

# Writing Competence and Active Reading Experience as Determinants to Reading Comprehension of Grade 12 Students

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## ABSTRACT

This study aimed to determine the influence of writing competence and active reading experiences on the reading comprehension of the Grade 12 students. Using a quantitative research design, the study examined how the domains of writing competence such as grammatical fluency, writing habits, and students' independence in writing, together with active reading experience including technology, purpose, and physical strategies, predict students' reading comprehension. The respondents were Grade 12 students from Lorenzo S. Sarmiento Sr. National High School who were selected through appropriate stratified random sampling. Data were collected using validated survey questionnaires and analyzed through multiple regression analysis. The findings revealed that writing competence has a significant influence on reading comprehension, with students' independence in writing emerging as the only significant predictor. Grammatical fluency and writing habits showed no significant influence. In addition, active reading experiences did not significantly predict reading comprehension. Overall, the results suggest that students' ability to work independently in writing plays an important role in improving reading comprehension and offers useful implications for instructional planning.

**Keywords:** General Academic Strand, Writing Competence, Active Reading Experience, Reading Comprehension, Philippines

## INTRODUCTION

In the global context, reading comprehension had become an increasingly pressing global concern, as students struggled to understand, interpret, and apply what they read (Liou, 2021). In Azerbaijan and South Africa, students' reading comprehension scores dropped by over 30 points compared to 2016, representing nearly a full year of lost learning (Saavedra et al., 2023). Additionally in Central Asia, 21 out of 26 countries experienced declines in reading comprehension from 2016 to 2021, with Kazakhstan and Azerbaijan facing the most severe decreases (Almeida et al., 2023). Also, reading comprehension remained a critical issue, as evidenced by a study of 72 first-semester students in higher education in Chile, where low reading proficiency negatively affected academic performance (Orellana et al., 2024).

In the Philippines, writing competence was regarded as a fundamental skill for academic success, as it strengthened vocabulary knowledge, grammar mastery, and the organization of ideas, all of which directly contributed to improved reading comprehension (Salvador, 2024). Callora and Suñas (2023) found that most Senior High School students in Cotabato remained at the "Developing" level of writing proficiency, particularly struggling with lexico-grammatical ability and mechanics skills that were closely connected to reading comprehension, as they were essential for understanding and analyzing complex texts. Moreover, Cuayzon (2024) highlighted that writing competence functioned as both a reinforcing factor for reading comprehension, underscoring the need for improved instruction, integrated literacy programs, and national-level initiatives to strengthen both writing and reading skills in the Philippine educational system.

Active reading experience, on the other hand, was a crucial factor in developing students' literacy acquisition, as it fostered vocabulary growth, fluency, word categorization, and text-dependent comprehension (Reed, 2024). In the Philippine context, a study conducted at Western Philippines University in Puerto Princesa City revealed that active reading experience remained necessary to address persistent deficits in vocabulary, comprehension, and critical thinking, even after the implementation of literacy programs (Idulog et al., 2023). It was also vital for sustaining student engagement and motivation toward literacy, as demonstrated during remote learning when active reading practices helped learners establish durable reading habits (Beltran et al., 2023). Unlike skimming, active reading required deeper interaction with texts, which promoted critical thinking, the activation of prior knowledge, and enhanced comprehension (Hinson, 2025). Furthermore, Rivera (2022) noted that improvements in active reading experience not only strengthened comprehension but also enhanced writing competence by enabling students to better organize ideas, use appropriate vocabulary, and apply correct grammar. It was also vital for sustaining student engagement and motivation toward literacy, as demonstrated during remote learning when active reading practices helped learners establish durable reading habits (Beltran et al., 2023).

