

Reading Proficiency of Selected Senior High School Students: Basis for Reading Comprehension Activities

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Abstract

This study aimed to assess the reading comprehension skills of senior high school students. The participants of the study were the 312 grade 11 and grade 12 senior high school students from two public Senior High Schools in the Philippines. There were more male respondents than female. The instrument used to gather the needed data was adapted from the College Practice Tests. Moreover, Pearson r correlation was used to test the relationship of students' comprehension skills and their performance in English. The study revealed that students found difficulty in answering comprehension questions on vocabulary. They did not also perform well in other comprehension skills such as identifying the main idea, giving title and identifying facts and opinion relationship. Based on the findings of the study, the researcher recommend to give more reading comprehension activities to help the students improve their reading proficiency.

Keywords : Reading Proficiency, Senior High School, Reading Comprehension Skills

1. Introduction

The ability to read is vital to learning. Access to knowledge in various disciplines is made possible through reading. Reading is very essential to achieve academic success as well as to function well in the society. Reading is very important as this develops one's mind and enhances mental alertness. It also develops ones self-esteem this is because the more one knows, the more he is comfortable with himself.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

The goal of reading is understanding. In order to understand a print, one must be able to decode the words on the page and to extract meaning. Comprehension is the goal of reading. Successful comprehension enables readers to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success. Students can parrot words on a page all day long but if they don't have the necessary comprehension skills, they will not be able to make predictions about what will happen next, monitor their understanding of content, sequence or characters, clarify confusing parts of the text, or connect what they are reading to their own experience or prior

knowledge. Good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well.

With the implementation of K-12, reading is integrated in the senior high school curriculum. It will be taken in the first semester of grade 11. Here, students for better understanding of academic texts are expected to acquire knowledge of appropriate reading strategies and they are taught to produce detailed abstract of information gathered from various academic texts they read. (K to 12 Senior High School Applied Track Subject – English for Academic and Professional Purposes, December 2013). Since Reading Academic Texts as one of the courses in Senior High School is to be taken, graduates regardless of the track are expected to be proficient enough in English specially the reading comprehension skill as this is the foundation of all academic learning.

In Senior High School, students are exposed to different activities, academic and non-academic to prepare them for their enrollment in the university or for their future career. Regardless of what undertaking they are planning after graduation; they should be equipped with the skills needed for them to succeed. On the contrary, as observed by most English teachers, some senior high school students need varied activities in reading and comprehension for them to prepare themselves for university reading. Teachers exerted all their efforts for their desire to help students read and comprehend, but still students find it hardly to decode meaning of a printed word. In the case of a reading passage wherein answers to the questions are in the text, students get them easily but if they will be asked to infer meaning, make conclusions or to summarize the idea, they suffer. They have inability to put meanings in their own words, instead they just copied what is in the text. In some cases, teachers assigned them take home readings, but still teachers need to interpret and explain the assigned reading material for the students to understand. Students also have problems in vocabulary as reflected in their scores in some exercises. They dealt hardly in understanding meaning even there are clues given, still they need to consult dictionary.

Meanwhile, Nteroke and Ramoroka (2015), conducted a study on reading competency of first year undergraduate students. In their study, they found out that majority of the students enter the university with poorly developed reading skills and strategies which caused reading difficulties for them. The result on their comprehension test showed that students have difficulty in questions that required higher order reading skills

This situation should not be worsen as this leads to other problems either behavioral or personal in nature. Furthermore, their inability to comprehend may affect their performance in school especially if they are already enrolled in a university.

This poor comprehension of the students is due to some factors. (National Center for Education Statistics, March 2017). As viewed by the students, majority of the instruction pay more attention to vocabulary and grammatical structures. These are the reasons why students fail to identify the main aim of reading comprehension, which is to think deeply and creatively.

For this matter, diagnosing the reading comprehension skills of senior high school is very important as this gives the teachers significant information on what kind of reading activities, they need to give among students to remediate their weaknesses in reading comprehension and to prepare them to more complicated reading activities when they enter college.

2. Objectives of the Study

This study described the profile of the respondents with regard to sex and grade level. It also identified the level of mastery in reading comprehension of the respondents as to noting details, improving

vocabulary, determining the main idea, giving appropriate title, identifying facts and opinion and making an inference. It determined the significant difference between reading comprehension when grouped according to profile. Lastly, it also tested the significant relationship between respondent's performance in English and reading comprehension.

