

THE DEVELOPMENT OF READING COMPREHENSION LEVELS AND COMMUNICATIVE SKILLS IN STUDENTS OF THE FACULTY OF DENTISTRY AT THE UNIVERSIDAD NACIONAL FEDERICO VILLARREAL

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Abstract

The objective of this research was to show the relationship between reading comprehension and communicative skills in students of the School of Dentistry of the Universidad Nacional Federico Villarreal. The research was of the applied correlational type with an applicative level and non-experimental design; the sample consisted of 132 students. A survey was used as a research technique and a questionnaire as an instrument. According to the data obtained, 33.33% of the students surveyed present a good level in the development of the variable reading comprehension, 41.67% present a fair level and 25.00% present a poor level. Likewise, 30.30% of the students surveyed present a good level for the variable "communicative skills", 50.00% present a fair level and 19.70% a poor level. It was possible to conclude that there is a significant relationship between reading comprehension and communication skills in the students of the Faculty of Dentistry at the Universidad Nacional Federico Villarreal, according to Spearman's correlation of 0.677, representing this result as "moderate", with a statistical significance of $p=0.001$ being less than 0.01.

Keywords: Reading comprehension, communicative skills, language, Dentistry, reading.

Resumen

En esta investigación se tuvo como objetivo mostrar la relación entre la comprensión lectora y las habilidades comunicativas en los estudiantes de la facultad de Odontología de la Universidad Nacional Federico Villarreal. La investigación fue de tipo aplicada correlacional de nivel aplicativo y diseño no experimental; la muestra consistió en 132 estudiantes. Como técnica de investigación se usó la encuesta y como instrumento el cuestionario. Según los datos obtenidos, el 33.33% de los estudiantes encuestados presentan un nivel bueno en el desarrollo de la variable comprensión lectora, el 41.67% presenta un nivel regular y un 25.00% presenta un nivel malo. Asimismo, el 30.30% de los estudiantes encuestados presenta un nivel bueno con respecto a la variable "habilidades comunicativas", el 50.00% presenta un nivel regular y un 19.70% un nivel malo. Se logró concluir que existe relación significativa entre la comprensión lectora y las habilidades comunicativas en los estudiantes de la Facultad de Odontología de la Universidad Nacional Federico Villarreal, según la correlación de Spearman de 0.677, representado este resultado como "moderado", con una significancia estadística de $p=0.001$ siendo menor que el 0.01.

Palabras clave: Comprensión lectora, habilidades comunicativas, lenguaje, Odontología, lectura.

Introduction

The lack of reading comprehension competence is a problem that plagues the country, unfortunately, children and young people do not develop this competence due to several factors; one of them is the lack of role models in the family and the presence of distracting visual elements that replace reading. Although the educational policy of the Ministry of Education has indeed implemented different strategies to counteract this difficulty, for example, creating the reading plan in schools, from the mandatory 12 titles per year, according to Ministerial Resolution No. 0386-2006-ED, both in literary and non-literary reading, and other strategies proposed by MINEDU, there is still a deficiency in achieving full reading competence. According to Vallés (2005), a good comprehension competence allows students to develop their information processing capacities and functions, storing it in their long-term memory in the form of meaningful knowledge.

According to Vassiliou (2012), there is a high number of people in Europe who do not have a sufficient level of literacy. Approximately 75 million adults lack the basic skills needed to fully develop in society. Specifically, in Spain, statistics from 2009 show that 19.6% of 15-year-olds lack reading comprehension, a figure that coincides with the European average. The situation has evolved favorably in previous years. An important detail to show is the difference between the disparity between men and women, the figure for women being (14.6%) versus (24.4%).

Lozano (2016) indicates that Finns spend many hours dedicated to reading. The Finnish family attends the library very frequently, and they check out a large number of books, which are at their disposal. Researcher Gema Lozano, who lived there for more than 14 years, was impressed by the fact that Finnish families carry books in suitcases for reading. Finnish families are models for their children of good reading, of a variety of books. Parents read with their children, and their children imitate them, teaching them the habits of respect for and enjoyment of reading. They lead by example.

