FACTORS AFFECTING READING COMPREHENSION AMONG GRADE 5 PUPILS IN POO ELEMENTARY SCHOOL

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ABSTRACT

Many students struggle with reading comprehension, which can seriously strain their learning across all classroom subjects. This research aimed to identify the factors that affect the reading comprehension of 31 Grade 5 pupils in Poo Elementary School at Poo, Kinablangan, Baganga, Davao Oriental. A complete enumeration of 31 students was utilized, and data were gathered through a researcher-made questionnaire that underwent validity. Multiple factors affecting reading comprehension were determined, but the focus was only on cognitive factors, which include background knowledge, vocabulary knowledge, reading fluency, making inferences, and environmental factors such as home environment, social environment, and cultural environment. The results revealed that the reading level of Grade V pupils in Poo Elementary School was instructional. Moreover, the result of this study stated that the level of practice of cognitive and environmental factors was sometimes manifested. Out of the results, vocabulary knowledge, home environment, and cultural environment predict reading comprehension. Based on the results, the researcher proposed three interventions: Frayer Model for vocabulary, Modify Homeschooling Program for the home environment, and Culture Training Program for the cultural environment.

Keyword: *strain, questionnaire, validity, instructional, intervention, vocabulary, alpha*

1. INTRODUCTION

Reading comprehension is a critical learning skill for all students, as it is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Clarke et al., 2013). Sometimes, parents may not know the cause of reading comprehension difficulties. There are many reasons why children may have difficulty understanding what they read, including learning disability, phonological awareness, and lack of vocabulary (Lynch, 2020). Good comprehension is essential if reading is to be done with purpose, if readers are to engage and learn from the text and ultimately, if readers are to enjoy what they are reading. Without understanding, children get no meaning from what they read (Zimmerman & Hutchins, 2003). As stated by Montgomery (2016), reading comprehension increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in person's personal life.

Reading comprehension is hindered when students lose interest and disengage from reading (Guthrie, 2008). Botha et al. (2008) state that pupils' language competence affects their performance in all subjects. If pupils' reading competencies are poor, then their writing competencies and their comprehension levels would also be poor. Many students begin to dislike reading because they struggle to gain meaning from what they read (Bohn- Gettler, & Rapp, 2011). Educational factors such as teaching method, instructional time, school environment, and non-educational factors were known as factors that affect reading comprehension (Ruben et al., 2007). Little is known, however, about the cognitive and environmental factors that affect reading comprehension. Furthermore, there is a lack of empirical studies on mechanisms underlying the relationship between critical factors and students' reading comprehension in elementary school (Slavin et al., 2018). Consequently, the present study intends to help contribute positive change toward reading comprehension among Grade 5 pupils in Poo Elementary School by identifying the factors.

2. REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and studies that helped the researcher determine the factors that affect reading comprehension. Those included in this chapter help in familiarizing relevant and similar information to the present study and gave the author enough background to understand the study.

2.1 The Importance of Reading Comprehension

According to Mckee (2012), reading is vital to an individual's personal and pedagogical growth. It is the concept of understanding that can be even more important. Reading in itself is not enough: an individual must be able to analyze and reorganize ideas and information. One person needs the ability to understand what the writer tries to communicate. Reading understanding is a complex multiple task capacity. These processes were divided onto two main types equally difficult: processes at a lower level and higher level (Stoller, 2022). The lower level includes the detection of words, graphophones and others, while the skills at a

higher level included syntactically, semantic and others. Students need reading comprehension skills to succeed both in academic and personal life. In the academic life of students, reading is the basis for understanding all academic content (Clarke et al., 2011). Reading comprehension is also an essential skill that individual need in order to be successful in their personal lives (Blair et al., 2007). For instance, to be successful, individuals need to understand the basic text that appears in utility bills, housing contracts, career applications and newsletter (Hoch, 2015). In addition, individuals needs reading comprehension skills in order to be able to have and maintain a job and successfully engage in different daily activities. In addition, individuals who can recognize what they are reading, can safely live their lives, and continue to gain socially and intellectually (Hoch et al., 2015).

