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Research Article

Reading Level Vis-À-Vis Academic Performance in English of Grade 6 Learners in Subic District

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ABSTRACT

This study was conducted to determine the Reading Level and Academic Performance of Grade 6 Learners in Subic District. The unit of analysis of the study was the 30 grade six Teachers of the said school who serve as respondents. This study focuses on the Reading Comprehension Level and Academic Performance of Grade 6 students in Subic District. The descriptive correlational research method was used in this study. To obtain the needed data the researchers administered a survey questionnaire to identify the challenges and strategies of Teachers in Teaching Reading which consisted of 30 items and collect the Academic Performance in 1st – 4th Quarter grades and Final average in English Subject. Aside from that the researcher collects the Philippine Informal Reading Inventory or Phil-IRI result of Grade 6 Students in School Year 2021-2022. The data were tabulated, analyzed and interpreted. The statistical tools employed in this study were the percentage, weighted mean and pearson (r).

Based on the Findings, the researcher concluded the following: A typical teacher in the Grade 6 level in Subic district schools is a female mid-adult, married, has been in service to the Department of Education for at least half a decade with a general elementary education degree. The level of competencies that pupils have in letter recognition, fluency, vocabulary and comprehension; The teachers-respondents agreed that in the use of teaching reading strategies they have procedures and challenges encountered that they have remedies or strategies to address the challenges. There is a correlation between the learner's learning competencies and teachers' challenges and there is a significant relationship between reading level and academic performance in English of grade 6 Learners in selected schools of Subic District, Division of Zambales.

Keywords: Academic performance English subject, Grade 6 learners and Subic district, Reading level

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Introduction

Achievement gaps exist at every level of education all over the world (Grimm et al., 2008). The achievement gap negatively affects individuals and society, students did not miss out the opportunities and contributions if they might have no gap. According to Lyon et al. (2003). This is definitely a cause for alarm because if these students cannot read properly, then there is also a big chance they will have difficulty writing and speaking well. From the global perspective, reading difficulties have been estimated of being at two to five percent among school-going children (Owu-Ewie, 2003). The issue of reading becomes more significant when it comes to the English language because English is used in a number of countries as a first and second language (Szökő et al., 2004).

School systems are often challenged to meet the needs of students who are not performing at grade level expectations and provide support services to help those students to close the achievement gap. To address this concern at its very core, since reading is a skill utilized in the English Subject Area students can be trained at the earliest time possible to read very well, to best enhance the pupil's reading level using Phil-IRI provides classroom teachers a tool for measuring composed of graded passages designed to determine a student's reading level. Reading instruction of the teachers and providing the school's reading programs or activities to improve the overall school's reading performance level of recognition, fluency, vocabulary, and comprehension.

In the study of Hassan Al-Tamimi & Anood Bin Kalli (2009) he stated that reading is a source of difficulty for learners. The problems that they encounter are due to a number of factors including lack of appropriate reading strategies, lack of background knowledge related to the topic of the target language, or lack of attitudes toward reading.

According to Tiongson and Rodriguez (2020) reading is a skill that can be improved through content practice. In order to comprehend the text, readers apply many skills simultaneously while reading: identifying the author's purpose, grasping the main ideas of the

text, locating important details, using context clues to understand unfamiliar words, answering specific questions, analyzing the text's points, and critiquing the text. The basic of the k-12 English Curriculum is to achieve the goal of "Education para sa Lahat" (Education for All 2015) and the K-12 Philippine Basic Education Curriculum Framework.

The aim of these is to develop 21st Century Skills to nourish a functionally literate and developed Filipino. This correlational research will investigate the relationship between Reading Level and Academic performance in English of Grade 6 Learners in Subic District, Division of Zambales during the 1st to 4th quarter of the school year 2021-2022.

Methods

This study describes the Reading Level and Academic Performance among Grade 6 students in the Subic District, Division of Zambales during School Year 2021-2022. Specifically, it sought answers to the following questions:

1. What is the reading level of respondents in every grading period in terms of:
 - 2.1 Recognition;
 - 2.2 Fluency;
 - 2.3 Vocabulary;
 - 2.4 Comprehension
2. What is the level of academic performance of the students in English?
3. Is there a significant relationship between the reading level and the academic performance in English of the students?

Result and Discussion

This chapter includes the presentation, analysis, and interpretation of the gathered data. The tabulated data were treated according to appropriate statistical tools including frequency and percentage, mean scores, and correlation.

Reading Level of Grade 6 Learners in Subic District

Elementary reading is the most fundamental level of reading; it's rudimentary literacy, the kind that is taught in elementary school. Elementary readers possess the foundational

reading skills necessary to comprehend the information in basic clauses and sentences. See

Appendix E for the Rubrics. Table 2 shows the reading level of the learners.

