

# Factors Affecting the Reading Comprehension of Grade 2 Learners: Basis for an Intervention Program

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## Abstract

The research aims to identify the factors affecting the reading comprehension of grade 2 pupils: Basis for an intervention program. This study used a quantitative research approach known as the descriptive survey technique to provide a detailed description. The research included survey instruments and reading passages as exercises for the learners. The research's results indicate that (1) pupil factors, such as excessive absenteeism and poor study habits, have hampered learners' reading comprehension. (2) Reading comprehension is significantly hindered by pupils' limited vocabulary as well as lack of familiarization with grammar and spelling. (3) teacher factor did not affect the pupil's reading comprehension (4) home-related factor plays a significant role in students' reading comprehension. Based on the findings of the research, the study recommends (1) make a variety of strategies be developed to encourage children to develop their vocabulary and enthusiasm for reading. These strategies may include the use of visuals, games, and songs in the classroom. (2) Orient parents to the idea that parental involvement is one of the crucial aspects in the educational development of learners, and (3) try with various grade levels and schools to identify how and to what extent these factors affect the ability of students to comprehend what they read.

**Keyword:** Reading Comprehension, Factors, Intervention

## CHAPTER 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

Reading is an essential aspect of everyone's life in attaining knowledge among students. Reading is the ability to read the text, perceive and define words, and apply them to our understanding. Reading literacy is a fundamental aspect of acquiring knowledge, comprehension, and enhancing vocabulary, an essential tool for becoming a confident reader ([Dreher and Mikulecky 2000](#)).

Reading and reading comprehension are interrelated because reading without comprehension is considered a non-reader, which is rampant among students nowadays. Pupils only read the task to finish the article without analyzing some essential details. Reading Comprehension is the pillar of reading that involves skills and cognitive processes that are vital to academic progress because this will measure the ability of the readers to identify whether they comprehend the context of what they read or not. Comprehension will help readers understand that reading is essential by recalling the information based on their readings and answering the higher-order thinking skills (HOTS) questions.

According to (Blair et al., 2007), reading comprehension is an essential skill everyone must have in academic and personal life. Students with poor comprehension can struggle in all academic areas, leading to low self-esteem and a lack of motivation to learn well because reading is the foundation for understanding all academic content (Clarke et al., 2011).

In addition, reading comprehension is constrained when students need more enthusiasm and become uninterested in reading (Guthrie, 2008). The teacher factor plays an essential role in preparing students for learning and reading through various strategies and techniques that will help instill the joy of reading to motivate them to read regularly. Furthermore, this study will determine the factors affecting the reading comprehension of students that will contribute to uplifting reading comprehension for everyone.

## **Literature Review**

The review of relevant studies and literature will help the researcher identify the factors affecting reading comprehension. This chapter aids in familiarizing oneself with pertinent and related facts to the current research to provide the researcher with sufficient context to comprehend the study.

### **1.1 The Importance of Reading Comprehension**

Reading comprehension helps students master the subject matter because reading skills are essential to the student's whole learning process. Moreover, reading comprehension is integral to all subjects because reading is the heart of learning. Students' reading skills will help them acquire new information and to understand the text. Therefore, students must have a broad knowledge and understanding to interpret and absorb information.

A recent study on reading comprehension has found that many factors hinder students' reading comprehension (Torgeson, 2002; National Reading Panel, 2000).

### **1.2 Factors Affecting Reading Comprehension.**

Dennis (2008) describes reading comprehension as an intricate process that involves detecting printed symbols and understanding the symbols' meanings. Certain elements have an impact on reading comprehension skills. They include the difficulty of the reading material, environmental influences, anxiety during reading comprehension, interest and motivation, word recognition speed, and health issues. As explained by Rubin and Opitz (2007), Educational and non-educational factors affect the reading performance of the learners. The pedagogy and practices of teachers teaching reading that influence learning are considered an educational factor. On the other hand, non-educational factors are the socio-economic background of the learners, family, and prior learning that significantly affects learners' performance.

Similarly, Hart (2007) stated that cognitive factors affecting reading comprehension include the foundation of knowledge, proficiency, vocabulary, and critical reading. The determination to read is affected by individual motivation to understand. Students rely on their background knowledge to relate to the text or articles they read to comprehend unfamiliar words.

