

BIBLIOGRAPHY

BETTY F. TAKAYENG-PANONOT. April 2007. *Reading_Compencies Along Word Recognitions Skills of Grade Three Pupils in Lepanto_Elementary School*. Benguet State University, La Trinidad, Benguet.

Adviser: CARLOS P. LUMA-ANG, Ed. D.

ABSTRACT

The study dealt with the reading competencies along word recognition skills of grade three pupils in Lepanto Elementary School, the effect of the pupils profile to their reading performance and the degree of difficulty encountered by the pupils in reading.

Finding shows that the pupils have a satisfactory performance on structural analysis and context clues. They obtained very satisfactory performance in the use of basic sight words and configuration skills. They excelled in the use of picture clues. Generally, their proficiency on word recognition skill is very satisfactory.

The pupils profile which includes gender and occupation of parents has an effect on the pupils reading competency. However, the educational attainment of parents and ethnic affiliation has no effect on the reading competency of the grade three pupils.

Furthermore, the pupils considered structural analysis and context clues as more difficult than mastery of basic sight words and configuration clues likewise in picture clues.

It is concluded that the grade three pupils are excellent in picture clues, very satisfactory performance on basic sight words and configuration clues and are satisfactory on structural analysis and context clues.

However, there is a significant effect of gender and occupation of parents to the reading performance of pupils, but the educational attainment of parents and their ethnic affiliation has no significant effect to the reading competency of the pupils.

Further, there is a significant difference in the degree of difficulty of the pupils along the word recognition skills where structural analysis and context clues are measured complex than the other skills.

Finally, it is suggested that teachers should include varying and intensifying methods, techniques and strategies of teachers in teaching reading and recognition skills. More activities should be given on structural analysis and context clues to enhance comprehension of pupils on these skills.

TABLE OF CONTENTS

	Page
Bibliography	i
Abstract	i
Table of Contents	iii
INTRODUCTION	
Background of the Study	1
Statement of the Problem	5
Objectives of the Study	6
Importance of the Study	7
Scope and Delimitation of the Study	7
REVIEW OF LITERATURE	
Reading Competencies for Word Recognition Skills	9
Mastery of Basic Sight words	9
Picture Clues	9
Configuration Clues	11
Structural Analysis	12
Context Clues	12
Effects of Pupils Profile to Their Reading Performance	13
Conceptual Framework of the Study	17
Definition of Terms	17
Paradigm of the Study	19
Hypotheses of the Study	20

METHODOLOGY

Locale of the Study	21
Respondents of the Study	25
Instrumentation	25
Data Gathering	26
Statistical Treatment of Data	26

RESULTS AND DISCUSSION

Over all Reading Performance of Pupils	27
Reading Performance of Pupils on Word Recognition Skills	29
Factors Affecting Reading	33
Degree of Difficulty of Pupils in Word Recognition Skills	40

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary	43
Conclusions	44
Recommendations	45

LITERATURE CITED

APPENDICES

A. Communication	52
B. Questionnaires	54

BIOGRAPHICAL SKETCH

INTRODUCTION

Background of the Study

Reading is a very important aspect of education since competence in reading can open the door to a worldwide store of knowledge and information. It is the act of interpreting printed and written words as stated by Reed (1989). It is a basic tool of education and one of the most crucial skills in everyday life. We live in a world of printed words. Through reading, we acquire new ideas, obtain information, seek support of poor ideas, add to our personal pleasure and broaden our interests.

Reading is also a worthwhile form of recreation. Bennet Cerf once said that, “the most unfortunate people in the world are those who have never learned the soul satisfying pleasure of reading good books” (Stefferd, 1962). The ability to read is vital to learning. To have an access to knowledge in the various disciplines is made possible through reading. Therefore, one who is handicapped in reading is deprived of a wonderful medium of learning.

As Smith and Dechant (1961) have stated, “for the child, reading is the key to success in school, to development of out of school interests, to the enjoyment of leisure time and to personal and social adjustment. In the modern school, effective reading is the most important avenue to effective learning.

As educators, they realize the importance of the mastery of all reading skills, since it is not only in reading that we use them but in all subject



areas as well. In addition, they also accept the reality of individual differences which is necessary in providing for the needs of different ability groups. Yet, mentors cannot sacrifice the interest of pupils in the selections they have to read, because they believe that if the pupils are made to read topics of interest to them, learning comes more easily and lasts longer, too. Flores et. al (2001) as pointed out by Villamin (1975) cited that basically, reading revolves around the ability to identify and recognize words, because this word represents the smallest unit of visual identification and meaningful recognition.

The teaching of reading is a continuing challenge to parents and teachers. There is always a need to increase efforts in effective literacy, which requires reflection, even more so during today's rapidly changing times. It is not surprising that there has always been great concern over whether Jose or Juana is learning to read. Today's public concern for reflective ability is injected in many books, magazines, newspaper columns and even in editorials.

Valle (2001) indicated that with the increasing stress of multi-sensory learning in most educational materials, it can be concluded, therefore, that there is the need for high reliance on speech or recognition of the school of the interrelatedness of a well developed speaking and listening vocabulary in learning to recognize words and in understanding what is read. Dallman, et. al (1978) stressed that "the child whose growing vocabulary should match the experiences for which he uses words as labels," can become a truly advantaged reader in the



same way that the lack of it could be a distinct disadvantage for the beginning reader.

It is an accepted fact that there are some children who do not learn to read along with their classmates. Their reading failures can be attributed not only to their inability to learn the rudiments of reading.

American case study by Alexander, et al (1979) as cited by Valle (2001), reported that from 1922 to the present show that regular classroom instructions frequently fails to provide adequately for pupils who encounter unusual difficulties in reading which are to be found in the reading Diagnosis Sheet for individual reader. These difficulties could be compounded among Filipino readers using English, a second language as their medium of instruction. The teacher may use a check for each item indicating recognized difficulty by using the letter representing reading difficulty for a more accurate appraisal.

Bush and Huber (1970) as cited by Ventura (2004) explained that reading plays a vital role in the new society. Every individual needs to read to acquire useful information and gain enjoyable and profitable life in this modern and technological world.

Blake (1989) also stated that reading is really important because it is needed to carry out some important purposes to learn, to find and get directions for doing something, to have fun and to appreciate the art of writing. It is one of the keys of the world because everybody lives in an information age. It is an age



when getting and giving information is the big part of almost everything. As Roldan (1975) puts it, “reading is the key that unlocks the door to the world of enlightenment and enjoyment, the basic tool for learning in any field of the study”. Today, a person who cannot read may be unemployed and is cut off from participating in many activities in society.

Parents don’t want their children to be illiterate so they send them to school. But despite the effort of those concerned, it has been observed that most, if not all pupils cannot read properly and are hard up in understanding what they read. In relation to this, Manuel (2002) cited statistics which showed that education in many of the world is in crisis. The said statistics revealed that millions of children and youth satisfy the attendance requirement but do not acquire the essential knowledge and skills for functional daily living. In addition to this, Martin (2005) citing Cortes (2000) reported that congressional Commission on Education reviewed assessment of Philippine education and revealed very perplexing and disturbing results. Specifically, these are: (1) low achievements levels; and (2) inadequately trained and poor quality of teacher.

This research is therefore centered on word recognition skills among grade three pupils to know their strength and weaknesses so the concerned can identify proper measures to implement. Since one important concern of education is the delivery of quality instruction, this greatly depends upon the children’s ability to



read. It is in recognition of the significant role of reading that this research is anchored at.

Statement of the Problem

This study dealt with the reading performance of the pupils of Lepanto Elementary School. It sought to answer the following questions:

1. What is the level of reading performance of the grade three pupils along the following specific word recognition skills:
 - a. Mastery of basic sight words
 - b. Picture clues
 - c. Configuration clues
 - d. Structural analysis
 - e. Context clues
2. Is there an effect of the following profile to the reading performance of the pupils:
 - a. Gender
 - b. Parents educational attainment
 - c. Occupation of parents
 - d. Ethnic affiliation
3. What is the degree of difficulty encountered by the pupils in reading specifically along word recognition skills?



