

Factors Affecting the Reading Comprehension of Grade 7 Students

Erick E. Espiel¹ and Marigrace D. Carretero²

^{1,2}Sorsogon State University, Philippines

Email: ¹erickespiel@gmail.com and ²nenneng565@gmail.com

Abstract— The study determined the factors that affect the reading comprehension of Grade 7 students in Magallanes National High School, Magallanes, Sorsogon for school year 2019-2020. A mixed method research approach was used to understand and determine the factors that affect the reading comprehension of Grade 7 students. The participants of the study were the 148 Grade 7 students of Magallanes National High School.

In order to determine the reading comprehension level of students in the pre-test and post-test, pre-test and post-test was used. To determine the difference between the results of pre-test and post-test, T-test of paired samples was used. Likewise, to gather relevant information on the factors that may affect the reading comprehension of students an interview schedule was used. Moreover, the data gathered were analyzed using frequency count, mean scores, and Descriptive Phenomenology method. The study showed that there are 14 non-readers, 134 students under frustration level, 136 under instructional level and 6 under independent level in the pre-test.

There are 14 non-readers, 14 students under frustration level, 171 under instructional level and 91 students under independent level in the post-test. Likewise, one of the factors that affects the reading comprehension of students is the lack of reading materials was one of the factors affecting the reading comprehension of students, wherein students are provided with limited materials for reading. Another factor is that teachers do not conduct monitoring and home visitation. Students were not monitored or visited especially those who need reading remediation.

Moreover, the reading difficulties experienced by students such as understanding the text in English, sometimes difficulty understanding the reading text that is long and words that are longer and having a few knowledge about the reading text are also considered factors. Furthermore, the computed t value on the difference between the results of pre-test and post-test is 5.05. Moreover, to improve the reading comprehension of students, a workbook entitled “ON YOUR MARKS, GET SET, READ: A Workbook for Grade 7 Students” was proposed.

In the light of the findings, the present study recommended that teachers may use appropriate learning materials and strategies and may provide reading activities that are relevant for the students to enrich and enhance their reading skills particularly in reading comprehension. Likewise, teachers should conduct monitoring and home visitation to struggling readers and they may collaborate with each other to provide instructional materials (print or non-print) and conduct relevant reading activities for the students.

To improve the reading comprehension of students, teachers may employ strategies and may utilize appropriate reading materials. that may improve Another, there is a need to utilize and implement the developed reading material from this study. Moreover, researchers may conduct a study similar to the present study in a wider scope and that they make a study on the reading variables that has not looked into or on the gaps of the study.

Keywords— Factors, Grade 7 Students, Reading Comprehension.

I. INTRODUCTION

Reading is a process of transmitting messages from the written words in a text. Through decoding, a reader can understand what the author or writer wants to express.

The skills in reading can be developed through constant practice. Once a reader meaningfully interacts with the writer, they can also develop skills in writing and speaking. As mentioned by Pascasio et al. (1997), reading is not just understanding the words or sentences

on the page; but rather on how they use alert and critical mind. In order to understand them they must not only consider what it says and what it means but also evaluate its content and purpose. Moreover, reading with comprehension is vital in order to succeed in other learning areas.

When someone reads, he should get the thought of what is written in the text. If he truly understands what the writers are trying to express, he can enjoy and learn from it. Thus, in order to relate one’s experiences and connect

ideas and knowledge, one has to really understand the reading texts. In that manner, he is able to interact with the writer. As emphasized by Moore et al. (1999) people will need an advanced literacy in order to perform their jobs, their households, also in order to act as a citizen. Thus to enable them to cope with the wide range of information and to enrich their imaginations so they can make the world of the future.

