

A Quantitative Study between Reading Habits and Reading Comprehension of Grade 11 Students

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ABSTRACT

The study dealt with the reading habits and reading comprehension among Grade 11 students in Lorenzo S. Sarmiento Sr. National High School. The primary goal of the study was to assess the level of reading habits and reading comprehension in terms of their respective indicators, the significant relationship between reading habits and reading comprehension, and domains in reading habits significantly influenced reading comprehension. Moreover, this study utilized a quantitative-correlational design with 202 respondents among Grade 11 students in Lorenzo S. Sarmiento Sr. National High School. Average Weighted Mean, Pearson R, and Multiple Regression Analysis were the statistical tools used in this study. The results showed a high level of reading habits in terms of reading motivation as high, reading frequency and time allocation as high, and materials as high among Grade 11 students. Similarly, the outcome also resulted in a high level of reading comprehension with its indicators which were the working memory as high, vocabulary as high, prior knowledge as high. Moreover, the result also highlighted a high level of influence of reading habits to the reading comprehension among Grade 11 students in terms of reading motivation, reading frequency and time allocation, and materials. In addition, there was a moderate correlation and a significant relationship between reading habits and reading comprehension. Three domains of reading habits are shown as perceived by students. However, two domains only influence Reading Comprehension and materials were the only one domain that did not exert a significant influence on reading comprehension.

Keywords: GAS, Reading Habits, Reading Comprehension, Philippines

INTRODUCTION

Reading comprehension occurred when an individual engages with a text, making it an ongoing process that requires collaboration among educators, parents, and students (Oo et al., 2018). However, there was an observed issue of poor reading comprehension among learners in Indonesia (Nurviyani et al., 2020). In addition, a study conducted by Suma (2020) was found out that there was a growing problem in the reading comprehension of Malaysian students and have been attributed to various factors, including limited access to quality education, resource constraints, crowded classrooms, and insufficient emphasis on reading skills development in the curriculum. Further, Yadav (2022) discovered Indian children did not spend much time on reading because they think that reading is just a simple task, that is why many children their struggle with reading comprehension.

Moreover, in the Philippines, particularly in Manila, a conspicuous lack of reading habit has been observed, which, in turn, has led to several adverse consequences and this included notable decline in the

comprehension of complexed texts (Abequibel, 2021). Recognizing the importance of this issue, it is essential to understand that developing reading habits is one of the cornerstone elements in a child's early education (Torres & Alieto, 2019). In this context, the cultivation of reading habits emerges as a crucial strategy to boost reading comprehension among students (Patty, 2023). More so, Pantito (2020) exclaimed that it is worth noting that reading comprehension could significantly improved through the cultivation of reading habits.

Furthermore, in Davao City, there exists a notable concern regarding the reading comprehension of elementary and high school students (Lim et al., 2021). Norton et al. (2021) have established an association between poor reading comprehension skills and components of reading disabilities, including selective phonological deficits, selective rapid automatized naming (RAN) deficits, and combined deficits. Additionally, a noticeable deficiency in reading comprehension among students have been observed at Lorenzo S. Sarmiento Sr. National High School. With this, the researchers intended to investigate whether this deficiency was linked to the reading habits of the students, particularly among Grade 11 students.

However, the researchers did not come across any study conducted on the influence of reading habits on reading comprehension among Grade 11 learners at Lorenzo S. Sarmiento Sr. National High School. This highlights the unique contribution this study would make by providing new insights into the relationship between reading habits and reading comprehension among Grade 11 learners at the school. This scenario had motivated the researchers to explore indicators that may lead to reading comprehension in Grade 11 learners. The researchers were interested in determining if reading habits improve or influence the reading comprehension of Grade 11 students at Lorenzo S. Sarmiento Sr. National High School, as this awareness could inform future actions related to school administration, teaching methods, and classroom learning. Consequently, there was a compelling need for this study to be undertaken.