Objectives of the Study

This study is guided by the following objectives:

1. To find the reading performance level of the grade three pupils along mastery of:
 - a. Basic Sight Words,
 - b. Picture Clues,
 - c. Configuration Clues,
 - d. Structural Analysis
 - e. Context Clues.
2. To determine the effect of the pupils profile to their reading performance.
 - a. Gender
 - b. Parents Educational Attainment
 - c. Occupation of Parents
 - d. Ethnic Affiliation
3. To determine the degree of difficulty encountered by the pupils in reading particularly along word recognition skills.

Importance of the Study

Reading plays a significant role in the teaching-learning process. Actually, the inability to read with understandings is one cause of failure in following instruction and in passing the test. Thus, the result of this study will serve as



insight to English teachers on the strengths and weaknesses of pupils learning to read.

This study will serve as a good reference for teachers in reading to give more attention to it because this is the tool for learning. As such, they may be enlightened to restructure their methods, strategies and techniques of teaching to suit the situation.

Moreover, as a researcher, she can draw more knowledge to improve her way of teaching to develop pupils reading competencies.

Finally, this study may serve as springboard to encourage school administrators and researchers to strength the reading program of their school to improve quality instruction. In this light, further studies may be done along this field.

Scope and Delimitation of the Study

This descriptive type of research was focused on the reading performance of grade three pupils in Lepanto Elementary School during the second semester 2006-2007. It is delimited to the pupils' reading performance along the specific competencies as mastery of: (a) basic sight words, (b) picture clues, (c) configuration clues, (d) structural analysis, (e) context clues.



This study also looks into the relationship of the factors that affect reading performance of the pupils and the identification of pupils' level of difficulty encountered in the different reading skills.



REVIEW OF LITERATURE

This chapter presents a review of related literature taken from books, thesis, dissertations, journals, magazines and on-line studies from the internet.

Reading Competencies for Word Recognition Skills

Reading is the process of getting meaning from printed words. It is man's deepest pleasure for it enables him to ponder the mysteries of the world. It gives him a glimpse of the world excitement, pleasure and wisdom. Reading also sweeps cobwebs away, stretches and strains the mental muscles (Hodges, 1991).

Word recognition skills are aids in attacking, saying and giving meanings to the words met in reading. The competencies for word recognition skills include the mastery of basic sight words, picture clues, configuration clues, structural analysis and context clues.

Mastery of Basic Sight Words: This scheme is aimed at developing pupil's ability to recognize a number of basic words at sight and to associate sound and meaning of the word as a whole. Dolch (1945), as cited by Diclas (2004) stated that a child who shows mastery of basic sight words has an accurate perception of words and phrases. Accuracy of perception may be called first step of reading process when the child demonstrates instant association of sound and meaning with words as a whole.

Mondero (1995), Toclo (2001), Simultog (2004) and Martin (2005) in their research conducted revealed that pupils showed very satisfactory on basic



sight words. In contrast with Pontino (2005) pupils in Tublay show difficulty in reading the list included in the Dolch basic sight words

Picture clues in reading. Picture clues help pupils in understanding the meaning of new words. It is the easiest attack skill, as the child just matches the word with an illustration. Cruz (1976) as cited by Pontino states that teachers could use a combination of techniques with the use of pictures to attack new words.

They can initiate blackboard exercises that can direct pupils to match word with pictures, writing the missing letter and giving opposite meaning of the underlined words become interesting classroom task. Experienced mentors consider pictures and illustration as power aids in the development of word recognition.

Pontino (2005) citing Celino (2001) asserted that pupils love pictures. Most workbooks intended for use in the lower grades are replete with colorful living things. Hurlock (1994) noted that pictures attract learner's attention and sustain interest in learning, and this interest is an indicator of readiness. Pontino (2005) in her findings shows that most pupils showed very satisfactory in reading performance along the picture clues.

Diclas (2004) and Martin (2004) all found pictures to be well loved and appreciated by learners. Pupils showed interest in reading materials, which are accompanied with pictures they are familiar with.



Weber (1992) stressed that in developing a composite visual image, pictorial representation is more effective than verbal description and that such an image is characterized by memories, less interpretations, better organizations and learner ideas; and that verbal description when supported with pictorial representation is more effective than when verbal description was used alone.

Configuration Clues. Configuration refers to the general shape or pattern of a word. It is especially helpful to children who are beginning readers. The shape of the boxes that serve as the clue to the missing words helps children in guessing the answer. For example, Cat would not be mistaken for Dog or Carabao. Configuration is one reason why a child who cannot read can differentiate Coke from Pepsi or Royal. It also refers to the information given through the size and shape of the letters as well as through the length or the numbers of letters there are in the word. Many pupils can easily recognize through this. Toclo (2001) said that pupils' awareness of the size of the letters enhance their ability to read.

Simultog (2004) together with Pontino (2005) found pupils reading very satisfactory when the group of readers is directed to look at the shape of the word. These kinds of performances also mean that pupils pay attention to what they read and are able to decipher differences and similarities in the heights and sizes of the letters in a word.



Structural Analysis. This is the analysis of word structure according to its roots and affixes. It is also a process of decoding unfamiliar words by visually examining the words to discover component parts, which may lead to pronunciation and meaning. William (1947) further states that this method also entails analyzing the elements of words and their ways of combining syllables and other parts in words within words.

Villamin (1999) asserted that learning to attack new words is central to structural analysis. According to Toclo (2001) in this area, most pupils have a very low performance, indicating that many pupils have a difficulty in locating the prefix and suffix, root words and syllables with in words. She further discussed that English is foreign to Filipino and is not in any way related to Ibaloi and Kankanaey – the pupils' language.

Context Clues. These are clues that could be words, phrases or sentences surrounding the unknown word. Most words have more than one meaning. To get the meaning of a word, it must be used in a context. The context of a word gives clues to the meaning. Context refers to the parts of a piece of writing or speech that precede or follow a word and contribute to its full meaning. For instance, when a student is asked to “get the meaning from the context”, he is encouraged to rely on his natural intelligence and not use the dictionary or consult a resource person. If there is something in the passage he cannot understand, he should not stop because by reading on, he discovers its meaning.



Diclas (2004) stated that the use of context clues promotes developmental critical thinking. Toclo (2001) stressed that there is difficulty in using context clues as recognition in the elementary. It further jives with the finding of Pontino (2005) that pupils have difficulty in understanding the meaning through context clues. Unlocking vocabulary through context entails analysis, a higher order thinking skills. Tuyan (2003) also claimed that poor vocabulary is a primary cause of academic failure.

Effects of Pupils' Profile to Their Reading Competencies

The following profile such as gender, parent's educational attainment, occupation of parents and ethnic affiliation has an effect to the word recognition skills of pupils.

It is generally known that gender is a factor associated with reading readiness. Although it is commonly expected that girls tend to develop language facility earlier than boys, researches in gender differences in readiness indicates very slight differences between boys and girls as far as reading readiness is concern.

In an earlier study, Anttey and associates (1976) as cited by Bayao, pointed out that competency in language skills is influenced by student's factors such as age, gender curriculum level, home background and place of origin. They further said that other factors attributed to complexity in language skill are socio-



economic level, educational environment, exposure to media, reading, writing, speaking and other activities.

The gender gap is variously construed as resulting from girls' greater maturity and more effective learning strategies at all ages, apparent success with school tasks, and that girls talk a lot. Hurlock (1982) discussed "early bloomers and late bloomers" in learning. The effect of early and late maturity differs in boys and girls. Girls who mature early differ from boys and girls who mature early in mental aspect often develop aggressive behavior patterns that are carried over into the adult personality.

Bayao (2004) citing Garrido, et al. (1997) noted that the rates of development among male and female students are different according to their skills and in their interest in different subjects, and their actual process of the studying and learning. Thus, they concluded the differences in academic performance of students according to whether they are males or females exist.

Brown (1994) concluded that sex has an effect on one's production and reception of language, citing several studies conducted in the US that include those of Lakoff (1984), Tunner (1982) and Nilsen (1980), who revealed that American English speakers produced "standard" language than males.

This goes in contrast with previous studies done by Cuyan (1995), and Villaflor (1996), that gender does not significantly affect the reading performance of children along word recognition skills. With regards to age, Hurlock (1975)



stated that inability to read depends to a great deal on the child's maturity. All of the above-mentioned statements results to the disparity of performance along sexes.

