

FACTORS AFFECTING READING COMPREHENSION IN ENGLISH OF GRADE 4 PUPILS IN OWABANGON ELEMENTARY SCHOOL

Elizabeth C. Rambuyon, Bryan L. Susada

Department of Education, Davao Oriental State University-Cateel Extension Campus, Cateel, Davao-Oriental, 8205, Philippines

ABSTRACT

This quantitative research aimed to survey several factors affecting reading comprehension in English of Grade 4 pupils in Owabangon Elementary School. The data were collected through data gathering procedures using a self-made questionnaire that went on reliability and validity testing. There were 21 respondents. There are two variables affecting reading comprehension, and each has two indicators. The first is environmental factors (home and school/instructional environment), while the second is cognitive factors (vocabulary and background knowledge). The results show that the learners' reading comprehension is moderately affected. Based on the data obtained, the proposed intervention is to implement a reading hour ordinance, learn new words daily, and make teachers aware to help lessen the factors affecting the learners' reading comprehension. Reading comprehension is essential for everyone to avoid misunderstanding what is being read and to be able to convey relevant information to one another.

Keyword: *reading comprehension, vocabulary, environment factors, skills, reading accuracy, reading intervention*

1. INTRODUCTION

Reading comprehension plays an essential role in our daily basis. Students interact if the topic catches their interest and create possible comprehension since they are interested (Marquez, 2008). Reading is also vital for success since it entails active extraction and synthesis of meaning from the text. Reading comprehension is difficult and requires many skills to develop to achieve excellent reading comprehension (Connors and Otaiba, 2018). However, it was stated that a child's family environment could influence their reading comprehension ability and that parent-child interactions affect not only individuals' language coding abilities but also their capacity to read comprehension (Xiaofeng, Wenhui, and Aibao, 2018). In fact, family troubles such as divorce, financial hardship, and sibling bullying harm children's academic achievement (Bennett, 2019).

The impact of traditional school libraries was studied by Scholastic Publishing (2008) on pupils' academic performance was explored. The number of full-time school librarians and staff and the size of the school library were all related to the score. The more librarians and teachers interact, and library-centered instruction is implemented, the better. Reading does not have to be associated with work, but because our school demands some type of evaluation to verify that the reading was finished or the student completes a post-reading product, students have come to view reading as a chore rather than an enjoyable activity (Gallagher, 2009). As stated, parent-child interaction influences not only vocabulary encoding capacity but also reading comprehension ability. Reading comprehension is a constructive thinking process that includes knowledge of both direct and implicit meaning. Understanding, application, analysis, remarks, and creativity are all aspects of reading comprehension, implying that various difficult skills must be combined to achieve the desired result (Torgesen, 2000).

In addition, about the cognitive and environmental factors that affects reading comprehension, there is a lack of empirical studies on mechanisms underlying the relationship between critical factors and students' reading comprehension in elementary school (Slavin, 2018). In fact, the present study intends to help contribute positive change toward the reading comprehension in English of Grade IV pupils in Owabangon Elementary School by identifying the factors that affect their reading comprehension.

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Teaching Reading in the Elementary School Thomas G. Devine,1989 The purpose of this book on reading instruction
in the elementary school is twofold firstly to share with colleagues some of the significant works of research and theory that
suggest answers to important questions about reading instruction and secondly to describe specific teaching strategies
implied by these answers The book assumes that reading is a normal human activity in which children may easily engage
sees reading always within the context of the other language arts tends to deemphasize reading skills and hierarchies of
skills and focuses more than some books on children s literature and content area reading After a brief preface and
introduction the 9 chapters deal with the following topics 1 early reading 2 reading familiar words 3 reading unfamiliar
words 4 reading to comprehend 5 reading stories 6 reading in the content areas 7 reading to study 8 reading and the other
language arts and 9 organizing for instruction Each of the chapters ends with an Idea Box which presents a variety of
suggested strategies for improving reading instruction and appropriate references for further reading and study Sr

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