.218) and 0.133(p=0.144). Reading Speed have found also to have no significant relationship among low student-respondents to their attitude with an r-value and p-value of 0.119(p=0.189) and -0.057 (p=0.499)

Table10
Relationship between Student-Respondents' Profile and The Factors Affecting Their Reading Levels

Profile	Factors Affecting Reading Level	
	Reading Habits	Attitude
Age	0.025 *(p=0.681)*	-0.114 (0.060)
Sex	.130* *(p=.031)*	-0.024 (p=0.691)
Parents' Occupation		
Father	-0.01 (p=0.866)	-.139* (p=0.021)
Mother	-0.039 (p=0.52)	0.11 (p=0.068)
Average Family monthly Income	0.008 (p=0.889)	.153* (0.011)
Parent's Educational Attainment		
Mother	0.043 (p=0.481)	0.105 (p=0.081)
Father	0.066 (p=0.272)	0.048 (p=0.427)
No. of Siblings	0.014 (p=0.811)	-0.111 (p=0.067)

*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).

Relationship Between Student-Respondents' Profile and The Factors Affecting Their Reading Levels

Table 10 showed the relationship of student-respondents' reading level in terms of their Reading Habits and Attitude Towards Reading with their variates of age, sex, parents' occupation, average family monthly income, parents' educational attainment and no. of siblings.

The result showed that age variates with r-value and p-value of 0.052(p=0.681) in their reading habits and r-value and p-value of -0.114(0.060) in their attitude towards reading states that there is no significant relationship with age of the students-respondents in

their reading habit and attitude towards reading. Sex variate with spearman's r-value and p-value of .130(p=.031) had a significant relationship with their reading habits, but no significant value between age variate to their attitude towards reading an r-value and p-value of -0.024(p=0.691).

Father's occupation associated to the attitude of the student's towards reading has a significant relationship with an r-value and p-value of -.139(p=0.021) while on their reading habits has no significant value. In the mother's occupation it showed that there is no significant value between student-respondent reading habits and attitude towards reading.

The average family monthly income with an r-value and p-value of .153(0.011) has a significant relationship with students' attitude towards reading, while in their reading habits has no significant value.

Parent's Educational Attainment and the No. of Siblings don't affect the reading habits and attitude of the students' towards reading. It states that there is no significant relationship of the parent's occupation and no. of siblings to the reading habits and attitude towards reading. This implied that the nature and traits by the two sex groups affected their reading habits. Hence did not affect their attitude towards reading.it showed that there is connection if the respondents are female to their reading habits, female are more interested than male in terms of enhancing their reading level.

The fathers' occupation and the average monthly income affect family budget, hence it affects the needs of students in their schoolwork, which includes procuring of reading materials.

Interview Result (Factors Affecting Students Reading level)

Processed by Nvivo software, the interview was analyzed through a content analyses utilizing Tree map.

1. Psychological Factor

Figure 1.1 present the tree map of the respondents' perception towards their reading when they asked with the question "From 1-5 how will you rate your reading? Why?

Figure 1. 1 Tree Map on Respondents' perception on their reading ability

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	42	37.84	yes
knowledge	9	10	4.95	idea, information, knowledge, learn, learnings, mind, reading
information	11	13	4.80	confidence, information, knowledge, learn, read, reading, word
maybe	5	5	4.50	maybe
improve	7	4	3.60	improve, improves
feelings	8	7	3.45	confidence, feelings, idea
read	4	6	2.85	learn, learnings, read, reading, speaking
stun	4	3	2.70	stun
confidence	10	5	2.10	confidence, confident
corrected	9	2	1.80	corrected, correctly

Figure 1.2 present the tree map of the respondents' perception towards their reading when they asked with the question "Do you believe that reading will enhance your self-confidence? Why or why not?

Figure 1.2. Tree Map of the Respondents' self confidence

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	51	34.23	yes
information	11	16	4.03	expand, information, knowledge, learn, read, time
kay	3	6	4.03	kay
practice	8	13	3.80	knowledge, learn, practice, read, useful, using
words	5	13	2.91	information, words
different	9	10	2.68	different, words
pag	3	4	2.68	pag
texts	5	10	2.68	texts, words
knowledge	9	9	2.57	information, knowledge, practice, search, vocabulary
read	4	10	2.24	learn, practice, read, time

As shown in Figure1. 3, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question "Can reading improve knowledge of words? Why? Why not?"

From their answers, key words as yes, information, practice, words, and different

Figure 1.3 Tree Map on students 'knowledge of words

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	49	33.11	yes
words	5	13	7.55	information, word, words
information	11	14	6.53	familiar, familiarize, information, knowledge, learn, read, reading, word
intonation	10	4	2.70	intonation, pronounce
kita	4	4	2.70	kita
become	6	4	2.03	become, get
han	3	3	2.03	han
knowledge	9	5	1.69	information, knowledge, mind, reading
understand	10	5	1.46	get, read, understand
kay	3	2	1.35	kay

As shown in Figure 1.4, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Do you think reading can enhance the ability to rapidly identify words and their sounds? Why? Why not?"