Educational Attainment of Parents. Esnara (1990) found out that the inability of parents to tutor their children due to illiteracy affects reading performance.

A finding which negates the findings of Belissario (1995), and Villaflor (1996) is that the educational attainment of parents does not necessarily affect pupil's inability to read. However, both researchers expressed the need for the quality time spent with children. Experiential backgrounds and personality traits such as timidity, inattentiveness, stubbornness and emotional instability are considered serious handicaps for reading.

Barrozo (2006) on her research at Bokod found out that educational attainment of parents does not affect the reading and comprehension of the pupils. Thus, it may be inferred that parents who know how to read are models to their children.

In addition to this, Villaflor (1996) ascertains that the education of parents does not guarantee that pupils will listen in school. Many children whose parents never receive formal education showed keen interest in learning how to read. Sustained interest in doing an activity is observed to be positive. Pontino (2005) in her findings further reveal that age, ethnic affiliation, occupation and



educational attainment of parents affect the development of word recognition skills.

Rowentree (1976) attributed that well educated parents have a lot more knowledge to share with their children. They have better ways of teaching and can understand them better. Parents are expected to be the first teacher of their children and therefore play a very significant role in their children's learning process.

With regards to parent's occupation factor, Pontino (2005), citing Mondero (1995) stated that the condition of the home and environment contributes to a great deal to pupil's inability to read. The indifference of parents towards the needs and problems of the child causes reading difficulties. Undesirable home surroundings, over protective parents, and poverty have been found to be among the serious causes of reading difficulties.

Baon (2001) asserted the factors affecting performance in basic sight words are absences, occupation of father and educational attainment of parents. The variables such as number of family members, distance of school, age and educational attainment of mother are identified as factors affecting reading.

Development of reading readiness is essential to learning how to read. It is said that educational attainment of parents does not affect the pupils ability to read. However, there is a concept that even illiterate parents can be positive to his approach in his child's education.



Furthermore, Eggen and Kauchak (1994) as cited by Bayao stress that culture and ethnicity influence school success. Cultural background can be strong foundation on which learning is based or can be an obstacle to both achievements.

Conceptual Framework of the Study

Reading is a tool indispensable in the child's quest for knowledge. Much of learning is anchored on reading. The inability to read is a primary cause of school failure since the ability to read is essential for all types of academic subjects.

However, reading disabilities may even result to emotional problems. Moreover, a poor reader becomes very disadvantaged. Most of the time, he only understands the literal meanings of words he reads. In contrast, pupils who can read perform better in their studies. They are more active and involved in class.

Moreover, one primary cause of academic failure is poor vocabulary because pupils have limited words, (Tuyan, 2004). As such, the concept of this study is to make children be able to read with understanding by being able to recognize words.

Definition of Terms

The following terms are defined according to its operational meaning.



Basic Sight Words refers to the list of words that the pupils recognize at sight and the ability to associate words and meanings a whole.

Configuration Clues is a skill whereby the child looks at the shape, size and form of the word presented. The figure of the word helps the child to read.

Context Clues refer to the meanings of words as used in the sentence.

Degree of Difficulty pertains to the extent of pupil's inability to read and understand word recognition skills. It is classified as very difficult, with 5 and above error acquisition; moderately difficult, with 3-4 error acquisition; slightly difficult, with 1-2 error acquisition; and not difficult, zero error acquisition.

Educational Attainment of Parents refers to the qualification of parents whether parent finished elementary, secondary or college.

Ethnic Affiliation identifies the pupils tribe whether Kankanaey, Ibaloi, Bontoc, Kalanguya or Ilocano.

Gender refers to whether the pupil is male or female.

Level of Reading Performance refers to the pupil's degree in reading performance along word recognition skills. It is classified as excellent (3.51-4.00), very satisfactory (2.51-3.50), satisfactory (1.51-2.50), or fair (1.00-1.50).

Occupation of Parents refers to the parents work as a means of earning a living. Parents can be a miner, farmer, engineer, physician, or self employed.

Overseas Filipino Workers (OFW) is used to refer persons who are working abroad or beyond the sea.



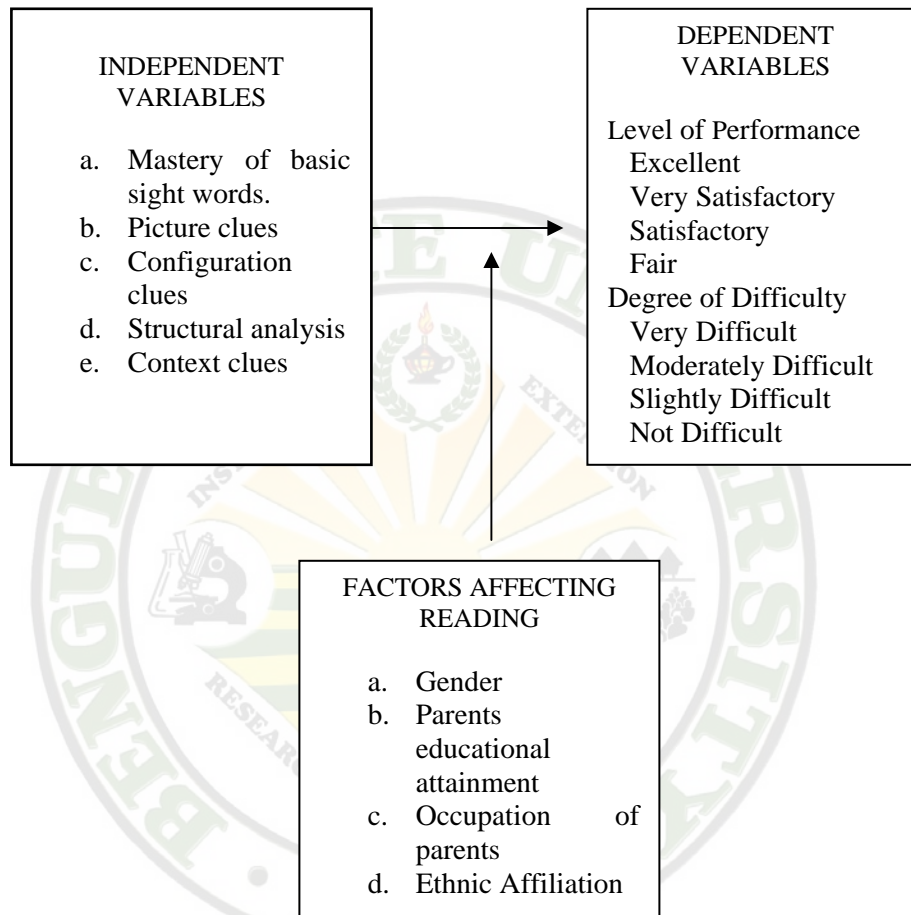


Figure 1. Paradigm of the study



Picture Clues refers to the easiest word attack skills as the child just matches the word with an illustration or picture.

Structural Analysis refers to the identification of suffix and prefix that form a word.

Word Recognition refers to the pupil's ability to identify words and with the ability to recognize words.

Hypotheses of the Study

The following are put forward for testing;

1. There is a significant difference in the level of reading performance of grade III pupils along word recognition skills specifically:
 - a. Mastery of Basic Sight Words
 - b. Picture Clues
 - c. Configuration Clues
 - d. Structural Analysis
 - e. Context Clues.
2. There are significant differences in the reading performance of the pupils when grouped according to the following factors:
 - a) Gender
 - b) Parents Educational Attainment
 - c) Occupation of Parents



- d) Ethnic Affiliation.
3. There is a significant difference in the degree of difficulty encountered by the pupils in reading particularly along word recognition skills.



METHODOLOGY

Locale of the Study

Lepanto Elementary School is situated at Barangay Paco, Mankayan, Benguet, and has operated since 1948. It started at Bunkhouse no. 36 in San Antonio area. There were only two teachers having combination classes, grades one and two, and grades three and four. It was named Cruz Barrio School.

