

# RELATIONSHIP OF READING COMPREHENSION AND ACHIEVEMENT IN ENGLISH LANGUAGE.

Dr.Shalini.J

Principal

Mythri College of Education,  
Shivamogga, Karnataka.

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## ABSTRACT

A proficient and successful, reader is one who is able to read diverse material with better comprehension, stressing the importance of reading with understanding at the primary stage. The objective of the study is to find the relationship between reading comprehension and achievement in English language. Standardized tool was administered and found positive relationship of reading comprehension with students achievement.

**Technical terms: Reading Comprehension, Achievement, English**

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## INTRODUCTION

Reading comprehension is a very effective tool for success in all school subjects. A proficient and successful, reader is one who is able to read diverse material with better comprehension, stressing the importance of reading with understanding at the primary stage. The education commission (1964-66) has said “If proper foundation for this are not laid at this level. The entire future education of the child will receive an irreparable setback.

Reading involves the personality, promising countless personal and social values. Reading is an entrance into almost all locations reading organizes experience, it relates ideas from many sources.

Reading is a thinking process. As the individual reads, the symbols on the printed page excite the mind to react in many complex ways such as perception, recognition, association and recall etc. Thorndike in his article ‘reading as reasoning’ has emphasized that unless the reader reasons correctly in the light of the data or ideas presented by the words, he will fail to get the right meaning. Reading has been defined as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed page.

According to Goodman The purpose of reading is the reconstruction of meaning, is not in print but it is the meaning that the author begins with when he writes some how the readers to reconstruct the meaning as he reads. Reading is here takes to arrive at some reconstruction of authors meaning.

Perhaps an all-inclusive definition of reading may be stated as follows. Reading is recognizing and interpreting symbolic languages and interacting with it. This interaction may be any degree of acceptance or rejection of what is stated. Enjoyment of the language itself, retention of fact feeling or inspiration, stimulate to create or any numbers of other positive or negative reactions. One never knows for sure what may result from the act of reading. Indirect influences may be felt far into the future.

Most of the definition stresses the importance of comprehension and interpretation of ideas as the essential components of reading. Hence in the present study these components were considered.

### **Reading comprehension:**

Reading comprehension is considered primarily as knowledge of vocabulary and reasoning, rather than as a series of component sub skills. It is the logical analysis of text| reading tasks which are considered to represent levels of proficiency in understanding a text. It involves the capacity to draw inferences from the literal meanings of the sentences in order to connect them together.

The present study of comprehension is defined as understanding what is written in between and beyond the lines and it includes a reading.

- a) To get main idea
- b) To get important details
- c) To answer specific question
- d) To apply what is read
- e) To select appropriate meaning of the words in the context.

### **Structuring Comprehension Skills :**

“Barrett’s Taxonomy” describes comprehension as having five levels.

1. Literal comprehension
2. Reorganization
3. Inference
4. Evaluation
5. Appreciation

The five levels should not be thought of as a hierarchy through which children should proceed one level at a time. It is more a case that they should be regarded as five broad bands with a great deal of overlap between them. The inter-relatedness of the bands points up the needs for a spiral approach where they are all developed simultaneously but in different proportions at any one point. This type of structure is useful to teachers in ensuring that children are presented with a balanced and sufficiently wide range of questions.

### **Developing Comprehension Skills:**

As far as teaching of comprehension is concerned there are two aspects which the teacher has to consider. The first is the nature of the text in use and the second is the type of technique necessary to develop a full range of comprehension skills.

Stauffer has advocated that children should be engaged in directed reading thinking activities aimed at encouraging critical reading. Christopher Walker has also made detailed suggestions for “teacher directed oral group activities” to help children to extend and apply their reading.

Reading comprehension is not a unitary skill. It is the result of the collaboration efforts of different skills. Whatever is read is intended to be comprehended and comprehension is a phenomenon that goes beyond decoding. It is a highly synthetic process which involves the correct association of word symbols, the evaluation of meanings according to context and organization, retention and application of ideas they are read.

In the present study, research established the relationship between reading comprehension and score of English language achievement test. Hence the researcher used correlation method.

The purpose of this research is to study the present scenario of English language learner such as the attainment of reading comprehension among high school students.

### **Statement of the problem:**

“RELATIONSHIP OF READING COMPREHENSION AND ACHIEVEMENT IN ENGLISH LANGUAGE.

### **OBJECTIVES OF THE STUDY**

1. To find out the relationship between reading comprehension and achievement in English language of IX standard students.
2. To find out the difference in the achievement scores of High average and low RCT groups.

### **METHODOLOGY:**

An intensive study has been undertaken to study the relationship of reading comprehension and achievement in English of Secondary school students of Sagar Taluk.

### **THE VARIABLES OF THE STUDY:**

Reading comprehension are the independent variables in the present study. Achievement in English is the dependent variable in the present study.

### **HYPOTHESES OF THE STUDY:**

1. There is no significant relationship between reading comprehension and achievement in English.
2. There is no significant difference in the achievement scores of High, average and low RCT groups.
3. In relation to the objective (2) the following hypotheses are framed.
  - (a) There is no significant difference in the achievement scores of high and average RCT groups.
  - (b) There is no significant difference in the achievement scores of high and low RCT groups.
  - (c) There is no significant difference in the achievement scores of average and low RCT groups.

