



An In-Depth Analysis of the Oral Reading Comprehension of the Grade 7 Students of Liceo de Pulilan Colleges Inc.

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Abstract

Literacy, defined as the ability to read and write, was considered a vital skill for personal success and societal development. In the Philippines, the literacy rate was reported at 96% in 2019 (World Population Review, 2024). However, reading comprehension remained a significant concern. According to the 2022 Program for International Student Assessment (PISA), the Philippines ranked 76th out of 81 participating countries in reading comprehension (Servallos, 2023). This was not a new trend; in the 2018 PISA, the country had ranked the lowest among 79 nations, indicating a persistent challenge in improving reading skills among Filipino students. This study provided an in-depth analysis of the oral reading comprehension skills of Grade 7 students at Liceo de Pulilan Colleges Inc. It aimed to determine the factors that affected their reading proficiency and to identify strategies to enhance their comprehension abilities. Using a mixed-methods approach, the research assessed student performance through standardized tests, classroom observations, and teacher interviews. The findings revealed significant gaps in reading comprehension, which were attributed to several factors, including teaching methods, language exposure, socio-economic conditions, and limited access to reading resources. The study emphasized the need for targeted interventions and instructional improvements to bridge these gaps and foster a higher level of literacy among students. Ultimately, the research contributed to developing effective educational policies and practices that aimed to enhance reading skills, supporting students' academic success and lifelong learning potential.

Keywords: Educational Interventions, Grade 7 Liceo de Pulilan Colleges, Literacy, Oral Reading, Reading Comprehension

Introduction

Reading comprehension is indeed a multifaceted cognitive process, as highlighted by Elleman and Oslund (2019) who describe it as one of the most complex cognitive activities humans engage in. This complexity arises from the involvement of numerous cognitive processes such as decoding words, understanding sentence structure, grasping context, making inferences, and integrating information. Consequently, teaching, measuring, and researching reading comprehension pose significant challenges.

A plethora of factors contribute to the complexity of reading comprehension, as noted by Lastiri (2022). Anxiety while reading, low reading motivation, undeveloped word decoding skills, and medical problems like dyslexia or ADHD can all impact comprehension. These factors not only impair concentration and hinder understanding but also lead to poor comprehension outcomes.

Moreover, comprehension difficulties often become apparent when individuals only grasp parts of what they are reading (Lastiri, 2022). This fragmented understanding can result in misunderstandings or incomplete interpretations, highlighting the challenges readers face in connecting ideas and following the logical flow of the text.



Additionally, students with learning difficulties may struggle to transfer knowledge from short-term to long-term memory (State Government of Victoria, Australia, 2019). Even if they appear to understand concepts initially, they may find it challenging to retain information over time, emphasizing the importance of reinforcing learning through repeated practice and engagement.

In light of these complexities and challenges, this research aims to explore effective strategies for improving reading comprehension among students. By addressing the multifaceted nature of reading comprehension and considering the diverse range of factors influencing it, this study seeks to contribute to the development of more targeted and effective instructional approaches.

Theoretical Framework

The theoretical framework for this study is rooted in contemporary advancements in reading comprehension research, specifically the **Cognitive-Constructivist Theory of Reading** by Cain and Oakhill (2023), which integrates principles of cognitive processing, metacognition, and contextual learning. This framework provides a modern lens for analyzing the oral reading comprehension of Grade 7 students, emphasizing how cognitive mechanisms, active engagement, and environmental factors interact to influence comprehension outcomes.

This framework draws on three key theoretical pillars:

1. **Cognitive-Constructivist Theory of Reading (Cain & Oakhill, 2023)**

This theory posits that reading comprehension is an active, constructive process where readers actively generate meaning by integrating prior knowledge, text content, and real-time cognitive processing. It highlights the critical role of working memory, inference generation, and comprehension monitoring in oral reading. Oral reading is seen as a dual process involving fluent decoding and the ability to construct mental models that reflect the underlying meaning of the text.