Table 2. Reading Level of Learners

School	Recognition	Fluency	Vocabulary	Comprehension
School 1	3.00 (Instructional)	3.00 (Instructional)	2.00 (Frustration)	3.00 (Instructional)
School 2	3.29 (Instructional)	3.29 (Instructional)	2.71 (Instructional)	3.00 (Instructional)
School 3	3.17 (Instructional)	3.00 (Instructional)	2.67 (Instructional)	3.17 (Instructional)
School 4	3.50 (Independent)	3.50 (Independent)	3.00 (Instructional)	2.50 (Instructional)
School 5	4.00 (Independent)	4.00 (Independent)	3.00 (Instructional)	3.00 (Instructional)
School 6	3.00 (Instructional)	3.00 (Instructional)	3.17 (Instructional)	3.17 (Instructional)
Overall	3.20 (Instructional)	3.10 (Instructional)	2.80 (Instructional)	3.07 (Instructional)

Legend: 3.50-4.00 (Independent); 2.50-3.49 (Instructional); 1.50-2.49 (Frustration); 1.00-1.49 (Non-Reader)

It can be seen on Table 3 that on the average, the learners in the schools of Subic district have an Instructional level of recognition fluency, vocabulary and comprehension. However, it can be noticed that the learners in School 1 are in a Frustration level in terms of Vocabulary (2.00). This indicates that the learners and teachers in School 1 have yet to strive to improve in the vocabulary skills of the learners.

Recognition. The Instructional (3.20) recognition level of the learners indicates their manner of reading based upon the immediate perception of what word a familiar grouping of letters represents. This process exists in opposition to phonetics and word analysis, as a different method of recognizing and verbalizing visual language.

Fluency. In terms of Fluency, the learners are on an Instructional (3.10) level which indicates their level of ability to read with speed, accuracy, and proper expression. In order to understand what they read, children were able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately.

Vocabulary. The learner garnered the lowest mean rate of 2.80 in terms of Vocabulary which can be qualitatively interpreted as Instructional level reading and writing vocabulary. The reading vocabulary of learners covers the words they need to know to understand what they read while writing vocabulary, on the other hand consists of the words they use in writing. Vocabulary plays a fundamental role in the reading process and contributes greatly to the learners' comprehension.

Comprehension. The learners are in an Instructional (3.07) level of comprehension which indicates their level of ability to read text, process it and understand its meaning. The learner's comprehension relies their level word reading or being able to decode the symbols on the page and their level of language comprehension or their being able to understand the meaning of the words and sentences.

Academic Performance of Grade 6 Learners in Subic District

The academic performance of the learners was measured in this study with the teachers' records on the average grade of the classes from the first quarter to the fourth quarter of

the previous school year. Table 3 presents the learners' level of academic performance for the school year 2021-2022.

It can be seen on Table 3 that the learners in School 1 (80), School 2 (83.56) and School 6

(84.58) have attained a Satisfactory level of academic performance. On the other hand, the learners in School 3 (85.35), School 4 (87.06) and in School 5 (86.07) have achieved a Very Satisfactory level of academic performance

Table 3. Academic Performance of Learners

School	Q1	Q2	Q3	Q4	Average
School 1	78.62 (FS)	79.62 (FS)	80.77 (S)	81.00 (S)	80.00 (S)
School 2	81.65 (S)	83.36 (S)	83.79 (S)	84.86 (S)	83.56 (S)
School 3	83.63 (S)	84.66 (S)	85.31 (VS)	86.01 (VS)	85.35 (VS)
School 4	85.64 (VS)	86.68 (VS)	86.76 (VS)	88.91 (VS)	87.06 (VS)
School 5	83.90 (S)	85.19 (VS)	87.05 (VS)	87.80 (VS)	86.07 (VS)
School 6	83.31 (S)	84.07 (S)	86.81 (VS)	85.80 (VS)	84.58 (S)
Overall	83.02 (S)	84.12 (S)	85.61 (VS)	85.80 (VS)	84.61 (S)

Legend: 90-100 (O-Outstanding); 85-89 (VS-Very Satisfactory); 80-84 (S-Satisfactory); 75-79 (FS-Fairly Satisfactory);

Below 75 (DNME-Did Not Meet Expectations)

On the average, the learners in the academic performance attained a Satisfactory (84.61) level of academic performance. However, it can be gleaned on Table 5 that the learners have an improvement in their academic performance for each quarter grading period. This implies that they slowly improve their academic performance for the whole school year.

Relationship between Reading Level and Academic Performance

This study hypothesized that a linear relationship exists between the reading level of the

learners in the special science curriculum and their academic performance. Table 6 presents the correlation analysis between these two variables.

It can be seen on Table 4 that Comprehension ($r=.667$, $p=.000$) has moderate positive correlation with academic performance that is significant at .01 level. This prompted rejection of the null hypothesis; hence, a positive linear relationship between the comprehension level of learners and their academic performance.

Table 4. Correlation between Learners' Reading Level and Academic Performance

Reading Skills	Coefficients	Academic Performance
Recognition	r	.025
	Sig. (2-tailed)	.896
	N	30
Fluency	r	.207
	Sig. (2-tailed)	.272
	N	30

Reading Skills	Coefficients	Academic Performance
Vocabulary	R	.344
	Sig. (2-tailed)	.063
	N	30
Comprehension	r	.667**
	Sig. (2-tailed)	.000
	N	30

*. Correlation is significant at the 0.05 level (2-tailed)

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

This indicates as the learners improve in their reading comprehension, they also improve in their academic performances. This finding is consistent to the findings of Anggraini (2021) that the better the reading comprehension of learners are, the better their academic performance. It also supports the finding of Boyer (2017) that there is a correlation between reading comprehension results and student success in math or science classes. It also indicates that reading comprehension contributes positively or negatively to the success results in math or science classes.

This implies that in order for the learners to improve in their academic performance, the teacher have to find techniques and strategies that would improve the reading comprehension of the learners. And improving the reading comprehension of the learners can be achieved when the learners also improve their level of fluency, vocabulary, and word recognition.

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