Figure 1.4. Tree Map of the Respondents' perception on enhancing words and their sounds

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	43	33.33	yes
information	11	14	5.30	information, knowledge, read, reason
knowledge	9	10	4.91	information, knowledge, mind, reason
understand	10	13	4.91	get, read, reason, understand
sometimes	9	5	3.88	sometimes
get	3	6	2.71	apply, get, understand
iba	3	3	2.33	iba
kay	3	3	2.33	kay
na't	4	3	2.33	na't
nga	3	3	2.33	nga

Figure 1.5,presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Can reading improve your thinking and reasoning skills? Why? Why not?"

Figure1.5 Tree Map on respondents' thinking and reasoning skills

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	51	31.29	yes
kay	3	9	5.52	kay
knowledge	9	9	3.68	knowledge, learn, reading, skill, topic
understand	10	9	3.37	answer, read, understand
pag	3	5	3.07	pag
read	4	10	3.07	learn, read, reading, understand
maaram	6	4	2.45	maaram
atun	4	3	1.84	atun
damu	4	3	1.84	damu
man	3	3	1.84	man

Figure 1.6, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Can reading improve your grades? Why? Why not?"

Figure 1.6 Tree Map of respondents' on improving grades through reading

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	33	56.90	sometimes
slight	6	4	6.90	slight
clue	4	2	3.45	clue
need	4	2	3.45	need
yes	3	2	3.45	yes
contextual	10	1	1.72	contextual
depende	7	1	1.72	depende
dictionary	10	1	1.72	dictionary
dre	3	1	1.72	dre
easily	6	1	1.72	easily

2. Intellectual Factors

Figure 2.1, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question "Do you have difficulty handling multi-syllable words?"

Figure2.1 Tree Map on respondents' handling multi-syllable words

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	51	31.29	yes
kay	3	9	5.52	kay
knowledge	9	9	3.68	knowledge, learn, reading, skill, topic
understand	10	9	3.37	answer, read, understand
pag	3	5	3.07	pag
read	4	10	3.07	learn, read, reading, understand
maaram	6	4	2.45	maaram
atun	4	3	1.84	atun
damu	4	3	1.84	damu
man	3	3	1.84	man

Figure 2.2, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question "Are you fast and accurate in decoding word meaning?"

Figure2.2 Tree Map on respondents' reading speed

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	33	56.90	sometimes
slight	6	4	6.90	slight
clue	4	2	3.45	clue
need	4	2	3.45	need
yes	3	2	3.45	yes
contextual	10	1	1.72	contextual
depende	7	1	1.72	depende
dictionary	10	1	1.72	dictionary
dre	3	1	1.72	dre
easily	6	1	1.72	easily

Figure 2.3, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Do you think reading is a good foundation for learning?" Why? Why not?

Figure 2.3 Tree Map on Reading as a good foundation for learning

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	50	71.43	yes
learn	5	5	5.71	learn, read
understand	10	5	5.71	get, read, understand
deaf	4	1	1.43	deaf
every	5	1	1.43	every
foundation	10	1	1.43	foundation
interested	10	1	1.43	interested
learner	7	1	1.43	learner
main	4	1	1.43	main
mute	4	1	1.43	mute

Figure 2.4, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Can you read word accurately and know what the material means?" Why? Why not?

Figure 2.4 Tree Map on respondents' reading words accurately.

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	42	75.00	sometimes
read	4	5	8.93	read, time, understand
long	4	2	3.57	long
explain	7	1	1.79	explain
hard	4	1	1.79	hard
problem	7	1	1.79	problem
teacher	7	1	1.79	teacher
words	5	1	1.79	words
yes	3	1	1.79	yes
pronounciation	14	1	1.79	pronounciation

Figure 2.5, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Can you process words and decode meanings correctly?" Why? Why not?

Figure 2.5 Tree Map on respondents' process words and decodes meaning

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	39	79.59	sometime, sometimes
yes	3	3	6.12	yes
based	5	1	2.04	based
depends	7	1	2.04	depends
encountered	11	1	2.04	encountered
ideas	5	1	2.04	ideas
often	5	1	2.04	often
topic	5	1	2.04	topic
understanding	13	1	2.04	understanding

Figure 2.6, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Can you recognize and manipulate sounds of words correctly?" Why? Why not?

Figure 2.6 Tree Map on recognizing and manipulate sounds correctly

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	31	46.97	sometimes
slight	6	12	18.18	slight
words	5	3	4.55	words
often	5	2	3.03	often
yes	3	2	3.03	yes
assistance	10	1	1.52	assistance
easy	4	1	1.52	easy
hard	4	1	1.52	hard
know	4	1	1.52	know
manipulate	10	1	1.52	manipulate

3. Physiological Factors

Figure3.1, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Do you have poor eyesight?"

Figure 3.1 Tree Map on Respondent's eye sight

Word	Length	Count	Weighted Percentage (%)
none	4	43	65.15
yes	3	5	7.58
need	4	2	3.03
blurred	7	1	1.52
degrading	9	1	1.52
dre	4	1	1.52
eyeglasses	10	1	1.52
feel	4	1	1.52
front	5	1	1.52
klerado	7	1	1.52

Figure3.2, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Can you read in poor lighting?"

