

FACTORS AFFECTING READING COMPREHENSION IN ENGLISH OF GRADE 4 PUPILS IN OWABANGON ELEMENTARY SCHOOL

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ABSTRACT

This quantitative research aimed to survey several factors affecting reading comprehension in English of Grade 4 pupils in Owabangon Elementary School. The data were collected through data gathering procedures using a self-made questionnaire that went on reliability and validity testing. There were 21 respondents. There are two variables affecting reading comprehension, and each has two indicators. The first is environmental factors (home and school/instructional environment), while the second is cognitive factors (vocabulary and background knowledge). The results show that the learners' reading comprehension is moderately affected. Based on the data obtained, the proposed intervention is to implement a reading hour ordinance, learn new words daily, and make teachers aware to help lessen the factors affecting the learners' reading comprehension. Reading comprehension is essential for everyone to avoid misunderstanding what is being read and to be able to convey relevant information to one another.

Keyword: *reading comprehension, vocabulary, environment factors, skills, reading accuracy, reading intervention*

1. INTRODUCTION

Reading comprehension plays an essential role in our daily basis. Students interact if the topic catches their interest and create possible comprehension since they are interested (Marquez, 2008). Reading is also vital for success since it entails active extraction and synthesis of meaning from the text. Reading comprehension is difficult and requires many skills to develop to achieve excellent reading comprehension (Connors and Otaiba, 2018). However, it was stated that a child's family environment could influence their reading comprehension ability and that parent-child interactions affect not only individuals' language coding abilities but also their capacity to read comprehension (Xiaofeng, Wenhue, and Aibao, 2018). In fact, family troubles such as divorce, financial hardship, and sibling bullying harm children's academic achievement (Bennett, 2019).

The impact of traditional school libraries was studied by Scholastic Publishing (2008) on pupils' academic performance was explored. The number of full-time school librarians and staff and the size of the school library were all related to the score. The more librarians and teachers interact, and library-centered instruction is implemented, the better. Reading does not have to be associated with work, but because our school demands some type of evaluation to verify that the reading was finished or the student completes a post-reading product, students have come to view reading as a chore rather than an enjoyable activity (Gallagher, 2009). As stated, parent-child interaction influences not only vocabulary encoding capacity but also reading comprehension ability. Reading comprehension is a constructive thinking process that includes knowledge of both direct and implicit meaning. Understanding, application, analysis, remarks, and creativity are all aspects of reading comprehension, implying that various difficult skills must be combined to achieve the desired result (Torgesen, 2000).

In addition, about the cognitive and environmental factors that affects reading comprehension, there is a lack of empirical studies on mechanisms underlying the relationship between critical factors and students' reading comprehension in elementary school (Slavin, 2018). In fact, the present study intends to help contribute positive change toward the reading comprehension in English of Grade IV pupils in Owabngon Elementary School by identifying the factors that affect their reading comprehension.

2. REVIEW OF RELATED LITERATURE

This chapter presents a review of the related literature of this study. The literature presented in this area is focused on the following: the reading comprehension, the problem of reading comprehension, some strategies to improve reading comprehension, and factors affecting reading comprehension.

2.1 The Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. It relies on two interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences (Zimmerman and Hutchins 2003). It was stated that the students interacted if the topic caught their interest and created possible comprehension because they were interested in the topic (Marquez, 2008). According to the Texas Education Agency, instruction reading is mastery of specific abilities such as identifying major ideas, establishing cause and effect relationships, comparing and contrasting, and sequencing. Reading comprehension means the understanding and interpretation of what is being read. Reading comprehension starts with decoding what he read, connecting what he read to his previous knowledge, and critically analyzing what the text is all about (Duncan, 2007). Reading comprehension is a difficult exam and belief system in which humans participate in a variety of cognitive and linguistic processes (Nation and Nate, 2019; Elleman and Orlund, 2019). Reading comprehension is essential for successful functioning in our society. In virtually all instances, the goal of reading is to identify the meaning or message of the text at hand. Doing so involves the execution and integration of many processes (Panayiota and Kendeou, 2015).

