

The Impact of Reading Comprehension on Academic Performance of Students

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Abstract

This study aimed to determine the reading comprehension of Grade Nine student of San Miguel National Comprehensive High School-Main Campus and the academic performance in English for the School Year 2017-2018. This study used descriptive research design. The study revealed that majority of the students was in the frustration level in reading comprehension skills and developing level in their academic performance in English. This implies that the reading comprehension of students influences the academic performance in English. When the reading comprehension decreases their academic performance in English will also decreases, or when the reading comprehension increases their academic performance in English will also increases.

Keywords: *reading comprehension, academic performance, grade nine students*

Many studies about reading comprehension and academic performance has been undertaken. Paynter, Bodrova, and Doty (2005) revealed that reading comprehension is a complex undertaking that involves many level of processing. The fundamental aspects of comprehension is the ability to deal with unfamiliar words in the text. It is not enough to rely on context clues to predict the new meaning of words. This strategy often results in erroneous or superficial understanding of key terms especially in content area reading. Richek (2005) emphasized that vocabulary knowledge is one of the best predictors of reading achievement. In a comprehensive review of research vocabulary development, concludes that vocabulary knowledge promotes reading fluency, boost reading comprehension, improves academic performance and enhances thinking and communication (Bromley, 2004).

Reading is the center of all learnings, everything starts the written words. As the learners go up the ladder of education, more readings required, subject become challenging, the difficulty level increases. Philippine Star (2010) stressed that if the reading comprehension is poor chances are his/her academic performance will be compromised. The Grade nine students of SMNCHS-Main have difficulties in understanding the text or reading materials and have poor academic performance in English.

Quality education is one of the commitments of the Philippine education particularly in the Department of Education.

1.0 Introduction

Reading is the basic foundation in which academic performance of students is built. AbhijitNaik (2012) stated that it is easy to inculcate reading during the childhood rather than in the later stage of life. Reading helps kids to learn about people, places and events outside personal experiences. Lindsay (2011) also explained that a person is exposed to ways of life, ideas, and beliefs about the world which may be different from that vicinity.

This study was conducted to find out if reading comprehension has something to do with the academic performance of student in English. Findings of the study can be utilized to enhance the reading comprehension of students. An intervention can be designed to enhance the reading comprehension and academic performance of students in English.

2.0 Theoretical and Conceptual Framework

Cognitive development theories of Vygotsky (1978) offer support when discussing the effects that the instructional strategy of modeling can offer. In terms of social influences on cognitive development, Vygotsky places emphasis on children discovering and developing new understandings through social interaction with a skillful tutor. The tutor may model behaviors and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or an instruction provided by the tutor then internalizes the information, using it to guide or regulate their own performance. According to Vygotsky, this type of social interaction involving cooperative or collaborative dialogue promotes cognitive development. Cooperative dialogue through social interactions allows for children to develop language which can become a powerful tool of intellectual adaptation.

According to Sharma (2010), reading is one of the language skills in which learners construct the message from the strings of graphic symbols. Teaching reading skills aims at making learners practice the skill of reading and to provide language exposure that is useful for the acquisition of language. There are two type of reading namely intensive and extensive reading. It entails the skills of skimming for theme of a text, scanning for particular piece of information and reading for detailed comprehension. One of the major

principles regarding the reading skill is that learners are to be encouraged to respond to the content of the text not only concentrate on its construction. Silent reading, loud reading, answering the comprehensive questions of different types, finding the main idea, summarizing, discussion of problem, jigsaw reading, problem solving are suggestive activities for which text of different literary genres can be used for the practice of reading skill.

As stated in the study of Sadeghi & Ahmadi (2012) which stressed that reading comprehension, shows the significance of the use of gloss, which is a definition of word given on the margin in a reading text.

3.0 Methods

This study used a descriptive research design to describe the reading comprehension and academic performance of Grade nine students of SMNCHS-Main for the school year 2017-2018. The Oral Reading Proficiency Test (ORPT) will be used to determine the reading comprehension of students and the first quarter grade in English will be considered as the academic performance of the respondents. Descriptive Statistical tools such as frequencies and percentage will be used in describing the responses in statement problem 1 and 2.

4.0 Results and Discussions

Table 1 presents the level of reading comprehension of Grade nine students.

Table 1
Level of Reading Comprehension of Grade nine Students

A. Word Recognition	Frequency	Percentage	B. Comprehension	Frequency	Percentage
Frustration	12	12	Frustration	44	44
Instructional	45	45	Instructional	41	41
Independent	43	43	Independent	15	15
Total	100	100	Total	100	100

Table 1 shows that out of 100 respondents, there are 12 or 12% are in frustration in word recognition and there are 44 or 44% are in frustration level in comprehension, while 45 or 45% are in instructional in word recognition and 41 or 41% are in instructional level in comprehension and 43 or 43% are in independent level in word recognition and 15 or 15 are in independent level in comprehension. This implies that majority of the Grade nine students of SMNCHS-Main are in frustration level especially in

comprehension. This confirmed the study of Gilakjani & Sabouri (2016) which emphasized that EFL teachers should motivate their learners to read different materials, recognize their learners' comprehension difficulties, and have positive opinions about their reading activities to easily understand the different texts. EFL teachers should provide information about the weaknesses of their learners to develop a good reading comprehension skill.

Table 2 shows the level of academic performance of grade nine students.

Table 2
Level of Academic Performance of Grade nine Students

Academic Performance in English	Frequency	Percentage
74 and below (Beginning)	3	3
75-79 (Developing)	50	50
80-84 (Approaching Proficiency)	17	17
85-89 (Proficient)	25	25
90 and above (Advance Proficiency)	5	5
Total	100	100

Table 2 shows that out of 100 students there are 3 or 3% of students are in the beginning level, 50 or 50% are in developing level, 17 or 17% are approaching proficiency level, 25 or 25% are in proficient level, and 5 or 5% are in advance proficiency level. This revealed that majority of the students are in developing level in their academic performance in English. According to

Sivapakiam & Nalinilatha (2017) which explained that motivation of students will play great role in minimizing examination malpractices and go a long way in seeing to the realization of educational goal and the students need to be motivated so that they can do better in their academic pursuit. In motivating students, there is need to use both intrinsic and extrinsic

ways of motivation. Both ways of motivation are necessary and none of them is dispensable.

5.0 Conclusion

Majority of the students are in frustration level of comprehension in their reading comprehension skills in English, while the academic performance are in developing level. This implies that the level of reading comprehension of students influences the academic performance in English. When the reading comprehension decreases their academic performance in English will also decrease, or when the reading comprehension increases their academic performance in English will also increase.

6.0 Recommendation

Teachers may use more unique activities to increase the reading comprehension as well as the academic performance of students. They may focus on what students need to improve performance. An intervention or plan of action shall be made to cater the students' problem in reading.

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