



READING COMPREHENSION AND PROBLEM-SOLVING ABILITY IN GENERAL MATHEMATICS OF GRADE 11 STUDENTS IN NABUSLOT NATIONAL HIGH SCHOOL: BASIS FOR AN INTERVENTION PLAN

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ABSTRACT

The ultimate goal of inculcating knowledge in mathematics is for the students to effectively and efficiently use their knowledge and skills to solve problems in real life. Most learners rebel from solving word problems because they prefer solving problems presented in mathematical forms already. Comprehending word problems seems to be the difficulty that hinders the learners in solving such word problems. Hence, this study aimed to determine the relationship between the reading comprehension and problem-solving ability in General Mathematics of the Grade 11 students in Nabuslot National High School. This is a quantitative study using the descriptive-correlational method of research. The researchers developed self-made tests for the collection of data from the respondents. Results of the study indicated that the level of reading comprehension of the Grade 11 students in terms of vocabulary, mathematical language translation, and comprehension skills is in the developing level. The results of the study also showed that the respondents exhibited fair performance in problem-solving ability in terms of analytical thinking and computational skills. It was revealed that there is a significant relationship between the reading comprehension and problem-solving ability of the students. Thus, the reading comprehension is a predictor of problem-solving ability. The higher the comprehension ability of the student is, the higher is his/her ability to solve problems. Based on the findings and conclusions of the study, an intervention plan designed to improve the reading comprehension and develop the problem-solving ability of the students is proposed.

Keywords: mathematical language translation, comprehension skills, analytical thinking, computational skills