Reading is a vital aspect of an individual's personal and educational growth, and understanding is also important. Reading alone is not enough for learners to understand what is written; they must break down, evaluate and recognize the ideas and information (Mckee, 2012). Reading is not an easy task for everyone to do; it is a complex process that requires the development of specific skills in order to attain the reader's goal, which is known as reading comprehension. Reading is also important for success since it entails active extraction and synthesis of meaning from the text. Reading comprehension is a difficult task, and there are many skills that need to develop in order to achieve excellent reading comprehension (Connors and Otaiba, 2018). However, learners struggle to develop and achieve necessary skills such as decoding, fluency, vocabulary, sentence construction and cohesion, reasoning and background knowledge, working memory, and attention (Andrew and Lee, 2012). Comprehending text is a difficult process that teaches by teachers and not an easy skill to acquire by students. It is said that reading comprehension is one of the most complicated behaviors we are involved in daily (Miñoza and Montero, 2019). Many factors may affect the reading comprehension of the students. Some of the crucial factors that affect the students' reading comprehension are presented below.

2.2 The Problem of Reading Comprehension

Reading comprehension difficulties can be caused by a variety of factors. Comprehension requires a foundation of vocabulary and knowledge. To their education experience, all children bring a wealth of information and language. The word "academic language" refers to the vocabulary and linguistic patterns that are employed in text and concepts at school and work and which are particularly important for reading comprehension (Lesaux and Russ, 2015; Ricsketts, Nation & Bishop, 2007). To read and grasp grade-appropriate texts, a kid who struggles with reading comprehension may need more developed academic language. However, a global problem has evolved, citing various unfavorable factors associated with learners learning new vocabulary. One of the causes of students' challenges in learning vocabulary was different grammatical forms of a word known as inflections (Rhomatillah, 2014). Filipino students who got scored poorly to comprehended text mostly come from low-income backgrounds where family and school environments do not motivate a growth mindset (Tan, 2018).

Moreover, it was stated that some of the students have difficulties understanding the importance of reading, resulting in unsatisfactory reading ability. Reading text makes them unable to grasp the ideas Ministry of Education (2008). It was found that reading should be nurtured for students to be able to read and think critically. It can have various problems: students cannot read, understand, and grasp the idea (Jintana, 2005). In addition, children who lack reading ability may experience less confidence and be disappointed every time, which affects their opportunities in the future, especially if they are looking for a job (Suwanaroa, 2021). On the other hand, the reading problem stated that students who did not have good motivation in reading felt that the text was not interesting. They kept looking up the words in their dictionary to find their meanings, making them feel bored and uninterested in reading comprehension (Ulfa, 2012). Even reading some of the materials written in the learners' mother tongue was sometimes difficult to understand because they do not have the habit of

reading frequently. At the same time, reading comprehension comprises different components, processes, and factors (Galakjani & Sabouri, 2016).

2.3 Some Strategies to Improved Reading Comprehension

The impact of traditional school libraries on students was studied by (Scholastic Publishing 2008). It investigated how well students did in school. The study found that pupils who scored higher on standardized tests were more likely to succeed. The number of full-time school librarians, staff, and the size of the school library were all related to the score. The more frequently librarians and teachers collaborate on library-centered instruction, the better (Lantolf, 2006). Students require the valuable practice of making a decision as well as the time to reflect on the fact that they may have chosen the wrong book. However, they can return to the library and choose again without consequence or judgment and without falling behind on an assignment (Gallagher, 2009). When students get home or have free time, reading does not appeal as an option because of the mindset that it is not fun. Parental involvement in early childhood reading is favorably associated with children's reading ability, and parental reading companionship also nurtures early reading ability (Silinskas, 2012). Relevant studies stated that even when parents do not guide their young children's formal reading or writing, a youngster who read with their parents and scrawl graffiti at home begin reading and writing quite early. These activities help children recognize the characters in their environment, which leads to more opportunities (Deng, 2015). In fact, parents-child interaction influences not just vocabulary encoding capacity but also reading comprehension ability. Reading comprehension is a constructive thinking process that includes not only knowledge of direct meaning but also an understanding of implicit meaning. Understanding, application, analysis, remark, and creativity are all aspects of reading comprehension, which means that a variety of complicated skills are combined to get the desired result (Torgesen, 2000). However, in order to support and encourage children's literacy development, parent, school, and communities must collaborate (Jeewek & Gerwin, 2012).

