



READING GAMES: ITS EFFECT TO THE READING PROFICIENCY OF PUPILS OF MAHARLIKA INTEGRATED SCHOOL

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Abstract

Today's classroom instruction is faced with various issues and one of them is the emerging problem on reading. This is proven by the growing number of frustrated readers based on the results of the Philippine Informal Reading Inventory (PHIL-IRI). If not given early intervention, they might be left behind their developing peers. This alarms the researcher to venture on the use of reading games to find out its effect in improving the reading proficiency of the struggling readers. This study used the descriptive correlational design. The subjects of the study were forty (40) frustrated readers of Maharlika Integrated School for the school year 2025-2026. The Grade Six pupils section Jacinto of Maharlika Integrated School were the subjects of the study. There was a total of forty (40) Grade Six pupils properly chosen from fifty-two (52) pupils, total population of Grade Six, Section Jacinto. These fifty-two (52) pupils were advisees of the researcher himself. Out of 52 pupils, 40 of them were identified as frustrated readers because they can read without comprehension based on the result of the Philippine Informal Reading Inventory (Phil-Iri) personally conducted by the researcher. The study made use of the Modified Informal Reading Inventory (IRI) of Silver Burdett and Ginn (1989) adopted from the study of Angkad (2015). It is composed of six passages marked as level 1 up to level 6. Each passage is divided into two. The first part is for the oral reading and the second part is for the silent reading. Each part is followed by comprehension questions. Levels 1, 2, and 3 have six comprehension questions for the silent reading. Level 4 has eight comprehension questions for the oral reading and another eight questions for the silent reading. Levels 5, and 6 have ten comprehension questions for oral reading and another ten questions for the silent reading. The data were analyzed using frequency, percentage, and t-test using SPSS. Findings of this study revealed that the functional reading level of the grade VI pupils in word recognition is in the instructional level while comprehension is in the frustration level as shown in the mean score of 3.25 in word recognition and a mean of 57.12 in comprehension; the reading grade levels of the frustrated readers are grades 3, 4, 5 and 6 in word recognition and grades 1, 2, 3 and 4 in comprehension before the reading games are introduced but after the reading games are introduced the reading grade levels of the frustrated readers in word recognition are grades 4, 5, and 6 and comprehension are grades 2, 3, 4, 5 and 6. As indicated by the sig value of 0.000 in word recognition and 0.000 in comprehension, the study revealed that there is a significant difference in the pupils' grade level in word recognition and comprehension before and after the reading games are introduced. The findings of the study conclude that reading games are effective in improving the reading proficiency of the frustrated readers both in word recognition and comprehension. The study, on the other hand, recommended the following: Elementary teachers teaching English should administer reading diagnosis at the onset of the school year to discern the reading grade level of their pupils; Elementary teachers teaching English should give attention to pupils with reading difficulty by recommending them for remedial reading instruction; The remedial reading teachers should utilize the reading games in teaching frustrated readers for meaningful reading instruction that would spare the learners from boredom; The principal and the English chairperson should provide the materials needed by the remedial reading teacher to address the instructional needs of the frustrated readers; and Remedial reading teacher should utilize the output of the study for a longer period to further validate the results of the study.

Keywords: reading games, word recognition, comprehension, independent, instructional, frustration

Introduction

The definition of reading has moved beyond decoding printed symbols and recognizing words, thus, reading is a process of constructing meaning to a written text. It is a dream of any teacher that every student may acquire knowledge, skill, and understanding to combat the challenges of life in order to meet the global demands. According



to Davis, et.al (2016), through the teaching of reading, knowledge in different areas can be ascertained. We can safely say that reading is the backbone in learning Mathematics, Science, Social Studies and other subjects, because these are just mere written texts, without understanding. Following our spiral curriculum, the level of difficulty in reading is ascending, that is the challenge among reading teachers. If the child has poor reading, chances are his or her performance in any other subjects is poor and eventually affects learning.

Read On, Get On Campaign (2014) affirms that a good education is, of course, about much more than being able to read. At school, children need a broad and balanced curriculum that ensures each child finds and nurtures his or her particular talents. But being a good reader is crucial for every child. It is the key to developing much of their potential. Children first learn to read; then they read to learn.