Figure 3.2Tree Map on respondents' eyesight to read even in poor lightning

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	25	47.17	yes
sometimes	9	10	18.87	sometimes
slight	6	3	5.66	slight
headache	8	2	3.77	aching, headache
attempt	7	1	1.89	attempt
danay	5	1	1.89	danay
depende	7	1	1.89	depende
dre	3	1	1.89	dre
eyes	4	1	1.89	eyes
kun	3	1	1.89	kun

Figure3.3, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Is your classroom comfortable enough for reading?" Why or Why not?"

Figure 3.3 Tree Map on respondents' classroom environment

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	20	42.55	sometimes
yes	3	14	29.79	yes
noisy	5	6	12.77	noisy
alone	5	1	2.13	alone
crowded	7	1	2.13	crowded
disgusting	10	1	2.13	disgusting
lighting	8	1	2.13	lighting
poor	4	1	2.13	poor
rooms	5	1	2.13	rooms
ventillation	12	1	2.13	ventillation

Figure3.4, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Can you read complex reading materials?"

Figure 3.4 Tree Map on respondents 'reading complex materials

Word	Length	Count	Weighted Percentage (%)	Similar Words
interest	8	14	27.45	interest, interested, interesting
none	4	10	19.61	none
sometimes	9	8	15.69	sometimes
yes	3	8	15.69	yes
slight	6	4	7.84	slight
reading	7	2	3.92	reading
books	5	1	1.96	books
home	4	1	1.96	home
like	4	1	1.96	like
many	4	1	1.96	many

Figure3.5, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Do you have an auditory problem?"

Figure 3.5 Tree Map on respondents' auditory problem

Word	Length	Count	Weighted Percentage (%)	Similar Words
none	4	34	62.96	none
sometimes	9	9	16.67	sometimes
yes	3	6	11.11	yes
need	4	1	1.85	need
problem	7	1	1.85	problem
speak	5	1	1.85	speak
understand	10	1	1.85	understand
louder	6	1	1.85	louder

Figure3.6, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Can you hear your teachers voices?" Why or Why not?"

Figure 3.6 Tree Map on respondents' teachers' voice

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	40	75.47	yes
sometimes	9	11	20.75	sometimes
hear	4	2	3.77	hear

4. Linguistic Factors

Figure4.1, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Do you have difficulty in manipulating sounds in words?" Why or Why not?"

Figure 4.1 Tree Map on Respondents' manipulating sounds in words

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	40	65.57	sometimes
yes	3	10	16.39	yes
words	5	4	6.56	words
especially	10	3	4.92	especially
new	3	2	3.28	new
good	4	1	1.64	good
unfamiliar	10	1	1.64	unfamiliar

Figure4.2, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question" Is it easy for you making associations between sounds and letters?"

Figure 4.2 Tree Map on respondents' association between sounds and letters

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	30	69.77	sometimes
yes	3	8	18.60	yes
slight	6	5	11.63	slight

Figure4.3, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question?" Do you have problem pronouncing new words and remembering them?

Figure 4.3 Tree Map on Respondents problem pronouncing new words

Word	Length	Count	Weighted Percentage (%)	Similar Words
yes	3	32	52.46	yes
sometimes	9	19	31.15	sometimes
hard	4	3	4.92	hard
names	5	2	3.28	names, remember
especially	10	1	1.64	especially
interested	10	1	1.64	interested
pronouncing	11	1	1.64	pronouncing
scientific	10	1	1.64	scientific
times	5	1	1.64	times

Figure4.4, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question?" Is it easy for you blending sounds together to make sounds?

Figure 4.4 Tree Map on respondents' easy blending sounds together

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	27	87.10	sometimes
yes	3	3	9.68	yes
difficult	9	1	3.23	difficult

Figure4.5, it presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question?" Can you remember the names and sounds of the letters?

Figure 4.5 Tree Map on Respondents' remembering names and sounds of the letters

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	29	64.44	sometimes
yes	3	11	24.44	yes
slight	6	1	2.22	slight
danay	5	1	2.22	danay
kasi	4	1	2.22	kasi
kay	3	1	2.22	kay
nakakalipat	11	1	2.22	nakakalipat

Figure4.6, presents the Tree Map Analysis of the respondents' perception towards reading when they were asked with the question?" Do you have difficulty restarting what has been read?

Figure 4.6 Tree Map on Respondents' difficulty restarting what has been read

Word	Length	Count	Weighted Percentage (%)	Similar Words
sometimes	9	29	64.44	sometimes
yes	3	11	24.44	yes
slight	6	1	2.22	slight
danay	5	1	2.22	danay
kasi	4	1	2.22	kasi
kay	3	1	2.22	kay
nakakalipat	11	1	2.22	nakakalipat

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the findings of the study, conclusion derived from each specific problem and the recommendations, based from the conclusion of the entire study.