Parents can have a tremendous impact on their children's lives; therefore, education begins at home. Parental involvement is linked to fewer behavioral issues in the classroom, improved attendance, lower dropout rates, and lower grade retention (Ross, 2016). Parental participation has been linked to improved learning and academic performance (Wilder, 2014). Teachers have a fairly limited view of parents' involvement in their children's education (Fan, Williams & Wolters, 2012). The degree to which parents are involved in their children's school matters is intimately tied to their values and views. Parents that place high importance on academics will spend more time with their children participating in academic activities (Noack, 2004).

Reading can expand vocabulary; reading-related activities were the primary cause of vocabulary growth from 4th grade to 10th Australian Christian College (2022). As stated by (Imran, 2012), knowledge gained will entice children to read more and expand their knowledge. Students reading interest is strongly related to academic and personal achievement. He added that when children have more knowledge, they can have a broader and more comprehensive perspective on the subject. National Children Reading Habits Study (2018) states that students should read between 15 minutes and one hour a day outside the school. Regular reading not only improves vocabulary and school performance but also helps build self-confidence and develop empathy. Additionally, reading can help people learn to read and improve their reading skills, and those who read frequently become good readers because they are exposed to new words/terms (Eskey, 2012).

2.4 Factors Affecting Reading Comprehension

Environment Factors. Poor readers frequently have negative school experiences. Even the most well-intentioned and stable family may not be able to prepare a child for school adequately. Teachers note changes in the home environment, such as an increase in family breakups, even in wealthier neighborhoods. Teachers in all schools train at-risk children as family instability develops (Lerner & Johns, 2012). Some school policies can increase a student's difficulties. In such cases, the educational system does little to assist the youngster with serious reading difficulties. However, the National Commission on Teaching and America's Future state that it is recognized that good teachers are the most important element in teaching. The teacher must be able to talk a considerable personal knowledge base to effectively motivate and guide each student (Darnell and Denise, 2002). It has been discovered that genuine participation by children in serious subjects is not important when they are taught in a classroom that is not well managed (Levings, 2020). The teacher must provide support structures inside the classroom to make learning effective. Also, enough time should be allocated for students reading. The absence of effective instruction is insufficient to develop proficient literacy, vocabulary, and decoding skills in the students (Connors and Otaiba, 2008).

Poor readers read only a third as many words as average students in school. Students with reading problems are not practicing enough to improve their reading skills (Lerner & Johns, 2012). Instruction that does not meet the

needs of the students can be a significant factor in a reading problem. Thus, Low-achieving students often do not read enough to become better readers (Blachman, Tangel & Ball, 2004). It was stated that when at school, there should be a prioritized time for reading in school (Ganser, 2021). A pupil's reading ability can be either positively or negatively influenced by the home environment (Paananen, 2009). Many home-related factors cause reading difficulties. These comprise mother tongue interference, lack of motivation, unavailability of reading materials, parent's reading level and poverty-related difficulties (e.g., lack of proper furniture for studies and poor nutrition), poor lighting system, and minimal support by parents and the community at large (Marquez, 2008).

On the other hand, Xiaofeng, Wenhue, and Aibao (2018) claimed that a child's family environment can influence their reading comprehension ability and that parent-child interactions affect not only an individual's language coding abilities but also their capacity for reading comprehension. The family troubles such as divorce, financial hardship, and sibling bullying negatively impact children's academic achievement (Bennett, 2019). According to a study published in the journal *Child Development* in 2013, the stress associated with living in a high-conflict home can impair a child's cognitive performance. High background noise may affect students reading and vocabulary performance. This factor may cause students to lose interest when distracted by the background noise (Connolly, 2019). Additionally, hearing frequent or intense fighting can be stressful for students and create a stressful environment for them (Morin, 2019).

Cognitive Factors. Many academic and social elements of life require vocabulary knowledge. According to some, one of the most crucial qualities of an educated student is their vocabulary (Beck, Mckeown & Kucan, 2002). The ability to talk, write and understand oral and written materials is influenced by a person's vocabulary. Students may struggle in several areas of education if they lack high vocabulary knowledge, including reading comprehension, which has been connected to vocabulary knowledge (Beck & Mckeown, 2007; Hairrell, Rupley and Simmons, 2011; Sobolak, 2011; Quinn, Wagner, Petscher and Lopez, 2015). In fact, lack of vocabulary is a strong predictor of poor reading comprehension. Research shows that if a learner lacks vocabulary, he or she will struggle with language comprehension and reading, negatively impacting all other areas of learning (Jalongo and Sobolak, 2011).