3. Methodology

This study is mainly focused on the level of performance of the students in reading comprehension test as to noting details, improving vocabulary, identifying the main idea, making inference, and distinguishing facts and opinion. It also discussed the relationship of the said performance to students' profile in terms of grade level and gender. The descriptive research design was used in this study with the researcher-made reading comprehension test as the main data gathering instrument. Meanwhile, the subjects of the study were the 312 Senior High School students which were chosen using the Krejcie and Morgan table.

4. Review of Literature

Teenvno and Raisani (2017), found out that proficiency in the use of English language has an impact in English reading comprehension. Their study have revealed that students who have lower grade in English were found to be poor readers. Their data analysis indicated that the strategies used by the students in learning English were strongly correlated with their performance in reading comprehension.

In the study conducted by Cabardo (2015) on the reading proficiency level of students in Hagonoy National High School, he found out that there is no significant difference on the level of reading proficiency of the students when analyzed according to their gender with the F-value of 0.208 and t-value of -1.131 with the p-value of 0.649 which is greater than $\alpha = 0.05$. He concluded that reading proficiency of male and female are just comparable. He also found out that there is a no significant relationship between the level of reading proficiency of the students and their year level with the F-value of 0.054 and the p-value of 0.957. The result indicated that year level is insignificant to reading proficiency.

Mastura, et al. (2014) conducted a study on reading comprehension skills of high school students, both in private and public in Cotabato City, Philippines. In their study, they found out that students performed near mastery in getting main idea and making inference while low mastery in noting details, predicting outcomes and drawing conclusions. Students have low mastery in vocabulary. Based on the overall performance of the students in reading comprehension, they concluded that the reading comprehension skills of the students are poor as indicated by their low mastery ratings. According to them, students are struggling on the skills needed to be a proficient reader. They suggested that enhancement activities are needed to improve the performance in reading comprehension of the students particularly in vocabulary in context, noting details, predicting outcomes and drawing conclusions.

Rabadi, R. (2023) explored the effect of English language learners' breadth and depth of vocabulary knowledge on their understanding and grades of reading English texts. The collected data was analysed utilizing Pearson correlation analysis and multiple linear regression. The results suggest that breadth and depth of vocabulary knowledge correlated positively with each other and with reading comprehension. Further, the significant predictor of the overall variance of reading comprehension was vocabulary depth, while the breadth of vocabulary knowledge was the less significant one. The results demonstrate the importance of expanding and deepening EFL learners' vocabulary knowledge in classrooms.

Another study was conducted by Ibrahim, et al. (2015) on the relationship of vocabulary size and reading comprehension of ESL learners. It was found out in his study that there is a positive and upper moderate

relationship between vocabulary test scores and reading. With a $p < 0.01$, it was proved that the relationship is statistically significant. He also made an analysis among student's scores on reading comprehension and vocabulary levels test for 2000 and 5000 word levels. Based on the result, there was an upper moderate correlation between reading comprehension scores and the 2000 word level with a correlation coefficient of 0.063. The result indicated that higher the scores in vocabulary test the higher the scores in reading comprehension test. It was suggested that teachers should engage students to extensive reading activities not only to develop their vocabulary skills and reading comprehension but also critical thinking skills.

On the other hand, according to Spiro, et al. (2018), to understand the whole passage, the readers must be sensitive to the significant idea in a variety of concepts. The main point of the passage is the basis in building the ideas on the entire composition. To have a meaningful composition, subordinate details will be added to explain the central theme or to give examples of the main point, and extralinguistic information will be added as necessary to complete the structure. There are cases wherein reader cannot figure out central point of the passage and its structure that made him difficulty in looking for the main idea.

Elashhab (2013) in his study emphasized that reading strategies such as note taking, translating meaning into the reader's own words, identifying the key words and organizing the information into its level of importance are key factors to easily determine the main idea of the passage. He also added activation of previous knowledge of the reader also helps in understanding the main thought of what is reading. These reading strategies as he mentioned in his study leads to proficiency in comprehension.

Imam, et al. (2013), from the analysis of the data they gathered, they found out that the students were in the near mastery level in two reading skills which are getting the main idea and making inference but in the four reading skills; understanding vocabulary in context, noting details, predicting outcome and drawing conclusion, and giving title.

