



Media Literacy and Reading Comprehension of Grade 12 HUMSS Students from University of Cabuyao

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Abstract

The primary purpose of this research paper is to determine if there is any significant relationship between the level of media literacy and the level of reading comprehension of Grade 12 HUMSS students from the University of Cabuyao. The respondents of the study are the Grade 12 HUMSS students from the University of Cabuyao for the academic year 2023-2024. It utilized descriptive-correlational design to determine the relationship between the two variables. Using simple random sampling, the respondents were randomly selected. This study used a 30-item adapted media literacy questionnaire and a 30-item adapted reading comprehension test. A four-point Likert scale, weighted mean, scoring system, and Pearson r found that the student respondents have a high level of media literacy but a low level of reading comprehension. In regards to the relationship between these two variables, the results showed a very low but significant relationship. The results of the study led to the creation of an action plan to boost the reading comprehension of the students using different kinds of media.

Keywords: Media, Literacy, Media Literacy, Reading, Comprehension, Reading Comprehension, Access, Analysis, Evaluation, Creation, Reflection, Literal Level, Inferential Level, Critical Level

Introduction

According to the National Association for Media Literacy Education (NAMLE), as cited in Public Broadcasting Service (PBS, 2022), media literacy is the capacity to utilize all forms of communication to access, analyze, evaluate, generate, and respond to information. It equips them with the requisite abilities to understand the messages they acquire and utilize these tools proficiently to create and disseminate them.

Media literacy is one of the literacies that a 21st-century student should possess. Unfortunately, most people around the globe are not qualified to be called "media literate." The circulation of fake news and the spread of negativity are just some evidence that proves this. The majority of countries, either developed or developing, are not exempt from this issue, including the Philippines. Just like other countries, the Philippines also has many citizens who still need to be considered media literate. Many Filipinos believe in spreading news and information that is not true or proven.

Reading Comprehension, on the other hand, is the process that involves understanding the meaning of a text by connecting the ideas presented in the sentences and forming a mental image of the situation (Zheng *et al.*, 2023). It is essential for human professional growth, as it is a repository of information development, linguistic improvements, and even published script-based discussion (del Pilar Jiménez *et al.*, 2019) ^[7]. It is true regardless of whether the country in question is Eastern or Western geographically.

Reading comprehension is one of the essential skills that students should possess, especially in 21st-century education. Educators around the globe have a deep interest in this matter, which is evident in the consistent comprehension tests conducted for some students in different parts of the world. Fortunately, the student's reading literacy on a global scale keeps increasing, thanks to the interventions done by the teachers and education stakeholders. However, a lot of children and adolescents still have no or weak reading comprehension because of perennial poverty and the COVID-19 pandemic.

Most of these non- readers or struggling readers came from developing countries like the Philippines.

According to the result of the Program for International Student Assessment (PISA) in 2022, as cited by Ines (2023), the average performance of Filipino students is significantly lower than the global average. This alarming result means this country's reading comprehension is a significant problem. It is a big problem because many Filipinos believe in fake news and jump to conclusions quickly. It should be solved because it will help students to acquire and master more complex skills in different areas of learning. Solving this problem will also help everyone to know and believe the truth.

Finally, because of the low results of the Philippines in the 2022 Program for International Student Assessment (PISA) in reading comprehension and the increase in fake news across media platforms in the Philippines, the study aimed to identify the relationship between media literacy and reading comprehension of Grade 12 HUMSS students. Aside from that, media literacy and reading comprehension are timely issues in the Philippines and abroad. This study assessed the student-respondents' media literacy and reading comprehension. Through this, the teachers will know more about their students' condition regarding media literacy and reading comprehension.

Literature

Media literacy education is a kind of education that can be used to fight disinformation. It aims to educate different types of people in various ways and other settings. However, this education focuses more on children and adolescents since they are at greater risk of being manipulated by propaganda and hoaxes. This was evident in a 2016 study where many students needed help to identify which sources contained valid information. Because of this, critical thinking and media literacy should be present in an individual to identify false information (Bateman & Jackson, 2024)^[3].

