

**READING COMPREHENSION FACTORS AND PERFORMANCE OF EFL
SECONDARY STUDENTS IN THAI EDUCATION LANDSCAPES: A MULTI-
REGRESSION ANALYSIS**

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ABSTRACT

The study aimed to find out the reading comprehension of the Grade 12 EFL students of Rittiyawannalai School under the international program of Bangkok Thailand and to quantify its relationship to different factors such as availability of reading materials, reading habits, family economic status, parent's educational attainment, after school tutoring, teacher's experience and qualification, grammar and vocabulary knowledge, classroom management and motivation. The design used was quantitative using a semi-structured questionnaire to elicit the demographic data and quantifiable elements and analyzed using multi-regression analysis through SPSS. Generally, it was concluded that family economic status (p-value=0.007), after-school tutoring (p-value=0.028), qualification of teachers (p-value=.000), vocabulary knowledge (p-value=0.003), and grammar (p-value=.000) are the dominant factors to the improvement of reading comprehension of the students. On the contrary, other factors obtained more than the level of significance at .05 which made them not significant to student respondents' reading comprehension performance. This paper recommends exploring more on other factors that would significantly impact reading comprehension performance to continually improve the reading experience of the learners.

Keywords: Multi Regression Analysis; Students' Performance; Reading Comrehension; EFL; Thailand

INTRODUCTION

One of the most significant ways that we learn about the world around us is by reading. Reading comprehension is a crucial talent that supports the development of students' different academic responsibilities and serves as the cornerstone of all other academic abilities. It aids individuals with text interpretation, analysis, justification, and expression of thoughts regarding textual materials. Unluckily, only one-third of 10-year-olds worldwide are thought to be able to read and comprehend a straightforward story, and the remaining two-thirds (64%) are unable to meet this benchmark for a basic level of reading comprehension ability (UNICEF, 2022). Thailand received a score of 47.62 on the 2019 EF English competency Index, which is considered to be extremely low competency. The Education Ministry has acknowledged that there is a problem with the reading comprehension of Thai students and that it requires quick attention. Additionally, given that English is a language that is widely used in academia, Thai students could not ignore the importance of reading materials written in English. As a result, there is a huge demand for students to improve their reading comprehension skills.

Reading comprehension is influenced by a number of factors, including prior knowledge, vocabulary and fluency, active reading abilities, and critical thinking. It is a cognitive process that necessitates a variety of skills and strategies. Several programs, such as the Battle of the Books, read to Succeed, student book clubs, and summer reading, are aimed at improving reading comprehension. In contrast to the OECD average of 77%, reading proficiency was at least at Level 2 for 40% of students in Thailand. When properly asked to do so, these pupils can at the very least retrieve information using clear, if occasionally challenging criteria and can reflect on the purpose and structure of texts. Socioeconomically rich students in Thailand outperformed economically poor pupils in reading by 69 score points, according to PISA (2018). This is smaller than the median distinction between the two groups among OECD nations, which is 89 score points. Socioeconomic status was an important predictor of reading ability in every PISA participant country.

A reader's comprehension is based on both their ability to comprehend and make sense of the text and their proficiency with word decoding. Gough and Tunmer

(1986) contend that a person's capacity for language comprehension and decoding is the result of their reading comprehension abilities. The reading literacy of pupils is influenced by a number of factors, including learning strategies, motivation, family support, school instruction, etc. In essence, these factors can be divided into three categories: individual, family, and educational. The best indicator of reading literacy is judging credibility, which is followed by summarizing, comprehending, and remembering. Reading literacy is significantly impacted by reading metacognition. A reader's interest in reading can help their reading literacy (Liu, H. et al., n.d.).

Governments and international organizations are interested in promoting reading literacy because it has a significant impact on people's opportunities for meaningful careers and personal lives, as well as how it affects the economy. Teenagers need to be proficient at the foundational level of reading comprehension. The development of strategies to improve teens' reading ability is essential to achieving this. The foundation for developing these strategies is an understanding of the factors that influence the development of reading abilities.

