

THE COMPREHENSION LEVEL OF SELECTED GRADE FOUR PUPILS VIS-A-VIS TEXT AND TEST TYPES IN FILIPINO

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ABSTRACT This descriptive-correlation study assessed the comprehension level of selected Grade 4 pupils by subjecting them to three types of test (informal reading inventory, cloze test, and retelling) in two kinds of texts (narrative and expository). The results revealed that the pupils had the same comprehension levels for each test type no matter the genre of texts although of varying levels: frustration in cloze test, instructional in informal reading inventory, and independent in retelling. Overall, the comprehension levels showed slight correlation between text types, where an increase in narrative comprehension level slightly increased the comprehension level in expository texts. Meanwhile, a negative negligible correlation was observed between comprehension levels and test types using informal reading inventory and cloze test while high positive correlation was observed between comprehension level and test types using retelling. Results suggested that comprehension levels depend on the test type, not on the text types, and this calls for the use of multiple assessments for instruction and placement.

Keywords: comprehension levels, text type – narrative and expository texts, test type – informal reading inventory, cloze test, retelling

Introduction

Reading is an important skill that needs to be learned at an early age because it will make the learning of other skills, content, and knowledge easier owing to the fact that the foundation of almost all learning can be acquired through reading. Yet many children seem to fail in acquiring this skill. Greaney (1996) said that around 1 billion people in the world, who are mostly from the developing countries, cannot read. Without the ability to read, they are deprived of access to information about health, social, and cultural issues, or the simple appreciation that leisure reading brings.

In the Philippines, majority of the Filipino students do not possess the ability and motivation to read. Moreover, based on an evaluation of Scholastic Incorporated (2007) cited in Philippine Star (2010), 70% of the nation's learners are incapable of reading within the expected level. Scholastics Incorporated explained that one cause of this reading incapability is a mismatch between the reader's ability and the level of reading materials that students are required to read. Borja (2009) cited Dr. Quijano, former Department of Education (DepEd) administrator, who believed that a decline in the reading comprehension also reported a decline in many other areas.

Borja (2009) and Luz (2007) stated that reading problems are the main culprit for the poor reading performance of students in the National Achievement Test (NAT). Luz (2007) pointed out that Filipino elementary graduates have a low level of reading comprehension. Borja (2009) even mentioned that the reading comprehension results (66.33%)

revealed a low score or at the “near mastery level” in all subject areas. Detamble (2005) added that there was even a decline in Filipino language proficiency based on the National Achievement Test results from 61.26% in 2001 sliding down to 42.48% in 2005. This shows that Filipino learners are faced with difficulty in comprehending academic texts even if these are written in Filipino. This paper intended to continue with regards the comprehension level of elementary pupils using academic texts in Filipino with two types of text in three types of test.

Specifically, the study aimed to:

1. Identify the comprehension levels of selected Grade 4 pupils based on text types as to narrative and expository texts;
2. Determine the comprehension levels in reading Filipino narrative texts based on test types: informal reading inventory, cloze test, and retelling;
3. Find out the comprehension levels in reading Filipino expository texts based on test types: informal reading inventory, cloze test and retelling;
4. Determine the relationship between comprehension levels and text types, and comprehension levels and test types.

Snow (2002) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Maria (1990) also explained reading comprehension as a holistic process of constructing meaning from written text through the interaction of the reader’s knowledge he brings to the text, like word recognition ability, word knowledge, and knowledge of linguistic conventions; the reader’s interpretation of the language used in meaning-

making from the text; and the reader's situation while reading the text. McNamara and Kendeou (2011) added that reading comprehension is a product of mental representation in the reader's memory. This mental representation happens in the process of reading. Failure in the reading process leads to low comprehension product.

As learners construct meaning, they bring with them language experiences that widen their understanding of how the world works, improving their schema. Prior knowledge or schema is a unit of organized ideas that represents concepts, relationships, situations, events, sequence, and more. It is the building blocks of knowledge which can help the readers understand the reading material. Schema aids reading comprehension.