It was said that vocabulary is one of the main factors that affect students/learners' reading comprehension (Bauman, 2009). If the learners' vocabulary is weak, she/he might not be able to comprehend or understand the text or the whole meaning of the text being read. Those learners who experience a hard time in reading comprehension possess poor or limited vocabulary (Biemiller & Boote, 2006; Rupley & Nichols, 2005). However, they stated that the connection between vocabulary knowledge and reading comprehension claims that vocabulary knowledge and reading comprehension are intimately linked. It is also important to keep in mind that, aside from language, there are other aspects that influence reading comprehensions, such as the impact of L1 transfer, individual variation, and text difficulty (Thomas and Healy, 2012). In fact, several researchers believe vocabulary knowledge to be a key factor that affects reading comprehension in both first and second-language learning (Alderson, 2000; Joshi, 2005; Qian, 2002; Ricketts, 2007). A shaky or poor vocabulary size, coupled with an inability to infer word meanings, can act as a hurdle restraining learners from understanding and tend to guess the meaning of the text (Qian, 2002; Qian & Schedl, 2004). The importance of broad and deep vocabulary knowledge in academic reading comprehension. These two vital components are Language learners have a higher priority since they are more likely to come across unfamiliar words. "Having a larger vocabulary gives the learner a larger database from which to guess the meaning of unknown words or behaviours, or newly learned words." Students with deeper vocabulary knowledge will likely improve the guessing work results (Qian, 2002).

Furthermore, to construct a meaningful representation of a text, a reader's background knowledge is required. He added that a well-connected memory storage system allows for faster retrieval and use of relevant information (Kintsch & Rawson, 2005). Prior content knowledge supports relevant comprehension and learning (Barnes, Dennis & Haefele, 2008). Prior knowledge of a domain predicts text recall for students across development and supports the ability to make inferences (Kaefer, Neuman & Pinkham, 2015). In addition, background knowledge is an important factor in influencing a student's reading comprehension success; this one factor can often make or break a child's ability to read with comprehension (Starke, 2021). Although educators emphasize the importance of knowledge in comprehension, elementary school is focused on informational text for a short period of time (Duke, 2000).

According to survey research submitted in the National Survey of Science and Mathematics Education, elementary teachers give over 80 min of language arts instruction a day compared to an average of 21 min in science and 18 min in social studies (Banilower et al., 2013). This is compounded for less skilled readers who

have knowledge gaps has difficulties comprehending expository text. (Compton, Miller, Gilbert, & Steacy, 2013), difficulties comprehending expository text. Additionally, they are frequently pulled from content area classes for additional reading instruction (Banilower, 2013). On the other hand, the internal factor is the ability, which covers learners' linguistic knowledge of English, such as grammatical and vocabulary knowledge. Learners' linguistic performance usually indicates their linguistic competency as well as reading comprehension (Yilmaz & Kahyalar, 2017). Other internal factor affecting learners' perception includes their feeling of interest, boredom, anxiety, sickness, and discomfort due to personal problems that promote negatively affect reading comprehension ability (Habibian, Roslan, Idris & Othman, 2015).

3. METHODOLOGY

3.1 Research Design

The researcher used a descriptive correlational research design. This is a quantitative research design that is used to determine if the level of reading comprehension has a significant relationship to the factors affecting reading comprehension in terms of the home environment, school environment, vocabulary, and background.

3.2 Research Instrument

The research instrument used a researcher-made questionnaire which underwent validity and reliability testing. The validity test was established through factor analysis with a KMO of 0.36 and Barlett's Test of Sphericity of 0.000, suggesting that there is enough sample and correlation among data for the test. The Scree plot and rotated component matrix showed that the entire set of questionnaires that were subjected to pilot testing is valid. On the other hand, the reliability test was accomplished using Cronbach's Alpha with a coefficient of 0.817, which showed that the questionnaire is highly reliable.

3.3 Respondents of the Study

The respondents of this study were Grade 4 Pupils in Owabangon Elementary School. The respondents voluntarily participated in the study.

3.4 Research Procedure

1. A letter of permission to conduct the study was sent to the office of the principal of Owabangon Elementary School for approval.
2. Upon approval, the researcher went to the classroom adviser and asked permission to conduct the study by giving a letter. After approval, the researcher began to distribute the questionnaires.
3. After data collection, the responses of Grade IV Pupils in Owabangon Elementary School were tallied using an excel application and were then analyzed by a statistician.