To support this assertion, Cox (2016) reveals that in the early grades, the main focus of language arts is teaching students how to read. Later on, this shifts into reading comprehension. As students climb the ranks in grade level, the subjects and texts climb equally in complexity – and students still struggling to read tend to fall behind. It's because of this that catching the problem as early as possible – and fixing it – is absolutely essential in order for students to become competent readers.

In Maharlika Elementary School, although it is not definite the observable problems among Grade Six pupils are manifested by their lack of strong receptive and expressive language, large vocabularies, and ability to comprehend what they read. The basis of saying this is the result of the classroom-based reading activities where a superior percentage of pupils fall under frustrated level or with a remark "For Remediation." Pupils are identified to read slowly, and even if they can pronounce words in a sentence they cannot comprehend what the sentence is all about.

The presumption is supported by Blickenstaff, Hallquist and Kopel (2013) who state that knowing how to read words has ultimately little value if the student is unable to construct meaning from the text.

This matter calls the attention of the reading teachers in Maharlika Elementary School. It also brings to their awareness the manner of reading strategy they use that might be better and more effective. Thus, the researcher as an elementary teacher in the said school is interested to help the pupils with reading difficulty. Since Tejero (1998) recommends the use of reading games in teaching reading with students with reading difficulty, the researcher wants to venture on the use of reading games to develop the pupils' phonological and print awareness, knowledge of letter-sound relationship, large vocabulary, and comprehension.

Giving reading importance across the curriculum using the Reading Games, the pupils' reading proficiency are hoped to improve. It is in this view that the researcher finds this research very important.

Literature Review

The nature, definition, and importance of reading

Ozdemir (2009) stresses that reading is fundamental in getting knowledge as all the lessons and learning activities are mostly based on the power of comprehensive reading; indeed, it is really necessary to read comprehensively.

Furthermore, Ono (2004) emphasizes that reading has the potential to help English language learners become better readers and make improvements in other aspects of their English skills. According to Al-Khateeb (2010) reading comprehension is considered the real core for the reading process and a big process around which all other processes are centered. Comprehension is the peak of the reading skills and the basis for all reading processes. It is viewed by some researchers as the ultimate objective of the reading process since he who does not comprehend what he reads is considered as if he has not read.

The skills such as acquiring the correct meaning, analyzing the author's point of view and applying what one learns from reading to real- life situations are what constitute reading comprehension.



Reading comprehension must be the basic consideration of all readers. The ability of the readers to understand what they are reading interpret ideas and inject meaning to printed words is comprehension.

Thus, reading alone is not enough; there must be comprehension so that learners may not only focus on the text but also on the interpretation of its deeper meanings.

Students are exposed nowadays to different ideas, people and products; and viewpoints increase as rapidly as the changes in the society. Just about everyone in the Philippines knows how to read. As a nation, almost everybody enjoys a high rate of literacy. Unfortunately, however, not every Filipino is a good reader who can derive meaning from a written material and go on to analyze and apply that meaning. Thus, readers who can only read facts and nothing more can never be called good readers.

Bellosillo (2013) reveals that reading is the process in which information from the text and the knowledge possessed by the reader get together to produce meaning.

Hints on how to use games

Villamin (1984) cites a few hints given by David H. Russel and Etta E. Karp on the use of games. The reading games and devices are intended to supplement, not replace, and work with readers and other books. The materials are valuable in contributing variety and fun to a well-rounded reading program. A particular activity should be chosen, not at random, because it will help an individual or group. Many of the activities may be adapted to the needs of the child or group by changing the vocabulary or some rules of the game. Adaptation, not adoption, of the devices should be the rule. The equipment for some of the activities may be placed from time to time on a shelf of reading games with which the children may work in their free time. The new reading games should be introduced to the children so that they will know how the games will help their reading and so they can use them singly, in pairs, or in small groups without direct teacher guidance. The reading activities should be used to provide self-competition rather than competition between individuals of varied activities.

Observation of the child's use of the reading games may be helpful to the teacher in diagnosing reading difficulties. More advanced activities may be developed to improve study habits and skills.

According to Seroy (1997), the teaching methods under group are primarily designed to involve the learners in all the classroom activities. No learner is left behind in his/her seat; hence the class using these methods is highly interactive in both oral and written activities. The teacher is expected to explain the rules and procedures of the games so that the expected output is achieved.