Research Objectives

This research was conducted to examine the influence of reading habits to the reading comprehension of Grade 11 students. This study specifically sought answers to the following objectives:

1. To determine the level of reading habits among Grade 11 students in terms of:
 - 1.1 reading motivation;
 - 1.2 reading frequency and time allocation; and
 - 1.3 materials.
- 2.To find out the level of reading comprehension among Grade 11 students in terms of:
 - 2.1 Working Memory;
 - 2.2 Vocabulary; and
 - 2.3 Prior Knowledge.
- 3.To find out the significant relationship between the level of reading habits and reading comprehension among Grade 11 learners.
- 4.To determine which of the domains of reading habits that significantly influences reading comprehension among Grade 11 learners.

METHODOLOGY

This study employed a quantitative non-experimental research design utilizing correlational technique. This method was used when the objective was to describe the status of the situation as it exists at the same time of the study to explore the causes of a particular phenomenon. In correlation research, it involved collecting

data in order to determine whether the degree of a relationship exists between two of more quantifiable variables (Gay et al., 2006).

Population and Sample

Simple random sampling was used in the selection of respondents. The subject of the study was the 202 students who were respondents in reading habits and reading comprehension in Lorenzo S. Sarmiento Sr. National High School. They were ideal respondents for this study because they could determine how could improve reading habits to their reading comprehension.

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of reading habits and reading comprehension among Grade 11 Students of Lorenzo S. Sarmiento Sr. National High School.

Pearson (r). This statistical tool was used to determine the significance of the relationship between reading habits and reading comprehension among Grade 11 Students of Lorenzo S. Sarmiento Sr. National High School.

Multiple Regression Analysis. This statistical tool was used to determine the influence of reading habits and reading comprehension among Grade 11 Students of Lorenzo S. Sarmiento Sr. National High School.

RESULTS

Level of Reading Habits

Shown in Table 1 were the mean scores for the indicators of reading habits among grade 11 students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.82 and described as high with a standard deviation of 0.69. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondents' responses to the level of reading habits are very positive in terms of reading motivation, reading frequency and time allocation and materials.

Moreover, the cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.93 or high for reading frequency and time allocation with standard deviation of 0.65; 3.92 or high for reading motivation with a standard deviation of 0.64; and 3.61 or high for materials with standard deviation of 0.79.

Table 1. Level of Language Strategy

Indicator	Mean	SD	Descriptive Level
Reading motivation	3.92	0.64	High
Reading frequency and time allocation	3.93	0.65	High
Materials	3.61	0.79	High
Overall	3.82	0.69	High

Level of Reading Comprehension

Shown in Table 2 are the mean scores for the indicators of reading comprehension among Grade 11 students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.96 and described as high with a standard deviation of 0.67. The high level could be attributed to the high rating given by the respondents in

all indicators. This entails that the respondent's responses to the level of reading comprehension are very positive in terms of understanding, process, fluency, and vocabulary skills.

Furthermore, the cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.97 or high for vocabulary with standard deviation of 0.68; 3.96 or high for working memory with standard deviation of 0.68; 3.95 for high for prior knowledge with standard deviation of 0.66.

Table 2. Level of Reading Comprehension

Indicator	Mean	SD	Descriptive Level
Working memory	3.96	0.68	High Level
Vocabulary	3.97	0.68	High Level
Prior knowledge	3.95	0.66	High Level
Overall	3.96	0.67	High Level

Significance on the Relationship between Reading Habits and Reading Comprehension

The results revealed that reading habits and reading comprehension have a significant relationship. This result is due to an p-value of $<.001$, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis which stated that there is no significant relationship between reading habits and reading comprehension among grade 11 students in Lorenzo S. Sarmiento Sr. National High School is rejected. Moreover, Pearson's R value which is 0.631 further means that there is a moderate, and there is a significant relationship between reading habits and reading comprehension.

Multiple Regression Analysis of The Influence of Reading Habits on Reading Comprehension

Using the Multiple Regression Analysis, the data revealed that the influence of reading habits and reading comprehension have f-value of 56.775 and corresponding significance p-value of $<.001$ which is significant.

Consistently, this means that the usage of reading habits influences the reading comprehension of grade 11 students since the probability is less than 0.05. The R squared of 0.460 implies that 46% of the reading comprehension of grade 11 students in Lorenzo S. Sarmiento Sr. National High School is influenced by the usage of reading habits, while 54% remaining are not covered by the study and is influenced by other factors.

