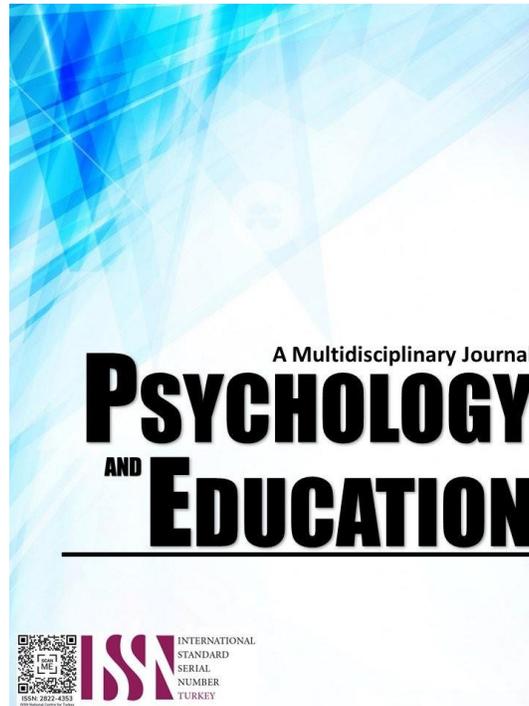


READING PROFILE ASSESSMENT: THE INTERPLAY OF FLUENCY, VOCABULARY, AND COMPREHENSION AMONG JUNIOR HIGH SCHOOL LEARNERS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 19

Issue 3

Pages: 296-305

Document ID: 2024PEMJ1761

DOI: 10.5281/zenodo.11058394

Manuscript Accepted: 04-01-2024

Reading Profile Assessment: The Interplay of Fluency, Vocabulary, and Comprehension among Junior High School Learners

Kerwin C. Fabillaran*

For affiliations and correspondence, see the last page.

Abstract

This study investigated the interplay of oral reading fluency, vocabulary, and reading comprehension as predictors of the reading profile of junior high school learners in Comprá National High School. Using a descriptive-correlational method, 45 respondents were selected through systematic random sampling. Data were collected using the standardized Phil-IRI instrument, and analysis involved mean, percentage, and Pearson correlation coefficient calculations. Results indicate that respondents demonstrated instructional levels across oral reading fluency, vocabulary, and reading comprehension domains. Moreover, an average correlation emerged between oral reading fluency and vocabulary skills, as well as reading comprehension skills. Importantly, both vocabulary skills and reading comprehension skills significantly influenced the learners' reading profiles. These findings underscore the need for a holistic approach to reading skill enhancement. Effective strategies include integrated teaching methods encompassing oral reading fluency exercises, vocabulary expansion initiatives, comprehension strategy coaching, personalized support, and collaborative professional development opportunities. By integrating these elements into instruction, educators can establish an inclusive learning atmosphere tailored to the diverse needs of students, fostering comprehensive improvements in reading proficiency.

Keywords: *oral reading fluency, vocabulary, reading comprehension*

Introduction

Reading is a fundamental ability that is essential to both academic achievement and personal growth. Students with strong reading abilities can grasp, evaluate, and engage in critical discourse with a range of materials from several subject areas. Effective reading skills are necessary not only for academic success, but also for the success in the workplace and in lifetime learning.

Understanding the factors that contribute to reading performance skills is of utmost importance in education. Researchers, policymakers, and educators are constantly working to increase the treatments and teaching strategies that help kids become better readers. In order to address difficulties and encourage good reading outcomes, educators can adjust their teaching practices by recognizing the critical factors that determine reading competency.

As revealed in the results from the 2018 Program for International Student Assessment (PISA) show that the reading performance of pupils aged fifteen-years-old in the Philippines performed worse than most of the participating countries. The average reading grade sits on the below average along with the Dominican Republic at 340. The Philippines and the Dominican Republic had the lowest rankings, according to Patrinos et al., as cited by Mercado and Diva (2022).

In a simple view of reading, oral reading fluency is the ability to orally produce words accurately, at an appropriate speed, pronunciation, and with expression. It is one of the key elements of reading, along with phonemic awareness, phonics, vocabulary, and comprehension. Fluency allows readers to focus on meaning rather than on decoding words. Additionally, Salarvand, Guimaraes, and Balagholi (2022) defined reading fluency as a skill, which is closely associated to reading comprehension. They viewed that the learners' struggle with fluency in reading is a significant barrier in targeting proficiency in their overall reading comprehension and competency.

In research and practice, oral reading fluency (ORF) is commonly defined and measured as the number of words read correctly per minute (WCMP) accuracy and rate concurrently and minus the role of prosody (Kuhn & Schwanenflugel, 2019). Students with improved fluent reading skills develop reading accuracy at a certain speed and tone. With this view, fluent reading plays a more critical function compared to other components that affect the development of reading such as: vocabulary, phonological awareness, comprehension, accuracy, and phonics (Rasinski; Tanker as cited by Asikcan & Saban, 2021).

Authors such as: Skorupski (2022), Al-tonsi (2021) and Salarvand et al. (2022) focused on improving students' reading fluency through employing differentiated instructions that target the development of prosodic features, speed, and accuracy. On the other hand, Pipe (2022) emphasized that various research studies are more concentrated on fast-paced reading as the more expedient solution to improving fluency as data on speed reading courses can be easily measured and can have a positively quantifiable impact in helping learners to increase their reading rates, thus other aspects have been overlooked and unexplored.

