

## **Reading Skills of Grade 1 in the Mother Tongue-Based Multilingual Education**

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**Abstract:** The Carmen South and North District in Carmen, Cotabato, served as the study's location. With a focus on the question of whether there is a noticeable difference in the reading skills between the pure Maguindanaon and pure Manobo classes and the class with mixed native languages, this study sought to assess the reading abilities of grade 1 students in selected elementary schools in the aforementioned Municipality. Based on their reading comprehension and reading speed, respondents were 100 grade 1 students in three (3) grade 1 classes taught by a Maguindanaon teacher, a Manobo teacher, and a Christian teacher. For this study, reading materials were employed in three different languages: English, Filipino, and the researcher's mother tongue. The students' reading abilities were focused on reading, comprehension, and reading speed. The reading speed was determined by the amount of time spent reading, precisely in seconds, whereas the reading comprehension was determined by the number of questions that were properly answered. In this study, it was discovered that just 1-2% of students had excellent comprehension of what they were reading, and only 2-6% of students gave accurate answers.

**Keywords:** Reading Skills, Grade 1, Mother tongue, Multilingual Education

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### **1. Introduction**

The use of mother tongues in education has long been a source of controversy. On the one hand, some contend that it is advantageous to teach in the mother tongue since it can aid pupils in understanding the subject matter and make learning more simple for them. On the other hand, some contend that it might be harmful because it might cause misunderstandings and linguistic hurdles.

There are numerous advantages to teaching in the student's native language. For instance, since they are more accustomed to the language, it can aid pupils in understanding the subject matter better. Since they are more accustomed to the language, it may also make learning easier for the kids. Furthermore, it helps promote a sense of belonging in the classroom.

The introduction of Mother Tongue-Based Multilingual Education (MTB-MLE) specifically in Kindergarten, Grades 1, 2, and 3 to meet the objective of "Every Child-A Reader and A Writer" by Grade 1 is one of the modifications made to the Basic Education Curriculum by the new K-12 curriculum. The term "first-language-first" education, abbreviated as MTB-MLE, refers to instruction that starts in the student's native tongue before moving on to other languages, primarily English and Filipino (DO 16, s. 2012)[1]. It makes an effort to deal with the important linguistic issue that significantly influences the high rate of functional illiteracy among Filipinos. There is no worry about making mistakes because the youngster can simply express themselves in their own language.

According to DepEd Order No. 16, series 2012, the MTB-MLE will be put into practice in two modules: as a learning/subject area and as a medium of instruction. From Grades 1 to 3, the study of the mother tongue will concentrate on the growth of reading and speaking. From kindergarten through grade 3, every subject will be taught in the mother tongue, with the exception of Filipino and English. For oral fluency (speaking), Filipino will be introduced in the first semester of Grade 1. It will be taught beginning in Grade 1's second semester for reading and writing reasons. From Grades 2 to 6, the four other macroskills—listening, speaking, reading, and writing in Filipino—will be regularly developed. Reading and writing in English will begin in Grade 2's first semester, whereas English as a topic will be offered in Grade 1's second semester (Luistro, 2012) [2].

As pupils are aware of the subjects being taught and the demands being made of them, children are encouraged to actively participate in the learning process. Using their mother tongue right away, kids are able to construct and explain their reality, communicate their ideas, and add to what they already know. Hence, this study intended to find out the reading skills of Grade 1 pupils in MTB-MLE, English and Filipino in selected elementary schools of Carmen, Cotabato.

### **Objectives of the Study**

Generally, this study determined the reading skills of the grade one pupils in selected elementary schools of Carmen, Cotabato.

Specifically, this study ought to determine;

1. The reading skills of Grade one pupils in their own native language based on Mother Tongue-Based Multilingual Education (MTB-MLE);
2. The reading skills of Grade 1 pupils in English and Filipino; and
3. If there is a significant difference in the reading skills between the pure Maguindanaon and pure Manobo classes and the class with mixed native languages.