A study in Agusan del Sur revealed that Grade 10 students at Prosperidad National High School continued to face significant reading comprehension difficulties during Catch-Up Friday sessions, as shown by minimal improvement between pre and post-assessments (Saro et al., 2024). Also, study in Sulop, Davao del Sur revealed that students encountered problems in recalling and interpreting texts, which resulted in weak performance in reading comprehension tasks (Ortizano, 2024). In Region XI, particularly in Davao City, students were reported to face persistent challenges in reading comprehension, as many struggled to analyze extended passages and decode unfamiliar words whose difficulties often linked to inadequate reading strategies and limited writing proficiency (Aroso, 2025). Moreover, at Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro, the Philippine Informal Reading Inventory (Phil-IRI) program administered the English Group Screening Test (GST), revealing a critical situation: 92% of Grade 12 students failed the assessment. This striking result underscored the severity and persistence of the reading comprehension crisis in the area, highlighting an urgent need for targeted interventions to improve students' literacy skills and academic outcomes.

A study by Linnemann et al. (2022) mentioned that there was a significant relationship between writing and reading fluency, finding that both significantly influenced higher-order skills such as comprehension and composition. Likewise, Abellana and Nueva (2025) examined the fluency development approach and discovered its positive effects on students' reading accuracy and comprehension. In terms of active reading, Cui et al. (2024) introduced GuidingQ, a dataset of in-text questions designed to foster engagement, which was shown to improve memorization and comprehension. Similarly, Day et al. (2024) evaluated interactive e-books and found them effective in enhancing word knowledge and comprehension skills. Lastly, Fu and Hiniker (2025) investigated the role of AI tools in reading, emphasizing the need for structured scaffolds to promote cognitive engagement and higher-order thinking.

However, no research had previously been conducted locally, particularly at Lorenzo S. Sarmiento Sr. National High School, that focused on writing competence, active reading experience, and reading comprehension. This research provided this perspective as it explored the Grade 12 students' levels of writing competence, active reading experience, and reading comprehension while seeking to identify the relationships among these variables, using the data to also identify strategies that could help students develop strong writing skills, promote their active reading experience, and enhance their reading comprehension. The information gathered from the research study supported educators at Lorenzo S. Sarmiento Sr. National High School.

## Research Objectives

1. To determine the level of writing competence among grade 12 students in terms of:
  - 1.1 grammatical fluency;
  - 1.2 writing habits; and
  - 1.3 students' independence in writing

2. To determine the level of active reading experience among grade 12 students in terms of:
  - 2.1 technology;
  - 2.2 purpose; and
  - 2.3 physical strategies
3. To determine the level of reading comprehension among grade 12 students in terms of:
  - 3.1 decoding;
  - 3.2 fluency; and
  - 3.3 vocabulary
4. To determine the significant relationship between the writing competence and reading comprehension among grade 12 students.
5. To determine the significant relationship between the active reading experience and reading comprehension among grade 12 students.
6. To identify which of the domains in writing competence would influence reading comprehension among grade 12 students.
7. To identify which of the domains in active reading experience would influence reading comprehension among grade 12 students.

## **METHODOLOGY**

This study employed a quantitative, non-experimental research design that used descriptive-correlational techniques to describe the hypothetical existence of a relationship between two defined variables and to determine the direction and degree of that relationship, if one existed. When the purpose was to describe the condition of a situation as it existed at the time of the study and to investigate the causes of a particular phenomenon, the descriptive-correlational method was considered appropriate.

A correlational research design investigated relationships between variables without the researchers controlling or manipulating any of them. A correlation reflected the strength and direction of the relationship between two or more variables (Bhandari, 2021).

This survey dealt on quantitative data about the said phenomenon. The quantitative aspect was an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data used questionnaires. The focus of the study would be to determine the influence of writing competence and active reading experience to the reading comprehension among the Grade 12 students in the Lorenzo S. Sarmiento Sr. National High School.

## **Population and Sample**

The population of the study were the 462 Grade 12 students from various strands in senior high school, specifically the General Academic Strand (GAS), Science, Technology, Engineering, and Mathematics (STEM), Computer Systems Services (CSS) and Technical-Vocational-Livelihood (TVL) strands. They are ideal respondents for this study because they were in the final stage of senior high school, where the academic demands were significantly higher and more complex. At this level, students were expected to demonstrate advanced skills in reading, writing, and critical thinking as preparation for higher education or future careers. Moreover, the study also employed stratified random sampling, allowing the researchers to obtain a sample

population that represents the entire population to be studied, ensuring that each subgroup of interest is represented. The Grade 12 students were randomly selected at Lorenzo S. Sarmiento Sr. National High School.