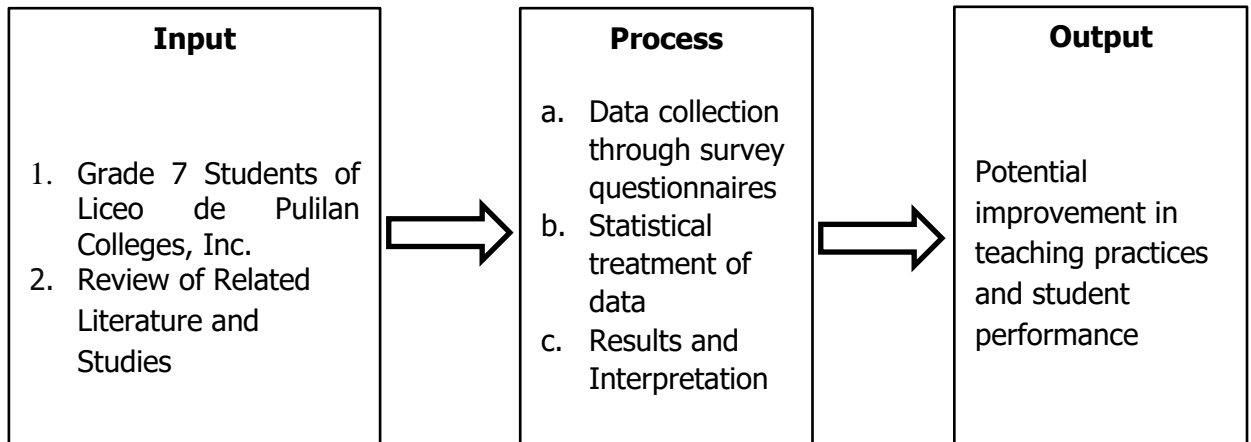
2. **Dual-Process Theory of Fluency and Comprehension (Perfetti, 2023)**

This theoretical perspective emphasizes that fluency—accuracy, speed, and prosody—is a foundational element of oral reading comprehension. Perfetti suggests that fluency allows cognitive resources to shift from decoding to higher-order processes such as making inferences, understanding context, and engaging with the text's deeper meanings. Oral reading comprehension, therefore, requires an interplay of automatic processes (e.g., word recognition) and controlled processes (e.g., comprehension strategies).

3. **Ecological Systems Theory in Literacy Development (Bronfenbrenner, Reinterpreted 2023)**

This modern interpretation situates oral reading comprehension within a broader sociocultural and ecological framework. It emphasizes that reading development is influenced by multiple systems, including the microsystem (e.g., classroom interactions, teacher instruction), mesosystem (e.g., family support and school policies), and exosystem (e.g., community literacy resources). The ecological context shapes students' motivation, engagement, and opportunities to practice reading.

Conceptual Framework:



The conceptual framework of this study is anchored on the interactionist perspective of reading comprehension, which integrates cognitive, linguistic, and sociocultural factors to provide a holistic understanding of how students process, interpret, and respond to oral texts. Drawing from the theories of reading comprehension proposed by Snow (2022) and Kintsch (2018), this framework emphasizes the dynamic interplay between the reader, the text, and the context within which reading occurs.

In this study, the oral reading comprehension of Grade 7 students at Liceo de Pulilan Colleges Inc. is conceptualized as the outcome of three interdependent dimensions:

1. Cognitive-Linguistic Factors

These include the students' decoding skills, vocabulary knowledge, and syntactic awareness. Successful oral reading comprehension necessitates the integration of phonological processing and the mental representation of meaning. Fluency, encompassing accuracy, rate, and prosody, serves as a bridge between word recognition and text understanding.

2. Sociocultural Context

The framework acknowledges that comprehension is influenced by the students' prior knowledge, cultural background, and exposure to reading practices both at home and in school. The social environment, including teacher support, peer interactions, and access to reading materials, shapes students' attitudes and motivation toward reading.

3. Instructional Interventions

The role of pedagogical strategies is central to enhancing reading comprehension. Effective teaching practices, such as scaffolding, interactive read-alouds, and comprehension strategy instruction (e.g., questioning, summarizing, and visualizing), are viewed as critical inputs that facilitate students' ability to engage with and make sense of oral texts.

Research Objectives: The research focused on understanding the level of reading skills and comprehension level of the grade 7 students of Liceo de Pulilan Colleges Inc with the specific goal of finding new strategies and intervention to improve literacy skills of the students.



Specifically, this research aimed to:

1. Identify the level of reading skills of Grade 7 students of Liceo de Pulilan Colleges.
2. Assess the reading comprehension level of students using the Phil-IRI Reading Test.
3. Investigate the Grade 7 students' number of words per minute.
4. Measure the totality of Grade 7 students with independent, instructional and frustration reading level.

Literature Review

Related Literatures

Reading Comprehension

Reading is one of the macro skills of communication. It is one of the essential elements to be learned and mastered when a non-native speaker wants to learn a language, including English. (The Classroom, 2023).

