

READING COMPREHENSION LEVEL AMONG INTERMEDIATE LEARNERS

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ABSTRACT : *The data of this descriptive correlational- study revealed that there is no significant difference in the level of comprehension in silent reading, between males and females. Moreover, in terms of the level of comprehension in oral reading, there is gender difference with females outperforming the males. In the first language, no significant relationship was drawn as both p-values are greater than alpha = 0.05. Interestingly, on socio-economic status, this influences the level of reading comprehension in SR (p-value = 0.000) as the p-value is less than alpha= 0.05. Moreover, the post hoc analysis using the Tukey test showed a significant difference between groupings, for the comprehension level in silent reading, between respondents of high SES and average and low SES with better SES outperforming those with lower SES. Likewise, a significant difference in the level of reading comprehension on SR was also revealed between those with average SES and low SES favoring those who have claimed to belong to average SES. However, there is no significant relationship between the level of comprehension in OR and the variables SES and Parental Involvement (PI) as shown by their respective p-values (0.280, 0.057) which are greater than alpha = 0.05. For the relationship between the dependent variable reading comprehension in SR and the independent variable SES, no significant relationship was drawn as shown by the p-value (0.728) which is greater than alpha = 0.05. Furthermore, for the influence of PI on the level of comprehension of the respondents in SR, a significant relationship was drawn as provided by the p-value (0.004) which is less than alpha = 0.05. Moreover, the relationship is characterized to be a low positive correlation. In addition, there is no significant difference in the level of comprehension in OR across SES.*

Keywords: Reading Comprehension, Silent Reading, Oral Reading,

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Formal Education's most important outcome is to produce learners who could read and understand the texts being read [1]. In a similar vein, [2] pointed out that to make learners proficient in reading is one of the essential goals of the educational system. Also, [3] noted that it is of a key role in the teaching of not several but all academic skills. Because of its importance, reading comprehension has become a subject of researches conducted in the field of language learning and teaching [4].

However, it must be noted that reading comprehension is not an easy process hence not an easy skill to teach, on the part of the teachers, and acquire, in the case of students [5]. A similar contention was claimed by [2] when they maintained that reading comprehension is 'one of the most complex behaviors we engage in daily (p.73)'. This assertion resonates with previous authors view that nothing is plain and simple about reading comprehension as a skill and ability that learners must possess to succeed in their personal and academic lives. In the same light, researchers [6]; [7] have claimed that reading comprehension is noted to be a result of not a few but of several linguistic and cognitive processes. Moreover, [4] explained that reading comprehension apart from involving a complex process is as well influenced by various factors.

Great dire consequences await learners who have not attained reading proficiency. [8] contended that if students fail to master reading and effectively comprehend, social and economic progress would not come easy. Concerning this, researchers [9] claimed that those young learners who have not attained proficiency in reading according to their level by grade 4 are most likely the ones who would experience academic problems in high school and college.

At this juncture, it is noted that problems relative to reading comprehension among young learners area perennial concern. For the reason the reading comprehension is closely related to achievement, the achievement gap among students can be addressed when a gap in reading proficiency is resolved [10].

Considering the importance of reading and comprehension, educators has been called to ascertain that support must be given to children develop functional literacy determined by the country's standard [8]. However, it is contended that the goal of making students proficient readers must not be seen as a load be carried alone by educators. It is a concern of the learners themselves, parents, teachers, school administrators and practically every citizen. The task of making students read and not just read but proficiently read should not be left to the teachers alone. That each teacher must decide on his/her own and make his/her approach – not sustainable. It has been claimed that ordinary teaching is insufficient when the case of failing readers are accounted [11]. Moreover, the same authors maintained that the need for a reading specialist comes to rise. This implies that at-risk students can be helped through an intervention program that is structured [12] and focused [13].