In the case of Senior High Students, out of a total population of 462 individuals, a random sample of 211 respondents were selected. The sample size was computed using the Raosoft sample size calculator (Raosoft, 2004).

### Statistical Tool

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

**Mean.** This statistical tool was used to determine the levels of writing competence, active reading experience, and reading comprehension.

**Spearman’s rho.** This statistical tool was used to determine the significance of the relationship between writing competence and active reading experience on reading comprehension among Grade 12 students.

**Multiple Regression Analysis.** This statistical tool was used to determine the influence of writing competence and active reading experience on reading comprehension among Grade 12 students.

## RESULTS

### Level of Writing Competence

Shown in Table 1 exhibited the level of writing competence across three indicators: grammatical fluency, writing habits, and students’ independence in writing. The overall mean was 2.99, with a standard deviation of 0.42, and was categorized as high. This implies that the respondents’ responses to the level of writing competence were high in grammatical fluency, writing habits, and students’ independence in writing.

The cited overall mean score was obtained from the following computed mean scores from highest to lowest: 3.22 or high for grammatical fluency with a standard deviation of 0.54; 3.01 or high for students’ independence in writing with a standard deviation of 0.51; and 2.72 or high for writing habits with a standard deviation of 0.58.

Table 1. Level of Writing Competence

Indicators	Mean	SD	Descriptive Equivalent
Grammatical Fluency	3.22	0.54	High
Writing Habits	2.72	0.58	High
Students’ Independence in Writing	3.01	0.51	High
<b>Overall</b>	<b>2.99</b>	<b>0.42</b>	<b>High</b>

### Level of Active Reading Experience

Shown in Table 2 the level of active reading experience across three indicators: technology, purpose, and physical strategies, with an overall mean of 4.44 and described as moderate with a standard deviation of 1.03.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.56 or moderate for physical strategies with a standard deviation of 1.23; 4.42 or moderate for purpose with a standard deviation of 1.25; and 4.31 or moderate for technology with a standard deviation of 1.39.

Table 2. Level of Active Reading Experience

Indicators	Mean	SD	Descriptive Equivalent
Technology	4.31	1.39	Moderate
Purpose	4.42	1.25	Moderate
Physical Strategies	4.56	1.23	Moderate
<b>Overall</b>	<b>4.44</b>	<b>1.03</b>	<b>Moderate</b>

### Level of Reading Comprehension

Shown in Table 3 the level of reading comprehension across three indicators: decoding, fluency, and vocabulary. The overall mean is 3.17, with a standard deviation of 0.52, was categorized as high. This implies that the respondents' responses to the level of reading comprehension is very high in decoding and high in terms of fluency and vocabulary.

The overall mean was derived was the result obtained from the following computed mean scores from highest to lowest: 3.54 or very high for decoding with a standard deviation of 0.82; 3.01 or high for fluency with a standard deviation of 0.74; and 2.94 or high for vocabulary with a standard deviation of 0.74.

Table 3. Level of Reading Comprehension

Indicators	Mean	SD	Descriptive Equivalent
Decoding	3.54	0.82	Very High
Fluency	3.01	0.74	High
Vocabulary	2.94	0.74	High
<b>Overall</b>	<b>3.17</b>	<b>0.52</b>	<b>High</b>

### Significance of the Relationship between Writing Competence and Reading Comprehension

The Spearman's rho value for the variables presented was 0.165, with a p-value of 0.017 which showed a weak positive correlation. The dependent variable was reading comprehension and the independent variable was writing competence. This suggested that the indicators in writing competence might have been influenced by reading comprehension.

Since the table showed that the probability level for writing competence and reading comprehension was 0.017, which was below the 0.5 threshold for significance, the decision was made to reject the null hypothesis that there was no significant relationship between writing competence and reading comprehension.

