



# INTENSIFYING LEARNERS' READING ENGAGEMENT THROUGH PROPOSED INTERVENTION TEACHING STRATEGY

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**Abstract :** This study aims to strengthen the reading engagement of learners through proposed intensive intervention teaching approach particularly Kindergarten in Magalong Elementary School, Mabini District, Schools Division Office I of Pangasinan for School Year 2023-2024. The research centers on the implementation of the Intensive Intervention Teaching Approach, emphasizing the active participation of parents to enhance the learning experience for students. It is noteworthy that involving parents, a crucial element in a child's academic journey, yields positive effects on the child's academic achievements.

This research endeavors to explore the effects of employing the Intensive Intervention Teaching Approach, with a specific focus on engaging parents in cultivating their child's reading habits, particularly in the context of the English language. The following are the findings of the study:

1. The level of reading comprehension of the respondents before the conduct of the study falls under the lowest level of the reading comprehension level or the Frustration Level.
2. Following the study, the participants' reading comprehension exhibited significant enhancement, progressing from the initial Frustration Level to achieving Instructional and Independent Levels. Every respondent demonstrated improvement in their reading comprehension skills.
3. The study in Intensive Intervention Teaching Approach through Reading Engagement of Learners and Parents Involvement in teaching reading English is proved to be very effective for the Kindergarten of Magalong Elementary School, District of Mabini, Schools Division Office I Pangasinan as evident in the data gathered.
4. The parent's participation has indeed a positive impact towards the performance of the respondents in the echo-reading remediation sessions which contributed to the success of the conduct of the study.

Undertaking this study is very much useful because after the study the researcher has found out that; First, the strategy of Parents Involvement in the Reading Comprehension of Kindergarten in English is proved to be very effective for the 21 Kindergarten at Magalong Elementary School, District of Mabini, Schools Division Office I Pangasinan as evident in the data gathered.

Second, the parent's participation in this study has a positive impact towards the performance of the respondents in all the reading remediation sessions done at home which contributed to the success of the conduct of the study.

The efficacy of the Intensive Intervention Teaching Approach, specifically through Reading Engagement of Learners and Parents Involvement in teaching English reading to Kindergarten at Magalong Elementary School in the District of Mabini, Schools Division Office I Pangasinan, is highly notable for significantly improving the reading comprehension levels of Kindergarten. The positive impact of parental involvement, a crucial factor in a child's academic journey, on the academic performance of the child is evident. Parents play a vital role in the success of a child's educational achievements. This study underscores the significant contribution of parents in enhancing the reading comprehension skills of Kindergarten.

Based on the findings and conclusions made, the following recommendations were given 1. The Intensive Intervention Teaching Approach through Reading Engagement of Learners and Parents Involvement in teaching reading English to Kindergarten as a means of helping the learners in improving the reading comprehension level also be used by other teachers who have struggling readers. 2. Additional facets of the learners' reading abilities can be assessed using the same reading intervention, involving parents, to evaluate its effectiveness in both oral and silent reading skills. It is imperative for parents to consistently participate in their children's academic performance across various teaching-learning opportunities, extending beyond the realm of reading. Parental involvement should not be limited to the early years of a child's academic journey; instead, it should persist into their adulthood as lifelong learners. 3. The Intensive Intervention Teaching Approach, specifically through Reading Engagement of Learners and Parents Involvement in teaching English reading to Kindergarten, proves to be a valuable tool. It is recommended for proposal to higher authorities, publication, and dissemination as an effective means to assist learners facing challenges in reading. Furthermore, it serves as encouragement for other researchers to explore and contribute to this field of study.

## INTRODUCTION

Reading difficulties had always been a root cause of academic problems in any grade level. For many years, Filipino learners had exhibited poor performance. In the most recent assessment of 2018 Program for International Student Assessment (PISA), the Philippines ranked 79th in reading. Dismal results of the 2018 PISA urged the Department of Education to immediately address on the matter, which is, to integrate instruction and capacitate struggling readers to effectively read with comprehension. People learn comprehension skills through education or instruction and some learn by direct experiences. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". There are specific characteristics that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences from methodical questioning & monitoring comprehension.