Hence, various programs were conceived. [14] reviewed the different programs. One of which is the *Aural-Read-Respond-Oral—Write* (ARROW) which gives premium to practice of the child hearing his/her voice as an essential key in reading and spelling words. Added to the list is the *AcceleRead* and *AcceleWrite* intervention program. Although the program was originally developed for dyslexic children, it is now commonly used for children with less successful readers. In the said program, learning assistants work with individual students for 20 minutes every day for over four weeks. Children are given a card containing words. The

children are allowed to read the words as many time as he/she needs until he/she is confident in reading the words and typing the same with the cards faced down. Another one is *Better Reading Support Partners*. It is a ten-week program of three fifteen-minute sessions. The program employs a one-on-one scheme with a partner who is provided with an in-school link by the teacher.

In the Philippines, policies supportive of the contention that reading is an essential skill to develop in children were provided. One example is the No Read, No Pass Policy stipulated in National Capital Region (NCR) DepEd memorandum order number 67, series of 2014. This stringent measure stipulates that because reading is a learning tool promoting students, with reading skill falls short of their grade level, it does more harm than good to students. Assessment of the reading skills among grade 1 students is conducted before they are promoted to grade 2. Should students perform poorly and not meet the set proficiency, the learner is retained in his/her previous grade. However, criticism exists that despite this policy many students who are reaching high school remain to know not how to read or are struggling readers.

Besides, the digits are showing the view about the landscape of literacy that the country is currently in. Data shows that by the time children graduate from elementary and promoted to high school one-third are identified to 'frustrated readers' and another one-third are 'instructional reader'[15]. These levels are both below the desired and expected reading level for the grade and age of the learners.

Also, as reported in 2003, Metro Manila was determined to have the highest literacy rate while the Autonomous Muslim Mindanao (ARMM) was with the lowest rate (68.9%.) which was a decline from the 1994 rate of 73.5% [15]. For ten years, 9 out of 15 regions showed a decline in the literacy rate – two of the Visayan Region (VI and VII) and all of the regions in Mindanao. This disturbing report has not remained true in 2003. In 2014, the DepEd Literacy Council reported based on their 'literacy mapping' that 9 out of the 10 top illiterate barangays come from Mindanao [16].

If it takes a village to raise a child, it must always take the whole educational system to make children read. This means that a concerted and directed effort must be put in place to support sustain opportunities and practices aimed at making children proficient. However, there is a scarcity of studies on reading comprehension and the utilization of the same to inform the creation of reading programs for elementary school students in Western Mindanao State University. This is the impetus for the conduct of this research investigation.

The study intends to probe and provide essential baseline information concerning intermediate students reading comprehension level. Addedly, the study intends as well to supuplicate the quantitative data with qualitative ones to provide description and characterization of the reading development practices of the reading teachers. These data shall be joined to extrapolate implications serving as a guide for the creation of a reading program

1.2 RESEARCH QUESTIONS

This current study purposed to determine the comprehension level of the respondents and to identify the teaching reading practices of the teachers to draw implications for the development of a reading program in the Integrated Laboratory School – Elementary Department of the Western Mindanao State University. The following specific questions guided the present study:

1. What is the level of comprehension of learners in terms of:
 - a. Silent Reading;
 - b. Oral Reading;
2. Is there a significant difference in the levels of comprehension in Silent Reading and Oral reading when data are grouped according to:
 - a. Sex;
 - b. Socioeconomic status;
 - c. First Language.
3. Is there a significant relationship between the levels of comprehension in Silent Reading and Oral Reading and
 - a. Socioeconomic status; and
 - b. Age; and
 - c. Parental Involvement

2. METHODOLOGY

2.1. RESEARCH DESIGN

The current investigation utilized the descriptive correlation research design. As [17] explained cited in [18] that when a study incorporates to gather, compute and tabulate data which is significant to the present condition or trend is described as descriptive design. Furthermore, this research work is considered cross-sectional and non- experimental. As mentioned by [19] in [20] a study can be considered cross-sectional when the data gathered was being completed in a short span of time. Moreover, [21] mentioned that non-experimental study is referred to as a study that does not involve utilization of treatment nor of intervention.

