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ORAL READING MISCUES AND INFERENTIAL READING COMPREHENSION OF TVL SENIOR HIGH SCHOOL LEARNERS

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Abstract

This study examined the relationship between the frequency of identified oral reading miscues limited to substitution, correction, hesitation, repetition, omission, and insertion and the levels of inferential reading comprehension among Grade 11 TVL Senior High School learners at Pasay City East High School. The respondents of the study are 212 learners under the Technical Vocational Livelihood track from varying strands namely, Industrial Arts ,specialized in Shielded Metal Arc Welding, Information and Communication Technology, and Home Economics, specialized in Bread and Pastry Production and Hairdressing selected through simple random sampling technique. Additionally, the study administered a standardized reading comprehension tool McCall- Crabbs Book F, authored by William A. McCall and Lelah C. Schroeder, used by Villajuan (2020) study and by Quezon City Science High School, was utilized to measure the inferential reading comprehension level of secondary learners. Furthermore, the story "Poison" by Raould Dahl (1953) adopted from Hoffner (1974), was utilized to determine the oral reading miscues of the respondents using Argyle's (1989) reading miscues inventory system adopted from Mahmud's (2018) study. The study utilized data analysis tools such as average for miscues and G-score and Pearson-R coefficient. The data revealed consistent fluctuations in students' inferential reading comprehension, resulting to an overall average of 6.02 (6th-grade level). Meanwhile, substitution and omission were determined the most rampant oral reading miscues among respondents. In conclusion, the study highlighted the urgent need of comprehensive reading programs and supportive learning environment to bridge the gap in inferential reading comprehension.

Keywords: *Inferential Reading Comprehension, Oral Reading Miscues, McCall Crabbs Test, Reading Miscues Inventory*

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INTRODUCTION

Readers' ability to understand what they read is greatly impacted by oral reading miscues. Given the point above, Suyana (2019) asserted that reading comprehension is a multifaceted decoding and linguistic ability, beyond low cognitive skill of memorization, categorized on different levels, literal, inferential, critical, and creative. The role of vocabulary in reading comprehension is significant, as Wilkins (2015) emphasized that 'without vocabulary, there can be no learning at all.' This is particularly relevant to TVL learners, where the lack of exposure to technical terms may contribute to reading miscues such as substitution and omission (Dolba, 2022). Whereas, inferential reading comprehension is centered on the implied meanings or ideas indirectly stated in the text. On the other hand, Shen, Zhou, and Gao (2020) described oral reading miscues as reading errors that occurred during loud verbal reading. In light of this, recent studies have explored the relationship between oral reading miscues and reading comprehension of students. The above study was similar to an investigation of oral reading miscues committed by tertiary Chinese second language learners concerning reading comprehension conducted by Shen, Zhou, and Gao (2020) which affirmed that between advanced and lower-level readers, the latter consumed more time in information processing due to limited visual information processing or visual span (VS) which led to committing of frequent miscues during loud reading of the original text. Moreover, the study asserted that as the year level increases, more word-knowledge reading miscues such as repetition, unsuitable pause within a notion, and lack in propriety of word partition resulted in difficulty in meaning-making of words in text and reading comprehension.

Given domestic contexts, a few local studies like Casaljay and Malabarbas (2022) dove into a deeper investigation in analyzing oral reading miscues performed by Grade 11 Senior High Technical Vocational Livelihood learners specialized in Electrical Installation and Maintenance Strand (EIM) at Sta. Margarita, Samar Philippines asserted that verb- -semantics and word recognition errors affected the reading comprehension of readers. Failure to accurate word content meaning and word identification, chiefly verbs, may lead to false comprehension of the text. In relation, the respondents of the study predominantly committed “correction” reading miscues due to less consciousness of word phonics and poor recognition of parts of speech. In encapsulation, subjects are not well-adjusted in academics such as reading due as well to the nature of the respondent’s strand.

Sor and Caraig (2021) conducted a correspondingly significant inquiry with regard to the oral reading miscues and silent reading comprehension among Senior High TVL learners in Batangas, showing that incorrectness in graphophonic language, principally in word recognition and word pronunciation hindered readers’ reading performance and silent reading comprehension. In connection, the study posited that among SHS tracks and strands examined, the TVL track committed the highest average of oral reading miscues with an 11.93 average score which resulted in poor reading comprehension among TVL respondents, predominantly marked in frustration level.

