

# VOCABULARY COMPETENCE AND READING COMPREHENSION SKILLS IN ENGLISH OF THE GRADE 10 LEARNERS

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**Abstract :** This study investigated the relationship between vocabulary competence and reading comprehension skills in English among Grade 10 learners at Liwa-Liwa Integrated School during the 2024-2025 school year. Employing a correlational research design, the study assessed these skills using standardized tests. The findings revealed that while a majority of learners demonstrated proficiency in both vocabulary and reading comprehension, a notable portion exhibited weaknesses. Specifically, 25% of learners showed vocabulary skills needing improvement, and 20% demonstrated below-basic reading comprehension. A strong and statistically significant positive correlation ( $\rho = .933, p < .001$ ), suggesting that learners with stronger vocabulary skills tend to perform better in reading comprehension. Further analysis identified specific challenging areas in both vocabulary and reading comprehension, highlighting gaps in areas such as contextual vocabulary understanding, inference, and main idea identification. These results emphasize the necessity of targeted interventions focused on enhancing vocabulary acquisition and addressing specific reading comprehension deficits. The study proposes intervention measures designed to strengthen these areas, aiming to improve overall English language proficiency among Grade 10 learners and provide a foundation for future academic success.

**IndexTerms** - Vocabulary Competence, Reading Comprehension Skills, English

## LINTRODUCTION

### 1.1 Rationale

Reading comprehension is a fundamental skill that supports academic success and lifelong learning. It involves the ability to understand, interpret, and analyze written texts. It empowers individuals to access information, engage with diverse perspectives, and navigate the complexities of the modern world. However, studies have shown that many students struggle with reading comprehension, hindering their academic progress and limiting their potential.

One of the key factors influencing reading comprehension is vocabulary competence. According to Nation (2019), vocabulary is not just about knowing words but also understanding their nuances, which is essential for constructing meaning in texts. This perspective is echoed by Al-Khasawneh (2019), who emphasizes the intertwined nature of vocabulary knowledge and reading comprehension, asserting their mutual necessity. Research consistently shows a strong positive correlation between vocabulary knowledge and reading comprehension skills (Students' Vocabulary Skills in Relation to their Reading Comprehension in Language Literature, 2024). As Bahri (2019) notes, vocabulary allows students to understand texts easily. Recent research has explored different facets of this relationship. For example, some studies highlight the role of both general and academic vocabulary (General and Academic Vocabulary Sizes and Reading Comprehension among the First Year BSED English Students). The breadth and depth of vocabulary knowledge are also crucial. As Durrant & Brenchley (2019) point out, a greater depth of vocabulary allows students to use contextually appropriate and sophisticated language, impacting both writing and reading comprehension. Specifically, Qian and Lin (2019) found a strong correlation between vocabulary knowledge and reading comprehension, further solidifying the understanding that strong vocabulary skills are foundational to reading comprehension ability.

For English as an Additional Language (EAL) learners, vocabulary is particularly important (Exploring the importance of vocabulary for English as an additional language learners' reading comprehension, 2021). Al-Khasawneh (2019) and Tharawan & Adipattaranan (2019) emphasize that vocabulary knowledge is a major factor in students' ability to comprehend reading material.

Grade 10 learners, in particular, are at a critical stage in their education as they prepare for senior high school, where advanced literacy skills are essential. However, studies have shown that many learners face challenges in reading comprehension due to limited vocabulary knowledge. Qian et al. (2021) found that both the quantity (breadth) and quality (depth) of vocabulary knowledge are significant predictors of reading comprehension, particularly in second-language learners. This suggests that a deeper understanding of how vocabulary impacts comprehension is necessary to design effective interventions and teaching strategies.

### 1.2 Theoretical Framework

This study is based on important linguistic and cognitive theories that explain the relationship between vocabulary knowledge and reading comprehension.

Perfetti and Stafura (2020) suggested the Lexical Quality Hypothesis (LQH) as a foundational theory. This hypothesis proposes that the quality of a learner's lexical representation—how well words are stored and comprehended in terms of meaning, form, and usage—has a direct impact on reading comprehension. High-quality lexical knowledge enables faster and more accurate word recognition, allowing students to focus on higher-order comprehension processes like inference and information integration across a text. This idea proposes that for Grade 10 students, developing and strengthening vocabulary knowledge will improve their ability to comprehend complex texts.