In Latin America, Márquez (2011) points out that poor reading comprehension is also seen in Chile. This problem is evident in both elementary and university students. Students have obtained poor results in the evaluation of comprehension of written texts. Reference is made to the National Education Tests (SIMCE) and also to international evaluations (OECD). The result is low reading comprehension. The teaching of reading comprehension is everyone's task, with emphasis on elementary school students.

In the opinion of Barreto (2016), reading comprehension is a serious issue due to the results of national and international evaluations. These are not favorable. Therefore, reading strategies are designed based on the theory of Solé, Cassany, Colbert and Mogollón. On the other hand, the contributions of different readings based on pedagogical strategies, pretest and post-test tests, and the use of Information and Communication Technologies are taken as a reference for improvement. In this sense, the teacher has the challenge to assume in the development of reading comprehension, through the practice of innovative, ludic and also investigative strategies in the field of reading comprehension. The support received by teachers from the Colombian Ministry of National Education is the governing body.

In Peru, Guerrero (2016) points to the Program for International Student Assessment (PISA) tests conducted in 2006, which included 62 countries and for each country examined, between 4,500 to 10,000 students were involved. The reality in Peru was catastrophic, as nine out of ten children do not understand

what they read, and each person reads a book of approximately 190 pages per year. The results obtained in the PISA test are due, among other things, to the lack of reading techniques and strategies that promote reading comprehension. The active presence of the teacher is a powerful tool to counteract this reading deficiency, they should always be asked to monitor, create in the student topics of their interest in reading, create curiosity for the topics and finally encourage them to read as a way of developing intelligence, the consequent acquisition of reading and, on the contrary, its lack will cause students who only repeat by heart the lessons, without critical and analytical skills, subordinating intellectuals to become mediocre professionals.

According to Gonzáles (2015), young Peruvians -when they enter university- have difficulties in inferential reading comprehension, in the reading of different texts. This difficulty is known as functional illiteracy because it fails to understand reading and does not meet labor, academic and personal needs. Text decoding is important in any subject. The study included young people who were beginning their university life, differentiated first by age: under eighteen, between eighteen and twenty and over twenty years of age. The other factor was gender, with women being more favored with the result. Also, the career is chosen, Literature or Science. Also, whether they were from Lima or the provinces. Another important indicator is the origin of the school, state or private.

Therefore, this article is elaborated to expand the theoretical basis regarding the development of reading comprehension levels and students' communicative skills; likewise, it is intended to show that, for reading comprehension, the student has to determine the meaning of the lexical unknowns and clarify which is the one that is actualized in the context. To do so, the meaning given to the words according to the context must be established, and after this process, the student must reach critical comprehension, which is given in the presentation of arguments to criticize the text and assume a position before it.

Reading comprehension

Reading comprehension is a process of enrichment on the part of the reader, it is a source of new knowledge through the interpretation of reading, and according to that knowledge, there are a thousand and one possibilities for the construction of new horizons. The writer Pinzás (1994), refers to transactional theories, understanding this position as the way the reader can decode the contents he needs and from that knowledge, the reader can read to ensure his comprehension, locating the fundamental parts of the text, going at his own pace, taking notes, underlining, discriminating what is important from what is dispensable. The aim is even to achieve metacognition. Solé (2005) divides the reading process into three subprocesses: before reading, during reading and after reading. Most researchers affirm that the activities that readers carry out always allude to the aforementioned processes.

Literal Reading

Literal reading is that which refers only to the explicit data found in the text, the reader locates the data without much effort; it is the elementary level in all reading. Most of our students reach this level. The literal moment is the easiest to perform in the reading process, at this stage it refers to the data that appear in the reading, there is no need to deepen its comprehension. Generally, students manage this moment, because it refers to facts, places, and events that can be extracted from the reading. All the information is explicit. It is

considered as an entry to the text in which the denotative language is used, that is to say, the meaning is present and that allows assigning to the different terms and statements the meanings in the dictionary. The majority of university students access this information very easily and without complexity (Estienne, 2006).