Similarly, it was found that elementary students at San Isidro Elementary School in Bohol had their reading performance affected by oral reading miscues, specifically when words were mispronounced or unexpectedly replaced in the text. This was based on the student's reading comprehension and fluency assessment performed by Canoy and Loquias (2022) through an Oral Reading Verification Test (ORVT) administered before and after the reading session.

Additionally, Aquino and De Vera's (2018) course concerned with oral reading miscues and reading comprehension levels; in literal, interpretative, critical, and creative, of Grade 7 learners, who are predetermined subjects for reading difficulties, in Mapandan National High School, Mapandan, Pangasinan asserted that respondents were determined with low-level reading comprehension in all levels, mostly, in inferential and critical reading comprehension level with common percentage score. Moreover, respondents were identified as afflicted by verbal reading errors mainly, word mispronunciation and deletion of existing words on the material in connection to readers' demographic profile.

The aforementioned local studies established the relationship of oral reading miscues in various linguistic levels to reading comprehension in terms of; reading comprehension's general concept, silent reading comprehension, and all levels of reading comprehension. Notwithstanding, oral reading miscues occurred and were committed by readers globally, neither confined locally, which various local studies yielded almost common results with international scientific reading materials.

This study patched the gap in investigations focused on oral reading miscues of Technical Vocational Livelihood learners in the Division of Pasay City about higher reading comprehension, and inferential reading comprehension levels. This study differed from conducted related reading comprehension studies, commonly confined to literal reading comprehension level.

Objectives

This study aimed to determine the correlation between the levels of inferential reading comprehension and frequency of identified oral reading miscues among Grade 11 TVL Senior High students at Pasay City East High School in the Pasay Division.

Specifically, it sought to answer the following questions:

1. What are the respondents' levels of inferential reading comprehension?
2. What are respondents' frequency of identified oral reading miscues:
   2.1 substitution;
   2.2 correction;
   2.3 hesitation;
   2.4 repetition;
   2.5 omission; and
   2.6 insertion?
3. Is there any significant relationship between the frequency of the respondents' identified oral reading miscues and their levels of inferential reading comprehension?

METHODS

Methods Of Research

The study is a descriptive correlational design aimed at measuring the relationship between two or more variables without attempting to establish cause-and-effect connections, Bhandari (2023). This study delineated the correlation between the level of sense of the language print and the number of identified oral reading miscues of the eleventh-grade TVL Senior High School learners at Pasay City East High School, by collecting data on those variables, analyzing and describing the patterns and relationships that emerge from the gathered data. Rather than influencing the results, researchers simply watched and quantified the variables as they occurred in the natural environment.

One way data was gathered was by having students read a passage out loud while keeping track of any errors they made. Additionally, students' comprehension and application of textual information were assessed with the use of an adopted standardized McCall Crab Book F reading comprehension test, assessed through calculations of the individual average G-score or reading grade level per essay and for the overall selections

Population, Sample Size, and Sampling Technique

The population of respondents in the study was 469 students enrolled in the Technical Vocational Livelihood program in the eleventh grade at Pasay City East High School in the Pasay City Division. To qualify a student as a respondent of the study, the respondent must be a Grade 11 Senior High TVL student, currently enrolled in the academic year 2024 – 2025 at Pasay City East High School in the Division of Pasay City. These subjects are ideal for the study due to their necessary expertise to address the research questions and give meaningful responses.

$$n_0 = \frac{Z^2 p(1-p)}{e^2}$$

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

The researcher used the Cochran formula to calculate the total number of respondents needed in the study with a margin of error of 0.05 and a confidence level of 95%, as demonstrated in the above figure. The researchers employed a simple random sampling technique to yield equal selection opportunity among Grade 11 TVL Senior High students as respondents, ran through Excel's SRS formula at Pasay City East High School in the Division of Pasay City, which are deemed most pertinent to the research objectives. The specific division of sample size of the study per TVL strand is illustrated in the table below.