Reading comprehension and the factors affecting have been subject to various studies in the last five years. Factors like grammar and vocabulary knowledge are found to be factors that greatly influence the development of reading comprehension (Anwar et al., 2022; Cigdemir, 2022; Brooks et al., 2021; Mlakar, 2020; Taladngoen et al., 2020; Mouti & Ypsilandis, 2018). It was also revealed that environmental factors like family members' encouragement, family participation, and peer tutoring by family and friends are found to significantly impact reading comprehension (Triadi et al., 2023; Cigdemir, 2022; Taladngoen et al., 2020). Moreover, teacher factors such as experiences and teaching strategies and methods towards teaching reading comprehension were found to significantly affect students' reading comprehension (Masduki, 2022; Banditvilai, 2020; Teevno et al., 2020). Furthermore, reading difficulties (Rahmah and Mistar (2023), reading cognitive load caused by mobile-assisted reading (Yang and Hu, 2022), and motivation ability and role perceptions and situated factors (Wu & Valcke, 2019) are found as factors that greatly influenced reading comprehension performance of the students.

Based on the empirical studies, various factors influence the reading comprehension skills of students ranging from internal factors to external factors. However, these factors are more or less individually studied and correlated to reading comprehension in a different academic setting. It can be further observed that most of the empirical studies reviewed employed a single correlation between one or two independent variables and one dependent variable which is reading comprehension. There were rare to no studies yet incorporating these various factors as independent variables quantifying their relationship to reading comprehension skills as the dependent variable employing multi-regression analysis in one academic setting, especially in an EFL context. Hence, the study is conducted.

The present study intends to address the resulting call for this research

REVIEW OF RELATED LITERATURES

Reading comprehension is regarded as the key component of reading since it facilitates the process of successfully deriving meaning from written material. Similar to how a person's mental, emotional, perceptual, and social experiences influence their complicated

in Thai secondary schools mainly for students in the international program learning English as a foreign language (FL). The information gathered in this investigation will assist the EFL secondary teachers' decisions in teaching reading comprehension skills. Likewise, this will provide in-depth rhetoric on different strategies in pedagogical teaching. To address the knowledge gap that is established, this study intends to assess the reading comprehension of the Grade 12 EFL students of Rittiyawannalai School under the international program of Bangkok Thailand and quantify its relationship to different factors such as availability of reading materials, reading habits, family economic status, parent's educational attainment, after school tutoring, teacher's experience and qualification, grammar and vocabulary knowledge, classroom management and motivation.

cognitive process (Silironga, 2015). Readers use a variety of comprehension techniques while reading that fit their preferred learning style. The qualities of the student's personality, motivation, metacognition, and learning conception, as well as those of the environment, teaching

styles, and assessment methods, impact or make up the learning style itself (Vitalis, 2004). Due to the complex aspects that go into reading comprehension, which primarily include cognitive, linguistic, and socio-cultural characteristics, it might be challenging for language educators to come up with an efficient reading approach (Alenzi, 2019; Ismail & Tawelbeh, 2015). In this situation, students are required to be provided with an extensive range of reading and writing activities that include effective reading comprehension techniques.

Reading Comprehension requires the coordination of multiple linguistic and cognitive processes including (1) word reading ability, (2) working memory, (3) inference generation, (4) comprehension monitoring, (5) vocabulary (Anwar et al., 2022; Wang-Taylor and Milton, 2019; Nation, 1988, Brix, Clinton & Fraser, 2015; Trakulphadetkrai et al., 2020), (6) prior knowledge (Perfetti, Landhi & Oakhill, 2005) and (7) a product of word decoding and linguistic comprehension (Gough & Tunmer, 1986) in early development (Catts, Aldoff & Weismer, 2005). Koda (2007) emphasizes the idea that a number of factors could have an impact on how well readers comprehend. Vocabulary proficiency, background

knowledge, metacognitive understanding, and reading techniques are a few of these factors. Other elements, according to Trehearne and Doctorow (2005), have an impact on students' reading comprehension abilities. These include the reading attitudes of the students, effective instruction in comprehension techniques, adaptability, text form, knowledge of various reading comprehension tactics, susceptibility to the text structure, drawing inferences, and checking understanding. Nergis (2013) also noted that metacognitive awareness, syntactic consciousness, and depth of vocabulary knowledge are some of the critical elements that can influence reading comprehension abilities.