It is a skill that needs to be developed not just because one learn through it, but because there are other beneficial effects on people like improving one's critical thinking skills, building vocabulary and enhancing conversation skills, teaching social skills, strengthening of cognitive processes, building background knowledge, reducing stress, improving sleep, retaining of memory, strengthening writing skills, building of problem solving skills, and many more. (95 Percent Group, 2024)

In most cases, students have the capacity to read, but it doesn't equate to understanding, and this poor reading comprehension may affect them in terms of academic performance which may be reflected in having poor grades, examination and test scores. (Salalima & Pimentel, 2021)

According to a study conducted in Sorsogon among Grade 6 pupils, there are several factors which may be affecting the reading comprehension of the students. It is categorized into six factors which includes: Pupil factors, Language factors, Teacher factors, School Head factors, School factors, Home factors, and Community factors. The factor with the highest mean percent is the "Language factors" with a percentage of 844.06. This indicated that most of the Sorsogon learners' reading comprehension are affected by poor/limited vocabulary, poor grammar/spelling, low comprehension level, unfamiliarity of words in the selection used, and the lack of immersion of the English language. Additionally, they also investigated the reading level of the pupils in both oral and silent reading using the Phil-IRI reading test. The findings reveal that in both reading methods, the majority are frustrational readers. (Estremera & Estremera, 2018)

Related Studies

Oral reading aloud, along with silent reading are the two kinds of reading methodology that can support reading comprehension among pupils. In a study conducted among 2 graders, oral reading is the least preferred reading method because they are more prone to miss words and get lost of track in their reading. Plus, it is a less peaceful way of reading because it requires



them to voice out reading. These reasoning had an effect on their reading comprehension. (Cruz & Mendoza, 2024)

Through an oral reading activity, an educator may observe the learners' fluency, speed, correct use of pronunciation, and the utilized reading strategies to diagnose the challenges or barriers that may be impeding the learners' development in reading. It is noted that educators may utilize an oral reading record for a number of purposes like guiding at-risk readers, tracking students' development, checking their comprehension while reading, providing appropriate teaching methods in accordance with the students' capabilities and needs. (Michigan Literacy Progress Profile, n.d.)

When assessing oral reading comprehension, it is vital to also analyze the miscues that occurred during reading to see the patterns that affects the learners' reading experience. In a study conducted on 5th graders, a Reading Miscues Inventory (RMI) was executed to classify the miscues of the students. Based on the results, males had a total of 295 miscues while females had 225. On their attempts of correcting their miscues, which is deeply encouraged by educators, males made 160 successful attempts at correcting their miscues, while females made 176 successful attempts. On the other hand, males made 82 unsuccessful attempts, while females made 30. (Ali & Ghnee, 2023)

Research Methodology

Research Locale

The study was conducted at Liceo de Pulilan Colleges Inc., located at Brgy. Longos, Pulilan, Bulacan, 3005, Philippines.

Participants/Respondents of the Study

Grade 7 Kasumuran are the chosen respondents of the study because the researchers seek to identify whether they have already achieved competence in reading comprehension throughout their time in elementary. Additionally, a study conducted at San Nicolas National High School attracted the curiosity of the researchers of this study even more. They found that out of the 70 Grade 7 students they have tested, the majority of them performed low in reading comprehension due to several factors like fluency, vocabulary, background knowledge, comprehension strategies, and lack of self-motivation. (Vertucio, 2019)

Grade 7 Kasumuran consists of 21 students. Out of those, 95% or 19 students was aimed to be observed. The researchers came up with this number by, considering the most commonly used confidence level of researchers which is 95%. (NIST, n.d.) The next step done was the Slovin's formula to get the sample size of the population. (hotjar, n.d.)

Data Gathering Procedure

A test was conducted by having a student read aloud a selected reading passage while the researcher counts miscues to determine word accuracy, the researcher will also set a timer to determine how many words the student can read under 1 minute. The student will then

answer comprehension questions and that will determine their understanding of the text. (Lego, 2019)

Data Analysis Procedure

After gathering all the data of the participants, the researcher used the Interpretation table to accurately see the Phil-IRI results. The researchers also used graphs to identify how many students are on the independent, instructional, and frustration level based on their oral reading skill, word accuracy, and comprehension test.

Research Instrument

The study used the Phil-IRI English Oral Reading Test.