The study of Brown and Broemmel as cited in the scholarly site of Study Corgi (2020) reveals that the development of reading skills such as fluency and accuracy is relatively associated to developing the process of reading comprehension.

Meanwhile, the development of fluency can be indicated in the mastery and knowledge of learners on words or text they are reading. In reading, vocabulary pertains to words a student can read and understand. When students recognize more words, they are more

capable of understanding what they read. There is a strong association between understanding the meaning of words and understanding a story, textbook or other reading materials. Xie and Yeung (2022) claimed that vocabulary is a fundamental aspect of reading comprehension as understanding texts requires the understanding of the words involved.

As stated in the lexical quality hypothesis, readers' number of available words and quality of lexical representations are direct predictors of reading comprehension. A considerable number of studies have revealed that vocabulary is a vital predictor of reading comprehension development in both L1 and L2 learners (Oakhill & Cain; Proctor et al.; Verhoeven et al., as cited by Xie & Yeung, 2022).

Moreover, assessing the vocabulary level of learners and its correlation to their reading and writing skills is very crucial in the development of their literacy. According to Quines (2023), vocabulary scaffolds reading progress and increases comprehension. Students' vocabulary size is a predictor of how well they can comprehend reading texts as far as their comprehension level is concerned.

In the context of oral reading, comprehension refers to the person's understanding of the text being read. It is a complex skill that involves many different cognitive processes, such as: decoding words, understanding word meaning, making connections with their prior knowledge, drawing inferences and conclusions, and evaluating the text. Better accuracy and comprehension while reading a text allows the reader to infer the meaning of any unfamiliar words that are encountered, thus supporting vocabulary growth (Cain et al., as cited by Der Kleij, Burgess, Ricketts, & Shapiro, 2022).

The key to reading comprehension is thought to be oral reading fluency. Although various theories have shed light on this talent, including behaviorism, information processing model theory, automaticity theory, and Ehri and McCormick's word learning theory, it has been disregarded in many English reading programs (Aldhanhani & Abu-Ayyash, 2020).

According to DiSalle and Rasinski as cited in Mercado and Diva's study (2022), 90% of comprehension problems are due to the deficiency in oral fluency. Thus, students who have poor reading fluency in their early stage of academic life will likely have problems in later academic stages. For this reason, it is essential to build and develop literacy skills in the early learning stage (Rasinski 2014). However, this has been neglected in many English learning programmes in various countries.

Several research studies authored by Aldhanhani and Abu-Ayyash (2020); Bogatay (2022); Johnson (2022), and Doucet (2023) investigated existing research works on oral reading fluency that are key factors in designing instructions and implications to address problems in oral reading and improve the overall reading experience of L1 and L2 learners through differentiated activities.

Based on the significant findings and literature presented in the previously cited studies, there has been an evidence gap in this field of research. No studies have shown statistical data that focus on the association of the three key components of oral reading skills such as fluency, vocabulary, and comprehension.

There has been lack of evidence in this field of research since most of the studies focused on assessing the general oral reading performance of students. Despite the numerous studies pertaining to oral reading in general, investigating the influence of comprehension, vocabulary, and fluency toward reading skills has not been widely explored. Some of them have examined and discussed individual measure while others have investigated one or more factors that influence students' oral reading ability. It is apparent that there is presently no research covering the areas which this study aimed to investigate. Furthermore, no studies have been found to suggest a comprehensive discussion that scaffold reading profile of students.

This study was proposed to determine the level of influence of fluency, vocabulary, and comprehension level on the learners' reading profile. This research also determined if a significant relationship exists among the variables in this research. Clearly, this study also provided statistical data to address evidence gap on the different factors affecting the learners' oral reading performance in general.

As to the significance of this research, this study provides baseline data and overview of the oral reading skills level of students and the assessment tools and techniques employed in the literature. The findings of this study determined the factors that affect students' oral reading fluency. Such that, investigating the influence and association of the variables of this research significantly provide pertinent data necessary for developing reliable and valid assessment tools to measure oral reading skills across the areas of comprehension, vocabulary, and fluency can be an ongoing research area.

Additionally, reading teachers can gain insights from the results of the study through devising appropriate teaching strategies to improve the reading performance of the students. There is a need for standardized assessments that capture various aspects of fluency, including accuracy, rate, and prosody as the primary purpose why this research was conducted.

Research Questions

This study aimed to determine and assess the influence of fluency, vocabulary, and comprehension toward learners' reading profile using the Phil-IRI tool in Comprá National High School. Specifically, this answered the following questions:

1. What is the respondents' level of oral reading fluency skills terms of:
 - 1.1 accuracy and
 - 1.2 speed?



2. What is the respondents' level of reading vocabulary skills based on the Phil-IRI tool?
3. What is the respondents' level of reading comprehension skills based on the Phil-IRI literacy level?
4. Is there a significant relationship between the respondents' oral reading fluency skills and their reading comprehension skills?
5. Is there a significant relationship between the respondents' reading vocabulary skills and their reading comprehension skills?
6. Does vocabulary level significantly influence the reading profile level of the junior high school learners in Comprá National High School?
7. Does comprehension level significantly influence the reading profile level of the junior high school learners in Comprá National High School?