Lack of parental attention and motivation can be a factor that affects learners and prevents them from reading. The students become indolent when there is no parental support at home. Parents' influence matters for students to become active readers (Froiland and Davison 2014). The environment of every learner is a core component for student cognitive development because home is where students learn first,

and parents are their first teachers. But, due to a lack of teaching support at home, children will use their spare time to play online games and watch movies rather than read.

### 1.3 Strategies to Improve Reading Comprehension

Reading comprehension strategy refers to the method used to understand the meaning of texts. These strategies are used in a flexible and selected manner during reading. Reading strategies are often categorized into three phases: (a) pre-reading, (b) during reading, and (c) post-reading. In order to comprehend written material, pupils must possess effective reading strategies (Richard & Schmidt)

Brown has proposed some reading strategies. The strategies include the following: 1) determining the objective of reading, 2) employing graphonic rules and patterns to facilitate bottom-up decoding, 3) utilizing effective silent reading methods to achieve comprehension at a relatively quick pace, 4) skimming, 5) scanning, 6) making educated guesses in situations where the reader does not fully comprehend, 7) scrutinizing vocabulary, 8) differentiating between literal and implied meaning, and 9) leveraging discourse markers to establish relationships (Brown, H. D, 2006).

Gaining an understanding that specific strategies that appear effortless to good readers may prove challenging to implement for struggling readers can help develop intervention strategies.

### Background of the Study

It is well-known that reading comprehension is crucial in determining learners' reading capacity to comprehend and language skills. According to Hafner, Klinger, Vaughn, and Boardman (2007), reading comprehension involves learners the ability to respond to the text. Thus, it includes understanding, improving vocabulary, being attentive to details, making inferences, and predicting outcomes.

Reading comprehension is a common problem in public schools because students are poor in comprehending text, which can cause poor understanding and application in reading. The main reason why students have low comprehension is because they need to get used to reading due to excessive use of devices for online gaming, movies, and video games. It is essential to encourage students to read interesting articles so that they have a broad knowledge and understanding. Moreover, comprehension is a significant challenge among teachers to enhance the skill and vocabulary of learners in comprehending because this involves willingness and participation to learn.

In the Philippines, reading comprehension among students is one of the problems in education today. Based on the result of PISA 2023, students remained weakest in reading and other subjects worldwide since the Philippines ranked 77 among 81 countries globally. The unpreparedness and poor academic performance of students in reading, especially in public schools, was recognized by the PISA result. Through this, the Department of Education released memorandum No. 01 series of 2024 in implementing catch-up Fridays. It is stated in this memo that beginning January 2024, in all public schools from elementary and secondary schools nationwide, Fridays shall be allotted to "Drop everything and Read". The main reason for this project is to strengthen the foundational and relevant reading skills to address the learning gaps and reading proficiency among learners, which an essential for lifelong learning. It is the responsibility of schools across the country to help pupils improve their reading skills to produce competent, job-ready, and responsible citizens who turn every learner into a proficient reader (DepEd, 2019). As a public school teacher, there are several ways to improve reading comprehension for learners. Teachers shall employ an integrative approach, teaching students to enhance their capability to comprehend, skills, and appreciation for reading through various reading strategies.

This study aims to determine the factors affecting reading comprehension among students to provide necessary interventions like remedial reading for those students who are considered poor in reading. Comprehension is the aid in the academic performance of each learner since reading is an essential skill that needs to be improved and practiced every day.

### Theoretical Framework

Based on the theoretical underpinnings of the Interactive Reading Model, or IRM, recognize the relationship between bottom-up (word recognition) and top-down (comprehension) processes (Rumelhart, D. 1985). The Interactive Reading Model emphasizes the importance of word recognition skills and reading comprehension so that readers will apply their prior knowledge to the newly acquired learnings while understanding the context of their readings.

The Interactive Reading Model (IRM), specifically the top-down process, is based on the idea that readers not only read words and sentences but can guess and define the unfamiliar meaning of newfound words based on their previous knowledge to comprehend and draw inferences based on the article they read, while the bottom-up process, is the basic foundation for readers, needed for mastery of reading. Phonemic awareness is relevant for readers to identify the letters and their sounds, a solid foundation for elementary grades to read quickly and decode words easily. Reading fluency will be achieved when repeated reading is applied daily. Moreover, this process encourages learners to love reading because this approach is helpful to readers to combine syllables into words to read and develop their ability to understand words with deeper meaning. Through this, reading difficulty will no longer exist since pupils will develop their reading skills and appreciate the importance of reading.

