

The Impact of Parents' Involvement Using Online Platforms in Improving Learners' Reading Comprehension in English VI: an Action Research

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ABSTRACT

This study aimed to examine the impact of parental involvement upon learner's reading achievement. The study investigated whether learners with difficulty would improve reading comprehension when parents became actively involved in their child's reading activities. Together with their parents, selected learners of Grade Six of Laong-Laan Elementary School participated in this reading intervention program. They were identified as struggling readers who were having difficulty in comprehension. Prior to the start of the reading program, learners were individually administered a pre-reading inventory using PHIL-IRI passage to assess the reading comprehension level of the learners. Each learner read and answered 8 written questions in an online platform using Google form about the story without parental support. Learners took a pre-test and classified their reading level as frustration, instructional or independent readers. There were 21 or 45.65% students under the frustration, 20 or 43.48% students in the instructional, and 5 or 10.87% students in the independent. Their parents were involved to read with their child at home during this time of pandemic. The learners read and discussed books or short story once a week with their parents at home and answered written comprehension questions about the story. The intervention lasted for 8 weeks. The post-test result showed, from the 21 learners under the frustration level decreased into 9 or 19.57%, 20 learners in the instructional increased into 22 or 47.83%, and from 5 learners in the independent increased into 15 or 32.60%. The outcomes of the study reveals that learner's reading comprehension level increased as a result of parental involvement in their child's reading activities. Meanwhile, the participating learners have also experienced a heightened enjoyment of reading and the parents have become more confident in providing reading support to their children. The school should come up training sessions and a reading manuals to guide parents on meaningful indulgence in their children's reading at home especially in this time of pandemic due to COVID-19 virus. Future and more in-depth research is recommended to identify what aspects of parent involvement have the most positive effect on diverse students' achievement in reading and in other subjects.

Keywords: Reading Comprehension, Online Platforms, Parents Involvement, PHIL-IR

INTRODUCTION

English is the medium of instruction in most elementary subjects. Thus comprehension is a vital tool in processing the bulk and complexities of knowledge, information, and skills in various learning activities that endeavour to progress

In the last school years, the prevalent concern among English Teachers and other subject teachers who use the English language as a medium of instruction is poor comprehension.

Although many factors contribute to poor reading skills, experts agree that parents play a critical role in helping their children become successful readers. The improved student's achievement, attendance, motivation and self-esteem depends on the parents' involvement (Ediger, 2001.) It is evidenced that the children have been successful in their reading ability because of their parent's active involvement (Cline, 2001). Parents play an important role in their children's academic life and in their life as a whole.

According to Patrikakou, Weissberg, Redding, and Walberg (2004), parental involvement positively affects a child's life. Anderson (2000) and Hackett (2007) indicated that in addition to improving their children's academic success, a parent-child relationship also contributes to children's overall motivation in school, which positively impacts their attendance and behavior school.

According to Clesca-Tovar (2004), this relationship will also help parents to discover, affirm, and expand their resources as parents and become better family leaders. Through this relationship, parents can obtain first-hand information about their children's academic strengths and weaknesses and how they learn best, and what motivates them. Overall, parents would better understand their children in terms of how they think and behave in general. This information enables parents to find the right tools to support their children's learning at home and to become better parents.

Most of the Elementary teachers in the Division of City Schools, Manila had conducted a series of assessment to ascertain if students' comprehension level suit to their grade level based on the results had been found out they low reading levels.

Since reading comprehension is an indispensable tool in learning and understanding other subjects, the intervention must be provided to enhance reading comprehension among elementary students especially the Grade Six Level.

Due to COVID-19 pandemic, some learners were adjusting in the world of remote learning. With the implementation of the K-12 Basic Education Curriculum to produce graduates that are globally competitive, enhancing reading comprehension is a must, so this Action Research was conceptualized.

a. SIGNIFICANCE OF THE STUDY/ RATIONALE

This action research will be beneficial first and foremost to the forty-six (46) selected grade six learners for they will learn how to address their difficulty in reading and will help them develop their reading comprehension with the parental involvement. As the respondents of this action research, they will be elevated from frustration level to at least instructional level. As the learners improve their reading comprehension, they will also easily learn lessons under the curriculum and will definitely improve their academic performance. Teachers will also benefited from this action research for they will learn how to address the difficulty of their learners to improve reading comprehension level. They will also learn the strategies on how reading comprehension of learners will be improved with involvement of the parents. School administrators will also be benefited on this study; they will be given insights on providing teachers and parents ample seminars, training and workshops in order for them to acquire some strategies how to conduct remedial reading amidst pandemic using online platform. Future researchers will also be benefited on this action research; this research will be a spring board for a new research work that will be beneficial to the academe.

b. RESEARCH PROBLEM/QUESTIONS:

This study was conducted to strengthen the parent's involvement using online platforms in improving learner's reading comprehension.

Specifically it seeks to answer the following questions:

1. What is the level of reading comprehension of selected grade six learners?
2. What is the teacher's online platform to engage the parents' involvement in improving the learners' reading comprehension?
3. Is there a significance impact between the parents' involvement in the reading comprehension of the learners using the online platform?

