

Reading Comprehension and Academic Performance in English of Grade 7 Students: Basis for an Intervention Program

Emillee O. Arquero

<https://orcid.org/0009-0002-4035-6530>

princecarlee@gmail.com

Philippine Christian University, Manila, Philippines

Abstract

The current study attempted to determine how students' reading comprehension affects their academic progress in English in Grade 7. The study's respondents were 18 sections of grade 7 students, arranged in different ways. The pupils' reading comprehension was predetermined by the Phil-IRI Group Screening Test (GST). This acted as a pre-test. Those who did not pass the GST were given a personalized Phil-IRI Assessment that was completed outside of class hours. Following the intervention, pupils' reading comprehension was tested again using a post-test. The pre- and post-test scores for each group were statistically compared. The academic performance of the indicated respondents was collected and analyzed statistically. The reading comprehension status of the selected respondents was examined and associated with their academic achievement in English. Findings of the study revealed a considerable number of 12-year olds, with fewer 13- and 14-year-olds. Males and females participated equally. In an assessment of 511 seventh-grade students' comprehension skills, they made few errors when reading aloud. The two groups' reading comprehension levels are vastly different, independent of age or gender. There is a considerable association between how well 7th grade students understand what they read and their English grades. There is a significant positive tendency. Students who understand what they read perform better academically. The association is significantly stronger, making it highly unlikely that it was a coincidence. Finally, the study's findings rule out inputs in providing intervention programs that would assist teachers in developing their teaching skills even further.

Keywords: Education, academic performance, reading comprehension, Phil-IRI, quantitative descriptive, Philippines/Asia