CLASSROOM LEARNING ENVIRONMENT AND STUDENT WRITING STRATEGY AS PREDICTORS OF READING COMPETENCE OF SENIOR HIGH SCHOOL STUDENTS

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Abstract:

The purpose of this study was to determine the classroom learning environment and student writing strategy as predictors of reading competence of senior high school students. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 369 respondents of the study who are students who belong to the senior high school department, particularly Grade 12 of the national high schools under the division of Davao del Sur. The researcher utilized stratified random sampling and survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and multiple regression. From the results of the study, it was found that there is a high level of mean scores for all variables of classroom learning environment, student writing strategy, and reading competence of senior high school students. Also, results revealed that there are significant relationships between classroom learning environment and reading competence of senior high school students and between student writing strategy and reading competence of senior high school students. Moreover, it was revealed that the classroom learning environment and student writing strategy can predict the reading competence of senior high school students and that the domains of revision, classroom positive, and planning and preparation best influence the reading competence of senior high school students.

Keywords: education, classroom learning environment, student writing strategy, reading competence, multiple regression, students, Philippines

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1. Introduction

A lack of strong reading comprehension skills definitely affects a child's success at school as academic progress depends on understanding, analyzing and applying information gathered through reading. One of the complex factors resulting in pupils' poor reading, learning and achievement is the teachers because most of them are not trained to teach basic reading. The employment of unqualified language teachers has had a negative impact on the quality of teaching and learning of reading subjects in schools (Adhi et al., 2019; Alexander et al., 2019; Bekmuratova et al., 2020; Mohammed & Amponsah, 2018).

Reading competence is the ability to read and interpret textbooks and other assigned material. Reading skills form the basis for learning and are an important element for obtaining knowledge in academic learning. However, research on reading indicates that proficient reading is a complicated process that involves a combination of different abilities and strategies at the same time to compensate for each other in processing a text. Reading competence is necessary to accomplish success. One needs to have good reading and comprehension skills. Without these skills, children will struggle to grow academically, as reading is the foundation of all academic subjects such as History, Mathematics and Science and also influences the child's ability to write. A lack of reading competence affects a child's success at school as academic progress depends on understanding, analyzing and applying information gathered through reading (Kim et al. 2017; Martínez-Álvarez, 2018; Masie, 2017; Morule, 2016).

In a previous study, more examination of classroom learning environments is needed (Ball et al., 2016). Other critical aspects of learning environments are necessary to developing 21st century skills, such as access to technology, physical spaces that promote individual and group work, and educator professional development on integrating 21st century skills, including reading competence practice into the classroom. Another study by Cole and Feng (2015) mentioned that cooperative learning by writing is a great strategy to help students gain more background knowledge and reading competence. This strategy requires students to collect information from books, the internet, or each other as they work together with another student or group of students. Through this strategy, students not only gain additional information needed to complete the writing assignment, but it is also a great opportunity for them to develop language skills through peer-led conversations.

Meanwhile, the classroom learning environment and student writing strategy significantly impact the reading competence of students. In fact, teachers play an important role in the development of proficient readers. Effective teachers meet the varied needs of their students through balanced literacy, a teaching framework that incorporates different types of literacy instruction to facilitate reading and writing skills in students. The balanced literacy approach is based on scaffolding instruction. The four components of balanced literacy used by teachers are read-aloud, shared reading, guided practice, and independent practice (Bingham & Conner, 2015).

There is a vast number of studies and researches in the existing literature about the effect of a learning environment on the writing and reading proficiency of learners but none is conducted to determine the influence of classroom learning environment and student writing on the reading competence of students. To address this gap, the researcher will conduct a study focusing on the above variables stated. There is also an urgency to conduct this study as there are no similar studies which deal with the aforementioned variables in Region XI, thereby the outcome of the study will help become an asset to the world of literature. Hence, making this study a generation of new knowledge that can give a specific contribution to the field of education. Furthermore, results can be used to develop or augment practices of the teachers as to the classroom learning environment, writing strategy, and reading competence of their students. Thus, the need to conduct this study.

2. Literature Review

2.1 Classroom Learning Environment

The classroom learning environment is one of the main components influencing student learning. Basically, students learn better when they see the learning climate as certain and steady. A good climate is one in which understudies feel a feeling of having a place, trust others, and feel urged to handle difficulties, face challenges, and pose inquiries. Such a climate gives pertinent substance, clear learning objectives and input, occasions to fabricate social abilities, and procedures to assist understudies with succeeding (Akinbobola, 2015; Alt, 2015; Cetin-Dindar, 2015).

Likewise, the actual atmosphere of the classroom learning environment can help forestall conduct issues just as advance and improve learning. The organizing of the learning climate is fundamental for educators and understudies. The actual course of action of the study hall can influence both understudy and instructor conduct, and an all-around organized homeroom board plan of configuration can improve learning and conduct. To make an enticing, protected, steady learning climate, utilizing study hall the board for the manner in which you organize your work areas matters. A strong learning climate can mean the distinction between having a decent day and a terrible day (Tang & Chaw, 2016; Van der Kleij et al., 2015; Waxman et al., 2020).

