

# READING COMPREHENSION IN THE ENGLISH SUBJECT AMONG GRADE 4 STUDENTS IN CARMEN ELEMENTARY SCHOOL

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## ABSTRACT

*Environmental and Cognitive factors play a significant role in children's reading development. However, the mechanism by which these factors jointly contribute to children's reading comprehension is poorly understood. This descriptive correlational research aimed to determine the level of reading comprehension and the level of factors affecting it of the Grade 4 students in Carmen Elementary School at Carmen Boston Davao Oriental. The level of reading comprehension was determined through the results of the Phil –IRI Reading Proficiency Level. The instrument used to determine the level of factors affecting the reading comprehension was a self – made survey questionnaire which underwent validity and reliability tests. Results showed of the study that the reading comprehension level of the respondents was an Instructional level. Additionally, home environment and background knowledge were the two factors that affect the reading comprehension of the students. Lastly, findings of this study suggested using a parental education and using of local story to improve reading comprehension.*

**Keyword:** *reading comprehension, environmental factors, home environment, school environment, cognitive factors, vocabulary, background knowledge*

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## 1. INTRODUCTION

One of the essentials for success is reading comprehension (Connors and Al Otaiba 2018). It is a skill that is very essential for students in order to become effective readers (Sultan et.al. 2018). Sandhu and company (2022) stated that reading is an active process of constructing meaning of words. Reading comprehension is the coordination of multiple linguistic and cognitive processes such as word reading ability, working memory, inference generation, comprehension monitoring, vocabulary and prior knowledge (Perfetti, et.al. 2005). Being able to comprehend written text is an essential life skill and everyone uses reading comprehension skills in everyday life (Powell-Smith, 2020). Reading comprehension is so complicated and challenging task, a lot of skills are needed to develop in order to achieve excellent reading comprehension (Montgomery, 2022). A study of Dong and company (2018) stated that environment influence learner's reading comprehension. Moreover, he added that external factors such as home literacy environment and instructional environment may have influence on students reading development. The home environment is one of the most influential factors that affect learning (Parveen, 2007). It serves as the foundation for early literacy; it is where students start to learn with the help of the parents as well as the siblings (Codjoe, 2007; Muola, 2010). Another factor that affects reading comprehension according to Bauman (2009) is vocabulary as one of the core factors that affect students or the learners reading comprehension. Powell-Smith, 2020) added that vocabulary impacts comprehension directly with respect to understanding of text. Globally, many students appear to have difficulty in reaching the goal of being excellent in reading comprehension (Shea and Ceprano, 2017). Reading comprehension especially in the English subject is prevalent in most schools and considered a worldwide challenge (Chaka, 2015). It is a great concern of the learners in public schools (Booi – Ncetani, 2015). According to the most recent PISA (Program for International Student Assessment), results showed that 19% of the 15 years old tested scored below a level 2 (of 6) indicating they had difficulty with tasks such as locating explicitly stated information, recognizing main ideas and making low - level inferences in a familiar topic.

Reading comprehension is not an easy process to teach by teachers and not an easy skill to acquire by students (Montero, 2019). It is very necessary to study reading comprehension because without it, the meaning and information the author is trying to impart is lost (McDonnell, Linde and Fredrickson, 2022). As educators have become dissatisfied with reading comprehension results, studies need to turned their attention to broader views of reading and devote themselves to current issues in reading comprehension to make some of the innovations and new directions on how to improve reading comprehension (Paris, 2011). Many studies have explored different aspects that affect the students reading comprehension (Elleman and Oslund, 2019). However, these problems in reading comprehension still exist. This study wanted to focus on the two aspects which are the environmental factor and the cognitive factor and its impact to the reading comprehension of the students. A student having low performance in reading comprehension is cause by environmental factors (Yildirim, 2017). Also, research conducted by Sanford (2015) found that cognitive variables such as word recognition, vocabulary, reading strategies, working memory and prior knowledge influence the reading comprehension of the students. This study aimed to determine the level of reading comprehension and the level of factors affecting the reading comprehension among Grade 4 students in the English subject in Carmen Elementary School. Specifically, it is intended to answer the following questions: What is the level of reading comprehension in the English Subject among Grade 4 students; What is the level of factors affecting the reading comprehension in the English subject among Grade 4 students in terms of Environmental and Cognitive factor; Is there any significant relationship between reading comprehension and the factors affecting the reading comprehension of the students; What is the proposed intervention. Furthermore, the objectives of this research study focus on the reading comprehension in the English subject among Grade 4 students. The study seeks to find the following: To determine the level of reading comprehension in the English Subject among Grade 4 students; To determine the level of factors affecting the reading comprehension in the English subject among Grade 4 students in terms of Environmental and Cognitive factor; To investigate whether there is any significant relationship between the level of reading comprehension and the level of factors affecting the reading comprehension of the students; To propose an intervention based on the result of the study.

