

## Factors affecting reading performance among Grade 3 pupils in Boston, Davao Oriental, Philippines

Princess Carl Rowelyn PAGUYAN\*, Adel Jeanne TAOC

Davao Oriental State University - Cateel Extension Campus, Cateel, Davao Oriental, 8205 Philippine. ORCID  
Princess Carl Rowelyn Paguyan: <https://orcid.org/0009-0002-0572-5644>, Adel Jeanne Taoc: <https://orcid.org/0009-0004-1596-3224>

\*Corresponding author: [paguyanprincess99@gmail.com](mailto:paguyanprincess99@gmail.com)



Submitted: 6 June 2022  
Revised: 4 September 2022  
Accepted: 21 September 2022  
Published: 27 December 2022

<https://davaoresearchjournal.ph>



This work is licensed under a  
Creative Commons Attribution-  
NonCommercial License

**ABSTRACT.** The aim of this study is to explore the factors that affect the reading performance of Grade 3 pupils. This study was administered in a classroom with a total of 76 respondents using a researcher-made survey questionnaire that underwent a validity and reliability test. The result determined the level of reading performance of Grade 3 pupils from the data given by the advisers, which is remarked as “reader without comprehension.” Moreover, this study determined the level of practice of the factors presented, the significant difference between paired factors, and the factors that best predict reading performance. Among the factors presented, this study revealed that vocabulary knowledge, background knowledge, teacher, and parental involvement best predict the reading performance of Grade 3 pupils at Boston Central Elementary School.

**Keywords:** Background knowledge, reading fluency, reading performance, student’s interest, vocabulary knowledge

**How to cite:** Paguyan, P.C.R. & Taoc, A.J. (2022). Factors affecting reading performance among Grade 3 pupils. *Davao Research Journal (DRJ)*. 13(2), 10-21. <https://doi.org/10.59120/drj.v13i2.85>

## INTRODUCTION

Reading is the open sesame for acquiring knowledge. You can learn to read, and you can read to learn just about anything (Alfano, 2022). According to Bigozzi (2016), reading is a skill used to recognize a visual form that is used to associate with previous experiences and learning in order to interpret its meaning. Duncan (2007) states that among all the skills that students need to learn, reading is considered to be one of the most important, especially in today's world where reading is fundamental to success.

The ability to comprehend written words is referred to as comprehension. It's not the same as being able to recognize words. Recognizing words on a page but not understanding what they mean is not the same as comprehension, which is the aim or goal of reading (Hirsch, 2003). Consider this scenario: a teacher assigns a youngster to read a text. The child can read the full chapter, but when asked to explain what was read, he or she has no idea. The meaning of what is read is enhanced by comprehension. When words on a page aren't just words, but concepts and ideas, reading comprehension happens (Kamil, 2005). Reading is more entertaining, engaging, and educational when you understand what you're reading. It is required for academic, professional, and personal success (Brandon, 2021). A study conducted by Savolainen et al. (2008) found that a person's reading comprehension affects their overall academic achievement. Students must be able to understand what they read in order to do their homework (Hall et al., 2014). This means they must be able to figure out what letters and words mean and connect sentences into a single mental image. Reading skills and comprehension are both components in evaluating a child's reading performance. Hence, both skills must work hand in hand for a child to have an excellent or better reading performance. However, due to the change in learning modality, students' literacy is affected, specifically reading. This study aims to determine the factors that affect the reading performance of grade 3 students at Boston Central Elementary School (BCES). The researcher believes that through

identifying the factors, the underlying causes of the reading problem and difficulties in BCES with grade 3 pupils will be given a solution or at least recommendation.

## MATERIALS AND METHODS

This study was conducted in Boston Central Elementary School on April, 2022. The school belongs to the Division of Davao Oriental, Region XI- Davao Region. The respondents of the study were the Grade 3 pupils. The method used in conducting this study was descriptive quantitative method using a survey questionnaire made by the researcher which underwent a pilot study and a validity test through factor analysis with KMO of 0.191 (acceptable value is greater than 0.05) and Bartlett's Test of Sphericity of 0.000 (acceptable value is less than 0.05) which both suggest that there is enough sample and correlation among data for the test, and a reliability test using alpha coefficient reliability or Cronbach Alpha with a coefficient of 0.700 (acceptable value is greater than 0.70), which showed that the questionnaire is highly reliable. The respondents for this study were the grade 3 pupils of BCES, with a total number of 76. The researcher asked for the approval from the school principal of BCES and upon approval the researcher collaborated to the grade 3 teachers in conducting the survey. The current study used a quantitative approach (Creswell, 2013). The researcher employed descriptive statistics (mean and standard deviation) and the descriptive analytic method (questionnaire with students) to process the data, as well as a paired samples t-test (a statistical examination of the difference between a set of paired samples). Further, a regression analysis was made to determine the factor that best predict reading.