Summary of Findings

The following are the findings of the study:

1. The mean age of the student- respondents was pegged at 16.02 years with a standard deviation of 0.91 years.

2. There were 100 or 36.2 percent male student and 176 or 63.8 percent female students with a total of 276 student- respondents.

3. The Grade 10 student- respondents are composed of 8 sections; section SPA, 27 or 9.78 percent, Rizal 32 0r 11.59 percent, Bonifacio 43 or 15.57 percent, Silang 43 0r 15.57 percent, Gomez 32 or 11.59 percent, Dagohoy 36 or 13.04 percent, Lapu-Lapu 32 or 11.59 percent and De Jesus 31 or 11.23 percent.

4. The parents' occupation of the student- respondents were; 162 or 58.7 Fathers were unskilled and 188 or 68.1 mother doesn't have an occupation.

5. The average family income of the student- respondents were, 132 or 47.8 percent belonged to P5, 000 and below bracket. A handful of them belonged to P10,000 and 20,000 and above bracket.

6. Parents' educational attainment of the student respondents had 44 or 15.9 percent graduate in College and below on the mothers' category 82 or 29.7 percent graduated college.

7. The number of siblings has an average mean of 3.55 in their family. The biggest claimed no. of sibling was 5 or more.

8. The reading habits of the student- respondents obtained a grand mean of 3.03 which meant "Sometimes"(once in a while) with a legend of "Often".

9. The extent of attitude of students towards reading as perceived by them obtained a grand mean of 3.43 which meant "OFTEN" (frequently) with a legend of high favorable.

10. The word recognition of the student- respondents were 100 percent falls under frustration level attained by the majority of the student- respondents.

11. The reading comprehension of the Grade 10 student- respondents as perceived by themselves attained 59.78 percent which meant that their comprehension is 'Instructional Level'.

12. The Reading Speed of Grade 10 student- respondents as perceived by them attained 53.26 percent which meant that they are fast readers.

13. The High performing student- respondents' word recognition has an r-value and p-value of -0.011(p=0.900) in the attitude and 0.010(0.910) in the reading habit. Reading comprehension has a computed r-value and p-value of -0.089(p=0.307) in the attitude and 0.030(p=0.307) in the reading habit, while Reading Speed has an r-value and p-value of -0.023(p=0.792) in the attitude and 0.026(p=0.764) in the reading habit. It shows that there is no significant factor between their reading level to their attitude and reading habits.

14. The Low performing student- respondents' word recognition has an r-value and p-value of -0.009(p=0.917) in the attitude and 0.058(0.494) in the reading habit. Reading comprehension has a computed r-value and p-value of -0.104(p=0.218) in the attitude and 0.133(p=0.114) in the reading habit. While reading speed has an r-value and p-value of 0.119(0.159) in the attitude and -0.057(p-0.499) in the reading habit. It shows that there is no significant factor between their reading level to their attitude and reading habits.

15. The correlation between students' reading habits and their personal variates; as to the sex, the correlation is .130 9 (p=0.031) has a significant relationship while on their attitude towards reading has no significant values, with r-value and p-value of -0.024 (p= 0.691). Fathers' occupation was found to have significant value on the students' attitude towards reading with an r-value and p-value of -0.139 (p=0.021). Also the average family monthly income of the student- respondents found to have a

significant value on their attitude towards reading with an r-value and p- value of .153 (0.11).

16. The Students' reading habits and their personal variates; as to the age, parents' occupation, average monthly family income, parents educational attainment and no. of siblings has found to have no significant value.

17. All respondents' variates of age, sex, mother's occupation, parents' educational attainment and no. of siblings have no significant relationship with the respondents' attitude towards reading.

18. The students' reading ability under intellectual factors has found out that students have difficulty handling multi-syllable words, not fast and accurate in decoding some words. They think that reading is a good foundation for learning, believed that they have difficulties knowing the materials and process words and decodes its meaning correctly and find it hard manipulating sounds correctly.

19. The students' reading ability under physiological factors has found out that most respondents have no problem with their eyesight and can still read even in poor lightning, agreed that they don't have comfortable classroom because of some issues such as the noise, ventilation and etc, need the guide of their teachers in reading complex materials and don't have auditory problem but sometimes they cannot hear what their teacher is saying because of the noise came outside their classroom.

20. The students' reading ability under linguistic factors has found out to have problem manipulating sounds in words, not easy to make association between

sounds and letters, have problem pronouncing new words and remembering them, not easy to blend sounds together to make sounds, can't sometimes remember names and sounds of the letters and have problem starting what has been read.

Conclusions

Based on the findings in this study conclusions are hereby drawn:

1. It was concluded that there was a significant relationship between respondents' reading habits and their variates of sex.

2. There was a significant relationship on the students' variates as of fathers' occupation to the students' attitude towards reading.

3. There was a significant relationship on the students' variates as of the average family monthly income on the students' attitude towards reading.

4. There was no significant relationship between students' reading habits to the students' variates as to the age, parents' occupation, average monthly family income, parents' educational attainment and no. of siblings.

5. There was no significant relationship between students attitude towards reading to the students' variates as of age, sex, mothers occupation, parents' educational attainment and no. of siblings.