Another relevant theory is Nation's (2019) Vocabulary Knowledge Framework, which emphasizes two important aspects of vocabulary: breadth and depth. Vocabulary breadth is the number of words a learner knows, whereas vocabulary depth is the

level of knowledge about each word, including its relationships, collocations, and numerous meanings. Nation contends that both dimensions are necessary for efficient reading comprehension, as breadth allows students to recognize a wide range of words while depth allows them to appreciate nuances and contextual meaning.

The Interactive Model of Reading (Rumelhart, 1985; extended by recent academics such as van den Broek and Kendeou, 2020) lends support to this study. According to this paradigm, reading comprehension is a combination of bottom-up processes (e.g., word recognition and decoding) and top-down processes (e.g., interpreting meaning using prior knowledge and context). Vocabulary competency is important in this interaction because it allows for more effective decoding and helps to integrate new information with current knowledge.

Finally, Qian et al. (2021) highlight the Connectionist Model of Lexical Processing, which holds that vocabulary knowledge is interrelated and multidimensional. This paradigm supports the premise that vocabulary is not a stand-alone skill, but rather is inextricably related to other linguistic and cognitive abilities required for reading comprehension, such as syntax and inference.

### 1.3 Conceptual Framework

This study is anchored on the importance of developing reading comprehension skills across all grade levels as emphasized by Department of Education to be important. With this, the Department of Education has initiated different programs to provide opportunities to enhance learner’s academic performance, particularly the low proficiency levels in reading based on national and international large-scale assessments. The results of these assessments prompted the need to strengthen and address the reading proficiency of every learner.

One of these programs is the Philippine Informal Reading Inventory or also known as PHIL-IRI which was anchored on the Department’s flagship program

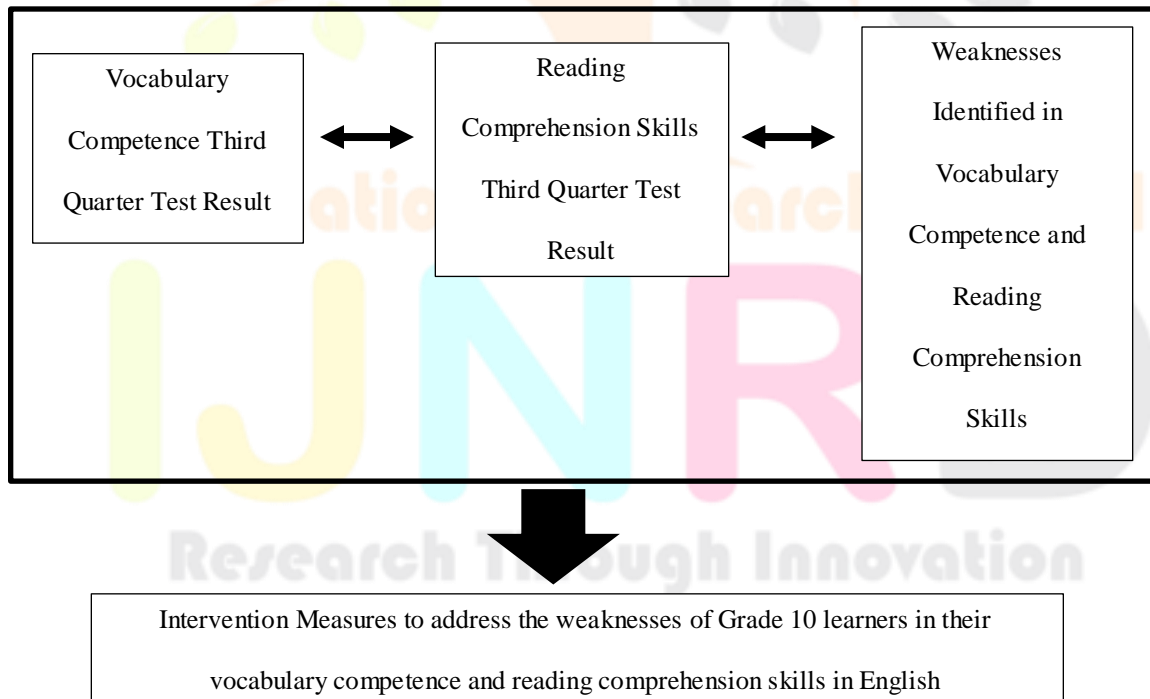
“Every Child A Reader Program”. The PHIL-IRI was developed to assess the reading proficiency levels of students including word recognition, comprehension and reading speed. Through this assessment tool, educators, policy makes and teachers are provided information on the students’ reading proficiency and shall serve as basis for appropriate interventions.

