

Effects Of Reading Comprehension Skills On The English Performance Of Students

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Abstract: *The problem of this study was to measure the effects of reading comprehension skills on the English Performance of Students School A. Reading comprehension skills are commonly observed in English subject. It is a common practice in Philippine classroom where students are acquainted with various word reading and comprehension activities. According to Fourie (2008), the capacity to recognize words is essential for the grasp of printed words and fluent reading. In relation to this, as stated by Pikulski & Chard (2005). This ability is best known when the recognition is prompt. Without this lower level, skill learners cannot function on a higher level of comprehension. Routine skills and Self-aware are both strategies to recognize a word in print. Furthermore, word recognition is also measured as a key component of reading, whether inaccessible or can be seen in the passages, and it is vital for emerging additional skills that are related to comprehension. As we all know, reading is considered a complicated cognitive process in which readers engage on the given information, for instance a word based on information accessible from the text. This study was executed for the intent of assessing the effects of reading comprehension skills on the English performance of the students. This study was theoretically anchored on David Rumelhart, which states comprehending a text is a collaborative process among the reader's previous knowledge and the text.*

Introduction

The reading comprehension skills of learners in School A is a cause for concern. The most commonly asked questions in our country are as follows: Do students fully recognize what they are reading? Are they able to understand what they have recite verbally or in written communication? Professional, efficient and effective teachers need to lead students to turn out as a dynamic and active in our modern and digital society.

As mentioned by Olivar (2014) reading is a habit where students learn, gain knowledge, and develop new skills. In connection to this, discerning the significance of reading which is aligned with the implementation of the K to 12 Basic Education Program resulted to the application of the Department of Education (DepEd)'s "Every Child A Reader Program," also known as ECARP. The program was provided through DepEd Memorandum No.402. S 2004. It aims to teach public elementary pupils with planned training in reading and writing to make them independent young readers and writers. Furthermore, ECARP is, also, a part of the Ten-Point Education Agenda of President Simeon Benigno Aquino III which guarantees that the country's public schools produce well-equipped graduates who could survive to the different challenges in life.

Related to reading, one of the problems is with reading comprehension, which is the capacity to read and understand a text. Reading comprehension proves to be advantageous to the academic performance not only of students; but, also, to any individual in the execution and accomplishment of their duties and responsibilities (Issa et al. 2012). In the educational setting, reading comprehension entails the reading of a text in any form and answering questions about the material read. The ability to read and follow instructions and directions based on what was read, also, evident reading comprehension.

According to McNamara (2005), reading comprehension skill is essential in the educational achievement of an individual. Lacking in reading comprehension skills, students will struggle in different subject areas, including English. Reading comprehension is a significant skill needed in all learning areas in school. Learning areas, other than reading and literature, where comprehension is necessitated include science, social studies and, mathematics. Correspondingly, a study from Berg et al., as cited in Gillaco (2014), called Improving Reading Comprehension through Vocabulary that centers on using vocabulary to expand reading comprehension.

One of the main reasons for the decline in students' performance is the non-utilization of necessary techniques in teaching reading. Therefore, it is essential to plan a teaching approach that will enhance better English performance of the students. This approach makes a motivating look on the current trends in education which mention motivating collaborative learning strategies enabling students to have active control over their learning and, also, enhance English performance (Onabanjo, 2000).

As a consequence, educators find ways and means to strategize instruction in the various subject areas to elevate the level of reading comprehension of students. Teachers observe the significant role of reading comprehension in the success of the students in the academic field. Furthermore, a virtuous level of reading comprehension provides a sense of confidence in the success of the

students in the ground of work. It is, therefore, interesting to assess the effects of reading comprehension skills on English performance. It is suggested in research that PHIL - IRI used in measuring the reading comprehension skills.

Therefore, the researcher was interested in assessing the effects of reading comprehension skills on the English performance of the students.

Statement of the Problem

The research assessed the effects of reading comprehension skills on the English Performance of the students at School A. Specifically, the study sought answers to the following questions:

1. What is the level of the reading comprehension skills of the students at School A based on:
 - 1.1-word reading; and
 - 1.2 understanding?
2. What is the degree of the English performance of the students?
3. Is there a significant relationship between students' reading comprehension abilities and their English language proficiency?
4. What suggestions may be drawn from the results of the study?

Research Design

This study employed a descriptive-correlational research design to examine the relationship between reading comprehension skills and English performance. Correlational research discovers the connections between two or more variables.

The researcher used a quantitative approach to analyze the relationship between reading comprehension and English performance. Results were collected mainly through standardized reading comprehension questionnaires.

Participants

Using universal sampling, the respondents of the study were 883 students distributed among twenty-four (24) sections of School A in Santa Maria, Bulacan during the school year 2018 – 2019.

Results and Discussion

Problem 1: The level of the reading comprehension skills of the students

In word reading, 573 students or 64.89% were considered independent, 168 students or 19.03% were frustration, and 142 or 16.08% fell under instructional level. The highest percentage recorded showed that the students were independent in word reading skill.

On the other hand, 560 students or 63.42% were considered instructional, 302 Or 34.20% were frustration, and 21 or 2.38% were independent. The results showed that most of the students needed further instructions or guidance/ enhancement activities to improve their comprehension skills. Also, it is very alarming that 34.20% of the students were having difficulty in comprehending what they are reading.

Problem 2: The level of the English performance of the students

The individual performance or the level of students' English performance range to fairly satisfactory to outstanding. There were 110 students (12.46%) who had an outstanding performance. A little more or 196 students (22.20%) gained a very satisfactory while 292 of the respondents (33.07) were in the satisfactory level, and 285 students (32.28) recorded as a fairly satisfactory performance. This result means that the overall performance of the students in English is satisfactory.

Problem 3: Effects of Reading Comprehension Skills on the English Performance

The results of the analysis of variance of the regression of the variables: word reading and comprehension on the English performance of the students revealed an F value of 189.246 significant at 0.05 alpha. The results exposed that reading comprehension skills have some positive effects on students' English performance, as indicated by the obtained positive coefficient.

Problem 4: Implications are drawn from the findings of the study

Some implications were drawn from the findings of the study.

- The determination of the reading comprehension skills of every learner is a cooperative instrument that provides teachers in giving the learners with limited English capability opportunities to comprehend what they read and allow them to bear meanings.
- The awareness of the students and the teachers of the individual reading comprehension skills of the students encourage better learning engagement and class participation, which result in the betterment of their English performance.
- A positive level of propensity from the teachers is necessary to permit extreme use of reading comprehension, specifically regarding to students who struggle in comprehending in English.
- There must be a supreme application of reading comprehension in the English class to ensure that instructions and acquisitions of learning of the target English lesson are given the consideration it entails.

Conclusions

Based on the study's findings, the following conclusions were drawn:

1. Even though the students scored high in word reading; it does not mean that their level of comprehension was also high.
2. The level of English performance of students at School A is 33.07% or satisfactory level.
3. The null hypothesis, which states that reading comprehension skills have no significant effect on the students' English performance was rejected.
4. Reading comprehension skills has some positive implications on the English subject. Primarily, it serves an instrument for understanding English subject. Teachers play a vital role in encouraging students to read. They must be responsive of students' comprehension challenges and nurture positive attitudes towards reading to develop understanding of numerous texts.