## RESULTS AND DISCUSSION

### *Level of Reading Performance*

Table 1 depicts the level of reading performance of Grade 3 pupils of Boston Central Elementary School. Based from the

gathered data which originate from the grade 3 advisers using DepEd tool for Reading Performance, the level of reading performance of the grade 3 pupils of BCES consists of 3 sections with the total of 76 respondents with the mean of 1.97 is interpreted as sentence reader without comprehension. This shows that majority of the pupils are struggling in terms

of comprehending the read texts. A notion that students learn to read until third grade, then begin reading for content learning in fourth grade (Duncan and Murnane, 2011). However, this is a contrary to the study conducted by Davis and Guthrie (2015) which states that children can absorb content from reading even before fourth grade.

Table 1. Level of reading performance among Grade 3 pupils.

Level of Reading Performance	Frequency	Percentage	Mean	Remarks
Sentence reader with comprehension	33	43.4	1.97	Sentence reader without comprehension
Sentence reader with comprehension	26	34.2		
Word reader	8	10.5		
CVC reader	3	3.9		
Non-reader	6	7.9		
<b>TOTAL</b>	<b>76</b>	<b>100.0</b>		

It is impossible to overstate the significance of reading. Former Secretary of Education Bro. Armin Luistro stated that it is critical to evaluate students' reading abilities because reading is the foundation of all academic learning. If students do not grasp basic reading abilities from the start, they will find it difficult to succeed in other subjects, robbing them of the opportunity to become literate and productive citizens. Further, reading proficiently at the end of third grade (as measured by NAEP at the start of fourth grade) might be a make-or-break milestone in a child's educational journey. Third grade has been identified as important to reading literacy because it is the final year children are learning to read, after which students are "reading to learn." If they are not proficient readers when they begin fourth grade, as much as half of the curriculum they will be taught

will be incomprehensible (Casares, 2019).

#### *Level of Practice of Factors*

Reading performance assesses a person's ability to comprehend, apply, and reflect on written texts in order to attain objectives, develop knowledge and potential, and participate in society (OECD, 2022). Thus, reading performance is influenced by numerous factors (Sadeghi, 2007).

Background knowledge is the amount of information or expertise someone has regarding a particular topic (Starke, 2021). Hence, background knowledge is crucial for both reading comprehension and subject learning; when someone is familiar with a subject, they are more likely to remember it and expound on it (Shapiro, 2004).

Table 2. Level of practice in terms of background knowledge.

Description/Factor	Standard Deviation	Mean	Remarks	Interpretation
1. I understand English stories by associating what I read from my existing knowledge.	0.50	1.69	Sometimes	Average
<b>Total</b>	<b>0.50</b>	<b>1.69</b>	<b>Sometimes</b>	<b>Average</b>

Table 2 depicts the level of practice in terms of background knowledge which revealed to be average. In order to improve student's reading performance background knowledge must be established among them, according to a study by Coiro (2011), prior understanding of the material being read is a crucial stage in strengthening one's reading performance. Less established background knowledge may result to poor comprehension. Furthermore, according to Echevarria (2013), when students lack background knowledge or are unfamiliar with the subject, learning may be more challenging.

Parental involvement is when parents take an active role in their own child's development at home and at school (Smith

et al., 2007). There is evidence to support the significance of parental involvement in children's education (Desforges, 2003). As Table 3 presents the level of practice in terms of parental involvement, it is visible that it got a high remark which means that parents of the sample size were involved in their early education. This back up the result of table 1 which indicate that Grade 3 pupils are reader, parental involvement in their child's reading is, without a doubt, one of the most important influencers of language and emerging literacy (Alfano et al., 2022). Moreover, another study conducted by Wade and Moore (2004) supports this claim, that throughout elementary school, parents who read to their children give them a head start in school and a leg up on their peers.

Table 3. Level of practice in terms of parental involvemem

Description/Factor	Standard Deviation	Mean	Remarks	Interpretation
1.)My Mother/Father helps me whenever reading at home.	0.50	1.55	Yes	High
2.)My Mother/Father shares personal experiences to me at home.	0.53	1.55	Yes	High
3.)My Mother/Father dedicate time to help me practice reading.	0.60	1.61	Yes	High
<b>Total</b>	<b>0.37</b>	<b>1.57</b>	<b>Yes</b>	<b>High</b>

Teacher is one of the most significant factors in a student's learning (Harrington, 2001). Thus, student's reading performance is heavily influenced by the teacher itself (Botha et al., 2008). Table 4 displayed the result for the level of practice of Grade 3 students of Boston Central Elementary School in terms

of teachers influence in applying different approaches in conducting reading session towards their reading performance since using variety of reading approach has been proven helpful in catering the preference of the students in learning.