This study also involves the utilization of a reading comprehension assessment tool, the PhilIRI, for the gathering of data relative to respondents' level of comprehension in oral and silent reading; and the demographic profile to identify categorical variables like gender and first language, ordinal variables like age and socioeconomic status. Furthermore, a research tool was used to determine the extent of scale variable parental involvement.

2.2. PARTICIPANTS OF THE STUDY

Student-respondents, in total, two hundred seventy 271 intermediate students were sampled for this study upon employment of Total Population Sampling or also known as Complete Enumeration sampling which a type of purposive sampling technique that investigates the whole number of population as long as the members share a common characteristic.

To provide a bird's eye view about the demographic characteristic of the sample size, the frequency count has employed to detail the profile of the respondents. Table 2 presents the distribution of the respondents across categories of sex, SES, age and first language.

Table 2: Profile of the Respondents

Demographic Details	Category	Frequency	Percent (%)
Sex	Male	138	50.9
	Female	133	49.1
Socioeconomic Status	Low	112	41.3
	Average	102	37.6
	High	57	21
Age	9	66	24.4
	10	88	32.5
	11	117	43.2
First Language	Chabacano	55	20.3
	Tausug	120	44.3
	Bisaya	83	30.6
	Others	13	4.8

As shown in Table 2, although there are more males than females respondents in the study, the difference is negligible. Moreover, as regards the SES of the students, there is an almost equal number of respondents who belong to low and average SES. However, respondents who reported to belong to a high SES are least. In terms of age, nearly half (43.2%) of the respondents are aged 11 and those who aged 9 are least in number. About the first language spoken, nearly half (44.3%) are Tausug speakers almost one third (30.6%) of the total respondents are Bisaya speakers and less than a quarter (20.3%) are Chabacano. The least are noticeably those reported to speak languages like Tagalog among others. For a clearer perspective, the demographic profiles of SES and age are cross-tabulated with the profile gender and the first language is spoken.

Table 2.1 Cross tabulation of Repondents’ Demographic Profile

Profiles	Categories	Socioeconomic Status			Age		
		Low	Average	High	9	10	11
Gender	Male	54	57	27	37	37	64
	Female	58	45	30	29	51	53
First Language	Chabacano	22	26	7	10	14	38
	Tausug	55	36	29	38	40	42
	Bisaya	38	36	17	14	28	41
	Others	5	4	4	4	6	3

Table 2.1 shows the demographic characteristics of the respondents cross-tabulated. The data reveals that for the demographic profile gender, an almost equal proportion belongs to low and average socioeconomic status and the male respondents with high SES are the least numbered. Moreover, in terms of age, most of the females and males are aged 11. Although, in the case of the females a difference of two is noticed between the respondents who reported to be aged 10 and those who claimed to be older. However, for the male respondents, an equal number of participants belongs to two age groupings (9 and 10) – the most number of respondents, similar in the case of female respondents, belong to the oldest age grouping (11). Moreover, the information presents that most of the respondents, categorized according to their first languages, have reported being of low SES. However, it can be noticed that for the respondents who claimed to belong to high SES

the most numbered are Tausug. Furthermore, in terms of age grouping, across the first language grouping, most of the respondents identified their age group as 11.

2.3 RESEARCH INSTRUMENT

The quantitative data, on the respondents’ level of reading comprehension in silent and oral reading, the source of data was taken from the administration of the reading inventory determining students’ reading performance level in both oral and silent reading known as the Philippine Informal Reading Inventory clipped as Phil-IRI [22]. The instrument was developed to support the Every Child A Reader Program (ECARP) of the Department of Education (DepEd). The test is a diagnostic in nature determining students’ level before an appropriate reading level for students can be designed. This test was determined to be standardized hence was not subject to validation and reliability testing.

