

PREPARATION OF SPEED AND COMPREHENSION
READING MATERIALS FOR GRADE V



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

by

NANCY R. ORANIO

October, 1986

PART I

CHAPTER I

INTRODUCTION

Background of the Study

Reading is a tool subject essential in the study of other subjects like Social Studies, Science, and Mathematics. Successful reading is a two-way process. The wealth of information and the degree of pleasure a reader gets from the printed page depend on how much of himself, in the form of experience, he gives to the reading act, for reading is a give-and-take affair between the author and the reader himself.

In learning to read, however, children do not all progress at the same speed. They vary in their levels of perception and in their ability to react to what has been read.

It is sad to note that many elementary school pupils, high school students, and even college students are poor readers, slow in speed and/or comprehension.

To deal with this problem, the Ministry of Education, Culture and Sports (MECS) has ordered the field to use particular teaching approaches, procedures, techniques, and materials. It has taken pains to update teachers' competencies through in-service training, teach-ins, seminars, and workshops. These studies such as Programmed Reading by

Cynthia Dee Buchanan and Sullivan Associates (1964)¹, the Learning Experience Approach by Joe L. Frost (1967)² and the SRA Approach or the Individualized Approach, were all tried out at Philippine Normal College. The first used the small-step approach of programmed reading. The second used the experience of the child to enhance effective learning. The third approach used the SRA materials which are used by the children individually as they learn the basic reading skills. All were found to be significantly useful in improving vocabulary, speed and comprehension. John Fontillas of De La Salle College, Manila conducted a study similar to that of SRA Approach and came up with the same results.³ These approaches in the enhancement of comprehension of school children and students are now used nationwide.

Despite the efforts expended by the Ministry, developing speed and comprehension among the pupils is still

¹Cynthia Dee Buchanan and Associates, Programmed Reading (New York: McGraw-Hill Book Co., 1964), p. 53, as cited in Araceli Villamin's Current Trends in the Teaching of Reading (Manila, Philippine Normal College Press, 1967), p. 91

²Joe L. Frost, Issues and Innovations in the Teaching of Reading (Glenview, Illinois: Scott, Foresman and Co., 1967) p. 359

³John Fontillas, The Effectiveness of SRA Reading Laboratory on First Year Classes of La Salle College (Manila: Manual L. Quezon Press, 1967) as cited in Araceli Villamin, op cit., p. 100

one of the crucial problems in the educational system of the country.

Because they are aware of this weakness in the system, the 1984-85 MECSRO VI-CPU reading grantees accepted the responsibility of preparing speed-and-comprehension materials. It is hoped that the materials produced will help teachers in the field to properly measure the speed and comprehension levels of the intermediate pupils as well as guide the teachers as they offer instruction in reading. It is hoped that the pupils using the materials will improve their skills in reading and derive comprehension in other content areas such as Science, Mathematics and Social Studies.

Statement of the Problem

This study is an attempt to prepare reading materials that can measure the speed and the comprehension of Grade V pupils in Region VI. It was also sought to find out whether these materials are within the reading level of Grade V pupils especially those of Kabankalan III, Division of Negros Occidental, since these materials are based on their responses to the study.

Specifically, it aims to answer these questions:

1. Do the reading materials reflect the interest of the Grade V children?
2. Are the prepared reading materials suited to the reading level of Grade V pupils? Are they appropriate?

4. Are the test exercises valid? Are they reliable?
Are all the distractors functional?

Importance of the Study

The selections were prepared in the hope that these can help develop the pupils' competencies in reading by improving their comprehension skills. It is also hoped that the teachers may be guided in taking steps to improve their own reading strategies and their ability to identify the comprehension skills which pupils have not developed. This report may also be of help to the school administrators who want to improve the reading program in their schools by adding thereto materials that meet the needs of the pupils, further develop their potentials to the fullest, and give them added enjoyment.

Scope and Limitation of the Study

The speed-and-comprehension reading materials and the cloze test exercises for grades five and six were prepared by the 1984-85 MECSRO VI-CPU reading grantees. There were eighteen lessons in the Learning Continuum for the Grades V and VI. Nine of the reading grantees prepared reading materials for Grade V, each of whom was assigned two lessons. The researcher in this study prepared reading materials and cloze test exercises for lessons nine and ten of Grade V. Each lesson has two forms, each of which is made up of three reading materials. The prepared materials for lessons 9