Another program is the Language Enhancement Through Reading (LETRA) Tools, a regional memorandum from region 1, which comprehensively evaluates - of the reading proficiencies of secondary school learners in both English and Filipino languages.

### 1.4 Research Paradigm

Figure 1 in the next page presents the paradigm of this study.

The vocabulary competency pretest result is in the first box on the left, and the reading comprehension pretest score is in the second box. These factors will establish how the participants' language proficiency and reading comprehension abilities relate to one another.



**Figure 1. Paradigm of the Study**

### 1.5 Statement of the Problem

The study aimed to assess the relationship between vocabulary competence and reading comprehension skills in English of the Grade 10 learners of Liwa-Liwa Integrated School during the school year 2024-2025.

Specifically, it sought to answer the following subproblems:

1. What is the level of vocabulary competence in English of the Grade 10 learners based on the third quarter test result?
2. What is the level of the reading comprehension skills in English of the Grade 10 learners based on the third quarter test result?

3. Is there a significant relationship between the vocabulary competence and reading comprehension skills in English of the Grade 10 learners?
4. What are the weaknesses of the Grade 10 learners based on the result of the third quarter test along:
  - 4.1 vocabulary competence, and
  - 4.2 reading comprehension skills?
5. What intervention measures can be proposed to address the weaknesses of the Grade 10 learners in their vocabulary competence and reading comprehension skills?

### 1.6 Hypotheses of the Study

The hypothesis was tested at .05 level of significance:

There is no significant relationship between vocabulary competence and reading comprehension skills in English of Grade 10 learners.

### 1.7 Scope and Limitations of the Study

This study focused on Grade 10 learners at the Liwa-Liwa Integrated School, District of Bolinao I, Schools Division Office I Pangasinan, during the school year 2024-2025. The main goal of this study is to assess the relationship between vocabulary competence and reading comprehension skills of the participants in English.

The other learners from the different schools in the district were not included in the study. The scope of this study does not allow for the implementation of the suggested interventions to address the reading comprehension and vocabulary deficits of Grade 10 learners.

### 1.8 Significance of the Study

This study holds significant importance for several reasons:

**School Administrators.** The result of this study can be used as a guide in creating English language programs that give emphasis on enhancing the vocabulary competence and reading comprehension skills of the learners.

**Teachers.** The result of this study will provide teachers with insights on the intervention measures that can be used to address the weaknesses of their learners in their vocabulary competence and reading comprehension skills.

**Learners.** The outcome of this study will help learners to reflect and improve their vocabulary competence and reading comprehension skills.

**Researcher Herself.** This study will allow the researcher to set the language goals for the course within communicative language teaching.

**Future Researchers.** This study will serve as their starting point in any research in line with the points tackled in this study that may broaden our understanding of the nature of vocabulary competence and its relation to reading comprehension.

### 1.9 Definition of Terms

The following are the definitions of terms, which are used in this research and are defined according to the purpose of this research to assist better comprehension of the readers.

**English.** In the context of this study, this refers to the English language, which is the medium of instruction and the language being assessed in terms of vocabulary competence and reading comprehension skills.

**Grade 10 Learners.** This refers to the students or respondents who are enrolled in Liwa-Liwa Integrated School for the school year 2024-2025.

**Intervention Measures.** These are the proposed strategies and activities designed to address the identified weaknesses in vocabulary competence and reading comprehension skills among the Grade 10 learners.

**Liwa-Liwa Integrated School.** This refers to the school where the study is conducted.

**Reading Comprehension.** The ability to understand the explicit and implicit meaning of a text, make inferences, and integrate information from different parts of the text.

**Reading Comprehension Skills.** This refers to the specific abilities of the learners in understanding, interpreting, and analyzing written texts as measured by the reading comprehension test used in the study.

**Relationship.** This refers to the statistical significance in finding that a relationship exists between two variables.

**Vocabulary Competence.** The ability to understand, use and recall words effectively. It encompasses vocabulary breadth (number of words known) and vocabulary depth (understanding of word nuances and relationships).