Table 1

Population and Sample Size

TVL Strand	Population	Sample Size
Information and Communication Technology	159	72
Industrial Arts- SMAW	40	18
Home Economics- BPP	240	108
Home Economics- Hairdressing	30	14
Total	**469**	**212**

Note: The sample was derived using Cochran Formula

Description of Respondents

The respondents of the study were Grade 11 Technical Vocational Livelihood learners from various Technical Vocational Livelihood (TVL) strands, including Information and Communication Technology, Industrial Arts specialized in Shielded Metal Arc Welding, and Home Economics specialized in Bread and Pastry Production and Hairdressing at Pasay City East High School in the Division of Pasay City for the Academic Year 2024–2025. On top of that, the respondents of the study were entailed with a total of 126 males and 86 females considering 51 males and 21 females from the Information and Communication Technology (ICT) strand; 18 males from the Shielded Metal Arc Welding (SMAW) strand, 50 males and 58 females from Bread and Pastry Production (BPP) strand while equally 7 males and females from Hairdressing strand. Consequently, the respondents of the study were dominated by male over female participants due to the nature of the track centered on skills and livelihood education. Which, the majority of respondents' age ranges from 16 years old to 20 years old, enrolled as regular learners for the current academic year. In connection, the selected strands were limited to the offered TVL strands under the TVL track at Pasay City East High School. Along with this, Sor and Caraig (2018) posited that among all students under various tracks, learners under TVL strands committed the highest average of reading miscues. Nonetheless, the aforementioned reference was one of the bases for respondents' track selection.

Research Instrument

To answer the problem, this study administered a standardized reading comprehension tool , McCall Crabbs Book F authored by William A. McCall and Lelah C. Shroeder, which was used by Villajuan (2020) study titled "Reading Proficiency, Comprehension Level of Grade 8 Students and Readability of Afro Asian Learning Module" and also used by Quezon City Science High School, was applied in order to measure the inferential reading comprehension level of the Grade 11 TVL Senior High School Students ,which previously assessed the meaning-making of the text of high school learners in a secondary public school in Quezon City. Mc-Call Crabbs is a reading comprehension test administered in various Secondary Public Schools under the Department of Education memorandum towards its utilization such as in public secondary schools in the Division of Quezon City (2020). In connection, the adopted MC-Call Crabbs Book F consisted of eight (8) multiple choice questions per essay, in which individual total raw score for every selection corresponded to a G-score as illustrated below.

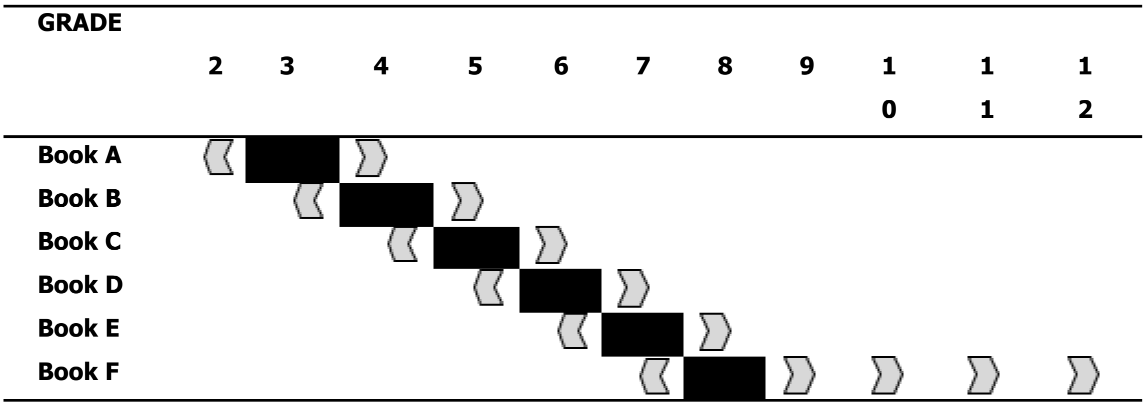
Table 2

Corresponding G – Score

No. Right	1	2	3	4	5	6	7	8
G-Score	2.6	3.0	3.5	4.0	4.6	5.2	6.0	7.0

Note: The table was acquired from the used McCall Crabbs Reading Comprehension Test

Table 2 illustrates the relationship between the total number of correct answers and the G-Score, with the G-Score increasing as the number of correct responses rises. For example, with one correct answer, the G-Score is 2.6, while achieving all 8 correct answers results in the highest G-Score of 7.0. This scoring system provided a quantitative means of evaluating the students' reading comprehension proficiency, with higher G-Scores indicating better performance. This structure helped to assess the inferential comprehension ability of students, contributing valuable insights into their academic reading capabilities. Furthermore, Mc-Call Crabbs Book F is bound to measure the ability of readers to derive beyond the meaning of literal words in the text, infer, or conclude. Technically, it is a series that entailed of six (6) reading levels designed for certain grade levels as demonstrated below.