6. There was no significant relationship among high student-respondents to their reading level (word recognition, reading comprehension and reading speed) to their attitude and reading habits.

7. There was no significant relationship among Low student-respondents to their reading level (word recognition, reading comprehension and reading speed) to their attitude and reading habits.

8. The student-respondents are positive towards reading, were most of the students rate their selves at average level, they find it difficult reading materials with difficult words but they try to use context clue and use dictionary meaning. They all agree that reading can enhance their self-confidence and it can improve their grades. Most of the student-respondents also said it can enhance their ability to rapidly identify words and their sounds. Most of the respondents also believed that it can improve their thinking and reasoning skills and can improve their grades..

9. The students' reading level was affected by intellectual factor were most of the student-respondents have difficulty handling multi-syllable words, not fast and accurate in decoding some words because of some difficult words encountered. Most of them think that reading is a good foundation for learning, believed that they have difficulties knowing the materials and process words and decodes its meaning correctly and find it hard manipulating sounds correctly. It was shown in the result of the

proficiency test were most of the students are under frustration level in word recognition.

10. The students' reading level was not affected by physiological factor were most of the student-respondents have no problem with their eyesight even in poor lightning, don't have comfortable classroom because of some issues such as the noise, ventilation and etc,. Need the guide of their teachers in reading complex materials, don't have auditory problem but sometimes they cannot hear what their teacher is saying. . It was shown on the result of the proficiency test were most of the students are under frustration level.

11. The students' reading level was affected by linguistic factor were most of the student-respondents have problem manipulating sounds in words, not easy to make association between sounds and letters, have problem pronouncing new words and remembering them, not easy to blend sounds together to make sounds, they can sometimes remember names and sounds of the letters and they don't have problem starting what has been read. It was shown in the result of the proficiency test were most of the students are under frustration level.

Recommendations

Based on the conclusions and implications of the findings in this study. The following are recommended:

1. A remedial program, specific for improving word recognition, reading comprehension and reading speed and accuracy be jointly constructed by all subject teachers to be able to launch a cooperative program for the improvement of learners in all discipline.

2. Firm implementation of the reading program in all Grade levels for poor readers.

3. Monitoring students' attendance in the reading class, providing reading instructional materials and well functional reading classroom to have a comfortable reading environment.

4. Family visitation to be done by the subject teachers, to assess the environment, the causes of psychological and emotional background of each learner in order to have better and adequate knowledge of the nature of each learner, for better understanding of the needs of each.

5. All subject teachers are given local, regional or national trainings, seminars and workshop in teaching/developing reading skills in all content subjects for

a rounded academic development of learners and for a stronger implementation of such program, where all teachers are involved and concerned.

6. It is further recommended that reading programs for each subject is cooperatively constructed by groups of teachers of similar specializations. To be led and guided by a reading specialist.

7. It is suggested that the classroom program and the given teacher's role be given consideration when planning the remedial program.

8. A similar study is conducted for the other three Grade levels of Samar National School to complete the reading grade and reading age survey, to serve as basis for a developmental and/or remedial program for the whole Secondary School.

9. A follow-up study be conducted by future researchers; this time focusing on the effect of students' reading level on their academic performance and the effect of students' reading level on their psychological aspect.

BIBLIOGRAPHY

Allington, Richard. *Teaching Struggling Readers.* Network. Delaware: International Reading Association (IRA), 1998.

Broto, E. *Statistic Made Simple*, Rex Publishing House Philippines, 2001

Dechant, Emerald. *Improving the Teaching of Readi*ng. New Delhi: Prentice Hall of India Private Limited, 1969

Dechant, Emerald. *Improving the Teaching of Readi*ng. New Delhi: Prentice Hall of India Private Limited, 1969, P. 19

Harris, Albert J. *How to increase Reading Ability.* 3rd ed; New York: Longmans, Green and Co., 1989.

Lewis, Gibson R. *Reading Theories and Practice.* Boston: Allyn and Bacon, 1980

Journal of Inquiring and Action in Education, 3(2), 2010

Webster's Comprehension Dictionary, International Edition, W.G. Ferguson Publishing Company, 1991

Ayllon, Reynaldo S. "Reading Capacity Levels & Academic Performance of First Year Students of Valeriano C. Yancha Memorial School: Inputs to Classroom reading Program", 2006.

Dayan (2013). "Comprehension Skill and tier Implications to Language Instruction."

Marylene N. Tizon "reading Comprehension Ability and Designing a Lesson Model to Enhance Pupils reading Comprehension Skills, 2011.

Cabardo, Jimmy Rey O. "Reading Proficiency Level of Year 1 to Year 3 students In HNHS-Aplaya Extension High School as Bases for Reading Intervention Program for the School Year 2014-2015

Caleb Bartholet Cimmiyotti (2013) "Impact of reading Ability on Academic Performance at the Primary Level

Miller (2012) case study on *"Reading with Meaning"* Investigation on what happened during Instruction.

Salazar (2014) "Reading Comprehension Level of Grade 1 Pupils in Wright I District, Based for developing comprehension Material".