Table 4. Level of practice in terms of teacher.

Description/Factor	Standard Deviation	Mean	Remarks	Interpretation
1.) My teacher uses different style in conducting reading session.	0.49	1.76	Sometimes	Average
<b>Total</b>	<b>0.49</b>	<b>1.76</b>	<b>Sometimes</b>	<b>Average</b>

Table 4 revealed that teacher got an average remark which indicate that teachers rarely change its approach in conducting reading session. Further, teachers' negative attitude towards teaching reading, deficient reading strategies, and inadequate grasp of teaching literacy may result to student's poor reading performance (Adebayo, 2008). Moreover, Linder (2008) elaborated that most students have trouble reading because their teachers find it difficult to move them from beginner to average readers. This is due to teacher's attitude towards the strategy they are using as well as the students' lack of exposure to reading strategies.

Reading Fluency is characterized as the capacity for precise, fluid, and expressive reading (Nieporent, 2021). It is essential to the development of students' reading comprehension and forms the basis of the balanced literacy framework according to Cotter (2012). Table 5 contains the indicator for reading fluency which aims to determine the level of practice among grade 3 students since it is one among factor presented that is believed to influence reading performance. According to Alvarez-Caizo et.al. (2015), reading fluency and comprehension are integrally linked to important aspects of academic life like school success, notably reading performance.

Table 5. Level of practice in terms of reading fluency.

Description/Factor	Standard Deviation	Mean	Remarks	Interpretation
1.)I can read aloud English sentences/paragraphs continuously.	0.50	1.79	Sometimes	Average
2.) I observe proper punctuation marks whenever reading.	0.50	1.83	Sometimes	Average
<b>Total</b>	<b>0.35</b>	<b>1.81</b>	<b>Sometimes</b>	<b>Average</b>

Furthermore, Table 5 shows the level of practice in terms of reading fluency which is revealed to be average. Due to the essentiality of reading fluency to the development of students' reading comprehension, this truly affect the reading performance of Grade 3 pupils. Hence, this should be given focus in improving students' comprehension. However, increasing fluency takes practice and giving students a range of opportunities to do so will increase their participation and engagement (Nichols et al., 2009).

Vocabulary knowledge plays a major role in reading performance (Wagner, 2007). Hence, a good indicator of reading performance is vocabulary. In addition, it is a necessary prerequisite and a casual component in understanding (Maher Salah, 2008). Table 6 presents the level of practice in

terms of vocabulary knowledge among Grade 3 pupils. It was revealed to be average which surely affects the reading comprehension of Grade 3 students. This is in support to the level of reading performance among Grade 3 pupils which is reader without comprehension since vocabulary knowledge is known to be a strong indicator of reading comprehension. In spite of that, there is always a room for improvement, according to Snow's findings from 2002, as the students passed through the grades, the correlation between vocabulary knowledge and reading performance increases. Additionally, it has been demonstrated that vocabulary can improve reading comprehension by helping readers identify the semantic meaning of words and by working with inference to help readers understand the meaning of sentences in literature (Lawrence et al., 2019).

Table 6. Level of practice in terms of vocabulary knowledge.

Description/Factor	Standard Deviation	Mean	Remarks	Interpretation
1.)I can give synonyms and antonyms of some English words.	0.50	1.73	Sometimes	Average
<b>Total</b>	<b>0.50</b>	<b>1.73</b>	<b>Sometimes</b>	<b>Average</b>

Interest is the capacity of an active soul to understand linguistic patterns in order to obtain knowledge pertaining to the will, activity, and pleasurable sentiments that may enable people to choose, pay attention to, and accept anything outside of themselves (Donal, 2015). Consequently, Individuals who are well-informed about their interests are more likely to set task-specific goals and engage in learning strategies that are effective

and resemble habits (Lipstein and Renninger, 2006). Table 7 displayed the level of reading performance in terms of student's interest. It revealed to have a high remark from the result. The result indicated that Grade 3 pupils enjoy reading English stories. Further, reading interest is known as the degree to which a person enjoys reading written materials and is happy to discover new things (Sandjaya, 2006).

Table 7. Level of practice in terms of student's interest.