In addition, the study conducted by Kendeou, et al (2014) found that readers who are weak in making inferences almost inevitably fail to comprehend all but the simplest texts, because they are unable to identify important connections that lend coherence to their text representations. Such weakness may result in difficulty recognizing the proper referential connections that indicate that an object or person referred to in one sentence is identical to that in another sentence. Inference difficulties also manifest themselves in problems making inferences that fill conceptual gaps between the clauses, sentences, and paragraphs in a text. Weakness in inferential ability may result when the reader lacks the background knowledge necessary for important inferences.

The study of Adora, et al. (2024) found out that there is a significant difference between the students' reading comprehension proficiency and academic performance, as the results showed that most of the respondents' struggled comprehending the text affected the academic performance. In addition to that, reading comprehension is essential as it helps them to understand any instruction resulting in independent readers.

Meanwhile, De-Guia (2016) explained in her study that reading comprehension is a pertinent skill in academic achievement. Result of the 2015 achievement test manifested an alarming indication that some students failed to achieve the mastery in this skill. He mentioned that reading comprehension could be learned but at the same time it could be taught.

Ntereke and Ramoroka (2017), conducted a study on reading competency of first year undergraduate students. In their study, they found out that majority of the students enter the university with poorly developed reading skills and strategies which caused reading difficulties for them. The result on their comprehension test showed that students have difficulty in questions that required higher order reading

skills. They found it hard to deduce meaning, interpret and make associations of meaning between different parts of a text.

In the study conducted by Paz (2018) on the reading comprehension levels of grade 7 students, he found out that the students performed very satisfactorily in literal level wherein students are just going to note details found in the reading passage. The results in interpretive level is interpreted as fair. In this level, students will infer the meaning about what has been read. In the critical level, students' performance is also interpreted as fair in which the students will going to analyze the questions and make judgment of the truthfulness of events. Respondents still need to improve their skill in this level as this needs ability in evaluating information as to factual or opinion based on the text. Respondents performed satisfactorily in the application level which means that respondents need intensive practice on the application of the ideas and concepts in the real life situation. It was recommended that teachers need to develop comprehension activities specifically on critical and interpretive level to help students improve their performance.

5. Ethical Considerations

The researcher perceived certain etiquettes for the protection of the study. This includes communication letter to proper authority to gather the needed data for the stud and consent letter from the respondents for their voluntary participation. Indeed, the responses of the respondents are solely for research purposes only.

6. Results and Discussion

6.1 Profile of the Respondents.

Senior High School refers to grade 11 and 12, the last two years of the K to 12 Basic Education Program. In Senior High School, students are free to choose of their own track but whatever track they chose, they are required to take the core subjects.

Table 1. Percentage Distribution of the Respondents' Profile

Profile Variables	Frequency	Percentage (%)
Grade Level		
Grade 11	196	62.80
Grade 12	116	37.20
Sex		
Male	163	52.20
Female	149	47.80

Most of the respondents are grade 11 which has a frequency of 196 and a percentage of 62.80. On the other hand, there were 116 or of 37.20 percent are grade 12 students who were involved in the study. Based on the record of enrolment, there were more male enrollees than female. In these two selected senior high schools, ABM (Accountancy, Business and Management) Strand, STEM (Science, Technology, Engineering and Mathematics) Strand, GAS (General Academic) Strand, and TVL (Technical-Vocational-Livelihood) Track are offered. This is probably the reason why there were more male enrollees since these strands are more on for male rather than that of female even though there are still female enrollees. It is also observed that more males are interested in technical-vocational, engineering and business management.

6.2 Performance of the Respondents in English

Table 2 presents the performance of the respondents in English.