According to Fajardo (2023)^[8], one of the goals of implementing the K-12 curriculum is to develop the students' media literacy. Evidence of this is the Media and Information Literacy (MIL) subject in senior high school. Despite this effort by the Department of Education, many Filipinos are still victims of misinformation, especially on online platforms. Several politicians use this weakness of the Filipinos by using trolls and fake accounts to fabricate false realities. We can conclude that the Philippines' citizens generally need more media literacy.

Meanwhile, media accessibility is an emerging relevant research field because of its accelerating popularity growth. It used to be one of the branches of audiovisual translation (AVT). At first, it only targeted some user groups, but it switched to universalist conceptualization to meet the needs of different user groups. Media accessibility now connects to other research and study fields like museum studies. Because of this, it is now considered an interdisciplinary and highly relevant area of research (Fresno & Greco, 2023)^[10].

As noted by Uy-Tioco & Cabañes (2021)^[27], despite being a developing nation in Southeast Asia, Filipinos spend an average of 4.12 hours a day on social media, making them the world's most social media users. Indeed, the Philippines has been labeled the "social media capital of the world" and the "text messaging capital of the world." Due to the widespread use of mobile media in Filipinos' daily lives, these devices significantly impact their relationships. It tells us that

Filipinos spend most of their time on social media.

Content analysis is a tool used by researchers to investigate the intentions, themes, and outcomes of communication content. It also allows them to draw conclusions about the authors and target audience of the writings they study. Moreover, content analysis can also be done by quantifying the frequency of specific words, phrases, topics, or concepts in a collection of writings from the past or present (Luo, 2023)^[17].

Media analysis refers to the process of understanding different kinds of media like print media, mass media, and social media. It involves knowing a particular media's meaning, purpose, and possible impact/s. There are different reasons why people are doing media analysis. Aside from varying purposes, media analysis can be done differently. However, quantitative and qualitative analysis methods are the most commonly used to analyze media. The goal and the media used will determine the most appropriate purpose and study method (Atef *et al.*, 2024)^[2].

In the study of Katsaounidou *et al.* (2019)^[15], a comprehensive evaluation of the usability and application of an educational game was obtained through a media class discussion. The game may increase awareness, impart knowledge of authentication techniques, and emphasize the significance of patterns that include proof of an article's legitimacy. In conclusion, educational games could be a viable means of vaccinating the public against false information.

Science education is becoming increasingly critical, especially in these new media environments, since it helps students develop science media literacy that allows them to evaluate the reliability of scientific information. Therefore, the study reveals that when evaluating the credibility of scientific material in social media, students typically consider factors from all three heuristic credibility dimensions and integrate diverse criteria (Kresin *et al.*, 2024)^[16].

According to Flores *et al.* (2020), the internet is a tactic that can help feminism become more approachable to a new audience of a variety of women proficient in technology. Considering these, the authors created an educational program encouraging interest in discussing sexist and discriminatory activities among our female students. The goal of this project was to have an impact on student's lives outside of the classroom and to emphasize the need to oppose discriminatory acts in the areas around them.

Jordan (2023)^[14], stated that social media has transformed global communication regarding who, what, and when we communicate. It has made it possible for educators to interact with people from different backgrounds, cultures, and languages, creating a sense of community.

As claimed by Zhide *et al.* (2022)^[31], In similar studies, technology, media, and recorded information assist students in reflecting and finding purpose through unified citizenship terms. Moreover, the authors also stated that this demonstrates how they are exposed to media technologies, commercials, advertisements, electronic games, product labels, and goods in all of their forms. Thus, students were found to use media technologies effectively, which led to developing their sense of citizenship. Likewise, in discussing the media's influence and our reflection, setting the agenda explores the origins of media agendas, the psychological justification for their influence on the public agenda, and the implications for attitudes, opinions, and behaviors.