As the number of pupils increased, the construction of a bigger school was already started by the Lepanto Mines Division Company. It was finished and inaugurated on July 1950. Since the school is situated inside the Lepanto Mining Company, it is not impossible that the population of pupils increased rapidly as years went by. Expansions of buildings were also made. At present, the school has 39 teachers headed by Alice Pacalso-Guadana. The government pays these teachers because this is a public school.





Figure 2 showing the location of the study.





Figure 3 showing the location of the municipality.



Respondents of the Study

The respondents of this study are composed of Grade III pupils. A complete enumeration of the total population is considered. These pupils were chosen as respondents because the researcher wants to help in aiding the problems met by the pupils and teachers in English specifically along word recognition skills. The pupils were requested to accomplish the questionnaire that was designed for the purpose. The pupils profile includes gender, parents' educational attainment, occupation of parents and ethnic affiliation.

Table 1. Respondents of the study.

Section	Female	Male	Total
Waling Waling	11	13	24
Yellow Bell	12	13	25
Violet	10	13	23
Daffodils	11	12	23
Camia	10	14	24
Saint Vincent	10	14	24
Total	64	79	143

Instrumentation

With the nature of research, the descriptive method was used. The research primarily used a questionnaire as a main data gathering tool. The tool



consisted of questions relating to the respondents personal profile, the different variables affecting the reading areas and the area of word recognition skills where the difficulty is experienced.

Data Gathering

The questionnaires were distributed and collected personally by the researcher. She administered the test questions to the pupils to identify their reading achievement along word recognition skills with the assistance of the grade III teachers.

In addition, the data gathered were classified, tabulated and analyzed after which they were subjected to statistical treatment for reliability and interpretation.

Statistical Treatment of Data

The weighted mean were used in categorizing the answers of the respondents for the questionnaire in reading along word recognition skills. For the data collation, tabulation and analysis, weighted mean and ranking were used. To test the significant differences of the respondents' performance in the different reading areas, the Friedman Rank Test was used.



RESULTS AND DISCUSSION

This sections presents the discussion of the data gathered and their interpretation based on the objectives and hypotheses that was put forward for testing. This includes the reading performance of the grade three pupils in Lepanto Elementary School along the different word recognition skills which includes; a) mastery of basic sight words, b) picture clues, c) configuration clues, d) structural analysis, and e) context clues; the effects of the profile to the reading performance of the pupils; and the degree of difficulty of pupils to the word recognition skills.

Over all Reading Performance of Pupils

The reading performance of pupils is shown in Table 2. The table shows that the pupils have an over all average of very satisfactory, with picture clues leading in rank. Following in descending order of ranks are basic sight words, configuration clues, context clues, and structural analysis.

The computed value of Fr is 4.20 which is lower than the tabular value of 7.815 at .05 level of significance. The result indicates that there is no significant difference in the level of reading performance of grade three pupils along word recognition skills. With this, the hypothesis, that there is a significant difference in the level of reading performances of grade three pupils on word recognition skills, is rejected.



Table 2. Reading Competencies of grade III pupils.

WORD RECOGNITION SKILLS	MEAN	RANK	DESCRIPTION
a. Basic Sight Words	3.18	2	VS
b. Picture Clues	3.65	1	E
c. Configuration Clues	2.86	3	VS
d. Structural Analysis	1.92	5	S
e. Context Clues	2.42	4	S
OVER ALL WEIGHTED MEAN	2.81		VS
	Fr = 4.20	$\chi^2_{.05} = 7.815$	Not Significant

Statistical Limit:

3.51-4.00
2.51-3.50
1.51-2.50
1.00-1.50

Description:

Excellent
Very Satisfactory
Satisfactory
Fair

Based on the findings, the pupils attained excellent performance along picture clues. The reasons why pupils can read and comprehend on this skill are; their interests are aroused when the words and phrases read are accompanied by attractive pictures, and these beautiful pictures give clue to the answer of the question.



Pupils showed very satisfactory along basic sight words and configuration clues. These performances could be due to the pupils good listening ability, precise understanding of words or phrases written in the test and good recognition of the words size and shapes.

However, pupils achieve satisfactory performance on structural analysis and context clues. Forming small words out of big word is quiet difficult on the pupils ability. They can only form 2 or 3 small words out of 4 which are required. Some pupils also do not know the correct prefix or suffix to be attached on the root word. In context clues, pupils are hard up in finding the clues given for the meaning of the words used in the sentence.

Reading Performance of Pupils on Word Recognition Skills

Mastery of basic sight word. Table 2 shows that the reading performance level of grade III pupils in the basic sight words is very satisfactory. This finding implies that the pupils listen carefully to the words being pronounced. It also means that the children have an accurate perception of words and phrases, as stated by Dolch (1945). This findings jives with the study of Mondero (1995), Toclo (2001), and Simultog (2004) which revealed that pupils showed very satisfactory on basic sight words. Likewise, Ventura (2004) found out that the pupils of both public and private schools react very well on basic sight words.



However, these finding contrasts with Pontino (2005), those pupils on Tublay demonstrate difficulty in reading the list in the Dolch basic sight words.

Picture clues. Along picture clues skills, the reading performance of the pupils is excellent which has a weighted mean of 3.65 as shown in the Table 2. This affirms the finding of Pontino (2005), who found out that learners in Tublay showed very satisfactory in reading particularly in picture clues. The statement that picture clues help pupils in understanding the meaning of new words is confirmed in this finding. Pupils easily read and identify words when a picture appears beside the words or phrases.

According to the grade three teachers, pupils participate actively in classroom discussions and other activities if pictures accompany it. Truly, pictures and illustrations are considered as power aids in the development of word recognition skills. This affirms the statement of Hurlock (1994) who noted that pictures stimulate learner's attention and sustains interest in learning. Sustained interest is an indication of reading readiness. Diclas (2004) and Martin (2005) also found out that pictures are well loved by the learners.

Weber (1992) stated that discussion with pictures is more effective rather that verbal description alone. Pupils understand more the topic when the classroom activities are associated with pictures because this image retains in the mind.



Configuration clues. In the area of configuration clues, the pupils have a very satisfactory performance as evidenced by the weighted mean which is 2.86. The very satisfactory performance indicates that pupils recognized carefully the size and shape of the letters as well as their length and numbers of letters in a word. It also means that pupils are able to match the words in the figures. The pupils awareness of the letters size enhances their ability to read as expressed by Toclo (2001). She further goes on that pupils who perform well in this area are able to look into the shape of the word, and those words or phrases that have same appearances with the figure.

This further jives with the findings of Simultog (2004) together with Pontino (2005), who found pupils very satisfactory performance along configuration clues. These performances mean that the pupil give attention to the words read and they are able to analyze its differences and similarities according to shapes of letter in a word.

Structural analysis. Along the structural analysis, the pupils have a satisfactory performance in this reading skill with a weighted mean of 1.92. Most of the pupils in this area are hard up in forming small words out of the big word. Some cannot properly recognize what prefix or suffix best suits the word given in the test. As what William (1947) stated that, this method needs analysis on the elements of words and the ways of combining them. This was supported by



Toclo(2001), who found out that most pupils have difficulty in identifying root words and other ways of word combinations.

However, the pupils ability to engage in these skills can be developed by giving exercises like combining words, identifying small words and big words, or dropping final suffixes such as “ing”, “ed”, “es” (Cruz, 1976). As Villamin asserted that learning to attack new words is centered to structural analysis.

Context clues. As revealed by its weighted mean which is 2.42, the pupils has a satisfactory performance along context clues. This finding means that pupils are hard up in these skill and they have difficulty in understanding the meaning through context clues. Unlocking vocabulary through context clues entails analysis, a higher order thinking skills. Grade III pupils are still in the process of developing this skill since they have limited vocabulary. This result of satisfactory in this area is due to lack of analytical thinking and lack of comprehension of what they read perceived by Cruz (1976).

This result goes with the findings of Toclo (2001), which revealed that there is difficulty in using context clues as recognition in the elementary.

Tuyan (2004) claimed that one primary cause of academic failure is poor vocabulary. Martin (2005) also said that the use of context clues as a recognition skill presupposes meaningful understanding. The way the words used in the sentence give the learner an insight into the experience described in the sentence.



FACTORS AFFECTING READING PERFORMANCE

Gender. Table 3 reflects the effects of gender to the respondents reading performance, as females are good in the different areas of word recognition skills. The computed value of Fr test, which is 11.0, is greater than the tabulated value, which is 7.815 at .05 level of significance.