According to the theory described above, there are two types of schema. These are formal schema and content schema. Formal schema relates to the rhetorical structure of different text types - narrative and expository. Narrative texts generally speak of story grammar which consists of character, setting, plot, and theme. On the other hand, expository texts are mostly top level pattern where major and minor details are presented in hierarchical order. Unlike the narratives, expository structure is used to tell, describe, explain, enumerate sequence, compare and contrast, identify cause and effects, and point out problem and solutions, which affect the readers' interaction and comprehension. On the other hand, content schema is the knowledge of the content which includes knowledge about people, culture, and world to help the readers understand the texts.

It has long been claimed that scores based on types of text and test can be related to the three functional reading levels of learners (Betts, 1946) — whether independent, instructional, or frustration. Independent level is in which readers understand a text without assistance from an adult

(or a teacher); instructional level is one in which assistance from an adult (or a teacher) to read and understand a text is required; and frustration level is one in which the assistance and guidance given to readers appropriate for their grade level appear to be of no use as manifested by their failure to make sense of the text. The reading levels require assessment in relation to the types of text and test format to determine whether these variables influence the meaning-making process, although the study assumes that a positive correlation exists among them (Gillet and Temple, 1990).

Pinter (2006) defined assessment as the process of analyzing data teachers use to get evidence about the learner's performance and progress. Through assessment, teachers can see the gaps between the objectives, the child's performance, and topics that need to be reinforced.

Rubin (2011) expressed that teachers do not need to rely on a single assessment procedure because multiple assessments can make sound decisions on how instruction should be executed to the diverse needs of the pupils; show a picture of student achievement on his comprehension; and give numerous data on the different dimensions of the child's reading skill. Pinter (2006) referred to this multiple assessments as triangulating data by gathering information from more than one source which can provide teachers with more reliable results as they explore deeply and confirm the findings from various instruments and sources.

Nowadays, teachers are encouraged to go beyond paper-and-pencil assessment of children's accomplishment. Pinter (2006) and Rubin (2011) advised to explore alternative assessments which permit children to be more engaged. Rathvon (2004) and Paris (2007) said that teachers use most frequently informal reading inventory, cloze test, and retelling for assessing comprehension especially for beginning readers. These assessment measures can identify

children who need additional instruction for reading and can bridge reading tasks from reading to oral recalls. In addition to that, different types of comprehension assessment pull out different levels of understanding.

This study aimed to assess the comprehension level of selected Grade 4 pupils in reading Filipino texts; narrative and expository using three types of test; informal reading inventory, cloze test and retelling.

Informal Reading Inventory (IRI) is a series of reading passages that are arranged in order of difficulty, and is accompanied by comprehension questions (Cooper, Chard, & Kiger, 2006), the purpose of which is to determine students' approximate reading levels (independent, instructional, and frustration). However, Rathvon (2004) said that each type of passage comprehension test measures different set of skills involving reasoning skills such as lexical knowledge (vocabulary), semantic knowledge (meaning), and syntactic knowledge (structure of language). Cain and Oakhill (2006) also explained that using questions-response test or multiple choice (like the informal reading inventory) is limited in their efficiency as it can be difficult to write good comprehension questions and create parallel tests. Moreover, varying levels of pupils' schema are also taken into account in constructing comprehension questions. Pyrczak (1975) asserted that multiple choice test items open the way to guess the answer without reference to the reading passage.

Cloze test, as defined by Harris and Smith (1986), is derived from "closure" which refers to filling in or completing pictures, sentences, or stimuli. Pikulski and Tobin (1982) suggested that most researchers are using cloze test with exact replacements to establish functional reading levels (independent, instructional, frustration), and to determine the grade level or difficulty of texts and evaluate content materials. Additionally, checking the exact

replacements for cloze test is quick and efficient since only one answer is considered correct; hence, inter-reliability is already guaranteed. However, Rathvon (2004) explained that pupils will not be able to supply correct responses unless they can fully understand the meaning of the text, use and retrieve vocabulary knowledge, language, and text structure.

Retelling, according to Miller (1995), is not only recalling a list of events but also selecting the most important information making personal connections, and representing the information in logical sequence. Morrow (1989) emphasized that retelling can help a child develop language, story structures, and comprehension. It allows individualized thinking as readers integrate the content or topic into their own life experiences. Oakley (2006) believed that oral retelling is educative as it encourages children to think about how the story goes and infer characters' actions. Pupils also think about text structure, the main idea, and supporting details. Another advantage is that it can improve a child's oral language skills.