According to Gove and Cvelich (2011) reading is important in the success of a child and the entire nation, however, many low income countries overlook the basic duty of their school systems to produce readers. The mission of Education for All (EFA) in 2015 is that primary education must be accessible to all. Scaling up inputs on the education process such as classrooms, teachers, and textbooks. is what Donors as wells as low income countries have focused on. However, teachers who will teach reading are not equipped and ready to teach reading. Also, the performance of students in the assessments do not measure reading. Thus, parents are not aware that their children know how to read.

Furthermore, for a long time, international education community and other low income countries have forgotten that reading is a measure of a quality education. Because of this, many children are falling behind the learning curve (RTI International, 2011). Further, Roser and Ospina (2016) stated that literacy levels have increased in the last centuries.

In 1820 the percentage of world population who could read and write is only 12%, while in 2016 only 14% of the world population were remained illiterate. This shows that for the past 65 years, the global literacy rate have increased by 4% every 5 years from 42% in 1960 to 86% in 2015. Although there were significant improvements in the expansion of basic education, and the continuous reduction of education inequalities, still there are significant challenges ahead.

A global survey in 2018 called Program for International Assessment (PISA) noted that among 600,000 students worldwide, Filipino students ages 15 got a rating of 340 points in reading comprehension which is lower than the average of 487 points. In the said study, Philippines ranked last among 79 countries.

One of the priorities of the Department is Literacy improvement. As stated in the DepEd Memorandum Order No. 70 Series of 2011 otherwise known as the (Every Child a Reader Program) states that “Schools should implement various intervention programs to provide support to Filipino children falling behind in

reading and writing”.

Likewise, the goal of ECARP is to prepare elementary pupils in the public schools with strategic reading and writing skills in order for them to become independent readers and writers. As stated also in the memorandum, it aims to measure the reading proficiency level in both English and Filipino of public elementary pupils in the Philippines. The program will also provide a Philippine World List in English, a list of commonly used words in English textbooks, for vocabulary development.

Thus, the assessment tool will serve as the basis for planning, designing or redesigning programs and activities for reading in the school to improve its overall reading performance.

In the report of CNN Philippines (2020), around 40, 000 grade school pupils in the Bicol Region struggle to read. As stated by the Department of Education (DepED) Region V, in the assessments administered by the Philippine Informal Reading Inventory (Phil-IRI) revealed that these students are considered as “struggling readers” after taking tests in English and in Filipino. Accordingly, 18, 143 of those are in Grade levels 3 to 6.

Consequently, according to Bicol Mail, the Department of Education (DepEd) Region V has launched the 5Bs, “Bawat Bicolanong Bata Bihasang Bumasa” a reading program that would help improve the reading proficiency of some 76,000 Bicolano learners who are considered non-readers out of 1.8 million students in the region. As mentioned by the DepEd Bicol Regional Director, there are 76,000 students from Grade 1 to Senior High School throughout the region who are either struggling readers or non-readers.

This report has reached some senior high school who were assigned in remote areas of Bicol region told Bicol Mail that they are facing difficulty and challenges as numerous senior high school students at present have low level of competencies and could not read well forcing them to work during weekends even without pay just to improve the students’ level of reading proficiency. Likewise, Regional Memorandum No. 14 s. 2020 state that in support to Region V’s initiative Bawat Batang Bicolano Bihasang Bumasa (5B’s) and cognizant of Continuous Improvement Process (CIP) as an effective way of examining and improving practices, schools with completed CI projects are directed to be proactive in implementing their recommendations in addressing problems along reading and numeracy instruction.

The reading profile of students in Magallanes National High School shows that there is an increasing trend in the number of non-readers for the last three years. In 2017-2018 there were 10, in 2018-2019 there were 11, and in 2019-2020 there were 14. The result may be upsetting since reading and comprehension is important to one's life, especially to all students from the primary to the tertiary (Ampofo, 2019). It is for this reason that the study embarked on determining the factors that affect reading comprehension of Grade 7 students in Magallanes National High School. Specifically, help the teachers teach reading creatively and innovatively.