Description/Factor	Standard Deviation	Mean	Remarks	Interpretation
1.)I enjoyed reading English stories	0.50	1.49	Yes	High
2.)What type of reading materials do you enjoy reading?	0.50	1.57	Yes	Comics
<b>Total</b>	<b>0.38</b>	<b>1.53</b>	<b>Yes</b>	<b>High</b>

Furthermore, Table 7 revealed that Grade 3 pupils prefer reading comics among textbooks and storybooks. Research showed that students are more engaged with learning when they can choose their own literature, and students who are strongly invested in a work are driven to study more demanding materials and are better able to absorb more complex, high-interest information (Fulmer et al., 2015). In addition, People show more tenacity, participation, and positive effect when working on tasks that they are passionate about (Ainley et al., 2002).

### **Significant Difference on the Level of Practice**

Table 8 below presents the result of a

post hoc test that determines the pair of factors with significant difference. By comparing each factors data towards each other it yielded those 2 pair of factors that differ significantly.

Teacher factor and Parental Involvement has been revealed to have a significant difference as well as Vocabulary knowledge and Pupil's Interest. These factors differ significantly as seen in tables number 2 that Teacher Factor got a sometimes remarks while Parental Involvement got a yes remarks, same goes to Vocabulary knowledge that got a sometimes remark and Pupil's Interest with a yes remark. This means that the significant difference between these 2 pair of factors may be the cause of the lack of comprehension among Grade 3 students.

Table 5. Level of practice in terms of reading fluency.

Factors	Mean	F-test	Post Hoc
Background Knowledge	1.69	15.822 p-value, 0.000	The pairs of factors affecting reading performance have significant difference: • Teacher Factor & Parental Involvement • Vocabulary Knowledge & Pupil's Interest
Parental Involvement	1.57		
Teacher Factor	1.76		
Reading Fluency	1.81		
Vocabulary knowledge	1.73		
Pupils Interest	1.53		

This result supports the claim that teacher is a major factor that affect the learning of every student (Harrington, 2001). Same goes with parental involvement that it has a big impact on students reading performance (Bus et al., 2004). Vocabulary knowledge also has a significant difference, this manifest that despite of student's interest towards a text without vocabulary knowledge comprehension won't be possible (Wagner, 2007).

### **Factors that Best Predict Reading Performance**

Table 9 presents the results of a regression analysis made in order to determine the factors that best predict reading performance among Grade 3 pupils. Among 6 factors presented, background knowledge, parental involvement, teacher, and

vocabulary knowledge are the factors that best predict the reading performance of grade 3 pupils of Boston Central Elementary School. On the other hand, reading fluency and Student's Interest reveals to less affect their reading performance. Similar to the result conducted by Eidswick (2009), using a reading recall test, researchers discovered that strong interest in a second language does not always reflect better reading comprehension.

The result is somehow intriguing since various studies have shown a strong connection between reading fluency and comprehension are intricately linked, as are other aspects of academic life, such as school success (Ivarez-Caizo et al., 2015). However, as indicated from the result of this study that this has no significant difference beyond greater population.

Table 9. Regression analysis result.

Factors	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	2.980	1.202	2.480	.016
Background Knowledge	-.183	.304	-.601	.550
Parental	-.219	.391	-.561	.577
Teacher	-.241	.323	-.746	.458
Reading Fluency	.212	.431	.493	.623
Vocabulary	-.159	.295	-.538	.592
Student Interest	-.040	.423	-.094	.925

### Proposed Intervention

Basing from the factors that predicts the reading performance of Grade 3 pupils the researcher is proposing an Intensive Reading to students in order to address vocabulary and background knowledge that is ought to develop their reading comprehension. Intensive reading is a type of reading in which the content must be read attentively and thoroughly in order to obtain specific information (Surbhi, 2020). It was proven by the study conducted by Andres (2020) that intensive reading improved student's reading performance and has a positive effect towards student's attitude. Believing that utilizing this approach has the probability of creating a positive impact towards the reading performance of Grade 3

pupils given that Boston Central Elementary School conducts a reading session every day in accordance to the supported program of DepEd which is "Every Child A Reader Program" this is a good opportunity for the intensive reading approach to be implemented.

Another factor that requires attention is the teacher, a 3-day seminar is proposed to address the teacher factor which reveal that teachers do not use different approaches in conducting reading. The seminar will be named; The Reading Enhancement Program (TREP): A school-based seminar to strengthen approaches in reading. The seminar will have 3 different resource persons to ensure that the objectives will be maximize.

