



LEVEL OF VOCABULARY KNOWLEDGE AND READING COMPREHENSION AMONG GRADE 6 LEARNERS: BASIS FOR REMEDIATION PROGRAM

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ABSTRACT

Reading comprehension is greatly impacted by vocabulary knowledge since it makes it possible for readers to comprehend and interact with texts more successfully. This study wanted to investigate the level of vocabulary knowledge and reading comprehension of Grade 6 students in Bayugbayogon Integrated school, SY 2023-2024. This study used quantitative descriptive-correlational research design. A total of one hundred thirty-five (135) Grade 6 learners from one section of Bayugbayongan Integrated School, Division of Misamis Oriental were used for this study. Three (3) sets of questionnaires were used to collect data, the socio –economic status, Vocabulary Level Test (VLT), and the Reading Comprehension Test. The data collected were analyzed and interpreted using the following statistical techniques: Frequency and Percentage Distribution, Mean and Standard Deviation, and Spearman's rho Correlation. The study found that most learners came from low-income families, with parents whose educational attainment was generally at the high school level, and experienced a moderate home learning environment. Learners demonstrated below-expected performance in both vocabulary knowledge and reading comprehension. Socioeconomic factors and parents' educational attainment were significantly related to vocabulary development, while the home learning environment showed a stronger positive influence. Additionally, vocabulary knowledge was significantly associated with reading comprehension, indicating that stronger vocabulary skills contribute to better understanding of written texts. These findings imply the need for targeted interventions that strengthen home support systems and provide enriched language learning opportunities in school to improve students' literacy outcomes.

Keywords: *vocabulary, knowledge, reading, comprehension, remediation program*

INTRODUCTION

Vocabulary refers to the collection of words used in a language or by a particular speaker or writer. It may also refer to the words associated with a specific period in the history of a language, such as Old English, Middle English, and Modern English. Vocabulary plays a vital role in communication because it enables individuals to express ideas, understand messages, and participate effectively in social and academic interactions. According to Dakhi et al. (2019), vocabulary encompasses all the words used within a language and may also refer to the specialized words used by particular groups or fields. Similarly, Lelawati et al. (2019) described vocabulary as the set of words that speakers and writers use to convey meaning. As a fundamental component of language, vocabulary serves as a foundation for communication, academic achievement, and personal development (Dakhi et al., 2019).

Vocabulary knowledge is closely linked to reading comprehension. Learners with a rich vocabulary are better able to understand texts, determine the meaning of unfamiliar words through context clues, and interpret ideas presented in written materials. As a result, they can read more fluently and comprehend texts more effectively. In contrast, limited vocabulary knowledge may hinder a learner's ability to understand word meanings, recognize figurative language, and grasp the overall message of a text, which can negatively affect academic performance.

Vocabulary development has long been recognized as an essential aspect of language learning. Hashemi (2021) emphasized that vocabulary acquisition is one of the most important subskills in learning a target language. Likewise, Nurdiansyah et al. (2019) highlighted vocabulary as a fundamental element of English language learning. Gu (2019) further noted that the growing number of words and expressions in the English language makes vocabulary learning increasingly important for learners. These studies suggest that a strong vocabulary base is necessary for successful reading and language development.

Several studies have also examined the relationship between vocabulary knowledge and reading comprehension. Ma (2015) found that different components of vocabulary knowledge contribute significantly to reading comprehension. Similarly, Chou (2011) reported that students who received vocabulary instruction demonstrated higher reading comprehension scores than those who relied solely on prior knowledge. These findings indicate that vocabulary knowledge plays a significant role in improving learners' understanding of texts.

Although numerous studies have explored the relationship between vocabulary knowledge and reading comprehension, limited research has been conducted among Grade 6 learners in the local context of Arsenio A. Quibranza National High School in Bualan, Tubod, Lanao del Norte. Differences in linguistic backgrounds, learning environments, and educational resources may influence learners' vocabulary development and reading comprehension. Therefore, there is a need to investigate this relationship within the local setting to provide context-specific information that can guide educational interventions and literacy programs.

This study aimed to determine the relationship between vocabulary knowledge and reading comprehension among Grade 6 students during the School Year 2023–2024. Specifically, it sought to assess learners' vocabulary knowledge and reading comprehension levels and examine whether a significant relationship exists between these variables. The findings of this study may help teachers develop effective instructional strategies and vocabulary enrichment activities that can improve learners' reading comprehension and overall literacy skills.

Theoretical and Conceptual Framework

This study aimed to investigate the level of vocabulary knowledge and its relationship with the reading comprehension of Grade 6 students. Specifically, it sought to determine the students' vocabulary knowledge and reading comprehension levels, examine the relationship between these variables, and provide a basis for a remediation program that may enhance vocabulary learning and reading comprehension skills.

The study was anchored on three theories that explain the relationship between vocabulary knowledge and reading comprehension: the Interactive-Compensatory Model of Stanovich (1980), the Simple View of Reading of Gough and Tunmer (1986), and Vygotsky's Sociocultural Theory (1978). These theories provide a framework for understanding how vocabulary knowledge contributes to learners' ability to comprehend written texts.