### **Significance of the Study**

This study will be of contribution to stakeholders of Carmen, Cotabato Elementary Schools in determining the reading skills of Grade 1 pupils under the MTB-MLE program of DepEd. The findings of this study will serve as a guide to Grade 1 teachers, administrators and stakeholders of selected Carmen, Cotabato Elementary Schools in developing programs to respond more fully to the different level of reading skills of grade one pupils. Awareness of the reading skills of the pupils will serve as a benchmark to offer full range of reading tools and techniques and classroom activities. Finding gathered will serve as a guide to create strategies for the teachers to incorporate reading proficiency to help develop the reading skills of the pupils. For further studies, the result of this study will be useful as a reference about effectiveness of the use of MTB-MLE.

### **Scope and Delimitation of the Study**

This study was limited to grade 1 pupils in selected elementary schools in Carmen, Cotabato. Three classes of Grade 1 pupils were selected as the respondents; Grade 1 classes which have pure Manobo population of pupils, pure Maguindanaon population of pupils, and Grade 1 class with mixed mother tongues.

This study focused on the reading skills of Grade 1 pupils in selected elementary schools of Carmen, Cotabato.

### **Operational Definition of Terms**

AVERAGE-reading speed level in which the pupil reads the passage at the speed of 50-90 seconds in Filipino and 50-100 seconds in English.

FAST-reading speed level in which the pupil reads the passage at the speed of 40 seconds and below in Filipino and English.

FRUSTRATION-reading level in which the pupils score is 75% and below in comprehension and classified as slow reader.

INDEPENDENT-reading level in which the pupils score is 90-100% in comprehension and classified as fast reader.

INSTRUCTIONAL- reading level in which the pupils score is 75-89% in comprehension and classified as average reader.

Reading-identifying of written or printed words; the process of identifying and understanding the meaning of the characters and words in written or printed material. (Microsoft Encarta 2009. 1993-2008 Microsoft Corporation. All Rights Reserved.)

“Mother tongue”- the first language somebody learns as a child at home (Microsoft Encarta 2009. 1993-2008 Microsoft Corporation. All Rights Reserved.)

PHIL-IRI- is an assessment tool that evaluates the reading proficiency level of elementary school pupils.

SLOW- reading speed level in which the pupil reads the passage at the speed of 100 seconds and above in Filipino and 110 seconds and above in English.

Acronyms Used in the Study

DepEd- Department of Education

IP- Indigenous People

MTB-MLE- Mother Tongue-Based Multilingual Education

PHIL-IRI- Philippine Informal Reading Inventory

## **2. Methodology**

### **Research Design**

This study used descriptive-comparative research design. It is descriptive because it determined the reading skills of Grade 1 pupils in their own native language based on MTB-MLE and in English and Filipino. It is comparative because it compared the reading skills between the pure Maguindanaon and pure Manobo classes and the class with the mixed native languages.

### **Locale of the Study**

This study was conducted in three elementary schools in Carmen North and South Districts in Carmen Cotabato. The selected schools for the conduct of the study are Grade 1 classes from Langogan Elementary School of Carmen South District, Mainline Elementary School and Bentangan Elementary School of Carmen North District. Grade 1 class from mainline Elementary school was selected for its population of pupils with mixed mother tongue, Langogan Elementary School for its Grade 1 class with pure Maguindanaon pupils, and Bentangan Elementary School for its pure Manobo population of pupils.

### **Respondents of the Study**

The respondents of this study are the Grade 1 pupils of selected Elementary Schools in Carmen, Cotabato. Grade 1 pupil-respondents from Mainline Elementary School were handled by a Christian teacher using Filipino language medium of instruction. Grade 1 pupils of Langogan Elementary School were handled by a Manobo teacher. The pupils from these three schools were chosen to be the respondents because they are all located in interior barangays of Carmen, Cotabato with parents whose main source of income is through farming.

The teacher of the Manobo group of respondents used the indigenous People Curriculum in teaching the pupils in their native tongue because they were not yet provided with materials for the MTB-MLE Curriculum although it was already implemented by the Department of Education. The Maguindanaon group of respondents did not yet have any materials for the implementation of MTB-MLE. The teacher of the mixed group of respondents used the MTB-MLE Curriculum.