The result indicates that the reading performances of females are better than males. Thus, the hypotheses that there are significant differences in the reading performance of the pupils when grouped according to gender, is accepted.

The findings proves the statement of Garrido et al (1997) that females have a systematically higher level of knowledge of reading comprehension, where as; males show proficiency in mathematics and science.

It also conforms the allegations of Pugal (1998) and Oasan (1979) that females are better academically than males; of Bagano (1986), that boys have more difficulty in reading than girls; of Sallatic (1998), that girls demonstrate better reading comprehension than boys; Ventura (2001), that girls mature earlier than boys and are more oriented to activities that enhance reading, and of Manuel (2002) that girls excelled over boys in terms of reading performance in mobile schools of Benguet.

On the opposing points is that of Bastian (1995), Eligio (1996), Cuyan (1995), and As-il (1997), who all concluded that sex or gender had no significant effect in the English level of competence among males and females.



Table 3. Effects of profile to the reading performance of grade three pupils.

	LEVEL OF MASTERY				Total
	Excellent	Very Satisfactory	Satisfactory	Fair	
Effects of gender to basic sight words.					
MALE	23	39	8	3	3.12
FEMALE	21	26	2	3	3.25
TOTAL	44	65	10	6	3.18
	Fr = 11.0	$\chi^2_{.05} = 7.815$	SIGNIFICANT		
Effects of gender and picture clues.					
MALE	54	17	2	0	3.71
FEMALE	31	19	2	0	3.56
TOTAL	85	36	4	0	3.65
	Fr = 11.0	$\chi^2_{.05} = 7.815$	SIGNIFICANT		
Effects of gender and configuration clues.					
MALE	5	51	13	4	2.78
FEMALE	6	39	7	0	2.98
TOTAL	11	90	20	4	2.86
	Fr = 11.0	$\chi^2_{.05} = 7.815$	SIGNIFICANT		
Effects of gender and structural analysis.					
MALE	3	16	15	39	1.77
FEMALE	3	14	20	15	2.10
TOTAL	6	30	35	54	1.90
	Fr = 11.0	$\chi^2_{.05} = 7.815$	SIGNIFICANT		
Effects of gender and context clues.					
MALE	11	21	17	24	2.26
FEMALE	10	20	15	7	2.63
TOTAL	21	41	32	31	2.42
	Fr = 11.0	$\chi^2_{.05} = 7.815$	SIGNIFICANT		



There are some factors which could be attributed to the good performance of females. Females are generally fond of reading stories in books, thus enhancing their vocabularies. Girls also participate more in the classroom activities. Thus, their reading competencies are boosted.

Other factors such as willingness to learn and interests are encouraging inputs from the individual. Moreover, the findings reflect that reading performance of males needs focus and consideration while female proficiency despite being superior, still warrants improvement.

Parent's Educational Attainment. The reading competencies of pupils on word recognition skills in relation to educational attainment of parents are shown in Table 4. As gleaned from the table, parent's educational attainment does not significantly relate to the pupil's word recognition skills.

As proven by the computed F_r of 7.65 which is lesser than the tabular value of 7.815 at .05 level of significance indicates that educational attainment of parents has no effect in the reading performance of pupils. Therefore, the hypotheses that there are significant difference in the reading performance of the pupils when grouped according to parents educational attainment, is rejected.

The result implies that pupils have the ability to read and understand regardless of whether their parents reach college, high school or elementary.



Table 4. Effects of parent's educational attainment to reading performance of pupils.

	LEVEL OF MASTERY				Total
	Excellent	Very Satisfactory	Satisfactory	Fair	
COLLEGE	111	156	47	41	2.95
HIGH SCHOOL	39	73	29	30	2.71
ELEMENTARY	15	30	17	20	2.49
NO SCHOOLING	2	5	7	3	3.18
	Fr = 7.65	$\chi^2 .05 = 7.815$	NOT SIGNIFICANT		

Statistical Limit:	Description
3.51 – 4.00	Excellent
2.51 – 3.50	Very Satisfactory
1.51 – 2.50	Satisfactory
1.00 – 1.50	Fair

There are factors which could also be attributed to the findings such as; teachers are experts in their lesson delivery; they master their subject matters; practice innovation, resourcefulness and creativity; and having remedial instruction to lift the reading abilities of the satisfactory performer

The findings substantiate the result of Belissario (1995) and Villaflor (1996) who confirmed that the educational attainment of parents does not affect the pupil's inability to read. Villaflor furthers that lot of children whose parents did not step in the school show keen interest in learning. Educational attainment of parents is not an assurance that pupils will listen in school. Barrozo (2006) also found out that the pupils reading and comprehension of Bokod is not affected by the educational attainment of parents.



Table 5. Effects of parent's occupation to reading performance of pupils.

Occupation of Father	LEVEL OF MASTERY				Total
	Excellent	Very Satisfactory	Satisfactory	Fair	
FARMER	4	6	2	3	2.73
OFFICE WORKER	23	27	11	4	3.06
SECURITY GUARD	17	12	6	5	3.03
MINER	82	155	65	63	2.70
LABORER	12	21	11	11	2.62
ENGINEER	2	3	0	0	3.40
POLICEMAN	2	3	0	0	3.40
ELECTRICIAN	3	7	2	3	2.67
DRIVER	1	8	3	3	2.47
DRILLER	4	3	0	3	2.80
LAWYER	3	1	1	0	3.40
MECHANIC	11	12	1	1	3.32
PHYSICIAN	3	2	0	0	3.60
TOTAL	167	260	102	96	3.02
Fr = 23.75		$\chi^2 .05 = 7.815$		SIGNIFICANT	

Occupation of Mother	LEVEL OF MASTERY				Total
	Excellent	Very Satisfactory	Satisfactory	Fair	
HOUSEKEEPER	117	197	87	84	2.72
OFFICE WORKER	22	20	4	1	3.14
TEACHER	14	17	4	5	3.00
CAREGIVER	2	3	0	0	3.40
PANELON	2	3	0	0	3.40
VENDOR	3	5	3	4	2.47
COOK	0	5	0	0	3.00
NURSE	6	3	0	1	3.30
DRESSMAKER	2	5	1	2	2.70
TOTAL	168	258	102	97	3.01
Fr = 17.43		$\chi^2 .05 = 7.815$		SIGNIFICANT	

Statistical Limit:

Description

3.51 – 4.00

Excellent

2.51 – 3.50

Very Satisfactory

1.51 – 2.50

Satisfactory

1.00 – 1.50

Fair



Occupation of Parents. As shown in Table 5, the parent's occupation is significantly related to the pupil's word recognition skills. As gleaned from the table, the occupation of father has a computed Fr of 23.75 which is higher than the tabular value of 7.815 at .05 level of significance. Likewise, the occupation of mother significantly affects the word recognition of pupils as shown on the computed Fr of 17.43, is higher than the tabular value of 7.815 at .05 level of significance. Thus, the hypotheses that there are significant difference in the reading performance of the pupils when grouped according to the occupation of parents, is accepted.

The findings imply that the success of the pupils is affected by the occupation of parents. It may be inferred that children's who have parents with good occupation receives supervision in doing their assignments and in studying their lessons. Parents who work eight hours a day or less have more time in dealing with their children at home. As what Aberin (1993) noted that when the occupation of the parent allows him to assist his child in his studies, the child's performance will be better.

Most of the mothers who are housekeepers in occupation are college graduate. In this reason, they can follow up their children at home in doing their home tasks not only in English but in all subject areas. Furthermore, the situation of the home and surroundings contribute in the pupil's capability to read.



The result of the study affirms with the conclusion of Baon (2001) and Pontino (2005) that occupation of parents affects the development of word recognition skills.

Ethnic Affiliation. The effect of ethnic affiliation to the reading performance of pupils is shown in Table 6. Ethnic affiliation of the respondents significantly affect their reading performances, as indicated by the computed Fr of 0.90, which measures low, compared to the tabular value of 7.815 at .05 level of significance.

