

Reading Attitude of Grade III - Sampaguita Pupils at Cuenca Central School: An Action Research

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Abstract: This study was aimed at finding out whether or not there was a significant correlation between students' reading attitude and their reading performance and interest. The researcher used data gathering namely survey method and an informal interview, checklist questionnaire. Based from the results obtained through the analysis of the data gathered, the researcher find out that the pupils level of interest in reading is low and they have negative attitude towards reading. The learners perceived reasons for their reading interest were the colorful materials used, teacher's motivation, using TV monitors, reading with their peers, guidance of their parents in reading, they like to learn more on reading, silence inside the classroom and at home and their love for reading. Moreover, playing gadgets, watching television pupils cannot read and comprehend, the noise inside the classroom and at home, parent's motivation and home chores are the factors that hinders pupils from reading.

Keywords: Performance, Reading interest, Students' reading attitude.

1. Introduction

The power of written ideas communicated through reading greatly influence every individual's personality and performance. It is a vital skill which should be learned by our clientele.

Reading develops the mind and exercises our brains. Understanding what is read shows that the mind grows in its ability which helps children develop their language, listening skills, widens their vocabulary and strengthens brain connections and build new connections.

Through reading, we can store background knowledge to our pupils about the world around them. We can expose them to different ways of life, ideas and beliefs which will guide them to learn confidently and performed well. If pupils are confident in reading they can perform well not only in reading but in all subject areas and they can do better all the way.

Moreover, the above mentioned significance of reading are typically the focus of teaching reading in the classroom, yet the development of positive attitude towards reading is neglected.

Whereas, children with positive reading attitude tend to be willing to read, enjoy reading, become proficient and become lifelong readers which may have a profound impact upon

his/her academic progress.

This fact leads the researchers to come up with a survey and conduct an action research about the reading attitudes of Grade III pupils at Cuenca Central School. This aims to evaluate the reading attitudes of the third grade learners of the school for us to know what interventions or best practices should be addressed to them for the improvement of their performance in all academic scheme.

2. Related Literature

Reading is a key to moral and academic success. It is a subject that should be given emphasis for it is the spring board in learning other areas. There is a direct relation between the readers and what he is reading. An individual who has interest in reading is said to acquire great learning. Reading can be considered as dominating factor towards the intellectual development of a child. It enables each one to grow into a useful and understanding individual. It is indispensable tool for living especially in this world of advancement and rapid change. That is why the objective of every school is to motivate the child to read.

In order for student to develop into effective readers, they must possess both the skill and the will to read. As noted by Guthrie and Wigfield (2000), motivation is what activates behavior. Students' attitudes towards reading are the central factor affecting reading performance.

According to John C. Maxwell, attitude is an in word feeling expressed by behavior. It is the reflection of our in word feelings. It can be seen without a word being said. It is often expressed by our body language and by the looks on our faces. It is the primary force that will determine whether we succeed or failed.

Current research suggests that motivated readers hold positive beliefs about themselves as readers (Guthrie and Wigfield,1997). Conversely, struggling readers assume they are responsible for the reading difficulties. Recurring failures to succeed and self-concept issues often complicate a students' ability to learn any of a variety of reading skills. Schunk and Zimmerman (1997) found students who doubt their ability to learn give up quickly when faced with new challenges.

Therefore, reading instruction for struggling readers should focus on the rebuilding of damage of self-concept.

Alcantara (2008) enumerated several factors influencing acquisition of reading. These are the following; intelligence, motivation, home background, teaching strategies, interest, language facility, auditory discrimination, motor-ocular coordination and attitudes of parents, siblings, teachers and peers. They added that if a student lacks some of these, his/her reading performance becomes low.

Cruz (2006) presented several factors that influenced readability of the learner. First is mental ability, for a child to make a normal progress in reading, his mental age must be at least six. However, if the home environment of a child is excellent and he is mentally superior, he can tackle even easier. He can read at a rate directly proportional to his mental ability. Secondly is physical conditions deals about general health, physical vitality, normal hearing and good eyesight are necessary for success in reading. Any abnormalities would tend to hinder growth in reading ability. Third is experiential background which is the kind of environment the child has would determine his/her physical, social and emotional make-up. Personality traits are also potent factors in learning to read. Timidity, over-dependence, inattentiveness, stubbornness and emotional stability are serious handicaps. Lastly, is the lack of interest which psychologists conclude that interest plays role in the performance of any activity? An interested reader exerts more effort than who do not care.

3. Results and Discussion

This part of the study explains the responses to the objectives of the researchers in conducting this research.

A. Learners perceived level of interest in reading

Based from the data gathered, it shows that 41% of the 44 pupils in Grade III- Sampaguita were sad when they are asked to read in school. It also reveals that 34% of the class was afraid and happy to answer when the teacher asked questions based from what they read.

Unfortunately, 45% of the pupils are bored and not interested to read our school book. On the other hand, according to 25 pupils, they were happy when they learn from what they read. Most of the pupils said that they felt bored when it's time to read and if they will read orally in class because some of their classmates read slowly and some did not understand what they are reading. It is also shown in the result that most of the pupils felt afraid and bored when they are asked to use dictionary because they are not familiar to use it. We can glean from the table that twenty-eight (28) pupils were afraid when there was an oral reading test because they have difficulty in reading and comprehension. Due to this, it was not surprising that they were bored spending their free time to read and apply the lessons from a book.

B. Learners perceived reasons for their reading interest

Data presents that colorful reading materials boost pupils

interest to read associated with the teacher's encouragement and using TV monitors to display stories to read. Reading with their peers is also one of the main reasons on their interest with 57% response. Thirty-nine percent (39%) of the respondents say that they need the guidance of their parents in reading. Table 2 reveals that 36% of the pupils read because they like to learn more on reading. It can be seen also that pupils interest in reading were due to silence and they love to read which got only 13% and 10% of the respondents choice respectively.

C. Common factors that hinder children from reading

It was exhibited from the results that playing gadgets is the topmost contributing factor that hinder children from reading with 77% response while watching television ranked second with 68% response. The facts that pupils cannot read and comprehend were also noted as the reasons why they don't want to read which got 64% and 57% of the respondents. Forty-three percent (43%) of the pupils say that they don't want to read because of the noise inside the classroom and at home. Meanwhile, according to 36% of the pupils parent's motivation affects their reading interest and 34 % of them said home chores do the same.

D. Proposed activities for the improvement of children's attitude in order to achieve reading proficiency among grade III- Sampaguita at Cuenca CS

Pupils may learn a lot through different activities adopted by teachers for improving their performance. Here are some ways which will help children improve their attitudes towards reading.

1. Provide a variety of reading materials at home.
2. Read with your children
3. Talk on the topics read
4. Spend time helping children acquire basic reading skills
5. Organize reading competition and build incentive system
6. Parents restrain children from spending too much time online by organizing outdoor activities.

4. Conclusion

Based from the results obtained through the analysis of the data gathered, the researcher has drawn the following conclusions:

1. The pupils' level of interest in reading is low.
2. They have negative attitude towards reading.
3. The learners perceived reasons for their reading interest were the colorful materials used, teacher's motivation, using TV monitors, reading with their peers, guidance of their parents in reading, they like to learn more on reading, silence inside the classroom and at home and their love for reading.
4. Playing gadgets, watching television pupils cannot read and comprehend the noise inside the classroom and at home, parent's motivation and home chores are the factors that hinder pupils from reading.

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