Framework of the study

Based on the key concepts and theories discussed, the study's conceptual framework (See Figure 1) was formulated.

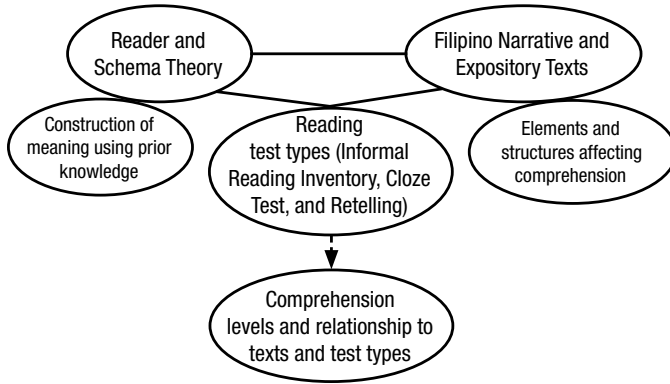


Figure 1. The Conceptual Framework

As shown in Figure 1, the reader attempts to construct meaning using background knowledge facilitated by the schema developed through world and word experiences, including one's formal schemata, which refers to conventions in writing and knowledge about text structure. Likewise, word experiences cover familiarity with one's language, which in this case is Filipino as the medium of various text and test formats for assessing the reading levels of selected Grade 4 pupils using informal reading inventory, cloze test, and retelling.

The study aimed to assess the comprehension level of selected Grade 4 pupils vis-à-vis text and test types in Filipino. Specifically, it aimed to identify the comprehension levels based on text types (narrative and expository texts) and comprehension levels based on test types (informal reading inventory, cloze test, and retelling) for both narrative and expository texts. It aims to identify the relationship between comprehension levels and text types, and comprehension levels and test types.

Purpose of the Research Study

The study aimed to assess the comprehension level of selected Grade 4 pupils. Specifically, it sought answers to the following questions:

1. What is the comprehension level of selected Grade 4 pupils based on text types as to narrative and expository texts?
2. What is the comprehension level of selected Grade 4 pupils:
 - a. in reading Filipino narrative texts based on test types: informal reading inventory, cloze test, and retelling?
 - b. in reading Filipino expository texts based on test types: informal reading inventory, cloze test, and retelling?
3. What is the relationship between
 - a. comprehension levels and text types?
 - b. comprehension levels and test types?

Methods

Research design

The descriptive-correlational design assessed the comprehension level of selected Grade 4 pupils vis-à-vis text and test types. According to the National Research Council (2002), descriptive design is used when data are collected to describe the characteristics of persons, organizations, and settings of phenomena. Oriondo and Antonio (1984) defined correlation design as a design utilized to determine the relationship between two variables that indicate magnitude of relationship and the direction (positive or negative) of the relationship variables. Descriptive design described the comprehension level, and correlation design determined the

relationship between text and test types to comprehension levels.

The correlation coefficients were interpreted based on the given coefficients by Calmorin and Calmorin (2004).

Table 1. Criterion for Correlation

r value	Interpretation
0.00 to \pm 0.20	negligible correlation
\pm 0.21 to \pm 0.40	low or slight correlation
\pm 0.41 to \pm 0.70	marked or moderate correlation
\pm 0.71 to \pm 0.90	high correlation
\pm 0.91 to \pm 0.99	very high correlation
\pm 1.00	perfect correlation

Participants

The participants were selected Grade 4 pupils of a private school in Quezon City enrolled during the second trimester of school year 2012-2013 rated as average pupils of the class. A limited number of participants, 20 Grade 4 pupils, were initially gathered for the study to allow more time in transcribing and rating the retelling of narrative and expository texts. However, successful retrieval of data of 13 out of 20 pupils completed the six tests due to absences and incomplete responses were included in the final report.

Research Instrument

The study made use of narrative and expository texts in three kinds of tests -informal reading inventory, cloze test, and retelling - to measure the comprehension level of the target respondents.