Inferential Reading

Inferential reading requires more effort than the previous reading, here the reader decodes the reading, interprets it, and compares it. The reader resorts to a series of strategies to locate what the author wanted to communicate (Sánchez, 2006). This process is called the inferential stage or level. It is a process in which an attempt is made to interpret the author's thought; to do so, the reader always travels through several stages between the different levels of reading comprehension. In this sense, the reader must unravel the author's thoughts to interpret what he wanted to state, the reader always makes a journey through the reading levels. First, he/she performs a continuous reading and then, according to his/her needs, he/she stops, meditates and interprets the text. First, he/she performs a literal reading, and then, he/she goes up to the other reading levels (McKoon & Ratcliff, 2014).

Critical-valuative Reading

The critical-valuative reading is the point of greater depth than the previous ones because the reader must make contrasts, it must be verified that it is logical. At this level, conclusions are reached, it requires a higher degree of abstraction. A relationship with other new knowledge is produced (Baquerizo, 2013). Arriving at critical reading is a process where decoding or denotation is not simply performed but implies that the reader is competent to interpret different texts, and most importantly to be able to interpret beyond what a text represents. In this sense, critical reading is a competence, a capacity and a tool that allows humanity to enhance its living conditions in all areas of life, at the work, social, family and personal levels. On the other hand, critical reading fosters critical thinking, which is fundamental for the country's progress (Ochoa, 2013).

Communication skills

Communicative skills correlate with reading comprehension, according to the following authors: García (2006) mentions that communicative skills are a competence that uses language to exchange and interpret the signs used in a community. According to López (2008), communicative skills occur between individuals to establish strategies and develop capacities and competencies necessary for development in society. The first skill is the process of speaking, which arises in the first months of life and is consolidated in the family and at school. The other skills are formed based on discipline and hand in hand with school instruction, in which the figure of the teacher, as the regulating entity, actor, and protagonist of the educational process, is a key element.

Methodology

It is descriptive and correlational level; because it describes the reality of the students in the development of reading comprehension and communication skills the students of the Faculty of Dentistry of the Universidad Nacional Federico Villarreal. According to Supo (2012), it is descriptive, because its purpose is to describe and/or estimate social or clinical parameters and phenomena in a given temporal and geographical

circumstance. Likewise, descriptive research aims to account for the characteristics of a phenomenon or object subject to research, its property, characteristics, attributes, components, elements and relationships between them (Muñoz, 2018).

For his part, Hernández (2006) states that two variables are correlated when, when one variable varies, the other also varies. This correlation can be positive or negative, it is positive when subjects with high values in one variable tend to have high values in the other variable, and it is negative when subjects with high values tend to show low values in the other variable. This type of study evaluates the degree of relationship between variables.

Population and sample

The population is made up of 200 first and second-year students of the Faculty of Dentistry of the Universidad Nacional Federico Villarreal, between the ages of 17 and 25 years. For the development of this research, it has been determined that the study sample is made up of 132 students of the Faculty of Dentistry of the Universidad Nacional Federico Villarreal. The method used in the research is stratified random sampling.

Data collection techniques

Regarding the technique for the measurement of variables, the survey is used, which is a technique that usually uses a set of standardized research procedures through which a series of data is collected and analyzed from a sample of cases representative of a larger population or universe, of which it is intended to explore (Ñaupas *et al.*, 2013).

Data collection instruments

The instrument used to measure the variables is a questionnaire of 36 items with a Likert scale; these instruments were validated through expert judgment and the Cronbach's Alpha reliability test with results of 0.860 and 0.890. To process the information, a questionnaire of 36 closed Likert-type questions is used, which will allow establishing the current situation of reading comprehension and its relationship with communicative skills, proposing alternative solutions to the problem posed. Descriptive and inferential statistics are applied for the data processing of this research. In this aspect, Wigodski (2010), in *Descriptive Statistics*, indicates that it consists of the procedures used to organize and summarize sets of observations in quantitative form. Data sets containing observations of more than one variable allow the study of the relationship or association that exists between them. Inferential Statistics refers to the methods used to infer something about a population based on the data obtained from a sample.