Table 2. Performance of the Respondents in English

Rating	Frequency	Percentage (%)
Closely Approximating Mastery	162	51.69
Moving Towards the Mastery	151	48.80
Mean ± SD	85.51 ± 3.27	

Legend: 96 – 100 = Mastered; 86 – 95 = Closely Approximating Mastery; 66 – 85 = Moving Towards the Mastery; 35 – 65 = Average Mastery; 15 – 34 = Low Mastery; 5 - 14 = Very Low Mastery; 0 – 4 = Absolutely No Mastery

The table depicted that 161 or 51.60 percent of the respondents have closely approximating mastery in their performance in English. This shows that respondents performed well in their English subject. Respondents possess the abilities to understand theories and concepts of the subject. It is also reflected from their performance that they have gained the skills in English expected to them. There are 151 or 48.40 percent of the respondents are moving toward the mastery. These students are those who possess the skills but still need more patience and hard work to improve their performance. This is contrary to the findings of Teevno and Raisani (2017), which found out that proficiency in the use of English language has an impact in English reading comprehension. Their study revealed that students who have lower grade in English were found to be poor readers. Also, the result is aligned with the findings of Adora, et al. (2024) which states that those who struggle comprehending the texts affects their academic performance.

6.3 Level of Mastery in Reading Comprehension of the Respondents

6.3.1 Noting Details

Table below shows the level of mastery in reading comprehension of the respondents as to noting details.

Table 6.3.1 Level of Mastery in Reading Comprehension of the Respondents as to Noting Details

Rating	Frequency	Percentage (%)
Mastered	1	0.30
Closely Approximating Mastery	105	33.70
Moving Towards Mastery	190	60.90
Average Mastery	16	5.10
Mean ± SD	82.76 ±8.27	

Legend: 96 – 100 = Mastered; 86 – 95 = Closely Approximating Mastery; 66 – 85 = Moving Towards the Mastery; 35 – 65 = Average Mastery; 15 – 34 = Low Mastery; 5 - 14 = Very Low Mastery; 0 – 4 = Absolutely No Mastery

It can be depicted from the table that 1 or 0.30 percent of the respondents gained the mastery in reading comprehension as to noting details. This means that only one has the thorough grasp of the passage. This respondent found it easier to identify the information ask in the reading materials. 105 of the respondents or 33.70 percent of the respondents are on the closely approximating mastery level. This emphasized that these respondents have an understanding of what have been read and they have the skills to recognize the

information ask for about the reading passage. The frequency of the respondents who are moving toward the mastery is 190 with a percentage of 60.90. This means that students know what they are reading but still they need more effort to practice reading since this is not just applied in English subject but in all areas of discipline. Only 16 or 5.10 percent have an average level of mastery as to noting details. The results indicated that most of the students performed well in noting details since most of the answers to the questions are found in the reading passage. The respondents need not need so much time to think of the answers to the questions simply because the answers are in the text itself. The results implied that students are performing well in reading comprehension as to noting details since only 16 of the 312 respondents are in the average mastery while most of the respondents are moving toward the mastery. The results contradicted to the findings of Mastura, et al. (2014) wherein they found out that among the reading comprehension skills, students performed in low mastery level in noting details in which it is considered as the easiest among those skills. They suggested that students should be given in-depth instructions and ample activities to improve their performance particularly in this skill.

6.3.2 Improving Vocabulary

Table below shows the level of mastery in reading comprehension of the respondents as to improving vocabulary.

Table 6.3.2 Level of Mastery in Reading Comprehension of the Respondents as to Improving Vocabulary

Rating	Frequency	Percentage (%)
Closely Approximating Mastery	14	4.50
Moving Towards Mastery	251	80.40
Average Mastery	47	15.10
Mean \pm SD	76.22 \pm 7.45	

Legend: 96 – 100 = Mastered; 86 – 95 = Closely Approximating Mastery; 66 – 85 = Moving Towards the Mastery; 35 – 65 = Average Mastery; 15 – 34 = Low Mastery; 5 - 14 = Very Low Mastery; 0 – 4 = Absolutely No Mastery

It can be viewed from the table that only few of the respondents have the performance level of closely approximating mastery in reading comprehension as to improving vocabulary with a frequency of 14 and a percentage of 4.50. This means that these were the only respondents who have the improved vocabulary skills. These are the experienced reader. It is easily for them to point out the meaning of the word as used in the reading material. This is true to the study of Rabadi (2023) which emphasized that breadth and depth of vocabulary knowledge correlated positively with reading comprehension.