Filipino passages for Informal Reading Inventory and retelling were extracted from the Phil-Informal Reading Inventory (Phil-IRI), a national reading assessment tool

prepared by the Department of Education (DepEd) under the initiative of the Bureau of Elementary Education (BEE). In this study, the grade four Phil-IRI reading passages were used as they were deemed standardized; hence, the validity of this instrument has been established. Reading passages from the Phil-IRI were used. Both narrative and expository texts have eight questions of varying levels and difficulty. The cloze test passages were picked from the Grade 4 basal texts and which have not been read by the pupils. Filipino passages had been prepared and evaluated by experts. The experts evaluated the instruments that provided insights for the improvement of the instruments and data gathering procedures. The experts recommended the following: (1) translating the terms narrative and expository in Filipino as *pasalaysay* and *palahad*, (2) modifying objectives, instructions, and motivation questions, (3) correcting spelling, (4) rephrasing the options given, and alike. Pilot testing provided feedback to improve the instruments and administration procedures with actual participants. Silent reading and answering were done in informal reading inventory and cloze test while retelling was conducted through silent reading and recorded oral retelling.

Data Collection and Analysis

A maximum of 40 minutes a day at a time for each type of assessment was given. No aid was given to the pupils as they answered the IRI and cloze tests. For the retelling, each pupil was scheduled for individual retelling. Every pupil was asked to read the passages for retelling first before answering, and when each was done with retelling, he/she was requested not to talk about the story with classmates until all were done with the test. While each pupil was individually working on the retelling, others continued with the usual classroom activities.

One point per correct answer was given for informal reading inventory with a total of eight points. Rating was obtained by getting its percentage.

One point per correct answer was given to cloze test with a total of 25 points. Exact answers were accepted to lessen the subjectivity and time for checking and analyzing the cloze test responses. Moreover, accepting synonyms may affect the reliability of the comprehension level criteria since these were established on exact word replacements.

Analysis for retelling was done by transcribing the texts. Maximum of four points was given depending on the depth of retelling each story element using Filipino translation of Teodoro's Narrative Retelling Rubric, and a total of 36 points was the perfect score. Using Filipino translation of Morrow's Informational Text Retelling Technique, the researchers gave a maximum of four points on main and supporting details retold by pupils, totaling to 20 points as the perfect score.

The Filipino translation of the narrative and expository retelling rubric were checked as to language and content translation. The criteria set for narrative retelling are as follows: *tauhan at suliranin, tagpuan, banghay, resolusyon, tema, salitang ginamit sa pagsasalaysay, tugon ng mambabasa, paghinuha at malayang pagsusuri/repleksiyon at paglalapat*. The criteria set for expository retelling are as follows: *pangunahing diwa, pokus sa pagbasa, paksang pangungusap, ugnayan ng mga detalye, pagsusuri/repleksiyon at paglalapat at salitang ginamit sa paglalahad*. To lessen the subjectivity of scoring, inter-rater scoring was established by orienting the raters on the purpose and nature of retelling and by working together on a sample case and practicing how to rate each given response; however, only one of the experts requested as inter-rater was able to make the inter-scoring of the retelling. The scores

given by the inter-scorer and the researcher were computed for the average of scores to lessen the subjectivity of scoring the retelling passages.

Mean percentage of scores was used to determine the comprehension level of selected the Grade 4 pupils. To determine their comprehension level in reading Filipino text and tests types, the guide for interpreting scores is shown in Table 2.

Table 2. Mapping Scores between Test Types and Comprehension Level

Comprehension Level	IRI (Phil – IRI, 2011)	Cloze Test (Gunning, 2003)	Retelling (Clark, 1982)
Independent	80% - 100%	57% - 100%	51% - 100%
Instructional	59% - 79%	44% - 56%	33%- - 50%
Frustration	below 58%	below 43%	below 32%

Rubin’s (2011) composite score range on identifying the comprehension level from various sources guided the computation of overall score. Accordingly, the mapping of scores was determined by assigning the following values: 1 for frustration; 2 for instructional; and 3 for independent. The composite score for each pupil was calculated by averaging the reading-level indications, as shown in Table 3.