Ethical Considerations

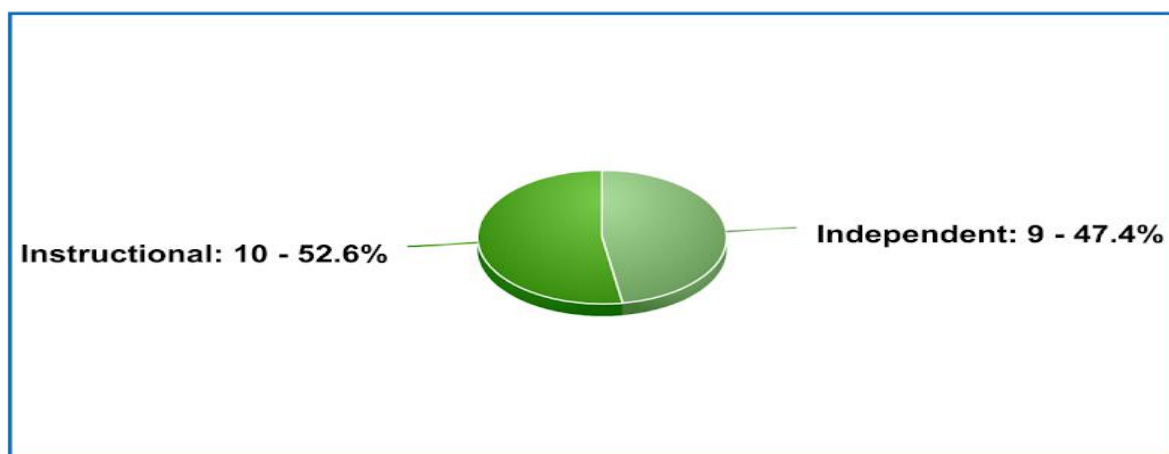
This study was conducted with utmost professionalism and proper etiquette. The researchers provided an approval letter signed by their course professor to be presented to the Grade 7 adviser, their English Teacher, and the institution's President to seek permission to execute the data gathering procedure. In the said letter, the researchers will assure all the involved parties that their identity will not be disclosed to anyone in accordance with the Data Privacy Act of 2012. (National Privacy Commission, n.d.) The researchers also guarantee that the final results of the study will be presented to all of the participants.

Results and Discussion

I. Word Accuracy Level

Interpretation

This pie graph shows the overall word accuracy level of the Grade 7 students. It illustrates the result that 10 out of 19 students or 52.6% belong to the Instructional level, while



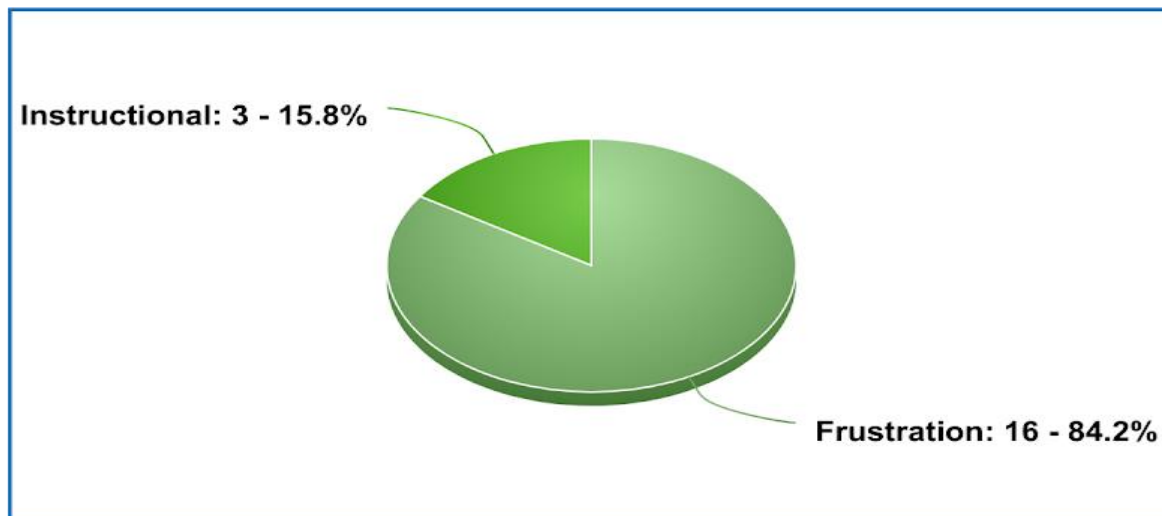
■ Independent ■ Instructional

meta-chart.com

9 out of 19 students or 47.4% of students belong to the Independent level, and no one is on Frustration level.