With this finding, the hypotheses that there are significant difference in the reading performance of the pupils when grouped according to ethnic affiliation, is rejected. The result of this study negates the finding of Pontino (2005) that ethnic affiliation affects the development of word recognition skills.

Furthermore, Eggen and Kauchak's (1999) declared that the success of pupils in school is affected by ethnic affiliation. Hufana (1987) cited by As-il (1997) concluded that the language spoken at home affects the level of proficiency.

The outcome that different ethnic groups have a very satisfactory mean that pupils have good understanding in their reading competencies. It can also be said that teachers do their best in teaching their pupils.



Table 6. Effects of Ethnic Affiliation to Reading Performance of Pupils.

	LEVEL OF MASTERY				Total
	Excellent	Very Satisfactory	Satisfactory	Fair	
KANKANAHEY	86	125	51	48	2.80
ILOCANO	50	87	30	23	2.88
IBALOI	0	4	1	0	2.80
TAGALOG	13	24	5	8	2.84
KALINGA	15	15	11	14	2.56
MUSLIM	7	3	0	0	3.70
TALUBIN	0	2	1	2	2.00
					2.80
Fr= 0..90	χ^2 0.05 = 7.815		NOT SIGNIFICANT		

Statistical Limit:	Description
3.51- 4.00	Excellent
2.51- 3.50	Very satisfactory
1.51- 2.50	Satisfactory
1.00- 1.50	Fair

Degree of Difficulty of Pupils In Word Recognition Skills

Table 7 presents the degree of difficulty of the pupils along word recognition skills. The data specify that the greatest difficulty lies in structural analysis, with a weighted mean of 2.66. Following in descending order of means are context clues, configuration clues, basic sight words and picture clues.

The finding affirms the statement of Toclo (2001) that pupils in Itogon have very low performance on structural analysis. The same author points out further that the pupils could hardly identify root words and other ways of word combinations.



Table 7. Degree of Difficulty of Pupils on Word Recognition Skills.

WORD RECOGNITION SKILLS	MEAN	RANK	DESCRIPTION
Mastery of basic sight words	1.77	2	SD
Picture clues	1.35	1	ND
Configuration clues	2.10	3	SD
Structural analysis	2.66	5	MD
Context clues	2.54	4	MD
Over all weighted mean	2.08		SD

$X^2_r = 24.96$ $x^2 .05 = 7.815$ Significant

Statistical Limit:

Description

3.51-4.00

Very Difficult (VD)

2.51-3.50

Moderately Difficult (MD)

1.51-2.50

Slightly Difficult (SD)

1.00-1.50

Not Difficult (ND)

Despite the differences of weighted means, Table 7 reflects the Friedman Rank Test results, which shows that there is a significant difference in the degree of difficulty along the word recognition skills. This is proven by the computed Fr of 24.96, which is higher than the tabular value of 7.815 at .05 level of significance

Therefore, the hypothesis that there is a significant difference in the degree of difficulty encountered by pupils along word recognition skills is accepted. This result indicates that pupils considered structural analysis and context clues as



more difficult than mastery of basic sight words and configuration clues likewise in picture clues.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study dealt with the reading competencies along word recognition skills of grade three pupils along word recognition skills in Lepanto Elementary School, the effect of the pupils profile to their reading performance and the degree of difficulty encountered by the pupils in reading.

Furthermore, this study was conducted in Lepanto Elementary School. A complete enumeration of the total population is considered. The questionnaire used by the researcher in collecting the needed data, was administered during the second semester of the academic year 2006-2007. Data were analyzed through the Friedman Rank Test and were categorized through weighted mean.

The salient findings are as follows;

1. Pupils have a satisfactory performance on structural analysis and context clues. They obtained very satisfactory performance in the use of basic sight words and configuration clues. They excelled in the use of picture clues. Generally, their proficiency on word recognition skills is very satisfactory.
2. Gender significantly relates with the reading performance of pupils, where females are better than males. Similarly, the occupation of parents significantly affects the reading performance of pupils,



however, the reading competencies of pupils do not significantly affected by the educational attainment of parents and ethnic affiliation.

3. Pupils acquire moderate difficulty on structural analysis and context clues, slight difficulty on mastery of basic sight words and configuration clues and considered picture clues as not difficult. Generally, the pupils have a slight degree of difficulty along word recognition skills.

Conclusions

In the light of the findings, the following conclusions are drawn:

1. The grade three pupils in Lepanto Elementary School are excellent in picture clues, very satisfactory performance on basic sight words and configuration clues, but are satisfactory on structural analysis and context clues.
2. There is a significant effect of gender and occupation of parents to the reading performance of pupils along word recognition skills. However, the educational attainment of parents and their ethnic affiliation has no significant effect to the reading competency of the pupils.
3. There is a significant difference in the degree of difficulty of the pupils along the word recognition skills where structural analysis and context clues are measured complex than the other skills.



Recommendations

Based on the findings of the study, the following recommendations are offered:

1. Teachers should use varied methods, techniques and strategies in teaching reading and recognition skills. More activities should be given to structural analysis such as forming small words out of big words and in identifying the appropriate prefix and suffix that suits to the given root word. Drills and exercises in getting the meaning of a word through context clues, recognizing the meanings of unfamiliar words through the clues or other words found in the sentence are enhanced.
2. Teachers should give more reading activities to the male pupils during the remedial instruction so they will be at par with their counter parts.
3. Teachers should use visual pictures and concrete instructional materials in teaching reading to encourage and arouse their love for reading and develop their reading skills.
4. Children should be exposed to reading at an early age. Parents should give quality time for their children at home.
5. Parents are encouraged to procure educational vcd's or tapes at home to help improve the pronunciation and reading skills of their children at an early age.



6. Finally, a follow up study integrating other variables may be conducted to substantiate the findings of this study.



LITERATURE CITED

- ABERIN, E.S. 1993. As cited by Martin 2006. The Factors that Influence the Performance of Secondary Students in Science. Unpublished Master's Thesis. University of Santo Tomas, Metro Manila. Pp. 87-90.
- ANTTEY, A.S et al. 1976. As cited by BAYAO, E.F. 2004. Grammar Skills Proficiency of the Education Student Observers of the Cordillera Career Development College. Unpublished Master's Thesis. Benguet State University, La Trinidad, Benguet.
- ALEXANDER, J.E et al 1979, As cited by Valle (2001). Teaching Reading. Boston: Little Brown and Company.
- BAON, J.D. 2001. Comparative Reading Performance of Multi-grade Classes and Mono grade Classes in Bagulin, La Union. Unpublished Master's Thesis. Benguet State University. Pp. 77-78.
- BAGANO, J. 1986. As cited by Barrozo 2006. An Assessment of High School Students Comprehension Skills Through a Constructed Reading Test. Unpublished Doctoral Dissertation, Saint Louis University, Baguio City. Pp. 28, 33-36.
- BASTIAN, M.1995. As cited by BAYAO, E. 2004. Academic Performance in Elementary Science and Health of Grade IV Pupils in Selected Schools in CAR. Unpublished Dissertation. University of Baguio, Baguio City
- BAYAO, E.F 2004. Grammar Skills Proficiency of the Education Student Observers of the cordillera Career Development College. Unpublished Master's Thesis. Benguet State University.
- BELISARIO, L.B. 1995 How to Help Children Develop a Love for Reading. General Roxas Elementary school, Roxas District, Quezon City. The Modern Teacher Magazine Volume XLIV no. 6. Pp. 239.
- BROWN, D. 1994. Principles of Language Learning and Teaching. New Jersey: Prentice Hall Regents.
- CELINO, S.M. 2001. As cited by Pontino, E. (2005) Readin Competencies Along Word Recognition Skills of Grade III Pupils in Tublay District, Benguet. Unpublished Master's Thesis. Benguet State University, La Trinidad Benguet .P. 8