Data Analysis

Once the surveys were completed, a database was carefully created in SPSS 25.0. Then, tables and corresponding figures were created in Microsoft Office Word 2013 and Microsoft Office Excel 2013, as appropriate. Statistical analysis will be performed through frequencies and percentages in tables, also using bar graphs, the elements that help to see the descriptions and the possible relationship between the study variables. The Spearman's Rho nonparametric statistical test was used for hypothesis testing since the variables were ordinal. In addition, the SPSS version 25.0 statistical program was used. Simple and double-

entry frequency tables were prepared. Finally, the hypotheses were tested using the nonparametric Spearman's Rho correlation test.

Discussion

According to the data obtained, 33.33% of the students who were surveyed presented a good level in the development of the reading comprehension variable, 41.67% presented a fair level and 25.00% presented a poor level. Likewise, 30.30% of the students surveyed present a good level concerning the variable communicative skills, 50.00% present a fair level and 19.70% a poor level. On the other hand, it was possible to conclude that there is a significant relationship between reading comprehension and communicative skills in the students of the Faculty of Dentistry of the Universidad Nacional Federico Villarreal, according to the Spearman correlation of 0.677 represented, this result is moderate with a statistical significance of $p=0.001$ being less than 0.01.

Results that contrast with the study of Cardoza *et al.* (2015) where he concludes that the methodological strategies developed through the different activities applied in the classroom under study effectively stimulated basic cognitive processes such as attention, concentration and memory of students, taking as a premise that methodological strategies strengthen communicative skills in students, which agrees with the present research regarding the positive result of the reading comprehension developed in the investigated place being in the present of a regular level in its majority, which indicates that the study strategies should continue to be improved for better development of comprehension and communicative skills.

Likewise, in Arriagada's research (2014), a program of twelve classes was designed and implemented, in which educational applications for tablets were used to enhance reading comprehension skills. In these classes, students belonging to the experimental group worked with a tablet, while students in the control group did the same, but used paper guides. In this way, the students who accessed and worked with a tablet could access the Virtual Classroom platform of the school, carrying out the activities that guided the different sequences of the class: beginning, development, anticipation of reading, and silent reading. After the research, it was concluded that students did not increase their reading comprehension with the integration of tablets into the teaching-learning process. This shows a discrepancy with the present research where regular values were found in terms of reading comprehension and communicative skills.

Finally, in Sarmiento's research (2019) it was concluded that there is a relationship between communicative skills and reading comprehension. Also, the relationship between communicative skills and literal, analytical and appreciative comprehension was established. It was concluded that there is a highly significant correlation. The general hypothesis that there is a significant relationship between communicative skills and reading comprehension in the students of the Augusto Salazar Bondy Educational Institution No. 2023 in the district of San Martín de Porres is validated. Therefore, it is in agreement with the importance of the present research where reading comprehension plays an important role in the development of the students' communicative skills so that according to the results they have a moderate relationship, which indicates that if there is a better reading comprehension there will be better communication.

Conclusions

First, there is a significant relationship between reading comprehension and communicative skills in the students of the Faculty of Dentistry of the Universidad Nacional Federico Villarreal, according to Spearman's correlation of 0.677 represents this result as moderate with a statistical significance of $p=0.001$ being less than 0.01. Secondly, there is a significant relationship between literal reading comprehension and communicative skills in the students of the Faculty of Dentistry of the Universidad Nacional Federico Villarreal, according to Spearman's correlation of 0.688, which represents this result as moderate with a statistical significance of $p=0.001$ being less than 0.01.

Likewise, there is a significant relationship between inferential reading comprehension and communicative skills in the students of the Faculty of Dentistry of the Universidad Nacional Federico Villarreal, according to Spearman's correlation of 0.662 representing this result as moderate with a statistical significance of $p=0.001$ being less than 0.01. Finally, there is a significant relationship between critical appraisal reading comprehension and communicative skills in the students of the Faculty of Dentistry of the Universidad Nacional Federico Villarreal, according to Spearman's correlation of 0.679, representing this result as moderate with a statistical significance of $p=0.001$ being less than 0.01.

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