METHODOLOGY

The researcher gathered data which were essential for the research through the utilization of PHIL-IRI passages to assess the reading comprehension level of the learners of selected Grade Six Learners in Laong-Laan Elementary School.

a. PARTICIPANTS/DATA SOURCE

This study involved forty-six (46) selected grade six learners of Laong-Laan Elementary School, School Year 2020-2021. They have undergone reading assessment test to know their level of reading performance.

b. DATA GATHERING PROCEDURES AND INSTRUMENTS

A letter of request was secured for from the School Principal before the conduct of the study. Upon its approval, proper coordination with the class advisers and parents of the pupil respondents was done by the researcher.

The researcher administered pre-test using the passage from the PHIL-IRI (Philippine Informal Reading Inventory) to assess the reading level of the learners using online platform via google forms without the involvement of the parents. Before the implementation of the reading intervention program, the researcher conducted an orientation to the parents of the learner-respondents for effective strategies and methods in working with their children at home to increase the reading comprehension amidst pandemic due to COVID-19 virus.

During the implementation of the reading intervention program, the researcher selected eight (8) reading selections of not more than two (2) paragraphs and constructed five (5) – eight (8) comprehension questions for every selection. Two (2) reading materials every week will be sent to the learners using FB messenger or email. When the parent and child completed their discussion of the story, the child then worked independently on his/her comprehension worksheet. All the participating learners were required to answer written comprehension questions about the story and returned the reading materials to the teacher through email or FB Messenger. After eight (8) weeks, post-test has been conducted to get the reading level of the learners.

c. DATA ANALYSIS

Simple Statistics, the mean, will be used to identify the average comprehension level of the subject before and after the implementation of the research. The difference will be computed by only subtracting the pre-test mean of the subject to their mean post-test result.

RESULTS AND DISCUSSIONS

The purpose of this action research was to examine the relationship between parent involvement and learner's reading comprehension skills.

Table 1 shows that there were 21 frustration readers comprising 45.65 % of the total 46 learners translated as readers who have a reading ability of two (2) grades lower than their actual grade level; 20 instructional readers comprising 43.48 % and there are 5 or about 10.87% who can read at their actual reading level or considered as independent readers.

Table 1: Pre-test Reading level of the Respondents

Frustration	%	Instructional	%	Independent	%	Total
21	45.65	20	43.48	5	10.87	100

Table 2 shows that after the implementation of the reading program, there were 9 frustration readers; readers still reading two (2) grades lower than their actual grade level, comprising 19.57% of the total pupil-respondents; 22 instructional readers or equivalent to 47.83% of the total respondents can read one (1) grade lower than their actual grade level; and there are 15 or about 32.60% who can read at their actual reading level or considered as independent readers.

Table 2: Post-test Reading level of the Respondents

Frustration	%	Instructional	%	Independent	%	Total
9	19.57	22	47.83	15	32.60	100

Table 3 revealed the mean difference between the pre-test and the post-test of the 46 respondents in reading comprehension, it further displays that before the implementation of the reading intervention program, most of the respondents has a reading comprehension level to that of Grade 3, and the table also manifested that the post-test mean of the pupil-respondents in reading comprehension showed an increase of 1.13 which means that from previous reading level of 4.61 the pupil-respondents now has the reading comprehension of Grade 4.

Table 3: Mean Between Pre-test and Post-test Results of the Respondents in Reading Comprehension

Pre-test Mean	Post-test Mean	Mean Difference
4.61	5.74	1.13

Results showed that there was a great impact of parent's involvement in the improvement of learner's reading comprehension. It appears that when the learners have parental support and encouragement, their academic performance is enhanced, especially a rich reading experience at home.

CONCLUSION AND RECOMMENDATIONS

a. SUMMARY OF FINDINGS

The results of this action research showed that the reading intervention program was found effective specially in learners' reading level as manifested in the mean difference between the pre-test and post-test results of the learner-respondents.

It manifested that the reading comprehension of the learner-participants in this research had improved after 8-week implementation of the said research. It also showed that parents involvement had a great impact to the said program, this further implies that if constant intervention or implementation of an activity in engaging to any reading activity may help improve if not compensate the backlog years of reading deficiency among learners. In all, the research has manifested an improvement in the learners' reading comprehension with the parental involvement, therefore Reading Intervention Program should be implemented and/ or adopted by other grade levels in the school.

IMPLICATIONS/REFLECTION AND RECOMMENDATIONS

After completion of this action research, the researcher would like to continue the idea of parental involvement in the reading intervention program for the struggling learners. This research has convinced the researcher that there are many benefits that can be gained when parent and learner work together. For further research, it would be helpful to examine parent/child reading activities and investigate the long-term effectiveness of parental involvement in children's reading.

In light with the findings of the research, the following recommendations were made;

1. It is important that schools develop more parent training programs to provide instruction on how to help learners reading comprehension skills. The parents who participated in this research study expressed their desire to participate in school/sponsored events that support parent involvement in their child's academic activities at school even in this time of pandemic due to COVID-19 virus.
2. School or the teacher may consider inviting guest authors of children's book via google meet to share stories and discuss the importance of being good readers.
3. The parents should at all times set a good example for their child by reading books, magazines, newspaper and other printed materials in front of their child. Parents as positive role models of reading will strongly impact learner academic achievement for the present and future.

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