Also, the classroom learning environment is very crucial in student learning. This implies that each square foot of it should be utilized for exercises that help to learn. The spatial structure of the study hall, where understudies will be situated, how the understudies will move about the homeroom, and the entire homeroom air should be thought of, just as how the homeroom will be organized to address the scholastic, social, and feelings of the understudies. The actual plan of the homeroom ought to likewise be intelligent of the understudy body and should be reliable with the requirements, everything being equal (Varisoglu, 2016; Xu et al., 2018).

Relatedly, a positive classroom learning environment is where students feel inspired to learn inside the limits and desire a protected study hall. By demonstrating

and empowering a protected climate and deliberate standards, understudies feel persuaded to make the best decision and help each other. It is significant for instructors to place accentuation on characteristic inspiration in the homeroom to keep understudies intrigued and put resources into their own learning objectives (Boz et al., 2016; González-Gómez et al., 2019; Yerdelen & Sungur, 2019).

Moreover, the classroom environment is one of the most important factors affecting student learning. Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed. Every part of the classroom learning environment and the executives assume a focal function in making a positive and safe learning space. While it is the instructor's responsibility to encourage and demonstrate proactive and uplifting desires, it remains the obligation of each student in the classroom to think about and energize each other (Fong & Slotta, 2018; Kaufmann, 2020; Poondej & Lerdpornkulrat, 2016).

Under classroom learning environment is classroom positive wherein instructors help improve the classroom climate and can engage in various interpersonal behaviors that contribute to a positive one (Frisby et al., 2014. Specifically, good rapport between instructors and students is essential to a climate that is classroom positive and leads to better student outcomes. Although each student will develop an individual sense of the classroom environment, there is also a community sense among the students and the instructor. Students' perceptions often define the classroom's positive climate because their exposure to multiple learning environments and their many opportunities to form impressions give them a credible vantage point from which to make judgments (Barr, 2016).

In addition, classroom positive management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students´ learning can take place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Teachers must deal with unexpected events and have the ability to control student behavior, using effective classroom positive management strategies (Sieberer-Nagler, 2016).

Under the classroom learning environment is diversity values wherein the differences observed are not just physical differences but also differences in psychological aspects, learning styles and culture. These diversity values need to be well recognized by the teacher so that the teacher can design learning that accommodates all the interests of students and generate a positive and conducive learning climate (Setiyowati et al., 2018). Also, inclusive education facilitates learning opportunities for all students as well. It is aimed at eliminating exclusion resulting from negative attitudes and lack of response to diverse values in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability (Possi & Milinga, 2017).

Also, a personal negative is another indicator wherein the learning environment can be seen as an interaction of personal negative, needs, and environmental press. Personal negative and needs include the drives, motives, and goals of an individual and

their corresponding negative counterpart such as demotivation. On the other hand, the press can be labelled as stimulus, treatment or process variables. Personal negative, needs, and environmental press are necessary to be taken into account while assessing the classroom learning environment (Malik & Rizvi, 2018).

Another indicator is persistence in a major which is the quality that allows someone to continue in pursuit of a goal. A student has to want to persist to complete senior high school in order to expend considerable effort to do so. It follows that the question schools should ask is not only what they can do to retain their students but also what they can do to influence student motivation to stay, persist, and complete their studies (Tinto, 2017). Student persistence is a major concern for most schools. A major issue facing education institutions serving underprepared and underrepresented populations is addressing transition issues for traditional-aged senior high school students. Researchers have become increasingly aware of the social and economic factors that contribute to how well students transition from secondary to postsecondary institutions (Stewart et al., 2015).

2.2 Student Writing Strategy

Effective writing strategy is a vital component of students' literacy achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a life-long skill that plays a key role in postsecondary success across academic and vocational disciplines. The nature of writing and writing instruction is changing. Technology, such as word processing and other forms of electronic communication, plays an increasingly important role in how students learn and practice writing in and out of the classroom (Aghajani & Adloo, 2018; Akyol & Aktas, 2018; Aydawati, 2018).

In addition, best practices in writing instruction have shifted to include integrated interventions that involve many complementary instructional practices. Writing occurs in every discipline. Writing spans classrooms and discipline areas. Writing is a key component of English language arts classrooms, and secondary students on average write more for their English classes than they do for any other class. However, students write more for other disciplines combined than they do for English language arts (Berninger et al., 2017).

Moreover, effective writers use strategies during all components of the writing process. An individual strategy can support one component of the process or span multiple components. Throughout this process, strategies help students organize ideas, research, and information. Components of the writing process identify objectives for writing effectively and link those ideas to plans and strategies. Generate content by gathering information from reading, prior knowledge, and talking with others to help organize writing. Make changes to the text based on self-evaluation and feedback from others (Graham et al., 2016; Graham et al., 2019).

Furthermore, effective writing requires the writer's choice of words based on self-review or external feedback, to determine whether the text matches the writer's goals.