According to Shweta Sharma (2023), the Interactive Reading Model approach is an essential and vital tool for readers who want to improve their reading skills. Reading is not only decoding words. Students may gain relevant information, learn new skills, and develop critical thinking. This approach provides different techniques and the ability to enhance oneself by making predictions and inferences, asking questions, and developing a sense of humor to interact with others because reading would significantly impact and develop one’s knowledge and confidence in interacting with others.

By applying this approach, readers will become more effective because they will improve their reading comprehension, especially young children who find reading as entertaining and not boring.

### Conceptual Framework

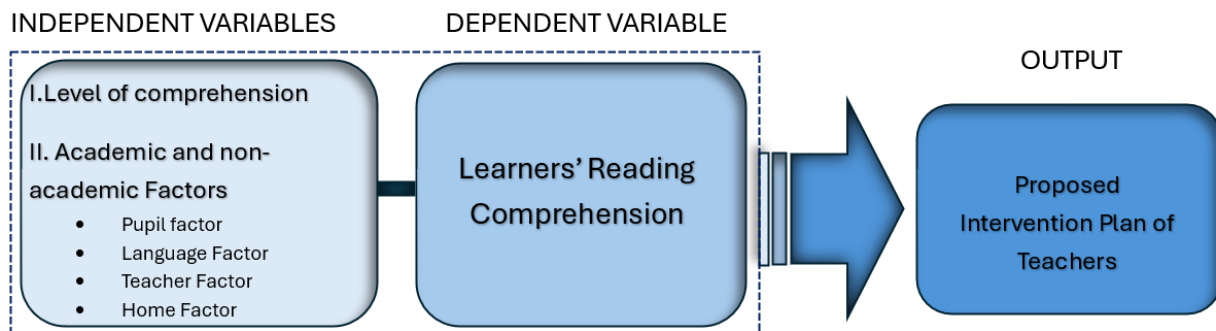


Figure 1 shows the study's conceptual model. The horizontal line connects the independent and dependent variables to show a relationship. The first frame was divided into two parts: the first was the level of

reading comprehension, and the second was the academic and non-academic factors, which included pupil factor, language factor, teacher factor, and home factor components as independent variables. The second frame contains the dependent variable, the learners' reading comprehension. The study attempted to propose a reading intervention program after identifying the relationship between these two sets of variables.

### Statement of the Problem

The general problem of the study is: What are the factors affecting the reading comprehension of grade 2 learners as a basis for an intervention program?

In particular, the researcher wanted to answer the following questions:

RQ1. What are the challenges that affect the reading comprehension of the learners?

RQ2. What is the most significant element limiting learners' reading comprehension?

RQ3. What are the effects of poor reading comprehension on learners' academic performance?

RQ4. What are the ways that can help learners to have a better understanding of reading?

### Hypothesis

The hypothesis for this study meant that there is no significant relationship between educational and non-educational factors and learners' reading comprehension.

### Significance of the Study

This study will determine the factors affecting the reading comprehension of Grade 2 pupils, which will be used to develop an intervention plan.

The outcome of this study will be helpful to the following:

**Students.** This study will help students get motivated by employing the intervention plan that will be developed.

**Teachers.** The result of this study will allow teachers to explore together and develop effective strategies on how to enhance the reading skills of the learners.

**Parents/Guardians.** This would give them the opportunity to help and guide their children with problems that may affect their reading performance.

**Department of Education.** The study's findings could help the department in determining the reading comprehension level of pupils, making it possible to implement appropriate programs and activities to accomplish the department's goal of delivering quality education.

**Future Researchers.** This may serve as a source of information about what are the factors affecting reading comprehension of grade 2 pupils.

### Scope and Delimitation of the Study

This research will focus on the factors affecting the reading comprehension of Grade 2 pupils at a particular school. The research may include pupil's reading habits and comprehension strategies.

This research, however, will be limited to Grade 2 students at one school and will not include students from other grades or schools. The research will not look into the pupils' academic achievement.