**Weaknesses.** In this study, weaknesses refer to the specific areas where the Grade 10 learners demonstrated low mastery or difficulty, as identified through the item analysis of the vocabulary competence and reading comprehension test result.

## 2. METHODOLOGY

This chapter presents the methodology of the study which includes the research design, sources of data, instrumentation and data collection, tools for data analysis, and ethical considerations.

### 2.1 Research Design

The study employed a quantitative-correlational research design to investigate the relationship between vocabulary competence and reading comprehension skills in English among Grade 10 learners of Liwa-Liwa Integrated School, District of Bolinao I, SDO 1 Pangasinan for the school year 2024-2025.

A correlational research design is a type of quantitative research that investigates the relationship between two or more variables. It aims to determine the extent to which changes in one variable are associated with the changes in another variable. Thus, this design allows for the examination of the strength and direction of the relationship between these two variables without establishing cause and effect.

## 2.2 Locale of the Study

The respondents of this study were the Grade 10 learners in Liwa-Liwa Integrated School during the school year 2024-2025, a total of 40 learners. The researcher, as an English teacher in the said institution, chose this locale because of proximity and availability of time as well. Table 1 shows the distribution of respondents.

## 2.3 Population Sampling

Table 1 shows the number learner-respondents. There are two sections involved in this study: Section Pearl with 20 learners and section Ruby with 20 learners, a total of 40 learners.

**Table 1**

Number of Learner-Respondents  
N = 40

Section	Male	Female	Total
Pearl	9	11	20
Ruby	8	12	20
Total	16	24	40

## 2.4 Instrumentation and Data Collection

A standardized vocabulary test and reading comprehension test were used to collect data for this study. The data collection procedure was carried out in two sessions during a class period. In the first session, a standardized vocabulary test was given to the learners. The standardized vocabulary test was administered to measure learners' knowledge of vocabulary breadth and depth. In this test, learners were tasked to recognize the meaning of unfamiliar words in context, understand how to use words correctly in sentences, and identify synonyms, antonyms, and word pairs.

In the second session, a standardized reading comprehension test which consists of 25 questions is administered to measure the learner's ability to understand, interpret, and analyze texts. Some of the questions were adapted from <https://www.waynecc.edu/wp-content/uploads/reading-review.pdf>. The respondents were told to mark their answers on the answer sheet and they were not penalized for the wrong answers.

Before the administration of the pretest to the Grade 10 learners of Liwa-Liwa Integrated School, the researcher sought the approval of the principal of the school and the Schools Division Superintendent to conduct the study.

## 2.5 Tools of Data Analysis

The different problems in this study were treated statistically.

To solve sub-problems 1 and 2, the scores of the respondents on the given tests that measure vocabulary competence and reading comprehension were interpreted using the score tabulation table to get the equivalent percentage. Once interpreted, the proficiency level scaling below was used to visualize the implications of the result fully.

Table 2 illustrates description and interpretation of scores in Vocabulary and Reading Comprehension Skills Tests

**Table 2**

Description and Interpretation of Scores in Vocabulary and Reading Comprehension Skills Tests

Percentage Range	Description	Interpretation
90-100%	Advanced	Demonstrates a comprehensive understanding of vocabulary and reading comprehension skills. Can effectively apply knowledge to complex texts and nuanced vocabulary.
80-89%	Proficient	Shows a strong grasp of vocabulary and reading comprehension. Can understand and interpret most texts accurately and has a good command of vocabulary.
70-79%	Average	Possesses a functional understanding of vocabulary and reading comprehension. Can understand straightforward texts and has a reasonable vocabulary base. May struggle with more complex material.
60-69%	Needs Improvement	Demonstrates a limited understanding of vocabulary and reading comprehension. Struggles with more challenging texts and has gaps in vocabulary knowledge. Requires additional support and practice.
50-59%	Approaching Basic	Shows a very basic understanding of vocabulary and reading comprehension. Needs significant support and practice to develop skills. Struggles with most texts and has a limited vocabulary.
Below 50%	Needs Extensive Support	Demonstrates very limited vocabulary and reading comprehension skills. Requires intensive intervention and support to build foundational skills. Struggles with even simple texts.

Table 3, a 30-item Test Transmutation Table was utilized to translate the raw scores obtained from the vocabulary test into corresponding percentages. This step was crucial for accurately determining the level of vocabulary competence of the respondents.