The Interactive-Compensatory Model proposed by Stanovich (1980) explains that readers compensate for weaknesses in one area by relying on strengths in another. Applied to this study, students with a broader vocabulary are more likely to understand texts because they can recognize and interpret more words and concepts. In contrast, students with limited vocabulary knowledge may depend on context clues, prior knowledge, and other reading strategies to construct meaning from a text. This theory highlights the important role of vocabulary knowledge in supporting reading comprehension.

The Simple View of Reading developed by Gough and Tunmer (1986) posits that reading comprehension is the result of two essential components: decoding and linguistic comprehension. Decoding refers to the ability to recognize and read words accurately, while linguistic comprehension involves understanding the meaning of words, phrases, and sentences. Vocabulary knowledge is a vital component of linguistic comprehension because learners who understand more words are better able to interpret and comprehend texts. This theory supports the assumption that vocabulary knowledge contributes significantly to reading comprehension.

The study was also guided by Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of social interaction and language in cognitive development. According to Vygotsky, learning occurs through interactions with others and within meaningful social and cultural contexts. Vocabulary is acquired through experiences such as conversations, classroom instruction, reading activities, and exposure to language-rich environments. As learners expand their vocabulary through these experiences, they become better

equipped to understand and interpret written texts. This theory underscores the influence of learners' social and educational environments on both vocabulary development and reading comprehension.

These theories collectively suggest that vocabulary knowledge plays a crucial role in reading comprehension. A strong vocabulary enables learners to understand the meaning of words and ideas presented in a text, thereby facilitating comprehension. Conversely, limited vocabulary knowledge may hinder learners' ability to interpret information and understand written materials effectively. Based on these theoretical foundations, the study assumes that vocabulary knowledge significantly influences the reading comprehension of Grade 6 students.

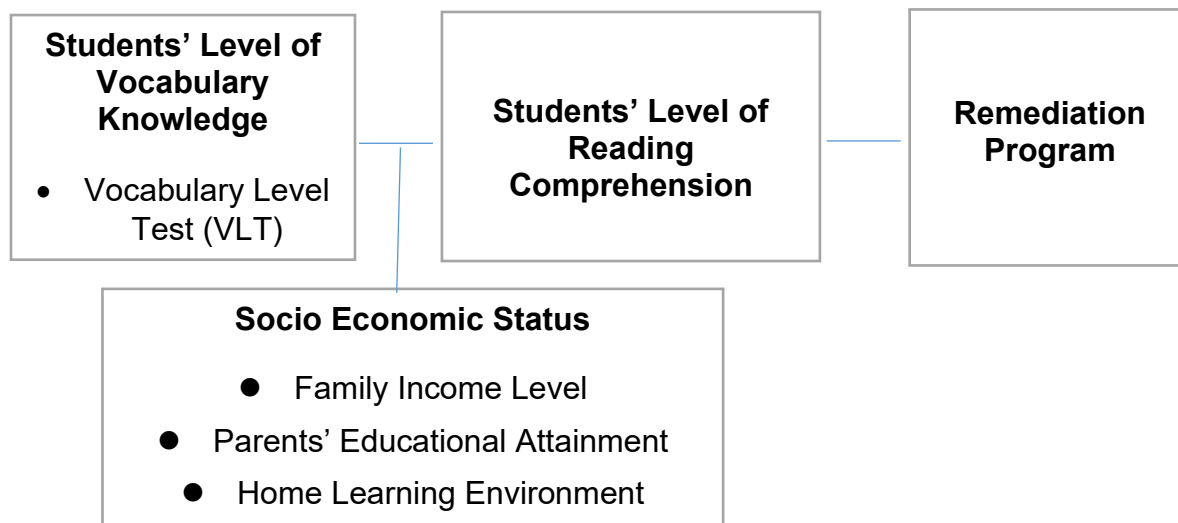


Figure 1. Schematic Diagram

Figure 1. Presents the conceptual framework of the study. The framework illustrates the relationship between the independent variable, which is the level of vocabulary knowledge, and the dependent variable, which is the level of reading comprehension. The findings of the study will serve as the basis for the development of a remediation program designed to strengthen students' vocabulary knowledge and improve their reading comprehension skills.

Research Questions

This study aimed to determine the level of vocabulary knowledge and reading comprehension of Grade 6 students at Bayugbayogan Integrated School during the School Year 2023–2024. Specifically, it sought answers to the following questions:

1. What is the socio-economic status of the students in terms of:
 - 1.1 Family income level;
 - 1.2 Parents' educational attainment; and
 - 1.3 Home learning environment?

2. What is the level of vocabulary knowledge of the Grade 6 students?
3. What is the level of reading comprehension of the Grade 6 students?
4. Is there a significant relationship between the students' socio-economic status and their level of vocabulary knowledge?
5. Is there a significant relationship between the students' socio-economic status and their level of reading comprehension?
6. Is there a significant relationship between the students' level of vocabulary knowledge and their level of reading comprehension?
7. What remediation program may be developed based on the findings of the study?