3.5 Data Analysis

In this study, the following tools were used in analyzing the data.

1. **Phil-IRI** scale was used to determine the level of reading comprehension in Grade 4 Pupils in Owabangon Elementary School. Below is the interpretation of the level of reading comprehension in English, which is categorized into four levels.

Table 1: Interpreting the Reading Level

Reading Level	Interpretation
Independent	This is the highest level at which the pupil can read independently without the help or guidance of a teacher.
Instructional	This is the level at which the pupil is not independent but has adequate background knowledge for a topic and can access text quickly and with no or few errors.
Frustration	This is the lowest level. The pupil does not have an adequate background level for a topic and/or cannot meet the criteria for instructional levels of accuracy and rate.
Non-reader	The pupil cannot recognize and sound out letter-sound connections for single consonants, consonant blends, and others.

2. **Mean** was used to address the level of factors affecting reading comprehension from SOP 2. Table 2 shows its interpretation.

Table 2: Interpreting the Mean Results

Scale	Descriptor	Interpretation
1.00-1.67	Always	The level of factors affecting reading comprehension was always manifested.
1.68-2.33	Sometimes	The level of factors affecting reading comprehension was sometimes manifested.
2.34-3.00	Never	The level of factors affecting reading comprehension was never manifested.

3. **Pearson r** is the statistical analysis used to answer SOP 3. Table 3 shows its interpretation.

Table 3: Interpreting Pearson r

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to -.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Negligible correlation

4. RESULTS AND DISCUSSION

This chapter presents the results and discussion. Specifically, it discusses the following: level of reading comprehension in English, level of practice of reading comprehension, significant relationship between the level of reading comprehension and level of practice of reading comprehension in English of Grade 4 Pupils in Owabangon Elementary School.

4.1 Level of Reading Comprehension

The self-made questionnaire, which underwent validity and reliability testing, was used to gather the data. It was administered to 21 respondents in Owabangon elementary school. After the data were gathered, it was tallied and analyzed. Table 1 shows the level of reading comprehension of Grade IV Pupils in Owabangon Elementary School in terms of the level of Reading Comprehension in English of Grade 4 Pupils in Owabangon Elementary School. Frustration comprises readers who lack sufficient background knowledge on a topic and fail to meet instructional accuracy and rating criteria. Consider frustration levels as those that necessitate considerable or even moderate help from an educator (University of UTAH Reading Clinic 2021).

Table 4: The Level of Reading Comprehension

Reading Level	Frequency	Percentage	Mean	Remarks
Independent	0	0.00	2.43	Frustration
Instructional	9	42.90		
Frustration	12	57.10		
Non-reader	0	0.0		
TOTAL	21	100.00		

4.2 Factors Affecting Reading Comprehension terms of Environmental factor: *Home Environment*

Table 5 shows that the student's responses on "parents fight from time to time", "the people inside the house have noise issue", and "untidy house" were interpreted as never. Family troubles such as divorce, financial hardship, and sibling bullying negatively impact children's academic achievement (Bennett, 2019). However, the response to "noisy neighbors" was interpreted as sometimes. This means that their reading comprehension is affected by outside people. According to Child Development (2013), the stress associated with living in a high-conflict home can impair a child's cognitive performance. Additionally, it was stated that hearing frequent or intense fighting can be stressful for students and create a stressful environment for them (Morin, 2019). On the other hand, the average home environment was interpreted as sometimes. This means that the learners' reading comprehension was moderately affected. The study supports that a pupil's reading ability can either be positively or negatively influenced by the home environment (Paananen, 2009). Unsupportive environments,

such as insufficient light, extreme temperature, and interrupting noises, can hinder learners from reading (Galakjani and Sabouri, 2016).

Table 5: Factors affecting Reading Comprehension (Home Environment)

A. Home Environment	Standard Deviation	Mean	Remarks
1. Parents argue from time to time.	0.68	2.43	Never
2. The people inside the house have noise issue.	0.59	2.38	Never
3. Untidy house	0.59	2.38	Never
4. Noisy neighbors	0.75	2.19	Sometimes
5. Living near the highway	0.92	2.05	Sometimes
Average	0.39	2.29	Sometimes

4.3 Factors Affecting Reading Comprehension in Terms of Environmental Factor: *School/Instructional Environment*

Table 6 shows that the majority of the student's responses to "classmates inside the classroom are very noisy" is sometimes. High background noise may affect students reading and vocabulary performance. This factor may cause students to lose interest when distracted by the background noise (Connolly, 2019). Furthermore, a messy classroom may not be good for learners' reading comprehension. Children feel that genuine participation in subjects is not important when they are taught in a classroom that is not well managed (Levings, 2020).