This study determined the factors that affect reading comprehension of Grade Seven (7) students in Magallanes National High School for School Year 2019-2020. Specifically, it sought answers to the following questions:

1. What is the students' reading comprehension level in the pre-test and post-test?
2. What are the factors that affect the students' reading comprehension?
3. Is there any significant difference in the results of pre-test and post-test? 4. What can be proposed based from the results of the study?

METHODOLOGY

This study determined the factors affecting the reading comprehension of Grade 7 students. It employed a mixed method type of research.

The quantitative method using pre-test and post-test was applied in order to determine the reading comprehension level of students in the pre-test and post-test. While, the qualitative method using interview schedule was utilized to determine the factors affecting the students' reading comprehension. One main advantage of utilizing mixed methods research is that a rich, complete picture of the phenomenon under investigation is gained through the triangulation of data gathered from various qualitative sources with descriptive and quantitative data (Mackey and Bryfonski, 2018) which is why it was deemed appropriate for the current study. Thus, the data gathered in the results of pre-test and post-test were analyzed and interpreted through a documentary analysis.

Moreover, the information gathered in the interview with the students was analyzed and interpreted through descriptive phenomenology to arrive at valid conclusions. Morrow, Rodriguez, and King (2015) state that descriptive phenomenology is concerned with showing the "essence" or "essential structure" of a particular phenomenon under investigation. The

information obtained in the interview were the basis for the proposed workbook for reading entitled, "ON YOUR MARKS, GET SET, READ: A Workbook for Grade 7 Students" as the output of this study.

RESULTS AND DISCUSSION

1. Students' Reading comprehension level in pre-test and post-test.

When people read with comprehension they generate meaning for written language. To construct meaning for written or printed words and sentences, readers employ complex psychological processes. Readers attend to the text and create images and verbal transformations to represent its meaning. Also, they create meaning as they read by considering the relationship of their knowledge, their experiences, and the written sentences, paragraphs, and passages (Pirozzolo and Wittrock, 1981).

According to Kintsch (1998) and Van Dijk and Kintsch (1983) reading comprehension is the process of creating meaning from the text. Its purpose is to understand the text and not to acquire meaning from individual words or sentences. The end result of reading comprehension is the clear picture of the text based on the readers prior knowledge. Philippine Informal Reading Inventory (Phil-IRI) was created and introduced to provide classroom teachers a tool in order to measure and describe the reading performance of the students. Thus, It serve as an assessment tool that contains graded passages that are designed to determine the reading level of students.

Phil-IRI provides only an approximation about the learner's abilities and maybe utilized together with other appropriate assessment tools. Thus, reading is classified into three levels: frustration, instructional, and independent. Frustration is considered the lowest reading level. Students in this level show withdrawal from reading situations, they commit errors such as mispronunciation, insertion, repetition, substitution, reversal, omission and not able to interpret punctuation. Students' score in this level is 89% and below for word recognition while 58% and below for comprehension. Instructional is the level at which the student can benefit from instruction.

The student's oral reading is rhythmical with conversational tone and correct interpretation. They have 90 to 96% for word recognition and 59 to 79% for comprehension. Independent is the highest level wherein a student can read independently and with ease without the assistance and guidance of a teacher. The students are free from tension, no finger pointing or lip movement. They read in a rhythmical or conversational

tone and could interpret punctuations correctly. The students' scores in this level are 97 to 100% for word recognition and 80 to 100% in comprehension.

The students' reading comprehension level in the pre-test and post-test is presented in Table 1. This shows the data from the outcomes of the PHIL-IRI for school year 2019-2020.

Table 1: Reading Comprehension Level of Grade 7 Students in The Pre-Test and Post-Test.

Reading level	Pre-test frequency	Post-test frequency
Non-reader	14	14
frustration	134	14
Instructional	136	171
Independent	6	91
Total	290	290
Mean scores	3.41- frustration	5.48- instructional

It is presented in the table that the mean scores of students in pre-test and post-test vary significantly. From 3.41 which is interpreted as frustration, the mean score has improved to 5.48 which is interpreted as instructional.