On the contrary, 251 of the respondents are moving toward mastery with a percentage of 80.40. It shows that most of them need to enhance their vocabulary skills through reading practice of different kinds of reading materials. This will help them to encounter words, which are used in different context. Understanding word meanings will help students with their comprehension. The result is also supported with the study of Ibrahim (2015) which says that there is a positive correlation between the vocabulary size and reading comprehension. That result of the reading comprehension test that he administered indicated that those who got the higher score in vocabulary test were also those who got higher score in reading comprehension test.

Respondents who are in the average mastery are 57 or 15.10 percent. These students need proper guidance by the teacher to develop skills in vocabulary. They found difficulty in understanding the meaning of the words as used in the text. It is hard for them to identify the meaning especially the words were used connotatively. Based on the unstructured interview with the respondents, these are the students who just read only if there is an assigned reading material to read. These students should be given more reading materials to enhance vocabulary skills and at the same to be proficient in the language.

6.3.3 Determining the Main Idea

The table shows that most of the respondents are moving towards the mastery with a frequency of 242 and a percentage of 77.60 in reading comprehension as to determining the main idea. This illustrates that students have the skills in identifying the main idea in the reading passage. They know where to locate the central point of the reading text. The students can establish what the author wants to convey by finding the reason or explanation of why something has happened. Students have the abilities to summarize the meaning in their own words.

Table 6.3.3 Level of Mastery in Reading Comprehension of the Respondents as to Determining the Main Idea

Rating	Frequency	Percentage (%)
Closely Approximating Mastery	37	11.90
Moving Towards Mastery	242	77.60
Average Mastery	32	10.30
Mean ± SD	77.28 ± 7.74	

Legend: 96 – 100 = Mastered; 86 – 95 = Closely Approximating Mastery; 66 – 85 = Moving Towards the Mastery; 35 – 65 = Average Mastery; 15 – 34 = Low Mastery; 5 – 14 = Very Low Mastery; 0 – 4 = Absolutely No Mastery

It can also be inferred that students know how to activate their background knowledge which is very influential in understanding the meaning of the text and its organization. The reader in this level knows how to arrange information according to its importance and at the same time can distinguish major detail from minor details. The result is supported by the findings of Spiro et al. (2018). He explained in his study that in the event that the readers cannot identify the main idea, this means that he has no knowledge also on the structure and organization of the composition. This is very important in determining its main point. Based on the result, there are 37 or 11.90 percent whose performance is closely approximating mastery. These students have the understanding of how the passage is organized and what is being talked about. They can easily determine the concept the author communicates among his readers. They do not find it hard to understand what they are reading regardless of the area of discipline the passage is all about. But still it can be assumed that these students lack of reading strategies that would help them to master the said skill in reading comprehension. The students can easily identify the main idea if it is in the paragraph but in the case that the main idea is implied, they found difficulty as to get the gist of the passage. This may be due to lack of background knowledge that would help the students understand what they are reading. The findings are supported by the study of Elashhab (2013) which says that reading strategies such as note taking, identifying the key words, translating the meaning of the passage into their own words, and determining the organization of information according to its importance are key factors in determining the central point of the reading text. He also added that activating background knowledge is crucial in

understanding the reading text. He concluded that these reading strategies can lead to proficiency in comprehension.

Only 32 or 10.20 percent of the respondents are performed on the average mastery level. They possess the skills, they can understand reading selection, however, there is still a need for them to engage more on reading activities that would help them improve their comprehension skills specifically in identifying the main idea. This skill also requires the reader to look closely on the specific word or images that the author used in communicating his idea, and thus the readers need more time in reading before this skill must be mastered. It can be noted that practice reading exercises should be given to the students frequently with proper guidance of the teacher. The teacher should take into consideration that in giving reading exercises, the level of reading difficulty should also be increased so as not to be boring to the students. Students know how to read but digging deeper to what is reading needs more time and practice.

6.3.4 Giving Appropriate Title

Table below shows the level of mastery in reading comprehension of the respondents as to giving appropriate title.