This study is anchored on the idea of Villamin (1984) which points out that the use of games which profoundly provide insights which reveal that reading games and devices are intended to supplement, not replace, and work with readers and other books, the materials are valuable in contributing variety and fun to a well-rounded reading program. Through reading games more advanced activities may be developed to improve study habits and skills.

Figure 1 is the paradigm showing the presentation of the conceptual framework of the study. Five (5) boxes are shown in the conceptual paradigm.

The first box at the left side is the three (3) functional reading levels which classify the pupils into independent readers, instructional readers, and frustrated readers through administering a pretest in reading to the 52 Grade VI pupils who are the focus of the study. After the pupils' classification, the frustrated readers as shown in the second box were taken and served as the subjects of this study. This is indicated by an arrow from the first box pointing to the second box.

The frustrated readers on the second box were given another reading skill tests to determine their reading level (scores) before the teacher's intervention is introduced as indicated by another arrow from the second box to the third box, the teacher's intervention.

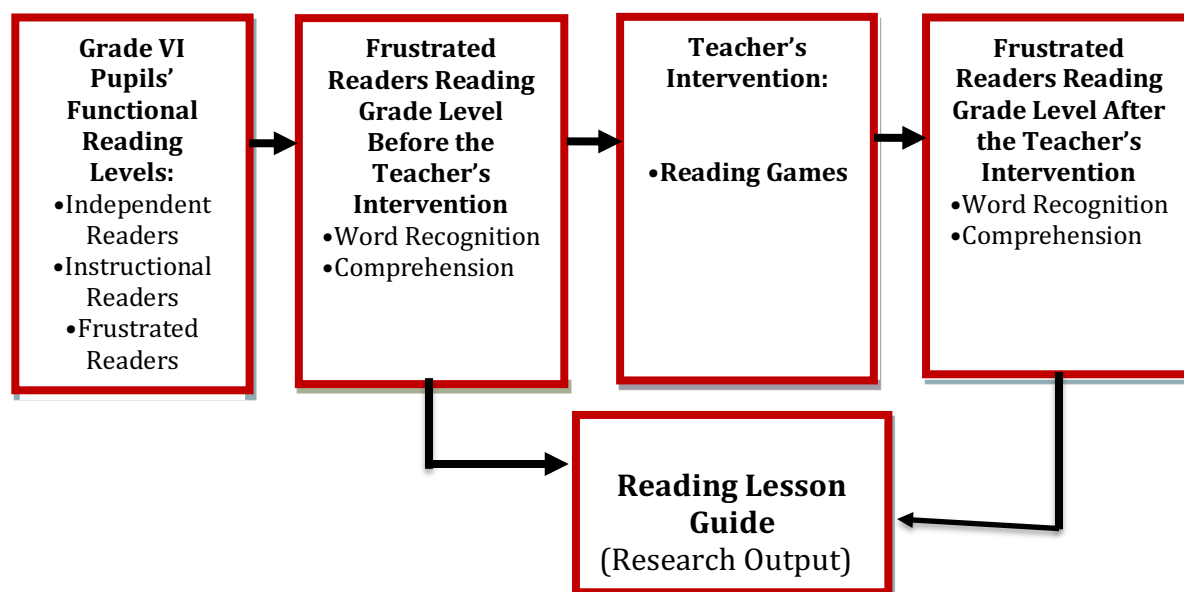
The fourth box at the right side is the reading level (scores) of the frustrated readers after the teacher's intervention (the reading games) is introduced as indicated by another arrow from the third box pointing to the fourth box. The



arrows from the second and fourth boxes pointing to the fifth box below the third box suggest the kind of research output to be formulated based on the results of the study.

Figure 1

Conceptual paradigm



Materials and Methods

a. Sampling

The Grade Six-Jacinto pupils of Maharlika Integrated School were the subjects of the research. There was a total of forty (40) Grade Six pupils properly chosen from fifty-two (52) pupils, total population of Grade Six, Jacinto. These fifty-two (52) pupils were advisees of the researcher himself. Out of 52 pupils, 40 of them were identified frustrated readers and could read with minimal comprehension.

