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## **Reading in Baccalaureate students in the educational unit Carlos García: Junín**

**Laura Cecilia Alcívar-Cedeño**

Maestría en educación Básica, Universidad Laica “Eloy Alfaro de Manabí”  
Extensión Chone, Manabí, Ecuador

\*Corresponding author email: [laura.alcivar@pg.uileam.edu.ec](mailto:laura.alcivar@pg.uileam.edu.ec)

**Carmen Dolores Andrade-Zambrano**

Universidad Laica “Eloy Alfaro de Manabí” Extensión Chone, Manabí, Ecuador

**Abstract**---The objective of this research is to analyze the reading in the comprehension of texts in high school students in the "Carlos García" Educational Unit of the Junín canton, this situation occurs because the students have as main difficulty to read the text of a book fluently, because they do not have an established reading frequency; Usually the books that are worked on by teachers during class time are not of their interest and in many cases they are difficult to understand. The methodology used had a correlational approach, with inductive, deductive, analytical, synthetic, and statistical methods. The result was that the student does not develop skills and abilities that lead him to perform a better reading comprehension process. Teachers do not innovate in the application of reading strategies, so it is important to get them used to reading.

**Keywords**---reading, text comprehension, students.

**Introduction**

The objective of this research is the reading in the comprehension of texts in high school students in the "Carlos García" Educational Unit of the Junín canton, the problem originates from when the students present lack of interest in reading, causing them not to have a wide vocabulary and difficulty in understanding and interpreting texts, leading to poor academic performance. One of the factors that causes disinterest in reading is the misuse of technology and technological media such as the internet, television and video games, the same ones that absorb a lot of time and draw more attention to them by making changes in their conduct. The present research work is directed to the lack of reading habits where an analysis of the causes and consequences is made in terms of the practice of reading, and in the same way in how this influence the reading development of the students,

which every day it is more noticeable with the classes of all the teachers. The theoretical foundation was based on the following authors (Álvarez, 2019), (Toapanta, 2019), (Drake, 2016). The methodology used had a correlational approach, with inductive, deductive, analytical, synthetic, and statistical methods and the techniques for field work that were used were the survey, questionnaire and classroom observation, with a population of 180 and a sample of 86 people.

Reading is an active form of very complex communication, which gives meaning to things and events; in this way, responding to the reader's curiosity to know reality (Álvarez, 2019). For Toapanta, (2019), reading is a fundamental pillar; since school performance depends largely on the reading ability of students and is totally necessary to learn and acquire basic knowledge in the development of life. Reading contributes to the intellectual development of the person, when practiced constantly, it improves the management of spelling and grammatical rules, which allows a better use of language and writing in Ecuador there is the reading plan of the Ministry of Education (ME) (Ministry of Education, 2018). There are different cognitive skills that are required for reading, each of the aspects of reading presented requires certain cognitive skills, although in practice all reading processes are intermingled in reading according to (Vásquez, et al. 2020).

Reading has a comprehension process that occurs in the mind of the individual, associating what is read with some other previous information or with some experience or lived reality helps allowing remembering and retaining the information read, it is a cognitive process that develops in the brain. In some moments when the reading process takes place, the individual reviews in some cases what has most caught his attention, thus managing to retain the information, which helps him to get feedback and be able to relate it to what is being seen at that moment. is reading, being an exercise that can be repeated in the process of reading. Another way to learn in the reading process is to be able to discuss and comment with other readers on the same or similar topics, helping to be attentive so that the comments are of a high standard or to learn from the other person, thereby achieving the fixation of knowledge. and improving the teaching-learning processes in students.

One of the techniques that are used in the reading process is the elaboration of notes and underlining of the elements that the individual considers most interesting for their training, taking notes in the margin of the text, at the end of the chapter or the book, underlining what reader is interested in are also ways that allow information to be retained. Text comprehension consists of an interactive process between a reader with a specific cognitive system and a text written by an author who, in turn, has a cognitive system (García, Arévalo & Hernández, 2018). The relationship between the reader-writer is a process that helps the precision of knowledge so that at certain times the reader can continue reading as a real experience, so that it can be directly related to what he is reading. The authors (Borrego, Cantú, Molina & Castillo, 2019), pointed out that the understanding of texts is a process that allows elucidating the contents, but even more, an ordering of ideas that the reader can carry out as he progresses with his reading, perfecting knowledge and improving the reading exercise.