Every teacher ultimately has the same wish for their students; they want them to not only succeed but to excel in all areas of life. In order to become literate, all children must increase their comprehension of what is being read to them aloud or what they are reading individually. All students learn comprehension at varying rates and need differing amounts of guidance to increase comprehension. Some students need little to no help comprehending while others struggle to attend long enough to accurately restate what they've heard or read. As teachers, we strive to help individual students increase their reading comprehension. (Blickenstaff, Hallquist and Kopel, 2018)

Many students have difficulty comprehending what they read. All schools need to have some sort of remedial reading program provided to help struggling students. Low reading skills affect both reading fluency and comprehension for elementary school students. Reading skills are foundational building blocks at this age and the earlier students with low reading skills receive interventions, the greater the interventions will impact the students' reading ability (Klinger, Vaughn & Boardman, 2017) if schools are able to provide what the students need, there will be more success for everyone involved. Research shows there are several underlying causes for poor reading comprehension. Among the reasons are the complex process of learning to read, the type of instruction, method for decoding, prior knowledge, a diverse population and development of vocabulary (Caposey & Heider 2013). Furthermore, their study also shows a result that students with low literacy skills have less access to the regular curriculum, are prone to poor self-esteem, low motivation, and behavioural problems and academic under achievement.

Neuman, Ross & Slaboch (2014) stated in their study that increasing fluency is a key way of increasing a student's comprehension skills. Teachers can use a variety of methods to increase reading fluency. These include choral reading, partner reading, reader's theatre and echo reading among others.

Echo Reading is an innovative concept in which the educator reads a phrase or a paragraph and then the students repeats it back to the educator (Hamilton 2013). It is considered as most convenient for a parent to use this methodology to be utilized at home, because it does not require complicated steps in teaching reading comprehension to their children. It is proven to help a struggling student improve in several areas including: confidence, comprehension, identifying unknown words, improving listening skills, proper phrasing and vocabulary. This enumerated benefit of the Echo Reading Concept is what prompted the researcher to conduct this study.

The researcher also believes that if the parent is the partner of the student in echo reading, contextualization in learning reading comprehension occurs. The students with the parents would be able to connect and put vivid, meaningful and authentic situations with which the student could relate to. This could also lead to ease in improvement of the reading comprehension because the topic would of related to the student and could easily pique their interest. This means that the words or phrases and sentences being read is being related to the real world of the student which makes it relatable and interesting

## NEED OF THE STUDY.

This study aims to determine the Effectiveness of The Extensive Reading Intervention through Reading Engagement of Learners and Parents Involvement in teaching reading in Filipino of Kindergarten at Magalong Elementary School, District of Mabini, Schools Division Office I of Pangasinan for School Year 2023-2024 in the specified competency.

Specifically, the study aims to answer the following questions:

1. What is the pre- test reading level in comprehension in Filipino of the respondents before the conduct of the study?
2. What is the post - test reading level in comprehension in Filipino of the respondents after the conduct of the study?
3. Is the Project successful in improving the reading comprehension levels in Filipino of the respondents after the conduct of the intervention?
4. What proposed reading intervention program is appropriate to the Kindergarten who have poor reading comprehension?

This action research is limited to the determination of the effectiveness of The Extensive Reading Intervention through Reading Engagement of Learners and Parents Involvement in teaching reading in Filipino of Kindergarten at Magalong Elementary School, District of Mabini, Schools Division Office I of Pangasinan for School Year 2023-2024.

The study is further limited to the determination of effectiveness of the intervention in improving the reading comprehension level of the Kindergarten and does not include the oral reading levels of the respondents.

#### Significance of the Study

Comprehension is an important element during all states of literacy development. Students who read more fluently are able to focus on meaning, hold more of the information in their working memory and incorporate their own background knowledge with what they have read.