Table 3. Mapping the Composite Score Range of Comprehension Levels (Rubin, 2011)

Comprehension Levels	Range
Independent	2.33 – 3
Instructional	1.67 – 2.32
Frustration	1 -1.66

Pearson r correlation was used to determine the relationship of comprehension level of the selected Grade 4 pupils vis-à-vis text and test types using the SPSS program.

Results and Discussion

Comprehension Levels and Text Types

Table 4 summarizes the comprehension level of the selected Grade 4 pupils in reading narrative and expository texts in Filipino whose composite scores were based on three test types administered.

Table 4. Comprehension Level of Selected Grade 4 Pupils in Reading Filipino Narrative and Expository Texts

Text Type	Mean Percentage	Composite scores	Comprehension Level
Narrative Texts	55.09%	2.05	Instructional
Expository Texts	51.97%	1.87	Instructional

The comprehension level in reading narrative texts shown by the composite score is 2.05 interpreted as instructional level, with a mean percentage of 55.90%. On the other hand, the composite score for the comprehension level in reading Filipino expository texts is 1.87, instructional level, with a mean percentage of 51.97%.

The comprehension levels attained by the selected Grade 4 pupils can be explained by Gillet and Temple's (1990) idea that pupils are reading within their comfortable level with good comprehension and accuracy in word recognition. It supported the fact that students are able to comprehend narrative and expository texts on their grade level, and they stand to benefit from regular instruction ably facilitated by teachers.

The results are parallel with the study of Columna (2013) who conducted a study about the comprehension level of Grade 3 pupils in Filipino and English reading tests. Columna used informal reading inventories and cloze tests with narrative and expository content to assess comprehension level both in Filipino and English. The

results revealed that a great number of the pupils possessed the ability to comprehend Filipino texts either in narrative or expository texts. Their knowledge of the language helped them activate their schema during reading. This is a natural occurrence since Filipino is their first language.

Also, Novilunio (2006) conducted a study about the reading interest of Grade 5 pupils which used a questionnaire focusing on finding the pupils' reading interest in relation to the type of reading materials, topic, literary genre, language medium, and length of materials. The findings showed that pupils were interested in reading various materials such as textbooks and encyclopedia for academic purposes, and magazines like K-zones, broadsheet newspaper reading headlines, sports and comic sections. Textbooks and newspapers are expository in nature, aiming for information. The pupils also enjoyed narratives like legend, myths, fables, and short stories. Apparently, the intermediate graders liked both narrative and expository texts for academic and leisure reading to sharpen their imagination and for information. They also devoted time to read based on the type and complexity of reading materials.

In the present study, the comprehension level of the fourth graders in narrative texts was not bad, but it was also not good in a sense that they should have attained the highest level since their mastery in dealing with the narrative text type was supposedly developed even prior to their present grade level. On the comprehension level in expository text, the finding contradicts the claim of Chall and Jacobs (2003) and, Sanacore and Palumbo (2009) that pupils in the intermediate level are experiencing difficulty in comprehending expository texts. On another note, the results of the study supported the findings of Duke et al. (2003) that children can like/appreciate and handle both narrative and expository texts when exposed to a wide range of genre; hence, they are able to interact and engage with them.

Comprehension Level and Test Types

The comprehension level of the selected Grade 4 pupils in reading Filipino narrative and expository texts using informal reading inventory, cloze test, and retelling is presented in Table 5.

Table 5. Comprehension Level of Selected Grade 4 Pupils in Reading Filipino Texts in Each Test Type

Text Type	Test Type					
	Informal Reading inventory		Cloze Test		Retelling	
	MP	CS	MP	CS	MP	CS
Narrative	78.23%	2.00	38.46%	1.31	51.00%	2.46
Expository	65.26%	1.85	33.85%	1.23	56.46%	2.54

MP – mean percentage, CS – composite scores

Text Type	Test Type								
	Informal Reading inventory			Cloze Test			Retelling		
	MP	CS	Compe- hension level	MP	CS	Compe- hension level	MP	CS	Compe- hension level
Narrative	78.23%	2.00	Instruc- tional	38.46%	1.31	Frustra- tion	51.00%	2.46	Inde- pendent
Expository	65.26%	1.85	Instruc- tional	33.85%	1.23	Frustra- tion	56.46%	2.54	Inde- pendent