The levels of text comprehension for (Pinzás, 2017), can be divided into three levels of comprehension: literal comprehension, inferential comprehension, and evaluative comprehension. Literal understanding is about understanding what the text is, this type of understanding is the first step towards inferential and evaluative or critical understanding. The inferential level is very different from literal comprehension because it refers to establishing relationships between parts of the text to infer relationships, information, conclusions, or aspects that are not written in the text (Durango, 2017). At the evaluative level, the reader's task is evaluated or criticized, it consists of giving a judgment about the text based on certain criteria, parameters, or pre-established questions. Reading competence can also be assessed, in this sense (Pisa, 2017) defines reading competence as the ability to "understand, use, reflect and commit to written texts, to achieve one's own objectives, develop knowledge and personal potential, and participate in society. The current educational curricula are based on the competency-based approach, which are defined as complex learning, since it implies the transfer and appropriate combination of very diverse capacities to modify a circumstance (García, 2017), in this context being able to understand how they behave these elements of reading comprehension in high school students in the Carlos García - Junín Educational Unit, is of interest with the aim of developing strategies that help improve these aspects in students.

## **Method**

The level of research used is correlational because a relationship was made between the two study variables, the methods used were inductive, deductive, analytical, synthetic, and statistical. The techniques that were used were the survey for both teachers and students and the observation which was applied during the classes, and the instruments that were used consisted of a survey questionnaire and a classroom observation sheet. Information was taken from research articles related to the two variables of authors with five years of publication (2017/2022). In addition, the instruments were used: survey questionnaire and question guide. The population under study consisted of 180 students from the Carlos García Educational Unit and 6 teachers. For the sample, 86 people were chosen

## **Discussion**

The students are not used to the practice of reading, they see it as an obligation rather than their own initiative, which causes them to see it as a mechanical and boring activity. They only dedicate themselves to decoding the written words, forgetting the process of reflection, analysis, comprehension that the reading process entails. Regarding reading development, teachers state that their students lack comprehension skills, especially in language and literature, which is where the limitation they have is most evident, in terms of lexical level, they have difficulties in production of texts and the identification of primary and secondary ideas, what is essential is the interpretation they emit from the written text. In the investigation, it was determined how reading affects the comprehension of texts in high school students in the Carlos García - Junín Educational Unit at the high school level, to achieve this result, techniques were applied for field work such as survey, questionnaire, and classroom observation,

with a population of 180 and a sample of 86 people, the following results were evidenced in the application of the survey to teachers. Aspects related to the reading comprehension of the students were consulted, the results are shown in table 1.

Table 1  
Comprehension of texts in the students

| Alternative | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| Very Good   | 1         | 16.67          |
| Good        | 4         | 66.67          |
| Regular     | 1         | 16.67          |

Source: Teachers in language and literature at the “Carlos García” Educational Unit

66.67% of the teachers consider that the understanding of texts in the students is good, however, they have difficulties in finding the secondary ideas of the contents and interpreting some sentences with words that are unknown to them. This occurs because they do not practice reading frequently at home, therefore, these statements are consistent with the study carried out by (Urquiza & Agüero, 2017, pp.89-98) who states that, so that students can analyze, interpret and understand the texts, depends largely on two important factors: the motivation that students have to read and the constant practice during classes, in addition, other aspects that the student must develop during language and literature classes were considered, among them They are: reading efficiency, inferences, vocabulary, hierarchy of textual information and general comprehension. In this sense, research such as that of (Del Puerto, Thoms & Boscarino, 2018), the results showed that only a minority of high school students achieve a level of excellence in text comprehension, highlighting the difficulty in scientific texts. The results of the study were that students who have had richer reading experiences in childhood, adolescence and who had reading models in the family, in the trend achieved a better reading comprehension. Students were asked about their pleasure in reading, the results are shown in table 2.