### Definition of Terms

**Comprehensive Rapid Literacy Assessment** - This CRLA is a continuum of reading assessments designed to help teachers quickly determine the reading profiles of Grade 2 learners in Mother Tongue and develop appropriate reading instruction for each profile.

**Programme for International Students Assessment-** This PISA is a worldwide study by the Organisation for Economic Co-operation and Development that measures and assesses the reading ability of 15-year-old students.

**Literacy-** the ability to read, write, speak, and listen in a way that lets us communicate effectively and make sense of the world.

**Standardized tests** - are assessments that require all test takers to answer the same questions to measure students' performance.

**Pillar-** a strong foundation and essential support.

**Pedagogy-** a teaching method used by teachers

**Graphonic-** letter-sound or sound-symbol relationships of language.

**Skimming** - a reading method that focuses on the main ideas of the text.

**Scanning** - reading quickly to find specific facts.

**Phonemic Awareness** - the ability to hear and read individual sounds.

**Empirical** - based on experience or observation, not theory

**Comprehension** - the ability to understand

**Intervention-** set of practices aimed at helping students in a specific subject.

## CHAPTER 2

### METHODOLOGY

This chapter discusses how researchers will conduct research. It describes the research design, research participants, sampling technique, research instrument, and data collection procedure the researchers will use in the study.

#### Research Design

This research is entitled “Factors Affecting the Reading Comprehension of Grade 2 Learners: Basis for an Intervention Program”. The research study employs a quantitative research method, specifically the descriptive approach, to determine the factors affecting the reading comprehension of grade 2 pupils. Moreover, the study will use descriptive statistics to address the research objectives indicated.

#### Population and Sampling

The researcher will utilize the random sampling technique in conducting the study. In the random sampling approach, the researcher will select a certain number of participants to be part of the study, but most of them will have a chance to be part of a sample study. Here, each participant will be assigned a specific number to be drawn by the researcher one after the other, and the number that comes out will be the lucky participant to participate in the study (Calmorin & Calmorin, 2007).

#### Respondents of the Study

The participants in this research are grade 2 pupils. A total of 30 pupils responded to the survey. The participants in the study were Grade 2 pupils since they were the group most affected by the identified

factors.

### Research Instrument

The instruments used to collect data for this research study were survey questionnaires. This study used two sets of questionnaires: one is for grade 2 teachers to determine the factors affecting reading comprehension consisting of student factor, language factor, teacher factor, and home factor. The second set is for the standardized reading assessment for grade 2 learners known as Comprehensive Rapid Literacy Assessment (CRLA). "This assessment will determine the reading ability of the students to comprehend. The instruments used in the survey were recognized as reliable and valid in assessing the learner's reading comprehension.

Additionally, the "Comprehensive Rapid Literacy Assessment (CRLA)" was chosen as a standardized reading assessment tool because it is known for the comprehensive assessment used by the Department of Education to determine the reading ability of every learner. The CRLA is accepted in academic and educational settings, and its use in this study ensures a consistent and objective measurement of literacy skills.

The researcher then distributed copies of the questionnaires to the selected respondents of grade 2 teachers who are teaching early literacy.

Simultaneously, the researchers administered the "Comprehensive Rapid Literacy Assessment (CRLA) to the selected grade 2 learners.

### Data Gathering Procedure

One of the researchers is fortunate to be a grade 2 teacher at Ciriaco P. Tinga Elementary School. After obtaining approval for the study from the principal, the researcher personally gathered the data. The researchers used MS Excel to systematically arrange, consolidate, analyze, and interpret the data to characterize and determine the factors that affect the reading comprehension of grade 2 pupils.

### Data Analysis

In order to analyze the data in this research, the following instruments were used.

Grade 2 pupils had their reading comprehension levels measured using the CRLA scale. There are four levels of reading comprehension in Filipino, and every level is explained here.

On the other hand, descriptive statistics will be used to determine the Mean and Standard deviation (SD), which significantly affects reading comprehension among grade 2 learners, whether pupil, language, teacher, or home factor. Furthermore, the researcher will also check the standardized test of the respondent's scores to determine their reading level. The result of this study will determine the suitable reading intervention for the respondents.

