

# Relationship Between Comprehension Levels and Writing Skills of Grade 12 HumSS Students.

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**Abstract:** *This study is to determine the relationship between comprehension levels and writing skills of Grade 12 HumSS students. To achieve this objective, the researchers utilized the descriptive correlational method and used the questionnaire method as the primary data gathering tool. It is a mixed adapted standardized questionnaire and a self-made questionnaire to identify the relationship between comprehension levels and writing skills of grade 12 HumSS students. The findings reveal that the two variables have a relationship but a weak correlation, evident by the  $-0.3623$  correlation coefficients. This means that the majority of HumSS students are having a hard time applying their comprehension levels to writing skills or vice versa, because when the value of their comprehension levels increases, their writing skills decrease.*

**Keywords—**Comprehension Levels, Writing Skills, Descriptive-correlational Study

## 1. INTRODUCTION

The spread of COVID-19 affected the whole world in all aspects and changed the way people lived. And the education system is one of these. School closures have been a common tool in the battle against COVID-19. The COVID-19 lockdowns have caused complete closures of schools for more than 168 million children worldwide for over a full year, according to UNICEF [1]. Homeschooling is having a huge short-term impact on the productivity of many families around the world, as well as the social and academic life of children. Education is shifting online on an unprecedented and unproven scale [2].

Students in senior high school are required to have acquired advanced comprehension skills when reading English texts. This is because these students are most likely required to read English reference books at the lecture level [3]. Reading comprehension is the ability to process and comprehend information that people have read. The literal level, inferential level, and critical level are the three levels of comprehension [4]. Writing skills, on the other hand, are the abilities that enable authors to express themselves to put the message into words in a meaningful way. Writing is so essential that it is used to transfer information more than any other form of communication. As a result, students require strong writing skills in order to achieve their academic needs [5].

Extensive reading motivates students to read a large number of texts if they choose the learning material based on its use to their interests, expertise, and experience [6]. However, as per the findings of another study, motivation, self-efficacy, and academic adjustment are some of the aspects that have an influence on students' academic difficulties [7]. Another study found that students will be expected to build knowledge through text, both narrative and informative, within prescribed difficulty levels at each grade level [8]. According to a study, it should also take into account the higher-level cognitive abilities needed to acquire and

effectively use the knowledge that is needed to execute literacy activities [9].

The purpose of this quantitative study is to examine the relationship between grade 12 students' reading comprehension levels and their writing skills and also to determine if this relationship is also one that students have had difficulty adjusting to now that we are in the new learning system.

This study hopes to contribute to students, especially those who are having some difficulty now with the pandemic in their reading comprehension and writing performance. Future researchers will benefit from this as well. This study would give them information and knowledge about students' comprehension levels and their writing skills. In line with this, this research can also serve as secondary data in conceptualizing their study.

## 2. RELATED WORKS

This area of the paper presents the related literature and studies in relation to the variables involved in the study. In a study conducted, there was a significant positive relationship between reading ability and writing ability [10]. Motivation has an influential contribution in learners' reading comprehension [11]. As per the previous research conducted, the study reveals that there is a positive, medium, and significant relationship between students' reading comprehension and reading motivation, as measured by cloze tests of both narrative and informative texts [12].

Independent reading improves the quality of narrative and descriptive writing in general. On the other hand, independent writing, failed to improve vocabulary ratio, sentences, or sentence structure in a statistically significant way [13]. Less proficient readers read less and, as a result, show less improvement in their reading abilities. Competent readers read more, which allows them to improve their reading skills more quickly [14]. Moreover, students who read more often outperformed those who read fewer words in

terms of vocabulary and grammar [15]. There are also significant effects of vocabulary mastery and reading habits on students' listening skills [16]. Reading strategies play a significant

There are concerns that need to be addressed in the teaching and learning of reading comprehension English texts. According to the findings, there were three major themes in the problems students had with reading comprehension of English texts. 1. Problems from the student's self, 2. Problems from the teacher, and 3. External problems [18]. As shown in the previous research conducted, the study revealed that 'input' and 'effect' were the two main listening comprehension problems the learners suffered from [19].

Differentiated instruction was more effective than the conventional approach in improving the reading comprehension of the students [20]. Nevertheless, previous research revealed that there was no statistically significant link between personality types and reading comprehension achievement due to the lack of a meaningful link [21].

