



Factors Influencing Reading Comprehension and Difficulties Among Intermediate Learners: Basis For Developing Remedial Reading Intervention

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Abstract

The aim of this study was to examine the factors influencing reading comprehension and reading difficulties among 36 intermediate learners and develop a targeted reading intervention to enhance their reading skills. Employing a correlation research design using the descriptive method, the study utilized the PHIL-IRI exam and a checklist of guiding questions to assess reading comprehension levels and gather information on participant profiles and reading difficulties. The findings revealed that the students' reading comprehension was below the instructional level and identified health, mothers' educational background, and accessibility of reading materials at home as significant factors influencing their reading abilities. The findings suggested that integrating home visits into an intensified remedial reading intervention program could be an effective strategy within classroom instruction to improve comprehension and alleviate difficulties. These interventions could be coordinated by school action cells, providing teachers with the appropriate pedagogical approaches for teaching reading. Collaborating with neighborhood health organizations would allow schools to offer health education and services to students. Additionally, encouraging parents to stock their homes with reading materials and actively engage in their children's reading activities can further support their reading development. To enhance the quality of education and learning outcomes for intermediate learners, it is recommended that schools and stakeholders take necessary actions to address these identified factors.

Keywords: *Reading Comprehension, reading difficulties, personal profile, intermediate learners, reading interventions, teachers*

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Introduction

Reading is a complex process as it involves “sensation, perception, comprehension, application and integration”. It is the process of making and getting meaning from printed words and symbols. Reading as a whole, is a means of communication and of information and ideas. Aracelo (1994 as cited by Panerio, 2008) reported that “85% of the things that people do involve reading”. Reading is the foundation of academic success and life learning. “The undeniable fact remains that majority of Filipino students do not possess the ability and motivation to read. Due to the fast-evolving world and changing technology, it cannot be denied that sometimes reading is taken for granted” (Philippine Star, 2010) .

As a one of the intermediate teachers of Mina-a Elementary School, the researcher observed that reading comprehension and difficulties is the main problem among our intermediate learners. It affects how they perform and answer various learning activities that involves reading and comprehending. Most of our lagging behind learners has a reading comprehension difficulty and that also results to the many difficulties encountered in all subject areas. There are tasks left undone especially when it involves reading comprehension and answering essay questions from the stories they have read.

Thus, the researcher conducted a study on the factors influencing reading comprehension and reading difficulties among 36 intermediate learners at Mina-a Elementary School and develop a targeted reading intervention to enhance their reading skills for the School Year 2022-2023.

Methodology

The researcher used a correlation design of research using the descriptive method to describe the personal profile of the intermediate learners, the level of reading comprehension, the level of reading difficulties, and the relationship of the personal profile and reading comprehension and difficulties of the learners. The researcher applies correlational statistics to measure and describe the degree of association among variables or sets of scores (Creswell, 2012). They attempt to find relationship between the characteristics of the respondents and their reported behaviors and opinions (Marczyk et al., 2005).

The participants of the study were the Intermediate learners of Mina-a Elementary School, School Year 2022 – 2023. The subject of the study was composed of thirty-six (36) intermediate learners. Twenty-two (22) of them were males and fourteen (14) were females.

Data were collected through Researcher-made checklist guide questions based on the statement of the problem was used to collect the personal profile of the participants and comprehension difficulties and PHIL-IRI Test was used to assess the reading comprehension of intermediate learners. The instrument consisted of three important parts. Part I captures the relationship between the personal profile of the participants and their level of reading comprehension. Part II gathers information on the reading comprehension of intermediate learners through the PHIL-IRI Tool results. Lastly, Part III gathers information on the reading difficulties of intermediate learners through the reading comprehension difficulties checklist.

The quantitative data will be analyzed based on the answers of the respondents in the survey questionnaire and the PHIL IRI. The researcher will utilize descriptive evaluative statistics which included weighted mean and average. These data may also be generated into tables or graphs as desired and mean and percentages

The computation of the oral reading score involves counting the number of miscues during oral reading and the reading difficulties. Each miscue carries equal weight, regardless of whether it affects the meaning of the passage or not.

Findings

Based on the study, the personal profile of intermediate learners showed that majority of the learners belonged to normal in terms of health status, the results show eighty five percent healthy learners. This is followed by distance of home from school, which shows that the most number of learners lived 51 meters to 100 meters away from school. When it comes to educational attainment, most of the learners' parents finished elementary with a more than sixty one percent, only few finished high school and college level. In terms of parents' occupation, majority of them were into farming. The availability of reading materials at home were mostly defined as to available but only few. Study also shows that the over-all mean was 1.72, meaning the reading materials at home were available but few.

The reading comprehension of intermediate learners in terms of word reading has an over-all mean of 2.35 and as to the reading comprehension study showed an overall mean of 2.40 which means intermediate learners belonged to the instructional level and they can profit from instruction. In terms of the level of reading comprehension difficulties among intermediate

learners, the over-all mean was 2.67 which means, the learners find it moderately difficult to read with comprehension.

The results of the correlations test between the personal profile and learners' level of reading comprehension and reading difficulties were found to be not significant in terms of distance of home from school, fathers' educational background, mothers and fathers' occupation. While the result for health and mothers' educational background was found to be significant. The availability of reading materials at home was found to be with highly significant towards their level of reading comprehension.

Conclusion

The researcher concluded that Intermediate Learners belonged to an instructional level in which they can understand what they have read through instruction. The study also showed that the health status and mothers' educational background greatly influenced the level of comprehension and difficulties of the learners. Moreover, the availability of reading materials at home also was limited for the learners to read. The necessity of reading remediation program is highly needed to help those learners who were lagging behind. Remediation program like Project MMK (Magbasa; Makakaya Ko) can aid teachers, learners, and parents with reading difficulties among intermediate learners. With the help of developed, collected, and reproduced reading materials and be used during the remedial classes as part of the class program and home visitations, it is a positive way of mitigating reading difficulties of the learners.

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