Studies have confirmed and proved that the socio-economic status of the family can impact the reading comprehension performance of the students. This is proven in the study of Ibanez-Alfonso et al. (2021) which also revealed that socioeconomically disadvantaged students are likely equally at risk of having low reading comprehension. Parents with higher SES tend to have more positive attitudes toward reading and higher levels of interest in reading (Gu et al., 2017). Likewise, it has been found that reading

comprehension is highly predicted by family income (Cigdemer, 2022).

On the other hand, teacher's qualification is also found to be significant in the development of reading comprehension ability of the students. Schmidt (2017) reveals that teachers' professional development demonstrated statistically significant increases in reading achievement. Furthermore, qualification was proven significantly related to student outcomes on a standardized measure of reading comprehension in the study of Harrell et al. (2011).

Moreover, empirical research has also revealed that after school tutoring is a great contributor on student's reading comprehension ability. Triadi et al. (2023) used a quasi-experimental research design with 450 elementary students—250 and 200 students each—participating in a tutoring program with family and friends. 450 tutors from both family and peers took part in this study as well. Reading comprehension abilities were evaluated using pre- and post-tests, and it was discovered that both peer tutoring programs run by friends and family members and increased readers' reading comprehension abilities. In general, peer tutoring programs can benefit kids' reading comprehension. According to the findings,

it's critical for families to encourage their children's literacy attempts. Families need to be proactive in encouraging their children's cognitive growth.

The very strong indicator of reading comprehension according to empirical studies is the linguistic knowledge particularly the grammar and vocabulary knowledge of the students. Taladngoen et al. (2020) determined internal and external factors affecting the reading comprehension ability of 19 EFL tertiary learners majoring in English for International Communication at the Rajamangala University of Technology Lanna Phitsanulok. Using a questionnaire with a three-point Likert scale, it was revealed that respondents' linguistic knowledge is more impactful than their perceptions of reading comprehension. Anwar et., al (2022) conducted quantitative research on the correlation and prediction of students' level of reading comprehension through their perception of the application of transition words of 100 male and female EFL students at the tertiary level in Bangladesh. The predictor variable/independent variable of this analysis was transition words, while the dependent variable was reading comprehension. The findings revealed that there was a positive and significant

relationship between students' knowledge of transition words and their degree of reading comprehension. Furthermore, the transitional word was discovered to be a dominant predictor of reading comprehension. Brooks et., al (2021) investigated the factors that may affect the reading comprehension abilities of 31 English as additional language learners (EAL) 31 in Japan. The study showed that differences in vocabulary knowledge show more variance in reading comprehension scores than the other factors examined associated with this study, highlighting the importance of vocabulary knowledge for reading comprehension. The variable with the strongest predictive power among the individual components was found to be "prior knowledge," followed by "vocabulary," (Cigdemar, 2022).

In addition to the impact of linguistic knowledge to reading comprehension, Sanford (2015) looked at the relative contributions of working memory, vocabulary, prior knowledge, word recognition, reading strategy, and motivation to read to the reading comprehension of 400 secondary students with disabilities in grades 9–12. The findings indicated that reading comprehension and intrinsic motivation are statistically significantly correlated, but

that reading comprehension and study habits are negatively correlated with extrinsic motivation. Additionally, reading comprehension and the five predictor factors (working memory, vocabulary, prior knowledge, word recognition, and reading techniques) showed a moderate to strong significant positive association. Lesaux and Martinez (2011) looked at 173 low-achieving Spanish-speaking kids' English reading comprehension at age 11. Structural equation modeling was used to assess the impact of vocabulary and word reading ability growth rates from early infancy (age 4.5) through pre-adolescence (age 11) on this intricate process. Spanish and English standardized tests of word reading proficiency and productive vocabulary were given each year, and tests of English reading comprehension were given at age 11. Latent growth curve analysis showed that all individual variations in English reading comprehension results may be attributed to English skills. Additionally, the influence of word reading and vocabulary skills over time did not change as expected, probably as a result of pupils' reading comprehension skills being below grade level. This study emphasizes the necessity for theoretical understanding models that take students' skill profiles and capacities