Advancements in technology have led to the use of electronic reading systems for digital text. In a study conducted, the results conclude that although vocabulary and reading comprehension are consistent between the two reading methods, students are more likely to utilize reading resources when engaged with digital text [22]. Reading interest in literature and reading comprehension of fantasy stories contribute to and have a significant relationship with the ability to write fantasy story texts [23]. Writing not only aids professors in evaluating students, but it also aids students in improving their reading skills. Students' writing is shaped by what they have read. They are influenced by what they read and how well they comprehend it [24].

No significant relationship between each personality type and reading comprehension achievement has been found [25]. As per this previous research conducted, findings suggest that reading-writing connections are stronger at the lexical level than at the discourse level, and that they may be one-way from reading to writing [26].

In a study conducted, claims that utilizing Schoology's e-learning site during online learning times, increased students' reading comprehension and writing skills, notably in narrative literature [27]. Small group discussion as a method of improving students' reading comprehension in senior high school is effective [28]. Silent and oral reading settings were more consistently successful in improving students' comprehension [29].

In a study conducted, findings showed that producing reading resource material that is adequate for boosting pupils' understanding [30]. As per this, previous research conducted supports the concept that reading comprehension and writing ability share common information sources as well as higher-level cognitive abilities. They do, however, imply that the writing process is far less reliant on

these measurable characteristics than reading comprehension; and thus, the writing process may rely on unmeasured aspects such as writing methods, writing genres, and grammar [31]. A guided reading strategy may be utilized to improve student's reading abilities and help them achieve higher reading comprehension achievement [32].

University students are expected to develop knowledge through the critical analysis of scientific materials as part of their higher education. Consequently, creating a strong mental image of textual material is essential. [33]. Reading and writing abilities were key predictors of one another, implying that the two variables may have a bidirectional relationship. According to one theory, reading and writing skills influence one another [34]. Both aspects of vocabulary knowledge are positively connected, thus students who had a broad vocabulary also knew the words more thoroughly.

Further evidence from earlier studies indicated that reading comprehension and vocabulary knowledge in Saudi EFL students are influenced by their level of language competency. [35]. Furthermore, because reading comprehension positively improves students' achievement, there was a statistically significant relationship between students' reading comprehension and their English achievement [36]. The vocabulary metrics influence writing quality, despite the fact that academic vocabulary was not included in the regression model [37]. All metrics revealed positive associations, with vocabulary and inference making showing the strongest correlations [38].

According to a study, there is no discernible difference between males and females' levels of comprehension when reading aloud. Additionally, there is a gender difference in the amount of comprehension for oral reading, with females surpassing males [39].

### 3. STATEMENT OF THE PROBLEM

The main problem of this study is to determine the relationship between comprehension levels and writing skills of grade 12 HumSS students in MHPNHS. Specifically, this study answered the following questions:

1. How may the students' writing skills be described?
2. What is the level of comprehension level of grade 12 HumSS students?
3. Is there a significant relationship between grade 12 HumSS students' comprehension levels and writing skills?
4. What pedagogical implications may be drawn from the results of the study?

### 4. METHODOLOGY

#### Type of Research

The researchers used the descriptive correlational research method. Correlational research is a type of research technique that includes the observation of two variables in order to

establish a statistically corresponding relationship between them. In particular, the aim of this study is to examine the relationship between grade 12 HumSS students' comprehension levels and their writing skills at MHPNHS.

#### Respondents of the Study

Guided by the Raosoft software and a calculator for sample size, the respondents of the study was composed of 109 out of 316 Grade 12 Senior High School HumSS students during the school year 2021–2022. The researchers used the random sampling technique or the fishbowl technique in determining the sample from the population.

#### Instrument of the Study

To gather the necessary data for this study, the researchers utilized a self-made 15-item questionnaire that aims to describe the writing skills of Grade 12 HumSS students. Meanwhile, the researchers adapted a standardized questionnaire entitled "Survey of Level of Reading Comprehension of Modern Languages College Students" developed and validated by DaCosta & Gutierrez (2020) to describe the comprehension levels of Grade 12 HumSS students. These questionnaires are 5-point Likert-type questions and are subjected to expert validation.

#### Data Gathering Procedure

In gathering the data, the researchers followed the following procedures: With a careful approval of the Research Coordinator of the Marcelo H. Del Pilar National High School after implementing all the comments, suggestions and recommendations during the proposal defense, a letter was sent to the school principal to ask permission to conduct the study. With their approval, the researchers prepared the Google Forms links indicating the consent form on the first part of the survey and then distribute them to the respondents with the assistance of the researchers' contact persons per strand/section.