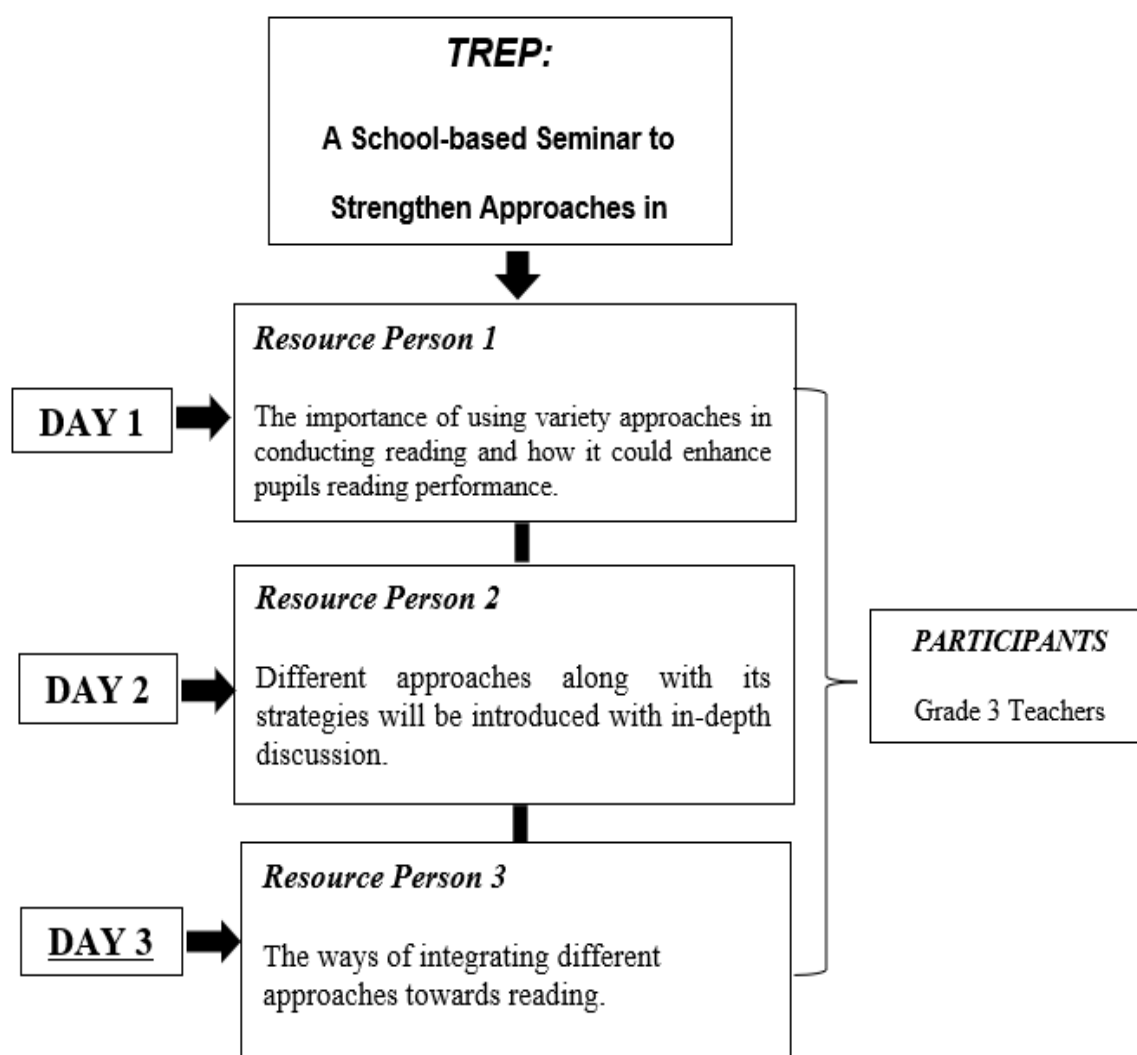


Figure 3. TREP (The reading enhancement program) flow diagram.



The first day will be about the importance of using variety approaches in conducting reading and how it could enhance pupils reading performance. On the next day the different approaches along with its strategies will be introduced and in-depth discussion will be made. For the last day, the discussion will be about how to implement or integrate those strategies effectively.

The third intervention will be addressing the parental involvement factor,

the researcher is proposing a 2-day seminar as well. The seminar will have a theme of Parental Involvement in Early Literacy (PIEL): "The Key to a Child's Development". The aim of this seminar is to encourage parents to get involve in their child's academic development, also this seminar aims to discuss the effect of parental Involvement to the parents to enlighten them on how important it is to guide their children throughout their education.