Referring to Table 5, the mean percentage of the selected Grade 4 pupils using informal reading inventory in narrative text is 78.23% with a composite score of 2.00. Likewise, the comprehension level when reading Filipino expository texts using the same type of test is 65.26% with a composite score of 1.85. Both were in the instructional level. The data above show that pupils comprehended narrative and expository informal reading inventory with good comprehension level and good accuracy in word recognition. They also indicate that the pupils would benefit from a regular classroom instruction with teacher assistance to interact with texts and construct their meaning.

Table 5 also provides the mean percentage of the selected Grade 4 pupils using cloze test in narrative text which is 38.46% with a composite score of 1.31. Likewise, the comprehension level when reading Filipino expository texts using same type of test is 33.85% with a composite score of 1.23. Scores were obtained on the exact replacement for cloze test. Both were interpreted as frustration level.

The pupils' comprehension level using cloze test could be characterized as struggling because of the nature and structure of the test requiring exact replacements to fill in the blanks. Pikulski and Tobin (1982) recommended to establish functional reading levels of students. Vacca and Vacca (1989) also explained that the criteria for the cloze test were established from the purview of exact word replacements.

Apparently, the selected Grade 4 pupils were not able to supply exact replacement because semantically acceptable responses (like synonyms) in the narrative cloze test were not considered. Perhaps when these were accepted, the pupils could have scored better and higher.

In contrast, Pamo (2007), who examined the reading abilities in first language (L1) and second language (L2) narrative and expository texts of Grade 6 pupils using cloze tests, revealed that the respondents were able to activate and access their schema while reading. Also, similarity in language allowed the pupils to comprehend both types of texts with almost the same proficiency and with good comprehension. It was concluded that pupils at grade six already possessed more schema that aided them in answering the cloze test in both type of texts.

Referring back to Table 5, the mean percentage of the selected Grade 4 pupils using retelling in narrative text is 51.00% with a composite score of 2.46. Likewise, the comprehension level when reading Filipino expository texts

using same type of test is 56.46% with a composite score of 2.54. The scores obtained in narrative and expository retelling were in the independent level.

The scores of the pupils in retelling both in narrative and expository texts affirm that Filipino children were excellent story tellers (Luz, 2007). However, comprehension level in expository text is higher than in narrative texts. This result affirms Duke's et al. (2003) finding that even young pupils are able to manifest acceptable or higher score in retelling expository texts. It appears that the pupils can handle the test and text well, contrary to the belief that the nature of exposition poses challenges to the readers.

In addition to that, Dacara (2003) studied the vocabulary knowledge of Grade 6 pupils. The study revealed that pupils liked to talk about topics pertaining to family members and other relatives; friends and playmates; school and teachers; events like parties, picnics, and outings; places like playground, shopping mall, and churches. They were also interested in topics they read about television shows. This means that children enjoy talking about this matter during their free time that would increase their schema of the world.

The results show that reading comprehension varied on each type of test is another finding of the present study. It implies that teachers should not make decision about pupils' level using one assessment instrument. Estacio (2003) conducted a study about the bilingual readers' metacognitive strategies as predictors of reading comprehension. The study used Metacognitive Awareness Reading Strategies Inventory, two types of reading comprehension tests (multiple choice and unaided recall) based on four reading materials (narrative and expository). The findings bared that the participants used three major types of metacognitive strategies: problem-solving, global reading, and support reading strategies.

Yet, results were not conclusive as to what strategy affects reading comprehension because there was no single predictor of the good reading test scores. It presented that reading test, test effect and familiarity of the test may affect the comprehension of the respondents, through. Thus, the study encouraged future research to use other assessment tools such as observation and think aloud to describe the type of strategies used when reading and to see if test factors affect comprehension.

Comprehension Level of Grade Four Pupils in Relation to Text and Test Types

Table 6 shows the comprehension level of the selected Grade 4 pupils in relation to text types, narrative and expository. The computed positive correlation coefficient of the mean percentage in the comprehension level was .398 which revealed low or slight correlation. It means that the comprehension level in Filipino narrative texts slightly increases as the comprehension level in Filipino expository text slightly increases.