Table 6.3.4 Level of Mastery in Reading Comprehension of the Respondents as to Giving Appropriate Title

Rating	Frequency	Percentage (%)
Closely Approximating Mastery	40	12.80
Moving Towards Mastery	240	76.90
Average Mastery	32	10.30
Mean \pm SD	77.01 \pm 7.71	

Legend: 96 – 100 = Mastered; 86 – 95 = Closely Approximating Mastery; 66 – 85 = Moving Towards the Mastery; 35 – 65 = Average Mastery; 15 – 34 = Low Mastery; 5 - 14 = Very Low Mastery; 0 – 4 = Absolutely No Mastery

It can be gleaned from the table that more than half of the respondents with a frequency of 240 and a percentage of 76.90 are moving towards the mastery in reading comprehension as to giving appropriate title. It really shows that the respondents found it easier to understand the concepts being illustrated in the passage. They have in their mind the clear picture of what they are reading. They can point out details that are important in understanding the passage. They have the skills in summarizing useful information that lead to the title of the paragraph. They have a background knowledge of the structure and organization within paragraph. It can also be noted that students already have the ability to process information, but still they need to acquire the necessary skill for them to gain the mastery. Constant and rigid practice in reading comprehension is needed for them to progress.

The table also shows that 40 or 12.80 percent performed closely approximating mastery. It is undoubtedly that students can easily make sense of what they are reading. The results also indicates that the respondents will not find it hard in giving title since it can be deduced from the main idea. The students who have the skills in determining the main idea will find it easier in giving appropriate title. In addition, the students can identify the purpose of the passage that gives them hint as to the title. The students understand that the title bears importance as to the quality of the paragraph that is why they perceive the value of crafting words to make the title more interesting and appealing to the reader. On the other hand, even the results

indicate that the student are moving towards the mastery, thorough practice is needed for them to gain the mastery of the skill.

Meanwhile, 32 or 30.10 percent of the students have an average mastery. The results indicated that the students have the skills but still they need proper guidance of the teacher and rigid practice in reading comprehension to obtain appropriate skills that they needed to prowess. Reading comprehension skills test should be given among students frequently with increased on the level of difficulty of the reading materials and activities to achieve proficiency of the skills. It can also be inferred that the students perceived that giving title is easier than any other skills in reading comprehension aside from noting details. The result contradicted to the findings of Imam, et al. (2013) in their study wherein they found out that students were in low mastery in giving title while near mastery level in two reading skills which are getting the main idea and making inference. They concluded the students' poor reading comprehension skills affect students' performance in Mathematics.

6.3.5 Identifying Facts and Opinion

Table below shows the level of mastery in reading comprehension of the respondents as to identifying facts and opinion.

Table 6.3.5 Level of Mastery in Reading Comprehension of the Respondents as to Identifying Facts and Opinion

Rating	Frequency	Percentage (%)
Closely Approximating Mastery	20	6.40
Moving Towards Mastery	264	84.60
Average Mastery	28	9.00
Mean \pm SD	76.65 \pm 7.23	

Legend: 96 – 100 = Mastered; 86 – 95 = Closely Approximating Mastery; 66 – 85 = Moving Towards the Mastery; 35 – 65 = Average Mastery; 15 – 34 = Low Mastery; 5 - 14 = Very Low Mastery; 0 – 4 = Absolutely No Mastery

It can be obtained from the table that majority of the respondents performed moving towards the mastery with a frequency of 264 and a percentage of 84.60. It is implied in the results that respondents know if the writer is just trying to express his opinion or he is objective in his presentation of facts. They know how to evaluate ideas presented in the reading passage. Students can discern what is true from what is false. Meanwhile, only 20 or 6.40 percent of the students performed closely approximating mastery. This means that only few among the students have already developed a clear understanding of what constitutes facts and opinion. They already build within them critical and analytical skills that will help them distinguish between facts and opinions. Students can be able to evaluate ideas using signal words. They can discern what is true and what is mere belief. However, there are still 28 or 9 percent performed closely approximating to mastery which means these respondents critical thinking skills are still in the process of developing, for that reason it may be hard for them to discern the differences between facts and opinion. Since students have problems in understanding the meaning of the passage, it is hard for them to identify what is true to the passage and not. Students' higher order thinking skills are not yet developed that made them difficult to analyze and evaluate ideas. On the other hand, this analytical and critical skills should be enhanced by having more activities on reading comprehension that should be integrated not only in

English and literature but also in all areas of discipline. The result of the study conformed to the findings of Paz (2018) which emphasized that students found difficulty in evaluating information. Further, it is difficult to the students to make judgement on the correctness of ideas as stated in the passage. They found it hard to identify if the concepts are facts or just an opinion since they do not have a thorough grasp of the meaning of the text.