2.2 Factors Affecting Reading Comprehension

Reading comprehension is an essential part of reading that all students have to guarantee in academic and personal life. However, most students with learning difficulties have serious problems understanding what they read (Gersten et al., 2001) even after that are the necessary decoding skills have acquired and dominated (Kessler,2009). According to Bourdman (2007), the problems with learning difficulties experienced by students with learning difficulties can adopt different forms, inappropriate use of background knowledge, lack of word treasure, lack of reading fluid, limited knowledge of the common text structures, difference and conclusions. A study conducted by Lazarus (2020) revealed the socio-demographic factors affecting reading comprehension among students such as school social environment, type of school, and gender of learners. According to American Institutes for Research (2019), the school environment includes all services, support systems, school policing policies, and related structured practices for the benefit of students and staff.

As reported by Nazir and Mattoo (2012), when schools provide stimulating and supportive learning environment, student's academic performance, either directly or indirectly, is bound to improve other factor which is the type of school described in terms of ownership and administration portrays whether the school management is controlled by the government/ public or private individual or organizations. Lastly, gender. Cekiso (2016) explained that discussion on differences in gender with respect to comprehension of texts is important in the light of growing low reading achievement scores obtained male and females in national and international tests and examinations. Based on the study of Jennings et al. (2010), there are three environmental factors that affect reading comprehension and those are home environment, social environment and cultural environment. In home environment, homes that weighted down by poverty, family instability, and neighborhoods where violence is commonplace increase the likelihood that children will be at risk for school failure (U.S Census Bureau, 2010). As stated by Lovie (2007), many students with reading comprehension also have social difficulties. He also added that students with reading and social problems may not be sensitive to social nuances and may be low achievers. Low-achieving students tend to overestimate their popularity. As Lerner (2012 attests, cultural differences, particularly those arising from a culture of poverty, may lead to intense suspicion and discomfort toward individuals perceived to be in the dominant culture. According to Rubin et al. (2007), educational factors such as teaching method, instructional time, school environment, and non-educational factors, which include home environment, understanding, motivation, and prior knowledge, are the factors that affect reading comprehension.

Inappropriate use of background knowledge is one of the factors that affect reading comprehension. Readers make a connection between new textual and all information, world knowledge, and personal experiences he or she has about the topic of the reading (McNamara, 2005). Lack of vocabulary knowledge is another factor. Rickets, Nation and Bishop (2007) state that limited amount of vocabulary knowledge that the students have could limit their understanding of a text, especially when the text contains unfamiliar vocabulary. Similarly, Chou (2011) concluded that the size of vocabulary knowledge impacts reading comprehension thus, students with more vocabulary knowledge can better understand text when compared to students with less vocabulary knowledge. Lack of reading fluency is another problem. Hudson et al. (2005) highlighted that the lack of accuracy and rapidity in word reading reflects readers' deficit in fluency, which plays a major role in preventing them from gaining access to the meaning of the text. Lastly, difficulty making inferences is one cognitive factor that affects reading comprehension. According to Betta (2009), making inferences from a written text is a constructive cognitive process that allows students to mentally represent a text by integrating different types of information to gain meaning from the text.

In the same vein, Hart (2007) stated the cognitive factors that affect reading comprehension are background knowledge, vocabulary, fluency, active reading, and critical thinking. He explained that, in an effort to comprehend a text, students rely on their background knowledge to link what they already know to the text they are reading. Students must be able to comprehend a familiar word and its relationship with other words within a text, mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence and those vocabulary strategies can help improve comprehension. As students become fluent readers, they will spend less trying to decipher the meaning of words and more time considering the overall meaning of the sentences so overtime fluent readers will develop the ability to insight fully respond to a text. As readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting comprehension problems as they occur. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text. Students can actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Having critical thinking skills help to deepen a student's comprehension of text, resulting in a positive experience. Suwanaroa (2021) also added that reading problems, student's attitude, family support and teaching and learning in classroom are also the factors affecting reading comprehension. Linguistic and cognitive factors such as language acquisition, reading skills, phonological awareness, morphological awareness, word knowledge and vocabulary are some of the factors that negatively affect pupils reading comprehension (Tanczike, 2017). Skinner (2002) declares that all

languages must be learned by child even the mother tongue which points out that language is a behavior formed by conditioned response, therefore it can be learned. Reading skills are supported by knowledge of words, including orthography, phonology, morphology and meaning in which the identification of words is essential for understanding sentences (Perfetti, 2002).