Sanford, Karen L., (2015) "factors that Affect the Reading Comprehension of Secondary Students with Disabilities.

Sorilla, Marvic D. (2016). Test Management & Evaluation, Quezon City: Rex Publishing Company

Ruiz, Manuela D. (2011) Knowledge Factors in learning. Quezon City: Rex Publishing Company

Rivera, Lina B. Literature-based reading Program. UP, Diliman, Quezon City. Philippines, 2000

Gwets (2011) State Target to Early Years to Research 3rd Reading Goals

Tongo (2008) "Reading Proficiency Level of the Grade IV, V and VI Pupils of Bintao Elementary School.

Wang Mi (2016) "A research on Improving Competence of Junior High Students."

Dewey's Theory of Experience, Retrieved from http://wilder.com

Lexile framework for reading, Retrieved from http://www.;exile.com

APPENDICES

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

COVER LETTER OF THE QUESTIONNAIRE FOR STUDENT-RESPONDENTS

January 9, 2017

Dear Respondents:

Greetings!

The undersigned is currently conducting a study entitled **"READING LEVEL OF GRADE 10 STUDENTS OF SAMAR NATIONAL SCHOOL"**, as part of the requirements of the Degree of Master of arts in Education Major in ENGLISH.

As a potent source of information, the undersigned request your wholehearted cooperation by answering the attached questionnaire honestly and sincerely. Any information given would be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you for your cooperation and support.

Respectfully yours,

(Sgd.) JAREN C. MABANAG
Researcher

SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

January 9, 2017

RUTH D. CABANGANAN
Secondary School Principal I
Samar National School
Catbalogan City

Madam:

Greetings!

The undersigned researcher is currently conducting a study entitled **"READING LEVEL OF GRADE 10 STUDENTS OF SAMAR NATIONAL SCHOOL"**, as part of the requirements of the Degree of Master of Arts in Education Major in ENGLISH.

In this regard, the researcher would like to seek permission from your good office to allow her to venture into the gathering of data needed in the study during their 10 minutes Reading activity.

Your kind consideration and preferential attention to this request is highly appreciated.

Thank you so much.

Respectfully yours,

(Sgd.) JAREN C. MABANAG
Researcher

APPROVED:

(Sgd.) **RUTH D. CABANGANAN**
Secondary School Principal I
Samar National School
Catbalogan Cit

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

January 9, 2017

Dear Parent:

Greetings!

The undersigned is currently conducting a study entitled **"READING LEVEL OF GRADE 10 STUDENTS OF SAMAR NATIONAL SCHOOL"**, as part of the requirements of the Degree of Master of arts in Education Major in ENGLISH.

As a potent source of information, the undersigned request your wholehearted cooperation to allow me to conduct my study to your Grade 10 student here in Samar National School. In addition, I would also like to request the following:

- Profile of the student's respondents.
- Reading comprehension test of Grade 10 students.
- Focus Group Discussion of selected Grade 10 students.
- Taking video and pictures for documentation.

Rest assured that any information given would be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you for your cooperation and support.

Respectfully yours,

(Sgd.) JAREN C. MABANAG
Researcher

QUESTIONNAIRE FOR THE STUDENT-RESPONDENTS

I. RESPONDENTS' PERSONAL BACKGROUND

Direction: Please answer the following questions by putting a check [/] mark on the space provided or by supplying the needed information.

Name (Optional) _____

Age
[ ] 15 yrs. old
[ ] 16 yrs. old
[ ] 17 yrs. old
[ ] 18 yrs. old
[ ] others, please specify: _____

Sex
[ ] Male
[ ] Female

Parent's Occupation:

Father
[ ] Farmer
[ ] Tricycle driver
[ ] Government worker
[ ] Teacher
[ ] Soldier
[ ] others, please specify:
_____

Mother
[ ] Farmer
[ ] Vendor
[ ] Government worker
[ ] Teacher
[ ] others, please specify:
_____

Average family monthly income:

[ ] 5,000.00 above
[ ] 10,000.00 above
[ ] 20,000.00 above
[ ] 30,000.00 above
[ ] 40, 000.00 above

Parents Educational Background:

Father
[ ] College Graduate
[ ] College
[ ] High School Graduate
[ ] High School
[ ] Elementary Graduate
[ ] Elementary

Mother
[ ] College Graduate
[ ] College
[ ] High School Graduate
[ ] High School
[ ] Elementary Graduate
[ ] Elementary

Number of Siblings:

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 or more

II. READING HABITS

DIRECTIONS: Please rate by checking the box that corresponds to your perception regarding your reading habits using the five point scales:

5 – Always
4 – Often
3 – Sometimes
2 – Seldom
1 – Never

Reading Habits	A (5)	O (4)	S (3)	S (2)	N (1)
• I read only when there is a quiz.					
• I feel tired, bored and sleepy when reading.					
• I prefer listening to radio, watching TV, etc.					
• I am lazy to read.					
• I am disturbed when reading					
• I have no time to read at home.					
• I read only when I like.					
• I don't have a comfortable place to read.					
• I don't read difficult and long reading materials.					
• I read only when our teacher gives us homework to do.					