**Table 3**  
30 Items Test Transmutation Table (Vocabulary Test)

Score	Equivalent Percentage
30	100%
29	98%
28	96%
27	94%
26	92%
25	90%
24	88%
23	86%
22	84%
21	82%
20	80%
19	78%
18	76%
17	74%
16	72%
15	70%
14	68%
13	66%
12	64%
11	62%
10	60%
9	58%
8	56%
7	54%
6	52%
5	50%
4	48%
3	46%
2	44%
1	42%

Table 4, for the reading comprehension test, the researcher used a 25-item Test Transmutation table to transmute the scores and get the equivalent percentage to determine the level of reading comprehension of the respondents

**Table 4**  
25 Items Test Transmutation Table (Reading Comprehension Test)

Score	Equivalent Percentage
25	100%
24	98%
23	96%
22	94%
21	92%
20	90%
19	88%
18	86%
17	84%
16	82%
15	80%
14	78%
13	76%
12	74%
11	72%
10	70%
9	68%
8	66%
7	64%
6	62%
5	60%
4	58%
3	56%
2	54%
1	52%

To solve sub-problem 3, Spearman’s rank-order correlation was used to determine the relationship between vocabulary competence and reading comprehension skills among Grade 10 learners.

To solve subproblem 4, the researcher used item analysis to determine the weaknesses of the Grade 10 learners based on their results from the vocabulary competence test and reading comprehension skills test.

**2.6 Ethical Considerations**

This study observed the ethical norms in conducting research. The researcher sought approval from the School Principal of Liwa-Liwa Integrated School before conducting the study. The researcher explained to the respondents that their data would be used to analyze the outcome of their pretest. Throughout the process of data collection, the researcher promised to keep the results private, in line with the Rights of Information and Protection of Personal Information Act of 2012 (RA 10173 – Data Privacy Act of 2012). This law is designed to safeguard personal data. Every piece of information collected was handled with strict confidentiality to uphold the privacy rights of the individuals involved.

**3. RESULTS AND DISCUSSION**

This chapter presents the with the presentation, analysis and interpretation of the data gathered relative to the sub-problems raised in the study.

**3.1 Level of Vocabulary Competence in English of Grade 10 Learners**

As shown in the Table 5, the results reveal a varied range of vocabulary competence among the respondents. A significant portion of the learners, 30% (12 out of 40), scored within the 80 – 89% range, indicating a proficient grasp of vocabulary. A nearly equal percentage, 22.5% (9 out of 40), achieved scores in the 90 – 100% range, demonstrating advanced vocabulary skills while another 22.5% (9 out of 40) scored in the 70 – 79% range, indicating average vocabulary competence. The mean reading comprehension score is 12.95, indicating an average level of comprehension within the sample. However, the results also highlight areas of concern. A combined 25% (10 out of 40) learners scored below 70%. Specifically, 15% (6 out of 40) scored in the 60 – 69% range and 10% (4 out of 10) scored in the 50 – 59% range, categorized as Needs Improvement and Developing level of vocabulary competence, respectively.

**Table 5**  
Level of Vocabulary Competence in English of Grade 10 Learners

Range (Percentage)	Frequency	Percentage of Learners
90 – 100%	9	22.5%
80 – 89	12	30%
70 – 79	9	22.5%
60 – 69	6	15%
50 – 59	4	10%
Below 50	0	0

These results suggest that a substantial proportion of the learner population requires additional support in vocabulary development. Notably, no learners scored below 50%, which, while positive, doesn't diminish the need to address the vocabulary deficits observed in the other lower-performing groups.

**3.2 Level of Reading Comprehension Skills in English of Grade 10 Learners**

The data in Table 6 reveal a diverse range of reading comprehension skills among the participants. A significant portion of the learners, 37.5% (15 out of 40), scored within the 80-89% range. This suggests that these learners possess strong reading comprehension skills, demonstrating the ability to understand and interpret complex texts effectively. A slightly smaller percentage, 35% (14 out of 40), achieved scores in the 70-79% range.

While the vast majority (72.5%) of students displayed proficient or functional reading comprehension skills, a sizable proportion (20%, 8 out of 40) scored in the 60-69% range. These students are in the "Below Basic/Needs Improvement" category, suggesting that they have difficulty understanding grade-level readings. They may struggle to identify crucial information, comprehend complicated language structures, or connect different sections of a document. Their performance indicates the need for focused treatments to improve their reading comprehension strategies. Fortunately, no learners scored in the 50-59% range or below 50%, indicating that no one had really poor reading comprehension skills.