Table 4. Significance of the Relationships Between Writing Competence to Reading Comprehension

	Spearman's rho	p
Writing Competence – Reading Comprehension	0.165	0.017

### Significance of the Relationship Between Active Reading Experience and Reading Comprehension

The Spearman’s rho value of the two variables is 0.301 with a p-value of <.001. The dependent variable was reading comprehension and the independent variable was active reading experience. It entails a weak positive correlation between active reading experience and reading comprehension. This means that as the active reading experience increased slightly, reading comprehension tended to increase slightly as well.

It reveals that the overall result of indicators in active reading experience had a probability level of <0.001, which is significantly lower than the significance level of 0.05. Therefore, the decision was made to reject the null hypothesis that there was no significant relationship between active reading experience and reading comprehension. The interdependence of the variables indicated that the indicators in active reading experience had a significant relationship with reading comprehension.

Table 5. Significance of the Relationships Between Active Reading Experience to Reading Comprehension

	Spearman’s rho	p
Active Reading Experience – Reading Comprehension	0.301	<.001

### Significance of the Influence of the Domains of Writing Competence on Reading Comprehension

Using Multiple Regression Analysis, the data reveals that the influence of writing competence on reading comprehension among grade 12 students has an F-value of 3.332 and a corresponding p-value of 0.020, which was significant.

This means that writing competence influences reading comprehension, as the p-value is less than the 0.05 significance level. The coefficient of determination ( $R^2$ ) of 0.046 indicates that 4.6% of the variation in reading comprehension is explained by writing competence, while the remaining 95.4% by other factors are not included in this study. Further analysis shows that only one indicator of writing competence serves as a significant predictor of reading comprehension, and its effect is relatively small. This suggests that while writing competence contributes to reading comprehension, its predictive strength is limited, and other variables may play a more substantial role in influencing students’ comprehension performance.

Table 6. Significance of the Influence of the Domains of Writing Competence on Reading Comprehension

Writing Competence	Coefficients	t	p	Decision $\alpha=0.05$
Grammatical Fluency	0.07	-0.23	0.81	$H_0$ is not rejected
Writing Habits	0.06	-0.71	0.47	$H_0$ is not rejected
Students’ Independence in Writing	0.08*	0.23	0.03	$H_0$ is rejected
<b>Dependent Variable: Reading Comprehension</b>				

\* $p < 0.05$   $R = 0.215$   $R^2 = 0.046$   $F\text{-value} = 3.332$   $p\text{-value} = 0.020$

### Significance of the Influence of the Domains of Active Reading Experience on Reading Comprehension

Data shown in Table 7 are from a regression analysis testing the significant influence of active reading experience on reading comprehension among grade 12 students. Using Multiple Regression Analysis, the data reveals that active reading experience influenced reading comprehension among grade 12 students, with an F-value of 1.366 and a corresponding p-value of 0.254 which was not significant.

This means that active reading experience did not influence reading comprehension, as the p-value is more than the 0.05 significance level. The coefficient of determination ( $R^2$ ) of 0.020 indicates that 2% of the variation in reading comprehension was explained by writing competence, while the remaining 99.8% was explained by other factors that are not included in this study. Although, active reading experience is not a significant predictor, this may indicate that simply engaging in reading activities does not automatically lead to improve comprehension. Students may read frequently, but without applying effective strategies such as critical thinking, reflection, or analysis, deeper understanding may not develop.

Table 7. Significance of the Influence of the Domains of Active Reading Experience on Reading Comprehension

Active Reading Experience	Coefficients	t	p	Decision $\alpha=0.05$
Technology	-0.02	-0.23	0.81	$H_0$ is not rejected
Purpose	0.04	0.32	0.74	$H_0$ is not rejected
Physical Strategies	0.11	0.92	0.35	$H_0$ is not rejected
<b>Dependent Variable: Reading Comprehension</b>				

\* $p < 0.05$   $R = 0.140$   $R^2 = 0.020$   $F\text{-value} = 1.366$   $p\text{-value} = 0.254$

## DISCUSSIONS

### Level of Writing Competence

The findings indicate that Grade 12 students demonstrate a high level of writing competence across grammatical fluency, writing habits, and students' independence in writing. This suggests that students possess a solid foundation in structuring ideas, applying grammatical rules, and managing their writing processes with a degree of autonomy.