#### Data Processing and Statistical Treatment

The data were tabulated and processed using statistical packages for social sciences (SPSS). To analyze and interpret the data gathered, the following statistical measures were used: mean procedures, frequency contents and person correlation coefficient/regression analysis.

#### Ethical Considerations

In accordance with the Data Privacy Act of 2012, this study made sure that ethical standards set by the generic research ethics were followed. In so doing, the participants were informed about all the steps that were taken in this research. The respondents are always more important than the study and are therefore always respected. They were informed that the study was completely voluntary and would not affect their lives as students and as people, even in any way. Hence, confidentiality was provided as the respondent's personal information was not sought by anyone. Lastly, the data collection material was kept and destroyed upon completion of the study.

## 5. RESULTS AND DISCUSSION

### Level of Comprehension Levels

Table 1. Comprehension Levels

Indicators	Mean	Interpretations
1. I like reading books in English.	3.88	Is usually true of me
2. I often read books especially, English books.	3.61	Is usually true of me
3. How good i think my English Vocabulary is.	3.41	Is somewhat true of me
4. How good i think my English Grammar is.	3.48	Is somewhat true of me
5. How good i think my logical thinking.	3.58	Is usually true of me
6. I can understand clearly what i read.	4.00	Is usually true of me
7. I often paraphrase the book, a paragraph or a story i read, when i explaining it to someone.	3.86	Is usually true of me
8. I turn to dictionaries or search in online when coming across new words in the English reading.	4.20	Is usually true of me
9. I try to understand complicated sentences by analyzing their structure.	3.98	Is usually true of me
10. I use simple words to replace difficult ones in sentence understanding.	3.83	Is usually true of me
11. I read books to assist me increase my comprehension and vocabulary.	3.88	Is usually true of me
12. To boost my reading and listening skills I read or listen to the news.	3.53	Is usually true of me

13. I pause and analyze the structure of sentences when reading in English.	3.77	Is usually true of me	2. I can logically organize my ideas when I write a paragraph.	3.86	Is usually true of me
14. When I read English Articles, I skip the words that are new to me.	2.56	Is somewhat true of me	3. I can write a good introduction for an English essay.	3.71	Is usually true of me
15. I overlook the sentences with complicated structure.	3.26	Is somewhat true of me	4. I can use appropriate spelling, capitalization, and punctuation.	3.95	Is usually true of me
<b>Average</b>	<b>3.66</b>	<b>Is usually true of me</b>	5. I can write an accurate summary of information that I have read in English.	3.64	Is usually true of me
<p>It can be seen in the table 1, that in terms of reading books in English, it obtain a rating to a great extent by getting an average score of (3.88), followed by how often they read English books (3.61), (3.41), the strength of their vocabulary (3.48), the strength of their English grammar (3.58), and the strength of their logical reasoning (3.58). They can clearly understand what they read, which received a high rating and a mean score of (4.00). When they come across new words, they try to look them up online or in dictionaries, and get the highest mean score of (4.20). When trying to understand complicated sentences by analyzing them, they succeed to a great extent, having a mean score of (3.98). In sentence understanding, they use simple words to replace difficult ones (3.83). To increase the vocabulary and reading comprehension of students, they read books (3.88), and to boost their reading and listening skills, they read or listen to the news (3.53), and they pause and analyze the structure of the sentence when reading in English (3.77). They skip new words that are new to them, getting a mean score of (2.56) and, lastly, they overlook sentences with complicated structures, getting a to some extent rating and a mean score of (3.26).</p> <p>The highest score was noted when they came across new words in English and tried to search for them online or in dictionaries. This indicates that most of the HUMSS students are curious to know and keen to understand the words that they're not familiar with. However, they overlook sentences with complicated structures. This happens because maybe they notice first the words that are easier for them to understand than the hard ones. However, it can also be seen that they have the courage to learn and are eager to know the words that they're not knowledgeable about.</p> <p>Most of the HumSS students are reading books in English, and this got a mean score of 3.88. With the technology we have now, they might have or have read English books through electronic reading systems (22).</p>					
<p><b>Writing Skills</b></p> <p>Table 2. Writing Skills</p>					
<b>Indicators</b>	<b>Mean</b>	<b>Interpretations</b>	6. I can write an accurate paraphrase of information that I have read in English.	3.68	Is usually true of me
I can write a good academic paragraph.	3.80	Is somewhat true of me	7. I can write a clear thesis statement that identifies the topic and controlling idea of an essay.	3.56	Is usually true of me
			8. I can write using various patterns of organization (e.g. process, comparison, cause, effect).	3.67	Is usually true of me
			9. I can write a good conclusion for an English essay.	3.7	Is somewhat true of me
			10. I can effectively brainstorm to gather ideas before writing.	3.88	Is usually true of me
			11. I can write an outline to logically organize my ideas before writing.	3.7	Is somewhat true of me
			12. I can revise my own writing to improve the development and organization.	3.85	Is usually true of me
			13. I can effectively write under time constraints.	3.58	Is usually true of me
			14. I can identify problems in my writing and see what should be improved.	3.79	Is usually true of me