III. STUDENTS ATTITUDE TOWARDS READING

DIRECTIONS: Please rate by checking the box that corresponds to your perception regarding the attitude towards reading using the five point scales:

5 - Always
4 - Often
3 - Sometimes
2 - Seldom
1 - Never

Reading Attitude	Responses				
	A (5)	O (4)	S (3)	S (2)	N (1)
1. I read more often and willingly.					
2. I read because I like the stories in the books and other reading materials.					
3. I like to talk about ideas and information after I have read something.					
4. I take great pride in reading books for pleasure.					
5. Reading is something I do just for school.					
6. I read to improve my grades.					
7. Reading is boring.					
8. Reading is important for subjects like science, writing, social studies and math.					
9. I read to learn about things interest me.					
10. It takes me a long time to read most things.					

IV. FACTORS AFFECTING READING LEVEL

DIRECTIONS: Please answer the following questions fairly.

INTERVIE- GUIDE QUESTIONS FOR GRADE 10 STUDENTS

A. PSYCHOLOGICAL
• From 1-5 how will you rate your reading?
• Do you believe that reading will enhance your self-confidence?
• Can reading improve knowledge of words?
• Do you think reading can enhance the ability to rapidly identify words and their sounds?
• Can reading improve your thinking and reasoning skills?
• Can reading improve your grades?
B. INTELLECTUAL FACTORS
• Do you have difficulty handling multi-syllable words?
• Are you fast and accurate in decoding word meaning?
• Do you think reading is a good foundation for learning?
• Can you read word accurately and know what the material means?
• Can you process words and decode meanings correctly?
• Can you recognize and manipulate sounds of words correctly?
C. PHYSIOLOGICAL FACTORS
• Do you have poor eyesight?
• Can you read even in poor lighting?
• Is your classroom comfortable enough for your reading?

• Can you read complex reading materials?
• Do you have an auditory problem?
• Can you hear your teachers' voice while she/he is discussing?
D. LINGUISTIC FACTORS
• Do you have difficulty in manipulating sounds in words?
• Is it easy for you making associations between sounds and letters?
• Do you have problem pronouncing new words and remembering them?
• Is it easy for you blending sounds together to make sounds?
• Can you remember the names and sounds of the letters?
• Do you have difficulty restarting what has been "read'?

Thank you so much for your time and cooperation.

(Sgd.) JAREN C. MABANAG
Researcher

Scoring Procedure and Categorization of Variable

In computing the word recognition, reading speed and reading comprehension the following formulae were applied:

a. For word recognition the formula was:

$$WR = \frac{\text{No. of miscues}}{\text{No. of words}} \times 100$$

b. For reading speed (RS) the formula were applied:

$$RS = \frac{\text{No. of words in the passage (204 words)}}{\text{Reading time (min)}}$$

c. Reading comprehension (RC) was computed using:

$$RC = \frac{\text{Total correct answer}}{\text{Total number of question}} \times 100$$

Identify the overall reading ability of the student in word recognition and in comprehension using the table below:

Word Recognition	Comprehension	Reading Level
Independent	Independent	Independent
Independent	Instructional	Instructional
Independent	Frustration	Frustration
Instructional	Independent	Independent
Instructional	Instructional	Instructional
Instructional	Frustration	Frustration
Frustration	Independent	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration
Non-reader	Listening Capacity	Non-Reader

Reading Level : _____

Name : _____ Grade & Section _____
Speed : _____ Minutes Score : _____
Level : _____ Level : _____

GRADE LEVEL PASSAGE RATING SHEET

Direction: Read the selection silently. Record your reading time as soon as you finish reading. Read the questions and encircle the letter of your answer.

A Little About Photography

Below is a friendly letter on photography.

Dear Sarah,

How are you? I am so excited to share with you about my newfound hobby – photography.

Did you know that photography means "writing with light"? Photo is a Greek word which means "light", while graphy means "writing".

I learned that the camera is basically a box with a hole at the opposite end. The box has a film inside that is sensitive to light. The light enters through the hole. Then, this light is collected by a part called the lens. The amount of light collected is controlled by another part called the shutter. Too little light will result in a dark picture.

Yesterday, I read from a book about an important tip on how to get an appealing portrait of an animal in motion. It is to hold a biscuit or treat above the camera. The longing look of the animal toward the food will be captured by the camera as a soulful glimpse.

See you someday! I hope I can share with you more interesting things about my new hobby. I'm also excited to see you. I am sure you have an interesting hobby to share with me too.

Your friend forever,

Mark

Grade VI
No. of words: 204

Questions:

1. What does photography mean?

   a. writing with pen
   b. writing with a guide
   c. writing with light
   d. writing about an experience

2. What is the use of the lens of the camera?

   a. to collect light
   b. to control light
   c. to block the light
   d. to give off ultraviolet rays

3. What happens to a picture when there's too little light?

   a. It appears bright.
   b. It appears dark.
   c. It appears broken.
   d. It appears perfect.

