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PREPARATION OF SPEED AND COMPREHENSION
READING MATERIALS FOR GRADE VI

A SPECIAL PROJECT IN LIEU OF A THESIS
PRESENTED TO
the Faculty of the School of Graduate Studies
Central Philippine University

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION

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CHAPTER I

INTRODUCTION

Background of the Problem

Reading is the basic tool with which pupils acquire knowledge of other subjects. More than this usefulness, it is a source of inspiration, a means of getting information, a stimulus to thought, and a means of interpreting feelings and ideas.

However, it has become common knowledge today that a large portion of pupils on all school levels cannot use reading effectively as a tool for learning, particularly those in the upper grades, at which stage certain skills should have been developed.

Project SOUTELE reported that, regarding scholastic achievement, the sixth graders all over the nation seemed to have the least improvement in the areas that are traditionally called the 3R's.¹

Also, the rate of speed of reading of present intermediate children in certain public schools in Region VI, as

¹ Philippines (Republic) Department of Education and Culture, "Survey of the Outcomes of Elementary Education," (Manila: May 1976), p. 5.

revealed by the study of Vargas,² seems very low when compared with the standards of speed published in the BPS Bulletin, in the 1950's.

Because of the foregoing observations, the Regional Office for Region VI felt the need for developing the speed and comprehension skills of children in the public schools of the region. Unfortunately, there are not many available materials which are geared to the needs and interests of Region VI children. The lack of reading materials has always been a problem in public schools, particularly in Region VI. Because of this need, the Regional Office thought that the 1984-1985 MECSRO VI-CPU reading grantees could make the best use of their time allotted for project-making by preparing speed-and-comprehension test materials for Grade V and VI pupils in the public schools of Region VI.

The seventeen grantees were divided into two groups. Nine were to prepare speed-and-comprehension test materials for Grade Five, and eight grantees plus one non-grantee were to prepare speed-and-comprehension test materials for Grade Six. The materials were to cover the whole year's lessons of Grades V and VI in language, science, and social studies. The materials were to be a series of eighteen sets, with

parallel forms. Each set was to be a series of three reading selections, each with its own test exercises. The reading selections were to be a story, an essay on science, and an essay on social studies. The lessons were apportioned by unit and by grading period, according to how the lessons are arranged in the Elementary Learning Continuum and the EDPITAF language textbooks and guide for Grades V and VI.

Statement of the Problem

This study was an attempt to produce speed-and-comprehension test materials which are within the interests and the reading level of Grade VI pupils in Region VI. The materials prepared by the researcher are for the ending of the third grading period and the beginning of the last grading period. Specifically, answers to the following questions were sought:

1. Do the materials reflect the interests of grade six pupils?
2. Are the selections appropriate for the grade?
3. How valid and reliable are the test exercises?
4. Are the "paired" forms parallel as they were meant to be?