Select words and sentences that most accurately convey ideas, and transcribe those words and sentences into written language. Make changes to ensure that the text correctly adheres to the conventions of written English. The components may be repeated, implemented simultaneously, or implemented in different orders, keeping the audience and purpose in mind throughout the writing process (Healy & Mulholland, 2019; Iftanti, 2016; Lee & Deakin, 2016).

In addition, during the drafting stage, strategies help students create strong sentences and well-structured paragraphs. Strategies provide students with tools to evaluate, revise, and edit their plans and their writing. This part of the recommendation focuses on teaching cognitive strategies, both to improve students' writing and encourage strategic thinking. Teaching students to use cognitive strategies is one way to develop their strategic thinking skills, ultimately helping them to write more effectively. Teachers need to explicitly instruct students on writing strategies and how to select the most appropriate strategy. Eventually, as students become experienced writers, they will use these strategies automatically to write effectively (Nordquist, 2018).

In addition, combining writing and reading together in all disciplines enables students to develop their writing in diverse contexts. By practicing their writing skills across the curriculum, students have more opportunities to practice different types of writing. For example, in science class, students can write an informational text about their lab experiments; in history class, students can write argumentative pieces about different historical perspectives. Moreover, the panel believes that the benefits of writing across the disciplines extend beyond the writing itself—writing can improve reading comprehension, critical thinking, and disciplinary content knowledge (Shellenbarger et al., 2018).

Furthermore, skill in writing is somehow manifested in students' outputs such as themes or essays. An effective theme or brief essay is characterized by unity, support, coherence and sentence construction. To make this happen, one should follow the steps in writing such as beginning with a point or thesis, supporting the thesis with specifics, organising and connecting the specific evidence, and writing clear sentences. The first characteristic of a good theme is unity which means oneness. It describes writing that sticks to a central idea, theme, or story. Good writing doesn't wander around like gossip at a dinner party, it stays focused like an astronomer at his telescope (Staples et al., 2016; Tanrıkulu, 2020).

Then, the second characteristic is support. It means supporting an idea or thesis for specific reasons or details. Specific details are valuable because it excites the reader's interest and explains the writer's points. To make the support adequate, the student writes down a brief version of the thesis idea and works out and jot down the three points that will support the thesis. Planning out the steps that logically support the thesis will make an excellent position to go on to write an effective theme (Varisoglu, 2016).

Additionally, the third characteristic is coherence in writing is the logical bridge between words, sentences, and paragraphs. Coherent writing uses devices to connect ideas within each sentence and paragraph. Main ideas and meaning can be difficult for

the reader to follow if the writing lacks coherence. The last characteristic is sentence construction. The last step in writing is to make the sentence flow smoothly and clearly by checking the sentence construction. The strategies to help the students write a theme effectively are to use parallelism, a consistent point of view, active verbs, spelling, capitalization, and punctuation. Parallelism in writing a theme means a balanced series of descriptive words, and to verbs. The consistent verb tenses and pronouns. The use of active verbs is also important to give the writing a simpler and more vigorous style. When the subject of a sentence acts as the verb, the verb is in the active voice (Yamac & Ulusoy, 2016).

Also, another possible thing that may affect the theme writing skills of a student is the pre-writing activities being integrated such as free writing, collaborative brainstorming, clustering and idea mapping. Prewriting is a term that describes any kind of preliminary work that precedes actual paper writing. It doesn't necessarily have to be writing. In fact, prewriting can just be concentrated on thinking about what you want to write your paper on. The first activity in pre-writing is free writing, the practice of writing down all your thoughts without stopping, and without regard for spelling, grammar, or any of the usual rules for writing. It might include a topic as a general guide, or it might not. The purpose of the exercise varies, but it can be used to generate ideas and clear out distracting thoughts. There are various possible forms of free writing, such as journals, essays, and fiction writing (Fareed et al., 2016; Yusuf et al., 2019).

The second activity is collaborative brainstorming, a group problem-solving method that involves the spontaneous contribution of creative ideas and solutions. This technique requires intensive, freewheeling discussion in which every member of the group is encouraged to think aloud and suggest as many ideas as possible based on their diverse knowledge. Further, it combines an informal approach to problem-solving with lateral thinking, which is a method for developing new concepts to solve problems by looking at them in innovative ways. Some of these ideas can be built into original, creative solutions to a problem, while others can generate additional ideas (Qin & Uccelli, 2016).

The third activity is clustering. Clustering is a method of the invention more visual and nonlinear than free writing. It generates material for a theme and helps writers who like to do their thinking in a visual way. The fourth and final activity is idea mapping. Idea mapping is a powerful whole-brained visual thinking tool that enhances memory, note-taking skills, thought organization, planning, creativity, and communication. It uses color, keywords, lines, and images to connect thoughts and associations. Idea Maps are the natural expression of the way the brain processes information effectively (Teng, 2020).

Relatedly, student writing makes a special contribution to the way people think. When the students write, they compose meanings. They put together facts and ideas and make something new. They create an intricate web of meaning in which sentences have special relationships with each other. Advanced writing skills are an important aspect of academic performance as well as of subsequent work-related performance. Hence, it is in the hands of the teachers how they will execute the teaching-learning process as far as theme writing skills are concerned (Nair & Sanai, 2018; O'Neill & Gravois, 2017).