### **Tools used for Collection of Data:**

Following standardized tests has been used by researcher for the collection of Data

- (1) Reading Comprehension Test: Prepared by Dr. Pramila Ahuja and Dr. G.C. Ahuja, Central Institute of Indian languages Mysore.
- (2) Achievement marks in English: To measure the achievement in English marks of I semester exam 2022 in English were taken into consideration.

### **Scope of the Study:**

The present study is extended to IX standard English Medium students of Sagar Taluk. The researcher has selected all the English Medium schools of Sagar Taluk. From these schools the researcher has selected sample of 200 students.

### **Sample of the study:**

Researcher has selected English Medium High Schools of Sagar Taluk. Out of which 200 students who are studying 9th standard are selected by randomized sampling technique. ie 20 students from each school.

### **Collection of Data:**

For the present study the researcher has randomly selected 20 IX standard English Medium students from each schools of Sagar taluk. Researcher administered the test (RCT), collected answered test materials along with their I semester English marks of the above said students from their class teachers.

### **Scoring Procedure:**

In RCT students are given credit not only for that answer that are exact replacements of the missing words but also words with spelling errors is also considered correct as long as it is evident the student intended to write the word originally deleted. A scoring key has been provided for this purpose. For each correct answer, one point credit is given. The sum of the right answers for all the nine last passages gives the total score.

### **Statistical techniques used for the Analysis of Data:**

The data is analysed by using following tests Karl pearson's coefficient of correlation and T-test.

### **ANALYSIS:**

Being a descriptive study the obtained data was analysed in terms of frequency, correlation, and t-test.

### **Major findings of the study**

### **HYPOTHESES-1**

**Relationship between reading comprehension and achievement in English,**

The analysis of the data showed that there is significant positive relationship between reading comprehension and achievement in English. The coefficient correlation obtained ' $r$ ' = 0.0139

## HYPOTHESES-2

### Significant difference in achievement scores of high, average and low RCT groups

Group	Mean	SD	N
High	42.83	3.55	60
Average	39.3	1.69	90
Low	40.4	2.36	50

The analysis of the data showed that there is significant difference between high, average and low RCT groups.

## HYPOTHESES-3

### a. Significant difference in achievement scores of high and average RCT groups

Group	No	M	SD	t-value	t-value critical	Remark
High	60	42.83	3.55	7.35	1.98	significant
Average	90	39.3	1.69			

The analysis of the data showed that there is significant difference between high and average RCT groups.

### b. Significant difference in achievement scores of high and low RCT groups

Group	No	M	SD	t-value	t-value critical	Remark
High	60	42.83	3.55	4.33	1.98	significant
Low	50	40.4	2.36			

The analysis of the data showed that there is significant difference between high and low RCT groups.

**c. Significant difference in achievement scores of average and low RCT groups**

Group	No	M	SD	t-value	t-value critical	Remark
Average	90	39.3	1.69	2.97	1.98	Significant
Low	50	40.4	2.36			

The analysis of the data showed that there is significant difference between average and low RCT groups.

**Implications of the study**

Viewing reading as comprehension involves the active use of what the reader already knows with the information given in the text to construct the author's meaning. This suggests creating instructional situations that enable students to consciously control how this happens. These situations will

- a. Help the reader activity relate prior knowledge to the text information,
- b. Help the reader gain a conscious control over major text structures, topics, events and ideas in stories, news articles and expository textbook material, and
- c. Guide the reader to generate inferences between prior knowledge and text information.

The teacher must provide plenty of opportunities for children to regularly and independently engage in comprehending texts.

**Conclusion**

The teacher must allow children to select their own materials and read a broad variety of texts, as well as encourage them to write texts of a variety of types to different audiences and for a variety of purposes. The teacher can use the following methods to facilitate growth in reading comprehension.

1. Selecting and using questions in such a way that it leads the child to use prior knowledge to predict, elaborate and reconstruct text information,
2. Using methods and situations to guide the children to identify and use the major structures in the text to infer, organize, remember and reflect upon the literal information stated explicitly in the text, and
3. Giving chances to the children to draw inferences during and after reading. For instance, the child should be asked to write questions/doubts during reading in order to elicit worthwhile inferences from peers and engage in peer discussion after reading.

Viewing reading as comprehension implies that both teachers and students consider reading as an active, purposeful and meaning-centred activity. This means that children should be shown that personal, social and academic purposes are equally important. It also requires the readers should be able to relate prior knowledge to the content of the text either before or during reading.

### **Limitation of the study :**

Only English Medium 9<sup>th</sup> standard students of Sagar Taluk are selected for the study. Only 20 students are selected from each English medium high schools of Sagar taluk. II Semester English marks of 2023 is considered as Achievement marks in English. Standardized RCT tool have been used to test Reading Comprehension.

### **Suggestions for further study**

The present study poses some problems to the future investigators in this field. They are

1. Studies may be conducted on English achievement at various levels of education.
2. Studies may be conducted on an experimental basis by using different types of English language teaching techniques to understand their relative efficiency in learning and achieving.
3. Studies may be carried out to find out the attitude of pupils and teachers towards English because it contributes much for learning and achieving.
4. Studies may be conducted on the influence of psychosocial variables on English achievement.



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