## 2. REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature. It includes the importance of reading comprehension, the factors affecting reading comprehension, the problems, and the necessity to study reading comprehension.

### 2.1 The Importance of Reading Comprehension

Reading is an important part of the personal and educational development of an individual and the concept of comprehension is important as well (Mckee, 2012). Reading alone is not enough, and without comprehension, it is a waste of time (Sparling, 2016). To understand the text, learners should be able to identify and analyze the text and ideas (Akhondi, Malayeri, and Samad, 2011). Reading is not an easy task to master for any person; it is a complex process where certain skills are needed to develop to achieve the reader's goal, which is reading comprehension (Lee, 2014). Parveen (2007) and Muola (2010) assert that the environment can hinder at the same time, can support children's overall development. On the other side, a 2019 study published in Psychological Science states that if the students are unfamiliar with 59% of the terms written in a topic, the learner's ability to understand the text is compromised. The learner's background knowledge and exposure to the world around them may affect how they will know what they read (Connors and Al Otaiba, 2008). The same research from Nation and Nate (2019) and Elleman and Orlund (2019) presents that reading comprehension is a complex task and behaviour in which human engage and depends on a range of cognitive and linguistic processes. Reading comprehension is essential for successful functioning in our society, it becomes a monumental part of our lives (Ben-Aharon, 2021). In virtually all instances, the goal of reading is to identify the meaning or message of the text at hand and by doing so involves the execution and integration of many processes (Kendeou, 2015). Connors and Al Otaiba, (2018) assert that one of the essentials for success is reading comprehension for it requires the active extraction and the construction of meaning of the text. Being able to comprehend written text is an essential life skill and everyone uses reading comprehension skills in everyday life (Powell-Smith, 2020). Reading comprehension is a challenging task; a lot of skills are needed to develop in order to achieve excellent reading comprehension (Lee, 2014).

Reading comprehension occurs when words on a page are not just mere words but thoughts and ideas (Carmen, 2021). Comprehension makes reading enjoyable, fun, and informative. It is needed to succeed in school, work and life in general (Brandon, 2021). Furthermore, Rohami and Rahmandsyah (2019), supported that reading English text is important for it open up opportunity to gain new knowledge. The same author stated that students at a young age need to learn how to read English text and they also need to understand at the same time what they have read. Researcher has clearly established that reading comprehension is a challenging task specifically in the English subject for most of the students, especially those learners with learning disability (Mason and

Hagaman, 2012). As stated by Brandon (2021), without comprehension, children gain no meaning from what they read. Comprehension strategies are conscious plan – sets used to increase children’s understanding of the text to help them become active readers by engaging with the text (Adler, 2001). More importantly, reading comprehension is a key ingredient to a successful life (Ben-Aharon, 2021).