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to examine the vocabulary knowledge and reading comprehension of Grade 6 learners. The descriptive aspect of the design was used to determine and describe the learners' levels of vocabulary knowledge and reading comprehension based on the results of the assessment tools administered. Meanwhile, the correlational aspect was utilized to determine whether a significant relationship existed between vocabulary knowledge and reading comprehension.

A quantitative approach was considered appropriate because it allowed the researcher to collect numerical data and analyze them using statistical techniques. Through this method, the study was able to provide an objective description of the learners' performance and identify possible relationships among the variables being investigated. The findings served as the basis for understanding how vocabulary knowledge may be associated with learners' reading comprehension skills and for developing appropriate interventions to enhance literacy outcomes.

Research Locale

The study was conducted in a public integrated school located in Misamis Oriental during the School Year 2023–2024. The school caters to learners from different socio-economic backgrounds and provides a learning environment where students demonstrate varying levels of language proficiency and reading ability.

The locale was considered appropriate for the study because it offered a diverse group of learners whose vocabulary knowledge and reading comprehension skills could be examined. Conducting the research within the learners' regular school setting also helped ensure that the data gathered reflected their actual learning experiences and academic performance.

Research Respondents and Sampling Procedure

The respondents of this study were the 135 Grade 6 learners enrolled during the School Year 2023–2024. These learners were selected because they represented the target group of the study and possessed the necessary characteristics needed to investigate the relationship between vocabulary knowledge and reading comprehension.

The study utilized purposive sampling, a non-probability sampling technique in which participants are selected based on specific criteria relevant to the research objectives. Grade 6 learners were chosen because they had already acquired basic reading skills and were expected to demonstrate varying levels of vocabulary knowledge and reading comprehension. Their participation provided valuable information necessary to address the objectives of the study.

Research Instruments

Three instruments were utilized to gather the necessary data for the study.

The first instrument was a socio-economic status questionnaire designed to collect information regarding the respondents' family income level, parents' educational attainment, and home learning environment. The information obtained from this instrument provided a description of the learners' background and learning conditions.

The second instrument was the Vocabulary Level Test (VLT), which was used to measure the respondents' vocabulary knowledge. The test assessed the learners' understanding of words commonly encountered in academic and everyday contexts. It consisted of items that measured the extent of the learners' vocabulary knowledge and their ability to recognize word meanings.

The third instrument was the Reading Comprehension Test, which assessed the learners' ability to understand, interpret, and analyze written texts. The test included questions that measured literal, inferential, and critical comprehension skills. The reading passages and accompanying questions were carefully selected to ensure that they were appropriate for the learners' grade level and language proficiency.

Data Gathering Procedure

Prior to the conduct of the study, the researcher secured the necessary approvals from the research adviser, school authorities, and other concerned officials. After obtaining permission, an orientation was conducted to inform the respondents about the purpose of the study, the procedures involved, and their role as participants.

The data collection process began with the administration of the socio-economic status questionnaire. This was followed by the Vocabulary Level Test to determine the learners' vocabulary knowledge. After completing the vocabulary assessment, the respondents were given the Reading Comprehension Test to measure their comprehension skills.

Upon completion of the tests, all answer sheets were collected, checked, and scored following the established scoring procedures. The gathered data were then organized, encoded, and prepared for statistical analysis to address the research questions of the study.

Data Analysis

The data gathered from the respondents were analyzed using appropriate statistical tools.

Frequency and Percentage Distribution were used to describe the socio-economic status of the respondents in terms of family income level, parents' educational attainment, and home learning environment.

Mean and Standard Deviation were employed to determine the levels of vocabulary knowledge and reading comprehension among the respondents.

Spearman's rho Correlation was used to determine the significant relationship between socio-economic status and vocabulary knowledge, socio-economic status and reading comprehension, and vocabulary knowledge and reading comprehension.

The results of these statistical analyses served as the basis for interpreting the findings and drawing conclusions relevant to the objectives of the study.

Scoring Guidelines

Level Vocabulary Knowledge

Scores	Responses	Verbal Interpretation
25 - 30	Outstanding	Very High
19 - 24	Very Satisfactory	High
13- 18	Satisfactory	Average
7 - 12	Fairly Satisfactory	Below Average
0 -6	Do not meet Expectations	Poor

Scores	Description
25–30	The learner demonstrates an excellent level of vocabulary knowledge and can effectively understand and use a wide range of words in different contexts.
19–24	The learner shows a high level of vocabulary knowledge and can understand and use most words appropriately with minimal difficulty.
13–18	The learner demonstrates an adequate level of vocabulary knowledge but may experience some difficulty in understanding unfamiliar words.
7–12	The learner has limited vocabulary knowledge and often struggles to understand and use words correctly in various contexts.

0–6 The learner demonstrates very limited vocabulary knowledge and has difficulty understanding basic words and meanings.