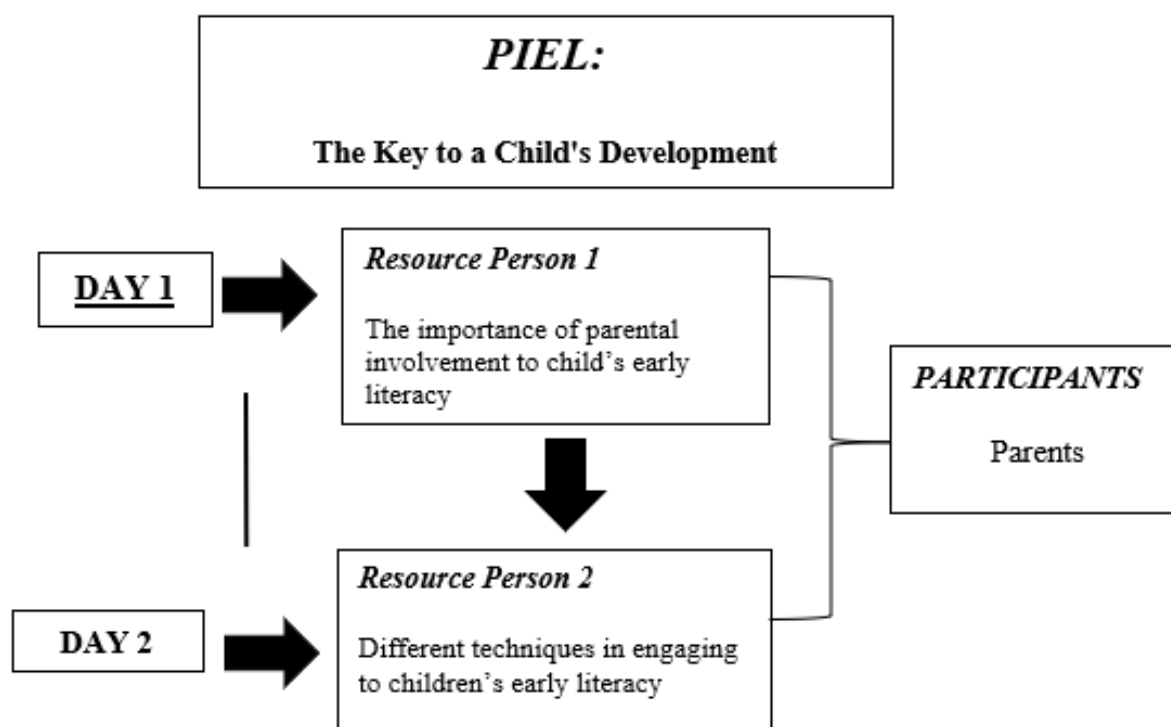


Figure 4. PIEL (Parental involvement in early literacy) flow diagram.

## CONCLUSION AND RECOMMENDATION

This quantitative study revealed that the level of reading performance of Grade 3 pupils is "Reader without Comprehension" based on the data from the grade 3 advisers taken from their monthly reading report (a tool from DepEd). In terms of the level of practice, it shows that background knowledge, teacher factor, reading fluency, and vocabulary knowledge are not well established among grade 3 pupils since they

gathered a sometimes remark. This aligns to the result of the level of reading performance, which is a lack of reading comprehension. On the other hand, parental involvement and student's interest have a yes remark, which means that these 2 factors are established and this is agreeable since students are revealed to be readers. . Furthermore, the results revealed that there is a significant difference among the following pair of factors: teacher

and parental involvement, and vocabulary knowledge and pupil's interest. Lastly, it was found out that the best predictors of reading performance among the factors presented were: teacher factor, parental involvement, background knowledge, and vocabulary knowledge. Also, it revealed that the study is not statistically significant beyond a greater population but only for the sample size given (Grade 3 pupils of BCES). Based on the results, the researcher proposed 3 interventions. First, an intensive reading approach for the vocabulary and background knowledge. Second, a 3-day seminar (The Reading Enhancement Programme) is proposed to address the teacher factor that aims to enhance teacher skills in terms of reading approaches and a 2-day seminar (Parental Involvement in Early Literacy) for parents that aims to encourage them to help and get involved in their children's early literacy.

Based on the results, the researcher is recommending that the institution conduct a program or seminar for the teachers that will enable them to develop their reading approaches. For parental involvement, another seminar is recommended that aims to encourage parents to get involved in their child's early literacy. For the internal factors, which are vocabulary and background knowledge, the researcher is recommending an intensive reading approach since this has been proven in various studies to develop children's comprehension.

## ACKNOWLEDGEMENTS

I would like to convey my heartfelt gratitude to everyone who contributed to the success of this study: Adel Jeanne L. Taoc, Hazel C. Cabrera, Mary Lovely Suzzeth P. Mendez and Bryan L. Susada. The students from Boston Central Elementary School, whose time and effort were truly appreciated.

