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READING LEVEL OF GRADE II PUPILS SCAFFOLDING FOR READING PROGRAM OF EASTERN SCHOOLS IN BOTOLAN DISTRICT, PHILIPPINES

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ABSTRACT: The study was sought to determine the reading level of Grade II Pupils scaffolding for reading program of Eastern Schools in Botolan District. A reading program was devised to Grade II pupils to enhance their reading ability. Descriptive research design and quantitative in its analysis was employed by the researcher. The reading level of Grade II pupils in terms of word recognition/ oral reading, silent reading comprehension, listening comprehension is frustration. The difficulties in reading level in terms of silent reading comprehension, listening comprehension was described as difficult. The proposed reading program on reading ability of Grade II pupils addresses the identified frustration level on oral reading, silent reading comprehension, listening comprehension, and their difficulties. The evaluation of the reading program by the teachers in terms of content and usefulness was of strongly agree. The Grade II pupils may encourage and motivate to develop a reading habit in school and at home. The Grade II pupils may be exposed to varied techniques, strategies, exercises in executing reading activities for them to be able to achieve the highest level of reading according to standards set by Department of Education. The teacher may provide additional reading materials like books, magazines, encyclopaedias or short story books to improve their reading level in oral reading and comprehension. The Reading Skills Enhancement Program (RSEP) may be proposed to the Department of Education, Division of Zambales for implementation in the Eastern Schools of Botolan, Philippines.

Keywords- Reading Level, Grade II Pupils, Scaffolding, Eastern Schools

I. INTRODUCTION

Reading is the foundation in all academic learning. Learning to read, write and count is crucial to a child's success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). This is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level (DepEd Order Number 14, 2018). Reading is a complex process that 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 (Estremera&Estremera, 2017).

It can be safely said that reading is the true backbone of most learning. After all, everything starts with the written word - whether it's math, science or even home economics. As students step up the educational ladder, more reading is usually required as subjects become denser and challenging. The difficulty level simply increases - not the other way around. If a student's reading comprehension is poor, chances are his/her performance in other subjects will be compromised. Given that, just how do students in the country rate in reading (PhilStar, 2010).

Among 79 participating countries, the Philippines scored the lowest in reading comprehension in the 2018 Programme for International Student Assessment (PISA) 2 PISA is a worldwide study by the Organisation for Economic Co-operation and Development that examines students' knowledge in reading, mathematics, and science. Reading was the main subject assessed among 15-year old students in the 2018 PISA. The Philippines had an average reading score of 340, which is more than 200 points below China (555) and more than 100 points less than the OECD average (487). In the Philippines, boys' and girls' performances in reading both ranked lowest among PISA-participating countries. Reading proficiency was proven essential for a wide variety

of human activities: from following instructions in a manual; to finding out the who, what, when, where, and why of an event; to communicating with others for a specific purpose or transaction (San Juan, 2019).

Based on the class observation, formative and summative assessment and interview conducted with the Grade II Pupils in Eastern Schools of Botolan, Zambales they have low reading competencies. They have shown problems on word recognition and reading comprehension. These problems as analyzed could definitely affect their academic performance in their subjects. Thus, the present study aimed to determine the reading level of Grade II Pupils scaffolding for reading program of Eastern Schools in Botolan District. The results of the study served as the basis to develop a reading program for Grade II pupils.

II. OBJECTIVES OF THE STUDY

The study aimed to determine the reading level of Grade II Pupils scaffolding for reading program of Eastern Schools in Botolan District. The results of the study served as the basis to develop a reading program for Grade II pupils. Specifically, it determined the reading ability and difficulties of Grade II Pupils as to word recognition/ oral reading and comprehension.

III. METHODS AND MATERIALS

Descriptive- correlational research design was used by the researcher. Through the tests, responses of the respondents will be gathered in terms of reading level and difficulties of the Grade II pupils in the Eastern Schools of Botolan North and South District, Division of Zambales. There are two sets of respondents. The first set of respondents are the Grade II pupils. The respondents of the study had a total population of Grade II pupils of Eastern Schools in Botolan during the school year 2019- 2020. There are one hundred thirty- one (131) Grade II pupils who took the tests. The researcher made use of universal sampling technique. The second set of respondents are ten (10) Grade II teachers evaluated the proposed reading program for the Grade II pupils to enhance their reading ability.