Additionally, news media have a tremendous impact on how

we see global current affairs, influencing which issues receive the most attention and support from the public and occasionally provoking controversy (Valenzuela & McCombs, 2021)^[28].

Significantly, reading comprehension is an intricate intellectual ability that integrates the knowledge gained from a text with the reader's or listener's perception, leading to the emergence of mental representations (Velasco & Villanueva, 2022)^[29].

Ignacio *et al.* (2022)^[12] emphasized reading comprehension as a perennial problem in Philippine education. Based on the 2022 Programme for International Assessment (PISA) results, the Philippines is one of the lowest-ranking countries regarding reading comprehension. It goes the same with the national examination results. This suggests that despite the numerous interventions and programs for reading comprehension, it still didn't translate to the significant increase in Filipino students in this category.

Likewise, Belasoto and Manggasang (2021)^[4] viewed reading comprehension can be categorized into different levels. The first level is the literal level, which encompasses only basic comprehension. Typical inquiries that stimulate this form of thinking include questions of who, what, when, and where. According to the same authors, these questions are the most straightforward to answer, as the text explicitly states the solution.

Similarly, Munsod-Fernandez (2021)^[19] defines literary level as the explicit content of the text and the events that occur within the story. This degree of understanding is crucial, as it forms the basis for more sophisticated comprehension. The primary emphasis is on comprehending written texts, listening to spoken words, or observing visual content. The process entails distinguishing vital facts. Under proper instruction, learners may distinguish between crucial and less significant concepts.

According to Nela (2022)^[20], inferential level entails extracting implicit meaning or drawing conclusions by reading beyond the literal text. It refers to the process of inferring implicit thoughts rather than explicitly expressed. The inferential level of skills is the ability to identify the central theme, comprehend the author's perspective, and make predictions or summaries of events.

Furthermore, inferential reading comprehension is critical to understanding the underlying thoughts or ideas conveyed in a text. Drawing inferences is essential for connecting topics within the text and providing information not explicitly stated. Inferential comprehension refers to the reader's ability to analyze textual information and grasp a certain text's underlying significance by utilizing prior understanding. Inferential comprehension allows readers to integrate the particular significance of the text with their existing knowledge and imagination to guess or formulate assumptions. (Royer and Sumayo, 2024)^[24]

The critical level involves the assessment of written materials, where one examines the ideas presented in the ideas presented in the material and measures them against established criteria. This process allows one to form conclusions regarding the information's accuracy, suitability, and timeliness. The reader must possess critical thinking skills to comprehend the text. They extend their understanding beyond the text and form evaluations as they read. Students can determine the accuracy and reliability of a text or its author at this level. They can also distinguish between factual statements and those based on personal

opinions (Nela, 2022)^[20].

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Rafiq *et al.* (2020) stated that social media can boost the reading habits of students. This media aids them in improving their social skills, which are essential in learning. The easily accessible information from social media is also a factor that helps elevate reading comprehension. However, unnecessary distractions can cancel out its positive impact on reading comprehension.

Therefore, different mobile applications should be used in the classroom to facilitate reading and other academic activities. Aside from that, awareness about proper usage of social media should be given to them to instill love in reading. Since several studies suggested that better reading habits are likely equal to better reading comprehension, their study may implicitly say that social media can boost reading comprehension.

Based on the journal of Abaño and Mabulay (2023)^[11], reading comprehension is one of the reasons why some people cannot identify if a source contains true or fake news and information. Students with stronger media literacy competence are more capable of analyzing and evaluating the information they encounter. It's because, like reading comprehension, critical thinking is important in boosting media literacy. When students have good critical thinking skills, they have good comprehension skills and can be immune to the manipulations of the world, including the media. It tells us that it is important to sharpen the students' reading comprehension to elevate their academic and non-academic competence, including media literacy.