**Table 6**  
Level of Reading Comprehension Skills in English of Grade 10 Learners

Range (Percentage)	Frequency	Percentage of Learners
90 – 100%	3	7.5%
80 – 89	15	37.5%
70 – 79	14	35%
60 – 69	8	20%
50 – 59	0	0
Below 50	0	0
Mean: 13.85		Description: Average

### 3.3 Relationship of Vocabulary Competence and Reading Comprehension Skills in English of Grade 10 Learners

The normality of the data was assessed using the Shapiro-Wilk test. Results indicated that both vocabulary competence ( $W = 0.917, p = .006$ ) and reading comprehension ( $W = 0.896, p = .001$ ) significantly deviated from a normal distribution. These findings reflect a violation of the assumption of normality for both variables. Accordingly, a nonparametric test, specifically Spearman's rho,

**Table 7**

Relationship Between Vocabulary Competence and Reading Comprehension Skills in English of Grade 10 Learners

Spearman's rho			Vocabulary Competence	Reading Comprehension
Vocabulary Competence	Correlation Coefficient		1.000	.933*
	Sig. (2-tailed)		.	.000
	N		40	40
Reading Comprehension	Correlation Coefficient		.933*	1.000
	Sig. (2-tailed)		.000	.
	N		40	40

\*\*.

*Correlation is significant at the 0.01 level (2-tailed). was deemed more appropriate for analyzing the relationship between the two variables.*

The results in Table 7 revealed a strong and statistically significant positive correlation ( $p = .933, p < .001$ ), suggesting that learners with stronger vocabulary skills tend to perform better in reading comprehension.

This result highlights a highly favorable association between the two variables, reinforcing the notion that vocabulary development plays a crucial role in understanding and interpreting texts. Although this does not establish causation, it strongly implies that enhancing students' vocabulary may contribute to improved reading comprehension outcomes.

### 3.4 Identifying the Weaknesses of Grade 10 Learners

#### Vocabulary Competence

The item analysis in Table 8 revealed several key areas of weakness in the Grade 10 learners' vocabulary competence. While a subset of items (1, 10, 12, 15, and 20) demonstrated highly mastered, indicating a solid grasp of those particular vocabulary concepts, a significant concern arises from the prevalence of items with lower performance. Specifically, items 3, 4, 11, 17, 18, 19, 22, 23, 24, and 29, categorized as "Not Mastered," highlight substantial gaps in understanding. These items, where less than 60% of students answered correctly, suggest that a

**Table 8**

Test Item Analysis of Vocabulary Test

Item Placement	No. of Correct Response	% of Correct Response	Remarks
1	36	90%	Highly Mastered
2	34	85%	Moderately Mastered
3	1	2.5%	Not Mastered
4	22	55%	Not Mastered
5	31	77.5%	Mastered
6	28	70%	Mastered
7	24	60%	Low Mastery
8	31	77.5%	Mastered
	29	72.5%	Mastered
10	32	80%	Moderately Mastered
11	21	52.5%	Not Mastered
12	32	80%	Moderately Mastered
13	27	67.5%	Low Mastery
14	28	70%	Mastered
15	33	82.5%	Moderately Mastered
16	27	67.5%	Low Mastery
17	21	52.5%	Not Mastered
18	21	52.5%	Not Mastered
19	21	52.5%	Not Mastered
20	32	80%	Moderately Mastered
21	29	72.5%	Mastered
22	5	12.5%	Not Mastered
23	16	40%	Not Mastered

24	6	15%	Not Mastered
25	28	70%	Mastered
26	31	77.5%	Mastered
27	25	62.5%	Low Mastery
28	29	72.5%	Mastered
29	7	17.5%	Not Mastered
30	31	77.5%	Mastered

**Legend:**

- Highly Mastered: 90% – 100% correct responses
- Moderately Mastered: 80% – 89% correct responses
- Mastered: 70% - 79% correct responses
- Low Mastery: 60% - 69% correct responses
- Not Mastered: Below 60% correct responses

considerable portion of the learners lack a fundamental understanding of the vocabulary or skills being assessed. Furthermore, items 7, 13, 16, 25, and 27, classified as "Low Mastered," indicate additional areas where students encountered difficulties. This pattern of performance suggests that while some vocabulary concepts are well understood, there are consistent and widespread weaknesses in other areas. The implication is that vocabulary instruction needs to be more targeted and focused on addressing these specific gaps to improve overall vocabulary competence.