The researcher adapted the passages and questions on the Philippine Informal Reading Inventory Manual 2018 of the Department of Education. The Phil-IRI is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading and listening comprehension. The tests consist of three (3) parts: oral reading test, silent reading comprehension test and listening comprehension. The three (3) tests have five (5) multiple choice to be answered by the Grade II pupils. The frequency and percentage distribution and weighted mean were used in data analysis.

IV. RESULTS AND DISCUSSION

Reading Level of Grade II Pupils Word Recognition/Oral Reading

Table 1 Frequency and Percentage Distribution on the Oral Reading of Grade II Pupils

| Oral Reading | Frequency | Percent |
|-----------------------------|----------------------------|---------------|
| Independent (97%-100%) | 0 | 0.00 |
| Instructional (90%-96%) | 2 | 1.50 |
| Frustration (89% and below) | 129 | 98.50 |
| Total | 131 | 100.00 |
| Mean | 45.24 (Frustration) | |

Out of one hundred thirty- one (131) respondents, 129 were in the frustration level. (98.50%); 2 respondents were instructional which 90-96% of the total respondents is; 0 respondent is Independent. These results imply that pupils cannot read on their own with understanding. The Grade II Pupils experienced difficulty in oral reading. In relation to the study of Estremera&Estremera, 2018, In oral reading, 71% or 1789 out of 2503 fell on frustration level, 594 turned out instructional readers while the remaining percentages were categorized as independent readers. Walker (2014) indicated that oral passages exist in real time and should be processed rapidly and when the passage is over, only a mental representation remains.

No one (0.00%) in the independent level on the oral reading. This implies that the pupils unable to read the passage and they may be considered as poor readers. The reading problems that negatively impact students' comprehension could include one or more of the following: inappropriately use of prior knowledge, lack of vocabulary, difficulty of reading fluency, limited knowledge of common text structures (Gersten, Fuchs, Williams, & Baker, 2001; Graham & Bellert, 2005), difficulty making inferences (Hall, & Barnes, 2017; Jiménez-Fernández, 2015; Sencibaugh, 2007), and unfamiliarity with the appropriate strategy needed to gain meaning from a text (Woolley, 2008).

The computed mean rating on the oral reading level of Grade II Pupils was 45.24 with verbal interpretation of Frustration.

Silent Reading Comprehension

Table 2 Frequency and Percentage Distribution on the Silent Reading a Comprehension Level Grade II Pupil

| Silent Reading Comprehension | Frequency | Percent |
|------------------------------|----------------------------|---------------|
| Independent (80%-100%) | 12 | 9.20 |
| Instructional (59%-79%) | 32 | 24.40 |
| Frustration (58% and below) | 87 | 66.40 |
| Total | 131 | 100.00 |
| Mean | 44.36 (Frustration) | |

As shown from the table, the silent reading comprehension of Grade II Pupils are: 12 Independent respondents 9.20%, 32 Instructional respondents 24.40%, 87 Frustration respondents 66.40%. Out of 131 respondents, majority of the students have difficulties in silent reading comprehension. The implication of the high percentage of Frustration 29 respondents would mean that they cannot understand the passage or selection on silent reading. Those who do not possess the ability to understand what they are reading are put at a disadvantage in every educational and personal life situation (Blair, Rupley, & Nichols, 2007).

On the other hand, the silent reading comprehension of the Grade II pupils (12, 9.20%) is independent. This implies that few of the learners have excellent comprehension on silent reading. According to National Reading Panel (2000) that reading silent comprehension in children or elementary students is the crucial stage to learn- For the students to attain the progress of their learning of children should recognized word, because if the student will not be able to comprehend learners may fall to be a good reader.

The computed mean rating on the silent level reading comprehension of Grade II Pupils was 44.36 with verbal interpretation of Frustration.