Methodology

Research Design

This study employed the quantitative research design that involved data collection processes from the research population through assessing their oral reading skills. Specifically, the descriptive-correlational method was utilized since this research described the students' level of oral reading fluency, reading comprehension, and vocabulary and their influence on their oral reading performance. These pertinent data were obtained through a standardized instrument in reading based on Phil-IRI assessment tool.

Respondents

This study involved 45 respondents determined through systematic random sampling. To determine the involved section from the Grade 7 curriculum, lottery technique was employed. Then, the sample size of 45 was statistically considered out from the 50 total population using simple random sampling.

Instruments

This study utilized the reading tools provided in the Phil-IRI toolkit as the instruments to gather pertinent data needed in this research. These tools were considered since they are the prescribed instruments to be utilized for reading assessment of Grades 1-7 students in the Department of Education. The standardized research instrument was adopted to gather data on the students' fluency, vocabulary, and comprehension level in relation to their oral reading performance. Specifically, each research variable was measured through the following reading tool:

To measure the respondents oral reading fluency level in terms of speed and accuracy, a graded reading selection for Grade 7 student was used. For accuracy, students oral reading miscues were recorded based on the identified errors in the Phil-IRI tool, while their reading speed was determined using the same instrument. To determine their fluency level, this Phil-IRI reading profile was used.

<i>Point Scale</i>	<i>Qualification</i>	<i>Description</i>
4.20-5.00	0 error	Not erroneous
3.40-4.19	1-6 errors	Less erroneous
2.60-3.39	7-12 errors	Moderately erroneous
1.80-2.59	13-18 errors	Much erroneous
1.00-1.79	19 and above	Very Much erroneous

<i>Reading Accuracy Scale</i>	
3.00	Independent
2.00- 2.99	Instructional
1.00-1.99	Frustration

<i>Oral Reading Level (Speed)</i>	<i>Words read per minute</i>	<i>Description</i>
Independent	70 above	Fast Reader
Instructional	31-69	Average
Frustration	30 below	Slow

<i>Reading Accuracy Level</i>	+	<i>Reading Speed Level</i>	=	<i>Fluency Level</i>
Independent		Independent		Independent
Independent		Instructional		Instructional
Instructional		Independent		Instructional
Instructional		Frustration		Frustration
Frustration		Instructional		Frustration
Frustration		Frustration		Frustration

To determine the level of the respondents' vocabulary skill, the following continuum was used.

<i>Reading Level (Vocabulary)</i>	<i>Percentage</i>
Independent	80-100%
Instructional	59-79%
Frustration	58% and below

To obtain data on the students' reading comprehension level, a series of reading passages with constructed comprehension questions was employed. To ensure validity and reliability of the instruments used, these reading selections was adopted from the Phil-IRI assessment tool.

<i>Reading Level (Comprehension)</i>	<i>Percentage</i>
Independent	80-100%
Instructional	59-79%
Frustration	58% and below

Procedure

To ensure a smooth flow of the conduct of this research, a series of procedures were strictly observed and followed. The researcher sought permission from the Graduate School of Misamis University to conduct the study upon full compliance mandated by the office. Following the approval of the request, the researcher asked the immediate supervisor of the school through a communication letter duly signed by the research panelists involved. After granting the permission, an orientation on this matter was done along with the research respondents to inform them on their participation in this study. Their significant contribution and involvement were explained through a letter of consent to ensure ethical proceeding. Then, the study was administered to the respondents within the allotted time. To assure the accuracy of the data gathered, their oral reading performance was recorded through an audio recorder ensuring the knowledge of the participant anent this process. The collected data were then recorded, tallied, analyzed, and interpreted through Jamovi statistical software

Data Analysis

To derive comprehensive, reliable, and significant results, the following statistical tools were used using Jamovi Statistical Software: Frequency count, mean, and percentage were used in determining the level of oral reading performance of the students according to their fluency, vocabulary, and comprehension level based on the Phil-IRI assessment tool.

Pearson product-moment correlation coefficient or Pearson's r were employed in determining the influence of fluency, vocabulary, and comprehension level to the reading profile of the students.

Ethical Consideration

To observe adherence to ethical standards in conducting research, the researcher ensured that the study was done with utmost authenticity, accuracy, and validity. In line with the involvement of the respondents, a letter of consent was secured informing them therein the following: a.) their significant contribution; b.) potential risks in their participation; c.) potential benefits they will gain as respondents; d.) the terms of participation, and e.) the confidentiality of the collected data in terms of their profile and personal information.

Meanwhile, this research also adhered to the importance of objectivity and fairness in conducting the study; thus, it was conducted as bias-free and fairly to all the respondents regardless of their gender, social status, cultural differences, and belief. Furthermore, this study focused on beneficence by allowing the respondents to gain important insights and experience being the participants of this research. Their involvement included unrestricted action and unforced participation, hence their right to refuse divulge information unnecessary for this activity

Results and Discussion

Respondents' Oral Reading Fluency Level (Accuracy)

The table shows data of the respondents' oral reading fluency level in terms of accuracy.