Phonological awareness refers to the understanding of and access to the sound structure of spoken language, that is the consciousness that oral language can be broken down into individual words, and words into phonemes (Csepe, 2006)). Morphological awareness, as defined by Carlise (2000), is the children's conscious awareness of the morphemic structure of words and their ability to reflect on and manipulate that structure. In the study of Tanczike (2017), there is a positive correlation between morphological awareness to reading comprehension because it was found that understanding of words contributes to reading comprehension. Vocabulary and word knowledge are other factors to facilitate reading comprehension. The reading of the text starts with the identification of individual words, for instance, the process which converts the visual input into linguistic representation.

3. METHODOLOGY

3.1 Research Design

The researcher used a quantitative type of research design. This approach was used to describe and identify the factors and interventions to the problem of the reading comprehension of students in Poo Elementary School.

3.2 Research Instrument

A researcher-made questionnaire was used in the data gathering. The validity of the research questionnaire was tested after pilot testing was conducted and analyzed by the statistician.

3.3 Respondents of the Study

This study involved thirty-one (31) grade five pupils of Poo Elementary School. The researcher allowed the respondents to use pseudonyms to ensure students' privacy.

4. RESULTS AND DISCUSSION

This chapter presents the discussion on the results of the study, which include the reading level of grade 5 students, level of practice in cognitive factors, level of practice in environmental factors, factors affecting reading comprehension, differences in the level of practice, and the proposed intervention from the result of this study.

4.1 Level of Reading Performance of Grade 5 Students

The total population of the students is 31. 13 or 41.9% are at the independent level of reading , 15 are under the instructional level, and 3 or 9.7% are under the frustration level. None of the students falls under non-reader.

This shows that the reading level of most grade 5 students in Poo Elementary School was instructional. According to Hoch (2021), instructional reading level is the highest at which a reader is not independent, but has adequate background knowledge topic, and can access text quickly and with no or few errors. Think of independent level as the highest level you would ask a child to read with only a small amount of assistance.

Table 1: Level of Reading Performance

Reading Level	Frequency	Percentage	Average	Remarks
Independent	13	41.9		
Instructional	15	48.4	2.32	Instructional
Frustration	3	9.7		
Non-reader	0	0.0		
TOTAL	31	100.00		

4.2 Level of Practice in Cognitive Factors

Background Knowledge is an important factor in influencing a students' reading comprehension success (Starke, 2021). In addition, according to Queens University (2019), it also helps students draw inferences, which develops critical thinking skills and makes reading more enjoyable. When they can grasp the material and link it back to their own experiences or existing knowledge, they're more likely to build a lifelong reading habit.

Table 2: Level of Practice in Background Knowledge

Description	Standard Deviation	Mean	Remarks
Background Knowledge	0.61	3.23	Sometimes

1. Pupils use learned knowledge from books and other reading materials to understand the text.	0.61	3.65	Always
2. Students use dictionaries and illustrations that help them figure out what a story is about.	0.86	2.71	Sometimes
3. Students apply learning from video presentations like YouTube and other video presentations to fully understand the information that the story is talking about.	0.97	3.16	Sometimes
4. Students ensure that previously learned knowledge correlates or is relevant to the reading content.	0.81	3.42	Always

However, the result yielded that background knowledge is only sometimes manifested. As cited in the study of Marzano (2004), interrupted silent reading and low specific vocabulary terms can cause deficiencies in background knowledge that hamper the achievement of many children.

Vocabulary knowledge aids in activating and building background knowledge to make connections to text, and having vocabulary knowledge can increase reading comprehension and fluency while reading (Weiser, 2013). In a review by Morghadam et al. (2012), vocabulary knowledge plays an important role to reading comprehension they posited that vocabulary learning is central in language acquisition, whether second or foreign language.

Table 3: Level of Practice in Vocabulary Knowledge

Description	Standard Deviation	Mean	Remarks
Vocabulary Knowledge	0.55	3.06	Sometimes
1. Students use a dictionary whenever they struggle to understand a word.	1.02	2.97	Sometimes
2. Students search for unfamiliar words in Google and other search engines.	1.08	3.20	Sometimes
3. Students ask their teacher to have a strong vocabulary whenever they encounter unfamiliar words found in the material they are reading.	1.06	3.13	Sometimes
4. Students go to the library to find books or encyclopedias and find the meaning of unknown words in the text I am reading.	0.81	2.94	Sometimes

Nevertheless, the results yielded that vocabulary knowledge is sometimes manifested. According to Neliti (2010), there are some factors that cause student's difficulties in vocabulary knowledge, and this includes written form being different from the spoken form, the number of words that students need to learn being exceedingly large, the limitations of sources of information about words, and the complexity of the word. Reading fluency is inextricably tied to decoding and reading comprehension. It serves as the bridge between decoding and comprehension.