into account. Mouti and Ypsilandis (2018) investigated the relationship between grammar and vocabulary test scores and reading comprehension through the National Foreign Language Exam System in Greece among 1922 takers. It was found that the two variables do, in fact, statistically correlate, even though the correlation's strength is not very great. The result of the study implied that vocabulary and grammar are factors in the development of reading comprehension. Mlakar (2020) provided a state-of-the-art review of linguistic factors such as grammar knowledge, vocabulary knowledge, listening comprehension, and decoding. Based on the review, it was concluded that these four linguistic factors influence reading comprehension, and this calls for reading instruction adaptation for young learners since basic decoding such as grammar and vocabulary is its focus. Accordingly, the links between language and reading comprehension get stronger as L2 readers age and develop, necessitating a greater emphasis on higher-order thinking and problem-solving abilities.

There are some factors that are also considered significant in the reading comprehension ability such as reading strategies/habit of the students, teachers' experience, and motivation. Banditvilai

(2020) investigated the effectiveness of reading strategies in reading comprehension of second-year English major students who officially register to study English Reading at the Faculty of liberal arts and Science at Kasetsart University, Thailand. The results showed that reading methods improved students' reading comprehension. The students were interested in skimming, scanning, making predictions, and questioning. Wu and Valcke (2019) studied factors associated with the reading comprehension of 1,322 Chinese secondary school students in China; also, aimed to develop a multilevel comprehensive model which shows critical correlates, involving these factors, of reading comprehension. The findings suggested student's MARS and independent reading motivation were dominant and it correlates to reading comprehension among the significant variables. A similar study was conducted by Lin (2010) on senior high school students' reading comprehension of graded readers outside of the classroom in Taiwan. The purpose of the study was divided into three parts: (1) to investigate male and female L2 learners' comprehension of graded readers out of the class, to examine whether the amount of time and the number of strategies males and females used to

comprehend graded readers could be significant factors influencing students' reading comprehension, and (3) to explore why and how the participants selected strategies to comprehend reading materials at different difficulty levels. The results showed that the T-test result, females' reading comprehension ability had grown significantly; there were no significant differences between males' and females' comprehension of L2 and L3 readers, but females achieved significantly higher scores than males in L4 graded readers and females significantly used more strategies than their counterparts to understand L4 graded reader; and the interpretation of females' adding and reducing the strategies to comprehend difficult text were provided.

In terms of teacher's experience, Teevno et., al (2020) postulated a study in Pakistan to explore and analyse the strategies adopted by 52 teachers (38 male and 15 female) for teaching reading of English at higher secondary level grade 12 and their impact on the performance of the students in reading comprehension using English as the medium (considered as the compulsory subject from grade 1 to graduate class) by using survey questionnaire as the research instrument and data were analysed using SPSS. The

result indicated that teaching strategies adopted by the teachers are more effective as compared to the strategies adopted by less experienced teachers for teaching reading to the students at the higher secondary level. Also, strategies adopted by male teachers appear to be more effective than the strategies adopted by female teachers, and the teaching strategies of the teachers and the performance of students in reading English are strongly correlated. Furthermore, in the lens of motivation, Whitten, C. et al (2016) examined the reading preferences of 65 American high school juniors in a small Southeast Texas town, ranging in age from fifteen to seventeen. It was predicted that students who read books they choose for enjoyment will perform better on average in the subjects of English, arithmetic, science, and history than their non-reading classmates. The authors came to the conclusion that in the subject areas evaluated, students who read for enjoyment performed on average better than their non-reading peers. The authors went on to say that although teachers were aware of the connection between the enjoyment of reading and academic success, they felt constrained by state curricula and required assessments.

METHOD

This study utilized a quantitative research method employing multi-regression analysis to quantify the relationship between reading comprehension skill as the dependent variable to 10 different reading comprehension factors as independent variables. Quantitative research is the procedure for gathering and studying numbers. It can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations (Bhandari, 2022). While, multi-regression is employed to determine how two or more independent variables relate to one dependent variable (Bevans, 2022).