6.3.6 Making Inference

Table below shows the level of mastery in reading comprehension of the respondents as to making inference.

Table 6.3.6 Level of Mastery in Reading Comprehension of the Respondents as to making Inference

Rating	Frequency	Percentage (%)
Closely Approximating Mastery	33	10.60
Moving Towards Mastery	257	82.40
Average Mastery	22	7.10
Mean ± SD	77.30 ± 7.39	

Legend: 96 – 100 = Mastered; 86 – 95 = Closely Approximating Mastery; 66 – 85 = Moving Towards the Mastery; 35 – 65 = Average Mastery; 15 – 34 = Low Mastery; 5 - 14 = Very Low Mastery; 0 – 4 = Absolutely No Mastery

It can be deduced from the table that most of the respondents performed moving towards the mastery having the frequency of 257 or 82.40 percent. This illustrates that the respondents have the ability to identify the implied information found in the text. They can make conclusions without hesitations out of the presented premises. Students understand that involving what they know can help them guess about what they do not know or reading between the lines. They know how to use clues in the text along with their experiences to figure out the implied meaning of the text. Respondents who performed closely approximating mastery are 33 or 10.60 percent. This means that these students are proficient reader who can make connections on what they are reading, can draw conclusion about the meaning of the text and its purpose. Students cannot only make judgment bur rather identify reasons to support their judgment. They can determine possible premises which help them to infer for the implied meaning On the contrary, it can be noted that even the students skills in making inference is closely approximating mastery, they still need enhancement activities I reading comprehension to gain proficiency on the said skills. This finding is interpreted by the study of Ntereke and Ramoroka (2015) who claimed that most undergraduate students have reading difficulties. Students have difficulty in deducing meaning, interpreting and making associations of meaning between different parts of a text. He added that students failed in making inference and making connections between different parts of the texts. Students have also difficulty in making connections of the preceding paragraph and deduce the point of view of the writer. To address these difficulties reading comprehension, students should develop critical thinking skills.

Meanwhile, 22 or 7.10 percent of the students performed in the average mastery. The results indicated that the respondents are still having the problems to identify connections on reading passages. These respondents do not have prior knowledge on the materials being read, that made them hard to understand the implied meaning the text. Students have problem in evaluating ideas since they cannot make

appropriate analysis nor synthesis of the reading material. They find it hard to identify details that will help them infer the hidden meaning of the text. This is due to lack of practice in reading that leads to poor comprehension. Even though their performance is not considered very low, but this manifested that students have problems

in looking for the implied meaning of the passages. Problems in making inference is explained by Kendeou (2014) in his study which says that those who find difficulty in identifying the implied meaning of the text lack background knowledge necessary to perform such skill. They fail to establish connections about the objects or events presented in the text.

6.4 Difference of responses on the level of mastery in reading Comprehension when grouped according to profile

As seen from the table, the computed p-values of level of mastery in reading when grouped according to grade level were all less than 0.05 alpha level, thus the null hypothesis is rejected. This means that there were significant differences observed into noting details with the p-value of .002, improving vocabulary with the p-value of 0.003, identifying facts and opinion with the p-value 0.002 and making inference with the p-value of 0.001 and highly significant in determining the main idea with and giving appropriate title with the p-value of 0.000. This implies that the year level is consequential with the reading comprehension skills of the students. It can be inferred from the result that students who are already in grades 11 and 12 have the skills on decoding and recognizing words. This decoding skill will help them to understand words, be familiar with them and make use of them in different circumstances. It can also be inferred that students with higher level are more experience in reading and had encountered different reading comprehension activities. In reading comprehension skills such as noting details, in improving vocabulary, in identifying facts and opinion and in making inference which are considered significant, students who are in grade 11 and 12 are exposed to different reading strategies that they can be used to interpret the text. They have varied reading program that they can utilize in reading comprehension process. In noting details, since the students are in higher level, it is easier for them locate answers for this kind of question since they are aware that answers are provided in the text. In other skills which are also considered significant, those students who are in the higher grade level have also higher thinking skills that they can apply in understanding the text. Grade level is highly significant in giving appropriate title and determining the main idea. This implies that students in the upper grade level can evaluate ideas to set for major and minnow detail. They can conclude and make interpretation of some circumstances in the passage. The result is in conflict with the findings of Cabardo (2015) in his study. He found out that the year level is not a significant variable to reading proficiency. He also added that reading proficiency is regardless of year level.