## 2.2 Factors Affecting the Reading Comprehension

Environmental factors include everything the children experiences – how they cared for by students, how much they are read to, the neighbourhood they live in, nutrition and their instruction in school, among other factors (Ohio State University, 2010). It has been said in the study of Dong et al. (2018) stated that environments influence learner’s reading comprehension such as home literacy environment and instructional environment may have influence on students reading development. Based on the family investment model, the home environment is one of the most influential factors that affect reading ability (Parveen, 2007; Noble et al. 2006). It serves as the foundation for early literacy; it is where students start to learn with the help of the parents as well as the siblings (Codjoe, 2007; Muola, 2010). Prakash (2021) said that parents arguing in their child's presence could be detrimental to the overall well-being and development of the child. Moreover, Connolly et al. (2019) found that high background noise levels significantly impacted students reading and vocabulary performance for those worse, where students performed less accurately in reading comprehension tasks in the presence of background noise. It is supported by Jennings, Caldwell, and Lerner (2014), saying that unstable, noisy, and chaotic home environments negatively affect children's development. Based on the study of Khan, Begum, and Imad (2019), when the family members interact and support the students, they can improve their linguistic, social, and intellectual skills. University of Michigan (2001) shows that the cleanliness of the home children grows up in helps them learn. Added by Boerma, Mol, and Jolles (2017) stated that children with a rich home environment generally show better reading comprehension. Also, a student's low performance in reading comprehension is caused by many environmental factors, particularly the school environment (Yildirim, 2017). The study by Dong et al. (2018) agreed that the instructional environment might affect learners' reading abilities, such as reading time, accuracy, and strategies. Gonser (2021) suggests that time for in-class reading must be prioritized during the school day. Poor classroom management affects students learning outcomes, and students become disruptive and disengaged (Spencer, 2018). The finding of the research study by Lazarus (2020) implies that the more the social environment in the school is conducive, cordial, and pleasant, the more students will obtain high grades in reading comprehension. Darnell and Denise (2002) assert that in 1997, The National Commission on Teaching and America's Future stated that it is recognized that good teachers are the most essential element in teaching. So, when teachers are approachable, students feel comfortable, and the classroom environment is conducive to learning (Rubio, 2009). Lynch (2020) revealed that sometimes the problem is the lack of interest; when the child is not interested in the content she is reading, she will not be motivated to understand it. Also, Kragler (2000) said that self-selection allows students to be deeply involved with the learning process, thus fostering an interest in and developing ownership of the reading process. Hendrix (2019) stated that students learning in poor environments – those that are uncomfortable, loud, or full of distractions – will find it far more difficult to absorb information and stay engaged.

Hart (2021) investigated that reading comprehension is part of the cognitive process that requires wide range of abilities and strategies. Reading comprehension involves a lot factors and these are the following: background knowledge, vocabulary and fluency, active reading skills and critical thing that needs to function together. A research conducted by Sanford (2015) found that cognitive variables such as word recognition, vocabulary, reading strategies, working memory and prior knowledge influence the reading comprehension of the students. Bauman (2009) said that vocabulary is one of the core factors that affect students or the learners reading comprehension. Powell-Smith, (2020) added that vocabulary impacts comprehension directly with respect to understanding of text. A study by Stahl and Nagy (2006) implies that vocabulary knowledge contributes 50 – 60% of the variance in reading comprehension outcomes. Students with poorly developed vocabulary show declining comprehension skills later on elementary and middle school. But students who come from a rich spoken language environment often have less difficulty comprehending text. As the students look up words in dictionary, it interferes with their short – term memory leading to prevent readers from focusing on the text (Lopera - Medina, 2019). And when they meet an unfamiliar term, students refer to the dictionary at once will hinder their reading and the chain of thought will be blocked or missed (Jose and Raja, 2011). Also, when students are guessing the meaning of the new words constitutes to reading problem (Nikolas. 2018). Student does not feel discouraged when they find difficult word in the text because teachers may give enough training or knowledge to students in their reading (Jose and Raja, 2011). Overall, this means that vocabulary is one of the core factors that affect students or the learners reading comprehension (Bauman, 2009). It has been said by Connors and Al Otaiba (2008) that the learner’s background knowledge, exposure to the world around them may affect how they will understand what they read. Costandi (2016) showed that mental imagery or visualization can accelerate learning and improve performance of all sorts of skills. Guo and colleagues (2020)



have shown that there are situations where graphics have no effect on learners overall text comprehension students read the whole text with comprehension because without comprehension, students will gain no meaning from what they read (Brandon, 2021). Overall, this means that background knowledge can be a hindrance in achieving reading comprehension (Terada, 2019). It may include other factors. Petrill et al. (2010) suggest that genetics influence the overall level of early reading. Also, it was revealed in the study of Mohammed and Amponsah (2018) that the predominant factors contributing to the low reading abilities of the pupils are inadequate confidence level of pupils, poor motivation given to pupils to stimulate their interest in reading, lack of pre-reader books in school and in home, low phonemic awareness, and teachers inadequate knowledge on teaching phonemic awareness. Another study by Habibian et al. (2015) suggests that psychological factors majorly impact students' reading process. Mustikasari (2020) added that there are two barriers to reading comprehension: psychological and language components.