Thanutpinitun's (2022) study revealed that students' reading comprehension and social media literacy increased when teachers used Akita action guidelines. This action guideline helped them be interested in learning and collaborate with their fellow students. Evidence of this is the difference between social media literacy and reading comprehension results before and after using the Akita action guideline. Based on this result, Akita's action guidelines effectively elevate the students' social media literacy and reading comprehension.

Overall, these studies supported the development of this research and provided significant contributions to the current study about media literacy and reading comprehension from Grade 12 HUMSS learners.

Methods

This study used a descriptive- correlational research design. According to Caparas and Yango (2023)^[5], this design determines the present condition of the phenomenon to discover "what exists" regarding the variables of the study. Descriptive-correlational research design is the most suitable for this study because it will help the researchers determine the relationship between media literacy and reading

comprehension. In addition, this research design will give the researchers a clear picture of the student respondents' media literacy and reading comprehension.

The population of this study is the two hundred eighty-six (286) Grade 12 Humanities and Social Sciences (HUMSS) students from the University of Cabuyao (Pamantasan ng Cabuyao). A simple random technique was used to identify the sample size of the selected population. According to Thomas (2024), simple random sampling is very helpful to achieve a high level of internal and external validity and reduce the chances of selection and sampling biases. Aside from that, all students from different sections will have an equal and fair opportunity to be chosen as study respondents. The pilot testing was conducted on one of the sections of Grade 12 HUMSS, which made the students of the section ineligible as student respondents. Using Cochran's formula with a 5% margin of error through the respondents' population, the study's sample size is one hundred sixty-five (165) students.

The study was conducted at the Senior High School Department of the University of Cabuyao (Pamantasan ng Cabuyao). The respondents are the Grade 12 HUMSS students, with a population of two hundred eighty-six (286). The target number of student respondents is one hundred sixty-five (165). However, the classes of the student respondents have already ended, and it's challenging to reach them. Thus, the number of respondents who answered both research instruments is one hundred four (104), which is 63.03% of the sample size. The margin of error is now at 8%. Chacha (2021) ^[6] cited that a response rate of 50% is considered adequate, 60% good, and 70% very good. Thus, the response rate of the study is already reasonable. Attaining a 100% response rate in the study can be challenging for various reasons. Because of that, achieving a decent response rate is already enough.

The study utilized a 30-item questionnaire for student respondents to determine their media literacy level. The questionnaire was adapted from Renee Hobbs's five-part Media Literacy Scale, as cited by Brenda University (2023). Hobbs is an American educator who specializes in the field of media. It is divided into five parts to determine the level of media literacy in terms of access, analysis, evaluation, creation, and reflection in different media. The five-part Media Literacy Scale can measure the media literacy of an individual because it assesses the various levels of media consumption. All questions were scored on a four-point Likert scale to understand their media literacy level better. The four-point scale consists of four scales: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The utilization of the media literacy questionnaire is based on schema theory, which states that an individual uses prior knowledge to act, decide, or respond to current situations.

The student-respondents also answered a 30-item reading comprehension test. It was adapted from the reading comprehension test crafted by Mendoza (2015), as cited in Munsod-Fernandez (2021) ^[19]. Each question in the adopted test belongs to the literal, inferential, or critical levels of reading comprehension. The adapted reading comprehension gave a clear picture of students' reading comprehension level because it assesses different ability levels to comprehend a text. There are ten items on each reading comprehension level to equally determine the reading comprehension of the student-respondents on those three levels. To determine the level of performance of the participants, the table for the

Level of Proficiency from DepEd K to 12 Grading System is used. This test is based on the Whole Language Theory, which emphasizes the entirety of the text.

The researchers sent a formal request for the distribution of research instruments to the principal of the University of Cabuyao (Pamantasan ng Cabuyao)- Senior High School department. The respondents from different sections of Grade 12 HUMSS will receive and answer the questionnaires online through Google Forms. After the respondents completed the survey questionnaire and the reading comprehension test, the researchers gathered and tallied the data for interpretation—a statistician assisted in the statistical analysis and treatment of the study's findings. The researchers concluded and offered recommendations for this study based on the data gathered.