Writing competence is widely recognized as a crucial academic skill that enables learners to produce coherent and meaningful texts. As emphasized by Salvador (2024), writing competence allows students to demonstrate academic reasoning and effectively communicate ideas. Graham et al. (2023) further confirm that strengthening writing instruction not only improves writing performance but also contributes positively to reading development.

The strong performance in grammatical fluency aligns with Conti (2025), who explains that grammatical fluency involves the automatic application of rules, reducing cognitive strain and allowing greater attention to content organization. Fang et al. (2025) similarly highlight the importance of balancing grammatical accuracy and fluency-focused writing practice to achieve effective outcomes.

Students' independence in writing also reflects learner autonomy, consistent with Choi and Lee (2023), who conceptualize writing independence as the capacity to regulate one's own writing process through motivation and metacognitive strategies. Zhang and Zhang (2022) further elaborate that autonomy includes goal-setting, monitoring, and reflective evaluation.

Additionally, writing habits contribute to sustained writing development. Williams and Thompson (2022) and Lee and Nam (2023) emphasize that consistent writing routines enhance skill automaticity, organization, and creativity. Overall, the high level of writing competence suggests that students are academically prepared to engage in structured written tasks with relative confidence and independence..

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## Level of Active Reading Experience

The results reveal that students exhibit a moderate level of active reading experience across technology use, purpose, and physical strategies. This indicates that while students engage in reading activities with some degree of intentionality and strategy use, there remains room for deeper and more sustained engagement.

Majdi et al. (2025) describe physical strategies as integrating cognitive and motor processes to enhance concentration and memory during reading. Similarly, Sarmiento (2024) characterizes physical engagement as transforming reading from passive intake into active meaning-making.

The dimension of purpose reflects students' ability to approach reading with defined goals. Sur (2024) emphasizes that purposeful reading promotes critical engagement and reflective thinking. Smith et al. (2021) further assert that goal-oriented reading fosters independent comprehension and meaningful interaction with texts.

Regarding technology, González and Estrella (2023) define educational technology as tools and systems that enhance learning performance. Demetriou (2023) expands this view by emphasizing digital connectivity and communication as facilitators of information exchange. Toto et al. (2024) stress that technology should not merely provide access but also promote critical thinking and engagement. The moderate level observed suggests that students apply active reading strategies with some consistency; however, these practices may not yet be fully internalized or strategically optimized.

## Level of Reading Comprehension

The findings indicate that students demonstrate a high level of reading comprehension, with decoding emerging as particularly strong, followed by fluency and vocabulary.

Decoding is foundational to reading development. Fälth et al. (2023) describe decoding as the process of converting written symbols into meaningful speech patterns. Kravchenko (2023) further explains that automatic word recognition strengthens reading efficiency. Gilmartin (2023) asserts that decoding forms the basis for more advanced comprehension processes.

Fluency, as described by Kim et al. (2021), integrates accuracy, rate, and prosody, serving as a bridge between word recognition and comprehension. Vocabulary knowledge strengthens this bridge, as noted by Quines (2023), who highlights its role in facilitating smoother reading. Van (2021) further affirms that fluency supports efficient meaning construction.

Vocabulary, described by Braze (2023), extends beyond word recognition to conceptual integration within texts. Ku (2021) reinforces that vocabulary serves as a cornerstone of proficient comprehension.

The high level of reading comprehension suggests that students possess the foundational and integrative skills necessary to construct meaning effectively from texts.

## Significance of the Relationship Between Writing Competence and Reading Comprehension

The study's results unveil a significant relationship between writing competence and students' reading comprehension. The *p*-value indicates a correlation between these two variables. This correlation suggests that as the writing competence of Grade 12 students increases, there is a corresponding increase in students' reading comprehension.