For the determination of parental involvement in reading, the researcher adopted the Parental Reading Involvement Survey Questionnaire of [23]. The questionnaire was of six items with four continuous scales ranging from Never (1) and Always (4). The instrument was claimed to have acceptable reliability (Cronbach’s alpha = 0.78).

2.4 PROCEDURE

Upon approval of the panel member, the paper was sent for Ethics Clearance as an institutional procedure and process before data gathering. After the clearance was provided by the committee, a letter of request was sent to the school principal of the research site.

The data-gathering phase was directed to students. After approval of the request was received, a schedule was set for the administration of the research tool to determine the extent of parental involvement. The questionnaire was provided with the preliminary part (the demographic profile). The administration was set on a specific date. On average, the students completed the demographic profile sheet and the parental involvement questionnaire around 10 minutes.

2.5 METHOD OF ANALYSIS

For determining the extent of parental involvement in reading, responses were coded as follows: 1 for never, 2 for sometimes, 3 for very often, and 4 for always. The highest possible score is 24 while the lowest possible score is 6. Table 3 provides the scale and interpretation used to give meaning to the mean value. Moreover, the range of means was developed through the employment of equal interval with a computed range of 0.75.

Table 3. Extent of Parental Involvement in Reading

Range	Description	Interpretation
3.25 – 4.0	Always	High Parental Involvement
2.5 – 3.24	Very Often	Somehow High
1.75 – 2.49	Sometimes	Somehow Low
1.0 – 1.74	Never	Low Parental Involvement

For the level of comprehension in silent reading, the highest possible score is 16 and the lowest possible score is 0. The computed mean values were given interpretation through the following developed scale: 0 – 5.33 = Low, 5.34 – 10.67 = Average and 10.68 – 16 = High.

For the level of comprehension in oral reading, the highest possible score is 8 and the lowest possible score is 0. Computed mean values were given interpretation using the following scale: 0 – 2.67 for low, 2.68 – 5.35 for average and 5.36 – 8 for high.

For statistical treatment, the data of the comprehension scores for the silent and oral reading and the raw data from the parental involvement in the reading questionnaires were computed and tabulated. Moreover, the different statistical treatments were used to analyze the data and answer the different research questions:

To determine the levels of comprehension of the respondents in oral and silent reading, descriptive statistics, specifically mean (M) and standard deviation (SD), were used.

To determine the significant difference in the level of comprehension of the respondents in silent and oral readings in terms of sex, independent sample t-test was the statistical treatment used.

To determine the significant difference in the levels of comprehension of the respondents in silent and oral readings in terms of socio-economic status and first language, one-way Analysis of Variance (ANOVA) was the inferential statistics employed.

To determine the significant relationship between the levels of comprehension in of the respondents in silent and oral readings and the variables socioeconomic status, age and extent of parental involvement, Pearson Product Moment Coefficient also known as Pearson r was utilized.

3. RESULTS AND DISCUSSION

3. The levels of comprehension of learners in terms of Silent Reading (SR) and Oral Reading (OR)

To determine the levels of comprehension of the respondents in silent and oral reading, the raw scores of the respondents were analyzed using descriptive statistics (M and SD). Table 4 presents the mean values and interpretations.

Table 4: Levels of comprehension of the respondents in oral and silent reading

Variables	Mean	Standard Deviation	Interpretation
Level of Comprehension for Oral Reading	3.165	1.800	Average
Level of Comprehension for Silent Reading	8.822	3.246	Average

Scale for OR:0-2.67 for low,2.68-5.35 for average and 5.36 – 8 for high;

Scale for SR: 0 – 5.33 = Low, 5.34 – 10.67 = Average and 10.68 – 16 = High.

Table 4 gives the data on the level of comprehension of the respondents in oral and silent reading. It can be noticed that for the two types of reading the respondents are both at the average level of comprehension as provided by the mean values for oral reading (M-3.165, SD-1.8) and silent reading (M-8.822, SD-3.246). This suggests that the respondents are performing relatively similar in terms of comprehension in two types of reading; however, it must be noted that learners'

scores in silent reading are more dispersed as compared to their scores in oral reading.