### 2.3 The Problem of Reading Comprehension

Problems in reading comprehension, especially in the English subject, are prevalent in most schools and considered a worldwide challenge (Chaka, 2015). It is a great concern of the learners in public schools (Booi – Ncetani, 2015). According to the most recent PISA (Program for International Student Assessment), results showed that 19% of the 15 year old tested scored below a level 2 (of 6) indicating they had difficulty with tasks such as locating explicitly stated information, recognizing main ideas and making low - level inferences in a familiar topic. Similarly, the NAEP (National Assessment of Education Progress) scores showed that 64% of eight grade students read at or below a basic level (Elleman and Oslund, 2019). Globally, many students appear to have difficulty in reaching the goal of being excellent in reading comprehension (Shea and Ceprano, 2017). Since this issue is prevalent all over the world, it is also very rampant here in our country which is the Philippines. We Filipino are bilingual and that is one of the problems that most Filipino learners suffer given that English is not our first language. Meyer (2000) stated that bilingual learners are having problems using English as a medium of instruction for it brings confusion in learning. Another study of Salaverria (2020) supported that in Bicol, the problem is not about literacy but about reading comprehension. Filipino students are able to read but struggle in understanding certain words presented in the text. It has been said through a survey conducted by PISA 2018 that among 600,000 students worldwide, Filipino students around the age of 15 got a rating of 340 points in reading comprehension, and that is lower than the average of 487 points. Thus, Philippines ranked as the last among 79 countries (Manaog, 2021). Although the learners decoding and fluency skills are already improved, the struggle with this issues still continues (Mason and Hagaman, 2012).

Consistently, the findings of Cabardo (2025) revealed that majority of the students belonged to instructional level. However, with the strong effort of the teacher and with the help of the program issued by DepEd Memorandum No. 402.s.2004 and Administrative order No. 324 in supports of “every child is a reader program” which is the DepEd flagship program in reading (DepEd, 2017), there was a marked improvement in the reading level particularly improvement of non-reader students (Gutierrez, 2018). But still, they are yet instructional. Instructional reading level is a level where the students is not Independent, but has adequate knowledge for a topic, and can access text quickly and with no or few errors (The University of Utah, 2001). Furthermore, English is the first foreign language that is being taught here in the Philippines as one of the school subject (Meyer, 2000). It is the compulsory subject that a student needs to learn from primary school until the students graduate. Another study of Lee (2014) states that learners struggle in developing and achieving the needed skills such as decoding, fluency, vocabulary, sentence construction and cohesion, reasoning and background knowledge, working memory and attention.

### 2.4 The Necessity in Studying Reading Comprehension

Reading comprehension is not an easy process to teach by teachers and not an easy skill to acquire by students (Montero, 2019). It is said that reading comprehension is one of the most complex behaviours we engage in daily (Miñoza, 2019). Many factors influence the reading comprehension of the students. It is very necessary to study reading comprehension because without it, the meaning and information the author is trying to impart is lost (McDonnell, Linde and Fredrickson, 2022). Rutzler (2020) added that comprehension is crucial for basic survival and it is needed in every student’s life. Reading comprehension is a fundamental cognitive ability for children that support school achievement and successively participation in most areas in life (Capodiecici et al., 2020). Through this, students will be able to interpret, analyse and evaluate and understand the contents the read (Shea and Ceprano, 2017).

Findings on the research of Akbash, Sahin, and Yaykiran (2016) indicate that there is a correlation between reading comprehension results and the factors of the reading comprehension and reading comprehension

contributes positively to the results of factors affecting the reading comprehension. Another findings by Manihuruk (2020) show that there is a positive moderate correlation between factors affecting reading comprehension and reading comprehension. According to Graham and Bellert (2005), students often experience poor reading comprehension due to their failure to read strategically and to spontaneously monitor their understanding while reading. As educators have become dissatisfied with reading comprehension results, studies need to turned their attention to broader views of reading and devote themselves to current issues in reading comprehension to make some of the innovations and new directions on how to improve reading comprehension (Paris, 2011).