On the other hand, oral reading miscues of the respondents were determined by the researcher through utilization of the story, “Poison” by the British writer Raould Dahl (1953). This was adopted from the study of Hoffner (1974), “A Psycholinguistic Analysis of Oral Reading Miscues by Junior College Students” which, was used to determine the reading miscue of Grade 9, Grade 10, and Junior College students and was measured using the coding system for oral reading miscue inventory of Argyle (1989), adopted from Mahmud (2018) entitled " Miscues Analysis: A Glimpse into the reading process. Argyle’s reading miscues inventory system centers on six (6) oral reading miscues namely; substitution, correction, hesitation, repetition, omission, and insertion which were manually identified and inventoried.

The instruments were evaluated by the problem statements developed by the researcher. The above methods of data collection greatly assist the researcher in justifying the objectives stated in the study's problem statement. This allowed the researcher to obtain relevant data.

Data Gathering Procedure

The researcher followed a set of procedures to collect the data required for the study. First and foremost, the researcher obtained approval from the Polytechnic University of the Philippines' Ethics Review Committee to ensure that the research was ethically sound. The researcher then wrote letters to the superintendent of Pasay City's Schools Division Office, requesting permission to conduct the study and to distribute the reading comprehension and oral reading miscue tools. Upon approval, the researcher sought permission from the School Principal, SHS Coordinator, Grade eleven (11) coordinator, and TVL subject teachers and advisers regarding the specificity of the study and data collection procedure for Senior High Grade 11 -TVL students at Pasay City East High School in the Division of Pasay City.

In the course of the data-gathering procedure, the researcher primarily distributed an informed consent form to the selected respondents of the study to avoid conflict of interest, sustain confidentiality, and deviation from ethical norms and considerations. Afterward, the retrieval of consent forms signed by the selected respondents and by the respondent’s parents was held to ensure the learner’s holistic understanding of the study and voluntary participation. Thereafter, the researcher conducted a face-to-face, paper and pen, administration of the examination of the standardized McCall Crabbs Test-Book F, a reading comprehension tool to gather the inferential reading comprehension level of the selected respondents. Then, a face-to-face individual live oral reading of the readers of the selection, "Poison", while simultaneously being audio recorded was conducted to identify the oral reading miscues committed by the respondents, assessed and inventoried using Argyle's (1989) reading miscues inventory or coding sheet. Live reading of the respondents was audio recorded to completely determine the respondent's reading errors. The abovementioned data gathered resulted from conducted tests, which were analyzed and assessed using accurate and specific statistical tools.

Statistical Treatment of Data

Descriptive statistics were used to examine the data in this research. Descriptive statistics were used to examine the data in this research. A systematic and factually accurate description is the goal of descriptive research. It gives the number of times something happens, or frequency, which is useful for statistical calculations like finding the average or central tendency.

Weighted Mean. It measured the overall level of inferential reading comprehension and the average of committed oral reading miscues of Grade 11 TVL Senior High Students at PCEHS in the Division of Pasay City

Where:

Σ = Summation

w = Weight

x = value

$$\bar{x} = \frac{\sum w_i x_i}{\sum w_i}$$

Average of G Score. It calculated the individual reading comprehension level of the Grade 11 TVL Senior High Students at PCEHS in the Division of Pasay City

Where:

$$\text{Average} = \frac{\text{G Score}}{\text{No. of Essay}}$$

Table 3

Analysis of Respondent's Miscue Patterns

		TYPES OF MISCUE BY ARGYLE (1989)					
Words in Text	Miscue	Omission	Insertion	Hesitation	Substitution	Repetition	Correction

Note: The table was adopted from Argyle (1989) RMI sheet

Table 3 exhibits a Reading Miscues Inventory (RMI) adopted from Argyle (1989) used to determine the actual words in the text subject for miscues, respondents' incorrectness and type of miscues respondents committed in oral reading limited to replacement of actual words or phrase in text with incorrect words "substitution", a reiteration of words or phrase in the text "repetition", removal of existing words in the text which alter the word's or phrase's meaning "omission", placement of new word which is not in actual text "insertion", self-correction of identified incorrectness in text "correction" and reluctant pauses of reader between words in text "hesitation". Argyle's RMI sheet is used to track and analyze the oral reading miscues committed by SHS Grade 11 TVL students of PCEHS as indicated by the number of notes or marks manifested in the RMI sheet presided by the researcher.