Based on the results, the obtained weighted mean is 2.86. This indicates that the respondents under study are on the "instructional" level of oral reading in terms of accuracy. This means that students' oral reading performance ranges from moderately erroneous to less erroneous level regarding the number of miscues committed. Notably, the prevalent oral reading miscue committed is mispronunciation (2.26). This suggests that most of the errors are associated to faulty pronunciation and incorrect sound production of words during oral reading.

Amin (2022) revealed that employing repeated reading led to enhancements in students' general reading fluency, as indicated by the outcomes. Moreover, improvements were observed in the specific sub-skills related to fluency. Over the course of the sessions, there



was a gradual enhancement in reading accuracy, marked by an increase in the number of words read correctly. However, the accuracy was somewhat impacted by encountering less common or unfamiliar words, thus resulting to mispronunciation.

Building upon these findings, it becomes evident that targeted interventions addressing pronunciation and sound production are paramount in enhancing students' oral reading accuracy. Given that mispronunciation emerges as the predominant oral reading miscue, reading teachers should prioritize strategies aimed at improving phonemic awareness and phonics skills. Integrating activities that emphasize correct articulation and decoding of words can effectively mitigate this common error. Additionally, incorporating repeated reading practices, coupled with explicit instruction on word pronunciation, can further bolster students' fluency in oral reading accuracy.

Table 1.1 Respondents' Oral Reading Accuracy Level

<i>Oral Reading Miscues</i>	<i>Mean</i>	<i>Level</i>
Mispronunciation	2.26	Instructional
Omission	2.89	Instructional
Substitution	2.91	Instructional
Insertion	2.97	Instructional
Repetition	3.00	Independent
Transposition	3.00	Independent
Reversal	3.00	Independent
Weighted Mean	2.86	Instructional

Legend:
 Point Scale Qualification Description Accuracy Scale
 4.20-5.00 0 error Not erroneous 3-00- Independent
 3.40-4.19 1-6 errors Less erroneous 2.00- 2.99- Instructional
 2.60-3.39 7-12 errors Moderately erroneous 1.00- 1.99- Frustration
 1.80-2.59 13-18 errors Much erroneous
 1.00-1.79 19 and above Very Much erroneous

Respondents' Oral Reading Fluency Level (Speed)

The table reflects data on the respondents' oral reading fluency level in terms of speed.

Based on the results, the computed mean value is 48.63 which pertains to the average number of words read per minute. This indicates that the respondents are on the average level in terms of their reading speed. This means that their oral reading speed level is "instructional" since the obtained result falls within the range of 31-69 words read per minute. This implies that, while their reading accuracy suggests moderate errors, primarily characterized by mispronunciation, their reading speed demonstrates competency within the instructional framework. These findings highlight the nuanced nature of oral reading fluency, emphasizing the importance of considering both accuracy and speed in assessing overall performance.

The result of the study supported the findings of Roembke et al. (2019) which revealed that speed and accuracy are achieved when word recognition is automatic. Word recognition automaticity is a crucial feature to text reading fluency as without it, too much time is spent on phonetically sounding out words.

In both research and practical applications, oral reading fluency (ORF) is frequently defined and assessed as the accuracy and speed of reading, typically measured by the number of words read correctly per minute (WCPM), while often disregarding prosody (Kuhn & Schwanenflugel, 2019). Enhanced fluency in oral reading among students is associated with achieving a balance between reading accuracy, speed, and intonation.

Further implication can be drawn from these studies which highlight on formulating interventions addressing pronunciation errors and incorporating strategies to enhance reading speed that could further support students' development in oral reading skills. By recognizing and addressing specific areas of improvement, educators can effectively scaffold students' abilities and promote greater success in reading fluency and comprehension.

Table 1.2 Respondents' Oral Reading Speed Level

<i>Mean</i>	<i>Description</i>	<i>Level</i>
48.63	Average	Instructional

Legend:
 Words read per minute Description Speed Level
 70 above Fast Reader Independent
 31-69 Average Instructional
 30 below Slow Frustration

Respondents' Reading Vocabulary Level

The table depicts data of the respondents' reading vocabulary skills level.

The obtained mean score of 11.57 on the vocabulary skill test indicates that the respondents achieved a score equivalent to 78.51%, suggesting that they are operating at an "instructional" level in this domain. This finding underscores the need for tailored instructional approaches aimed at further developing vocabulary skills among the participants. Based on the findings, it can be implied that targeted interventions focusing on vocabulary development should be implemented to support students operating at an "instructional" level in this area.

The result justifies that in reading, students often interpret the text they encounter through a literal understanding, while their capacity to deduce meanings beyond the surface level of words is considered a component of their vocabulary proficiency within the context of reading. This citation reinforces the results by highlighting the critical link between vocabulary proficiency and oral fluency. The finding that the respondents scored at an "instructional" level in vocabulary suggests that they possess a foundational understanding of words necessary for oral fluency. Quines (2023) asserts that vocabulary scaffolds reading progress, indicating that a robust vocabulary enables individuals to articulate thoughts and ideas more fluidly. Therefore, the participants' level of vocabulary competency, as indicated by the results, provides a strong foundation for achieving oral fluency.