2.3 Reading Competence

Reading competency is the level of understanding a subject has achieved in regard to written text. Reading competence works together with writing comprehension as the two subjects work simultaneously with one another. Proficient reading competency includes the ability to quickly recognize and analyze words and understand the cognitive concepts behind the words. Vocabulary plays a significant part in reading competency as it allows for an expansion of terms in one's dialect and it assists with word and sound association (Amiama-Espaillat & Mayor-Ruiz, 2017; Banditvilai, 2018; Bekmuratova et al., 2020).

As the learner advances into higher evaluations, the competency levels will incorporate more troublesome ideas to get a handle on. It is essential to comprehend what competency level an understudy is to guarantee they are getting the most suitable kind of guidance. It is important to understand what competency level a student is to ensure they are receiving the most appropriate type of instruction. Proficient reading is equally dependent on two critical skills: the ability to understand the language in which the text is written, and the ability to recognize and process printed text. Each of these competencies is likewise dependent on lower-level skills and cognitive abilities (Carstensen, 2019; Cebolla-Boado et al., 2017; Condori, 2019).

Likewise, reading competence is the capacity to comprehend and utilize composed writings. It is a significant precondition for the additional creation of individual information and individual abilities, and essential for taking an interest in social and public activity. Complex subject matters and life are made open through perusing. The scope of perusing events is exceptionally wide, and perusing satisfies various capacities. These may incorporate reading to grow information, which is critical to additional instruction and deep-rooted learning, and artistic reading (Hellerstein-Yehezkel, 2017; Kim & Chon, 2016).

Moreover, reading competence and text comprehension are called types as no explicit assumption is made suggesting that tasks of one type were, by necessity, more difficult or easier than tasks of another type. From the writing on understanding ability and text perception, it is conceivable to infer various sorts of intellectual prerequisites reflected in the idea in three explicit necessity kinds of the undertakings (task types). The variations are called types as no express supposition that is made recommending that errands of one kind were, by need, more troublesome or simpler than assignments of another sort (Pérez et al. 2019; Pilar, 2017).

Furthermore, reading competence levels among students who concentrate in the general population and the private area. Thusly, this extends social-financial imbalances while simultaneously undermining open doors for the weakest areas of society. A learner with earlier information and one who lives in a proficient culture will all the more productively join what one has perused while simultaneously improving one's understanding experience (Prasetyo, 2016; Safin, 2019).

In like manner, the reading competence of Generation Z is inserted into a reading culture with access to new resources and new formats for learning, recreation, communication, and interaction with society. Literacy is a construction process with

meaning by using multimodal symbols such as oral, written, visual, gesture, touching and spatial which may be combined or alternated to naturally represent reality. The characteristics of this new century's changes in communication, globalization, multiculturalism, new formats and textual genre lead to two types of readers that could be considered (Schaffner et al., 2016; Sewasew & Koester, 2019).

Accordingly, reading is one of the core competencies that students acquire during their elementary school years. Nevertheless, the ability to read and to understand what currently has been read (reading competence) is often not very well developed when students leave elementary school. Reading competence between poor and normal readers should become wider as students grow older. The second part of the model assumes that these differential pathways are mainly attributable to differential reading activities (Martínez-Álvarez, 2018; Masie, 2017; Morule, 2016; Souza et al., 2018; Utami & Nurkamto, 2017).

In addition, reading competence is also the ability to read endows one with the means to navigate in a world where so much interest and importance is conveyed through written language. The ability to read opens avenues for self-exploration and self-enrichment that would otherwise be inaccessible. In fact, reading permits individuals to deepen their understanding of other critical domains of knowledge and allows them to experience feelings of pleasure, beauty, excitement, and more (Kim & Chon, 2016; Pérez et al., 2019; Pilar, 2017). In a study conducted to determine the effect of the classroom learning environment on reading competence among nine elementary schools ELA teachers, findings showed a positive significant correlation. Therefore, there is a significant relationship between the classroom learning environment and reading competence (Adhi et al., 2019; Alexander et al., 2019; Martin & Bolliger, 2018).

Similarly, one study found that there is a need to create a positive classroom learning environment to improve the reading competence of students. Based on the research findings, a remediation program was developed for developing readers. The goal of the program is to equip these students with resources and strategies to facilitate their reading achievement. The result showed that a positive classroom learning environment has the potential to positively affect student achievement in reading (Dawkins, 2017; van Rijk et al., 2017).

Also, in all disciplines, reading is an important precursor to writing on a purely informational level. Students must understand a topic before they can write coherently about it. They must do the research before they can write a research paper. Therefore, there is a significant relationship between student writing strategy and reading competence (Fuchs et al., 2016; Graham et al., 2019; van Rijk et al., 2017).