The researcher utilized quasi-experimental method using pre-test- post- test one group design. In this method, the researcher let the grade VI pupils take the Informal Reading Inventory (IRI) before the reading intervention. After which, the intervention was applied using the reading games. After the reading intervention was done, the researcher gave a posttest using the same material to the same pupils. The purpose of this will be to make conclusions whether the frustrated readers improve their reading grade level or not after the intervention.

b. Data collection

The study used the Modified Informal Reading Inventory (IRI) of Silver Burdett and Ginn (1989) adopted from the study of Angkad (2015). It was an individually administered diagnostic reading test, which was a valuable aid in helping the teachers determine the pupil's reading levels. Informal Reading Inventory test could gauge the grade level of the pupils in word recognition and comprehension.

The Modified Informal Reading Inventory was composed of seven passages marked as level 1 up to level 7. Each passage was divided into two. The first part was for the oral reading and the second part was for the silent reading.

Each part was followed by comprehension questions. Levels 1, 2, and 3 had six comprehension questions for the silent reading. Level 4 had eight comprehension questions for the oral reading and another eight questions for the silent



reading. Levels 5 and 6 had ten comprehension questions for oral reading and another ten questions for the silent reading.

Upon approval of the requests, the researcher coordinated with the concerned Grade Six pupils for the conduct of the study. To ensure the validity and reliability of the reading passages and games, the researcher solicited suggestions and comments from Mr. Noel T. Balubal, Division English Coordinator, Dr. Erlinda O. Butcon, principal of the school where the research was conducted, and Ms. Jojeth B. Hermogenes, District English Coordinator and a co-teacher of the researcher. On the other hand, pilot testing of the reading passages and reading games was also conducted to selected frustrated readers who were also Grade Six pupils in order to identify possible problems to be encountered during the application of the reading games. After which, the researcher administered the IRI passage 6 to 52 grade VI Jacinto pupils. From the fifty-two grade VI pupils, 40 frustrated readers were singled out based on the result of the IRI. The researcher prepared his teaching materials to teach reading using the reading games. When the intervention was fully applied, the post-test followed.

The pre-test and the post-test were administered only for the frustrated readers.

c. Plan for data analysis

After the pre-test and post-test were administered and the interventions were applied, all the data gathered were collected, tallied and tabulated for the analysis. The data were submitted to the statistician for the fixing of tabular presentation. The data were interpreted and analyzed as bases of making the conclusions and recommendations.

The research made use of frequency counts, percentage, mean, standard deviation and t-test using SPSS or Statistical Package for the Social Science which was set at 0.05 level of significance.

For problem numbers one, and three, the mean was used.

Problem number four was treated with t-test using SPSS for paired variables to compare whether the difference between the pupils' functional reading levels before and after the reading games were introduced was significant or not significant at 0.05 level. In the same manner, to compare if the difference between the pupils' reading grade level in their actual mean grade level before and after the reading games were introduced, the t-test at the 5% level of significance was also used.

Results

The following data presents the data that were gathered, analyzed, and interpreted based on the research problems. The data gathered are presented in tabular form with their corresponding analysis and interpretation. The data include the following: (a) The Functional Reading Level of Grade VI Pupils, (b) The Functional Reading Level of the Grade VI Pupils in Comprehension, (c) The Reading Grade Level of the Frustrated Readers in Word Recognition Before the Reading Games Are Introduced, (d) The Reading Grade Level of the Frustrated Readers in Comprehension Before the Reading Games Are Introduced, (e) The Reading Grade Level of the Frustrated Readers in Word Recognition After the Reading Games Are Introduced, (f) The Reading Grade Level of the Frustrated Readers in Comprehension After the Reading Games Are Introduced, and (g) The Comparison Between The Reading Grade Level of the Frustrated Readers in Word Recognition and Comprehension Before and After the Reading Games Are Introduced.

Discussion

The functional reading level of the grade VI pupils

Table 1 shows the frequency distribution of the functional reading levels of the grade VI pupils.

Table 1

The frequency distribution of the functional reading level of the grade VI pupils in word recognition



Range Of Errors	Frequency	Percent	Functional Reading Level
0-1	20	38.46%	Independent
2-8	28	53.85%	Instructional
9 or more than 15	4	7.69%	Frustration
TOTAL	52	100.00	
Mean= 3.25			

The functional reading level of the grade VI pupils was assessed through the Informal Inventory Test. The result is shown in Table 1. Hence, Table 1 shows that out of the 52 grade VI pupils 28 or 53.85 percent belongs to instructional level. It indicates that majority of the grade VI pupils have committed 2 to 8 errors in the printed text level 6 reading passage; however, they still need little assistance from their teachers or from the adult learners to achieve the highest functional reading level which is the independent level. The data is justified by Gillet and Temple (quoted in Angkad, 2015) that the instructional reading level is the second category of the functional reading levels where the readers can recognize ninety-five percent of the words; they have a good accuracy in word recognition, but need help in the analysis of some words.