The purpose of the study is knowing the effectiveness of The Extensive Reading Intervention through Reading Engagement of Learners and Parents Involvement in teaching reading in Filipino of Kindergarten at Magalong Elementary School, District of Mabini, Schools Division Office I of Pangasinan.

## RESEARCH METHODOLOGY

### Research Design

Purposive sampling, also known as judgmental, selective or subjective sampling, in which researchers rely on their own judgement when choosing members of the population to participate in their study. This is widely used in qualitative research such as this research study, for identification and selection of information – rich cases related to the phenomenon of interest.

This research study uses purposive sampling since the target respondents are the learners of Grade 2. There are 21 learners who are respondents of this study.

The study uses descriptive research to describe the result of the study conducted. The pre and post test results were compared to find out the effectiveness of the parents' involvement in improving the reading comprehension of the Kindergarten in English.

The duration of the implementation was 3 months, February –April, 2022. The parents' involvement is voluntary in nature. The scheme was presented to the parents of the respondents; they are given the freedom to either choose to be a tutor to their children or not. Fortunately, all the parents volunteered to become a reading tutor to their children.

The parent tutoring shall take place at home after the classes daily. Thirty minutes to 1 hour is allotted for the tutorial. The passages used to test the reading comprehension levels of the respondents are based from the Phil IRI manual provided. All the reading passages being given to the pupils are provided by the teacher based on the Marungko style of teaching reading.

#### Source of Data

The responsible of this study were the 21 Grade 2 learners who are currently enrolled at Magalong Elementary School, District of Mabini, Pangasinan for School Year 2023-2024.

Table 1 shows the distribution of respondents in this study.

Table 1  
Distribution of Respondents N=21

Breakdown of Learners	No. of Participants
male	10
female	11
Total	21

### Instrumental and Data Collection

Specifically, this phase involves all the steps during the conduct of the study. The following steps are as follows:

1. Secure parental consents from parents of the involved pupils for the study.
2. Conduct of the pre-test. Collection of scores and interpretation
3. Conduct of the Echo Reading to the respondents.
4. Monitoring of the attendance and the conduct of the reading tutorial.
5. Conduct of the post test. Collection of scores.
6. Analysis and interpretation of data.

During the pre-implementation phase, the researcher would seek the approval of the school head for the conduct of the study. Next the researcher together with the school head will talk to the parents of the respondents of the study for the orientation of the study to be conducted. The parents and the respondents will be oriented on the process of the study and they will be made aware that they are the subject of the research. They will be given an option if they do not want to be involved in the study, then; they are free not to be involved.

The parents will play an integral part of this study. They are the ones responsible for the reading tutorial of their child. Specifically, the steps involved in the Echo – Reading with parents:

1. First, the parent reads a sentence to the child. Later, as the student progresses, the parent can read two to three sentences and later on can read the whole paragraph to the child, depending on the progress of the child.
2. The pupils tracks the text with his/her eyes. Some may track the text being read with pointer. The student may be permitted to track the sentence being read through his/her hand, depending on which may be convenient to the child. The text being read is made sure that the student can clearly see all the words as it is one of the vital aspect in the success of the echo-reading program.
3. The student now is given the chance to recite the passage back to the tutor.
4. The parent or tutor reads the next sentence.

5. The student repeats the sentence being read.
6. This process is repeated until the parent feels the student is confident enough to read by himself.
7. Reinforcements for comprehension would be pictures, experiences, synonyms and antonyms, and answering wh-questions.
8. Follow-up on the re-echo reading be done every other day by home visitation and text message using short message service (SMS).

### Tools for Data Analysis

The researcher used a phases of measures in order to derived appropriate results in conducting the research proper.

### Pre-Implementation Plan

During the pre-implementation phase, the researcher would seek the approval of the school head for the conduct of the study. Next the researcher together with the school head will talk to the parents of the respondents of the study for the orientation of the study to be conducted. The parents and the respondents will be oriented on the process of the study and they will be made aware that they are the subject of the research. They will be given an option if they do not want to be involved in the study, then; they are free not to be involved.