This correlation aligns with Mdogana-Zide and Mukuna's (2023) research, which involves meeting expectations such as demonstrating academic writing skills, producing meaningful texts that reflect sound reasoning, and drawing readers' attention to relevant facts. Thus, writing competence is an essential academic skill that enables students to complete various writing assignments effectively (Salvador, 2024). Supporting the study conducted by Belmekki (2023), weak grammar mastery is frequently identified as a central factor that negatively impacts

students' overall writing performance. Graham et al. (2023) confirms that teaching writing competence benefits not only students' writing performance but also their reading skills, particularly when specific approaches are implemented to improve writing quality.

Notably, as highlighted by Khalilova (2023), reading comprehension is an essential ability that supports knowledge acquisition, fosters critical thinking, and facilitates effective communication. Moreover, reading, as a core linguistic skill, is typically developed during the early stages of learning, particularly in elementary education, where it becomes the cornerstone for mastering other academic subjects (Paynter et al., 2023). Withal, this is reflected in Hayes and Flower's (1981) Cognitive Process Theory of Writing, which explains the combined influence of writing competence and active reading experiences on students' reading comprehension.

### **Significance of the Relationship Between Active Reading Experience and Reading Comprehension**

The results of the study reveal a noteworthy relationship between active reading experience and reading comprehension. The correlation suggests that an increase in active reading experience corresponds to an increase in reading comprehension, thereby rejecting the null hypothesis and confirming a significant relationship between these two variables. This finding enhances our understanding of how the purpose, technology, and physical strategies encapsulated in active reading experience impact students' reading comprehension in learning.

This result aligns with Mayer's (2025) research, which links technology use to enhanced active reading and improved overall well-being. Active reading is the process of deliberately engaging with ideas and information in a text and transforming them into notes that record a reader's understanding and response (Khairi et al., 2021). Moreover, active reading experience strategies significantly enhance comprehension by fostering both greater motivation and deeper cognitive engagement (Majdi et al., 2025). In addition, Freeman (2023) emphasizes that effective teaching approaches that incorporate active reading techniques cultivate positive attitudes toward reading and improve comprehension, underscoring the role of pedagogy in developing higher reading experiences.

Correspondingly, reading comprehension strongly predicts academic success beyond standardized test scores and grades (Balansag, 2025). Students with strong comprehension skills often engage more deeply with texts due to intrinsic motivation, leading to greater enjoyment, increased effort, and enhanced self-directed learning (Nadeem & Moin, 2023). The observed significant relationship between educators' capacity to handle active reading experience and reading comprehension underscores the importance for schools to consider these qualities during the hiring and professional development of educators, ensuring a high level of student engagement. Additionally, this corroborates Piaget's (1952) Constructivist Learning Theory, which emphasizes that learners actively construct their own understanding and knowledge through experiencing things and reflecting on those experiences.

### **Significance of the Influence of the Domains of Writing Competence on Reading Comprehension**

The regression coefficient is used to test the significant influence of overall writing competence on reading comprehension among Grade 12 students. Using Multiple Regression in JASP Software, the data reveal that the influence of writing competence on reading comprehension among Grade 12 students is not significant, except for the students' independence in writing indicator. Only 4.6% of reading comprehension among Grade 12 students of Lorenzo S. Sarmiento Sr. National High School is influenced by writing competence. On the other hand, only grammatical fluency and writing habits are found to be insignificant in influencing the reading comprehension of Grade 12 students.

Research conducted by Hadi et al. (2023) points out that vocabulary knowledge plays a vital role in supporting idea development, while grammar remains central in ensuring accuracy and coherence in transforming comprehension into writing. As cited by Gloria (2025), higher writing competence is characterized by mastery of sentence structure, clarity, coherence, vocabulary, grammar, and adherence to academic writing conventions, all of which are closely tied to effective reading comprehension.