Also, learning to read and write is a basic skill that unfortunately not everybody acquires sufficiently. Lack of teachers and time in school are some of the reasons, but the internet and other information technology-enabled opportunities have made literacy skills increasingly important to ever more people. This means literacy education must be improved so more students get better chances of becoming proficient writers and readers.

Therefore, there is a significant relationship between student writing strategies and reading competence (García, 2019; Genlott & Grönlund, 2016; Mayer et al., 2020).

3. Material and Methods

The study utilized a quantitative, descriptive, non-experimental design using the correlation technique. This aided in determining the levels of classroom learning environment, student writing strategy and reading competency of senior high school students. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). The researcher obtained the numerical data from the population in order to establish accuracy. Descriptive research depicts the precise selection of respondents through a survey (Kowalczyk, 2018). The design provided a description of the relationship between the classroom learning environment, student writing strategy and reading competency of senior high school students.

The correlational technique is a non-experimental approach in which it analyses the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have an independent and dependent variable with the effects of the independent variable being observed on the dependent value (Patidar, 2013). This technique was appropriate since the study aimed to determine whether the independent variables: classroom learning environment and students writing strategy with the dependent variable: reading competency. Also, multiple regression analysis was utilized to determine what domains of the classroom learning environment and students' writing strategy best predict the reading competency of senior high school students.

The respondents of the study included 369 students (out of the 4,767 total population) who belong to the senior high department, particularly Grade 12 of the thirty-nine national high schools under the division of Davao del Sur. The list of Grade 12 students who are currently enrolled in the Academic Year 2021-2022 was officially requested from the Division Office. The researcher believed that such a sample size and number of respondents can represent the population of all Grade 12 students of these national high schools. All the names of the students per school were written down in a piece of paper and placed in designated boxes where the names were randomly picked until the desired sample size was completed. The selected students became the final respondents of the study.

With a desire to give everyone a chance to be included in the study, stratified random sampling was the sampling technique using Slovin's formula (Stephanie, 2003) to achieve the sample size. Stratified random sampling was employed in the study such that all Grade 12 students had a chance to be selected and considered for inclusion in the final sample. This is a sampling technique in which the population is divided into groups called strata. In this case, the Grade 12 senior high school students only were the group

to become respondents. Moreover, the idea was that the groupings were made so that the population units within the groups are similar (Salkind, 2007).

Grade 12 are students who were enrolled in the academic year 2021-2022 were included as samples as they were the only ones who fit the criteria that can answer the questions in the survey questionnaire of the study. The students who did not belong to Grade 12 category and who were studying outside the public secondary schools under the division of Davao del Sur including all elementary and Junior high school students (Grades 7, 8, 9 and 10) and Grade 11 the national schools were excluded in the study. The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and encourage to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they are given the free will to participate without any form of consequence or penalty.

The researcher was guided by the systematic procedure in data gathering. First, before the conduct of the study, the researcher asked permission for the conduct of the study from the Dean, Professional Schools. The letter was addressed to the Schools Division Superintendent of the Department of Education, Division of Davao del Sur. Then, the researcher furnished the schools' heads of said approval to start with the full-blown data gathering. As soon as the request was approved and strictly observing the safety protocols in this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID 19) such as physical/social distancing and wearing of facemasks, the researcher immediately visited the concerned school heads of all schools, as part of the courtesy call and discussed the plan on the conduct of online survey thru google forms to all concerned respondents. During the courtesy call, a list and contact numbers/email addresses of all respondents/students were requested from the offices of the concerned school heads/principals. The list served as the basis for the researcher for the data gathering which activity took around 3 weeks from the sending of the survey questionnaire to all the respondents in google docs up to the retrieval of the accomplished survey questionnaires. The google forms contained specific instructions for the accomplishment and retrieval of the instrument, which contents were understandable by the respondents. Also, before the actual data collection, the researcher secured Certificate of Compliance from UMERC to ensure compliance with some ethical considerations in research.

All retrieved questionnaires were encoded in the excel template after verification and checking the completeness of the answers. After all the tallying and validating of results, the data was analysed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. Mean was employed to determine the levels of classroom learning environment, students writing strategy and reading competency of senior high school students This answered research objectives 1-3. Pearson Product Moment

Correlation (Pearson r) was employed to determine if the relationship between classroom learning environment, students writing strategy and reading competency of senior high school students are really significant. This answered research objective 4. Multiple regression was employed to determine what domain/s of the classroom learning environment and student writing strategy best predict the reading competency of senior high school students. This answered research objective 5.

4. Results and Discussion

Table 1: Level of Classroom Learning Environment

Indicators	SD	Mean	Descriptive Level
Classroom Positive	0.86	4.13	High
Diversity Values	0.89	4.14	High
Personal Negative	1.03	3.08	Moderate
Persistence in Major	1.02	4.07	High
Overall	**0.63**	**3.82**	**High**

The level of the classroom learning environment is high resulting in high-level responses. The indicators classroom positive, diversity values, and persistence in major have high ratings while the indicator personal negative has a moderate rating. These indicators are arranged from the highest to the lowest level.