Table 6. Comprehension Level of Grade 4 Pupils in Relation to Text Types

Text Types	Pearson r	Magnitude	Direction
Narrative and Expository Texts	+0.398	low or slight	positive

It may be inferred that an increase in children's ability to understand narrative texts preceded the ability to comprehend expository texts. It may mean that the higher the comprehension level in reading the narrative text, the same will be in their comprehension level in reading expository text. Good comprehension level in narrative texts may mean slightly related to good comprehension level in expository texts or vice versa. This frequent assumption is true perhaps

only when the reading instruction of expository texts is aided by content subjects in narrative form (Anthony, Pearson, & Raphael, 1989). Dr. Gatmaitan uses this writing style in children's story book in narrative form but with science content such as *Naku! May Bukbok ang Ngipin ko, Mapula ang Mata ko!*, and alike. Delivering science content implied or directly stated in narration form helps in improving comprehension of exposition which is one nature of content area reading (Anthony, Pearson, & Raphael, 1989).

Furthermore, Peralta (2013) conducted a study about the relative effect of text structure awareness on comprehension. He used English texts for Grade 5 pupils. The study revealed that regardless of text structure and whether the pupils were aware or not, their comprehension was not affected at all. Pupils are able to demonstrate good comprehension level regardless of text structure and their awareness of this type.

Additionally, language known to readers may greatly affect their comprehension. A study of Resuma and Ocampo (2000) measured the effectiveness of using Filipino as a medium of instruction in all subjects except English in UP Integrated School (UPIS) in accordance with the UP Language Policy mandating the use of Filipino language as the medium of instruction in all courses of the undergraduate level of UP system. The study was able to prove that the academic performance of students taught in Filipino was higher than those in English in grades three and four for the following subjects: Science, Filipino, and Health. In the case of Social Science and Mathematics, the performance of said students was consistently higher even up to grade five. Evidently, using Filipino language as a medium of instruction for most subjects except English can produce positive results in learning. It was shown that subjects like Social Science, Mathematics, and Science Health (which are expository in

nature) can be better learned in Filipino. Information is better explained in the language known to the pupils. Thus, it gains high performance because Filipino language is used as the medium of instruction.

Comprehension Level of the Selected Grade 4 Pupils in Relation to Test Types

Table 7 shows the relationship of the comprehension level in each type of test in both narrative and expository texts.

Table 7. Comprehension Level of the Selected Grade 4 Pupils in Relation to Test Types

Variable	Pearson r	Magnitude	Direction
N & E IRI	- 0.098	negligible	negative
N & E Cloze	- 0.022	negligible	negative
N & E Retelling	+0.794	high	positive

Informal reading inventory

Table 7 shows the relationship of narrative and expository texts informal reading inventories. The computed correlation coefficient of the mean percentage was .098 which revealed negligible and negative correlation between IRIs. Narrative and expository texts IRIs have negligible or no significant relationship to comprehension level. Moreover, a negative direction means that high comprehension level in narrative IRI does not mean high comprehension level in expository IRI or vice versa.

The negligible relationship between the two informal reading inventories could be due to the reason that each type of passage comprehension test may measure different set of skills involving lexical, semantic, and syntactic knowledge (Rathvon, 2004). Moreover, even when test types are the same, Cain and Oakhill (2006) believed that multiple-choice

response can be difficult to use in assessing comprehension since the act of writing the questions already poses great challenges especially in considering varying levels of pupils' schema. Also, Pyrezak (1975) said that multiple-choice response opens the avenue for pupils to guess the answer without reading the passage comprehension test. It might be true that selecting one of the options is like a forced response to the test.

The relationship of comprehension level to cloze test type is also displayed in Table 7. The computed correlation coefficient of the mean percentage was .022 which also revealed negligible and negative correlation between the two. This means that high comprehension level in narrative cloze test does not translate to high comprehension level in expository cloze test or vice versa.