Table 2  
Taste of reading by students

| Alternative | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| Yes         | 75        | 41.67          |
| A little    | 105       | 58.33          |

Source: Baccalaureate students in the “Carlos García” Educational Unit

58.33% of the students indicated that they like to read a little, which suggests that they spend their time doing other activities other than reading, and the short time they have left they use to do homework, these statements They agree with the study carried out by (Carrillo, 2017) who states that, many times, students indicate that they do not read because the reading exercise is boring for them. In general, when reading a book that is complex, it is found that the student has understood less than 50% of the selected text. The understanding of what is read, something so obvious, is less frequent than it seems. It is recommended that the

texts of greater complexity be commented on previously by the teacher, or as the student develops the reading of these, so that a permanent monitoring of the reading carried out by the students can be maintained, so that the comprehension reaches the total of the text. Research carried out by (Zambrano & Bravo, 2021), the results showed that high school students generally do not like to read, which hinders their activities of analysis, interpretation, and argumentation in the works in the different areas. One of the reasons why the development of the reading habit in students is difficult is due to the lack of motivation and support from parents, since they only have primary education studies and some secondary education, because they reside in the rural area; and it is common that they dedicate themselves to housework. The following results are evident in the application of the survey to teachers in the area of language and literature related to reading in their students.

Table 3  
Reading in their students

| Alternative          | Frequency | Percentage (%) |
|----------------------|-----------|----------------|
| Comprehensive        | 4         | 66, 67         |
| Little Comprehensive | 2         | 33, 33         |

Source: Teachers in language and literature at the “Carlos García” Educational Unit

66.67% of the teachers indicated that they use comprehensive reading to evaluate the comprehension of texts, since it is a resource that has given very good results with high school students, therefore, these statements are consistent with the study carried out by (De Jou & Sperb, 2019), states that the comprehensive reading process in students through the study of the structures of the text and the cognitive and metacognitive strategies of the reader, it was found that the majority of the students who participated in the program of intervention improved their reading comprehension ability. These students had the opportunity to develop both declarative knowledge about text macrostructures and superstructures, as well as procedural knowledge of how to operate with them, how to read to understand, organizing their cognitive and metacognitive strategies.

In this context, research such as that of (Barzola, Chávez & Pita, 2020), the results showed that comprehensive reading is deficient in students regardless of the level they are at, which is more verifiable in primary education, which has had to define strategies to level the students and prepare them for the new challenge that these demands. An observation sheet was applied where it can be shown that teachers consider that 50% of teachers indicated that sometimes students can easily extract the main and secondary ideas of a reading, this is because they do not read the contents presented by the teacher during the development of the class, therefore, these statements are consistent with the study carried out by (Morales et al. 2019), where they state that the main reasons why students cannot correctly recognize both the ideas main and secondary in a text, it is because they were not taught how to do it at primary levels, another reason would be the little attention they give to teachers during classes and finally the little reading culture they have in some countries. In this sense, research carried out

by (Trías & Huertas, 2019) expresses that high school students of the Fiscal Educational Units have a low rate of ability to analyze and interpret texts, which indicates that they do not read frequently as much at school. as in their homes, denoting deficiency in reading comprehension.

In addition, it was evidenced in the observation sheet in the classroom that 83.33% of the teachers indicated that their students do have difficulty reading the entire text with rhythm and continuously, paying attention to all the punctuation marks and dividing the text into sentences with sense, therefore, these assertions are related to the research carried out by (Cervantes, et al. 2017, pp.73-114) who state that students have serious difficulties in reading the entire text with rhythm and continuously, paying attention to all punctuation marks and dividing the text into meaningful sentences. Through the applied questionnaire it can also be detected that the students have serious difficulties in identifying the facts of the opinions, which must be reinforced by the teachers, in order that they can better link the new knowledge. In relation to that, studies carried out by (García, et al. 2018) show that the most important difficulties of text interpretation are concentrated at the inferential level and the contextual level. In the first, the student builds the meaning and establishes the relationship of the ideas including implicit information, by carrying out processes of analysis, synthesis, induction, deduction.

It was diagnosed that teachers do not innovate in the application of reading strategies, so it is preponderant to get them used to reading and that at the time of carrying out this process they develop habits that allow them to understand the text in an integral way, it should also be considered that is imperative to reinforce reading at home and that parents should monitor and motivate this process. For the above, the planet hypothesis is verified, reading does affect the comprehension of texts in high school since if students do not practice reading will often have difficulties related to the analysis, comprehension, and interpretation of texts.

## **Conclusion**

It was identified that the current degree of students' understanding of texts is intermediate and the greatest difficulty is the identification of primary and secondary ideas in the content of the text, which makes it difficult for them to understand what they read and they do not usually put make their ideas clear when they do not understand, producing that they do not participate by expressing their points of view or opinion about the reading. The student does not develop skills and abilities that lead to a better reading comprehension process. Likewise, there is a lack in the applicability of significant strategies by teachers that lead them to increase their reading level and text comprehension.

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