3.1.2 SIGNIFICANT DIFFERENCE IN THE LEVELS OF COMPREHENSION IN SILENT READING AND ORAL READING WHEN DATA ARE GROUPED ACCORDING TO SEX; SOCIOECONOMIC STATUS, AND THE FIRST LANGUAGES SPOKEN

To determine the difference in the levels of comprehension in the two types of reading in terms of sex, SES, and the first language spoken, the raw scores for SR and OR were computed and tabulated. For the sex difference on the levels of comprehension for the two reading types, the inferential statistics independent sample T-test was used to analyze the data. For the difference on the levels of comprehension across SES and first languages are spoken, one-way Analysis of Variance (ANOVA) was used. The p-value and interpretation are presented in Table 5

Table 5 provides the difference in the levels of comprehension on the two types of reading the variables sex, socioeconomic status and first language spoken. The analysis of the data revealed interesting results. On the account of the level of comprehension in SR, the data revealed no significant difference between males and females as the p-value of 0.434 is greater than $\alpha = 0.05$. This means, for the case of the respondents of this study, gender does not impact the level of comprehension in SR. It further means that gender is not a factor influencing the level of comprehension in SR. This finding contradicts claims that the gender gap exists on reading and reading comprehension performance [19] ; [20]. However, these cited investigations have not specifically noted whether this comprehension and reading performance are in SR or OR. This result of non-significance may have been influenced by the anxiety involved in the taking of the comprehension questions. Note that in the study there are 16 items for SR while there are only 8 items for OR.

However, in terms of the level of comprehension in oral reading, the p-value = 0.000 is determined to be significant at $\alpha = 0.005$. There is a sex difference in the level of comprehension on OR with females outperforming the males. This result echoes the established claims that in terms of key educational outcomes boys are outperformed by females [21]. This also implies that the benefit of hearing one's voice as an essential aid in spelling and comprehension which [14] contends to be present in oral reading or read-aloud activities benefit more the female than the male respondents of the study. Moreover, another reason seen to explain the better performance of females over boys is relative to findings of [21] that there is a preferentiality of boys for male teachers and girls for females teachers on matters that relate to emotion and personal issue. This claim suggests that females can relate well to their emotions and personal concern with teachers who are females too and the same happens to boys with their male teachers. This contention is used to support the result in the sense that oral reading task which involves not only the uttering of the words but also expressing the semantic and emotional tone of what is read is performed well by girls with female teachers and boys with male teachers.

Table 5: Difference on the levels of comprehension in OR and SR across gender, SES and first language (L1)

Variables	Sex				p-value	SES p-value	L1 p-value
	Males		Females				
	M	SD	M	SD			
Level of Comprehension in Oral Reading	8.1	3.2	9.5	3.1	0.000*	0.063	0.065
Level of Comprehension in Silent Reading	3.2	1.8	3.0	1.7	0.434	0.000*	0.052
	39	10	67	93			

*Significant at alpha = 0.001

It thus implies that the hesitation of fully reading out loud well happens within females when their reading teacher is male and the same goes with male students having female reading teachers. This claim supports the gender difference on comprehension level favoring females because of the case of the respondents most of their reading teachers are females. On the account of the first language as a variable, the analysis of data revealed that for both SR (p-value = 0.052) and OR (p-value = 0.065) no significant relationship was drawn as both p-values are greater than alpha = 0.05. This means that the first language of the learners is not a factor influencing their levels of comprehension across types of reading. One main reason for this is the medium of the reading materials in both OR and SR which is English (a second language) an Indo-European language which belongs to the Germanic group. However, the L1 of the respondents which are Tausug, Bisaya among others are under the Malayo-Polynesian group of the Austronesian language family. Moreover, for the L1 Chabacano also spelled as Chavacano, it is a Spanish-based creole. These characterization points to one thing that as these languages do not share essential commonality and the absence of which is seen as the result for the non-existent of a significant difference across the first languages of the respondents; hence, it is noticeable across literature on reading, comprehension and other variables relating to reading comprehension the language investigated is L2 (English) which is the medium of the texts or reading material [22, 23, 24, 26]).