Pearson-R Coefficient. Specifically, researchers find out how much of a correlation there is between students' inferential reading comprehension and their oral reading miscues at PCEHS in Pasay City's 11th grade TVL senior high.

$$r = \frac{\sum_{i=1}^{n}(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_{i=1}^{n}(x_i - \bar{x})^2}\sqrt{\sum_{i=1}^{n}(y_i - \bar{y})^2}}$$

Where： r = Pearson Coefficient

n= number of pairs of the stock

$\sum xy$ = sum of products of the paired stocks

$\sum x$ = sum of the x scores

$\sum y$= sum of the y scores

$\sum x^2$ = sum of the squared x scores

$\sum y^2$ = sum of the squared y scores

RESULTS and DISCUSSION

The data examined in this chapter centers on the correlation between the inferential reading comprehension levels and oral reading errors of Grade 11 TVL Senior High students at Pasay City East High School in the Pasay Division. The findings were arranged by the study's goals and problem statement.

Two categories of data were gathered for the study: oral reading errors and inferential reading comprehension. The individual reading grade level, also known as the "average G-Score," was computed to evaluate the respondents' inferential reading comprehension level. Additionally, the average of each kind of oral reading error made by respondents was calculated using a weighted mean, which was also used to evaluate the respondents' overall level of inferential reading comprehension. Accordingly, the relationship between variables was ascertained using the Pearson R correlation coefficient.

1.Respondents' Levels of Inferential Reading Comprehension

The levels of inferential reading comprehension refer to the ability of learners to interpret, analyze, and draw conclusions beyond the explicit information presented in a text. This skill is essential for critical thinking and academic success, as it enables students to understand underlying meanings, identify relationships, and infer implications. Findings indicate that the respondents' inferential reading comprehension levels vary significantly.

Majority of students generally fall behind their expected reading comprehension level, meaning they can draw some inferences but struggle with deeper textual analysis. A smaller portion demonstrates high comprehension levels, while a considerable number exhibit low comprehension levels, indicating difficulty in understanding implicit meanings in texts.

Table 4 below shows the specific reading grade level for every selection and the overall reading grade level or the assessment of the inferential reading comprehension level of Grade 11 TVL SHS learners at PCEHS in fifteen (15) selections taken in McCall Crabbs.

Table 4

Respondents' Levels of Inferential Reading Comprehension

Selection	Average G-Score	Level of Inferential Reading Comprehension
1	5.52	5th grade
2	6.3	6th grade
3	6.03	6th grade
4	6.47	6th grade
5	5.7	5th grade
6	6.28	6th grade
7	5.22	5th grade
8	5.49	5th grade
9	6.9	6th grade
10	6.42	6th grade
11	5.43	5th grade
12	6.02	6th grade
13	6.07	6th grade
14	6.13	6th grade
15	6.38	6th grade
OVERALL	**6.02**	**6th grade**

Note: The data were obtained through Average of G-Score

As illustrated in the table, in Selection 1, the respondents achieved a G- score of 5.52, corresponding to a 5th-grade level of inferential reading comprehension. This result revealed that the students struggle to grasp implied meanings and draw inferences from the text, which is significantly below the expected performance level of a Grade 11 student. For Selection 2, the respondents achieved a G-Score of 6.30, corresponding to a 6th-grade level of inferential reading comprehension. While this reflects a slight improvement compared to Selection 1, still, it still remains far below their expected reading grade level. In Selection 3, the G-Score was 6.03, which turned out to be stagnant at a 6th-grade level. This result suggested that the inferential reading comprehension level of the respondents is down to a score of 0.27, indicating the regression of the ability of the learners to infer meaning from texts. Nevertheless, they did not progress toward the Grade 11 benchmark. This stagnation reflects limited development in inferential comprehension skills. For Selection 4, the respondents obtained a G-Score of 6.47, aligning with a 6th-grade level. This higher score indicates better comprehension of the 4th selection compared to previous texts, suggesting a little improvement in the student's ability to interpret implied meanings and make inferences. However, it consistently highlights a five-year gap from their actual grade level.