The sample of this research is calculated by using Taro Yamane (Yamane, 1973) formula with a 95% confidence level. After calculation, the participants of this study were 100 EFL secondary students under the International Program of Rittiyawannalai. School, Bangkok Thailand. All of the EFL students were selected by purposive sampling and they varied in reading comprehension

background. To measure the academic reading comprehension of the respondents, a TOEFL-RBC test (TOEFL Reading for Basic Comprehension measure) and the TOEFL Language and Meaning Test were administered. The purpose of choosing this test is that it is an easily administered standard test that is widely conducted in academic settings (Qian,2002).

The procedures for this study's methodology progressed through a series of phases. In Phase 1, We obtained an overall comprehensive preliminary approval from the foreign head department program coordinator of Rittiyawannalai School under the International Program, Bangkok Thailand. See Appendix B. In addition, during this phase, we have completed the documents requesting approval for research. In Phase 2, after obtaining approval, we began sending another set of online letters of approval for the 31 students through email and EMS. In phase 3, after receiving the letter of confirmation stating the willingness to participate in the research study, the researcher sent the QR (Quick Response)

code to input the general information of participants. Next, once information was received, the researchers contacted the participants directly asking for approval to send the individual consent survey questionnaire (see Appendix C) and thank you email (see Appendix E) through their emails using Google forms.

To analyze the data of this study, statistical tools were utilized. A simple frequency count was used to determine the reading

comprehension factors like reading habits, parents' educational attainment, after-school tutoring, and teachers' educational attainment. Weighted mean was used to determine the reading comprehension performance and some factors like reading materials available, intrinsic and extrinsic motivation, and classroom management. To test the significant relationship between reading comprehension performance and factors, Chi-square was used.

RESULTS AND DISCUSSION

The findings and discussion should be written in no less than 60% of the manuscript (>3500 words). Findings may be displayed in tables, graphs, verbal

descriptions or the combination of the three. Do not present too many figures in the manuscript.

Table 1. Reading Comprehension of Student-Respondents

Reading Comprehension	\bar{x}	Verbal Description
Item 1	87.10	VS
Item 2	74.19	DME
Item 3	80.65	S
Item 4	93.55	O
Item 5	83.87	S
Item 6	96.77	O
Item 7	67.74	DME
Item 8	87.10	VS
Item 9	93.55	O
Item 10	61.29	DME
Average Weighted Mean	82.58	S

Legend: 90-100 Outstanding (O) 85-89 Very Satisfactory (VS) 80-84 Satisfactory (S) 75-79 Fair (F) 0-74 Did not meet expectation (DME)

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Table 1 shows the reading comprehension scores of the student-respondents. It can be observed that of the 10 items, three (3) items obtained below 75 which is verbally described as did not meet expectations while the other seven (7) items obtained more than 75 which three (3) of these are verbally described as outstanding, two (2) are satisfactory and one (1) is very satisfactory. Overall, the reading comprehension performance of the respondents is 82.58 which is described as satisfactory. The set of data suggests that the student-respondents perform fairly in the reading comprehension test as indicated in their overall performance. This means that the student-respondents were having difficulties comprehending what they read apparently due to many factors.

Moreover, this fair reading comprehension performance contributes to the existing literature and reports of fair reading comprehension performance

among students nowadays. UNICEF estimates that just one-third of 10-year-olds worldwide can read and comprehend a simple story, while the remaining two-thirds (64%) are unable to meet this benchmark for minimal proficiency in reading comprehension. Thailand received a score of 47.62 on the 2019 EF English Competency Index, which is considered to be extremely low competency. The Education Ministry has acknowledged the fact that Thai students' poor reading comprehension skills require rapid attention. This finding as a confirmation to UNICEF'S and EF English Proficiency Index calls for a critical review of curricula and some other significant contributing factors of reading comprehension to aid the languishing reading performance not only of Thai students but the Asian Students in general. Furthermore, this heeds the teacher-researchers to unceasingly conduct studies that aid the development of reading comprehension.