- CORTES, J.R. 2000. As cited by Martin, J.P. (2005). The EDCOM Report in Retrospect and Prospect. *The Philippine Journal of Education*. 79 (2):57-91.
- CRUZ, P.Z. et al 1976. *Teaching the Elementary Schools Subjects*. Quezon City. Rex Books store. P. 72.
- CUYAN, D.D 1985. *Reading Comprehension Skills in the Division of Benguet*. Unpublished Master's Thesis, Baguio Central University, Baguio City. P.13.
- DALLMAN, M. et al. 1978. *The Teaching of Reading*. 5th edition. Chicago: Holt, Rinehart, and Winston, 1978. P.17.
- DICLAS, 2004. As cited by PONTINO, E.D. 2005. *Reading Competencies Along Word Recognition Skills of Grade III Pupils in Tublay District*. Unpublished Master's Thesis, Benguet State University, La Trinidad, Benguet. Pp 51-52
- DOLCH, E.W. 1945. *A Manual for Reading* 2nd Edition.
- DURKIN, D. 1978 "Pre-First Grade Starts in Reading: Where do we start?" *Educational Leadership*, Volume 36, no. 3, P. 174.
- EGGEN, P. and KAUCHAK D. 1994. As cited by BAYAO, E.F. 2004. *Grammar Skills Proficiency of the Education Student Observers of the Cordillera College*, Unpublished Master's Thesis. Benguet State University.P.38
- ELIGIO, R. 1996. As cited by BAYAO 2004. *Performance of the University of Baguio Teacher Education Graduates in the Professional Board Examinations for Teachers since 1992*. Unpublished Master's Theses. University of Baguio, Baguio City. P.30
- ESNARA, C.P. 1990. As cited by Mayomes (2006) *Reading Difficulties of Grade V Pupils in Kayapa District, Nueva Vizcaya*. Unpublished Master's Thesis. Baguio Central University, Baguio City. Pp. 1-80
- FLORES, C.V. et al. 2001. *Drift*. Revised Edition. JO-ES Publishing House Inc. Pp. 91, 95.
- GARRIDO, et al 1997 as cited by BAYAO, E.F. 2004. <http://www.ince.mec.esl.P.9>



- HARRIS, A.J et al. 1981. *Effective Teaching of Reading* (New York: David Mchay Company Incorporated.) P. 425.
- HUFANA, 1987. As cited by As-il, E. 1997. *English Communication Proficiency of First Year High School Students of SLU-Pacdal*, Unpublished Master's Thesis. University Of Baguio, Baguio City.
- LAKOFF, 1984. As cited by Bayao 2004. *Principles of Language Learning and Teaching*. New Jersey. Prentice Hall Regents. P. 9.
- MANUEL, M.V. 2002. *Academic Performance of Pupils in the Mobile Schools in Benguet*. Unpublished Master's Thesis Benguet State University, La Trinidad, Benguet. P. 10.
- MARTIN, J.P. 2005 *Reading Performances of Grade Three Pupils in Central and Non-Central Schools of KABAYAN, Benguet*. Unpublished Master's Thesis, Benguet State University, La Trinidad, Benguet. P. 3.
- MONDERO, A.B. 1995. *Reading Difficulties among Grade Two pupils*. *Modern Teacher*. Volume XLVI no. 6, Pp. 241- 243.
- NILSEN, 1980. As cited by Bayao, 2004. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall regents. Pp.9-10.
- ORIONDO, L.L et. Al 1982. *Basic Reading Skill book*. ABIVA Publishing House, Inc. 851 G. Araneta, Avenue, Quezon City. P. 16.
- OASAN, M.S. 1996. *Factors Affecting Student's Performance in Physics, Statistics*. Unpublished Bachelor of Science Thesis, Benguet State University, La Trinidad, Benguet. P. 8.
- PONTINO, E.D.2005 *Reading Competencies Along Word Recognition Skills of Grade Three Pupils in Tublay District*. Unpublished Master's Thesis. Benguet State University, LA Trinidad, Benguet.Pp.28-36.
- PUGAL, M.A. 1998. *The Performance of Grade IV Pupils in English in LA Trinidad District*. Unpublished Master's Thesis. Baguio Central University, Baguio City. Pp. 84-96.
- SALLATIC, C.L. 1998. *Listening Ability, Reading Speed and Reading comprehension of Intermediate Pupils in the Division of La Union*.



- Unpublished Master's Thesis. Benguet State University. La Trinidad, Benguet. Pp. 68, 93.
- SIMULTOG, 2004. As cited by PONTINO, E.D. 2005. Reading Competencies along Word Recognition Skills of Grade Three Pupils in Tublay District. Unpublished Master's Thesis. Benguet State University, La Trinidad, Benguet. Pp. 7-8.
- SMITH, H.P and DECHANT, E. 1961. Psychology in Teaching Reading, New Jersey: Prentice Hall Incorporated. P.377.
- STEFFERUD, A. 1962. The Wonderful World of Books. New York: The New American Library of World Literature Inc.
- REED, H.B. 1989. Psychology of Elementary Education. New York. Gina and Company. P. 40.
- ROLDAN, A.H. 1975. College Reading and Writing. Green hills, Rizal: Reading Dynamics Incorporated. P. 1.
- ROWENTREE, J.B. 1976. As cited by GADGADAN (2004). Reading [http: www. ofsted.gov. uk/public/index.htm](http://www.ofsted.gov.uk/public/index.htm).
- TOCLO, M.B. 2001. Reading Comprehensions Skills of Grade Three Pupils in Itoyon District. Unpublished Master's Thesis. Benguet State University, La Trinidad, Benguet. pp. 40-43.
- TUYAN, J. 2003. Reading Comprehension of the Teacher Education Students at Benguet State University. Unpublished Master's Thesis. Benguet State University, La Trinidad, Benguet. Pp. 8-11.
- VENTURA, M.J. 2004. Reading Competencies Along Word Recognition Skills of Grade I Pupils of La Trinidad, Benguet. Unpublished Master's Thesis, Benguet State University, La Trinidad, Benguet. Pp. 44-46.
- VILLAFLOR, T.V.1996. The Reading Performance of the College Freshmen of UNP. The Modern Teacher Magazine. Volume XLV, no. 6 pp. 237-238.
- VILLAMIN, A. 1999. Innovation Strategies in Teaching Reading. Manila: SIBS Publishing House Incorporated. P. 3.



VILLAMIN, A. 1989. Innovative Strategies in Teaching Reading: (Quezon City: Phoenix Publishing House Incorporated). Pp 12-13.



APPENDIX A

COMUNICACION

Republic of the Philippines
Department of Education
Cordillera Administrative Region
Benguet Division
La Trinidad, Benguet

November 08, 2006

MARY B. NAMUHE, CESO V
Schools Division Superintendent
Benguet Division
La Trinidad, Benguet

Madam:

I have the honor to request permission to conduct a study on “Reading Competencies Along Word Recognition Skills in Lepanto Elementary School” for the school year 2006-2007. This is in partial fulfillment of the requirements of Master of Arts in Elementary Education, which I am pursuing at Benguet State University, Buguias Campus, Loo, Buguias, Benguet.

Your kind approval is highly appreciated.

Respectfully yours.

BETTY T. PANONOT

Recommending Approval:

CARLOS P. LUMA-ANG, Ed.D
Chairman/Adviser

Approved:

MARY B. NAMUHE, CESO V
Benguet Division Superintendent



Republic of the Philippines
 Department of Education
 Cordillera Administrative Region
 Benguet Division
 Mankayan District

December 08, 2006

LINDA B. GUEVARRA
 Public Schools District Supervisor
 Mankayan District
 Mankayan, Benguet

Thru: ALICE P. GUADANA
 Principal
 Lepanto Elementary School
 Lepanto, Mankayan, Benguet

Madam:

Greetings!

I would like to conduct a study entitled: “Reading Competencies along Word Recognition Skills of Grade Three Pupils in Lepanto Elementary School”, as partial requirements of the master’s degree I am pursuing.

In view hereof, I respectfully request your permission to float questionnaires to the Grade Three Pupils on December 12, 2006. It is hoped that findings of this study will contribute to the improvement of the pupils and the school.

Your whole-hearted cooperation will be highly appreciated.

Thank you and God bless!

Respectfully yours,
 BETTY T PANONOT
 Researcher

ALICE P. GUADANA
 Principal

LINDA B. GUEVARRA
 Public Schools District Supervisor



QUESTIONNAIRE

Dear Pupils,

Below are questions for you to answer. Please read and understand before answering honestly.