Moreover, in Selection 5, respondents scored 5.70, vertically parallel to a 5th-grade reading level. This lower score compared to prior selections reflects difficulties in comprehending implicit ideas and maintaining consistency in their inferential reading performance. In Selection 6, the respondents achieved a G-Score of 6.28, corresponding to a 6th-grade level of inferential reading comprehension. This score confided a moderate enhancement and better understanding of implied meanings within the selection but remains significantly below the expected Grade 11 reading level. For Selection 7, the G-Score was 5.22, aligning with a 5th-grade level. This score indicates that students mostly struggled with this selection, demonstrating the least inferential reading comprehension level or lowest performance in deriving with inference on implicit meanings of the text. Then, in Selection 8, the G-Score was 5.49, still at a 5th-grade level. This consistent performance reflects the respondents' continued struggle to meet the expected standards of inferential comprehension for their grade level.

For Selection 9, the G-Score increased to 6.90, the highest recorded, yet still fossilized to a 6th-grade level. This result indicates a relatively stronger ability to comprehend implied meanings and infer ideas from the text compared to former selections. In Selection 10, the respondents scored 6.42, maintaining their performance at a 6th-grade level. This score reflects a stable but still insufficient ability to be critically engaged with the text. For Selection 11, the G-Score dropped to 5.43, corresponding to a 5th-grade level. This irregularity in reading level suggests difficulties in maintaining inferential comprehension across varying texts. In Selection 12, the G-Score was 6.02, returning to a 6th-grade level. This average performance indicates a moderate understanding of the text but is still far from the Grade 11 standard. For Selection 13, the G-Score was 6.07, maintaining a 6th-grade level. This result reflects a consistent, but limited, capacity for inferential reasoning. In Selection 14, the G-Score was 6.13, also at a 6th-grade level. This performance suggests that students can grasp some inferential aspects of the text but continue to struggle with more advanced comprehension tasks. Lastly, in selection 15, the respondents scored 6.38, corresponding to a 6th-grade level. This consistent performance for almost six consecutive selections reflects their moderate ability to infer meaning but still falls short of expectations for their grade level.

In summary, learners' inferential reading comprehension was subject to constant fluctuation. It manifested that the respondents' average of G-Scores or reading level ranged from 5.22 (5th-grade level) to 6.90 (6th-grade level), with an overall average of 6.02 (6th-grade level).

The findings implied that despite being Grade 11 learners, the inferential reading comprehension level of the respondents remained far below their expected grade level, affirming a substantial gap in critical reading comprehension, verb semantics, and decoding skills. The findings highlighted the importance of implementing intensive reading interventions tailored to enhance inferential reasoning focusing on closing this gap through strategies such as scaffolding, differentiated instruction, and exposure to complex texts to help students achieve their grade-level proficiency.

Several existing studies aligned with the findings of this research, which emphasized the critical role of inferencing kills in deriving the meaning of the text. Similar to the findings of the study, were other research, such as Villajuan's (2021), which found that students' comprehension levels were hindered by limited vocabulary, inadequate decoding skills, and an inability to infer meanings from context. Likewise, and was reinforced by Jones (2019) and

Cramer (2020), which underscored the importance of developing critical reading skills, such as inference-making, as a foundation for understanding more complex texts. Studies also highlighted the impact of deficiencies in inferential reading comprehension echoed the concerns raised in this study about the gap between students' actual reading comprehension performance and expected reading grade level.

While similarities existed, there were key differences that set this study apart such as in terms of targeted respondents. Previous studies focused on elementary grade levels and, junior high school level learners (Thompson, 2018; Canoy, & Loquias, 2022). This research specifically addressed Grade 11 learners alike with Casaljay & Malabarbas (2022) and Sor & Caraig (2021) studies. The findings highlighted a distinct underperformance in Grade 11 students and revealed a more advanced gap in inferential reading comprehension compared to earlier stages of schooling, which was not as pronounced in earlier studies such as those conducted by Thompson (2018) for younger students. Moreover, this study contributed to a local context by focusing on learners in the TVL track at PCEHS, which differed from Walker (2022); Greene (2023), who mostly focused on general education students. This contextual distinction affected the interpretation and application of inferential reading comprehension strategies and suggested that specific interventions tailored to vocational learners could be more effective.

2. Respondents' Frequency of Oral Reading Miscues

The level of oral reading miscues examined the types and frequency of errors made by students while reading aloud. These miscues included substitution, omission, repetition, insertion, and hesitation, providing insight into a student's reading fluency, accuracy, and comprehension.