The findings of the study further support the analysis that writing competence plays a vital role. Callora and Suñas (2023) emphasize that in order to move beyond moderate competence, students need enrichment in vocabulary, grammar, spelling, and punctuation, whereas Alova (2022) highlights that educators should give more attention to writing techniques and structures to strengthen both comprehension and written expression. Furthermore, the study of Canisi and Lambencio (2023) states that the most difficulties are tied to grammar and diction, with punctuation posing a lesser concern, which reflects the impact of limited comprehension on accurate language use. Moreover, Figarido and Horno (2025) also indicate that students frequently struggle to synthesize information from texts and to construct coherent paragraphs, indicating gaps in comprehension-to-writing transfer skills.

### **Significance of the Influence of the Domains of Active Reading Experience on Reading Comprehension**

The regression coefficient is used to test the significant influence of overall active reading experience on reading comprehension among Grade 12 students. Using Multiple Regression in JASP Software, the data reveal that the influence of active reading experience on reading comprehension among Grade 12 students is not significant. Only 2% of reading comprehension among Grade 12 students of Lorenzo S. Sarmiento Sr. National High School is influenced by active reading experience.

Sarmiento (2024) states that students apply strategies with some consistency, but their engagement remains only partially sustained, as investigations reveal that learners who integrate purposeful reading, technology use, and physical strategies demonstrate practices that reflect this moderate stage. This aligns with the notion of Dela Cruz (2024), who asserts that vocabulary learning strategies enhance active reading by activating prior knowledge and promoting deeper levels of understanding. Taken together, these findings suggest that moderate active reading represents a transitional phase characterized by conscious but still developing self-regulation and critical engagement with texts (Jin et al., 2025).

Additionally, insights from Alvarez's (2025) research highlight that students with a high level of active reading exhibit strong engagement with texts and consistently apply strategies that optimize comprehension and retention. Freeman (2023) emphasizes that effective teaching approaches that incorporate active reading techniques cultivate positive attitudes toward reading and improve comprehension, underscoring the role of pedagogy in developing higher reading experiences. Furthermore, the significant impact of physical strategies on reading comprehension is emphasized by Lin (2025), who states that physical strategies that combine mental engagement with physical activity are designed to create a high-energy reading experience. Additionally, Karatay (2022) states that physical strategies demonstrate how readers can interact bodily with texts to make mental processes more concrete and effective.

Despite the contributions of this study, several limitations must be acknowledged. The use of self-reported questionnaires to measure writing competence may introduce social desirability bias, potentially affecting the accuracy of the responses. Additionally, the sample was limited to Grade 12 students from a single institution, which may restrict the generalizability of the findings to broader educational contexts. Future studies may incorporate performance-based assessments and expand sampling across multiple schools and academic strands to enhance external validity.

## **CONCLUSION**

Conclusions are drawn based on the findings of the study. The results reveal that the level of writing competence among the respondents was high, including its indicators, grammatical fluency, writing habits, and students' independence in writing. In contrast, the level of active reading experience was found to be moderate, as reflected in its indicators, namely purpose, technology, and physical strategies. Moreover, the overall level of reading comprehension of the respondents is high, covering the three domains: decoding, which was very high; fluency, which was high; and vocabulary, which was also high. Contrary to the initial theoretical assumption, the findings showed that there was no strong significant relationship between writing competence and active reading experience when taken together in relation to reading comprehension. The Spearman's rho correlation analysis indicates that writing competence has a weak positive correlation with reading comprehension, same with active

reading experience with reading comprehension. Despite this, the study concludes that writing competence and active reading experience are still related to reading comprehension, though at varying levels of influence. Among the domains of writing competence, only students' independence in writing significantly contributes to reading comprehension, whereas grammatical fluency and writing habits do not showed a significant influence. On the other hand, all domains of active reading experience which was the technology, purpose, and physical strategies do not show a significant influence on reading comprehension as well.

To enhance student outcomes, teachers are encouraged to implement strategies that foster writing independence, such as tasks that require synthesizing information without heavy guidance. Schools should support collaborative platforms like Professional Learning Communities (PLCs) and integrate resilience workshops to strengthen teaching effectiveness and student engagement. Reflective practices, constructive feedback, and exposure to diverse educational contexts are recommended to continuously improve writing competence and active reading experience. Future research could explore additional factors influencing reading comprehension and expand the study to other educational levels.

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