Since the data gathering was conducted online, the researchers used proper methods to maintain the integrity of the research instruments. The researchers reminded the student respondents to answer the media literacy questionnaire honestly. On the other hand, the reading comprehension test was conducted with a proper time limit to provide a clearer picture of their reading comprehension level. The student-respondents have 55 minutes to answer this test. This is based on the same item reading comprehension test by Florida Educational Leadership Examination. Through Timer for Google Forms; the reading comprehension can only be answered within the said time limit.

Results and Discussion

1. Level of Media Literacy

Table 1: Summary of Level of Media Literacy

Media Literacy Aspect	Weighted Mean	Interpretation
Access	3.82	High
Analysis	3.60	High
Evaluation	3.64	High
Creation	3.65	High
Reflection	3.73	High
Overall Weighted Mean	3.69	High

Table 1 presents the summary of the level of media literacy as seen in table, indicator 1 "Access" obtained a weighted mean of 3.82, verbally interpreted as "High" and was ranked 1; indicator 5, "Reflection," obtained a weighted mean of 3.73, verbally interpreted as "High" and was ranked 2, indicator 4 "Creation" obtained a weighted mean of 3.65, verbally interpreted as "High" and was ranked 3, indicator 3 "Evaluation" obtained a weighted mean of 3.64, verbally interpreted as "High" and was ranked 4. Indicator 5 "Analysis" obtained a weighted mean of 3.60, was verbally interpreted as "High" and was ranked 5.

In support of this, Fajardo (2023) ^[8] mentioned media literacy as one of the main focuses of the K-12 curriculum of the Department of Education. It is evident in the "Media and Information Literacy" subject in the senior high school curriculum. Through media literacy education, students can counter misinformation in different media platforms. This reveals that the Grade 12 HUMSS students of the University of Cabuyao strongly agreed to have a high level of media literacy in terms of access, analysis, evaluation, creation, and reflection. They can find relevant information online and use various media sources and social networking sites. They also demonstrate high media literacy in analyzing media

messages, recognizing persuasive strategies, and evaluating social, political, and economic implications. They can create clear and concise media messages, communicate thoughts and emotions, and persuade people. They also demonstrate a

good attitude when consuming media and reflecting on their values. Overall, the student respondents indicate high media literacy and ability to navigate media resources effectively and efficiently.

2. Level of Reading Comprehension

Table 2: Level of Reading Comprehension Summary

Components	Minimum Score	Maximum Score	SD	Average	Interpretation	Remarks
Literal Level (10 items)	0	10	2.28	6	Satisfactory	Passed
Inferential Level (10 items)	1	10	2.21	6	Satisfactory	Passed
Critical Level (10 items)	1	9	1.97	6	Satisfactory	Passed
Total (30 items)	4	26	5.58	18	Satisfactory	Passed

Legend: 0-4 Needs Improvement; 5 Fairly Satisfactory; 6-7 Satisfactory; 8 Very Satisfactory; 9-10 Outstanding Remarks Rule: 0-4 Passed, 5-10- Failed

Table 2 provides a detailed summary of the reading comprehension levels, including Literal, Inferential, and Critical levels, across different components.

For the Literal Level (10 items), the scores ranged from a minimum of 0 to a maximum of 10, with a standard deviation of 2.28. The average score was 6, interpreted as satisfactory and a passed remark. Similarly, for the Inferential Level (10 items), the scores ranged from 1 to 10, with a standard deviation of 2.21. The average score was 6, also interpreted as satisfactory and a passing remark. In the Critical Level (10 items), the scores ranged from 1 to 9, with a standard deviation of 1.97. The average score remained at 6, continuing the satisfactory interpretation and passing remarks trend. Overall, across all three levels, the total score of 30 items ranged from 4 to 26, with a standard deviation of 5.58. The average total score was 18, an overall interpretation of satisfactory and a passing remark. However, the average scores are still relatively low.