Table 5

Respondents' Frequency of Oral Reading Miscues

Oral Reading Miscue	Frequency	Mean
Substitution	5,841	27.55
Correction	1,294	6.1
Hesitation	1,771	8.35
Repetition	1,852	8.74
Omission	4,857	22.91
Insertion	873	4.12

Note: The data were calculated using weighted mean of miscues

Table 5 exhibited the oral reading miscues and an average of every miscue of Grade 11 TVL SHS learners at PCEHS in the story of Poison by Ronald Dahl. These miscues were identified and categorized based on Argyle's (1989) oral reading miscue inventory, which includes six types of miscues: substitution, correction, hesitation, repetition, omission, and insertion.

The most committed oral reading miscues of Grade 11 TVL students is the substitution with a mean of 27.55, indicating that students frequently replaced words in the text with incorrect ones. This denoted that many students struggle with vocabulary recognition and decoding, which can significantly alter the intended meaning of the text and negatively affect comprehension. Omission was the second most common miscue, with a mean of 22.91, showing that students often skipped words during oral reading. Meanwhile, repetition had a mean of 8.74, reflecting students' cognition to reread words or phrases, possibly due to uncertainty or lack of confidence. Hesitation, with a mean of 8.35, revealed frequent pauses during reading, which may be attributed to difficulties in word recognition or decoding unfamiliar terms. Corrections, with a mean of 6.10, demonstrate that students occasionally recognize and attempt to fix errors during reading. Finally, insertion, with a mean of 4.12, was the least frequent type of miscue, suggesting that students occasionally added unnecessary words to the text. This suggests overcompensation or misunderstanding of text structure, which can disrupt comprehension.

Overall, the results show that substitution and omission are the most prevalent miscues, revealing significant challenges in word recognition, vocabulary knowledge, and fluency. Meanwhile, oral reading miscues particularly hesitation and repetition were committed by the respondents' signifying a lack of self-confidence, and failure to sustain fluency and accuracy, especially to complex words and speech parts. Among all miscues, insertion and correction were classified as the least frequent errors emphasizing cognitive overcompensation of actual words and poor self-awareness towards linguistic committed errors. These findings emphasize the urgent need for reading interventions tailored to improve decoding skills, word accuracy, and fluency.

The result of this study is supported by Casaljay & Malabarbas (2022) who asserted that verb- semantics and word recognition errors affected the reading comprehension level of readers. The aforementioned and current finding of the study was aided by the literature of Clay (2021); Clarke et al. (2021) which also indicated that substitution and omission miscues are common indicators of difficulties in word recognition and decoding, reflecting a reader's struggle to accurately process complex texts. These miscues were highlighted by the Interactive Reading Model and Whole Language Approach, which signal that students often substitute unfamiliar words or omit them entirely, which disrupted the intended meaning and hindered comprehension. Similarly, the moderate frequency of hesitation and repetition observed in the current study echoed findings from Shen, Zhou, & Gao (2020) and Rasinski and Padak (2019), suggested that such miscues are associated with lower reading fluency and self-monitoring challenges, as readers pause or repeat words when uncertain.

However, few previous studies displayed differences towards the findings of the current study such as Yildiz (2020), whose findings showed a higher prevalence of insertion miscues among struggling readers in contrast to the result of the current study which identified insertion errors were the least frequent. Moreover, the relatively low frequency of correction error in the present study opposed some literature that underscored self-correction as a positive sign of active engagement with the text (Turner & Stanovich, 2023). These findings variation suggested the consistency of the overall pattern of oral reading miscues yet differences in miscues frequency among studies were displayed.

3.The Significant Relationship between the Frequency of Respondents' Identified Oral Reading Miscues and Levels of Inferential Reading Comprehension

The significant relationship between respondents' oral reading miscues and their inferential reading comprehension levels highlighted the connection between the frequency of identified oral reading miscues and the ability to understand implied meanings of text.