### **Sampling Procedure**

Convenient sampling was used in identifying the respondents. They were those who were present in the selected elementary school at the time the reading tests were administered.

### **Research Instrument**

The research instruments used were the PHIL-IRI reading assessment tools developed by the Department of Education which focuses on evaluation of specific pupils reading ability. There were three sets of questionnaires used: the reading test for the respondents' native language, English and Filipino. The reading passages made by PHIL-IRI were translated to Manobo and Maguindanaon languages to test the reading skills of the respondents in their own tongue.

### **Research Procedure**

The researcher personally conducted the reading skills test in each school after the approval to conduct the study was granted by the Carmen South and North District Supervisors, and school heads involved in the study. The respondents were provided with three test papers to read and answer. The researcher personally conducted the individual reading test in the respondents' native language, English and Filipino PHIL-IRI reading passages. In the individual reading test, the researcher individually let each respondent read a reading passage and recorded the reading speed in seconds. After the respondents read the passage, they were given 10 questions about the reading passage they read. Group reading was done by giving the respondents individual copies of PHIL-IRI reading materials. The respondents also answered 10 comprehension questions after reading the passages.

### **Statistical Analysis**

To determine the significance of the difference in the reading skills of the respondents, chi square-test statistics was used.

## **3. Results and Discussion**

One hundred pupils were chosen through convenient sampling from three (3) far-flung elementary schools in Carmen, Cotabato. These schools are described as follows; Mainline Elementary School whose respondents were Grade 1 pupils handled by a Christian teacher using Filipino language as a medium of instruction; Langogan Elementary School whose respondents were Grade 1 pupils handled by a Maguindanaon teacher, and Bentangan Elementary School whose respondents were Grade 1 pupils handled by a Manobo teacher. These pupils were requested to read three (3) reading materials in English, Filipino and in the native language.

**Reading skills of Pupils**

The classification of comprehension was based on the following; (a) the independent readers refer to the pupils who answered 90%-100% of the questions correctly after reading, (b) in the instructional level were those pupils who answered 75%-89% questions correctly after reading, and (c) in the frustration level were the pupils who answered 75% questions and below correctly.

Table 1a presents the result of the reading exercise by Grade 1 pupils from the three (3) schools. The reading skills of the pupils were categorized into three: independent, instructional and frustration. Of the 100 pupil respondents, six (6.00%) were rated as independent, 9 (9.00%) as “Instructional”, and 85 (85.00%) under the category “Frustration”. Among the Maguindanaons, there was only one (1.32%) pupil who comprehend what the respondents read. Six (19.4%) of them were considered average in terms of comprehending what they had read in English, while, most (24,77.4%) of them were considered to have great difficulty in understanding what they read.

On the other hand, 5 (16.7) of the thirty Manobos understood what they read in English, two (6.7%) were considered average in terms of understanding what they had read and majority (23, 76.7%) were very poor in understanding what they had read.

The mixed pupils were observed to be the worst readers compared to Maguindanaons and Manobos because none of them exhibited better comprehension of what they read. There was none of them who understood what they read, there was only one (2,6%) who was considered average in terms of understanding what the pupils had read and almost all (38,97.4%) of them practically could not read in English.

From the above results, one may consider that the worst readers of English among the Grade 1 pupils were those pupils coming from the class of “mixed’ dialects. Chi-square test revealed that the categories of reading skills of the pupils were influenced significantly ( $X=7.76^*$ ,  $df=2$ ,  $prob =0.02$ ) by their class characteristics. This implies that the reading comprehension of the pupils depended on their tribes. Further, it was gleaned from the test that the reading skills of the pupils did not differ between the “independent” and “instructional” groups.

In terms of their tribes or class characteristics, it was found out through analysis of variance (ANOVA) that the reading skills of the Maguindanaon and Manobo pupils were not significantly different from each other through the further test using Sheffe’s Test. The reading abilities of these two tribes were significantly different from the reading abilities of the mixed tribe class ( $F=8.00^*Prob.=0.00$ ). It may be seen that the Maguindanaon and Manobo pupils were better readers than the mixed pupils (Table 1b).