In support of this, Ignacio *et al.* (2022)^[12] stated that the Philippines is one of the lowest-ranking countries on the 2022 results of the Programme for International Student Assessment (PISA). Even though several programs and actions were made to boost the reading comprehension of Filipino students, the country still needed to catch up

compared to its neighboring countries. This suggests that strategies and interventions must be implemented to elevate the reading comprehension level of Filipino students. This national education problem is potential evidence of the low overall results of reading comprehension in this study.

This implies that the Grade 12 HUMSS students face challenges in reading comprehension across its levels. At the literal level, the student respondents stumbled to recall direct details of the story or text. It implies their difficulties in basic comprehension. They may find it challenging to respond to direct questions about the who, what, where, and when of the story or text. Moving onto an inferential level, they struggle to identify clues behind the story or text, which indicates the student respondents' challenges in grasping hidden meanings and drawing connections between the different parts of the story or text. They needed help answering questions regarding the author's intentions, predicting outcomes, or analyzing characters' intentions. Furthermore, at a critical level, the student respondents also need help generalizing about the story or text. This may suggest their trouble thinking critically about the themes, messages, or broader significance of the text or story. Student respondents may struggle to make opinions or judgments regarding the information presented.

3. Relationship between the sub variables of media literacy and sub variables of reading comprehension

Table 3: Correlation between the level of media literacy and the level of reading comprehension

Media Literacy	Reading Comprehension	R-Computed	P-Value	Interpretation	Decision
Access	Literal Level	0.18	0.07	Very Low Correlation	Accept Ho
	Inferential Level	0.12	0.21	Very Low Correlation	Accept Ho
	Critical Level	0.14	0.14	Very Low Correlation	Accept Ho
Analysis	Literal Level	0.19	0.06	Very Low Correlation	Accept Ho
	Inferential Level	0.16	0.10	Very Low Correlation	Accept Ho
	Critical Level	0.21	0.03	Very Low Correlation	Reject Ho
Evaluation	Literal Level	0.18	0.07	Very Low Correlation	Accept Ho
	Inferential Level	0.12	0.21	Very Low Correlation	Accept Ho
	Critical Level	0.14	0.14	Very Low Correlation	Accept Ho
Creation	Literal Level	0.24	0.01	Very Low Correlation	Reject Ho
	Inferential Level	0.19	0.05	Very Low Correlation	Reject Ho
	Critical Level	0.25	0.01	Very Low Correlation	Reject Ho
Reflection	Literal Level	0.08	0.42	Very Low Correlation	Accept Ho
	Inferential Level	0.01	0.90	Very Low Correlation	Accept Ho
	Critical Level	0.10	0.30	Very Low Correlation	Accept Ho

Table 3 shows the correlation between the level of media literacy and the level of reading comprehension. The r-computed values are 0.18 (Access and Literal Level), 0.12 (Access and Inferential Level), 0.14 (Access and Critical Level), 0.19 (Analysis and Literal Level), 0.16 (Analysis and Inferential Level), 0.21 (Analysis and Critical Level), 0.18 (Evaluation and Literal Level), 0.12 (Evaluation and Inferential Level), 0.14 (Evaluation and Critical Level), 0.24 (Creation and Literal Level), 0.19 (Creation and Inferential Level), 0.25 (Creation and Critical Level), 0.08 (Reflection and Literal Level), 0.01 (Reflection and Inferential Level), and 0.10 (Reflection and Critical Level). All of these have an interpretation of very low correlation. The p-values where the null hypothesis was accepted are 0.07 (Access and Literal Level), 0.21 (Access and Inferential Level), 0.14 (Access and Critical Level), 0.06 (Analysis and Literal Level), 0.10 (Analysis and Inferential Level), 0.07 (Evaluation and Literal Level), 0.21 (Evaluation and

Inferential Level), 0.14 (Evaluation and Critical Level), 0.42 (Reflection and Literal Level), 0.90 (Reflection and Inferential Level), and 0.30 (Reflection and Critical Level). The null hypothesis was accepted in these p-values, implying that there is no sufficient data to prove a significant relationship among the aforementioned variables.