Listening Comprehension

Table 3 Frequency and Percentage Distribution on the Listening Comprehension Level of Grade II Pupils

| Listening Comprehension | Frequency | Percent |
|----------------------------|----------------------------|---------------|
| Independent (80%-100%) | 5 | 3.80 |
| Instructional (59%-79%) | 43 | 32.80 |
| Frustration(58% and below) | 83 | 63.40 |
| Total | 131 | 100.00 |
| Mean | 44.46 (Frustration) | |

As shown in the table: There were 5 Independent respondents which was 80%- 100%-of the total respondents, 43 instructional respondents representing 59-79%, 83 Frustration respondents which is 58% and below. The findings mean that majority of the pupils do not understand the passage or selection read by the teacher because of some factors such as non-availability of reading materials in school and at home. According to Seferoglu and Uzakgoren (2004), some other listening comprehension problems are related to the kind of listening materials. O 'Malley, Chamot, and Kupper (1989 as cited in Pourhossein Gilakjani & Ahmadi, 2011) said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

The Grade II pupils on the listening reading comprehension is independent (5,3.80%). The finding could mean the only few pupils comprehend during the drills or exercises in listening activity given by their teachers. According to Kurita (2012), learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input.

The computed mean rating on the listening reading comprehension of Grade II Pupils was 44.46 with verbal interpretation of Frustration.

Reading Difficulties of Grade II Pupils

Word Recognition/ Oral Reading

The table presents the difficulties in word recognition/ oral reading of Grade II pupils: Ranked No. 1 is Score No.2 with 42 respondents which is 32.10% of the total respondents is described as difficult, Ranked No. 2 is Score No. 3 with 32 respondents, word recognition in oral reading finds it neutral. Third (3) rank is score no.1, interpreted as very difficult with 32

Table 4 Frequency and Percentage Distribution on the Difficulties in Word Recognition/ Oral Reading of Grade II Pupils

| Score | Word Recognition/Oral Reading | Frequency | Percent |
|-------|-------------------------------|-------------------------|---------------|
| 5 | Very Easy | 6 | 4.60 |
| 4 | Easy | 10 | 7.60 |
| 3 | Neutral | 32 | 24.40 |
| 2 | Difficult | 42 | 32.10 |
| 1 | Very difficult | 30 | 22.90 |
| 0 | No comprehension skill | 11 | 8.40 |
| | Total | 131 | 100.00 |
| | Mean | 2.14 (Difficult) | |

respondents. Rank 4 is score 0 interpreted as No comprehension skill with 11 respondents. Rank 5 is score no. 4 interpreted as easy with 10 respondents, 7.60 percent. Lastly rank 6 is score 5 interpreted as very easy, 6 respondents, 4.60 percent. The findings affirm that the respondents find it very difficult to neutral in the recognition of words accurately and automatically. With such, fluency will be affected, and in turn reading comprehension will suffer.

This situation is similar to the discussion of Brady (2011) if a student has poor understanding of the meaning of the words, reading comprehension will suffer. Students who have success with reading comprehension are those who are skilled in both word recognition and language comprehension.

When word recognition becomes effortless and automatic, conscious effort is no longer needed to read the words, and instead it can be devoted to comprehension of the text.

The computed mean rating on the difficulties in word recognition/ oral reading of Grade II pupils was **2.14 with verbal interpretation of difficult.**

Comprehension

Silent Reading Comprehension

Table 5 Frequency and Percentage Distribution on the Difficulties in Silent Reading Comprehension of Grade II Pupils

| Score | Silent Reading Comprehension | Frequency | Percent |
|-------|------------------------------|-------------------------|---------------|
| 5 | Very Easy | 3 | 2.30 |
| 4 | Easy | 9 | 6.90 |
| 3 | Neutral | 32 | 24.40 |
| 2 | Difficult | 46 | 35.10 |
| 1 | Very difficult | 35 | 26.70 |
| 0 | No comprehension skill | 6 | 4.60 |
| | Total | 131 | 100.00 |
| | Mean | 2.09 (Difficult) | |

As shown from the table, the difficulties in silent reading comprehension of Grade II Pupils is described as: Difficult, 46 respondents with a percentage of 35.10% ranked 1, Very difficult 35 respondents, 26.70% ranked 2, neutral 32 respondents, 24.40% ranked 3. Easy with 9 respondents, 6.90% ranked 4. No

comprehension skill, 6 respondents with 4.60% ranked 5. Lastly, the table reveals that only 3 respondents found the reading material to be very easy.