Table 2. Reading Comprehension Factors 1

Aspect	<i>f</i>	%
Reading Habits		
20-30 minutes/day	25	25
30-60 minutes/day	26	26
1-3 hrs./day	14	14
3-5 hrs./day	10	10
Others	25	25
Total	100	100
Family Economic Status		
LMI	0	0
UMI	52	52
HI	48	48
Total	100	100
Parent's Educational Attainment		
Elementary	0	0
Undergraduate		0
Elementary Graduate	9	9
High school	3	3
Undergraduate		3
High school Graduate	3	3
College/University	3	3
Level		3
College Graduate	78	78
Others	4	4
Total	100	100
After school tutoring		
Private Professional	10	10
Tutor		
Family Member	46	46
School	32	32
Self-study	12	12
Total	100	100
Teacher's educational attainment and experience		
Bachelor's degree	9	9
MA Candidate	33	33
Ph.D. Candidate	58	58
Total	100	100
1-3 years	10	10
4-6 years	36	36
7-10 years	54	54
Total	100	100
Reading Materials Available		Verbal Description
Phone	4.0	Always Available
Tablet	2.49	Often Available
Ebook	2.60	Usually Available
Newspaper	1.74	Not Available
Comic book	1.59	Not available
Magazine	1.98	Often available
Average Weighted Mean	2.4	Usually Available

Table 2 highlights the factors that affect the students' reading comprehension skills. The results revealed that the majority of the respondents' reading habits are 30-60 minutes/day (26%), it was noted that most of the respondents' family status belonged to the UMI (52%), and it turns out that majority of the respondents' parents educational attainment are college graduate (78%), for after class tutoring

mostly of the respondents have family members (46%) who serve as their tutors after classes, the teachers' educational attainment revealed that majority are MA candidate (58 %), and when it comes to the teacher's experiences in the field of teaching most of them have 7-10 work experiences (56%). Also presented in Table 2 where the different reading materials are available for the respondents, it can be gleaned that out of

eight materials, most of the respondents used a cellphone (1st), followed by a comic book (2nd), and tablet (3rd).

The findings are consistent with those of other studies that have investigated the factors affecting the students' reading comprehension skills. Success in reading comprehension is fundamental to the academic success of foreign language learners and many language factors affect second language learners' reading comprehension, such as vocabulary, and syntactic or grammatical knowledge (Grabe, 2012). Majority of the respondents'-maintained reading habits of 30-60 minutes/day. Pham (2021) in his study about The Effects of Reading Habits on Reading also implies that reading comprehension achievement would be enhanced if reading habit is maintained and vice versa. For the after-class tutoring, most of the respondents have family members who served as their tutors after classes. This concurs with the study of Blanch, Duran, Valdebenito &

Flores (2013) who investigated the impact of an educational program involving peer tutoring at school and family tutoring at home on child reading comprehension achievement. Their study revealed the effectiveness of family members to improve reading comprehension skills and the development of academic skills when the school provides trust and support for it. The aforementioned findings on the reading materials used by the respondents also imply that the majority are exposed to the use of cellphones as a tool for reading is linked to the study of Brown (2008) in her study about portable technology devices such as the mobile phone as an opportunity for students to have tools for learning. The study stipulated that there is an increase in reading comprehension when students use appropriate reading techniques delivered via mobile phone and student's motivation also increased because of using the mobile phone for reading.

Table 3. Reading Comprehension Factors 2

Aspect	Weighted Mean	Verbal Description
Vocabulary		
Item1	88	VS
Item2	60	DME
Item3	94	O
Item4	56	DME
Item5	54	DME
Item6	73	DME
Item7	54	DME
Average Weighted Mean	68.4	DME
Grammar		
Item1	95	O
Item2	87	VS
Item3	75	F
Item4	96	O
Item5	63	DME
Item6	83	S
Average Weighted Mean	83.17	S

Legend: 90-100 Outstanding (O) 85-89 Very Satisfactory (VS) 80-84 Satisfactory (S) 75-79 Fair (F) 0-74 Did not meet expectation (DME)

Table 3 presents the weighted mean and verbal description of vocabulary and grammar scores of 100 EFL learners; however, five items (i2, i4, i5, i6, and i7) did not meet expectation (DME) as difficult vocabulary constituent, one fair (F) item (i1), and one satisfactory (S) item (i3) in the vocabulary section; whereas, in the grammar section, three items (i3, i5

and i6) did not meet the expectation (DME), two satisfactory (S) items (i1 and i2), and one very satisfactory (VS) item (i4). The overall vocabulary (AWM=68.40, DME) and grammar (AWM=83.17, DME) scores of 100 EFL students did not meet the expectation (DME) in reading comprehension.