DISCUSSIONS

Level of Reading Habits

The respondents' level in the reading habits among Grade 11 students of Lorenzo S. Sarmiento Sr. National High School was high. This means that the reading habits among Grade 11 students were very positive. This further means that the respondent's responses to the reading habits among Grade 11 students in Lorenzo S. Sarmiento Sr. National High School were positive in the majority of the cases in the items of reading motivation, reading frequency and time allocation, and materials. This result was in relation to the study of Ali et al. (2023) which stated that the majority of participants in their study thought that reading habits had a direct impact on how well they did in school, highlighting the link between reading habits and academic success. Balan et al. (2019) claimed that students who have developed the habits of reading academic and non-academic materials develop their comprehension of concepts, critical thinking skills, and verbal fluency and ultimately have better academic outcomes.

Moreover, Presadă and Badea (2021) also explained that whenever students have pleasurable experiences and find enjoyment in reading, they can form good reading habits, including making reading behaviors

become their regular and intensive part of daily life. Delgado et al. (2018) pointed that since reading requires readers to be able to not only pronounce the text aloud but also to get the messages from the texts, reading is considered the most ascendant skill in learning any subject or language, it is believed that by performing the act of reading, students could obtain several remarkable benefits. Also, January (2018) emphasized that reading habit involves reading materials and other aspects such as frequency of reading, numbers of the book being read, and time spent for it.

Level of Reading Comprehension

The respondents' responses on their level of level of reading comprehension appears on a high level. This means that all measures described which were working memory, vocabulary, and prior knowledge were very positive. This result was associated with the work of Sartika et. al. (2020) which stated that without the ability to read comprehension, it is impossible for students to answer questions. As stated by Hamidah (2018), reading need comprehension to understand the context and got the new information of the text. Also, Alemi and Ebadi (2020) emphasized that reading comprehension is placed at the heart of many school subjects as it plays a key role in the process of cognitive development. Pasahol and Labios (2022) mentioned that students with higher reading comprehension skills tend to have better academic performance.

On the other hand, a study conducted by Eastern Washington University (2022) which emphasized that students advance in their language learning skills, reading comprehension becomes easier. Sua (2021) also explained that reading comprehension is a process of simultaneously extracting and construing meaning through interaction and involvement with written language it consists of three elements: the reader, the text, and the activity the purpose of reading.

Significance on the Relationship between Reading Habits and Reading Comprehension

The results revealed that reading habits versus reading comprehension among Grade 11 students was significant. This alludes that reading habits enhances reading comprehension among Grade 11 students of Lorenzo S. Sarmiento Sr. National High School which can be seen on the data. This was confirmed to the proposition of Banditvilai (2020) which posited that reading habits enhances the reading comprehension skills of learners. Patel & Jain (2008) affirmed that cultivating a daily reading habit significantly correlates with improved reading skills and higher academic achievement, emphasizing the importance for students to foster this practice to gain new words, knowledge, information, and enhance their reading comprehension skills.

Similarly, a study by Fitria and Syahrul (2021) revealed that there is a notable and significant relationship between reading habits and reading comprehension among learners. Memis and Kandemir (2019) also emphasized that reading habits play a pivotal role in the development and enhancement of reading comprehension skills in individuals. As stated by Wolter (2021), consistently engaging in reading exposes individuals to a diverse range of language and content, helps them develop effective reading strategies, and fosters a genuine love for reading.

As Grabe and Stoller (2019) assert, comprehension is the primary objective of the reading process, influenced by four key elements: the readers' linguistic capabilities, the nature of reading material, and their perspectives on reading habits. Moreover, there is a strong connection between reading patterns and the ability to understand the materials being read. Carroll et. al. (2018) suggested that cultivating good reading habits significantly influences students' reading comprehension achievements. Hendrix (2019) also added that reading environment can impact reading comprehension achievement. Torresin et. al. (2021) claimed that a comfortable environment, characterized by quiet surroundings, adequate lighting, ideal temperature, and the absence of distracting objects, can enhance reading performance, while disruptive elements may hinder it.