In this manner, only 42 respondents out of 131 total could cope with the difficulties in silent reading comprehension of Grade II Pupils. These findings imply that most of the pupils cannot understand what they have read. 33 In relation to the study of Kuhn, Schwanenflugel, Morri, Morrow, Woo, Meisinger, Sevcik, Bradley and Stahl (2006); Reutzel, Fawson, & Smith (2008); Vadasy& Sanders (2008) that surprisingly little attention has been paid to silent reading fluency. Understanding silent reading fluency is important, given that silent reading is the primary mode of reading for proficient readers, and proficient readers typically read faster in silent reading than oral reading.

The computed mean rating on the difficulties in silent reading comprehension of Grade II pupils was 2.09 with verbal interpretation of difficult.

Listening Comprehension

Table 6 Frequency and Percentage Distribution on the Difficulties in Listening Comprehension of Grade II Pupils

| Score | Listening Comprehension | Frequency | Percent |
|-------|-------------------------|-------------------------|---------------|
| 5 | Very Easy | 0 | 0.00 |
| 4 | Easy | 5 | 3.80 |
| 3 | Neutral | 43 | 32.80 |
| 2 | Difficult | 58 | 44.30 |
| 1 | Very difficult | 21 | 16.00 |
| 0 | No comprehension skill | 4 | 3.10 |
| | Total | 131 | 100.00 |
| | Mean | 2.18 (Difficult) | |

As shown from the table, the difficulties in listening comprehension is described as difficult. This result is only an evidence on what past researchers have proven that the listening is the most neglected among the four macroskills. In the above table, it shows that none of the respondents found listening comprehension very easy (0, 0.00%).

A literature review demonstrated that learners' listening comprehension skill can be improved by teachers' assistance and the use of appropriate learning materials and activities (Ahmadi, 2016). However, without having listening comprehension skills, Score Listening Comprehension Frequency Percent Rank 5 Very Easy 0 0 6 4 Easy 5 3.80 4 3 Neutral 43 32.80 2 2 Difficult 58 44.30 1 1 Very Difficult 21 16.00 3 0 No comprehension skill 4 3.10 5 Total 131 Mean 2.18 (difficult) 34 students cannot accomplish all of that work (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011). Azmi, Celik, Yidliz, and Tugrul (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness.

The computed mean rating on the difficulties in listening comprehension of Grade II pupils was 2.18 with verbal interpretation of difficult.

Significance of the Relationship between Reading Level and Reading Difficulties

Word Recognition/Oral Reading

Table 7 Relationship between Oral Reading Level and Difficulties in Word Recognition/ Oral Reading

| | |
|---------------------|---------------------------|
| Pearson Correlation | 0.676** |
| Sig. (2-tailed) | 0.000 |
| N | 131 |
| Interpretation | High positive correlation |
| | Ho is rejected |
| | Significant |

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

The Pearson r value of 0.676 signifies a significant correlation. The computed significance value (Sig.= 0.000) is less than 0.01 alpha level of significance hence, the null hypothesis is rejected. There is a strong positive significant relationship between the oral reading level and difficulties in word recognition/ oral reading. The finding implies that problems in word recognition/ oral reading is associated to the competence or performance on oral reading. One of the critical requirements for decoding, and ultimately word recognition, is phonological awareness (Snow, Burns and Griffins, 1998). Phonological awareness is a broad term encompassing an awareness of various-sized units of sounds in spoken words such as rhymes (whole words), syllables (large parts of words), and phonemes (individual sounds). One third of beginning readers' texts is mostly comprised of familiar, high frequency words such as "the" and "of," and almost half of the words in print are comprised of the 100 most common words (Fry, Kress, & Fountoukidis, 2000). It is no wonder that these words need to be learned to the point of automaticity so that smooth, fluent word recognition and reading can take place.