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3. The student now is given the chance to recite the passage back to the tutor.
4. The parent or tutor reads the next sentence.
5. The student repeats the sentence being read.
6. This process is repeated until the parent feels the student is confident enough to read by himself.
7. Reinforcements for comprehension would be pictures, experiences, synonyms and antonyms, and answering wh-questions.
8. Follow-up on the re-echo reading be done every other day by home visitation and text message using short message service (SMS)

### Implementation Plan

Specifically, this phase involves all the steps during the conduct of the study. The following steps are as follows:

1. Secure parental consents from parents of the involved pupils for the study.
2. Conduct of the pre-test. Collection of scores and interpretation
3. Conduct of the Echo Reading to the respondents.
4. Monitoring of the attendance and the conduct of the reading tutorial.
5. Conduct of the post test. Collection of scores.
6. Analysis and interpretation of data.

### Post-Implementation Plan

The post implementation plan of this research will include the following activities:

1. Finalization of the data gathered and the research conducted.
2. Presentation of the results of the research study to the school head and the teachers.
3. Presentation of the results of the study, together with the school head to the parents and respondents of the study.
4. Presentation of the study to any other concerned.

## RESULTS AND DISCUSSION

Pre-test and Post test was conducted using the grade level passages appropriate for the grade level of the respondents, which for this particular study, the researcher uses the Grade 2 level passages in English.

The following is the table showing the result of the pre-test of the reading comprehension assessment of the respondents before the study is conducted.

Table 2  
Pre-Test Reading Comprehension Assessment  
Result of the Respondents

## MALE

Learner No.	Score	Reading Comprehension Level
1.	7	Frustration
2.	8	Frustration
3	9	Frustration
4	8	Frustration
5.	8	Frustration
6.	7	Frustration
7.	7	Frustration
8.	8	Frustration
9.	7	Frustration
10.	8	Frustration

## FEMALE

Learner No.	Score	Reading Comprehension Level
11.	7	Frustration
12.	6	Frustration
13.	9	Frustration
14.	7	Frustration
15.	6	Frustration
16.	7	Frustration
17.	7	Frustration
18.	6	Frustration

19.	7	Frustration
20	8	Frustration
21	7	Frustration
	Mean- 36.5	Standard deviation – 16.1

As shown on the Table in the Pre-Test Reading Comprehension Assessment Result, Twenty-one of the 21 or 100% of the respondents were under the lowest level in reading comprehension which is the frustration level. It is worthy to note that before the start of the reading remediation, there was no one among the group of respondents who was able to score to have reached even in the second level of reading comprehension which is instructional level. Further shows that the respondents are a little bit dispersed in their performance in their reading comprehension skill as manifested by the Standard Deviation Result of 16.1. Furthermore, the group’s central tendency in reading comprehension skill was pegged only to the mean of 36.5.

The following is the table showing the result of the post-test of the reading comprehension assessment of the respondents after the study is conducted.

Table 3  
 Post-Test Reading Comprehension Assessment  
 Result of the Respondents  
 MALE

Learner No.	Score	Reading Comprehension Level
1.	17	Independent
2.	15	Instructional
3	16	Instructional
4	17	Independent
5.	17	Independent
6.	18	Independent
7.	18	Independent
8.	17	Independent
9.	16	Independent
10.	17	Independent

FEMALE		
Learner No.	Score	Reading Comprehension Level
11.	16	Instructional
12.	17	Independent
13.	17	Independent
14.	16	Independent
15.	17	Independent
16.	17	Independent
17.	18	Independent
18.	17	Independent
19.	17	Independent
20.	17	Independent
21.	17	Independent
	Mean- 84.5	Standard deviation- 10.2

As shown on the Table in the Post-Test Reading Comprehension Assessment Result, there are 18 out of 21 or 85.71% of the respondents were under independent level in reading comprehension, the highest reading level of reading comprehension while there were 3 out of 21 or 14.29% of the respondents were under the instructional level of reading comprehension, the second highest level of reading comprehension. None of the respondents was under frustration level of reading comprehension after the study.