Level Reading Comprehension

Scores	Responses	Verbal Interpretation
90 – 100%	Excellent	Complete and accurate comprehension
80 – 89%	Very Good	Strong understanding with minor errors
70- 79%	Good	General comprehension with occasional gaps
60 – 69%	Fair	Partial understanding with evident difficulties
Below 60%	Needs Improvement	Limited comprehension

Scores	Description
90 – 100%	The learner demonstrates a thorough understanding of the text and can accurately interpret ideas, details, and meanings with little to no difficulty.
80 – 89%	The learner shows a strong grasp of the text and understands most ideas correctly, with only minimal misunderstandings or errors.
70- 79%	The learner demonstrates adequate comprehension of the text but may miss or misinterpret some details and ideas occasionally.
60 – 69%	The learner shows partial comprehension of the text and experiences noticeable difficulty in interpreting information and understanding concepts.
Below 60%	The learner demonstrates limited understanding of the text and struggles to identify main ideas, details, and meanings accurately.

RESULTS AND DISCUSSION

Research Question 1. *What is the socio-economic status of the learners in terms of family income level, parents' educational attainment, and home learning environment?*

Table 1
Distribution of Family Income Level

Family Income Level	Frequency	Percentage (%)
Below ₱10,000	46	34.07
₱10,001 – ₱20,000	40	29.63
₱20,001 – ₱30,000	29	21.48
₱30,001 – ₱40,000	20	14.82
Above ₱40,000	0	0
Total	135	100

Table 1 presents the distribution of respondents according to their family income level. The results show that the largest group of respondents came from families earning below ₱10,000 per month, accounting for 46 learners or 34.07% of the total respondents. This was followed by families with a monthly income ranging from ₱10,001 to ₱20,000, comprising 40 learners or 29.63%. Meanwhile, 29 learners (21.48%) belonged to households earning between ₱20,001 and ₱30,000, while 20 learners (14.82%) reported a monthly family income of ₱30,001 to ₱40,000. None of the respondents reported a family income above ₱40,000 per month.

The findings indicate that a considerable proportion of the learners came from households with relatively low income levels. This suggests that many learners may have limited access to educational resources and learning opportunities that often accompany higher household income. Family income can influence the availability of learning materials, access to technology, and the overall learning environment that supports students' academic development.

The results further imply that socioeconomic conditions may play an important role in shaping learners' educational experiences. While low income does not necessarily determine academic performance, it may affect the resources and support available to learners both at home and in school. Therefore, schools may consider implementing support programs and interventions that can help address the educational needs of learners from economically disadvantaged backgrounds.

The findings are consistent with previous studies that emphasize the influence of socioeconomic status on educational outcomes. According to the Organization for Economic Cooperation and Development (OECD, 2021), students from lower-income households often face challenges related to access to educational resources and academic support. Similarly, Reardon (2021) reported that socioeconomic disparities continue to contribute to differences in academic achievement among learners. UNESCO (2021) likewise highlighted that economic disadvantage remains a significant barrier to educational equity, particularly in developing countries. These studies support the present findings and underscore the importance of providing equitable learning opportunities for all students regardless of their socioeconomic background.

Table 2
Distribution of Parents' Educational Attainment (Father)

Father's Educational Attainment	Frequency	Percentage (%)
No formal education	10	7.40
Elementary school	31	22.96
High school	55	40.74
Vocational/Technical	27	20.00
College degree	12	8.90
Total	135	100

Table 2. Presents the educational attainment of the respondents' fathers. The data reveal that the largest proportion of fathers completed high school, accounting for 55 respondents or 40.74% of the total sample. This was followed by fathers who attained elementary education with 31 respondents (22.96%) and those who completed vocational or technical education with 27 respondents (20.00%). Meanwhile, 12 fathers (8.90%) obtained a college degree, while 10 fathers (7.40%) reported having no formal education.

The findings indicate that most of the respondents' fathers attained secondary education or lower. This suggests that many learners come from households where parents may have limited formal educational experiences. Although educational attainment does not solely determine a parent's ability to support a child's learning, it may influence the level of academic guidance, encouragement, and educational resources available at home.

Parental education plays an important role in shaping children's learning experiences. Parents with higher educational attainment are often better equipped to assist with school-related tasks, monitor academic progress, and create learning environments that encourage educational success. On the other hand, parents with limited educational backgrounds may encounter challenges in providing direct academic assistance, particularly in subjects that require advanced knowledge and skills. Nevertheless, vocational and technical education may provide valuable practical skills and employment opportunities that contribute positively to the family's overall well-being and support system.

The results are consistent with previous studies highlighting the relationship between parental educational attainment and students' academic outcomes. According to the Organization for Economic Cooperation and Development (OECD, 2021), parents with higher levels of education are generally more capable of providing educational support and learning opportunities that foster academic achievement. Similarly, Reardon (2021) found that parental education significantly influences children's educational performance by shaping both academic expectations and the home learning environment. UNESCO (2021) also reported that lower parental educational attainment is often associated with reduced access to educational support and resources, particularly in developing countries. These findings support the present study and emphasize the importance of strengthening school-home partnerships to help learners succeed regardless of their parents' educational background.