4. Why is a shutter important in a camera?

   a. to capture enough light for a perfect picture
   b. to give background of the picture
   c. to collect light for the film
   d. to give good feeling about the picture

5. Which will you use to get enough light for the picture?

   a. hole
   b. box
   c. lens
   d. film

6. Based on the selection, what would best describe photography?

   a. It is boring.
   b. It is interesting.
   c. It is simple.
   d. It is frustrating.

7. Which picture would need less amount of light?

   a. stormy night
   b. children in the playground
   c. father driving a car
   d. mother preparing lunch

8. What is the best way to take care of a camera?

   a. Expose it to sunlight.
   b. Keep it in a safe place.
   c. Place it on the table.
   d. Place it on your bed.

Name: _____ Grade and Section: _____

GRADE LEVEL PASSAGE RATING SHEET

Prompt: *Who invented the telephone? Read and find out.*

Alexander Graham Bell

Alexander Graham Bell accidentally invented the telephone.

He was testing a new transmitter when it happened. He spilled a burning acid on it and produced sound waves. Bell didn't realize that the sound waves make sound travel to different places. He shouted for help from Mr. Watson who was in the kitchen. Mr. Watson was surprised to hear Bell's voice clearly. He went to Bell and uttered, "I heard every word you said."

This was how telephone was discovered.

Gr. VI
No of words: 79

Questions:

Literal:

1. What Alexander Graham Bell's invention was mentioned? _____
   Answer: *telephone*
2. What was the testing? _____
   Answer: *a new transmitter*
3. What happen to the burning acid? _____
   Answer: *spilled out*

Interpretive: 4. How did Mr. Watson receive Bell's message? _____

Answer: *through sound waves in the transmitter*

5. What do you think is the effect of the acid to the transmitter? _____

Possible Answers: *The burning acid acted upon the transmitter and was able to send message or sound wave (accept any similar answer)*

Applied: 6. How important is the telephone to you? _____

Possible Answers:

- *It is important because communication is easier and faster.*
- *It is important because it made life easy and comfortable.*

7. If the telephone was not invented, do you think communication would be easy? Why? _____

Possible Answers: *No, we can't communicate at once.*
No, we can't receive messages from other people and place.
No, events around the world could not be reported at once.

Name: _____ Grade and Section: _____

GRADE LEVEL PASSAGE RATING SHEET

Prompt: *What does it take to be a scientist? Read and find out.*

Galileo, The Scientist

Galileo was different even as a boy. He invented toys that moved.

At young age, Galileo liked Science books written by Aristotle. In one of his book Aristotle said, "Heavy objects fall faster than the lighter objects."

Galileo disproved Aristotle's theory. He tested the theory, proved it was wrong and discovered that objects fell at the same rate of speed.

During Galileo's time, sun was believed to travel around the earth. To prove the belief, he invented a "spyglass" and called it "telescope".

Gr. VI
No. of Words: 83

Questions:

Literal:

1. What did Galileo enjoy doing as a child? _____
   Possible Answers: *Invent toys that move.* *Read science books.*

2. What Galileo's invention was mentioned? _____
   Answer: *Telescope*

3. What theory of Aristotle did Galileo disprove? _____

Answer: *"That heavy objects fall faster than light objects."*

Interpretive:

4. What were Galileo's contribution to science? _____

Answers: *He proved a theory wrong.*
He invented a machine for observing heavenly bodies.

5. How would you describe Galileo? _____

Answers: *Inquisitive*
Observant
Reader

Applied:

6. *If you were Galileo, what would you invent? Why?* _____

Possible Answers: *I'll invent a time machine.*
I'll work on invisible objects for security.

7. If you were Galileo, how would you react if you have proved that one theory was wrong, but no one believed in you? _____

Possible Answers:
- *Show the evidences that the theory was wrong.*
- *Don't give up, convince the people about the theory.*

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	**JAREN C. MABANAG**
Address	:	P-3, Brgy. Canlapwas, Catbalogan City, Samar
Date of Birth	:	January 10, 1991
Place of Birth	:	Catbalogan City
Civil Status	:	Married
No. of Children	:	One
Profession	:	Teacher
Business Address	:	Samar National School San Francisco St. Catbalogan City

EDUCATIONAL BACKGROUND

Elementary	:	**Catbalogan III Central Elementary School** Catbalogan City, Samar 1997- 2003
Secondary	:	**Samar National School** Catbalogan City, Samar 2003-2007
Tertiary	:	**Bachelor of Information Technology** Samar State University Catbalogan City, Samar 2007-2008
		Bachelor of Secondary Education Major in English Samar College Inc. 2008-2012

CIVIL SERVICE ELIGIBILITY

Licensure Examination for Teacher, September 29, 2012, Tacloban City, Leyte

WORK EXPERIENCE

Secondary School Teacher II	:	**Samar National School** Catbalogan City, Samar June 2013 to date
College Instructor	:	(Part timer) **Samar Satate University** Catbalogan City, Samar July 2015- September 2017
		(Substitute) **Samar College Inc.** Catbalogan City January 2013-March 2013