Table 4. Reading Comprehension Factors 3

Aspect	Weighted Mean	Verbal Description
Classroom Management		
1. This class provides an environment for free and open expression of ideas.	3.20	A
2. The physical environment was comfortable and accessible for all students.	3.02	A
3. The instructor takes into consideration differences among students in teaching.	3.25	SA
4. The instructor is fair and unbiased in the treatment of all students.	3.22	A
5. The instructor is sensitive to the difficulty of the coursework for students.	3.11	A
Average Weighted Mean	3.16	A
Intrinsic Motivation		
1. I feel happy with myself with what I read.	3.33	SA
2. I only read stories that look easy.	2.91	A
3. I enjoy reading.	3.16	A
4. I think it is important to understand what I read. I get to choose what I read for fun.	3.60	SA
5. I get nervous when I read something new.	2.46	D
Average Weighted Mean	3.09	A
Extrinsic Motivation		
1. I will get good grades in the next few years.	3.33	SA
2. I worry about what people say about my reading.	2.67	A
3. I am praised by my teacher every time getting a good score in reading.	3.09	A
4. I am afraid of consequences and punishments.	2.70	A
5. My parents are rewarding me for having a good score in reading.	2.61	A
Average Weighted Mean	2.88	A

Table 4 presents the weighted mean and verbal description of classroom management, intrinsic motivation, and extrinsic motivation variables in reading comprehension. The 100 EFL learners opted for classroom management (AWM=3.16, A) as the key determinant in reading comprehension over intrinsic motivation

(AWM=3.09, A) and extrinsic motivation (AWM=2.88, A). This set of data means that the respondents believe that classroom management is observed. Moreover, respondents believe that both intrinsic and extrinsic motivations influence their reading skills.

Table 5. Significant Relationship between the reading performance of the students and reading comprehension factors

Variables	χ^2	P Value	Decision
Reading Habit	0.292	0.405	Not Significant
Family Economic Status	0.849	0.007	Significant
Parents' Educational Attainment	0.552	0.911	Not Significant
After School Tutoring	0.442	0.028	Significant
Experience of the Teacher	.847	.708	Not Significant
Qualification of the Teacher	.200	.000	Significant
Vocabulary Knowledge	.683	.003	Significant
Grammar	.385	.000	Significant
Classroom Management	0.373	0.871	Not Significant
Intrinsic Motivation	0.363	0.91	Not Significant
Extrinsic Motivation	0.709	0.909	Not Significant

The level of Significance is at .05

Table 5 shows the relation between respondents' reading comprehension and the reading comprehension factors. It can be observed that in the 11 independent variables, only five (five) obtained p-values of less than a significance level of 0.05 which are 'family economic statuses with .007, 'after school tutoring' with .028, teacher's experience with .000, Vocabulary knowledge with .003, and Grammar

knowledge with .000 which made these variables significantly correlated to reading performance of the student-respondents. On the other hand, the rest of the variables obtained more than the level of significance at .05 which made them not significant to student respondents' reading comprehension performance.

Family Economic Status

The significant relationship between reading comprehension

performance and family economic status suggests that family economic status influences reading comprehension performance. It further suggests that the more stable the economic standing of the family, the better the reading comprehension of the students will be; likewise, this suggests that the more unstable the family's economic status is, the lower the reading comprehension performance becomes. This finding supports the study of Ibanez-Alfonso et al. (2021) which also revealed that socioeconomically disadvantaged students are likely equally at risk of having low reading comprehension. Parents with higher SES tend to have more positive attitudes toward reading and higher levels of interest in reading (Gu et al., 2017). Hence, this significant relationship between these two variables implies that family economic status of the students should be given attention not only by teachers but also by school administrators and look for interventions that would mitigate the influence of this variable on the students' reading comprehension performance as poverty is beyond schools' control.