Table 3
Distribution of Parents' Educational Attainment (Mother)

Mother's Educational Attainment	Frequency	Percentage (%)
No formal education	8	5.93
Elementary school	30	22.22
High school	42	31.11
Vocational/Technical	33	24.44
College degree	22	16.30
Total	135	100

Table 3. Presents the educational attainment of the respondents' mothers. The results show that the largest group of mothers completed high school, accounting for 42 respondents or 31.11% of the total sample. This was followed by those who attained vocational or technical education with 33 respondents (24.44%) and elementary education with 30 respondents (22.22%). Meanwhile, 22 mothers (16.30%) earned a college degree, while only 8 mothers (5.93%) reported having no formal education.

The findings indicate that the majority of the respondents' mothers attained at least a secondary level of education, with a considerable number having completed vocational, technical, or college education. This suggests that many learners are raised in households where mothers possess educational experiences that may contribute positively to their children's academic development. Educational attainment can influence parents' ability to assist with school-related activities, monitor academic progress, and encourage positive learning habits at home.

Mothers often play a significant role in supporting their children's education through guidance, encouragement, and involvement in school-related tasks. Even among those who did not pursue higher education, the completion of secondary or vocational education may still provide knowledge and experiences that help create a supportive home learning environment. As such, parental involvement and active participation in educational activities remain important factors that can contribute to learners' academic growth and achievement.

The results of this study are consistent with previous research highlighting the importance of maternal education in children's educational outcomes. According to the Organization for Economic Cooperation and Development (OECD, 2021), higher levels of maternal education are generally associated with greater academic support and more favorable learning conditions at home. Similarly, Reardon (2021) emphasized that parental educational attainment, particularly that of mothers, plays a significant role in shaping students' academic achievement and educational opportunities. UNESCO (2021) also reported that maternal education contributes positively to learners' academic performance, school participation, and overall educational success, particularly in developing countries. These findings support the present study and underscore the value of parental educational background in fostering learners' academic development.

Table 4
Weighted Mean Distribution of Home Learning Environment (N = 135)

No.	Statement	Mean	Interpretation
1	I have a quiet place at home to study or do my schoolwork.	3.46	Positive
2	My home has books, magazines, or other reading materials that I can use.	2.32	Negative
3	I have access to a computer, tablet, or other devices for learning.	3.01	Moderate
4	I have reliable access to the internet for school activities.	2.88	Moderate

5	My parents or guardians encourage me to study and read at home.	3.67	Positive
6	My parents or guardians help me with my homework when needed.	3.02	Moderate
7	I have sufficient school supplies and materials at home (pens, notebooks, etc.).	3.15	Moderate
8	I am allowed to manage my study schedule independently at home.	3.18	Moderate
9	I have a designated space for reading or doing assignments comfortably.	3.21	Moderate
10	I often engage in educational activities at home (reading, educational games, online learning).	2.26	Negative
Average Weighted Mean		3.02	Moderate

Table 4. Presents the respondents' perceptions of their home learning environment. The results reveal an overall weighted mean of 3.02, which is interpreted as Moderate. This indicates that the learners generally experience a moderately supportive environment for learning at home.

Among the indicators, the statement *"My parents or guardians encourage me to study and read at home"* obtained the highest mean score of 3.67, interpreted as Positive. This finding suggests that parental encouragement is a strong aspect of the respondents' home learning environment. Likewise, the statement *"I have a quiet place at home to study or do my schoolwork"* received a mean score of 3.46, also interpreted as Positive, indicating that many learners have an appropriate space for studying.

On the other hand, the statement *"I often engage in educational activities at home (reading, educational games, online learning)"* recorded the lowest mean score of 2.26, while *"My home has books, magazines, or other reading materials that I can use"* obtained a mean score of 2.32. Both were interpreted as Negative, suggesting that many learners have limited access to reading materials and do not regularly participate in educational activities outside the classroom.

The findings indicate that while learners generally receive encouragement and support from their parents or guardians, there are areas within the home learning environment that may require improvement. In particular, access to learning resources and opportunities for educational engagement appear to be less evident. These factors may influence learners' ability to strengthen their vocabulary knowledge, reading habits, and overall academic performance.

The results further suggest that a supportive home environment extends beyond emotional encouragement. The availability of books, learning materials, digital resources, and meaningful educational activities also plays an important role in promoting learning. When learners are provided with opportunities to engage in reading and other educational

experiences at home, they are more likely to develop the skills necessary for academic success.

The findings are consistent with previous studies emphasizing the importance of the home learning environment in student achievement. UNESCO (2021) highlighted that parental support and involvement contribute significantly to learners' academic development and motivation. Similarly, the OECD (2021) reported that access to educational resources, including books and digital learning tools, is positively associated with student performance and engagement. Garbe et al. (2021) also found that students who regularly participated in structured learning activities at home demonstrated better learning outcomes and maintained higher levels of academic engagement. These studies support the present findings and underscore the importance of creating home environments that encourage both educational support and active learning opportunities.