Further implication stemming from these findings is the importance of targeted vocabulary instruction to enhance oral fluency. Since vocabulary proficiency serves as a foundational component for oral fluency, reading teachers can develop interventions that specifically address vocabulary acquisition and usage. This could involve incorporating vocabulary-building activities such as word games, vocabulary journals, and context-based exercises into the curriculum. Additionally, providing opportunities for students to engage in meaningful conversations and discussions where they can apply newly learned vocabulary can further reinforce their oral fluency skills.

Table 2. Respondents' Reading Vocabulary Skill Level

Mean	Percentage	Level
11.57	78.51%	Instructional

Legend:
 Reading Vocabulary Level Percentage
 Independent 80-100%
 Instructional 59-79%
 Frustration 58% and below

Respondents' Reading Comprehension Skill Level

The table depicts data of the respondents' reading comprehension skills level.

The obtained mean score of 11.69 on the comprehension skill test indicates that the respondents achieved a score equivalent to 79.48%, suggesting they are operating at an "instructional" level in this domain. This means that the respondents have demonstrated a level of proficiency in comprehension skills that falls within the "instructional" range. It also indicates that they have comprehended the test at a satisfactory level for their instructional stage.

The current study's findings, showing that most respondents operate at an "instructional" level in comprehension skills, contrast with Viray and Galimba's (2022) discovery that most students were at the Fast/Independent level. This discrepancy suggests differing levels of comprehension proficiency between the two studies' participants, indicating a potential need for further investigation into factors influencing these varying outcomes.

The further implication underscores the importance of recognizing students' current comprehension proficiency while also acknowledging opportunities for growth. By implementing research-based interventions and differentiated instruction, reading teachers can support students in advancing their comprehension skills beyond the instructional level. Regular assessment and interactive reading paradigm serve as essential components to monitor progress and foster continuous improvement in comprehension abilities.

Table 3. Respondents' Reading Comprehension Skill Level

Mean	Percentage	Level
11.69	79.48%	Instructional

Legend:
 Reading Comprehension Level Percentage
 Independent 80-100%
 Instructional 59-79%
 Frustration 58% and below

Relationship between Oral Reading Fluency and Reading Comprehension

The table shows data of the test of relationship between oral reading fluency and reading comprehension level.

The respondents under study obtained a computed r -value (.428) with p -value (.010) which is less than the critical value at 0.05 level of significance. This indicates that the result is highly significant. This means that the null hypothesis stating that there is no significant relation between oral reading fluency skill and reading comprehension skill level is rejected, thus showing an average correlation between the two variables. The result implies that in general, students with an average level of oral reading fluency skills are more likely to have achieved similar level in their reading comprehension. This suggests that the respondents who are moderately fluent in reading have the tendency to also do well in comprehending the text on the average stage.

The study affirms the findings of Brown and Broemmel's study, as referenced in the academic source Study Corgi (2020) indicating that the enhancement of reading abilities, such as fluency and accuracy, is closely linked to the advancement of reading comprehension skills. Conversely, as noted by DiSalle and Rasinski, as referenced in the research conducted by Mercado and Diva (2022), a substantial portion, approximately 90%, of comprehension difficulties stem from inadequacies in oral fluency. Consequently, students who exhibit poor reading fluency during their early academic years are likely to encounter challenges in subsequent academic stages particularly in their ability to comprehend the text.



The implication that students with moderate levels of oral reading fluency are likely to also perform well in reading comprehension underscores the interconnected nature of these skills and emphasizes the importance of addressing both fluency and comprehension in literacy instruction. Understanding this tendency can inform instructional planning by highlighting the importance of addressing both fluency and comprehension simultaneously. Educators can design activities and lessons that provide opportunities for students to practice both oral reading fluency and comprehension skills in tandem, thereby maximizing their potential for growth in both areas.

Table 4. Relationship between Oral Reading Fluency and Reading Comprehension

Variables	r- value	Relationship strength	p- Value	Decision	Remarks
Oral Reading Fluency and Reading Comprehension	.428	Average	.010	Reject H ₀	Highly significant

Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship)
 Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)
 H₀: There is no significant relationship between the respondents' oral reading fluency skills and their reading comprehension skill

Relationship between Reading Vocabulary and Reading Comprehension Level

The table show data of the test of relationship between reading vocabulary skills level and reading comprehension level.

The respondents under study obtained a computed r-value (.586) with p-value (.001) which is less than the critical value @0.05 level of significance. This indicates that the result is highly significant. This means that the null hypothesis stating that there is no significant relation between reading vocabulary skill and reading comprehension skill level is rejected, thus showing an average correlation between the two variables. The result implies that in general, students with an average level of reading vocabulary skills are more likely to have achieved similar level in their reading comprehension. This suggests that respondents who have moderate vocabulary skill have the tendency to also do well in comprehending the text on the average stage.

The study supports the findings of Xie and Yeung (2022) which claimed that vocabulary is a fundamental aspect of reading comprehension as understanding texts requires the understanding of the words involved. The study underscores that comprehending texts hinges on grasping the meanings of the words used. Specifically, in the context of reading, vocabulary denotes the repertoire of words a student can effectively comprehend. Enhanced recognition of words correlates positively with improved comprehension abilities. Consequently, there exists a notable correlation between the comprehension of word meanings and the overall understanding of narratives, textbooks, and other reading materials.

