

**READING COMPREHENSION AND ACADEMIC PERFORMANCE IN ENGLISH OF
GRADE V PUPILS IN DUMINGAG CENTRAL ELEMENTARY SCHOOL**

A Bachelor's Thesis presented to The committee of Oral Examiners

J.H. CERILLES STATE COLLEGE DUMINGAG CAMPUS

Dumingag, Zamboanga del Sur

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Bachelor in Elementary Education

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ABSTRACT

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Summary

This research study sought on determining the reading comprehension and academic performance of Grade V pupils in Dumingag Central School, Dumingag, Zamboanga del Sur, SY 2015-2016.

This study utilized the descriptive normative analysis method with questionnaire-checklist and reading test Instruments in gathering the data and information needed in the study.

The statistical techniques used in this study were frequency counts, percentage, and chi-square. Frequency counts and percentage were used to determine the profile. and academic performance of the pupil-respondents. The chi square was used to determine the significance of the relationship between the pupil-

respondents' profile and their reading comprehension level as well as their reading comprehension level and their academic performance in English.

The study revealed that many of the pupil-respondents read for information seeking or being updated of latest issues, prefer to read electronically, and they always read storybooks. They seldom read books during their vacant time inside their classroom. Time is the reason why they stop reading.

Results of the study showed that many of the Grade V pupils belonged to interpretative level. As to their academic performance in English, many belonged to "Fair". There is no significant relationship between the pupil respondents profile and their reading comprehension level except the preferred place where they frequently read as mentioned. Lastly, there is a significant relationship between the pupil-respondents' reading comprehension level and their academic performance in English.

The study recommended that teachers must provide reading materials such as storybooks Inside the classroom so that the pupils have something to read during their vacant time. They must conduct various reading activities to develop the reading comprehension of the pupils.

The study further suggested that parents urge their children to read and follow-up their progress in school, especially that their academic performance is only fair. Finally, a similar study be conducted using other reading preferences to identify other reasons which may affect the reading comprehension of the pupils.