Table 1a. PHIL-IRI categorization of reading comprehension skills of respondents in English. Carmen, Cotabato

Class Characteristics	independent		Instructional		Frustration		Total
	f	%	f	%	f	%	
Maguindanaon	1	3.2	6	19.4	24	77.4	31
Manobo	5	16.7	2	6.7	23	76.7	30
Mixed	0	0	1	2.6	38	97.4	39
Total	6	6.00	9	9.00	85	85.00	100

Chi-square value= $7.76^*$  p value= $02$

\*---significant at 0.5 level, categories of the same color were collapsed and categorized as one.

Table 1b. Test of difference in reading comprehension scores in English of pupils, Carmen, Cotabato.

Class Characteristic	N	Mean1	Std. Deviation	F value	P value
Maguindanaon	31	4.45ab	2.49	8.00**	0.00
Manobo	30	5.30a	2.35		
Mixed	39	3.26b	1.58		
Total	100	4.24	4.45		

\*\*---significant at .01 level

**1- Means with different superscripts are significantly different at .05 level using Sheffe’s test**

Table 2a presents the result of the reading exercise by Grade 1 pupils from the three (3) schools. The reading skills of the pupils were categorized into three: independent, instructional and frustration. Of the 100 pupil respondents, two (2.00%) were rated as “Independent”, 7 (7.00%) as “Instructional”, and 91 (91.00%) under the “Frustration” category. Among the Maguindanaons, there was only one 1 (1.32%) pupil who comprehended what all pupils read. 2 (6.5%) of them were considered average in terms of comprehending what they had read in Filipino, while, most (28,90.3%) of them were considered to have great difficulty in

understanding what they read. Compared to their reading skills in English, reading in Filipino was even more difficult for the Maguindanaon pupils.

On the other hand, 1 (3.3) of the thirty Manobos understood what he/se read in Filipino, four (13.3%) were considered average in terms of understanding what they read and majority (25,83.3%) were very poor in understanding what they had read.

The mixed pupils were observed to be the worst readers compared to Maguindanaons and Manobo because none of them exhibited better comprehension of what they read. There was only one (2.6%) who was evaluated as average and almost all (97.4%) of them could not understand what they had read.

From these results, one may consider that the worst readers of Filipino among the Grade 1 pupils were those pupils coming from the class of “mixed” dialects with Filipino as language of instruction. Chi-square test revealed that the categories of reading skills of the pupils were significantly influenced ( $\chi^2=4.25^*$ ,  $df=2$ ,  $Prob.=0.04$ ) by their class characteristics. This implies that the reading comprehension of the pupils depended on their tribes. Further, it was gleaned from the test that the reading skills of the pupils did not differ between the “independent” and “instructional” groups.

In terms of their tribes or class characteristics, it was found out through analysis of variance (ANOVA) that the skills of Maguindanaon and Manobo pupils were not significantly different from each other when compared using Sheffe’s Test. These two tribes were significantly different from the reading abilities of the mixed tribe in terms of reading Filipino ( $F=3.94^*$ ,  $Prob.=0.02$ ). It may be seen that the Maguindanaon and Manobo pupils were better readers in Filipino than the mixed pupils (Table 2b).

Table 2a. PHIL-IRI categorization of reading comprehension skills of respondents in Filipino. Carmen, Cotabato

Class Characteristics	independent		Instructional		Frustration		Total
	f	%	f	%	f	%	
Maguindanaon	1	3.2	2	5.5	28	90.3	31
Manobo	1	3.3	4	13.3	25	83.3	30
Mixed	0	0	1	2.6	38	97.4	39
Total	2	2.00	7	7.00	91	91.00	100

Chi-square value 4.25\* df=2 p value=.04

\*---significant at 05 level. Categories of the same color were collapsed and categorized as one.