On the other hand, twenty (20) or 38.46 percent is labeled as independent readers. This connotes that almost one half of the grade six pupils have excellent accuracy with word recognition with very minimal errors in word recognition and they can read the grade VI text even without the assistance of their teacher or adult learners, for they only committed 0-1 error for the level 6 reading materials. This contention is backed up by Farris et.al. (2004) by describing the independent level as recreational level, for it is the functional reading level where students can read freely on their own without assistance, and they can read fluently with high interest and excellent comprehension.

Moreover, Table 1 indicated that among 52 grade VI pupils, only 4 or 7.69% belongs to frustration level for they committed more than 9 errors in the level 6 reading passage. In this functional reading level, the pupils have difficulty reading the passage in level 6; they have a poor rate in reading; and they are unable to pronounce many of the words in the text. The data suggest for meaningful reading instruction to help these 4 frustrated readers overcome their reading difficulty. Gillet and Temple (as quoted in Angkad, 2015) opine that if the learners belong to the frustration functional reading level in word recognition, they have a poor rate in reading, and they have difficulty in pronouncing many of the words in the text. Thus, they find the text too difficult to read. To address their reading difficulty, Villamin (1994) suggests to provide meaningful reading instruction.

Generally, Table 1 has shown a mean of error of 3.25 described as instructional. This means that considering the errors of the grade 6 pupils for level 6 reading passage, their functional reading level is instructional which indicates that the grade 6 pupils still need assistance from their reading teachers or adult learners to reach the independent reading level.

The functional reading level of the grade VI pupils in comprehension

The frequency distribution of the functional reading level of the grade VI pupils in comprehension is shown in Table 2.

Table 2

The frequency distribution of the functional reading level of the grade VI pupils in comprehension

Range Of Errors Reading Level	Frequency	Percent	Functional
0-10	0	0%	Independent



11-49	12	23.08%	Instructional
50-more	40	76.92%	Frustration
TOTAL	52	100.00	

Mean = 57.12

The functional reading level of the grade 6 pupils is gauged through the Informal Inventory Test. The result is shown in Table 2. Thus, Table 2 depicts that out of 52 grade VI pupils 40 or 76.92 percent of the pupils are frustrated readers. The data further explains that majority of the grade VI pupils have difficulty in comprehension due to their massive errors in answering the comprehension questions after reading the level 6 passage. They committed errors ranging from 50 and above. In consequence, they only comprehend less than seventy percent of what they read. This is an indication of poor comprehension skills that suggest for meaningful reading instruction that would harness their comprehension skills. The idea is strengthened by Gillet and Temple (as quoted in Angkad, 2015) that frustration reading level is the lowest reading level where the learners are unable to comprehend the material adequately. She further suggests to remediate this comprehension difficulty through meaningful reading instruction.

Moreover, it can be gleaned in Table 2 that 12 or 23.08% of the grade VI pupils have instructional functional reading level. This means that only 20% of the pupils have satisfactory comprehension; though, they still need little assistance from their teacher or adult learner to progress their reading competency under the teacher's guidance and reach out the highest reading level. In line with the idea, Farris et.al. (2004) affirm that the students who reach the instructional level in reading comprehension have satisfactory comprehension, but they still need assistance from their teacher through the provision of challenging reading materials which are not too difficult but of moderate difficulty to level up their reading comprehension to independent level.

In addition, none of the pupils have achieved the independent functional reading level. This means that all of the 52 grade VI pupils have difficulty understanding the reading passage level 6 and because of this, it needs immediate remediation and meaningful reading instruction so their comprehension skills will be heightened and eventually become independent readers. In line with this, Villamin (2001) justifies that if the learners are categorized as independent readers, they can read freely without the guidance of the teachers, for they thoroughly understand what they read.