15. I can use my own independent thinking in my writing	3.83	Is usually true of me
<b>Average</b>	3.75	Is usually true of me

It may be gleaned from the table 2, that in terms of writing a good academic paragraph, it got a high rate of (3.80). Then, followed by how they can logically organize their ideas in writing a paragraph, it got a great extent rate with an average of (3.86), followed by writing a good introduction for an English essay (3.71), and using appropriate spelling, capitalization, and punctuation with an average of (3.95). Writing an accurate summary of information that they have read in English got a score of (3.64). Writing an accurate paraphrase of information that they have read in English got an average score of (3.68) and writing a clear thesis statement that identifies the topic and controlling idea of an essay got an average score of (3.56). Writing using various patterns of organization (e.g., process, comparison, cause, effect) got an average rate of (3.67), writing a good conclusion for an English essay got a (3.70), and how they effectively brainstorm to gather ideas before writing got a (3.88). They were followed by how they can write an outline to logically organize their ideas before writing, which got a (3.7), and how they can revise their own writing to improve the development and organization, which got a (3.85). How they can effectively write under time constraints got an average rate of (3.58). Identifying problems in their writing and seeing what should be improved got a (3.79) and using their own independent thinking in their writing got a (3.83).

The highest score noted that they can use appropriate spelling, capitalization, and punctuation. This reveals that most HUMSS students are well-versed in the proper use of spelling, capitalization, and punctuation. However, they face difficulties in writing a clear thesis statement that identifies the essay's topic and controlling idea. It happens because maybe they are unable to concentrate on a single topic at a time. However, it also shows that HUMSS students are willing to revise their work and improve their writing difficulties.

### Relationship Between Grade 12 HumSS Students' Comprehension Levels and Writing Skills

It has been revealed that the value of R is negative, evident by a -0.3623 correlation coefficient. The findings reveal that the relationship between the variables is weak by having a negative correlation and it has a weak relationship because of the value itself. This indicates that the majority of HUMSS students are having a hard time applying their comprehension levels to writing skills or vice versa.

### Implications Drawn from the Findings of the Study

Implications drawn from the findings of the study are that the two variables have a relationship but weak correlation. That is, when the value of their comprehension levels increases, their writing skills decrease or they have difficulty applying it to writing or vice versa. It will lead to poor grammar and syntax, unclear organization, and weak

reasoning and arguments. They will also have a hard time understanding deeper lessons. Also, having difficulty with reading comprehension can cause them stress or anxiety about schoolwork, which in turn leads to greater difficulty with reading comprehension.

## 6. CONCLUSIONS

Based on the findings of the study, the researchers drew the following conclusions: First, the comprehension levels of grade 12 HUMSS students at MHPNHS was shown as "very satisfactory." Second, the status of the writing skills of the students was shown as "very satisfactory." Third, the comprehension levels and writing skills have a relationship but a weak correlation. Fourth, having weak skills in both comprehension levels and writing skills can cause difficulty in the schoolwork of the students.

## 7. RECOMMENDATIONS

From the findings and conclusion, the researchers offer the following scope for the future: (1) Learning never stops, and in order to improve their skills, students should read more books, beginning with those that they are interested in reading. The school library reading section should keep its silence and prohibit foods to make the students more comfortable and focus on their reading. (2) They can also consult a teacher or do a self-assessment about their writing skills. (3) Lastly, they can use this study or re-implement the English only policy at school, or the school may hold a program titled "Speak to Learn, Speak to Share," where students can learn more and further improve their reading, writing, speeches, etc.

For the limitations of the study, first is the population size. The researchers suggest considering a large number of Grade 12 HumSS students to make the results more justifiable and reliable. The researchers also considered that we're in the midst of a pandemic and in the new learning system. Researchers also want to help our co-humss strand with their comprehension and writing skills.

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