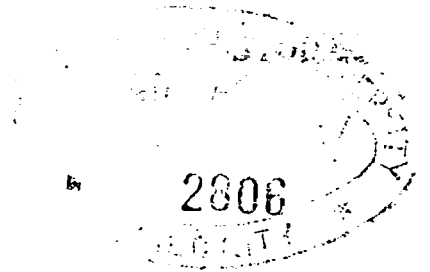


PREPARATION OF SPEED AND COMPREHENSION  
READING MATERIALS FOR GRADE VI

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A Special Project in Lieu of a Thesis  
Presented to  
the Faculty of the School of Graduate Studies  
CENTRAL PHILIPPINE UNIVERSITY

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In Partial Fulfillment  
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MASTER OF ARTS IN EDUCATION

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by

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## PART I

### CHAPTER I

#### INTRODUCTION

##### Background of the Study

In contemporary society, both children and adults are confronted with the need to read much more and at faster rate than ever before. Because of the large volume of printed materials that a learner comes in contact with in and out of school, it is necessary for him to read rapidly and well. Rapid reading with comprehension, necessitated by the information explosion in modern times, is a skill better developed in gradual instruction beginning with the young than in crash courses in speed reading given adult readers.<sup>1</sup>

Speed of reading becomes a problem for teaching when pupils are in the intermediate grades.<sup>2</sup>

How fast should one be able to read? This question is asked concerning elementary pupils as well as concerning college students. The concern about rate is understandable. A person who can read a selection rapidly and still accomplish

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<sup>1</sup>Grayce C. Ransom, Preparing to Teach Reading (Boston: Little Brown and Company, Inc., 1978), p. 375.

<sup>2</sup>Miles A Tinker and Constance M. McCullough, Teaching Elementary Reading (4th ed.; Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975), p. 249.

his purpose has a distinct edge over one who cannot. In school, the slow reader is often unable to do the work required of him. In the professional and business world, the ability to perform activities quickly--and these include reading--is an important asset. Hence, the reading teacher's responsibility to develop the sequential reading skills of the elementary grades pupil to the end that he could be a proficient reader later is rather important. Yet, the reading teachers in Philippine schools do not get the logistic support that they need to accomplish their work.

The reading materials written by the researcher are part of the first locally-produced materials on speed-and-comprehension for grade six pupils which, hopefully, will eventually enrich reading instruction in the region and be part of the logistic support for the reading program in Region VI.

### Statement of the Problem

This study was undertaken as part of the special project of the reading grantees of the Ministry of Education Culture and Sports, Region VI, in the school year 1984-85, to upgrade the teaching of reading by producing speed-and-comprehension materials based on pupils' interests. This study also aims to answer these specific questions:

1. Do the materials reflect the interests of grade six pupils?

2. Are the materials readable and suitable for grade six pupils?

3. Are the test exercises valid and reliable? Are the distractors functional?

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<sup>3</sup>Laurence E. Haffner and Hayden B. Jolly, Patterns of Teaching Reading in the Elementary School (New York: MacMillan, 1972), p. 210.