Interestingly, on the account of the variable SES, the data showed that for SES as a variable influences the level of reading comprehension in SR (p-value = 0.000) as the p-value is less than alpha= 0.05. However, there is no significant difference in the level of comprehension in OR across SES. This means that, for the case of the respondents of this study, those belong to different SES do not significantly differ in their comprehension level when performing OR. This further suggests that the comprehension level in OR SES is not a factor influencing significant differences.

However, a significant difference was drawn on the reading comprehension of the respondents across economic grouping. This means that SES influences the levels of comprehension of respondents performing SR.

To further probe and determine the significant difference in the level of comprehension in SR across economic groupings, Post Hoc analysis using Tukey test was employed. Table 5.1 present the analyzed data.

Table 5.1: Post Hoc Analysis

Variable	Socioeconomic Status		Mean Difference	p-value
	(I)	(J)	(I-J)	
Comprehension Level in Silent Reading	High	Average	2.007	0.000*
	Average	Low	1.630	0.000*
	High	Low	1.376	0.000*

*Significant at alpha = 0.005

As shown in Table 6, the post hoc analysis using the Tukey test, a significant difference between groupings were determined. For the comprehension level in silent reading, there is a significant difference between respondents of high SES and average and low SES with better SES outperforming those with lower SES. Moreover, a significant difference in the level of reading comprehension on SR was also revealed between those with average SES and low SES favoring those respondents who have claimed to belong to average SES. This means that as the respondents move to higher SES the better their silent reading comprehension is. This result mirrors the claim of [26] that SES influences students reading ability. The reason is that parents with low SES are less likely to be able to purchase and provide reading materials and create and reading resource enriched homes. In the case of the respondents of the study, it is assumed that those belonging to higher SES are provided with books and other reading resources that they use and read at home. It then provides golden opportunities for the practice of silent reading event outside the school. This, however, is not the case for those of lower SES. Others [26] explained that parents of lower SES were found to significantly differ in terms of material investments provided to their children. This is a logical perspective as of lower SES would prefer to ascertain the purchase of necessities (food, rent, bills, clothing, education among others) before the investment on resource materials such as storybooks and others that are not necessarily part of the offering of the school curriculum. Moreover, it is claimed that the significant impact of SES on learners reading ability is related to the personal investment that parents with high SES could afford their children [26]. In the study, it was revealed that parents with high SES are found to spend child-parent time more likely than those with low SES. This suggests that because parents of high SES are able to allocate and spend time to do activities with their children , and this is taken to imply that these parents are able to do meaningful tasks that supplement at home such as reading a story, performing play with lexical tokens as some of the examples – the activities serve as a supplemental to the instruction in school which parents of low SES may be able to perform due to a more

Table 6: Correlation Matrix between Levels of reading comprehension across types of reading and the variables SES, Age, and Parental involvement.

Dependent Variable	Comprehension Level in Silent Reading			Comprehension Level in Oral Reading		
	p-value	r-value	Interpretation	p-value	r-value	Interpretation
SES	0.728	-0.022	Not Significant	0.280	-0.066	Not Significant
Parental Involvement	0.004*	0.173	Significant	0.057	0.116	Not Significant
Age	0.000*	0.305	Significant	0.222	-0.074	Not Significant

*Significant at alpha = 0.05

demanding and rigid nature of work they have as compared to those with better SES. Supportive of this is the finding of [27] that parents of low SES were noted to perform the lesser reading activity and lower quality of reading the discussion. This then is taken to mean that parents with high SES can conduct quality reading activities with their children more often compared to those with lower SES. The study habit is composed of three subscales in this study. These are access to notes, scheduling and the ability to concentrate. Table 4 gives M and SD of the subscales.