In addition, it is apparent that the number of students under frustration level have decreased from 134 to 14. These students have enhanced to instructional and independent levels where frequencies have evidently increased. In contrast, it can also be observed that there were 28 students who did not improve and remained in the frustration level and as non-reader. The findings reveal that no changes were seen on the level of comprehension of students who are considered non-readers.

This further suggests that teachers need to conduct intervention in order to improve the reading comprehension of those students under frustration level and non-reader. Non-readers are those who cannot even pronounce words and read with comprehension. This level of reading is quite alarming since all subjects require reading ability in order to learn concepts. This is an implication that teachers must recognize that the problem among these non-readers is on the basic of reading which is recognition of letters and sounds. This skill is indeed necessary for comprehension.

Students should learn to recognize the printed words, pronounce it correctly and construct meaning from these recognized words. Therefore, word recognition is a pre-requisite for reading comprehension. Considering these,

teachers should employ strategies on beginning reading so that they can address the problems of non-readers. They may ask assistance from the expert or elementary teachers who are teaching beginning reading.

Similarly, Buenaventura (2019) has observed that there are a number of Grade 3 pupils who have reading difficulties. Based from the new Philippine Informal Reading Inventory (Phil-IRI) Manual of 2018 Group Screening Test result, it was found out that half of the class are non-independent readers. In addition, maximized utilization of the revised Phil-IRI as well as audio-visual materials could help pupils develop their reading skills while they are enjoying at the same time. Empowering their reading skills will absolutely help them read efficiently and comprehend. This could lead to better ability to decode and understand selections, stories, test papers and so on. Based on the result, the positive change in the pupils' ability to word read and comprehend could really help them feel confidence and at least follow lessons and discussions especially, when reading materials are used. Parents' cooperation and cooperation absolutely helped. Reading exercises and audiovisual materials also helped.

Likewise, Buendia (2019) noted, reading should be given an utmost attention in enhancing the learning capacity of students especially in elementary grades. The study used descriptive survey method through documentary analysis. In order to determine the reading performance level of pupils, the study also utilized the survey questionnaire in the Phil-IRI. The study shows no significant difference in the reading performance of the pupils in the Central and non-central schools. Moreover, the study recommended that teachers must provide different activities and drills and exercises in Grade I to VI in order to improve the reading performance of pupils in both Central and Non-Central Schools, and also teachers must be provided with trainings specifically along teaching reading. Also, the problems on reading performance of pupils must be given attention and the proposed reading plan must be implemented in Central Schools and also in Non-Central Schools of Tabaco North North District, Tabaco City Division.

According to former DepEd Secretary Br. Armin A. Luistro (2012), reading is the foundation of all academic learning, it is therefore necessary to assess the reading capability of students. He also added that failure of a student to develop the basic skills in reading will be a continuous struggle especially understanding other disciplines, thus, depriving them to be literate as wells to become productive citizens.

2. Factors that affect the students' reading comprehension.

Reading comprehension is a complex process wherein readers must be able to understand the process in order to grasp and create meaning of the written symbols. (Sadeghi, 2007). This part presents the insights and information on the factors affecting the reading comprehension of students.

These are presented through descriptions and narration which are sequentially arranged to answer the problem sought by the study. Recurring themes emerged from the narratives of the participants. The themes in the factors affecting the reading comprehension of students are the following: 1.) lack of reading materials for students 2.) teachers do not conduct monitoring and home visitation 3.) reading difficulties experienced by students. There are several factors that influence poor reading comprehension of students. Nell Duke (2003), emphasizes that the use informational books are essential for students, particularly very young students to add to their background knowledge.

Likewise, teachers must also support students' acquisition of background knowledge by establishing a print rich environment, full of texts that will provide opportunities for students to learn content in a wide variety of topics.