Table 1: Interpreting the Reading Level

Proficiency Level	Criteria	Observation	Description
Full Intervention	Cannot read a single word accurately in 2 minutes	Level 1	Reads word by words

Moderate Intervention	Learner reads less than 50% of the passage accurately in 2 minutes	Level 2	Reads word in chunks
Light Intervention	Learner reads 50% to 100% of the passage mostly accurately in 2 minutes but answers 0 to 4 questions correctly only.	Level 3	Reads fluently but not observing punctuation marks
Meets Expectation	Learner reads most 100% of the passage accurately in 2 minutes and answers 5 to 6 questions correctly	Level 4	Reads fluently with proper expression

**Table 2: Interpreting the factors affecting the Reading Comprehension**

Scale	Range	Description/Interpretation
4	3.50-4.00	Always
3	2.50-3.49	Often
2	1.50-2.49	Sometimes
1	1.00-1.49	Never

### CHAPTER 3

#### RESULTS AND DISCUSSION

Description	Mean	SD	Interpretation
1. Health status	2.72	0.89	Always
2. Pupils are not encouraged to read.	2.31	0.86	Sometimes
3. Pupils read their preferred books and stories	2.81	1.06	Always
4. Pupils' poor study habits.	2.75	0.92	Often
5. Excessive absences	2.91	0.78	Often
<b>Grand Weighted Mean</b>	<b>2.70</b>	<b>0.92</b>	<b>Often</b>

*Table 1: Factors Affecting Reading Comprehension in Terms of Pupil Factor*

Based on the provided results, the data suggest excessive absences with a mean of 2.91, the highest among the five descriptions above. Excessive absences directly affect the reading comprehension of learners. When absent, pupils lose vital instructional time and frequently cannot catch up on the lessons, resulting in gaps in their learning. Given that some learners have been absent from school for a significant period, it is logical to expect the pupils to have difficulties in class. Moreover, the standard deviation for the pupil



factor is 0.78 for Excessive absences, which highly emphasizes the reason behind poor reading comprehension for students.

Description	Mean	SD	Interpretation
1. Pupils' poor/limited vocabulary.	2.94	0.95	Often
2. Pupils not familiar with grammar and spelling.	2.94	0.80	Often
3. Poor comprehension level	2.91	0.86	Often
4. Pupils select unknown words	2.5	0.67	Often
5. Pupils are not exposed in reading	2.59	1.04	Often
<b>Grand Weighted Mean</b>	<b>2.78</b>	<b>0.88</b>	<b>Often</b>

Table 2: Factors Affecting the Reading Comprehension in terms of Language Factor

Based on the presented findings, the data suggests that the mean of 2.94 for both pupils' poor/limited vocabulary and lack of familiarization with grammar and spelling comprehensively affects reading comprehension among learners for language factor, and the interpretation of the data above is often. Students with limited vocabulary struggle to understand, miss the meaning of words, and have difficulty using appropriate words in the English language, which might compromise their academic success. Furthermore, the standard deviation of 0.66 for the language factor, specifically in pupils' select unknown words, shows that students performed more consistently among the five given descriptions. The result shows that students have difficulty processing and understanding newfound words.

Description	Mean	SD	Interpretation
1. Lack of appropriate strategies and approaches to promote the love of reading.	1.97	1.03	Sometimes
2. Lack of materials in reading	2.13	1.01	Sometimes
3. Lack of time due to teaching loads and other functions	2.44	0.82	Sometimes
4. Lack of strategies to introduce unfamiliar words.	1.94	0.91	Sometimes
5. Limited training in teaching reading comprehension skills.	2.03	0.78	Sometimes
<b>Grand Weighted Mean</b>	<b>2.10</b>	<b>0.96</b>	<b>Sometimes</b>

Table 3: Factors Affecting the Reading Comprehension in terms of Teacher Factor

Based on the data, teacher factors notably impact learners' reading comprehension. The mean of 2.44, a lack of time due to teaching loads and other functions, is impressively higher than the other five descriptions. This result emphasizes that teachers have so much on their plates, whether they prepare

instructional materials to deliver quality education to the learners or perform their clerical work and other functions in school.

Looking at the standard deviations, the limited training in teaching reading comprehension skills has an SD of 0.78. The result shows that teachers responded homogeneously in limited training in teaching reading explicitly to the learners.