Comprehension

Silent Reading Comprehension

Table 9 Relationship between Silent Reading Comprehension Level and Difficulties in Silent Reading Comprehension

| | |
|---|------------------------------|
| Pearson Correlation | 1.000** |
| Sig. (2-tailed) | 0.000 |
| N | 131 |
| Interpretation | Perfect positive correlation |
| | Ho is rejected |
| | Significant |
| ** Correlation is significant at the 0.01 level (2-tailed). | |

The Pearson r value of 1.000 signifies a significant correlation. The computed significance value (Sig.= 0.000) is less than 0.01 alpha level of significance hence, the null hypothesis is rejected. There is a perfect positive significant relationship between the silent reading comprehension and difficulties in silent reading comprehension. The findings implies that pupils who have problems in silent reading comprehension really affects their silent reading comprehension performance. The result signifies that these two variables directly proportional to each other. If there is no problem in silent reading comprehension, their performance level is high.

According to the study of Rasinski et., al (2011) that silent reading has a positive influence to the reading achievement of the learner's comprehension.

Listening Comprehension

Table 10 Relationship between Listening Comprehension Level and Difficulties in Listening Comprehension

| | |
|---|------------------------------|
| Pearson Correlation | 1.000** |
| Sig. (2-tailed) | 0.000 |
| N | 131 |
| Interpretation | Perfect positive correlation |
| | Ho is rejected |
| | Significant |
| ** Correlation is significant at the 0.01 level (2-tailed). | |

The Pearson r value of 1.000 signifies a significant correlation. The computed significance value (Sig.= 0.000) is less than 0.01 alpha level of significance hence, the null hypothesis is rejected. There is a perfect positive significant relationship between listening comprehension level and difficulties in difficulties in listening comprehension. The finding could mean that pupils cannot really understand on what they have listened affects the listening comprehension level.

According to Hamouda (2013), learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes. Hamouda (2013) emphasized that comprehending speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and teach them effective listening comprehension strategies to be able to solve their listening comprehension problems. Paz (2018) determined the reading comprehension levels in English of Grade 7 students of Caraga State University, Cabadbaran, Agusan del Norte. It also described the profile of the participants and the perceived factors which determine the participants' reading comprehension levels in terms of availability of literary reading materials at home, adequacy of reading instruction in reading, availability of reading materials in school, and reading habits.

V. READING PROGRAM

Rationale. Reading is a complex process that 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 (Estremera&Estremera, 2017). The teacher should always help the pupils to achieve their reading goals and support them along the way. In the education world, there is a word called scaffolding. Not to worry, this has nothing to do with construction. Instead, scaffolding is a technique in which you break reading into smaller pieces with activities that help your child achieve a goal that would otherwise seem like a stretch (Biba, 2019). The researcher devised a reading program to the Grade II Pupils that aims to enhance their reading performance. The proposed program is known as Reading Skills Enhancement Program (RSEP). The study serves as the benchmark on the reading level of the Grade II Pupils scaffolding for reading program of Eastern Schools in Botolan District.

Objectives. The main objective of the RSEP is to design a reading program that will improve the reading level performance of the Grade II pupils.

Specifically, the program aims to enhance the reading level in terms of:

1. Word Recognition/ Oral Reading; and
2. Silent Reading Comprehension; and 3. Listening Comprehension.

Duration of the Program. The proposed reading program will be conducted from Monday to Friday at 4:30pm to 5:00pm during the vacant time of the Grade II pupils. A total ten (10) hours duration of the proposed program. Content. The RSEP covers the oral reading and comprehension. The comprehension focuses on the word recognition/ oral reading, silent reading and listening.

Reading Teaching Methodology. The teachers will employ approaches to be used in teaching reading to the Grade II pupils specifically to setting/ discover first the theme, to be followed by pre- reading activities, reading activities and post reading activities in the Reading Corner Area of the classroom. The teachers have three (3) sets of passages to be read by the Grade II Pupils in the entire program after which they will undergo a series of test.