Table 2b. Test of difference in reading comprehension scores in Filipino of Pupils. Carmen, Cotabato

Class Characteristic	N	Mean1	Std. Deviation	F value	P value
Maguindanaon	31	3.84ab	1.93	3.94**	0.02
Manobo	30	4.97a	1.90		
Mixed	39	3.82b	1.76		
Total	100	4.17	1.91		

\*\*--significant at 0.1 level

1- means with different superscripts are significantly different at 05 level using Sheffe’s test

Table 3a presents the result of the reading exercises by Grade 1 pupils from the three (3) schools. The reading skills of the pupils were categorized in to three: independent, instructional and frustration. Of the 96 pupil respondents, four (4.1%) were rated as “Independent”, 20 (20.4%) as “Instructional”, and 74 (75.5%) were classified under “Frustration”. Among the thirty-one Maguindanaons, there were only three (9.7%) pupils who comprehended what all the pupils read. 6 (19.4%) of them were considered average in terms of comprehending what they had read in native dialect, while majority (22,71.0%) were considered to have great difficulty in understanding what they read.

On the other hand, 1 (3.3) of the thirty Manobos understood what he read in his native tongue, ten (33.3%) were considered average in terms of understanding what they had read and majority (19,63.3%) were very poor in understanding what they had read even in their native dealect.

The mixed pupils were observed to be the worst readers compared to Maguindanaons and Manobo because none of them exhibited comprehension of what they read in their own native dialect. There were only four (10.8%) who were evaluated as average in terms of understanding what they read and thirty-three (89.2%) of them could not understand what they had read.

From the above results, one may consider that the worst readers in native dialect among the Grade 1 pupils were those pupils coming from the class of “mixed” dialects. Chi-square test revealed that the categories of reading skills of the pupils in teir native tongue were significantly influenced ( $X^2=6.37^*$ ,  $df=2$ ,  $Prob.=0.01$ )

by their class characteristics. This implies that the reading comprehension of the pupils depended on their tribes. Further, it was gleaned from the test that the reading skills of the pupils in terms of the native dialect did not differ between the “independent” and “instructional” groups.

In terms of their tribes or class characteristics, it was found out through analysis of variance (ANOVA) that the skills of the Maguindanaon and Manobo pupils were not significantly different from each other when compared using Sheffe’s Test. Reading abilities of this two tribes were significantly different from the reading abilities of the mixed tribe class ( $F=3.41^*$ ,  $Prob.=0.04$ ). It may be seen that the Maguindanaon and Manobo pupils were better readers in the native dialect than the mixed pupils (Table 3b).

Table 3a. PHIL-IRI categorization of reading comprehension skills of respondents in native language. Carmen, Cotabato

Class Characteristics	independent		Instructional		Frustration		Total
	f	%	f	%	f	%	
Maguindanaon	3	9.7	6	19.4	22	71.0	31
Manobo	1	3.3	10	33.3	19	63.3	30
Mixed	0	0	4	10.8	33	89.2	37
Total	4	4.1	20	20.4	74	75.5	98

Chi-square value= 6.37\*\* df=2 p value=.01

\*--significant at .01 level. Categories of the same color were collapsed and categorized as one.

Table 3b. Test of difference in reading comprehension scores in native language of pupils

Class Characteristic	N	Mean1	Std. Deviation	F value	P value
Maguindanaon	31	2.61a	.67	3.41*	0.04
Manobo	30	2.60a	.56		
Mixed	37	2.89b	.31		
Total	98	2.71	.54		

\*\*--significant at .05 level

1- means with different superscripts are significantly different at .05 level using Sheffe’s test

### Reading Speed of Pupils

The reading skills of pupils coming from the three (3) remotely placed elementary schools is presented in Tables 4,5 and 6. The reading speed of the pupils was classified as: fast, average, slow and non-reader. The reading speed was classified as follows: (a) fast readers are those who can read the materials in 40 seconds or less, (b) average readers are those pupils who can read the materials within 50 to 100 seconds and (c) slow readers are those who can read the materials in more than 110 seconds.