2a. Lack of reading materials for students One of the factors that affect the students' reading comprehension is the lack of reading materials. This is evident in the statements given by the students.

One of the participants Ben noted that, Dae man po pigtata-o na babasahon si ma'am. (Our teacher did not give reading materials)

Also Lyn added, Wara man po sir tig tao na babasahon o gibuhon.
(No reading materials were provided to us)

Likewise, Raymond stated, Wara man tabi sir tinao si ma'am samuya na kaipuhan basahon. Pagmisan po assignment lang. (No reading materials were given to us that we need to read. Sometimes an assignment only)

Also, Nadine added, Dae man tabi sir, si mama po minsan pinapabasa ako ibang libro. (None sir, sometimes my mother will help me read using other books) Exposing students to varied reading materials can help them build their own vocabulary and improve their understanding

which is vital as they start to read.

Giving reading materials in context helps students become better readers. Reading materials must be motivating and raise learners' interest. If teaching materials in reading are not interesting and motivating, learners will learn nothing. To enable learners, learn better, a lot of researchers suggest using authentic material.

This means that even at home they must be exposed to reading materials so that they will be encouraged to read. Likewise, teachers should provide them with authentic reading materials. Using inappropriate teaching materials make learners face difficulties in reading. Learners need to be motivated to succeed in learning any language.

According to Guariento and Morely (2002) Authentic materials are helpful especially in motivating learners to learn the language by letting them experience that they are learning the 'real' language. This is also reinforced by Hyland (2003) when he states that using authentic materials can increase the learners' motivation and shows a positive result on the learning process. In addition, Dreher (2003) states that, since struggling readers normally avoid reading, they usually have a little practice in it, as a result they fall far behind other students. The researcher argued that by improving students' access and opportunity to information books, teachers can help struggling readers to become skillful and motivated readers.

2b. Teachers do not conduct monitoring and home visitation Another factor which affects the students' reading comprehension is that teachers were not able to monitor and home visit students especially those who need reading remediation. These students need attention and more time for remediation. These are true to the statements of the students.

One of the participants Neng stated, Dae man po sir nagdidigdi samuya. (Our teacher did not come to visit us).

Otep also added, Wara man po sir ikaw pa lang po an nagdigdi samuya. (No one visits us, except you Sir)

Similarly, Sheh noted, Dae man po si ma'am nagdigdi sa harong. (Ma'am did not visit our home)

Moreover, Mike added, Wara man po sir, ta

harayo po an harong mi sa sentro kaya dae man po nakaabot si ma'am digdi. (None sir, because our house is far from the barangay proper) Through regular monitoring, teachers can determine if there is progress on their reading performance.

More so, home visitation would allow them to build relationship with the parents so that they can work together for the progress of the learners. This means that once the teachers and the family of their student has done the home visit, they are mutually supportive and accountable to each other. The study can also support the child's reading progress and teachers can ask their assistance to help them learn to read. The involvement of the parents or other family members can encourage the students in improving their reading level.

Furthermore, the monitoring and conduct of home visitations show that teachers really care for their learners. That they want them to succeed and help them progress in reading. Home visitations are used by many schools as a means of building good relationships with the parents in order to increase parents' involvement and students' achievement as well.

Present research has found programs such as home visitation relevant in motivating students' academic success and in encouraging parents' involvement in school. Thus, studies noted the role of teacher home visit activities in improving students' behavior in the classroom (Lin & Bates, 2010; Meyer & Mann, 2006; Meyer, Mann, & Becker, 2011; Simington, 2003; Stetson, Stet- son, Sinclair, & Nix, 2012).

In the study conducted by Gatilogo and Tan (2019) it shows that parents' occupation and number of children in the family were identified as significant factors to students learning. Also, students observed that the strategies practiced and used by the teacher have motivated the students. Thus, the conduct of monitoring and home visitation of teachers have increased the academic performance of students.

