

# Reading Comprehension Difficulties Among Junior High School Learners

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## Abstract

The purpose of this study was to investigate the factors that contributed to the reading comprehension difficulties of five Junior High School students. This study also identified the underlying factors contributing to this issue as basis of an effective intervention program to improve students' reading comprehension skills. The study used the phenomenological research design. The data gathering procedure was an interview set-up with validated questions. The study highlight various factors that contribute to reading comprehension difficulties specifically to the five respondents from grade seven Junior High School students. Result showed that there were various factors contribution to comprehension problems such as poor study habits, parent's low educational attainment, internet connectivity, mode of learning and students academic background. Although some students can read, they struggled to comprehend texts, particularly in the English subject. To address these challenges, the study recommends a multifaceted intervention program that includes follow-up and continuous monitoring. The intervention program developed from this research can serve as a guide for other schools with similar challenges in improving their students' reading comprehension skills. It is highly recommended that the school and the teachers must have reading remediation programs and interventions and the parents must cooperate with it to help solve the comprehension problem.

**Keywords:** *Reading Comprehension, PHIL-IRI Standardized Test, personal profile, reading interventions, teachers*

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## **Introduction**

This study aims to know various factors which contributed to the reading comprehension difficulties among Junior High School learners of Panayakan National High School, others can read but lacks reading comprehension, for example in the subject English, reading stories and understanding texts, as subject teachers, we have problems on our students for they cannot understand or translate and give meaning and explanation on what they have read. This will be used as the basis for the intervention program to be developed for the learners reading comprehension problems.

## **Methodology**

The researcher used the phenomenological research design in the study. Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon.

The researcher used the Creswell Theory in this study. According to (Creswell, 2014): Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting.

## **Findings**

The findings include lived experiences were there are problems within the family, poor study habits, poverty, lack of reading materials, educational attainment of the parents were low and the interests of the learners towards their studies are very low. The intervention program for reading comprehension must be follow up always and there should be cooperative learning and peer mentoring and giving of utmost attention with reading drills should be properly plan and implemented. The research limits its scope on reading comprehension and the researcher implies to create more studies to solve reading comprehension problems among learners of the school.

In terms of problems encountered during pandemic, students got negative reactions, they are not answering the modules, they are relying to the answer key, pandemic has brought too much problems to learners since they do not have support and guidance of their family members are lacking, plus the internet connectivity in some areas were not available, some of the activities in

the modules or LAS is difficult for them, they don't know how to answer those activities and the guidance of the teacher is what they wanted to have.

In terms of problems encountered during face-to-face setting, student's performance in school has been observed by teachers as critical, most of the learners could not read fluently, spell words incorrectly and cannot comprehend well. These problems are rampant in our school and the numbers of affected learners were increasing.

In terms of the intervention program proposed by the researcher, there must be a serious and thorough collaboration efforts among all teachers and the involvement of the parents/guardians is highly recommended because teachers cannot do it alone. During the meeting after the releasing of cards, these issues regarding the low scores, academic performance, reading and comprehension problems of the students were raised up to their parents and guardians, various reasons and factors to be considered were discussed and shared to all.

## **Conclusion**

Lived experiences of learners can't be controlled by the teachers who faced, "kumbaga yung sumalo ng problema". Those experiences have been experienced by the learner's long time ago which continuously occurs as a habit that is not resolve from time to time then becomes a bigger problem already. Parents must be well-versed in determining also the problems of their child, Teachers and Parents must have a collaborative effort in helping the child with the problems on reading comprehension.

These Grade 7 Student respondents have entered the Panayakan National High School with low comprehension skills thus we as their teachers must craft new skills and techniques on how to handle these kind of Students, since Grade 4 is the last time they have attended the school because of the two years pandemic.

Teachers cannot proceed to the next level of topic and discussions because most of them cannot understand the topic most especially in English subject.

The proposed intervention program will become successful if the teachers and parents will facilitate the learning and monitor the results, the procurement of the reading materials must be of top priority and the students must be focused on the discussion for them to learn and improve their academic performance.

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