The study's emphasis on the integral connection between reading vocabulary and reading comprehension suggests that fostering a robust vocabulary is pivotal for enhancing overall comprehension abilities. Reading teachers should recognize that the average reader's capacity to comprehend texts is closely linked to their proficiency in recognizing and understanding the words within those texts. This further implies that efforts to improve reading comprehension should prioritize interventions that target vocabulary development. By dedicating resources and instructional time to activities aimed at bolstering students' vocabulary knowledge, educators can effectively boost their average level of reading comprehension. Moreover, understanding this relationship underscores the importance of early and ongoing vocabulary instruction as a foundational component of literacy education.

Table 5. Relationship between Reading Vocabulary and Reading Comprehension Level

Variables	r- value	Relationship strength	p- Value	Decision	Remarks
Reading Vocabulary and Reading Comprehension	.586	Average	.001	Reject H ₀	Highly significant

Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship)
 Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)
 H₀: There is no significant relationship between the respondents' reading vocabulary skills and their reading comprehension skills.

Influence of Vocabulary Skill to the Learners' Reading Profile

The table reflects the statistical result on the test of influence of vocabulary skill to the respondents' reading profile level.

The respondents under study obtained a computed r-value (.856) with p-value (.001) which is less than the critical value @0.05 level of significance. This indicates that the result is highly significant. This means that the null hypothesis stating that reading vocabulary skill level does not significantly influence reading profile level is rejected, thus showing a very strong and highly significant influence strength. The result implies that the respondents' reading profile level is highly influenced by their vocabulary skill. This suggests that the relationship between these two variables is not only statistically significant but also characterized by a substantial strength of influence.

The pivotal discovery from Quines' (2023) study underscores the critical role of learners' vocabulary proficiency in determining their reading performance. The research highlights that vocabulary level serves as a reliable predictor of students' reading proficiency, indicating that a smaller vocabulary size corresponds to lower performance in both reading and writing tasks. These findings corroborate existing research asserting the significant influence of vocabulary knowledge on reading skills, thereby reinforcing the



importance of addressing vocabulary development to enhance overall reading abilities.

The study's emphasis on the influence of vocabulary level on overall oral reading skills as reflected in their profile emphasizes the critical role that vocabulary proficiency plays in oral literacy development. These findings suggest that interventions aimed at improving students' vocabulary skills have the potential to significantly enhance their oral reading abilities. Reading teachers may consider implementing targeted vocabulary instruction strategies to address any deficits in vocabulary knowledge among students, thereby promoting more fluent and comprehensible oral reading. Additionally, providing ample opportunities for students to engage with rich and diverse vocabulary in various contexts can further strengthen their reading skills.

Table 6. Influence of Vocabulary Skill to the Learners' Reading Profile Level

Variables	r- value	Influence strength	p- Value	Decision	Remarks
Reading Vocabulary on Reading Profile	.856	Very strong	.001	Reject H ₀	Highly significant

Note: Influence Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Influence)
 Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

Influence of Reading Comprehension Skill on the Learners' Reading Profile Level

The table reflects the statistical result of the test on the influence of reading comprehension skills on the reading profile of the learners.

The respondents under study obtained a computed r-value (.900) with a p-value (.001), which is less than the critical value @0.05 level of significance. This indicates that the result is highly significant. This means that the null hypothesis stating that reading comprehension skill does not significantly influence learners' reading profile level is rejected, thus showing a very strong and highly significant influence strength. The result implies, the respondents' reading profile is highly influenced by their reading comprehension skill. This suggests that the association between these two variables is statistically significant and posited a highly strong level of influence.

Similarly, the proficiency of students in oral reading can be anticipated by considering several factors, including their fluency, comprehension of vocabulary meaning, and grasp of the overall textual content. This posits that students who demonstrate higher levels of fluency, a deeper understanding of word meanings, and a more comprehensive grasp of the material being read are likely to exhibit stronger oral reading skills. The study conducted by Doucet (2023) claimed the need to focus on deriving insights to effectively address challenges in oral reading and enhance the overall reading proficiency of learners by implementing tailored activities. Of particular interest was the exploration of how reading comprehension influences oral reading skills, highlighting its significance in informing instructional approaches aimed at optimizing the reading experience for diverse learner populations.

The significant influence of comprehension on overall reading profile emphasizes the critical role of understanding written text in proficient oral reading. This further implies that students who demonstrate a deeper comprehension of their reading material are likely to exhibit stronger oral reading abilities. Reading teachers can leverage this insight by implementing instructional strategies that prioritize the development of reading comprehension skills. By fostering a deeper understanding of text, educators can effectively enhance students' oral reading fluency, expression, and comprehension. This highlights the importance of integrating comprehension-focused activities into literacy instruction to support students in becoming more proficient oral readers.

Table 7. Influence of Reading Comprehension Skill to the Learners' Reading Profile Level

Variables	r- value	Influence strength	p- Value	Decision	Remarks
Reading Comprehension on Reading Profile	.900	Very strong	.001	Reject H ₀	Highly significant

Note: Influence Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Influence)
 Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)

Conclusion

The study findings indicate that the respondents possess characteristics of "instructional" readers across various dimensions, including oral reading accuracy, speed, vocabulary, and comprehension. Notably, their oral reading fluency and reading vocabulary skills significantly correlate with reading comprehension abilities, strongly influencing their overall reading profile.