PART I. Background Information

A. Name: _____

B. Section: _____

C. Gender: _____

D. Parent educational Attainment

A. Father

B. Mother

_____ College
 _____ High School
 _____ Elementary
 _____ No Schooling

_____ College
 _____ High School
 _____ Elementary
 _____ No Schooling

E. Occupation Of Parents

A. Father

B. Mother

_____ Miner
 _____ Driver
 _____ Farmer
 _____ Policeman
 _____ Office worker
 _____ Others(Specify)

_____ Housekeeper
 _____ Teacher
 _____ Street sweeper
 _____ OFW
 _____ Office worker
 _____ Others(Specify)

F. Ethnic Affiliation

_____ Kankanaey
 _____ Ilokano
 _____ Ibaloi
 _____ Tagalog

_____ Kalanguya
 _____ Kalinga
 _____ Muslim
 _____ Others(Specify)



II. READING SKILLS. The following are skills in reading. Check your performance level (by rating each according to the number of correct answers derived from the test material) where:

E	Excellent	10 points	4
VS	Very satisfactory	7-9 points	3
S	Satisfactory	5-6 points	2
F	Fair	0-4 points	1

Reading Skills	Excellent	Very Satisfactory	Satisfactory	Fair
a. Basic sight words				
b. Picture clues				
c. Configuration clues				
d. Structural analysis				
e. Context clues				

III. Rate your difficulty in the following reading skills (based on the errors from the test material).

VD	Very Difficult	5 and above	4
MD	Moderately Difficult	3-4	3
SD	Slightly Difficult	1-2	2
ND	Not Difficult	0	1

Reading Skills	Very Difficult	Moderately Difficult	Slightly Difficult	Not Difficult
a. Basic sight words				
b. Picture clues				
c. Configuration clues				
d. Structural analysis				
e. Context clues				



IV. RECOGNITION SKILLS

A. Basic Sight Words

Direction: Listen carefully as your teacher pronounces the words. Encircle the correct word pronounced in each number.

- | | | | |
|----------|--------|--------|----------|
| 1. cough | cup | rough | off |
| 2. drain | grain | sour | better |
| 3. cane | cone | could | couldn't |
| 4. gave | gutter | gay | got |
| 5. draw | grow | done | dare |
| 6. gel | gill | gate | get |
| 7. cold | could | can | clean |
| 8. let | late | little | lot |
| 9. face | fish | make | neck |
| 10. seal | sale | soul | sail |

B. Picture clues

Direction: Encircle the letter of the correct picture.

- The boy is brushing his teeth. (Pictures were drawn in the coupon bond).

- The children are planting tree.

- Father and son are swimming.



4. The girl is feeding the chicken.

5. Mother is washing clothes.

Study the picture. Then underline the word found in the parenthesis that best completes the sentence.

6. This is a (fruit, flute, plant).

7. The (birds, ducks, dogs) fly up in the sky.

8. This (shower, shoulder, flower) is fresh and beautiful.

9. The boys are (holding, catching, picking) butterflies.



10. The Philippine (frog, banner, flag) symbolizes our country.

C. Configuration clues. Fill in the boxes with the correct word.

1. lemon mango apple

2. plain plaza plant

3. planet pledge pale

4. bless brake breeze

5. money crying making

Direction: The following pairs of sentences are alike except for one word. Encircle the word that is different from the first sentence.

6. a. The children play on the slide.
b. The children play on the slope.



7. a. It is important to look healthy everyday.
b. It is important to look hungry everyday.

8. a. The tired hikers walk with a shoe.
b. The tired hikers walk with a shoe lace.

Encircle the two similar phrases from the sentence.

9. a. There are three books on the teacher's table.
b. The teacher is holding three books.

10. a. There is an apple on the fruit basket.
b. She has an apple.

D. Structural analysis. Direction: Encircle the correct synonyms of the underlined word.

1. Parents scold their children if they are not honest. Not honest is the same with

- a. unhealthy b. inappropriate c. dishonest

2. There are some pupils who do not behave in the school. Pupils who do not behave means those who

- a. insure b. misbehave c. unhealthy

Choose the correct prefix in the following words.

3. a. in
b. un happy
c. dis

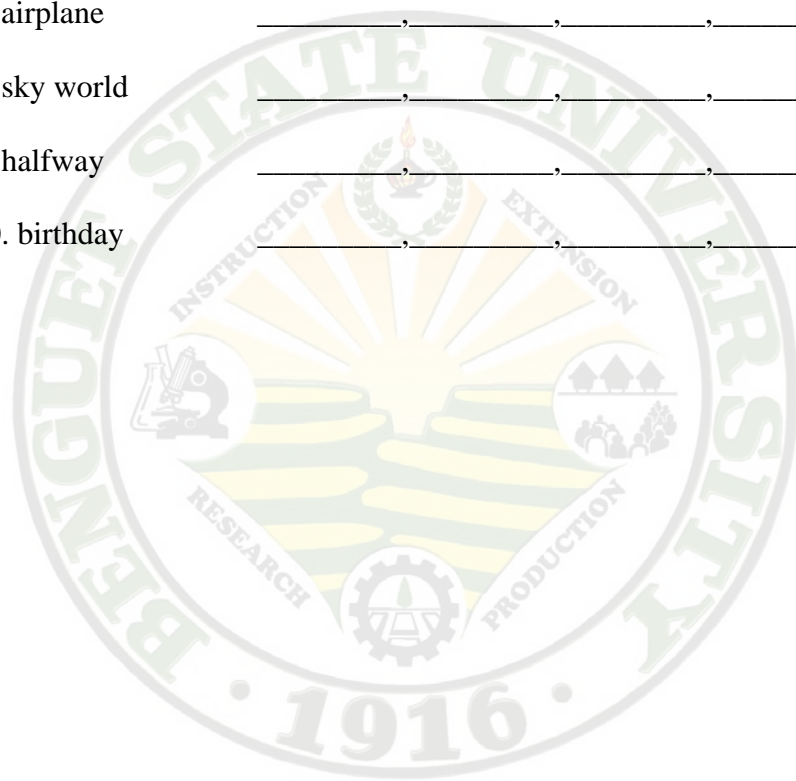
4. a. im
b. un polite
c. dis



5. a. dis
b. an correct
c. in

Write a small word from the big word.

6. grandmother _____, _____, _____, _____
7. airplane _____, _____, _____, _____
8. sky world _____, _____, _____, _____
9. halfway _____, _____, _____, _____
10. birthday _____, _____, _____, _____



E. Context clues.

Direction: Encircle the correct meaning of the underlined word from the parenthesis.

1. People adorn their houses with lanterns during Christmas season.
-adorn means (clear, decorate, paint)
2. The child was frightened when the dog barked at him.
-frightened means (excited, happy, afraid)
3. Father is industrious. He works in the field morning and afternoon.
-industrious means (lazy, sleepy, hardworking)
4. The wealthy man gave foods and medicines to the flood victims.
-wealthy means (poor, rich, mad)
5. The courteous boy took off his hat before entering the room.
-courteous means (handsome, bright, polite)

Direction: Fill in the blanks the correct word to complete the sentence.

6. My parents save money in the _____.
a. bench b. bank c. bunk
7. People love to watch the magician doing many _____.
a. left b. trash c. tricks
8. The school children _____ their books in the library.
a. left b. leaf c. lift
9. We should never forget to _____ God for everything we have.
a. tank b. thank c. think
10. The farmers _____ some oranges from the orchard.
a. peak b. pick c. pack



BIOGRAPHICAL SKETCH

The researcher was born at Guina-ang, Bontoc, Mountain Province. She is married to Mel Cawas Panonot of Tadian, Mountain Province and Labueg, Kapangan, Benguet. They are blessed with three boys.

She had her primary education at Lepanto Elementary School. From 1992-1996, she had completed her secondary education at Lepanto National High School, Lepanto, Mankayan, Benguet.

With the support of her brothers and sister, she enrolled at Cordillera Career Development College. She took difficulties of life as a challenge in her studies and had her academic scholarship for less than three years. She had her graduation on April 2001 because of the full support of her family. She passed the Licensure examination for Teachers in the same year.

At present, she is teaching at Lepanto Elementary School while waiting for her appointment. She believes that whatever success she has in life, it is because of the help and love of God and for this, “All Glory be to God”