On the other hand, the p-values where the null hypothesis was rejected are 0.03 (Analysis and Critical Level), 0.01 (Creation and Literal Level), 0.05 (Creation and Inferential Level), and 0.01 (Creation and Critical Level). This implies that there is a significant relationship between the variables. On the other hand, the p-values where the null hypothesis was rejected are 0.03 (Analysis and Critical Level), 0.01 (Creation and Literal Level), and 0.01 (Creation and Critical Level). This implies that there is a significant relationship between the variables. In addition to this, the p value of 0.05 (Creation and Inferential Level) suggests that there is a borderline significant relationship between the two variables.

4. Relationship between the level of media literacy and level of reading comprehension

Table 4: Summary of correlational analysis between the level of media literacy and the level of reading comprehension

Variables	R-Computed	P-Value	Interpretation	Decision
Level of Media Literacy vs. Level of Reading Comprehension	0.23	0.02	Very Low Correlation	Reject Ho

The table provides a summary of a correlational analysis examining the relationship between the level of media literacy and the level of reading comprehension. The computed correlation coefficient (r-computed) is 0.23, which is interpreted as very low correlation, while the p-value is 0.02. This comparison indicates that the observed correlation is statistically significant, as the p-value exceeds 0.05.

In support of this, a study by Rafiq *et al.* (2020) discovered that media, especially social media, has the power to boost the reading condition of students. Easy access to media helps improve reading comprehension. They implicitly mentioned that having media literacy can boost their love of reading, which may increase reading comprehension. Gonzales's (2020) study discovered that different media content can

improve reading comprehension. This is evident in the increased scores before and after using these materials in various ways.

Hence, parents are highly encouraged to help their children use different kinds of materials, both traditional and modern. The decision to reject the null hypothesis (Ho) suggests a significant correlation between media literacy and reading comprehension. However, the strength of this correlation is very low, with an r-computed of 0.23 indicating a weak positive relationship. Thus, while there is a statistically significant association between higher levels of media literacy and better reading comprehension, this relationship is very low.

5. Proposed Action Plan

Table 5: Media Aid Reading Comprehension (MARC) Plan

Date of Activity: First Semester

Facilitators: English Teachers

Budget: N/A

Objectives / Targets	Strategies / Activities	Time Frame	Resources Needed	Success Indicator
To improve students' ability to scan for important information in the text	Activities that allow students to highlight or underline the important details in the text both in paper and technologies	Once a week	Printed materials, Cellphones, Computers, Internet connection	80% of students can highlight or underline all of the important details in the text
To develop students' memorization skills after reading the text	Quiz about the key details of the text through digital games like Quizizz and Kahoot	Once a week	Computers, Cellphones, Internet connection	80% of students got at least 75% of the total score of quiz
To present the Literal information of the text	Students will create an Infographics showing the important information of the text	Once a month	Cellphones, Internet connection	80% of the students can create infographics that contain all the important information about the text
To form realizations and generalizations about the important information of the text	Students will create an e-journal about the important information of the text	Once a week	Cellphones, Computers, Internet connection	80% of students can create a journal about the literal information of the text
To make conclusions about the literal information of the text	Students will publish an essay about what they can conclude on the literal information of the text	Once a month	Cellphones, Internet connection	80% of students can publish a proper essay about the conclusion on the literal information of the text
To enable students to make some	Teachers can create an online forum with	Once a week	Cellphones,	80% of students participated in the