Additionally, a study by Haymon and Wilson (2020) showed that there is a strong correlation between a consistent reading routine and enhanced reading skills and reading comprehension, leading to higher academic achievement. Marcelina (2019) explained the habit of reading is fundamental and possibly the most critical factor that must be cultivated to achieve substantial comprehension gains.

Furthermore, according to Septiarini et. al. (2018) expanding vocabulary and knowledge in reading assists readers in developing critical thinking skills and raising awareness of social, economic, environmental, and political issues. Sulaiman and Harpiansi (2018) emphasized that without reading, there will be severe limitations in developing other language skills, as reading is the most dominant and effective way to expand one's vocabulary. Oriogu et. al. (2018) added that reading habits, therefore, affect a wide range of aspects, from building vocabulary and knowledge to enhancing overall cognitive abilities, making them a fundamental aspect of a learner's educational journey.

Multiple Regression Analysis of The Influence of Reading Habits on Reading Comprehension

Using the Multiple Regression in JASP software, the data revealed that the impact of reading habits significantly influenced reading comprehension among Grade 11 students of Lorenzo S. Sarmiento Sr. National High School. Therefore, the significance level of null hypothesis of reading habits as it enhances reading comprehension among Grade 11 students was rejected.

This result highlighted the work of Ahlswede (2008), the Information Transfer Theory which deals with the development of methods for coding and decoding messages and signals to transmit them through communication channels. As stated by Pham (2021), 53.9% of the factors of reading habit contribute to reading comprehension where the result implicates that reading comprehension achievement would be enhanced if reading habit is maintained and vice versa. Also, Samrotul (2014) cited that a strong connection between reading patterns and understanding the materials read is remarkably reported, which means having good reading habits will influence the student's reading comprehension achievement.

Moreover, Sakinah (2018) pointed out reading materials and reading intentions, which are two aspects of reading habit, had a close connection to reading comprehension. On the other hand, Indriani (2019) study showed that the association between the learner's reading habits and reading comprehension levels and overall measurement results was fair. According to the results of product-moment correlation research, the correlation coefficient between participants' reading habits and reading comprehension achievement is greater than r table ($0.400 > 0.361$). Facharyani et al. (2018) also claimed that readers must use their background information or academic expertise to understand the textual facts.

Reading Motivation, Reading Frequency and Time Allocation had a significant influence on the reading comprehension of Grade 11 students wherein these factors have an impact as how students learn, understand, and apply their learnings when reading. This result was in relation to the study of Guthrie et al. (1999) proposed that reading motivation increases reading amount, which in turn increases reading comprehension. De Naeghel and Van Keer (2013) also claimed reading motivation primarily influences the frequency and comprehension of reading. In turn, Cremin (2021) stated that consistent, active reading engagement helps individuals build the varied cognitive processes requisite to deep reading comprehension and indeed, studies across Grades K–12 and varied cultures validate these relations.

CONCLUSION

Based on findings of the study, conclusions are drawn in this section. The level of reading habits was high for reading motivation, high for reading frequency and time allocation, and high for materials, thus the overall mean was high for the level of reading habits. The level of reading comprehension among Grade 11 students in Lorenzo S. Sarmiento Sr. National High School was high for working memory, high for vocabulary, and high for prior knowledge, thus the overall mean was high for the level of reading

comprehension. Moreover, the findings opposed the null hypothesis of no significant relationship between reading habits and reading comprehension among Grade 11 students and was rejected.

Further, the study concluded that reading habits and reading comprehension were highly correlated. Out of three indicators of reading habits, the materials were the only one that has not significantly influenced the reading comprehension of Grade 11 students. In addition, the level of reading habits significantly enhances the level of reading comprehension. This was in line with the study of Banditvilai (2020) which posited that reading habits enhance the reading comprehension skills of learners. Patel & Jain (2008) also affirmed that cultivating a daily reading habit significantly correlates with improved reading skills and higher academic achievement, emphasizing the importance for students to foster this practice to gain new words, knowledge, information, and enhance their reading comprehension skills.

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