The table further shows that the respondents' dispersal of reading comprehension skill was trimmed down to 5.9 from 16.1(Standard Deviation of the Pre-Test) to 10.2 (Standard Deviation of Post-Test) Furthermore, the group's central tendency in reading comprehension skill was increased by 48 points from the 36.5 (mean of pre-test) to 84.5 (mean of the post-test)

The following table shows the comparison of the Pre and Post Test in Reading Comprehension Assessment for the 21 respondents of the study.

Table 4  
Comparison of Pre Test and Post Test Reading Comprehension  
Assessment Result of the Respondents

Point of Comparison	Pre-Test	Post-Test
Mean	36.5	84.5
Standard Deviation	16.1	10.2
Number of Respondents under Independent Level	0	18
Number of Respondents under Instructional Level	0	3
Number of Respondents under Frustration Level	21	0

As shown in the Table 4 on Pre-test result, with an average percentage score of 36.5 percent, all of the 21 respondents' reading levels fall under frustration level, the lowest level of reading comprehension. Before the start of the reading remediation,

there is no one among the group of respondents who is able to score to have reached even in the second level of reading comprehension which is instructional level. Further shows that the respondents are a little bit dispersed in their performance in their reading comprehension skill as manifested by the Standard Deviation Result of 16.1.

On the same table under the Post-test result, it is evident that all of the respondents who, at the start of the reading remediation, fall under frustration level, now belong to the middle and highest bracket of which is the instructional and independent levels. Three among the twenty-one respondents moved-up to the middle bracket, the instructional level. There were eighteen out of twenty-one respondents were able to move to the highest level of reading comprehension, the independent reading level. It further shows that the respondents have shown significant improvement in their oral reading skill as shown with their improved mean of 84.5 percent. Still the group also has an improved homogeneity in their scores as manifested by the standard deviation of 10.2 from the previous result of 16.1.

All of the respondents have improved their reading comprehension level. No one was left behind in the reading remediation conducted.

#### PROPOSED READING INTERVENTION PROGRAM

Identified Needs	Proposal Recommended to Concerned Authorities
<b>Learning Environment</b>	
1. Maintains a learning environment that promotes courtesy and respect for all learners regardless of their culture, family background and gender.	✓ Considering that most Parents have low educational background and their level of ignorance in some of the aspects of Reading practices as reported in this study. Should institute regular update on the status of their child's reading status. Creates programs and/or refresher courses for the Teachers in all aspects of reading comprehension and fluency of the learners. Encourage parents' participation in the reading programs of the school.
2. Provides appropriate learning intervention for learners-at-risk in the class	✓ An attempt should be made as a country to equip teachers and parents with the requisite skill and equipment to diversify into most of the more specialized reading techniques and processes.
3. Provides learning activities that allow learners to reach their full potentials	✓ Schools and higher authorities should give importance and recognition to the schools' partner stakeholders. Train teachers to device and provide reading intervention activities and materials to the learners esp. to the ones who have low reading interaction and comprehension.
4. Maintains a safe, and smooth classroom environment	✓ Educate learners to steghten reading buddy system and/or peer tutoring. Always provide reward scheme to learners with most indulgement in reading.
5. Gets involved in activities that contribute to friendly environment	✓ Reading partners should look at the activities suitable to the needs of the learners. Focus on the mastery of the reading materials before advancing to the next or complex level.
<b>Diversity of Learners</b>	
1. Utilizes varied designs of activities for all types of learners.	✓ Give different activities to learners with different level of abilities and skills.
2. Provides gender-fair learning opportunities	✓ Give activities that will identify the learning styles of the pupils.
3. Provides learning-teaching strategies with special needs	✓ Attended seminars to be updated with the different activities that can be given to pupils.
4. Shows fairness and learners consideration regardless of their socio-economic status	✓ Constantly monitor students' progress through different formative assessments.
5. Uses teaching techniques in motivating students' full potentials	✓ Give remedial lesson or activities to students with failing grades.
<b>Curriculum</b>	
1. Applies updates on recent studies in subject matter holistically	✓ Attend trainings and seminars to be updated with the different teaching strategies.