In table 4, the reading speed of the pupils in English is shown. Of the 98 pupils, only one (1.3%) was a fast reader, three (3.1%) were average readers, 73 (74.5%) pupils were slow readers and 23 (23.5%) of the pupils were observed to be non-readers. Generally, one may consider that the pupils were slow readers in English. Chi-square test revealed that the reading speed of pupils in English materials was not significantly influenced by their tribes ( $X^2=4.26^*$ ,  $df=3$ ,  $Prob=0.34$ ). This implies that the reading speed of pupils did not depend on their ethnological grouping.

Among the Maguindanaons, one (3.2%) of them read faster than the rest, two (6.5%) had an average reading speed, eight (25.8%) were slow readers and the worst, three were 20 (64.5%) who could not read Filipino. There was no fast reader and non-reader among the Manobos. There was one (1.3%) of the Manobo pupils who had an average reading skill, and there were 29 (96.7%) slow readers. In the class of mixed pupils, there were no fast and average readers. Almost all (36,97.3%) of the mixed pupils were slow readers and there were three (8.1%) who could not read in English.

Table 4. PHIL-IRI categorization of reading speed of respondents in English. Carmen, Cotabato.

Class Characteristics	independent		Instructional		Frustration		Total	
	f	%	f	%	f	%		
Maguindanaon	1	3.2	2	6.5	8	25.8	20 64.5	31
Manobo	0	0.0	1	3.3	29	96.7	0 0.0	30
Mixed	0	0	0	0.0	36	97.3	3 8.1	37
Total	1	1.3	3	3.1	73	74.5	23 23.5	98

Chi-square value= 4.26\*\* df=3 p value=3.4

Ns-not significant at 05 level

In terms of reading materials in Filipino, table 5 presents the following observations as responded by the Maguindanaon, Manobo and mixed pupils. It was gathered that of the 98 pupils, there was only one (1.3%) fast reader, three (3.1%) average readers, 73 (74.5%) slow readers and 23 (23.5%) non-readers of Filipino reading materials. Generally, one may consider that the pupils were slow readers in Filipino. Chi-square test revealed that the reading speed of pupils in Filipino materials were not significantly influenced by their tribes ( $X^2=4.26^{**}$ ,  $df=3$ ,  $Prob=0.34$ ). This implies that the reading speed of pupils did not depend on their ethnological grouping.

Among the Maguindanaons, one (3.2%) of them read faster than the rest, two (6.5%) had an average reading speed, eight (25.8%) were slow readers and the worst, there were 20 (64.5%) who could not read Filipino. There was no fast and non-reader among the Manobos, there was one (1.3%) of the Manobo pupils who had an average reading skill, and there were 29 (96.7%) slow readers. In the class of mixed pupils, there were no fast and average readers. Almost all (36,97.3%) of the mixed pupils were slow readers and there were three (8.1%) who could not read in English.

Table 5 PHIL-IRI categorization of reading speed of respondents in English. Carmen, Cotabato.

Class Characteristics	fast		average		slow		Non-reader		Total
	f	%	f	%	f	%			
Maguindanaon	1	3.2	2	6.5	8	25.8	20	64.5	31
Manobo	0	0.0	1	3.3	9	96.7	0	0.0	30
Mixed	0	0	0	0.0	36	97.3	3	8.1	37
Total	1	1.3	3	3.1	73	74.5	23	23.5	98

Chi-square value= 4.26\*\*

df=3

p value=3.4

Ns-not significant at 05 level

In terms of reading materials in the native dialect, Table 6 presents the following observations performed by the Maguindanaon, Manobo and mixed pupils. It was gathered that the of the 98 pupils, there was only one (1.3%) fast reader, three (3.1%) average readers, 92 (93.0%) slow readers and 2 (2.6%) non-readers of the reading materials. Generally, one may consider that the pupils were slow readers in their native language. Chi-square test revealed that the reading speed of pupils in their native language reading materials were not significantly influenced by their tribes ( $X^2=4.26^{**}$ ,  $df=3$ ,  $Prob=0.34$ ). This implies that the reading speed of pupils did not depend on their ethnological grouping.