guesses or predictions about the text	an inferential question as the main topic and students will defend their answer by citing part/s of the text		Computers, Internet connection	online forum with decent answers and evidences
To defend the answers in inferential questions through credible information from different kinds of media	Students will find relevant information from different kinds of media to defend their answer to inferential questions	Once a week	Newspapers, Books, Cellphones, Computers, Internet connection	80% of students can find relevant information to defend their answers to inferential questions
To explain the possible intention, motives, or nature of the character in the text	Create an article about the possible intentions of the character in the text	Once a month	Cellphones, Computers, Internet connection	80% of students can create a comprehensive article explaining possible intentions of the character in the text
To explain the interpretation of the students about the text using audiovisual elements	Students will create a video about their interpretations of the text	Once a quarter	Cellphones, Computers, Internet connection	80% of students can create a comprehensive video about their interpretation of the text
To select and reflect on the most striking part of the text	Through groups of 10 members, students will create a podcast about the part of the text that strike to them the most	Once a quarter	Cellphones, Microphones, Computers, Internet connection	80% of the groups can pass a podcast about the part that strike to them the most
To stimulate the ability of the students to make conclusions from the text using different kinds of media	Evaluation essay about the text they've read through social or digital media	Once in two weeks	Cellphones, Computers, Internet connection	80% of students posted their evaluation essay
To connect the text to the timely or relevant issues	Finding articles, either through newspaper or from internet, about the issue/s connected to the text	Once a week	Newspapers, Cellphones, Computers, Internet connection	80% of students have found at least one article about the issue/s connected to the text
To compare and contrast the text to the present condition of the text	Using any kind of media, students will explain the similarities and differences between the text to the current society	Once in two weeks	Cellphones, Computers, Internet connection	80% of students can identify the similarities and differences of the text to the current society
To showcase students' learning about the text	Students will make an Infomercial about what they've learned from the text	Once a quarter	Cellphones, Cameras, Computers, Internet connection	80% of the students can create an infomercial about what they've learned from the text
To share the impact of the text to one's self to other students	Students will write a blog about how the impact of the text to themselves	Once a month	Cellphones, Computers, Internet connection	80% of the students can write a blog about the impact of the text to themselves

Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. The Grade 12 HUMSS students of the University of Cabuyao (Pamantasan ng Cabuyao) have a high level of Media Literacy in terms of Access, Analysis, Evaluation, Creation, and Reflection.
2. However, the Grade 12 HUMSS students of the University of Cabuyao (Pamantasan ng Cabuyao) fell short of the expected standards of Reading Comprehension in terms of Literal, Inferential, and Critical Levels. Thus, there is a need for improving reading comprehension skills.
3. Despite that, the study's results revealed a significant correlation between Media Literacy in terms of Access, Analysis, Evaluation, Creation, and Reflection and Reading Comprehension in terms of Literacy Level, Inferential Level, and Critical Level. However, the strength of their relationship is not strong.
4. Utilizing different kinds of media can be a good aid for students in boosting their reading comprehension across three levels.

Recommendations

Based on the results of the study, the researchers would like to recommend the following:

1. Students are encouraged to use different media to supplement their learning.
2. Curriculum developers for English in basic and higher education should collaborate with curriculum developers for other subjects to form a curriculum that integrates reading comprehension into different subjects.

3. Curriculum developers, principals, master teachers, head teachers, and teachers of the English department should collaborate in crafting student-centered, interesting, and grade-level-appropriate strategies and activities to improve Filipino students' reading comprehension.
4. English teachers should use various media when giving students reading passages. There should be a significant balance between traditional, modern, and emerging media platforms. They can craft a checklist of different kinds of media to monitor their use.
5. Master Teachers and Head Teachers of the English department should encourage the English teachers to implement the proposed Action Plan to boost students' reading comprehension.
6. Future researchers can conduct this study on a larger scale of student respondents to test the reliability and validity of the results further. They can also include other academic strands and even other tracks of senior high school. Future researchers can also pursue this study in Grade 11 and even junior high school students. It is highly recommended that this study be conducted in different locales in different areas of the Philippines

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