Research Question 2. *What is the level of vocabulary knowledge of the Grade 6 learners?*

Table 5
Level of Vocabulary Knowledge of the Learners

Indicator	N	Mean	Std. Deviation	Interpretation
Vocabulary Knowledge	135	46.2678	28.48119	Did not meet expectations

Table 5. Presents the level of vocabulary knowledge of the Grade 6 learners. The results show that the learners obtained a mean score of 46.27 with a standard deviation of 28.48, which is interpreted as Did Not Meet Expectations. This indicates that, on average, the learners demonstrated a level of vocabulary knowledge below the expected standard for their grade level.

The relatively high standard deviation further suggests considerable variation in the learners' scores. This means that while some learners demonstrated adequate vocabulary knowledge, others performed substantially below the expected level. Such differences may reflect variations in learners' language exposure, reading habits, access to learning resources, and learning experiences both at home and in school.

The findings imply that many learners may experience difficulties in understanding unfamiliar words, interpreting texts, and expressing ideas effectively. Since vocabulary knowledge serves as a foundation for language development and reading comprehension, limited vocabulary may hinder learners' ability to comprehend written materials and perform successfully in academic tasks that require reading and communication skills.

The results support the view that vocabulary knowledge is an essential component of literacy development. According to McKeown (2019), vocabulary plays a critical role in

reading comprehension, communication, and overall academic achievement. Learners with a strong vocabulary are generally better equipped to understand complex texts and express their ideas effectively. Similarly, Masrai et al. (2022) found that limited vocabulary knowledge can negatively affect learners' language proficiency and academic performance. Their study revealed that students with insufficient vocabulary often encounter difficulties in comprehension and communication, which may contribute to lower academic achievement. These findings are consistent with the results of the present study and highlight the importance of strengthening vocabulary instruction to support learners' literacy development and academic success.

Research Question 3. *What is the level of reading comprehension of the Grade 6 learners?*

Table 6
Level of Reading Comprehension of the Learners

Indicators	N	Mean	Std. Deviation	Interpretation
Reading Comprehension	135	62.100	31.05209	Did not meet expectations

Table 6 . Presents the level of reading comprehension of the Grade 6 learners. The results reveal a mean score of 62.10 and a standard deviation of 31.05, which is interpreted as Did Not Meet Expectations. This indicates that, on average, the learners demonstrated reading comprehension skills below the expected level for their grade. The relatively high standard deviation further suggests considerable differences in comprehension performance among the respondents.

The findings imply that many learners may experience difficulties in understanding the main ideas of a text, drawing conclusions, making inferences, and interpreting information presented in reading materials. These skills are essential for effective learning across subject areas because reading comprehension serves as a foundation for acquiring knowledge and developing critical thinking abilities. The wide variation in scores also indicates that while some learners possess stronger comprehension skills, others may require additional support and intervention to improve their understanding of written texts.

The results highlight the need for instructional strategies that strengthen learners' reading comprehension skills. Teachers may consider providing more opportunities for guided reading, vocabulary enrichment activities, and comprehension-based exercises that help learners develop their ability to analyze and interpret texts. Such interventions may contribute to improving students' overall academic performance and literacy development.

The findings are supported by the study of Abiyyu et al. (2024), which reported that a considerable number of learners experienced difficulty identifying the main ideas in texts, reflecting weaknesses in reading comprehension skills. Similarly, El-Dakhs et al. (2022) found that learners with limited language proficiency and vocabulary knowledge often

encounter challenges in understanding written materials, resulting in lower academic achievement. These studies support the present findings and suggest that reading comprehension difficulties remain a significant concern among learners. Therefore, strengthening reading instruction and providing appropriate literacy interventions may help improve learners' comprehension skills and academic success.

Research Question 4. *Is there a significant relationship between the learners' socio-economic status and the level of vocabulary knowledge?*

Table 7
Significant Relationship between the students' socio-economic status and the level of vocabulary knowledge

Spearman rho	Correlation	Vocabulary knowledge
Family Income Level	Correlation coefficient	.012
	Sig.(2-tailed)	.022
	N	135
Parents' Educational Attainment (Father)	Correlation coefficient	.002
	Sig.(2-tailed)	.035
	N	135
Parents' Educational Attainment (Mother)	Correlation coefficient	.024
	Sig.(2-tailed)	.033
	N	135
Home Learning Environment	Correlation coefficient	.436**
	Sig.(2-tailed)	.001
	N	135

Table 7 . Reveals that there is a positive correlation between the language competence and the socioeconomic status of the students. From Table 7, it can be observed that language competence and socioeconomic status of the students are positively correlated. The results indicate that the household economic status ($r = .012$; $p = .022$), father's educational level ($r = .002$; $p = .035$) and mother's educational level ($r = .024$; $p = .033$) are significant but weak correlation with pupils' vocabulary knowledge. The home learning environment, in turn, showed a moderate positive correlation with vocabulary knowledge ($r = .436$, $p = .001$), suggesting that students who are supported by learning materials, reading materials, and learning support at home tend to have better vocabulary knowledge. This implies that, of the socioeconomic determinants, the home learning environment has the greatest impact on pupils' vocabulary development.