Description	Mean	SD	Interpretation
1. No follow up at home	2.81	1.03	Often
2. No encouragement from family members	2.47	1.16	Sometimes
3. Parents' limited knowledge in reading	2.47	1.05	Sometimes
4. Pupils are encouraged to work for an extra income rather than reading.	2.09	1.06	Sometimes
5. Limited resources or reading materials	2.63	1.21	Often
<b>Grand Weighted Mean</b>	<b>2.49</b>	<b>1.12</b>	<b>Often</b>

Table 4: Factors Affecting the Reading Comprehension in terms of Home Factor

Based on the table above, the mean of no follow-up in reading at home is 2.81, significantly higher than the other descriptions above. The home-related factor plays a significant role in students' reading comprehension. The respondents already proved whose parents only reached the elementary level of education. Students struggle with reading and reading comprehension because other parents are incapacitated from teaching reading and do not exert effort to follow up with their child at home.

Moreover, the standard deviation of 1.03 is less variability since it is the lowest than the other results of standard deviation.

Factors Affecting Reading Comprehension	Grand Weighted Mean	SD
1. Pupil Factor	2.70	0.92
2. Language Factor	2.78	0.88
3. Teacher Factor	2.10	0.96
4. Home Factor	2.49	1.12

Table 5: Factors Affecting Reading

From the results given, the data indicates that the language factor significantly affects reading comprehension among learners compared to pupil, teacher, and home factor. The mean of the Language factor is 2.70, the highest among other factors. Foreign language and unfamiliar

words can cause difficulty in processing and understanding words. Language factor is the building block in reading that hampers student progress in cognitive development.

Looking at the table, the standard deviation of the language factor is 0.88, which is lower than the other SD in the table above. The result of the survey on factors affecting reading suggests that language factors were closely grouped around the mean and had less variation compared to the pupil, teacher, and home factors.

**Table 6: Reading Level**

Proficiency Level	Frequency	Percentage	Observation	Description
<b>Meets Expectation</b>	<b>0</b>	<b>0.0</b>	Level 2 <i>(Learner reads less than 50% of the passage accurately in 2 minutes)</i>	Reads word in chunks <i>(Moderate Intervention)</i>
<b>Light Intervention</b>	<b>8</b>	<b>26.6%</b>		
<b>Moderate Intervention</b>	<b>12</b>	<b>40%</b>		
<b>Full Intervention</b>	<b>10</b>	<b>33.3%</b>		
<b>TOTAL</b>	<b>30</b>	<b>100%</b>		

As shown in the table, most of the pupils are in Level 2, or the learners read less than 50% of the passage accurately in 2 minutes; it falls under moderate intervention.

**CHAPTER 4**

**SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

**Summary of Findings**

Overall, most Grade 2 learners possess the ability to read text in chunks. The primary factor contributing to the difficulties in reading among some children is the Pupil Factor. Furthermore, the language factor also impacts the reading comprehension ability of the pupils. Good comprehension is crucial for reading to have value, allowing the reader to actively engage with and gain information from a book.

**Conclusions**

In conclusion, the empirical result of the study, after conducting surveys and administering the standardized test on factors affecting reading comprehension, we researchers found that the reading level of pupils fell to level 2. The main reason behind the difficulty in comprehending words among pupils is the language factor. The defamiliarization of words could result in language barriers. However, regardless of the language factor, the pupil factor also emphasizes the respondents' reading difficulty in comprehension more than any factors included in the study.

## Recommendation

Based on a comprehensive assessment and taking into consideration the previously mentioned findings and conclusions of the research, the following recommendations are presented:

1. Teachers may come up with various ways to get students excited about reading and expanding their vocabulary, such as incorporating visuals, games, and songs into the classroom. All three of these methods will allow students to practice speaking and listening in the target language.
2. Parents/Guardians may be aware that parental involvement is one of the important factors in the educational development of learners. Early reading experiences with parents provide the kids with the necessary foundation for the advantages of structured literacy education. Parental involvement with their child's reading has been identified as the primary factor influencing language development and early literacy skills. (Bus, van Ijzendoorn & Pellegrini, 1995). Reading comprehension and expressive language abilities are all positively influenced by parental involvement in reading activities. (Gest, Freeman, Domitrovich & Welsh, 2004), but also on pupils' interest in reading, attitudes towards reading, and attentiveness in the classroom (Rowe, 1991).
3. For future researchers, they may also try it out with other grade levels and schools to determine how and to what extent these factors impact pupils' ability to understand what they read.

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