After-School Tutoring

The significant relationship between reading comprehension performance and after-school tutoring suggests that after-school tutoring impacts reading comprehension performance. It further suggests that the more students commit themselves to tutoring after school the more they could improve their reading comprehension performance. Likewise, the rarer they go on tutoring the lesser the chance they improve their reading comprehension performance. This

finding is reflected in the study of Triadi et al. (2022) revealed that peer tutoring programs, in general, can improve students' reading comprehension skills. Johnson et al. (2013) also found out that peer tutoring helped students gain positive results on their reading tests. Hence, this significant relationship implies that schools should orient and encourage parents and students to engage in after-school tutoring. Furthermore, schools could even initiate tutoring programs that would aid students in improving reading comprehension performance.

Qualification of Teachers

The significant relationship between reading comprehension performance and the qualification of the teacher means that teachers' qualification affects reading comprehension performance. It further means that the more qualified the teacher, the more he can help in the development of reading comprehension as he is already equipped with teaching strategies and methods of teaching that are essential in the improvement of reading comprehension. Likewise, teachers who have lesser qualifications are still in the process of discovering these methods and strategies. This finding contradicts the findings of Olagbaju and Akinsola, 2021 who found that teachers' qualification shows no relative and composite contribution to reading comprehension. However, the study by Schmidt (2017) revealed that teachers' professional development demonstrated statistically significant increases in reading achievement. Furthermore, qualification was proven significantly related to student outcomes on a standardized measure of reading

comprehension in the study of Harrell et al. (2011). Hence, this significant relationship implies that school administrators or department heads should provide reading subjects to the most qualified teachers or provide training to those new teachers and learn from the experiences of the more qualified teachers. Likewise, schools could also accommodate the concept of collaborative teaching or team teaching between new and more qualified teachers. This also calls for school administrators to send faculty to more training and encourage them for professional growth.

Vocabulary Knowledge

The significant relationship between reading comprehension performance and vocabulary knowledge means that students' knowledge of vocabulary is a significant factor that affects their reading comprehension performance. It further means that the wider the vocabulary knowledge of the students the more they could comprehend the texts they read. This finding is reflected in the study of Cigdemir (2022) who found that vocabulary was the second strongest predictive power among the individual components tested for reading comprehension. Brooks et., al (2021) also found that vocabulary knowledge showed more variance in reading comprehension scores than the other factors examined associated with their study. The proven

impact of vocabulary knowledge on reading comprehension performance implies that it should be given much attention by both students and teachers thinking of strategies that will widen the vocabulary knowledge. Schools may consider programs that will enrich students' vocabulary by reviewing school curricula in language courses.

Grammar

The significant relationship between reading comprehension performance and grammar means that students' knowledge of grammar is a significant factor that affects their reading comprehension performance. It further means the students' knowledge of the rules and structure of language helps them comprehend text better. This finding is supported by the study of Mouti and Ypsilandis (2018) which found that vocabulary and grammar are factors in the development of reading comprehension. This finding is likewise reflected in Mlakar (2020) who concluded that grammar knowledge, vocabulary knowledge, listening comprehension, and decoding influence reading comprehension. This calls for teachers and students to provide greater attention to the acquisition of knowledge about the grammar of the language. Curriculum developers should consider looking into how grammar should be strengthened.

CONCLUSIONS

From the discussion of the findings of this study, reading comprehension performance has been fair which is a reflection of the reported performance of the entire country

of Thailand. Moreover, this reading comprehension performance has also been influenced by several factors such as family economic status, after-school

tutoring, teachers' qualification, vocabulary, and grammar which were also seen as contributing factors based on the previous empirical studies. These findings call for school-based interventions that mitigate the impact of family economic status; orientation and encouragement to parents to get involved through tutoring; more training and encouragement for professional growth of the faculty;

enrichment of students' vocabulary by reviewing school curricula in language courses; strengthening of grammar teaching and learning experience. This paper also recommends exploring more on other factors that would significantly impact reading comprehension performance to continually improve the reading experience of the learners.

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