II. Comprehension Level

Interpretation: The significant majority of 7th-grade students are categorized as having frustration-level comprehension skills, with 16 out of 19 students falling into this category, representing 84.2 % of the total. These students struggle with both accurately decoding words and grasping the meaning of the text. Conversely, a smaller percentage, only 3 out of 19 students or 15.8 %, are classified as having instructional-level comprehension skills. These students possess sufficient accuracy and understanding to handle text at their grade level with some support or guidance. Notably, no students have achieved an independent comprehension level, indicating that none of the Grade 7 students are presently capable of reading and



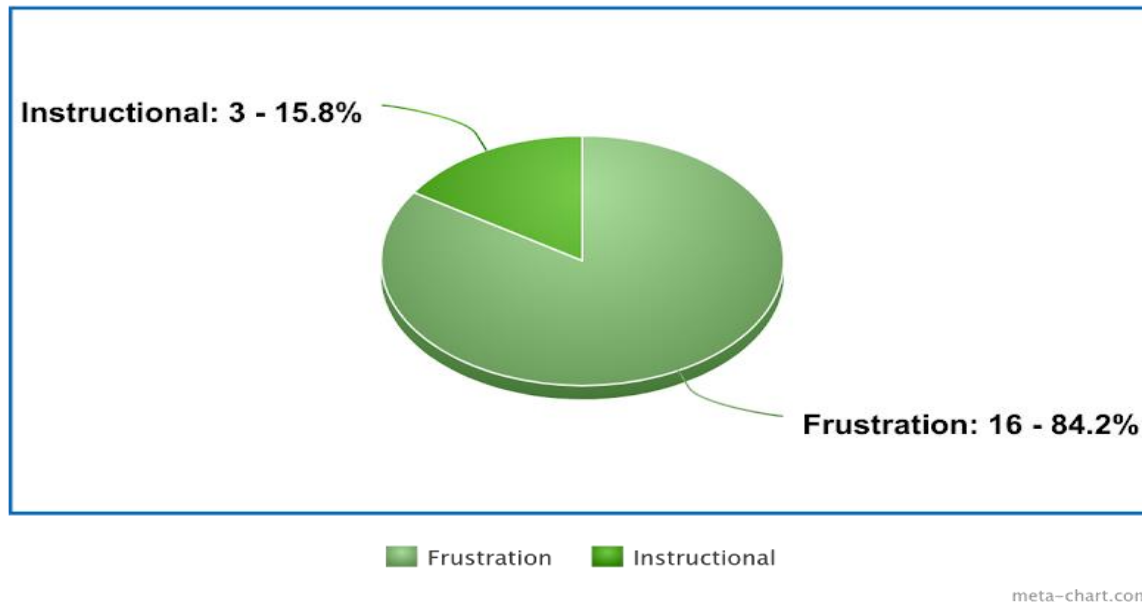
■ Frustration ■ Instructional

understanding texts autonomously without assistance.

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III. Oral Reading Level

Interpretation: This pie graph shows the overall reading level of the Grade 7 students, with the combination of both Word Accuracy and Comprehension levels using the Interpretation Table. It illustrates the result that 16 out of 19 students or 84.2% belong to the Frustration level, while only 3 out of 19 students or 15.8% of students belong to the Instructional level, and no one reached the Independent oral reading level. This graph almost reflects the Comprehension



level, since it is one of the most vital aspects of Oral Reading.

Conclusion and Recommendation

Conclusion

Based from the findings of the study, the researchers therefore conclude that:

- The Grade 7 - Kasumuran have poor oral reading skills, ranging from Instructional to Frustrational Readers. They all have the capacity to read orally, but the majority of students found it challenging to demonstrate their comprehension through a series of multiple choice questions.
- This research may serve as a foundation for future interventions, curriculum enhancements, and professional development initiatives aimed at strengthening oral reading comprehension skills among Grade 7 students. By prioritizing effective teaching strategies, individualized support, and continuous assessment, educators can empower students to become proficient oral readers, critical thinkers, and lifelong learners. The findings of this study have potential to inform educational practices and contribute to the academic success and holistic development of Grade 7 students of Liceo de Pulilan Colleges Inc.

Recommendation

From the findings and conclusion, the following recommendations were drawn and suggested:

- Students should make an effort to enhance their word accuracy by reading often.



- Teachers should use different methods to monitor the students' fluency. Teachers can utilize the timed repeated reading as instructional practice to monitor students' fluency. According to (Reading Rockets, 2015) repeated readings, under timed conditions, of a familiar instructional level text can not only help teachers to monitor their students' fluency but can also help increase students' reading speed which, in turn, can improve comprehension.
- The school administration should run a diagnostic assessment to assess students' fluency to other grade levels.
- The Department of Education should be aware and use its resources to aid students.
- Future researchers may assess Filipino passage to determine the relationship between the word accuracy level of the student and the language of the passage.

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