The negligible relationship between the two cloze tests maybe due to their characteristics that require the use of background knowledge and language competence. This may suggest that the selected Grade 4 pupils have limited background knowledge, especially retrieving vocabulary knowledge in two different contents, although with the same test formats. Moreover, Rathvon (2004) explained that pupils would not be able to supply correct responses unless they fully understand the meaning of the text, use and retrieve vocabulary knowledge, language, and text structure.

Table 7 further shows the relationship between comprehension level and retelling test type, which indicated a computed correlation coefficient of the mean percentage at .794 revealing high positive correlation. As retelling score in narrative texts increases, retelling score in expository texts also increases or vice versa. It may mean that the pupils can select and retell important information needed regardless of text type.

Aweiss (1993) said that there is a consensus in the L1 and L2 reading research communities that recall of texts (retell) is the best research method to obtain reading performance in inferring the process of comprehension. Analyzing recall of a text can give a fair approximation of the way text has been processed by readers. Likewise, Johnson (1970) averred that recall of texts (retelling) is the most straight forward assessment of text-reader interaction. It might be true that the pupils were able to demonstrate excellent comprehension levels in retelling as they integrated what they read into their background knowledge and expressed what they have understood and how relevant it is to their life, unlike in the multiple-choice response test of informal reading inventory where background knowledge and text relevance to one's life can be seen by choosing one answer from the options of the comprehension questions. For cloze test, the pupils seemed to focus more on what word would best fit in the sentence because relevance and elaboration cannot be easily attributed in this type of texts. Thus, retelling as a test type showed high positive correlations between narrative and expository text comprehension levels.

Summarily, the assessment of comprehension levels in reading Filipino texts vis-à-vis text and test type showed that: 1) The comprehension levels based on text types as to narrative and expository were both in the instructional level. The selected Grade 4 pupils used their schema to construct meaning to interact with Filipino narrative and expository texts. 2) The comprehension levels based on test types for both narrative and expository text were as follows: frustration level in cloze test; instructional level in informal reading inventory (IRI); and independent level in retelling. Comprehension levels of pupils do not rely on single assessment procedure to make sound decisions on their performance. Teachers are encouraged to use various

assessment tools to decide on the children's performance with regards to comprehension; one assessment tool cannot clearly identify their comprehension level. 3) A slight positive correlation existed between comprehension level and text types. Pupils can handle both narrative and expository texts if teachers expose them to a wide range of genre for interaction and engagements. 4) Negligible negative relationship was established between comprehension level in informal reading inventory (IRI) and cloze test formats. The test format of informal reading inventories of choosing one answer from the multiple-choice test and cloze test formats of filling in the exact gaps do not fully manifest the comprehension level of the pupils. However, there was high positive correlation between comprehension level and retelling. The oral recall of texts showed how children comprehended, processed, and integrated what they read to what they know (background knowledge) and how to relate it into their life.

Conclusions and Recommendations

The outcome of this research shows that:

Pupils tend to reflect good comprehension of selections written in both genres - narrative and expository -as comprehension level seemed not related to text types. Teachers may thus give assessment materials both in narrative and expository texts.

Moreover, the pupils' comprehension levels were of varying degrees based on test types. Their comprehension level adjusted to the test type they were asked to do. Pupils did not do well in cloze test using exact responses in both narrative and expository texts. Thus, it may be modified to semantically acceptable responses to see more clearly how pupils process the texts both in narrative and expository texts. However, good comprehension was revealed in test type

using Filipino informal reading inventories both in narrative and expository texts. Teachers may keep on using informal reading inventories for assessment. Lastly, pupils were at their best with regards to comprehension using retelling as a test type. Teachers may maximize this advantage so that pupils excel as readers of narrative and expository texts.

In addition to that, good comprehension level in reading Filipino narrative texts was slightly related to good comprehension level in expository texts. The score obtained in reading narrative text was slightly related to their score in reading expository text. Teachers may continue giving assessment materials in narrative and expository text because both are related to one another.

Furthermore, test item developers may construct standardized cloze test and additional retelling passages to have alternative means for assessing comprehension.

Knowing the comprehension level of pupils on different test types shows different dimensions of comprehension as one reads. This will guide the teachers in their instructional planning anchored on the needs of pupils in the classroom and on the demands of Filipino national examinations.

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