In totality, the mean of errors of the grade 6 pupils in reading comprehension is 57.12 which fall on the frustration level. The data disclose that in comprehension the grade 6 pupils' functional reading level is in the frustration level.

The reading grade level of the frustrated readers in word recognition before the reading games are introduced

The reading grade level of the frustrated readers before the reading games are introduced is shown in Table 3.

Table 3

The reading grade level of the frustrated readers in word recognition before the reading games are Introduced

Reading Passage Level	Frequency	Percent
3	10	25%
4	11	27.5%
5	8	20%
6	11	27.5%
TOTAL	40	100.00



Before the reading games are introduced in the grade 6 pupils, their word recognition skill was evaluated through the Modified Informal Inventory Test. The result of the IRI is shown in Table 3. It is clearly indicated in Table 3 that the reading grade levels of grade VI frustrated readers are grades 3, 4, 5 and 6. These are their reading grade level prior to the use of reading games in reading instruction. It is clearly shown in Table 3 that 11 or 27.5% whose reading grade level is grade 6 in word recognition. This means that they reach the independent functional reading level in passage 6 which is good for their grade level. There are also 11 or 27.5% grade VI pupils who have grade 4 reading level in word recognition. This indicates that these pupils can only read materials intended for grade 4 for they are independent readers in grade 4 or level four passage.

Plus, the data also shows that only 8 or 20 percent have grade 5 reading grade level, for they can only recognize words, phrases, and sentences for grade 5 level. Finally, Table 3 shows that there are 10 or 25 percent have grade 3 reading grade level although they are grade VI pupils.

The reading grade level of the frustrated readers in comprehension before the reading games are introduced

The reading grade level of the frustrated readers in comprehension before the reading games are introduced is shown in Table 4.

Table 4

The reading grade level of the frustrated readers in comprehension before the reading games are introduced

Reading Passage Level	Frequency	Percent
1	36	90%
2	1	2.5%
3	1	2.5%
4	2	5%
TOTAL	40	100.00

Table 4 reflects data on the reading grade level of the frustrated grade VI readers. Based on the data, 36 or 90% percent of the grade VI frustrated readers in comprehension before the reading games are introduced belong to grade 1 level only. This means that majority of the grade VI frustrated readers can only comprehend ninety-eight percent of what they read when provided with grade 1 or passage 1 reading material. This further reveals that they really need to struggle practicing reading to reach the appropriate reading level for their present grade level.

In some ways, there are only 2 or 5 percent with grade 4 reading grade level at grade 4. Meaning, these students need to double their efforts to cope with the recommended reading grade level at grade 6. Thus, the teacher also needs to devise reading methodologies to help the students reach the supposed reading grade level which is at grade VI.

It can also be gleaned in Table 4 that 1 or 2.5 percent out of 40 frustrated readers have both grade 2 and 3 reading grade level. This means that even though they are already grade VI, they can only manage to read independently with grade 2 and 3 reading materials. Thus, the data suggest for meaningful reading instruction to overcome the pupils' reading difficulty in comprehension.

The reading grade level of the frustrated readers in word recognition after the reading games are introduced



The reading grade level of the grade VI frustrated readers in word recognition after the reading games are introduced is shown in Table 5.

Table 5

The reading grade level of the frustrated readers in word recognition after the reading games are introduced

Reading Grade Level	Frequency	Percent
4	4	10%
5	20	50%
6	16	40%
TOTAL	40	100.00

The data in Table 5 introduce the reading grade level of the frustrated readers in word recognition after the reading games are introduced. It can be inferred in Table 5 that after the reading games, there are twenty or 50 percent frustrated readers whose reading grade level belongs to grade 5. Meaning, they can only recognize the text in grade 5 level with 98 percent accuracy although they are grade VI pupils. This suggests that they can freely read the grade 5 materials independently even without the assistance of their teacher.

The same Table shows that there are 16 or 40 percent of the frustrated readers after the reading games are introduced who have obtained grade 6 reading level in word recognition. Meaning, they can recognize the text for grade 6 level without difficulty. This suggests that these pupils do not need assistance from their teacher to read effectively for they can manage to read the grade VI reading material independently.

Finally, Table 5 reveals that there are 4 or 10 percent of the frustrated readers who obtained grade 4 reading level. The data disclose that these pupils can only recognize the grade IV text with 98 percent accuracy. Thus, they still need to be subjected to further meaningful reading instruction.