The results reveal that in addition to the influence of their background economic conditions or their parents' education, the quality of their home learning environment also has a significant impact on their vocabulary knowledge. Reading, communication and academic enrichment within a family setting may be beneficial to improving students' vocabulary. Therefore, parents and teachers should work together to create a supportive setting for children to learn or develop literacy skills and increase their vocabulary.

The study results confirm that of Benali and Abdelkader (2022) which revealed that the pupils from good homes in relation to educational assistance and materials of learning had higher vocabulary achievement than those from the homes with low educational assistance and learning materials. Their findings highlighted the significance of the home learning context for learners' language development and vocabulary learning. Likewise, Krashen (2022) emphasized the importance of reading texts and meaningful language input in the home environment for vocabulary knowledge and language proficiency. The present findings are found to be supported by the findings of the above study, in which the socioeconomic factors were found to affect children's vocabulary knowledge especially the home learning environment.

Research Question 5. *Is there a significant relationship between the students' level of vocabulary knowledge and reading comprehension?*

Table 8
Significant Relationship between the Learners' Level of Vocabulary Knowledge and Reading Comprehension

Spearman rho	Correlation	Reading Comprehension
Vocabulary knowledge	Correlation coefficient	.576**
	Sig.(2-tailed)	.000
	N	135

The vocabulary knowledge of learners and their reading comprehension is shown in Table 8 with a Spearman correlation coefficient of 0.576 and a significance value of 0.000 which means there is a significant positive correlation between the two variables. This means that the more students expand their vocabulary, the more they will be able to comprehend in their reading.

This discovery indicates that vocabulary is an important part of students' text comprehension. Students having a more extensive vocabulary will be able to understand better than those that have a limited vocabulary. This highlights the need for strengthening vocabulary instruction to enhance overall reading skills.

Corpuz et al. (2024) had found that college students' satisfactory vocabulary skills had a positive correlation with their reading comprehension, which highlights vocabulary as a major component of language proficiency. This corroborates the present results, and shows the value of vocabulary development in improving reading comprehension. In addition, the research found that vocabulary knowledge was a strong indicator of reading comprehension, meaning that students who had a wider vocabulary were more likely to understand what they read, to understand the meaning of words and to be able to make sense of written information. It was also emphasized that students' vocabulary development has a significant impact on their comprehension ability (Alharbi, 2022).

Research Question 6. *What remediation program can be developed based on the findings of the study?*

“Foundations of Literacy: A Program for Remediation of Reading Comprehension and Vocabulary”

I. Rationale

The assessment findings show that students' vocabulary knowledge is both below the desired level and varies significantly across learners. These shortcomings may impair students' ability to comprehend texts, convey ideas effectively, and do well in multiple disciplines. As a result, a systematic remediation program concentrating on vocabulary enrichment and reading comprehension development is critical for improving their literacy abilities and overall academic accomplishment.

II. Objectives

Students that complete the remedial program will be capable of:

1. Increase vocabulary through active word use, context-based learning, and exposure to new terms.
2. Enhance reading comprehension by honing your ability to recognize key ideas, draw conclusions, summarize, and evaluate materials.
3. Use the terminology you've learned in reading, writing, and oral communication exercises.
4. Show quantifiable progress in your vocabulary and reading comprehension exam results.

III. Target Participants

Students who scored below the expected proficiency level in vocabulary and reading comprehension based on assessment results.

Grouping may be done according to ability levels (low, moderate, high) for differentiated instruction.

IV. Program Duration

8–10 weeks, with 2–3 sessions per week (45–60 minutes per session).

Matrix of Activities

Component	Objectives	Strategies / Activities	Assessment Methods	Timeline / Duration
A. Vocabulary Development	• Improve student word recognition,	1. Contextual Vocabulary Instruction - Teach new words using meaningful	• Weekly vocabulary tests	Weeks 1–6 (2 sessions/week, 45–60 min each)

	comprehension, and usage. • Encourage active use and retention of new words.	situations and brief texts. 2. Word Mapping and Semantic Clustering: Use visual organizers to connect similar words (synonyms, antonyms, and word families). 3. Morphological Awareness - Use prefixes, suffixes, and root words to decipher unfamiliar words. 4. Interactive Games and Drills include vocabulary bingo, word puzzles, and digital word apps. 5. Word Journals: Students keep personal vocabulary notebooks with definitions and example phrases.	• Evaluation of word diaries • Monitoring of word usage in writing and speaking activities	
B. Reading Comprehension Development	• Improve students' ability to comprehend and interpret literature. • Improve higher-order reading skills such as inference, summarization, and analysis.	1. Guided Reading Sessions: Demonstrate and practice comprehension methods (predicting, questioning, clarifying, and summarizing). 2. Reciprocal Teaching - Students rotate as conversation leads, focusing on important comprehension methods. 3. Think-Aloud Strategy - The teacher demonstrates how to process and understand meaning while reading.	• Pre- and post-tests on reading comprehension • Observation checklists on strategy use • Reading logs and reflection journals	Weeks 1–8 (2 sessions/week, 45–60 min each)