Among the Maguindanaons, one (3.2%) of them read faster than the rest, three (9.7%) had an average reading speed, 25 (80.6%) were slow readers and there were 2 (6.5%) who could not read in their native tongue. There was no fast, average and non-reader among the Manobos. All of them were slow readers. The mixed pupils were of the same fate with the Manobo pupils.

Class Characteristics	fast		average		slow		Non-reader		Total
	f	%	f	%	f	%			
Maguindanaon	1	3.2	3	9.7	25	80.6	2	6.5	31
Manobo	0	0.0	0	0.0	30	100	0	0.0	30
Mixed	0	0	0	0.0	37	100	0	0.0	37
Total	1	1.3	3	3.1	92	93.0	2	2.6	98

Chi-square value= 4.26\*\*

df=3

p value=3.4

Ns-not significant at 05 level

#### 4. Summary, Conclusion and Recommendation

##### Summary

One hundred grade 1 pupils were chosen as respondents of this study. These elementary schools were Mainline Elementary School whose Grade 1 pupils were handled by a Christian teacher, Langogan Elementary School whose grade 1 pupils were under a Maguindanaon teacher and Bentangan Elementary School whose grade 1 pupils were handled by a Manobo teacher. These schools belonged to the Carmen District of the Department of Education.

It was found out in this study that in forms of reading comprehension only about 1% or 2% of the pupils in a class of 30 to 40 pupils were rated “independent” readers. Independent readers are those pupils who can perfectly understand what they are reading whether, these materials are written in English, Filipino, or in the native dialect. On the average, there were 2% to 6% among the pupils who can answer 50% to 90% questions correctly. On the other hand, there were 85% to 98% of the pupils who cannot understand what they are reading in whatever reading material given to them to read. It was unfortunate that even materials were written in their native tongue, they cannot still comprehend what they were reading. This finding is true to all tribes included in the study, Maguindanaons, Manobos and mixed local dialect.

It was found in this study that the different reading comprehension classifications were significantly influenced by the tribes they belonged to as shown by the Chi-square test. The analysis of variance (ANOVA) and the further test showed that there were significant differences between the tribes in terms of the different reading comprehension classification. Further analysis using Scheffe’s Test supported the findings in Chi-square analysis that the MAguindanaons and Manobos exhibited significantly different results compared to the mixed pupils. It was found out also that the number of “independent” and “instructional” pupils were significantly lower than the number of pupils who were classified as “frustration”.

The reading speed of the pupils were classified as fast, average, slow, and non-readers. It was observed that the percentage of non-readers was about one-fourth of the pupils in a classroom of about 30 to 40 pupils. The slow readers were estimated to be 5% to 95%, the average readers only about 5% to 7% while the fast readers were 1% to 2% only. This study found out that there were more than 60% of the pupils who may be considered marginal readers in terms of speed.

The Chi-square test, however, failed to prove that the different reading speed were not significantly affected by tribes. This means that whether a child was a Muslim, Lumad and Christian, they all fall in the different reading speed.

### **Conclusion**

Based on the findings of this study, the following conclusions were drawn.

1. In terms of reading comprehension, about above 50% of the pupils meet difficulty in understanding what they read. Whether the reading materials were in English, Filipino, or even in their own native tongue.
2. The reading speed of the pupils were not that fast, in fact, more than 50% of them can also read from 50 to 90 seconds, irrespective of the type of reading material. Very few of them can read fast. Almost 25% of them are classified as non-readers.

### **Recommendations**

1. It is recommended that there should be sustainability in the used of MTB-MLE curriculum.
2. It is recommended that there should be a development of assessment tools in MTB-MLE.
3. Further research about the effects of MTB-MLE in reading skills of pupils should be made.
4. If this study will be conducted in other places, other tribes maybe included and the number of respondents maybe increased so that the derive findings will be more accurate and reliable.
5. This study maybe conducted among higher grades even those in the first and second years of high school.
6. In order to be more precise on the influence of tribe more ethnological groups maybe included in the future study.
7. The study may also be conducted among pupils from non-remote places.
8. It is also recommended that the teachers handling the pupils should be authentic members who can speak the local dialects.

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