Table 6

Pearson Correlation: Significant relationship between respondents' oral reading miscues and their inferential reading comprehension levels

ORAL READING MISCUE	Correlation Coefficient	Average G-Score Interpretation	p-value	Decision	Remark
Substitution	-0.058	Very Weak	0.399	Fail to Reject Ho	Not Significant
Correction	-0.019	Very Weak	0.788	Fail to Reject Ho	Not Significant
Hesitation	-0.100	Very Weak	0.147	Fail to Reject Ho	Not Significant
Repetition	-0.078	Very Weak	0.259	Fail to Reject Ho	Not Significant
Omission	0.050	Very Weak	0.470	Fail to Reject Ho	Not Significant
Insertion	0.071	Very Weak	0.305	Fail to Reject Ho	Not Significant

Note: The data were derived using Pearson R- correlation coefficient

Table 6 presented the findings of a Pearson correlation analysis of oral reading miscues and inferential reading comprehension levels among Grade 11 TVL Senior High students at Pasay City East High School. The correlation coefficients for all six types of miscues (substitution, correction, hesitation, repetition, omission, and insertion) were very weak and related to students' inferential reading comprehension levels. Substitution, in particular, had a correlation coefficient of -0.058 and a p-value of 0.399 with the decision to "Fail to Reject Ho", which was deemed "Not Significant".

Meanwhile, correction had a correlation coefficient of -0.019 and a p-value of 0.788 with the same decision to "Fail to Reject Ho", asserted as "Not Significant", both indicated no significant relationship. Similarly, hesitation (correlation coefficient: -0.100, p-value: 0.147) with the decision to "Fail to Reject Ho" affirmed "Not Significant" and repetition (correlation coefficient: -0.078, p-value: 0.259) with the Decision to "Fail to Reject Ho" also failed to show significant relationships, suggesting that these miscues do not strongly affect comprehension. Additionally, omission (correlation coefficient: 0.050, p-value: 0.470) resulted in a decision to "Fail to Reject Ho" asserted as "Not Significant" and insertion with correlation coefficient: 0.071, p-value: 0.305) led to the decision "Fail to Reject Ho" showed negligible influence on inferential reading comprehension, as both results were statistically not significant.

The findings of the study emphasized that even if readers commit errors during verbal reading, still, readers' inferential reading comprehension is neither affected nor influenced.

The findings were supported by similar results of Cailing (2023) study, which discovered a negative relationship between respondents' oral reading miscues and reading comprehension level. This implied that miscues have no impact on students' reading comprehension scores. Previous research has established that the presence of oral reading miscues did not necessarily denote poor reading comprehension (Rasinki & Padak, 2021; Clarke, et al, 2021). The aforementioned studies were partially aided by research that emphasized the role of comprehension fluency (Kuhn & Schwanenflugel, 2019) and suggested that miscues might indirectly impact reading comprehension through their influence on reading pace and automaticity, however, recognized as extraneous variables not covered in the study. Furthermore, Clay's (2019) study indicated that inferential comprehension remains largely unaffected by these miscues.

However, the current study's Pearson correlation analysis found that all six types of oral reading miscues—substitution, correction, hesitation, repetition, omission, and insertion—had very weak and statistically insignificant relationships with inferential reading comprehension levels among Grade 11 TVL Senior High students at Pasay City East High School. This is contradicted by previous studies that argued oral reading errors significantly impact comprehension, particularly in younger or struggling readers (Allington, 2018). About substitution and omission, disrupted reading comprehension and reading fluency by altering textual meaning and reducing coherence (Samuels & Farstrup, 2020, Aquino & De Vera, 2018). Reviewed related studies and literature-supported perspectives emphasize comprehension as a cognitive process that extends beyond surface-level decoding errors (Duke & Cartwright, 2021).

CONCLUSION

Based on the findings of the study the following conclusions were drawn;

1. The study found that Grade 11 SHS TVL students faced substantial difficulties in inferential reading comprehension, performing below the expected grade level. Most students demonstrated skills comparable to those at the 5th or 6th-grade level, underscoring the need for targeted instruction. Strengthening higher-order thinking skills is essential to help them interpret implicit meanings, establish logical connections, and draw well-reasoned conclusions from texts.

2. Oral reading miscues were prevalent among Grade 11 TVL students, with substitution and omission emerging as the most frequent errors. These patterns indicated challenges in decoding, vocabulary retention, and fluency, all of which hinder overall reading proficiency. Additionally, the presence of repetition, hesitation, and insertion miscues suggested difficulties in maintaining reading accuracy and confidence. While these miscues impacted reading fluency, their direct influence on inferential reading comprehension remained inconclusive. This highlights the need for targeted interventions that not only address oral reading difficulties but also strengthen students' ability to derive meaning beyond the text.

3. There is no significant relationship between the six types of oral reading miscues and the respondents inferential reading and comprehension levels. This suggests that while students frequently made verbal reading errors, these miscues did not directly influence their ability to comprehend texts.

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