Moreover, "playing every time in the school" was interpreted as sometimes. Playing every time may lose the students' interest in reading, as studies suggest that when at school, there should be a prioritized time for reading (Ganser, 2021). An unapproachable teacher could be a reason to feel students afraid of asking what they do not understand. "Hating book story presented by teacher" was interpreted as sometimes, which, consequently, affects the students' reading comprehension. According to Darnell and Denise (2002), a teacher must be able to motivate and guide each student to read effectively. However, the average of school environment was interpreted as sometimes. This means that the learners' reading comprehension was moderately affected. The absence of effective instruction prohibits the development of proficient literacy, vocabulary, and decoding skills of the students (Connors and Al Otaiba, 2008).

Table 6: Factors affecting Reading Comprehension (School/Instructional Environment)

B. School/Instructional Environment	Standard Deviation	Mean	Remarks
1. Classmates inside the classroom are very noisy.	0.67	2.05	Sometimes
2. Messy classroom.	0.51	2.43	Sometimes
3. Playing every time in the school.	0.60	1.81	Never
4. Unapproachable teacher.	0.77	1.90	Sometimes
5. Hating book story presented by teacher.	0.93	2.19	Sometimes
Average	0.39	2.08	Sometimes

4.4 Factors Affecting Reading Comprehension in Terms of Cognitive Factor: *Vocabulary*

Table 7 shows that "Looking at the dictionary when encounter unfamiliar word in English" was interpreted as sometimes. Students may struggle in several areas of education if they lack high vocabulary knowledge, including reading comprehension, which has been connected to vocabulary knowledge (Beck & Mckeown, 2007; Hairrell, Rupley, and Simmons, 2011; Sobolak, 2011; Quinn, Wagner, Petscher, and Lopez, 2015). Moreover, guessing the meaning of unfamiliar words in English was caused by a shaky vocabulary size can act as a hurdle restraining learners from understanding what they are reading (Qian and Schedl, 2004).

On the other hand, the average of vocabulary knowledge was interpreted as sometimes. This means that the learners' reading comprehension was moderately affected. It was said that vocabulary is one of the main factors that affect students/learners' reading comprehension (Bauman, 2009). Additionally, if the learners' vocabulary is weak, they might not be able to comprehend or understand the text or the whole meaning of the text being read. Learners who experience difficulty reading comprehension possess a poor or limited vocabulary (Biemiller and Boote, 2006; Rupley and Nichols, 2005).

Table 7: Factors affecting Reading Comprehension (Vocabulary)

A. Vocabulary	Standard Deviation	Mean	Remarks
1. Looking at the dictionary when encountering unfamiliar words in English.	0.56	2.29	Sometimes
2. Guess the meaning of unfamiliar words in English.	0.50	1.43	Sometimes
3. Always asks their teachers or even classmates whenever they have difficulties understanding words or sentences.	0.71	2.00	Sometimes
4. Disappointed when there are difficult sentences from the text.	0.70	2.10	Sometimes
5. Write difficult words and look them to understand the text.	0.85	1.86	Sometimes
Average	0.31	1.93	Sometimes

4.5 Factors affecting Reading Comprehension in terms of Cognitive Factor: *Background Knowledge*

Table 8 shows that all factors affecting reading comprehension (Background Knowledge) were interpreted as sometimes. This means that the learners' reading comprehension was moderately affected. Students with deeper vocabulary knowledge will likely improve their guessing work results (Qian, 2002). "Feeling disappointed when they cannot understand text" was interpreted as sometimes affecting reading comprehension. Children who lack reading ability may experience less confidence and be disappointed every time, which affects their opportunities in the future, especially if they are looking for a job (Suwanaroa, 2021).

