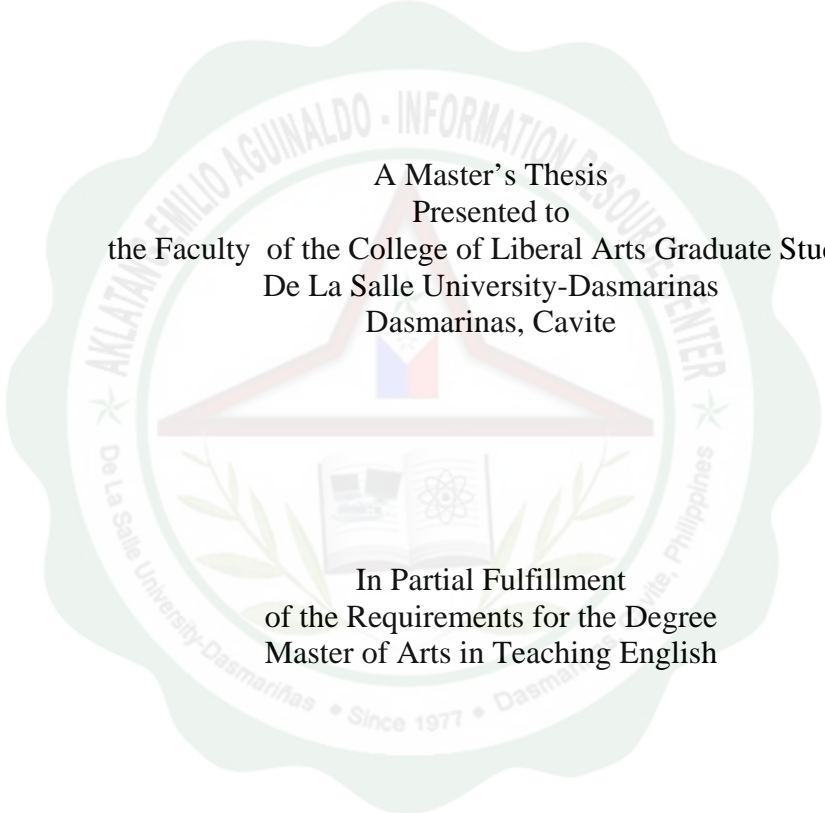


BASIC READING COMPREHENSION PROBLEMS OF FRESHMAN
CRIMINOLOGY STUDENTS OF DE LA SALLE UNIVERSITY-
DASMARIÑAS: BASIS FOR PROPOSED
CORRECTION PROGRAM



A Master's Thesis
Presented to
the Faculty of the College of Liberal Arts Graduate Studies
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In Partial Fulfillment
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Master of Arts in Teaching English

Eden G. Fabella

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ABSTRACT

Title of Research: Basic Reading Comprehension Problems of Criminology Students of De La Salle University-Dasmariñas: Basis for Proposed Correction Program

Author: Eden G. Fabella

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This descriptive type of research focused on the respondents' basic reading comprehension problems in vocabulary as revealed in the comprehension test adapted from Frishman (2003). The Comprehension test on vocabulary consists of using context clues and multiple-meaning words and using synonyms, antonyms and analogies. The designed corrective program, which was based on the results of the specific problem of the study, was patterned to the program made by Seigfried, Osborn, and Hanner (2006). To validate the results of the test and determine the comprehension strategies employed by the respondents, the researcher conducted a retrospective interview with the respondents. On the other hand, the study did not intend to determine the effectiveness of the correction program in enhancing the students' performance in reading comprehension, for which reason, pre-test and post-test to the potential users were not made. However, internal evaluation of the proposed correction program was done.

After the analysis of the data, the researcher obtained the following results:

(1) the respondents have moderate level of performance in terms of competency in

basic reading comprehension (2) it is evident that the factors affecting the reading comprehension problems of the respondents are as follows: (a) difficulty in identifying the meaning of the words and sentences (b) difficulty in understanding what is being read; (c) difficulty in distinguishing significant information from minor details, lack of concentration during reading, and difficulty relating the content of a text to personal experiences; (3) Most students are unaware that they are already using metacognitive strategies such as translation and rereading.

After careful analysis of the major findings, the researcher arrived at the following conclusions: (1) the researcher believes that vocabulary might be best taught not only through knowledge of individual word meanings but by means of instruction of context clues as comprehension strategy in which word meanings are integrated; (2) the highly improbable indication that a student may have reading difficulties could be from poor performance on comprehension exercises and activities during high school; (3) most of the Criminology students are unaware that they are already using reading strategies in answering the reading test; and (4) the probable reason why Corrective Reading Program is needed in order to acquire enough vocabulary is because it provides meaningful and appropriate exercises.

In view of the findings and conclusions of the study, the researcher recommends the following: (1) a research on the concept of relationship of vocabulary and reading comprehension may be initiated; (2) similar research may be done focusing on the proposed corrective reading program; (3) the future researcher can provide several ways to improve vocabulary skills and several activities to

increase reading comprehension; (4) same research procedure, theory, and data may be utilized in forthcoming researches but should consider other respondents; and (5) the proposed Correction Program should be tried-out to ensure its effectiveness.



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