### 3. METHODOLOGY

#### 3.1 Research Design

This research study used descriptive correlational research design. The study used descriptive correlational research design for the reason that this research design investigates relationships between variables without the researcher controlling or manipulating any of them. This study is descriptive in nature since it deals with the investigation of the possible factors which contributes to the reading comprehension of students. Also, this method is effective for describing, collecting, organizing and analyzing data.

#### 3.2 Research Instrument

The instrument used was a researcher made questionnaire which underwent validity and reliability tests. Validity test was established through factor analysis with KMO of 0.229 and Bartlett's Test of Sphericity of 0.000 which both suggest that there is enough sample and correlation among data for the test. Scree plot and rotated component matrix showed that the entire set of questionnaires which were subject for pilot testing are valid. On the other hand, reliability test was accomplished using Cronbach's Alpha with coefficient of 0.843 which showed that the questionnaire is highly reliable.

#### 3.3 Respondents of the Study

The respondents of this research study were the 29 Grade 4 students of Carmen Elementary School (See Appendix B). Since it is the entire population of the Grade 4 students in Carmen Elementary School, as such this study adapted the complete enumeration of its respondents.

### 4. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study. It highlighted and discussed along with the statement of the problem presented in chapter 1. The developed questionnaire of the study was administered to the 29 Grade 4 students of Carmen Elementary School on May 25 – 28, 2022 with the permission of the school. Among the 29 respondents, 14 were male and 15 were female. Data were then collected, tabulated and analyzed.

#### 4.1 Level of Reading Comprehension in English

As shown in Table 4, majority of the Grade 4 students belong to Instructional level with the percentage of 44.80%. Also, it is good to note that there were no non – reader from that school. Consistently, the findings of Cabardo (2025) revealed that majority of the students belonged to instructional level.

**Table 1** Level of Reading Comprehension.

Reading Level	Frequency	Percentage	Mean	Remarks
Independent	6	20.70	2.14	Instructional
Instructional	13	44.80		
Frustration	10	34.50		
Non-reader	0	0.00		
TOTAL	29	100.00		

With the strong effort of the teacher and with the help of the program issued by DepEd Memorandum No. 402.s.2004 and administrative order No. 324 in supports of every child is a reader program which is the DepEd flagship program in reading (DepEd, 2017), there was a marked improvement in the reading level particularly improvement of non-reader students (Gutierrez, 2018). Still, they are instructional. Instructional reading level is a level where the students is not Independent, but has adequate knowledge for a topic, and can access text quickly and with no or few errors (The University of Utah, 2001).

#### 4.2 Level of Factors Affecting the Reading Comprehension of the students in English

As shown in the first indicator, majority of the student's responses are sometimes. This means that parents fight may affect the students reading comprehension. Prakash (2021) said that parents arguing in the presence of their child can prove to be detrimental to the overall well-being and development of the child.

**Table 2:** Level of Environmental Factor as predictor of Reading Comprehension.

Description	Standard Deviation	Mean	Remarks
<b>A. Home Environment</b>	<b>.3178</b>	<b>2.221</b>	<b>Sometimes</b>
1. The parents are always in quarrel.	.759	2.17	Sometimes
2. The people in their house are noisy.	.561	2.38	Never
3. The student's house is untidy.	.634	2.52	Never
4. The neighbors are noisy.	.639	2.14	Sometimes
5. The student's house is near the highway.	1.012	1.90	Sometimes
<b>B. School Environment/Instructional Environment</b>	<b>.3642</b>	<b>1.876</b>	<b>Sometimes</b>
1. Their classmates are very noisy.	.484	1.34	Always
2. The classroom is so messy.	.511	2.24	Sometimes
3. The students always play whenever they have time.	.614	1.34	Always
4. The teacher is unapproachable.	.628	2.59	Never
5. The students don't like the kind of book/story presented by the teacher.	.875	1.86	Sometimes
<b>Average</b>	<b>.2694</b>	<b>2.048</b>	<b>Sometimes</b>