The high-level rating of classroom positive suggests that instructors greatly improve the classroom climate and can highly engage in various interpersonal behaviors. This result is supported by various authors (Barr, 2016; Sieberer-Nagler, 2016) stating that good rapport between instructors and students is essential to a climate that is classroom positive and leads to better student outcomes. Teachers deal with unexpected events and have the ability to control student behavior using effective classroom positive management strategies. Also, the high-level rating of diversity values is suggestive of the high observation not just of the physical differences but also differences in psychological aspects, learning styles and culture. The result supports the claim of various authors (Possi & Milinga, 2017; Setiyowati et al., 2018) stating that diversity values that are well recognized by the teacher enable them to design learning that accommodates all the interests of students and generate a positive and conducive learning climate. This is aimed at eliminating exclusion resulting from a lack of response to diversity values in a race, economic status, and social class, among others.

In addition, the high level of persistence in a major is indicative of the high quality that allows someone to continue in pursuit of a goal. This result is aligned with the claim of various authors (Stewart et al., 2015; Tinto, 2017) wherein a student has to want to persist to complete senior high school in order to expend considerable effort to do so. There is an increase in the awareness of the social and economic factors that contribute to how well students transition from secondary to postsecondary institutions. Lastly, the moderate rating of personal negative is suggestive of the learning environment that can be moderately seen as the interaction of personal negative, needs, and environmental

press. This supports the statements of various authors (Malik & Rizvi, 2018) stating that personal negative, needs, and environmental press are necessary to be taken into account while assessing the classroom learning environment. Organizing students randomly can be beneficial as it ensures that students do not take their seating arrangement in a personal negative way.

Table 2: Level of Student Writing Strategy

Indicators	SD	Mean	Descriptive Level
Planning and Preparation	0.83	3.84	High
The Writing Process	0.78	3.70	High
Revision	0.88	3.89	High
Overall	**0.80**	**3.81**	**High**

Another variable in this study is student writing strategy. The high level of student writing strategy shows that effective writing strategy is a vital component of students' literacy achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. The indicators of revision, planning and preparation, and the writing process are arranged from highest to lowest. The high level of revision is indicative of the revision process involving forethought, performance, and self-reflection. The results validate the claim and concur with the statements of the authors (O'Neill & Gravois, 2017) wherein revision is a challenge that teachers find in coaching student writing as students shy away from engaging fully with writing as a process. During the revision process, an effective self-regulating student sets goals, regulates attention, checks and corrects, activates reader awareness, monitors content, organization, plans, and seeks help.

Furthermore, the high level of planning and preparation is suggestive of the teachers having an understanding of using student-centered transition assessment methods to facilitate the ability of students to participate in the writing planning and preparation process. The result supports the claim of various authors (Horkoff, 2015) stating that once students have acquainted themselves with useful planning and preparation strategies, their reading assignments become more manageable. Students know what they need to do to get their reading done and make sure they grasp the main points.

Lastly, the high level of the writing process is indicative of the training students receive to be critical in the planning and revising stage, to enhance students' writing ability. This result substantiates the claim of the various authors (Kurniasih et al., 2020) wherein students go through a series of stages starting from classifying writing processes into sequences of writing states. The field of writing studies has developed excellent strategies for teaching composition that encourage students to reflect on their own writing processes, interact with other readers and writers, and produce complex texts in media.

Table 3: Level of Reading Competence of Senior High School Students

Indicators	SD	Mean	Descriptive Level
Planning, Organizing, and Managing Reading Instruction Based On Ongoing Assessment	0.99	4.16	High
Word Analysis	0.88	4.05	High
Fluency	0.99	4.02	High
Vocabulary, Academic Language, and Background Knowledge	0.96	4.05	High
Comprehension	0.93	4.03	High
Overall	**0.89**	**4.06**	**High**

The level of reading competence of senior high school students is high resulting in high-level responses. The indicators of planning, organizing, and managing reading instruction based on ongoing assessment; word analysis; vocabulary, academic language, and background knowledge; comprehension, and fluency have high ratings. These indicators are arranged from the highest to the lowest level. The high-level rating of planning, organizing, and managing reading instruction based on ongoing assessment is suggestive of the high ability of secondary students with decoding and fluency which results in high reading comprehension. This result validates the claim of various authors (Stewart & Swanson, 2019) stating that there is a focus on developing adolescent readers' planning, organizing, and managing abilities to decode multisyllabic words, develop vocabulary knowledge, and increase reading comprehension. Combining effective vocabulary, planning, organizing, and managing reading comprehension instruction through a turn-and-talk routine has been shown to improve vocabulary knowledge and content knowledge.

Moreover, the high-level rating of word analysis is indicative of social interaction by providing a means for students to view topics from multiple perspectives and enhance their critical thinking and problem-solving skills. This result is in agreement with the claim and concurs with the statements of various authors (Hayes, 2016) wherein students analyzing words results in students learning from others, thus enhancing comprehension and retention by activating prior knowledge, making connections, and consolidating new ideas. Student comments that are made daily, are recorded and re-read for a word analysis resulting in all students gaining confidence in their reading abilities, and being far more willing to read and learn. Also, the ¬high-level rating of vocabulary, academic language, and background knowledge suggests that there is a high involvement of engagement in more sophisticated language, especially as students move into the higher levels. This substantiates the statements of various authors (Sidek & Rahim, 2015; Therova, 2021) stating that the knowledge of word meanings and the ability to access knowledge efficiently are recognized as essential factors in reading comprehension. Academic vocabulary is an important aspect of academic writing style and there is a link between the knowledge of academic vocabulary and academic achievement.