Procedures. To determine the level of reading performance, the following procedures will be taken:

1. **STEP and GO!** In word recognition/ oral reading, a form of game was designed to the Grade II pupil. The Grade II pupil will roll the big dice and read the number that rolled. Move forward and then pick one paper inside the box. The Grade II Pupil will be asked to read aloud the word independently. If the Grade II 36 pupil made a mistake or unable to read the word, he/she will go back two (2) steps. If correct, stay on the place. The Grade II pupil will wait for his/ her turn again until he/she meets the end of the game.
2. **Read, Pick and Stamp a Star!** In silent reading comprehension, the Grade II pupil will read the passage which was prepared by the teacher silently. Once the pupils are done with the reading of the passage, a question and answer portion will be the next part of the game. The teacher will select a pupils' name who will answer the question by picking a small of paper in a bowl. Then, the pupil will pick a piece of paper from the bowl to read the question and answer. If the pupil got the correct answer, the pupil will receive a STAR by stamping it on the hand of the pupil. A point will be given to the pupil who gets the correct answer. However, if it is an incorrect answer, the pupil will not receive a stamp of star to his/her hand.
3. **Jenga Comprehension Game.** In listening comprehension, the Grade II pupil will play the Jenga game with a twist. After the teacher reads the passage, they will play this game. The teacher will write the

question on the blocks and put it faced down so that the pupil cannot see and read the question. The pupil will pull out the block and answer the question.

Reading Resources. The reading materials from other reference materials, books, magazines and internet. The teacher will utilize the printed copy of the passages, slides using the PowerPoint presentation and visual reading materials.

Assessment. The teacher will monitor the progress of the Grade II pupils by giving assessment after the reading activity.

Evaluation of the Reading Program

Table 7 Evaluation of the Reading Program by the Teachers

| Parameter | Grand Mean | Descriptive Rating |
|------------|-------------|-----------------------|
| Content | 4.00 | Strongly Agree |
| Usefulness | 4.00 | Strongly Agree |
| | 4.00 | Strongly Agree |

The teachers rated strongly agree on the content is accurate and terminologies are correct, activities is likely to be interesting and motivating to the pupils, reading activities are appropriate to the pupils' needs, activities are based on the results or findings of the study and there is emphasis place on helping students become familiar with the process involved in the skills an how to use a particular reading and comprehension skills with a weighted mean of 4.00. This implies that teachers found the activities are aligned to the needs of the pupils, they will be encouraged and motivated to enhance their reading ability. The content you want to deliver is perhaps one of the most important parts in training and one of the most time-consuming to develop (https://saylordotorg.github.io/text_human-resource-management/s12-04-designing-a-training-program.html).

The computer grand mean for the evaluation of the reading program in terms of content is 4.00 with a descriptive rating of strongly agree.

The teachers who rated the program are clearly linked to the curriculum they serve, activities stimulate interaction, activities encourage the pupils to enhance reading ability in learning how to learn, activities include a clear description of the scope and sequence of reading skills introduced and proposed program is attainable and feasible with a weighted mean of 4.00. This implies that teachers found out the reading program to be an alternative and effective measure to help the learners in the improvement of the reading performance. Arndt (2007) a reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans, and provides reading and practice materials for students.

VI. CONCLUSIONS

The researcher concluded that The reading level of Grade II pupils in terms of oral reading and comprehension are in the frustration level. The difficulties on reading of Grade II pupils in terms of word recognition/ oral reading, silent reading comprehension and listening comprehension are found out difficult. The proposed reading program was designed and crafted to enhance the reading ability of Grade II pupils in Eastern Schools in Botolan District through reading activities and assessment. The evaluation of the reading program by the teachers in terms of content and usefulness was of strongly agree.

VII. RECOMMENDATIONS

The researcher recommends that the Reading Skills Enhancement Program (RSEP) may be proposed to the Department of Education, Division of Zambales for implementation in the Eastern Schools of Botolan. The teachers may give reading exercises and activities to the Grade II pupils to enhance their reading ability. The Grade II pupils may encourage and motivate to develop a reading habit in school and at home. The Grade II pupils may be exposed to varied techniques, strategies, exercises in executing reading activities for them to be able to achieve the highest level of reading according to standards set by Department of Education. The teacher may provide additional reading materials like books, magazines, encyclopedias or short story books to improve their reading level in oral reading and comprehension

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