2. Uses multi-disciplinary integrative learning modes	✓ Attend trainings about multi-disciplinary integrative modes.
3. Provides learning-teaching strategies with special needs	✓ Provide clear directions for classroom activities to avoid confusion to students.
4. Clearly and accurately stated learning goals, policies and concepts to learners	✓ Provide activities to students that establish links between new and past like familiar cases or situations.
5. Adopts evaluation tools in assessing students outputs	✓ Encourages students to think and formulate their ideas independently. ✓ Practicums should be aligned with standards of Reading English practices that would not be differ in the global competence of the subject being taught.

### SUMMARY

This study is an attempt to find out the impact of the study extensive reading intervention through the involvement of Parents in teaching their child the habit of reading esp. in Filipino. The following are the findings of the study:

1. The level of reading comprehension of the respondents before the conduct of the study falls under the lowest level of the reading comprehension level or the Frustration Level.
2. The level of reading comprehension of the respondents after the conduct of the study remarkably improves from the lowest level of the reading comprehension level or the Frustration Level to Instructional and Independent Levels of reading Comprehension. All of the respondents improved in their reading comprehension skill.
3. The study in Extensive Reading Intervention through Reading Engagement of Learners and Parents Involvement in teaching reading Filipino is proved to be very effective for the Kindergarten of Magalong Elementary School, District of Mabini, Schools Division Office I Pangasinan as evident in the data gathered.
4. The parent's participation has indeed a positive impact towards the performance of the respondents in the echo-reading remediation sessions which contributed to the success of the conduct of the study.

### FINDINGS

Undertaking this study is very much useful because after the study the researcher has found out that;

First, the strategy of Parents Involvement in the Reading Comprehension of Kindergarten in Filipino is proved to be very effective for the 21 Kindergarten at Magalong Elementary School, District of Mabini, Schools Division Office I Pangasinan as evident in the data gathered.

Second, the parent's participation in this study has a positive impact towards the performance of the respondents in all the reading remediation sessions done at home which contributed to the success of the conduct of the study.

### CONCLUSIONS

In the light of the foregoing findings, the following conclusions were arrived at:

1. The Extensive Reading Intervention through Reading Engagement of Learners and Parents Involvement in teaching reading Filipino to Kindergarten improves the reading comprehension level of the Kindergarten of Magalong Elementary School, District of Mabini, Schools Division Office I Pangasinan is very effective.
2. It is very notable that the association of a very important factor in a child's academic life, the parents, has a positive impact on the academic performance of the child. The parents play a very important role in the success of the child's educational achievement. In this study, as the parents play a very important role improving the reading comprehension of the Kindergarten.

## RECOMMENDATIONS

Based on the findings and conclusions made, the following recommendations were given

1. The Extensive Reading Intervention through Reading Engagement of Learners and Parents Involvement in teaching reading Filipino to Kindergarten as a means of helping the learners in improving the reading comprehension level also be used by other teachers who have struggling readers.
2. Other reading aspects of the learners could also be tested with the same reading intervention, involvement of parents, to test whether it is effective in oral and silent reading skills.
3. The parents should always be actively involved in the academic performance of their children in all teaching – learning opportunities, not only in reading.
4. The parents must also be actively involved in the academic performance of their children not only in the beginning years of the child's academic life but also in their life as an adult learner.
5. The Extensive Reading Intervention through Reading Engagement of Learners and Parents Involvement in teaching reading in Filipino to Kindergarten is a great tool that must be propose to higher authorities, publish and circulate is a great way to help learners who have difficulties in reading. Furthermore, encourage other researchers to deal with this study.

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