Table 6.4 Difference of responses on the level of mastery in reading Comprehension when grouped according to profile

	Grade Level			Sex		
	λ^2_c	p-value	I	λ^2_c	p-value	I
Noting Details	14.406 ^a	.002	S	1.586 ^a	.663	NS
Improving Vocabulary	11.320 ^a	.003	S	4.856 ^a	.088	NS
Determining the Main Idea	22.839 ^a	.000	HS	3.704 ^a	.295	NS
Giving Appropriate Title	19.414 ^a	.000	HS	.164 ^a	.921	NS

Identifying Facts and Opinion	12.777 ^a	.002	S	.552 ^a	.759	NS
Making Inference	13.083 ^a	.002	S	2.594 ^a	.273	NS

Legend: Significant at p-value < 0.05

However, the level of mastery in reading when grouped according to sex does not show significant difference with the p-value which is higher than the significant p-value of 0.005. In noting details, the p-value is .663, improving vocabulary with the p-value of 0.88, determining the main idea with the p-value of .295, giving appropriate title having the p-value of .921, identifying facts and opinion of p-value of .759 and p-value of .273 for making inference. This denotes that sex is not a significant variable under consideration in skills in reading comprehension. This also shows that both male and female respondents have the same notion on the importance of reading on their academic success. Sex is not a basis of being proficient reader. Regardless of male or female, both can be proficient reader. These findings are supported by the study of Gabardo (2015). He emphasized that the reading performance of both male and female are not comparable. His study revealed that there is no significant difference on the level of reading proficiency of the students when analyzed according to their sex. The result is also true to the study of Huong (2015) which asserted that among the profile of the respondents: gender, type of high school graduated from, living accommodation, monthly family income, and educational qualification of parents; only the gender has no significant relationship with the reading performance of the students.

6.5 Relationship between the performance in English and the level of mastery in reading comprehension

It can be gleaned from the table that there was significant relationship between the performance in English and the level of mastery. It was found out that there was significant relationship between noting details (0.000), improving vocabulary (0.001), determining the main idea (0.014) and identifying facts and opinion (0.039) since the obtained p-values were less than 0.05 alpha level. This means that the better the performance, the higher the level of mastery. Comprehension skill is very useful in all areas of English. This is used to process sentences or even texts. Students should have the mastery of the basic skills for them to perform well in English. It is noted that students who have good performance in English, are also those who are also good in comprehension.

Table 6.5 Relationship Between the Performance in English and the Level of of Mastery in Reading Comprehension

	r-value	p-value	Interpretation
Noting Details	0.229	0.000	Highly Significant
Improving Vocabulary	0.180	0.001	Significant
	0.140	0.014	Significant
Giving Appropriate Title	0.105	0.063	Not Significant
Identifying Facts and Opinion	0.117	0.039	Significant
Making Inference	0.051	0.370	Not Significant

Legend: Significant at p-value < 0.05

The result is supported by the study of Teevno and Raisani (2017) which stated that proficiency in the use of English language has an impact in English reading comprehension. Their study have revealed that stu-

dents who have lower grade in English were found to be poor readers.

The study of De-Guia (2016) also claimed that reading comprehension is a pertinent skill for academic success. For the students to perform better in different academic disciplines, they should be proficient reader.

However, the performance in English is not significant in two of the skills in reading comprehension as giving appropriate title (0.063) and making an inference (0.370) which is higher than the p-value of 0.05. There are different criteria that the teacher-based students' grade in English such as lessons in grammar, tenses, or even in spelling. Students even though they have lower grade in English can still give title to the passage or make an inference as long as they can identify important points in the reading material.

7. Conclusions

There are more male enrollees in senior high schools which offered Technical-Vocational and Livelihood track and other allied tracks like STEM, and ABM.

Students are found weak in improving vocabulary, identifying facts and opinion giving title and finding the main idea. In this regard, students need more reading comprehension activities pertaining to these skills for them to be proficient reader.

There is a significant difference on the level of mastery in reading comprehension of grade 11 and grade 12. However, there is no significant difference when grouped according to sex.

The higher the performance in English, the better the skills in comprehension.

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