However, "feeling disappointed when students cannot relate to the text" and "trying to connect ideas to real life" was also interpreted as sometimes. In order to construct a meaningful representation of a text, a reader's background knowledge is required. He added that a well-connected memory storage system allows for faster retrieval and use of relevant information (Kintsch and Rawson, 2005). On the other hand, when reading the whole text without comprehension, students do not gain meaning from what they read (Brandon, 2021). Overall, the average background knowledge was interpreted as sometimes affecting the students' reading comprehension. Background knowledge is important in influencing a student's reading comprehension success (Starke, 2021).

Table 8: Factors Affecting Reading Comprehension (Background Knowledge)

Background Knowledge	Standard Deviation	Mean	Remarks
1. Guessing main ideas according to pictures, charts, or figures.	0.63	1.90	Sometimes
2. Feeling disappointed when cannot understand text.	0.67	1.95	Sometimes
3. Feeling disappointed when cannot relate to text.	0.68	1.81	Sometimes
4. Reading whole text without understanding.	0.74	1.95	Sometimes
5. Trying to connect the main idea to real life scenario.	0.71	2.00	Sometimes
Average	0.35	1.92	Sometimes

Based on the table, the majority of the response is sometimes. Family troubles such as divorce, financial hardship, and sibling bullying negatively impact children's academic achievement (Bennett, 2019). According to a study published in Child Development in 2013, the stress associated with living in a high-conflict home can impair a child's cognitive performance. In a classroom without proper management, a child may feel that genuine participation with serious subjects is not important (Levings, 2020). In addition, the teacher needs to provide support structures inside the classroom in order to make learning effective. Also, enough time should be allocated for students reading. Without the presence of effective instruction is not enough to develop proficient literacy skills, vocabulary and decoding skills of the students (Connors and Otaiba, 2008).

Table 9: The Average of Environmental factors and Cognitive factors

Factors Affecting Reading Comprehension	Mean	Remarks
<i>A. Environmental Factors</i>	2.18	Sometimes
1. Home Environment	2.29	Sometimes
2. School/Instructional	2.08	Sometimes
<i>B. Cognitive Factors</i>	1.93	Sometimes
1. Vocabulary	1.93	Sometimes
2. Background Knowledge	1.92	Sometimes
Average	2.06	Sometimes

4.6 The significant relationship on between Level of Reading Comprehension and Level of Factors affecting Reading Comprehension in English of Grade 4 Pupils in Owabangon Elementary School.

The significant relationship between the level of reading comprehension and factors affecting reading comprehension in English Grade 4 Pupils in Owabangon Elementary School was 0.272 in terms of Pearson-r; its remark was moderately positive since its p-value was 0.232. It says there is no significant relationship between reading level and the level of factors affecting reading comprehension. Therefore, the result shows a moderate positive but not significant relationship between reading level comprehension and factors affecting reading comprehension.

There are many home-related factors that cause reading difficulties. These comprise mother tongue interference, lack of motivation, unavailability of reading materials, parent's reading level, poverty-related difficulties (e.g., lack of proper furniture for studies and poor nutrition), poor lighting system, and minimal support by parents and the community at large (Marquez, 2008). In addition, It was said that reading comprehension is a constructive thinking process that includes not only knowledge of direct meaning but also an understanding of its implicit meaning. Understanding, application, analysis, remark, and creativity are all aspects of reading comprehension, which means that various complicated skills are combined to get the desired result (Torgesen, 2000).

Table 10: Significant relationship on between Level of Reading Comprehension and Level of Practice in English of Grade 4 Pupils in Owabangon Elementary School

Factors	Pearson r	p-value	Remarks
Reading Level	0.272	0.232	There is a moderate positive but not significant relationship between reading level and factors affecting reading comprehension.
Factors Affecting Reading			

5. CONCLUSION

This study concluded the following:

1. The level of reading comprehension in English of grade four pupils in the Owabangon Elementary School belongs to the frustration level.
2. The level of factors affecting reading comprehension, namely home, school/instructional environment, vocabulary, and background knowledge, is manifested sometimes.
3. The significant relationship between the level of reading comprehension and level of reading practice in English Grade 4 pupils in Owabangon Elementary School was moderately positive but not significant.
4. The proposed interventions in the home environment based on the result of the study is through the implementation of adaption of resolution for the position of the Reading Hour Ordinance, Construction of Hams on the highly populated portion as well as, putting in place of BPATS on boarders of the Barangay and Teachers Awareness. Moreover, cognitive factors intervention is through the implementation of Learn New Words Activity.

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