Additionally, the high-level rating of comprehension is indicative of the high coordination of multiple linguistic and cognitive processes including word reading

ability, working memory, inference generation, comprehension monitoring, vocabulary, and prior knowledge. The result supports the claim of various authors (Elleman & Oslund, 2019; Minoza & Montero, 2019; Taylor, 2020) stating that effective reading comprehension is a critical life skill and is a highly targeted focus in classrooms. The ability to comprehend what one has read is necessary far beyond a student's formal education career. Educators must support children to develop functional literacy based on the country's standards. Lastly, the high-level rating of fluency is suggestive of the high ability to read quickly and accurately, with smoothness, phrasing, and expression. This validates the claim of various authors (Clemens et al., 2017; Hudson et al., 2020; Ming, 2018) wherein fluency is one of the main factors identifying students moving from learning to read, to reading to learn. Fluency in reading connected text becomes increasingly more important for adolescent readers.

Table 4.1: Correlation Matrix of Classroom Learning Environment
and Reading Competence of Senior High School Students

| Classroom Learning Environment | Reading Competence of Senior High School Students | | | | | Overall |
	Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment	Word Analysis	Fluency	Vocabulary, Academic Language, and Background Knowledge	Comprehension	
Classroom Positive	.709	.624	.623	.666	.696	**.712**
	.000	.000	.000	.000	.000	**.000**
Diversity Values	.682	.610	.607	.655	.682	**.694**
	.000	.000	.000	.000	.000	**.000**
Personal Negative	.214	.287	.201	.214	.192	**.236**
	.000	.000	.000	.000	.000	**.000**
Persistence in Major	.615	.604	.562	.609	.632	**.647**
	.000	.000	.000	.000	.000	**.000**
Overall	**.639**	**.551**	**.567**	**.613**	**.650**	**.648**
	.000	**.000**	**.000**	**.000**	**.000**	**.000**

The correlation between measures of the classroom learning environment and the reading competence of senior high school students revealed a significant relationship. This implies that the classroom learning environment is significantly correlated with the reading competence of senior high school students. The result of this study confirms the findings of various authors (Adhi et al., 2019; Alexander et al., 2019; Martin & Bolliger, 2018) stating that there is a significant relationship between classroom learning environment and reading competence. Also, the findings of the study authenticate the statements of various previous studies (Boz et al., 2016; Chen, 2016; Dotsevych, 2019) wherein the classroom learning environment is one of the factors affecting the reading competence of students. There is a need to create a positive classroom learning

environment to improve the reading competence of students. A positive classroom learning environment has the potential to positively affect student achievement in reading.

On the other hand, the result of this study negates the findings of the authors (Sultan & Shafi, 2014) stating that perceived teachers' competence predicted the students' reading competence, but did not predict the perceived class learning environment. It was also indicated that there is no mediation and moderation effect of class environment on the relationship between teachers' competence and students' reading competence.

Table 4.2: Correlation Matrix of Student Writing Strategy
and Reading Competence of Senior High School Students

| Student Writing Strategy | Reading Competence of Senior High School Students | | | | | Overall |
	Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment	Word Analysis	Fluency	Vocabulary, Academic Language, and Background Knowledge	Comprehension	
Planning and Preparation	.780	.796	.729	.784	.794	**.831**
	.000	.000	.000	.000	.000	**.000**
The Writing Process	.732	.768	.675	.715	.758	**.781**
	.000	.000	.000	.000	.000	**.000**
Revision	.781	.779	.730	.754	.823	**.828**
	.000	.000	.000	.000	.000	**.000**
Overall	**.797**	**.814**	**.742**	**.783**	**.827**	**.848**
	.000	**.000**	**.000**	**.000**	**.000**	**.000**

The correlation between measures of student writing strategy and reading competence of senior high school students revealed a significant relationship. This implies that student writing strategy is significantly correlated with the reading competence of senior high school students. The findings of this study are in line with various authors (Fuchs et al., 2016; Graham et al., 2019; van Rijk et al., 2017) stating that there is a significant relationship between student writing strategy and reading competence.

Moreover, the result of this study is in congruence with various previous studies (Kucukoglu, 2013; Ramos, 2018) wherein making connections is a strategy that can be used in the reading process. By making connections, students can activate their prior knowledge and connect the ideas in the text to their own experiences. Lastly, the findings of this study corroborate with the various authors (García, 2019; Genlott & Grönlund, 2016; Mayer et al., 2020) stating that literacy education must be improved so more students get better chances of becoming proficient writers and readers and that there is a significant relationship between student writing strategies and reading competence.