Also, having a noisy neighbor and living in a highway may have an effect on students reading comprehension. It is supported by Jennings, et.al. (2014), that unstable, noisy, chaotic home environment has negative effects on children's development. However, it is good to know that the others member of the house is not noisy. Based on the study of Khan, Begum and Imad (2019), when the family members are interactive and supportive to the students, the students will be able to improve their linguistic, social and intellectual skills. And the house being clean and tidy is supported by the study of University of Michigan (2001), shows that the cleanliness of the home children grew up helps them in their learning. Added by Boerma, Mol and Jolles (2017) stated that children with a rich home environment generally show better reading comprehension. In the second indicator, students perceived that their teacher is very much approachable. Darnell and Denise (2002) assert that in 1997, The National Commission on Teaching and America's Future stated that it is recognized that good teachers are the most important element in teaching. So, when teachers are approachable, students feel comfortable and the classroom environment is conducive to learning (Rubio, 2009). On the other hand, there are things that always affect their reading comprehension. The students having poor performance in reading comprehension is cause by student's noise. It is supported by Connolly et. al. (2019) found that high background noise levels significantly impacted students reading and vocabulary performance for those worse, where students performed less accurately in reading comprehension tasks in the presence of background noise. And when students always play that means they don't have time for reading. Gonser (2021) suggest that time for in – class reading needs to be prioritized in the school day.

There were really factors that affect students reading comprehension but not always observe. Having a messy classroom can affect the student's reading comprehension. Poor classroom management affects students learning outcome and students become disruptive and disengaged (Spencer, 2018). Another thing that affects the student's reading comprehension is when the students don't have the freedom to choose the kind of book they want to read (Korbey, 2019). Lynch (2020) revealed that sometimes the problem is the lack of interest, when the child is not interested in the content she is reading, she will not be motivated to understand it. Kragler (2000) said that self – selection allows students to be deeply involved with the learning process, thus fostering an interest in, as well as developing ownership of the reading process. Both of the indicators can influence the reading comprehension of the students (Hart, 2021; Samuelsson and Lundberg, 2003). In effect, the entire environmental factor is not very conducive to learning particularly in reading comprehension (Folami et al

2021). Similarly, Hendrix (2019) stated that students learning in poor environments – those that are uncomfortable, loud or full of distractions – will find it far more difficult to absorb information and stay engaged.

As shown in Table 2, the majority of the responses are sometimes. Students sometimes turn to dictionary when coming across new words in English. As the students look up words in dictionary, it interferes with their short – term memory leading to prevent readers from focusing on the text (Lopera - Medina, 2019). And when they meet an unfamiliar term, students refer to the dictionary at once will hinder their reading and the chain of thought will be blocked or missed (Jose and Raja, 2011). Also, when students are guessing the meaning of the new words constitutes to reading problem (Nikolas, 2018). However, there is one thing that does not affect their reading comprehension. Student does not feel discouraged when they find difficult word in the text because teachers may give enough training or knowledge to students in their reading (Jose and Raja, 2011). Overall, this means that vocabulary is one of the core factors that affect students or the learners reading comprehension (Bauman, 2009).

**Table 3:** Level of Cognitive Factor that affects the Reading Comprehension of the students

Description	Standard Deviation	Mean	Remarks
<b>A. Vocabulary</b>	<b>.3625</b>	<b>2.200</b>	<b>Sometimes</b>
1. The students turn to dictionaries when coming across new words in the English reading.	.872	2.24	Sometimes
2. The students try to guess the meaning of the new words in text when reading in English.	.673	2.10	Sometimes
3. The students ask the teacher or classmates every time they have difficulties understanding the meaning of the words or sentences.	.675	1.79	Sometimes
4. The students feel discouraged when they find difficult term in the text.	.682	2.59	Never
5. The students take note all the words that they find difficult and look for the meaning of each word and re read the text in order to understand fully.	.797	2.28	Sometimes
<b>B. Background Knowledge</b>	<b>.3685</b>	<b>2.317</b>	<b>Sometimes</b>
1. The students try to guess the main idea of the text on the basis of pictures, charts or figures.	.761	2.31	Sometimes
2. The students feel discouraged when they don't understand the text/story.	.506	2.45	Never
3. The students feel discouraged when they cannot relate to the text/story given.	.721	2.34	Never
4. The students read the whole text without understanding any detail.	.738	2.48	Never
5. The students try to connect the main idea of the text to real life scenario or their experiences.	.655	2.00	Sometimes
<b>Average</b>	<b>.2353</b>	<b>2.259</b>	<b>Sometimes</b>