On one level reading fluency reflects a reader's ability to decode the words in a text. If he is able to quickly and accurately move through the words on the page, his decoding skills are automatic. This means that the reader should be able to accurately comprehend the text (K212 Reader Reading Instruction resources, and 2018).

Table 4: Level of Practice in Reading Fluency

Description	Standard Deviation	Mean	Remarks
Reading Fluency	0.57	3.11	Sometimes
1. Students practice reading aloud the books I am reading.	0.94	3.10	Sometimes
2. Students use a ruler or finger to follow along the passage to get the text's whole meaning.	0.81	3.07	Sometimes
3. Students enjoy joining pair and choral reading during vacant times to become fluent in reading.	0.93	3.16	Sometimes

However, based on the results, reading fluency is sometimes manifested. According to Eileen (2020), inference draws conclusions based on information that has implied instead of specifying directly, and are an essential capacity in understanding reading. In order to draw conclusions, students must combine what they read with what they already know to arrive at their own personal knowledge and apply it to what they read.

Table 5: Level of Practice in Making Inferences

Description	Standard Deviation	Mean	Remarks
Making Inferences	0.71	2.98	Sometimes
1. Students identify clues in the text to help them understand the meaning of the story.	1.02	3.03	Sometimes

2. Every time students read a text, they pause at the end of the paragraph and make their own meaning out from it.	1.15	2.87	Sometimes
3. Students use tables, figures, and pictures in a text to increase their understanding while reading.	1.12	3.07	Sometimes
4. Students paraphrase (restate ideas in their own words) to better understand what they read.	1.10	2.94	Sometimes

However, from the results, making inferences is sometimes manifested. According to Manzaro (2020), uncareful reading of a text, disconnection of readers' experiences and background knowledge, and passive reader are some that cause making inferences difficult.

4.3 Level of Practice in Environmental Factors

A healthy and safe environment is essential for promoting and protecting health and development during childhood. This means that children need stable, supportive social environments and access to resources within the home to enhance cognitive, emotional, and physical development (Brofenbrenner, 2001). According to the study by Xiafeng et al. (2008), children's interaction not only affects the individual's encoding ability of vocabulary but also affects the ability of reading comprehension. Parent-child interaction not only affects the reading ability of vocabulary but also affects the ability of reading comprehension.

Table 6: Level of Practice in Home Environment

Description	Standard Deviation	Mean	Remarks
Home Environment	0.61	2.98	Sometimes
1. Parents schedule a family meeting every Saturday and Sunday of the week to read books and share thoughts about it.	1.05	2.65	Always
2. Parents allow their children to read aloud every time they do reading in order to improve their reading comprehension.	0.92	3.13	Sometimes
3. Parents do storytelling at night and then do follow-up questions about it.	1.03	2.94	Sometimes
4. Home is quiet, healthy, and best to read books.	0.99	2.23	Rarely

However, results yielded that the home environment is sometimes manifested. Unstable, noisy, chaotic surroundings have negative effects on children's home environment (Dush et al., 2013). Low-income children are more likely to face poor-quality home environments across multiple domains than their wealthier counterparts (Bradley et al.,2002). Low-income parents are often forced to choose between healthy and affordable homes (Brysse et al., 2004). A rich social environment promotes effective reading comprehension among students, especially those with learning disabilities thus, the English language teachers should provide learning environment that is conducive to reading comprehension instruction, (Lazarus, 2020).

Table 7: Level of Practice in Social Environment

Description	Standard Deviation	Mean	Remarks
Social Environment	0.46	2.96	Sometimes
1. Pupils discuss what they read with others to check their understanding.	0.79	2.90	Sometimes
2. Students are not shy with their rich classmates to share their thoughts whenever they are paired with their classmates during peer-reading in the classroom.	0.96	2.94	Sometimes
3. Students feel they belong to any group they are in, especially during choral reading, regardless of their social status.	0.82	2.84	Sometimes
4. Their classmate encourages them to read books to answer the activity their teacher gave.	0.90	3.16	Sometimes

However, from the results, the social environment is sometimes manifested. Without a social network, relationships that influence health behavior and social environment will not work. Christakis (2011) emphasized that social environments may also operate through effects on drug use, which also has consequences for violence and mental-health-related outcomes. Neighborhood conditions can create stress (Cutrona, 2006). Students who read a text that is culturally familiar to them will recall 20 to 30 percent more than students who do not (Ricker, 2016).