Based on the conclusions, recommendations are as follows: Research suggests further exploration into instructional reading strategies aimed at refining oral reading accuracy and speed among respondents already categorized as "instructional" readers. Investigating specific interventions or techniques that target areas of improvement within oral reading fluency could enhance overall reading fluency.

Reading teachers may identify and design effective instructional methods to expand and reinforce vocabulary knowledge. Exploring diverse vocabulary instruction approaches tailored to individual learner needs may optimize reading performance outcomes.

With respondents exhibiting "instructional" reading comprehension levels, further research could delve deeper into identifying specific comprehension strategies or interventions that foster a more profound understanding and interpretation of textual material.

Building on the significant correlation between oral reading fluency and reading comprehension skills, future research could investigate the underlying mechanisms or factors contributing to this relationship. Exploring how improved oral reading fluency translates into enhanced reading comprehension abilities could provide valuable insights for reading teachers and researchers.

Given the significant correlation between reading vocabulary and reading comprehension skills, further research could explore the effectiveness of vocabulary instruction strategies in improving overall reading comprehension outcomes. Investigating the impact of targeted vocabulary interventions on reading comprehension performance could inform evidence-based instructional practices.

As reading vocabulary skills strongly influence reading proficiency, as shown in their profile, reading teachers could examine the specific vocabulary acquisition methods or interventions that improve oral reading skills. Exploring practical vocabulary instruction approaches tailored to different learner populations may enhance oral reading fluency.

Considering the strong influence of reading comprehension skills on the reading profile of learners, reading teachers may focus on identifying instructional strategies that effectively enhance reading comprehension abilities, thereby promoting more vital oral reading skills. Investigating the longitudinal effects of comprehension-focused interventions on oral reading fluency could offer valuable insights for educators.

References

- Aldhanhani, Z., & Abu-Ayyash, E. (2020). Theories and Research on Oral Reading Fluency: What Is Needed?. *Theory and Practice in Language Studies*. <http://dx.doi.org/10.17507/tpls.1004.05>
- Al-Tonsi, H. G. A. L. (2021). Effectiveness of Emotion Regulation Strategies in Developing Preparatory Stage Students' EFL Oral Reading Fluency Skills. Retrieved on June 1, 2023 from article_229427_d022c9e37597d865f816f545aa761307-libre.pdf
- Amin, E. A. R. (2022). Using Repeated-Reading and Listening-While-Reading via Text-to-Speech Apps in Developing Fluency and Comprehension. *Online Submission*, 12(1), 211-220. Retrieved on June 1, 2023, from <https://eric.ed.gov/?id=ED618293>
- Aşıkcan, M., & Saban, A. (2021). An Action Research on Improving Fluent Reading Skills of Third-Grade Primary School Students. *Eğitim ve Bilim*, 46(205). <http://doi.org/10.15390/EB.2020.9015>
- Barredo, E., Viray, M., & Galimba, S.M. (2022). Reading Ability of Grade 7 Students in Rebokon Agricultural and Vocational High School and Its Effect to Their Academic Performance. *International Journal of Secondary Education*. Vol. 10, No. 2, 2022, pp. 74-77. doi: 10.11648/j.ijsedu.20221002.12
- Barthes, R. (1968). *Elements of semiology*. New York: Hill and Wang.
- Bogatay, R. N. (2022). Reading to Dolls: Impacts on Self-Efficacy and Oral Reading Fluency (Doctoral dissertation, The Chicago School of Professional Psychology). Retrieved on June 10, 2023 from <https://www.proquest.com/openview/1ecc6928f36a031c853f96bfc51d82cf/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Boughaba, M. (2021). The Contribution of Students' Vocabulary Mastery Toward Reading Comprehension The case study of Third Year Middle School Learners of Djaber Ben Hayane Middle School 2020-2021 (Doctoral dissertation, université Kasdi Merbah-Ouargla). Retrieved on June 15, 2023, from <https://dspace.univ-ouargla.dz/jspui/handle/123456789/29391>.
- Bouguebs, R. (2017). The Effect of Fluency Oriented Reading Instruction on EFL Students' Reading Fluency and Comprehension. *Human Sciences Journal*, 28(1), 59-73. Retrieved from <http://revue.umc.edu.dz/index.php/h/article/view/2557>.
- Bouguebs, R. (2022). Deciphering the Effective Relationship between Reading Fluency and Comprehension. *reading fluency and comprehension*. *Revue Science Humaines*, A (47), 59-73. Retrieved from <https://www.asjp.cerist.dz/en/PresentationRevue/2>.
- Chung, W. L., & Bidelman, G. M. (2022). Acoustic features of oral reading prosody and the relation with reading fluency and reading comprehension in Taiwanese children. *Journal of Speech, Language, and Hearing Research*, 65(1), 334-343. https://doi.org/10.1044/2021_JSLHR-21-00252
- Comstock, D. M. (2022). The Lexia PowerUp© Literacy Program as an Intervention to Increase Word Recognition Automaticity and Reading Self-Efficacy in Middle School Students with Disabilities (Doctoral dissertation, Widener University). Retrieved from <https://www.proquest.com/openview/b9d4108b933d42c642136c7ab538a9cb/1?pq-origsite=gscholar&cbl=18750&diss=y#>.
- Der Kleij, S. W., Burgess, A. P., Ricketts, J., & Shapiro, L. R. (2022). From bibliophile to sesquipedalian: modeling the role of reading experience in vocabulary and reading comprehension. *Scientific Studies of Reading*, 26(6), 514-526. <https://doi.org/10.1080/10888438.2022.2068418>
- Doucet, V. (2023). A Systematic Literature Review of the Best Practice for Small Group Reading Instruction (Doctoral dissertation,