2c. Reading difficulties experienced by students

Reading difficulties vary, this means that there are students who experience difficulties in reading. There are students who are identified with reading disability and there are students who are not identified with reading disability who still need intervention. These are evident in the statements given by the students.

One of the participants Leo noted, Dae sir tabi nasasabutan an binabasa ta pano English.

(I don't understand the text because it is English)

Another, Will added, Pag English po sir an tigbabasa napapagalan po ako ta dae ko minsan nasasabutan so mga words na mga haralaba. (Sometimes I find it difficult to understand because the words are long)

Similarly, Gab noted, Ta pano English tabi sir, dae ko masabutan lalo na paghalaba an tigpapabasa sakuya. (Sir because it is English, I don't understand especially the reading text is long)

Also, Jazz added, Pagminsang dae ko po nasasabutan an tigpapabasa sakuya ta limitado lang po an aram ko.

(Sometimes I don't understand the reading text being given because I have only a few knowledge of it)

Reading is a language-based activity. It does not develop naturally, and for many children, specific decoding, word recognition, and reading comprehension skills must be taught directly and systematically. This skill is best acquired during preschool stage. It suggests strongly that educators can foster reading development by providing children with instruction that develops printed concepts, knowledge of the purposes of reading and writing, age-appropriate vocabulary and language comprehension skills, and familiarity with the language structure. Moreover, exposing learners to variety of reading materials can help improve their vocabulary. The more words a student knows, the easier it will be to recognize them in reading.

Looking into the responses of the students, it can be gleaned that they have difficulty in reading because of several factors. Most of them found it hard to pronounce words in English since they are not exposed to reading materials. As observed, they almost have the same responses when asked if they understand what they read. Thus, it is essential to develop the reading skills, especially on beginning reading so that they will improve their comprehension level.

Woodruff (2007) reiterated that there are factors contributory to students' reading comprehension. These are lack of books, visual aids and drawing and other learning materials.

In the study conducted by Rivera and Aggabao (2020) on the reading difficulties of Grade 5 pupils in English,

it there were difficulties on word recognition and reading comprehension among grade 5 pupils. Accordingly, pupils mispronounce English words and it greatly affects their reading performance. Thus, the study suggested that teachers may conduct drills and activities in order to monitor the progress of pupils on areas that require improvement. Also, teachers must look into the common errors committed by pupils in order to provide appropriate remedial instruction.

3. Difference between the results of pre-test and post-test.

Because of low reading proficiency skills, it may affect the comprehension of the reading materials and may also affect the interest of pupils in reading. In the study, two sets of graded reading materials were used for two pupils having difficulties in reading and aged 7 years old. The suitability and challenges in using the materials were observed and noted qualitatively. The study showed that the reading skills of the two children have increased. Likewise, the interest has also increased and confidence among these children. Moreover, there is an academic implication for utilizing alternative reading strategies for struggling readers (Ali and Saiden, 2015).

Table 2 presents the statistical bases and analysis for the difference between the results of pre-test and post-test of the students.

Table 2: Difference Between the Results of Pre-Test and Post-Test.

Statistical Bases	Statistical Analysis
Df	578
Level of significance	.05
Tabular Value	1.960
Computed t	5.05
Decision on Ho	reject
Interpretation	significant

The table reflects that the computed t value of 5.05 is greater than the tabular value of 1.960 when the degree of freedom is 578 at .05 level of significance. Thus, the null hypothesis is rejected. Therefore, there is a significant difference between the results of pre-test and post-test of the respondents.

The findings showed that there was a significant difference in the results of pre-test and post-test in reading. This implies that some factors such as the teachers' strategy, the classroom environment, the use of adequate and appropriate reading materials (print and non-print) as well as the use of informative books and the presence of para-teachers or tutors may have significantly impact the reading comprehension of

students. This means that improving the reading ability of students needs a lot of time, effort and cooperation on the part of the teacher and the students.

