

**Oral and Silent Reading Comprehension and Academic Performance of Grade 12 Students:
An Explanatory Sequential Mixed-Methods Study as A Basis for Reading Intervention
Program**

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This study examined the relationship between the reading comprehension level and academic performance of Grade 12 students in the Academic Strand at EMA EMITS College Philippines. Specifically, it determined the students' profiles in terms of age, sex, and academic strand; assessed their reading comprehension level through oral and silent reading; evaluated their academic performance in English subjects, namely Oral Communication, Reading and Writing, and English for Academic Purposes; and identified the problems encountered by students in reading with comprehension. The study employed an explanatory sequential mixed-methods design. Data for the quantitative part of the paper were collected from 137 Grade 12 academic strand students selected through proportionate stratified random sampling using a researcher-made survey questionnaire for profile and standardized questionnaire for oral reading comprehension. Hard data was used for silent reading comprehension. For the qualitative part, a semi-structured interview questionnaire was obtained from 15 purposely selected participants. The data were analyzed using frequency and percentage, Pearson correlation, one-way analysis of variance (ANOVA), and thematic analysis. The findings revealed that the Grade 12 academic strand students were predominantly 17 years old, with more males than females, and most belonged to the HUMSS strand, followed by STEM and ABM. The students demonstrated low or frustration level of reading comprehension, whether assessed through oral or silent reading. The students generally achieved high academic performance in English subjects. In both modes of reading, significant differences in the reading comprehension level were observed among students when grouped according to age, sex, and strand. A non-significant relationship between the profile in terms of age, sex, and strand and the reading comprehension among students was also observed. A significant positive relationship between reading comprehension and academic performance was also found. Lastly, students' reading comprehension difficulties were associated with limited vocabulary knowledge, challenges in constructing meaning from texts, inconsistent reading habits, and inadequate instructional support. The study concludes that reading comprehension remains a concern despite the students' generally high academic grades. The implementation of the proposed intervention (*READ program*) to address such concern is highly recommended.

Keywords: Reading Comprehension, Oral Reading, Silent Reading, Performance in English, Reading Program