In the second indicator, students try to guess the main idea of the text through pictures, charts or figures. It is said in the study of Costandi (2016) shows that mental imagery or visualization can accelerate learning and improve performance of all sorts of skills. In contrast, Guo and colleagues (2020) have shown that there are situations where graphics have no effect on learner's overall text comprehension. On the other hand, students read the whole text with comprehension because without comprehension, students will gain no meaning from what they read (Brandon, 2021). Overall, this means that background knowledge can be a hindrance in achieving reading comprehension (Terada, 2019).

**Table 4:** Summary of the Factors Affecting the Reading Comprehension of the students

Description	Standard Deviation	Mean	Remarks
I. Environmental factors	.2694	2.048	Sometimes
A. Home Environment	.3178	2.221	Sometimes
B. School Environment/Instructional	.3642	1.876	Sometimes



Environment			
II. Cognitive factors	.2353	2.259	Sometimes
C. Vocabulary	3625	2.200	Sometimes
D. Background Knowledge	3685	2.317	Sometimes
<b>Overall</b>	<b>.1541</b>	<b>2.153</b>	<b>Sometimes</b>

Based from the table above, the majority of the responses are sometimes. But the factor that has worst cases is the home environment and background knowledge. Noble et al. (2006), supported that the home environment is one of the most influential factors that affect reading ability. It serves as the foundation for early literacy; it is where students start to learn (Codjoe, 2007). That is why home environment can hinder children overall development (Parveen, 2007) and Muola, 2010). On the other side, a 2019 study published in Psychological Science, if the students are unfamiliar with the 59% of the terms written in a topic, the learner's ability to understand the text is compromised. The learner's background knowledge, exposure to the world around them may affect how they will understand what they read (Connors and Al Otaiba, 2008).

#### 4.3 Relationship between Level of Reading Comprehension and the Level of factors Affecting the Reading Comprehension in English

As presented in the table, Pearson r is 0.122 which means that the two factors which are the reading level and the factors affecting the reading comprehension is weak. This shows that they are not really related and not significant. Despite of that, it is still positive.

**Table 5:** Interpretation of the Relationship between Level of Reading and Level of Factor Affecting Reading Comprehension.

Factors	Pearson r	p-value	Remarks
Reading Level	0.122	0.539	There is weak positive but not significant relationship between reading level and the factors affecting the reading comprehension of the students.
Factors that affect the reading comprehension			

Therefore, the reading level is somehow connected to the factors affecting the reading comprehension. As the factor that affects the reading comprehension increases, the reading level of the students also increases. Findings on the research of Akbash, Sahin and Yaykiran (2016) indicate that there is a correlation between reading comprehension results and the factors of the reading comprehension and reading comprehension contributes positively to the results of factors affecting the reading comprehension. Other findings of Manihuruk (2020) shows that there is a positive moderate correlation between factors affecting reading comprehension and reading comprehension. It was revealed that both school and the parent's component failed to encourage pupils to develop positive attitude towards reading (Mohammed and Amponsah, 2018). Moreover, factors such as environment and cognitive thought to be moderately important factor that affect the students reading comprehension (Wutthisingchai and Stopps, 2018).

#### 4.4 Proposed Intervention

Based from the results of this study, home environment and background knowledge are the two factors that affect the reading comprehension of the student. To be able to help the students and the other beneficiary of this study, the proposed interventions are discussed below.

##### Parental Education

Parental Education is centered on the theme making home conducive for learning. Therefore, within that seminar the content will be about making the home conducive to learning. In order to make home conducive to learning, the contents are presented below.