## REFERENCES

Oluwole, D.A. (2008). The impact of mother tongue on students' achievement in English language in junior secondary

certificate examination in western Nigeria. *Journal of Social Sciences*, 17(1), 41-49.

- Alfano, A.R., Radlinski, S., del Corro-Helbig, M. G. (2022). Challenges and opportunities with deaf multilingual learners. *Deaf education and challenges for bilingual/multilingual students*, 1-39.
- Álvarez-Cañizo, M., Suárez-Coalla, P., Cuetos, F. (2015). The role of reading fluency in children's text comprehension. *Frontiers in psychology*, 6, 1810.
- Bigozzi, L., Tarchi, C., Pezzica, S., Pinto, G. (2016). Evaluating the predictive impact of an emergent literacy model on dyslexia in Italian children: A four-year prospective cohort study. *Journal of Learning Disabilities*, 49(1), 51-64.
- Mohammed, I., & Amponsah, O. (2018). Predominant factors contributing to low reading abilities of pupils at Elsie lund basic school in the Tamale Metropolis, Ghana. *African Educational Research Journal*, 6(4), 273-278.
- Bransford, J.D., Johnson, M.K. (1973). Considerations of some problems of comprehension. In *visual information processing* (pp. 383-438). Academic Press.
- Bransford, J.D., Johnson, M.K. (1973). Considerations of some problems of comprehension. In *Visual information processing* (pp. 383-438). Academic Press.
- Bus, A.G., Van Ijzendoorn, M.H., Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of educational research*, 65(1), 1-21.
- Habib, M.A., Mustapha, M.A., Ali, H. (2019). Use of Computer Assisted Instruction to Improve Students' Reading Skill in English Language. *Journal on English Language Teaching*, 9(1), 32-37.
- Hubag, D.M., Elona, E.F., Felisilda, M.J. M. (2021). Effectiveness of project PFRATH on reading performance of grade one pupils in mother tongue based-multilingual education. *Sapienza: International Journal of Interdisciplinary Studies*, 2(3), 106-112.
- Cassidy, J., Garcia, R., Tejada-Delgado, C., Garrett S.D., Martinez-Garcia, C.,

- Hinojosa, R.V. (2019). A learner centered family literacy project for Latino parents and caregivers international reading association, 478-488.
- Coiro, J. (2003). Exploring literacy on the internet: Reading comprehension on the internet: Expanding our understanding of reading comprehension to encompass new literacies. *The reading teacher*, 56(5), 458-464.
- Duncan, G.J., Murnane, R.J. (2011). Whither opportunity?: Rising inequality, schools, and children's life chances. Russell Sage Foundation.
- Duncan, G.J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Klebanov, P., Japel, C. (2007). School readiness and later achievement. *Developmental psychology*, 43(6), 1428.
- Echevarria, J., Vogt, M., Short, D. (2008). Making content comprehensible for English learners: The SIOP model.
- Fuchs, L.S., Fuchs, D., Hosp, M.K., Jenkins, J. R (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific studies of reading*, 5(3), 239-256.
- Grimm, K. J. (2008). Longitudinal associations between reading and mathematics achievement. *Developmental neuropsychology*, 33(3), 410-426.
- Grünke, M., Wilbert, J., Stegemann, K. C. (2013). Analyzing the Effects of Story Mapping on the Reading Comprehension of Children with Low Intellectual Abilities. *Learning Disabilities: A Contemporary Journal*, 11(2), 51-64.
- Hagaman, J.L., Casey, K.J., Reid, R. (2012). The effects of the paraphrasing strategy on the reading comprehension of young students. *Remedial and Special Education*, 33(2), 110-123.
- Hall, S.S., Kowalski, R., Paterson, K.B., Basran, J., Filik, R., Maltby, J. (2015). Local text cohesion, reading ability and individual science aspirations: Key factors influencing comprehension in science classes. *British Educational Research Journal*, 41(1), 122-142.
- Huang, L.V., Nelson, R.B., Nelson, D. (2008). Increasing reading fluency through student-directed repeated reading and feedback. *The California School Psychologist*, 13, 33-40.
- Hulme, C., Snowling, M.J. (2011). Children's reading comprehension difficulties: Nature, causes, and treatments. *Current Directions in Psychological Science*, 20(3), 139-142.
- Numan Khazaal, E. (2019). Impact of Intensive Reading Strategy on English for Specific Purposes College Students' in Developing Vocabulary. *Arab World English Journal (AWEJ)* Volume, 10.
- Klapwijk, N., Van der Walt, C. (2011). Measuring reading strategy knowledge transfer: motivation for teachers to implement reading strategy instruction. *Per Linguam: a Journal of Language Learning= Per Linguam: Tydskrif vir Taalaanleer*, 27(2), 25-39.
- Kuhn, M.R., Stahl, S.A. (2003). Fluency: a review of development and remedial practices. *J. Educ. Psychol.* 95, 3-21. doi:10.1037/0022-0663.95.1.3
- Lawrence, J.F., Hagen, A.M., Hwang, J.K., Lin, G., Lervåg, A. (2019). Academic vocabulary and reading comprehension: Exploring the relationships across measures of vocabulary knowledge. *Reading and Writing*, 32, 285-306.
- Lervåg, A., Hulme, C., Melby Lervåg, M. (2018). Unpicking the developmental relationship between oral language skills and reading comprehension: It's simple, but complex. *Child development*, 89(5), 1821-1838.
- Mahdavi, J.N., Tensfeldt, L. (2013). Untangling reading comprehension strategy instruction: Assisting struggling readers in the primary grades. *Preventing school failure: Alternative education for children and youth*, 57(2), 77-92.
- Salah, S. M. (2008). The relationship between vocabulary knowledge and reading comprehension of authentic Arabic texts. Brigham Young University.
- Martin Chang, S. L., Gould, O. N. (2008). Revisiting print exposure: Exploring differential links to vocabulary, comprehension and reading rate. *Journal of Research in Reading*, 31(3), 273-284.
- Mercer, C.D., Mercer, A.R. (1989). Teaching