Remedial reading can help reading difficulty of students, who find it difficult to read, to pronounce words and to comprehend what they are reading. An implication of the findings that teachers should employ strategies which can help students to develop skills and interest in reading. Every student benefited on the strategies that improve decoding and reading comprehension skills. Thus, strategies are considered vital for beginning and struggling readers. Researchers have found out that reading strategies are important element in developing students' comprehension.

However, several teachers lack the basis for teaching these reading comprehension strategies. That is why, teachers need to be equipped on how to create effective comprehension strategies and how to utilize them as well (Kucukoglu, 2013).

The study of Banditvilai (2020) found out that reading strategies had a positive effect on the students' reading comprehension.

The students had favorable outlooks about reading strategies such as skimming, scanning, making predictions and questioning, also the strategies that they apply helped them to understand the text better.

In addition, Harvey and Goudvis (2013) state that teachers are responsible in creating classrooms with learners and as well as readers who are said to eager, curious, and active. According to researchers, the focus of comprehension is to teach students how to be strategic readers and thinkers who use information and knowledge gleaned from a reading material. Studies suggest that in order for students to acquire and utilize comprehension strategies, first it must be taught as an essential tool for reading and learning. In order to become literate, students must be able to read, write and also think across various disciplines. Also, they must be able to evaluate information, ask questions and be involve in a meaningful conversation.

As emphasized by Rupley, Blair, and Nichols (2009), struggling readers learn basic reading skills and strategies if direct instruction is part of the teacher's method of teaching. It means sharing new information to students through al teacher-student interactions and teacher guidance of student learning. Through this method, the teaching-learning process is clearly facilitated by the teacher.

4. Proposed workbook entitled “ON YOUR MARKS, GET SET, READ!” A Workbook for Grade 7 Students.

Workbooks can make the students active during reading inside the classroom. Similarly, A workbook designed may help improve the reading, writing, and speaking skill of students, and may also enrich their vocabulary and grammar as well (Barryca, 2005).

The output of this study entitled “ON YOUR MARKS, GET SET, READ!” A Workbook for Grade 7 Students was developed to improve the students’ reading comprehension.

Rationale

With the identified factors affecting the reading comprehension of grade 7 students, a workbook for reading entitled “ON YOUR MARKS, GET SET, READ! A Workbook for Grade 7 students” was developed to address these factors. The workbook contains passages to be read by the students with the help of their teacher. The passages vary from easy, average to difficult. Furthermore, there are pre-reading, during-reading and post-reading activities that will help them check their vocabulary and reading comprehension basically.

General Objective:

ON YOUR MARKS, GET SET, READ! A Workbook for Grade 7 Students aimed at developing the reading skills of students along reading comprehension.

Specific Objectives:

1. To provide a learning opportunity to students through exposure to stories, selections, or passages focusing reading comprehension.
2. To motivate students to love and appreciate reading.
3. To encourage teachers to create or develop instructional materials specifically for reading comprehension.

CONCLUSIONS AND RECOMMENDATIONS

The results of pre-test and post-test show that majority of students are under instructional level. Likewise, there are several factors that affect the students’ reading comprehension that significantly influence their ability to read. Furthermore, there is a significant difference in the results of pre-test and post-test. Moreover, the workbook entitled “ON YOUR MARKS, GET SET, READ: A Workbook for Grade 7 Students” was proposed and can be utilized and implemented.

The present study recommended that teachers may use appropriate learning materials and strategies and may provide reading activities that are relevant for the students to enrich and enhance their reading skills particularly in reading comprehension. Likewise, teachers should conduct monitoring and home visitation to struggling readers and they may collaborate with each other to provide instructional materials (print or non-print) and conduct relevant reading activities for the students. Teachers may employ strategies and may utilize appropriate reading materials that may improve the students’ reading comprehension. Another, there is a need to utilize and implement the developed reading material from this study. Moreover, researchers may conduct a study similar to the present study in a wider scope and that they make a study on the reading variables that has not looked into or on the gaps of the study.

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