1. Family should set schedule for reading. A study of Canning (2016) stated that time spent reading together as a family is a long – term investment in reading comprehension. It gives children a chance to ask about words they don't understand which leads to more effective reading. Similarly, the research of Auld (2022) asserted that students who read outside school hours have greater reading comprehension than those who do not and students reading for just over a half – hour to an hour per day saw the greatest gains of all.
2. Parents should seek help from teachers whenever they encountered their children having difficulty in reading comprehension. According to Waterford (2018), teachers and parents share the responsibility to teach students and work together to achieve educational goals. Also, Delgado (2019) added that



student's educational aspects such as reading comprehension improve when there is parental involvement. When students feel motivated to learn, their grades improve.

3. Proper handling of family issues. The study of Brian and colleagues (2019) found out that family problems seriously affect the performance of students particularly in reading comprehension. Family problems are the contributing factors in the performance of the students.
  - a. Do not quarrel in front of the children. Arguing in front of your children can have an impact to student's life (Marie, 2020).
  - b. Show interest and time to children's performance. In poverty – stricken family, parents who left their children to work may affect children's reading ability (Xiaofeng, et.al. 2018).
4. Family should create learning areas for children to study. Logsdon (2020) implies that establishing a cozy and nurturing environment when reading can help students improve their reading comprehension.
5. Family should provide learning materials for students to read at home. A home filled with reading materials is a good way to help kids become excited readers (Lewis, 2022). Consistently, Rodriguez (2018) show that raising a child in a home filled with books positively impact her future academic growth and encourages a culture of reading.

### **Utilizing a Local Story**

Utilizing a local story in reading comprehension is centered on the theme using a local story in introducing and developing background knowledge to improve reading comprehension of the students. As we can observe that most of the stories presented in school are those foreign stories and urban stories with foreign and urban settings which students cannot relate to because they are not living in urban areas. In order for the students to have better understanding of what they read, utilizing a local story in reading comprehension will help the students upgrade their background knowledge. Utilizing in a way of using stories made by local authors specifically stories with a local setting and adapt short stories from other authors that used local setting in the story. The study indicated that using local short stories can develop learners reading comprehension (Zainal and colleagues, 2021). Also, the use of local short story can probably provide a much easier learning process due to the fact that they contain more relevant schemata thus making it easier for students to understand the local story compared with the foreign books (Alamsyah, 2016).

### **4.5 Implications on Improving the Reading Comprehension**

The intervention is anchored in home environment and the background knowledge because among the environmental factor, home environment is the worst and among the cognitive factor, background knowledge affects more in the reading comprehension of the students. So first, parental education is addressing the home environmental factor and making the home environment more conducive to learning. The contents on making the home environment more conducive to learning are presented in the review of related literature in chapter 2. Second, the researcher suggests that in order to upgrade the background knowledge of the students is to adapt a local story in introducing reading comprehension. Therefore, the stories that we will be telling to the students are those local stories and written by local authors. It has been said in the study of Pannell (2021) that local stories mirror lived experiences. While reading local stories you feel more connected to where you live (Megally, 2019). They aid readers to relate the stories with their local realities. Readers easily understand the setting, themes and plot development of the stories (Sinnott, 2022).

Theoretically, Sari (2013) mentioned that using short stories in order to develop reading comprehension skills will make the students exchange their ideas in the classroom discussion and make a connection between the text and the text from outside the school. Pourkalthor and Kohan (2013) added that using short stories make the students feel more relaxed and it makes reading comprehension easier. Students who study local culture are able to improve their reading ability. Inserting story of local culture in English learning can improve student's competence specifically reading competence (Ratminingsih and Budasi, 2018). For young readers, books written by local authors set in local community act as a mirror for their own lived experiences. It offers an opportunity for children to make connections to both themselves and their immediate surroundings (Pannell, 2021).

## **5. CONCLUSION**

Based on the indicated findings, the following conclusions were drawn.

1. Majority of Grade 4 students belong to the Instructional level.
2. Majority of the student's responses were sometimes; some of the responses were always and never. Among the environmental factor, the home environment affects more on the reading comprehension of

the student. In terms of the cognitive factor, background knowledge has a greater effect on the students' reading comprehension.

3. This study concluded that the level of reading comprehension and the level of factors affecting the reading comprehension have a positive but not significant relationship.
4. Parental education is proposed as an intervention for the home environment in transforming a home into a conducive learning environment. Moreover, utilizing a local story is proposed as an intervention in developing background knowledge and improving reading comprehension.

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