As highlighted by MBO Skool Team (2020), cultural environment is a concept that helps to understand the customs and collective beliefs of a set of people or society based on their culture, and its components are nationality, religion, language, region, demographics, and education.

Table 8: Level of Practice in Social Environment

Description	Standard Deviation	Mean	Remarks
Cultural Environment	0.66	2.95	Sometimes
1. Pupils reach out to their teacher without doubt and hesitation whenever they do not understand what they are reading, regardless of their religion.	1.05	2.68	Sometimes
2. Pupils ask for simple translation whenever they encounter long and confusing paragraphs.	1.13	3.00	Sometimes
3. Students are fairly treated by their teacher whenever they give reading materials to the pupils during follow-up questions.	0.85	3.23	Sometimes
4. Students participate in reading even if they live in an isolated or far-flung area whenever the teacher asks them to do so.	1.11	2.90	Sometimes

However, the results yielded that cultural environment is sometimes manifested. According to Spacey (2020), negative culture happens when poor habits, norms, expectations, morale, and working conditions exist. Discrimination and prejudice can be the result of poor culture. People may be discriminated against because of their age, disability, ethnicity, origin, political belief, race, religion, sex or gender, sexual orientation, language, culture, and so many grounds (Council of Europe, 2022).

Racism and discrimination causes are fear of difference, ignorance and pride (Paper Owl, 2022). Teacher's impact student's life especially when we talk about culture indirect discrimination occurs when a rule, policy, or basic practice marginalizes a particular group of people.
For instance, if a teacher required all the students to access textbooks and school resources online without providing access to a computer at home , students who did not have access to computers at home most often the economically disadvantaged would be negatively impacted by this practice (Graziano, 2020). Without adequate cultural background knowledge relating to a text, it is impossible to understand the language in reading (Lu, 2017).

4.4 Factors Affecting Reading Comprehension

The table below presents the analysis of the factors that affect reading comprehension. Background knowledge, inferences, and social environment do not affect the reading comprehension of Grade V students.

Table 9: Factors Affecting Reading Comprehension

Factors	Beta Value	R Value	R² Value
Background Knowledge	-.224		
Vocabulary Knowledge	.413		
Reading Fluency	-.119		
Making Inferences	-.195	.421º	.177
Home Environment	.003		
Social Environment	-.393		
Cultural Environment	.001		

Vocabulary knowledge, home environment, and cultural environment positively affect the student's reading comprehension. Among the seven factors, these three only are the factors that predict the reading comprehension of Grade 5 pupils in Poo Elementary School. There is a strong relationship between vocabulary knowledge and reading comprehension. Students need to understand the meaning of critical words they will be reading to promote comprehension.

Vocabulary knowledge and background knowledge provide students a better chance of understanding the text they read (Weiser, 2013). Cunningham (2009) emphasizes that the limiting home environment refers to the social demographic characteristics of parents and the home that has been shown to be correlated with children's literacy and language development he reports that a greater likelihood that children who have reading difficulties also will have parents with below average literacy levels.

4.5 Difference on the Level of Practice of Cognitive and Environmental Factors

The table below shows no significant difference in the level of practice on cognitive and environmental factors. This may be because both cognitive and environmental factors are sometimes manifested and problematic.

Table 10: Difference on the Level of Practice of Cognitive and Environmental Factors

Groups	Sum of Squares	df	Mean Square	F	Sig
Between Groups	1.982	6	.330		
Within Groups	71.920	210	.342	.965	.450
Total	73.902	216			

4.6 Factors Proposed Intervention

Based on the factors that predict reading comprehension, vocabulary knowledge, home environment, and cultural environment were the factors that needed intervention. For the vocabulary, the researcher proposed the Frayer Model. Frayer Model is a model used to identify and define unfamiliar concepts and vocabulary. Students define a concept or word, describe its essential characteristics, provide examples, and suggest non-examples of the idea (Buelh, 2001). It is also a graphic organizer that uses a four-square model to determine, clarify and analyze word meaning and structure (Starke, 2020).