- students with learning problems. Merrill Publishing Co.
- Mullis, R.L., Mullis, A.K., Cornille, T.A., Ritchson, A.D., Sullender, M.S. (2004). Early literacy outcomes and parent involvement. Tallahassee, Fl: Florida State University.
- Nashruddin, N., Ningtyas, P.R., Ekamurti, N. (2018). Increasing the students' motivation in reading english materials through task-based learning (tbl) strategy (A Classroom Action Research at the First Year Students of SMP Dirgantara Makassar). *Scolae: Journal of Pedagogy*, 1(1), 44-53.
- O'Reilly, T., McNamara, D.S. (2007). The impact of science knowledge, reading skill, and reading strategy knowledge on more traditional "high-stakes" measures of high school students' science achievement. *American educational research journal*, 44(1), 161-196.
- Mullis, R.L., Mullis, A.K., Cornille, T.A., Ritchson, A. D., Sullender, M. S. (2004). Early literacy outcomes and parent involvement. Tallahassee, Fl: Florida State University.
- Qian, D.D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective. *Language learning*, 52(3), 513-536.
- Resetar, J.L., Noell, G.H., Pellegrin, A.L. (2006). Teaching parents to use research-supported systematic strategies to tutor their children in reading. *School Psychology Quarterly*, 21(3), 241.
- Savolainen, H., Ahonen, T., Aro, M., Tolvanen, A., Holopainen, L. (2008). Reading comprehension, word reading and spelling as predictors of school achievement and choice of secondary education. *Learning and Instruction*, 18(2), 201-210.
- Silva, M., Cain, K. (2015). The relations between lower and higher level comprehension skills and their role in prediction of early reading comprehension. *Journal of educational psychology*, 107(2), 321.
- Snow, C. (2002). Reading for understanding: Toward an R&D program in reading comprehension. Rand Corporation.
- Vilenius Tuohimaa, P.M., Aunola, K., Nurmi, J. E. (2008). The association between mathematical word problems and reading comprehension. *Educational Psychology*, 28(4), 409-426.
- Wade, E., Boon, R.T., Spencer, V.G. (2010). Use of Kidspiration [C] Software to Enhance the Reading Comprehension of Story Grammar Components for Elementary-Age Students with Specific Learning Disabilities. *Learning Disabilities: A Contemporary Journal*, 8(2), 31-41.
- Wade, B., Moore, M. (2000). A sure start with books. *Early Years*, 20(2), 39-46.
- Waring, R., McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy.
- Wagner, R.K., Muse, A.E., Tannenbaum, K.R. (2007). Vocabulary acquisition: Implications for reading comprehension. Guilford Press.
- Wright, W. (2015). Foundation for teaching English language learners: research, theory, policy, and practice. Philadelphia, PA: Caslon, Inc.
- Zhang, L. (2020). Teaching design and practice of intensive reading course based on BOPPPS. *Journal of Language Teaching and Research*, 11(3), 503-508.
- Zahoor, M., Janjua, F. (2013). Narrative comprehension and story grammar. *International Journal of Academic Research in Business and Social Sciences*, 3(9), 2222-6990.