		4. Text Annotation and Graphic Organizers - Identify the major concepts, supporting information, and structure of the text. 5. Reading-Response Activities: Use journals, debates, or creative projects to demonstrate comprehension.		
C. Differentiation Strategies	• Address the various ability levels and learning demands of students.	Low-performing: Simplified texts, direct instruction, and frequent feedback. Moderate: Independent reading with scaffolding and peer collaboration. High-performing: Advanced readings and enrichment projects (for example, inventing word games or dissecting complex passages).	• Constant teacher monitoring. • Individual progress monitoring sheets	Throughout Program
D. Evaluation & Monitoring	• Assess program efficacy and student growth.	- Conduct pre-test and post-test assessments. - Track weekly progress. - Hold regular teacher and student reflection sessions.	• Pre and post-test results comparison • Teacher observation reports • Student self-assessment and comment forms	Pre-test (Week 0), Ongoing monitoring (Weeks 1–8), Post-test (Week 9)

V. Expected Outcomes

1. Students will show increased vocabulary and comprehension skills.
2. Reading performance discrepancies among students will be narrowed.
3. Students will be more confident and engaged in academic tasks requiring reading and writing.

Conclusions

This study investigated the relationship between vocabulary knowledge and reading comprehension among Grade 6 learners of Bayugbayogan Integrated School during the School Year 2023–2024. Using a quantitative descriptive-correlational research design, the study examined the learners' vocabulary knowledge, reading comprehension, and selected socio-economic characteristics. Data were collected through a socio-economic status questionnaire, a Vocabulary Level Test (VLT), and a Reading Comprehension Test. The findings of the study are summarized as follows:

1. In terms of socio-economic status, most learners came from households with relatively low monthly incomes. The majority of fathers and mothers had attained high school education as their highest educational qualification. The findings also showed that the respondents generally experienced a moderately supportive home learning environment, particularly in terms of parental encouragement and availability of a study space.
2. The learners demonstrated a level of vocabulary knowledge that did not meet the expected standard. The results suggest that many of the respondents possessed limited vocabulary skills, which may affect their ability to understand and use language effectively in academic settings.
3. The learners' reading comprehension performance likewise fell below the expected level. This indicates that many respondents encountered difficulties in understanding, interpreting, and analyzing written texts. Considerable differences in comprehension levels were also observed among the learners.
4. The study found significant relationships between certain socio-economic factors and vocabulary knowledge. Family income, father's educational attainment, and mother's educational attainment were significantly associated with vocabulary knowledge, although the relationships were weak. In contrast, the home learning environment demonstrated a stronger positive association with vocabulary development, highlighting the importance of educational support and learning resources at home.
5. A significant positive relationship was found between vocabulary knowledge and reading comprehension. Learners who demonstrated higher vocabulary knowledge also tended to achieve better reading comprehension scores. This finding emphasizes the important role of vocabulary development in strengthening learners' understanding of written texts and improving their overall literacy skills.

Recommendations

School Administration. They are encouraged to create and expand school-based literacy programs aimed at increasing students' vocabulary knowledge and reading comprehension. They may also provide easily available reading resources, create reading corners or tiny libraries, and hold teacher training seminars on effective language and reading instruction practices. Schools may also work with

community stakeholders to benefit low-income students through educational and literacy programs.

Teachers. Teachers are encouraged to integrate vocabulary-building activities and reading comprehension exercises into their normal classroom lessons. They may employ contextualized teaching tactics, interactive reading activities, and customized education to address learners' various language abilities. Teachers may also conduct regular progress assessments and give remedial or enrichment activities to help students improve their language fluency and comprehension.

Parents. They are advised to foster a conducive home learning environment by giving their children opportunity to read books, have meaningful conversations, and participate in educational activities at home. They may also monitor their children's study habits and promote regular reading to improve vocabulary and comprehension skills. Active parental involvement in their children's education can help them attain better academic results.

Students. Learners are encouraged to build regular reading habits and actively participate in classroom literacy activities to improve their vocabulary and reading comprehension. They may also experiment with different reading materials, such as books, articles, and educational resources, to improve their language skills. Consistent practice and participation in reading activities can help them enhance their academic ability.

Future Researchers. They may conduct similar studies involving a larger number of respondents or different educational settings to validate and expand the findings of the study.

Compliance with Ethical Standards

The researcher adhered to ethical standards throughout the conduct of the study by obtaining the necessary permissions and informed consent from the respondents and their parents or guardians prior to data collection. Participation in the study was entirely voluntary, and respondents were informed of their right to withdraw at any stage without penalty or disadvantage. The anonymity and confidentiality of the participants were protected by excluding personal identifiers from the data and ensuring that all information collected was handled in accordance with the Data Privacy Act of 2012. The rights, dignity, safety, and well-being of the respondents were safeguarded throughout the research process.

The researcher declares that no conflict of interest existed and that the collection, analysis, and interpretation of data were conducted objectively and without bias. All sources used in the study were properly acknowledged, and plagiarism was strictly avoided to uphold academic integrity. The findings were utilized solely for research purposes, and any use of Artificial Intelligence (AI) was limited to language editing, grammar checking, and formatting assistance, while all research decisions, analyses, interpretations, and conclusions remained the sole responsibility of the researcher.

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