3.2 SIGNIFICANT RELATIONSHIP BETWEEN THE LEVELS OF COMPREHENSION IN SILENT READING AND ORAL READING AND THE RESPONDENTS' SES, AGE AND PARENTAL INVOLVEMENT

The raw score for the comprehension in SR and OR were computed and tabulated. To determine the significant relationship between the levels of comprehension across reading types and the variables SES, Age and Parental involvement, the Pearson Product Moment Coefficient was the inferential statistics used. Table 6 presents the result of the relationship analysis.

As it can be gleaned from Table 6, the data exposed that there is no significant relationship between the level of comprehension in OR and the variables SES and Parental Involvement (PI) as shown by their respective p-values (0.280, 0.057) which are greater than alpha = 0.05. This means that the level of comprehension in OR is not influenced by SES and PI.

For the relationship between the dependent variable reading comprehension in SR and the independent variable SES, no significant relationship was drawn as shown by the p-value (0.728) which is greater than alpha = 0.05. This means that SES, in the case of the respondents in the study, does not significantly relate to the level of comprehension in SR; therefore, SES is not a factor influencing comprehension level in SR of the respondents.

However, for the influence of parental involvement on the level of comprehension of the respondents in SR, a significant relationship was drawn as provided by the p-value (0.004) which is less than alpha = 0.05. Moreover, the relationship is characterized to be positive which means that respondents with high PI have a high comprehension level in SR. Conversely, those with low PI are noted to be the ones with low comprehension levels in SR. Furthermore, the relationship between the variables is noted to be 'low' (r-

0.173). This result concurs with findings of researchers like [28] which maintained that parent's involvement in school has been found to result in positive outcomes and [29] who claimed that parental involvement is a major predictor of literacy development and reading success. However, what is interesting with the results found in this study is that PI impacts the level of comprehension of the respondents only when they performed SR and not OR. This result can allude to the practice of reading realized at home. Oral reading or read aloud encourages discussion about the reading material which includes answering the open-ended question [21]. Because of this complexity that requires parents to ask questions and let the same be answered, most parents do not practice this with their children at home. It is inferred that what is most likely to take place at home is SR, and parents provide essential support in many forms – in providing the reading material, in giving the time to be devoted to reading. It is opined that SR is supported greatly by parents when they provide internet connection and access to their children at home. In this era of social networking and blogging which when access by children allows the practice of SR, and this serves as a practice supplementing those provided at home. Besides, for the variable age analysis of the data showed that for the comprehension level in oral reading there is no significant relationship drawn as the p-value (0.222) is greater than alpha = 0.05. This suggests that sex is not a factor influencing the oral comprehension level of the students. However, for the silent reading comprehension, the data revealed that there is a significant correlation as provided by the p-value (0.000*). This means that as the respondent increase in their age their level of silent reading comprehension becomes better. This implies that age is a factor influencing silent reading comprehension. It is noted that silent reading is a form of independent reading. Therefore, this type of reading is performed by learners without or with less supervision and assistance from their teacher, their parents or other supporting individuals [30]. [31] claimed that learners are accumulating skills over the years and it varies according to different factors. It is pointed that in this study that as students' age and mature they can acquire certain skills. This explains the significant relationship of age with comprehension in silent reading. As the respondents' age, they can competently perform silent reading as an independent task. This is seen to result in yo better performance in the said reading type.

4. CONCLUSION

Based on the findings of the study it is safe to conclude that SES influences comprehension of students favoring those with high SES. Moreover, there exists a gender gap as regards the level of comprehension in SR. Further, it is concluded that teachers give prime importance on assessment as an initial step for the teaching of reading. Moreover, it is found that teachers place a premium on experience as an essential resource for the effective teaching of reading with regular students and as well as with students at risk.

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