Title of the Activity: *Strengthening Vocabulary Skills*
Intervention: Frayer Model
Steps: (The teacher first explains the Frayer model chart to the class by using a common word to demonstrate the various components)
Definition: Students will describe the vocabulary word. Students will answer the question what does the word mean? By putting the definition on the box. For example, the word "marginalized" students then write it is an adjective that describes a person as insignificant or on the periphery or edge of something.
Facts or Characteristics: After students define the word, they now need to state facts or the unique characteristics that the word possesses. These components will state the features that help to recognize or distinguish the word. For example, the characteristics or facts of the marginalized are being outcasted by society, ignored by others, and thought of as inferior.
Examples: Concrete application of the word in a complete sentence. Students give examples to the word, so for the word marginalized the examples the ranch marginalizes Curley's Wife, and During the early 2oth century, women were often marginalized by men.
Non-examples: Students will give the antonyms of the word of the opposite of the word. For example, Slim is an accepted ranch member, and I feel part of a team. These examples state the opposite meaning of the word marginalized.
For home environment factors, the researcher proposes the Modify Homeschooling Program.
Title of the Activity: *Enhancing Learning Environment*
Intervention: Modify Home Schooling Program
Steps:
Teacher first inform the parents for 2 - 4 hours session twice a week for this program.
Parents must have a mini-room in the house to serve as the learning ground for this program. Parents should also have this "mini-library" where children can read and read anytime they want at home.
The mini-room must be free from noise, healthy, and conducive to learning. The reading materials that would be put into the mini-library could be from the teacher or any recycled and relevant booklet or books from the house and must be well arranged.
During the session, the other members of the family must turn off their phones and any devices that can cause disturbances. They should also minimize their voice, shouting for no reason, and avoid going to the room if they cannot help the child while reading. However, every time the parents are not around, the siblings or the guardian can substitute in guiding the child while learning.
The reading materials must be in line or correlated to the topic discussed in the school to refresh the students of the lessons. Since this program is modified, the parents or guardians should modify the activities done by the teacher at school.
For the cultural environment, Cultural Training Program would be the intervention.
Name of the Activity: Empowering Culture
Intervention: Culture Training Program
Steps:
1. This program is done by both the teacher and parents. Both teachers and parents must be educated on the skills needed to understand other cultures. The first thing they need to do is to attend the seminar on this program.
2. The teacher and the parents must learn to understand and embrace other cultures through discussion on the first day. The teacher will lead the discussion, and parents must participate. This is not just stating facts and opinions but sharing different stories of the culture that the parents have.
3. On the second day of the seminar is film viewing day. Video clips that present different cultures. The clips must also highlight cultural awareness and sensitivity. The parents must take note of the important things they need to avoid and practice respecting other's cultures.
4. On the last day of the seminar, the teacher, parents, and together with the children will perform several activities that practice a healthy culture and happy environment by listening to different life stories of each of the participants.

4.7 Implication of determining the factors that affect reading comprehension in Education

Reading comprehension is also an essential skill that individuals need to succeed in their personal lives (Blair et al., 2007). Individuals need reading comprehension skills to have and maintain a job and successfully engage in different daily activities. In addition, individuals who recognize what they are reading can safely live their lives and continue to gain socially and intellectually (Hoch et al., 2015). Studying the factors that affect reading comprehension is a stepping stone to understanding why students have difficulty understanding the text they are reading. Comprehension is an important component that helps reading more fun, informative and enjoyable. Also, it is needed to succeed in school, work, and life in general. When we determine the factors, we will be able to find the best intervention to help lessen these factors.

This study revealed no significant difference in the level of practice on cognitive and environmental factors. Out of the results, vocabulary knowledge, home environment, and cultural environment predict reading comprehension. The researcher proposed three interventions based on the results: Frayer Model for vocabulary, Modify Homeschooling Program for the home environment, and seminar for the cultural environment.

5. CONCLUSION

Based on the findings, the study concludes that:

1. The level of reading performance of students in Poo Elementary School is instructional.
2. The level of practice in terms of cognitive factors, which includes background knowledge, vocabulary knowledge, reading fluency, and making inferences, is sometimes manifested.
3. The level of practice in terms of environmental factors, including home environment, social environment, and cultural environment, is sometimes manifested.
4. The factors that affect reading comprehension among Grade 5 students are vocabulary knowledge, social environment, and cultural environment.
5. There is no significant difference in the level of practice on cognitive and environmental factors.
6. Frayer Model for vocabulary, Modify Homeschooling Program for the home environment, and a seminar for the cultural environment are the proposed intervention for those mentioned factors.

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