Table 5: Domain of Classroom Learning Environment and Student Writing
Strategy that Best Predict Reading Competence of Senior High School Students

Classroom Learning Environment and Student Writing Strategy (Indicators)		Reading Competence of Senior High School Students			
		B	**B**	*T*	*Sig.*
Classroom Positive		0.236	0.228	3.653	0.000
Diversity Values		-0.030	-0.030	-0.488	0.626
Personal Negative		0.013	0.015	0.504	0.615
Persistence in Major		-0.041	-0.047	-0.974	0.331
Planning and Preparation		0.397	0.370	5.572	0.000
The Writing Process		-0.010	-0.009	-0.126	0.900
Revision		0.409	0.406	6.056	0.000
R	0.866				
R²	0.750				
F	154.674				
P	$p<0.05$				

The overall result of the regression analysis on the domain of classroom learning environment and student writing strategy that best predict reading competence of senior high school students revealed that classroom learning environment and student writing strategy can predict the reading competence of senior high school students. Additionally, revision, classroom positive, and planning and preparation are the domains of the classroom learning environment and student writing strategy that best predict reading competence of senior high school students. This is in agreement with the various authors (Feltham & Sharen, 2015; O'Neill & Gravois, 2017) as revision is essential to proficient writing and is also in relation to the concept of self-regulation. Similar to the processes involving self-regulation, the revision process involves forethought, performance, and self-reflection. During such, an effective self-regulating student sets goals, regulates attention, checks and corrects, activates reader awareness, monitors content, organization, plans, and seeks help.

Furthermore, it is also aligned with the statements of various authors (Frisby et al., 2014; Sieberer-Nagler, 2016) wherein instructors help improve the classroom climate and can engage in various interpersonal behaviors that contribute to a positive one. Classroom positive management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Lastly, it is congruence with various authors (Horkoff, 2015; Morningstar & Mazzotti, 2014) stating that teachers must also have an understanding of using student-centered transition assessment methods to facilitate the ability of students to learn about themselves, set in-school and post-school goals, and participate in the writing planning and preparation process. Once students have acquainted themselves with useful planning and preparation strategies, their reading assignments become more manageable.

5. Recommendations

On the high level of classroom learning environment where the domains include classroom positive, diversity values, personal negative and persistence in major, it is recommended that consultation time or advisory period may be established or maintained to allow students to open up all their concerns, especially on their present English subject. There may be the conduct of regular dialogue between students and teachers and between parents and teachers in order to maintain better rapport in the classroom and in school. An installation of an online suggestion box (where names may be anonymous) may cater to some concerns of the students about their English/ other classes.

On the high-level results on student writing strategy with indicators planning and preparation, writing process and revision, it is recommended that the English teachers may use various innovative teaching strategies that would motivate the students in English class to write in English. An activity may be conducted like an essay writing contest inter-class, inter-department or inter-school to enable the students to improve and master their writing skills. More teaching strategies may be introduced or sustained to include the preparation of daily journals of activities, class diaries, writing life stories essays using some teaching materials which would challenge the minds of the students and be able to exercise their abilities to write in English. A book review activity may be conducted as part of the class exercises which allow the students to sharpen their ability to analyze and write down what they learn/understand in the book. Research-based exercises in the class may be a good learning process for students with some instructions/discussion on how to write, paraphrase and revise or edit materials.

On the high level of reading competence, some innovative teaching strategies may be introduced/enhanced which may include the practice of reading the newspaper or books and writing what they understand about what they read may allow the students to widen their reading and writing horizons. The teacher may also explore and use technology and other teaching tools (YouTube, videos, Google and other platforms) as a guide or even enhance the students' abilities in reading abilities. As management support, it may provide/install a speech laboratory with complete paraphernalia/apparatus, as a training ground for students for their reading abilities. The teacher may also impose some mandatory policies for students to speak and communicate with others in English, inside and outside the class. The creation of an English Club, Debate Club, Academic Club, Book Club, Speech Club, Theater or Drama Club may be a good venue for students to show their talents and skills specifically on their reading, writing and speaking abilities. The conduct of semestral cultural activities, with emphasis on showcasing the students reading and writing abilities, may be encouraged, either virtually (during this pandemic time) or face-to-face when the situation warrants. This can also be extended making it an inter-school competition to showcase the talents and skills of students.

6. Conclusion

There is a high level of classroom learning environment, student writing strategy, and reading competence of senior high school students. Also, there is a significant relationship between the classroom learning environment and the reading competence of senior high school students. There is also a significant relationship between student writing strategy and reading competence of senior high school students. Moreover, the classroom learning environment and student writing strategy can predict the reading competence of senior high school students and the domains of revision, classroom positive, and planning and preparation best influence the reading competence of senior high school students.

The findings of the study clearly confirm the notion that the classroom learning environment and student writing strategy can predict the reading competence of senior high school students. The anchor theory of the study on Constructionism Theory by Baldwin (1988) supports the findings of the study which states that learning writing strategies play an important role in reading competence. Given the classroom learning environment, reading competence through writing strategies is a constructive process.

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