**3.5 Reading Comprehension**

As shown in Table 9 above, a few items demonstrated strong student understanding. Items 12 and 18, in particular, were answered correctly by a large majority of students, indicating solid comprehension of the specific skills or content they assessed. Items 1, 4, 5, and 15 also showed a moderately average level of mastery. However, a significant number of items indicate areas where students struggled. Items 2, 9, 19, and 24 showed "Low Mastery," suggesting that students had some difficulty with the specific comprehension skills tested by these

**Table 9**  
Test Item Analysis for Reading Comprehension Test

Item Placement	No. of Correct Response	% of Correct Response	Remarks
1	35	87.5%	Moderately Mastered
2	27	67.5%	Low Mastery
3	1	2.5%	Not Mastered
4	33	82.5%	Moderately Mastered
5	34	85%	Moderately Mastered
6	30	75%	Mastered
7	8	20%	Not Mastered
8	23	57.5%	Not Mastered
9	27	67.5%	Low Mastery
10	1	2.5%	Not Mastered
11	20	50%	Not Mastered
12	37	92.5%	Highly Mastered
13	17	42.5%	Not Mastered
14	19	47.5%	Not Mastered
15	32	80%	Moderately Mastered
16	20	50%	Not Mastered
17	17	42.5%	Not Mastered
18	36	90%	Highly Mastered
19	25	62.5%	Low Mastery
20	17	42.5%	Not Mastered
21	14	35%	Not Mastered
22	29	72.5%	Mastered
23	13	32.5%	Not Mastered
24	24	60%	Low Mastery
25	15	37.5%	Not Mastered

**Legend:**

- Highly Mastered: 90% – 100% correct responses
- Moderately Mastered: 80% – 89% correct responses
- Mastered: 70% - 79% correct responses
- Low Mastered: 60% - 69% correct responses
- Not Mastered: Below 60% correct responses

questions, while most concerning is the large number of items categorized as "Not Mastered" (items 3, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, and 25). This indicates a substantial lack of understanding or inability to apply the reading comprehension skills required for these items. These items likely represent significant challenges for a large portion of the students.

### 3.6 Proposed Intervention Measures

The intervention plans were designed to directly address specific weaknesses in vocabulary competence and reading comprehension skills identified among the Grade 10 learners. The goal is to provide targeted support and instruction to improve these essential literacy skills, ultimately enhancing learners’ overall academic performance and engagement with learning.

The third quarter test on vocabulary competence and reading comprehension skills revealed that while some areas of vocabulary and reading comprehension are generally mastered, significant challenges exist in several key areas. Specifically, the data indicate the need for focused intervention in: Vocabulary Competence: Word recognition, sentence completion, sentence formation, and morphology; Reading Comprehension: Drawing conclusions, recognizing specific information that supports the main idea, understanding the meaning of unfamiliar words in context, determining author's purpose, identifying the main idea, recognizing text structure, and distinguishing between facts and opinions. These intervention plans outline a series of evidence-based strategies and practical activities aimed at strengthening these areas. The activities are designed to be engaging, interactive, and differentiated to meet the diverse needs of the learners.

Proposed Intervention Measures to Enhance the Vocabulary Competence

Rationale	Area of Weaknesses	Intervention Measures	Focus	Activities
Ensures that students are directly taught strategies for decoding words (e.g., phonics, sight words), rather than relying on guesswork.	Word Recognition	Explicit teaching of word recognition and meaning	Foundational Vocabulary and Decoding Skills Phonological Awareness (potentially, if relevant to your students' needs) Sight Word Mastery Vocabulary Breadth (basic vocabulary)	Multi-Sensory Word Exploration Word Detective Game
Helps learners understand word function in authentic settings & promotes deeper understanding	Contextual Understanding	Focused sentence completion strategies	Vocabulary Depth, Context Clues, Semantic Relationships, Sentence-Level Comprehension	Context Clue Scavenger Hunt “Fill-It-In” Collaborative Game
Helps students develop their understanding of grammar, syntax, and word order.	3. Sentence Formation	Targeted Sentence Formation Activities	Syntax, Grammar, Sentence Structure, Sentence Combining	Sentence Building with Word Cards Sentence Formation Challenge
Empowers learners to decode unfamiliar words independently	4. Morphology	Intensive Morphology Instruction	Morphemes (prefixes, suffixes, root words), Word Families, Vocabulary Expansion, Decoding Strategies	Morpheme Matching Gam “Word Surgery” Morpheme Word Building Chart

## 4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusions drawn from the findings and the recommendations offered based on the findings and conclusion offered by this study.