- Trevecca Nazarene University). Retrieved on June 20, 2023, from <https://www.proquest.com/openview/779979eba96ac91b223dc72301461c22/1?pq-origsite=gscholar&cbl=18750&diss=y>.
- Espiel, E. E., & Carretero, M. D. (2022). Factors Affecting the Reading Comprehension of Grade 7 Students. Retrieved from <https://uijrt.com/articles/v3/i9/UIJRTV3190001>
- Florit, E., Roch, M., Dicaldo, R., & Levorato, M. C. (2022). The Simple View of Reading in Italian beginner readers: Converging evidence and open debates on the role of the main components. *Learning and Individual Differences*, 93, 101961 <http://doi.org/10.1016/j.lindif.2020.101961>
- Gough, P.B. & Tunmer, W.E. (1986) Decoding, reading and reading disability, *Remedial and Special Education*, vol.7 (1), pp. 6–10. <https://doi.org/10.1177/074193258600700104>
- Johnson, A. M. (2022). The Effects of Daily Explicit Phonics Instruction on Reading Fluency in First Grade. Retrieved on June 19, 2023, from <https://sophia.stkate.edu/maed/485/>.
- Kuhn, M. R., & Schwanenflugel, P. J. (2019). Prosody, pacing, and situational fluency (or why fluency matters for older readers). *Journal of Adolescent & Adult Literacy*, 62(4), 363-368. <https://doi.org/10.1002/jaal.867>
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive psychology*, 6(2), 293-323. [doi.org/10.1016/0010-0285\(74\)90015-2](https://doi.org/10.1016/0010-0285(74)90015-2)
- Mercado, J. M., & Diva, C. (2022). Realigned Audio-Recorded Materials using Repeated Reading and the of Oral Reading Fluency of Non-Fluent Learners. In *Proceedings of the Asia Pacific Conference on Multidisciplinary Research (APCMR)* (Vol. 30, p. 31). Retrieved from <https://orcid.org/0000-0002-7846-00881> on June 1, 2023.
- Pipe, J. (2022). Inclusion of Timed-Pair-Practice to Improve Speed Reading, Comprehension and Confidence. Retrieved on June 21, 2023, from <https://cir.nii.ac.jp/crid/1050573792612430336>.
- Quines, Z. M. (2023). Impact of Students' Vocabulary Level to their Reading and Writing Performance. *International Journal of English Language and Linguistics Research*, 11(2), 18-32. <https://doi.org/10.37745/ijellr.13/vol11n21832>
- Roembke, T. C., Hazeltine, E., Reed, D. K., & McMurray, B. (2019). Automaticity of word recognition is a unique predictor of reading fluency in middle-school students. *Journal of Educational Psychology*, 111(2), 314. <https://psycnet.apa.org/doi/10.1037/edu0000279>
- Salarvand, L., Guimaraes, N., & Balagholi, Z. (2022). Instructional Strategies' Impacts on EFL Learners Reading Fluency: A Review. *THAITESOL Journal*, 35(1), 77-90. Retrieved on June 20, 2023, from <https://so05.tci-thaijo.org/index.php/thaitesoljournal/article/view/258633>.
- Samuels, S. J. (1997). The method of repeated readings. *The Reading Teacher*, 50(5), 376-381. Retrieved on June 14, 2023, from <https://www.jstor.org/stable/20201787>.
- Siregar, I. (2022). Semiotics Analysis in The Betawi Traditional Wedding" Palang Pintu": The Study of Semiotics Roland Barthes. *International Journal of Linguistics Studies*, 2(1), 01-07. <https://doi.org/10.32996/ijls.2022.2.1.1>
- StudyCorgi. (2020, January 2). Improving Oral Reading Skills to Enhance Reading Comprehension. <https://studycorgi.com/improving-oral-reading-skills-to-enhance-Van>
- Teng, F. (2022). Vocabulary learning through videos: captions, advance-organizer strategy, and their combination. *Computer Assisted Language Learning*, 35(3), 518-550. <https://doi.org/10.1080/09588221.2020.1720253>
- Vetrova, K. O. (2021). Semiotic analysis of advertising by R. Barthes: opportunities, limitations and prospects. *Perm University Review. Russian and Foreign Philology*, 13(4), 5-11. <http://dx.doi.org/10.17072/2073-6681-2021-4-5-11>
- Xie, Q., & Yeung, S. S. S. (2022). Do vocabulary, syntactic awareness, and reading comprehension in second language facilitate the development of each other in young children?. *Learning and Instruction*, 82, 101682. <https://doi.org/10.1016/j.learninstruc.2022.101682>
- Zarfsaz, E. & Yeganehpour, P. (2021). "The Impact of Different Context Levels on Vocabulary Learning and Retention." *Shanlax International Journal of Education*, vol. 9, no. 4, pp. 24–34.

Affiliations and Corresponding Information

Kerwin C. Fabillaran

Compra National High School

Department of Education – Philippines