The reading grade level of the frustrated readers in comprehension after the reading games are introduced

The reading grade level of the frustrated readers in comprehension after the reading games are introduced is shown in Table 6.

Table 6

The reading grade level of the frustrated readers in comprehension after the reading games are introduced

Reading Grade Level	Frequency	Percent
2	10	25%
3	5	12.5%
4	10	25%
5	5	12.5%
6	10	25%
TOTAL	40	100.00



It is reflected in the data in Table 6 that after the reading games are introduced, there are 10 or 25 percent of the grade VI frustrated readers who successfully reach the appropriate reading grade level which is grade 6, meaning; they can already comprehend the text with grade 6 level of difficulty. Thus, they do not need remedial reading instruction anymore for their reading level is in place.

It is also shown in the same table that there are another 10 or 25% of the frustrated readers belong to grade 4 and 2 reading level in comprehension. This means that after the reading games are introduced, there are ten frustrated readers who can independently comprehend 98 percent of what they read with grade 4 and 2 reading passages.

Moreover, five or 12.5 percent is grade 5 and 3, meaning, only one fourth of the grade 6 who are assessed frustrated readers before the reading games are introduced are categorized to have grade 5 and 3 reading in comprehension level after the reading games are introduced. Meaning, they can comprehend eighty-five percent of what they read if given grade five and three reading materials. The data imply that these five pupils need only minimal effort to reach the desired reading grade level for their actual grade level and the remaining five needs to double their effort in reading to reach the appropriate reading level.

The reading grade level of the frustrated readers in word recognition and comprehension before and after the reading games are introduced

The reading grade level of the frustrated readers in word recognition and comprehension is presented in Table 7.

Table 7

The comparison between the reading grade level of the frustrated readers in word recognition and comprehension before and after the reading games are introduced

Variable Compared	N	Mean Pre	Post	SD Pre	Post	Significant Value	Interpretation	
Word Recognitions								
difference.	40		3.88	3.10	2.92	2.23	0.000	There is statistically significant
Comprehension								
statistically	40		1.90	7.18	1.08	2.43	0.000	There is Significant difference.

Legend: t to be significant at 5% level should be lower than 0.05 with df of 39

- N = The total number of pupil-respondents
- M = The mean of pretest and posttest
- SD = The standard deviation of the pretest and posttest
- Sig Value = The significant value of the pretest over posttest

The data reflected in Table 7 indicate the pupils' grade level in word recognition and comprehension before and after the reading games are introduced. It can be gleaned in Table 7 that the difference in the students' grade level in word recognition before and after the reading games are introduced was tested using the SPSS. The result manifests the sig value of 0.000 described as significant since the computed SPSS is lower than the sig value which is 0.05. This means that the reading grade level of the pupils in word recognition has improved through the reading games. Meaning, the reading games are effective tools to improve the grade level of the frustrated readers. According to Tejero (2000), the



pupils with reading difficulty should be taught using meaningful activity like reading games so that they will enjoy and appreciate the activity that will motivate them to learn reading in a meaningful way.

On the other hand, the difference in the pupils' reading comprehension level was also tested using the SPSS and it obtained a sig value of 0.000 described as significant. Its sig value is lower than the sig value of 0.05. The data explicate that the reading games may have contributed to the pupils' reading grade level of the frustrated readers.

Conclusion

Based on the findings of the study, it is concluded that reading games are effective in improving the reading grade level of the frustrated readers both in word recognition and comprehension.

Recommendations

Based on the findings and conclusion of the study, the following are recommended:

1. The elementary teachers teaching English should administer reading diagnosis at the onset of the school year to evaluate the reading grade level of their pupils;
2. The elementary teachers teaching English should give attention to pupils with reading difficulty by recommending them for remedial reading instruction;
3. The remedial reading teachers should utilize the reading games in teaching the frustrated readers for meaningful reading instruction would spare the learners from boredom;
4. The principal and the English chairperson should support the materials needed by the remedial reading teacher to address the instructional needs of the frustrated readers;
5. Remedial reading teacher may utilize the output of the research for a longer period to further validate the results of the research; and
6. Upcoming researchers must conduct similar studies to other subjects to further find out the effects of reading games to the reading grade level of frustrated readers.

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