### 4.1 Summary

This study investigated the relationship between vocabulary competence and reading comprehension skills in English of Grade 10 learners at Liwa-Liwa Integrated School, Bolinao, Pangasinan during the school year 2024-2025.

The following are the results:

- a. Level of Vocabulary Competence of Grade 10 Learners in the Third Quarter Test

A combined of 52.5% of learners demonstrated proficient or advanced vocabulary skills (scoring 80-100%), however, a significant portion (25%) scored below 70% indicating a need for improvement. Specifically, 15% of learners were categorized as "Needs Improvement" (60-69%) and 10% as "Developing" (50-59%).

#### b. Level of Reading Comprehension Skills of Grade 10 Learners in the Third Quarter Test

The results revealed a diverse range of reading skills among Grade 10 learners. A combined of 72.5% of the learners demonstrated proficient or functional reading comprehension, with 37.5% scoring in the 80-89% range and 35% scoring 70-79% range. However, 20% of learners fell into the "Below Basic/Needs Improvement" category (60-69%), indicating difficulties in understanding grade-level texts. While no students scored below 60%, the significant proportion requiring improvement highlights the need for targeted interventions to enhance reading comprehension strategies. The mean score was 13.85, reflecting an average level of comprehension.

#### c. Relationship Between Vocabulary Competence and Reading Comprehension Skills in English of Grade 10 Learners

There is a strong, statistically significant positive correlation between the vocabulary competence and reading comprehension skills in English.

#### d. Weaknesses of the Grade 10 Learners Based on the Pretest

##### d.1 Vocabulary Competency Test

A subset of items (1, 10, 12, 15, and 20) demonstrated high mastery, indicating a solid grasp of those particular vocabulary concepts. While a significant number of items revealed lower performance, with items 3, 4, 11, 17, 18, 19, 22, 23, 24, and 29 categorized as "Not Mastered." Items 7, 13, 16, 25, and 27 were classified as "Low Mastered," indicating additional areas where students encountered difficulties. The results indicate that while some vocabulary concepts are well understood, there are consistent and widespread weaknesses in other areas.

##### d.2 Reading Comprehension Test

A large number of items were categorized as "Not Mastered" (items 3, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, and 25), indicating a substantial lack of understanding or inability to apply the reading comprehension skills required for these items.

## 4.2 Conclusions

From the results of the study, the following conclusions are hereby drawn.

1. Grade 10 learners have varied level of vocabulary competence.
2. Some Grade 10 learners demonstrated strong comprehension skills; however, a substantial number struggled.
3. The null hypothesis was rejected between vocabulary competence and reading comprehension skills in English of the Grade 10 learners.
4. Both vocabulary and reading comprehension assessments indicate that while many Grade 10 learners demonstrate some level of proficiency, there are significant areas needing improvement; specifically, a notable percentage of students require stronger vocabulary skills, and a substantial number struggle with key reading comprehension abilities. The implementation of the proposed intervention could at least improve the weaknesses of the Grade 10 learners in terms of vocabulary competence and reading comprehension skills.

## 4.3 Recommendations

Considering the findings and conclusions drawn, the following recommendations are hereby offered.

1. The proposed intervention measures should be utilized by the Grade 10 teachers to address the weaknesses of the learners in terms of their vocabulary competence and reading comprehension skills.
2. Teachers and educators should conduct regular assessments and monitoring to track learners' progress and identify areas where further support is needed.
3. Schools should invest in professional development for teachers to enhance their knowledge and skills in vocabulary and reading comprehension instruction. Teachers should be trained in evidence-based strategies, effective assessment techniques, and differentiation methods.
4. Future research could investigate the long-term impact of targeted vocabulary and reading comprehension interventions on students' academic achievement.

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