PROJECT PARENT ASSISTED IN READING (P.A.I.R.)

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Abstract

Background: Background and Objective: Reading has already become a part of one's daily life. It can be used every day and anywhere. To attain this goal, the researcher utilized Project Parent Assisted in Reading (P.A.I.R) as reading strategy. The focus of this study was to determine the effectiveness of Project PAIR on pupils' reading speed and reading comprehension.

Methods and Findings: This study employed a mixed-methods approach to enhance the analytic power of the study; the quantitative method utilized pretest and posttest using Philippine Informal Reading Inventory as a standard tool in this study, while the qualitative method utilized focus group discussion to know the challenges in the implementation of Project PAIR from parents, teachers, and pupils' participants. The negative sign of t- values indicate that the mean values of the posttests were higher than the mean values of the pre-tests there were significant improvements in the reading speed and reading comprehension levels of grade IV pupils. From the interview, two emerging themes have surfaced – lack of time for their children and lack of interest.

Conclusion: There was an increase level of reading speed and reading comprehension after utilization of Project P.A.I.R (Parent Assisted in Reading).

Keywords: Project PAIR, Reading Comprehension, Reading Speed, PHIL-IRI.

Introduction

Reading is the foundation of all learning. The key to learning is a better reading skill. But this reading skill need not be confined to English only. The ability to read and write in any dialect or language is very important. Life-long learning and survival skill can be developed through reading. These are an important element for building individual competence and achievement that can be translated in the future into competitive people of our nation. Many pupils have problems in reading due to inadequate vocabulary and poor reading ability. Elementary pupils (Grade 1-4) are the critical years in the child's learning cycle. At this stage, the fundamentals for literacy must be established and the start of reading habit must be developed.

PHIL-IRI or Philippine Informal Reading Inventory is an inventory tool that assists in determining the reading strengths and weaknesses of an individual learner. It is vital for every teacher to know and determine if their pupils can comfortably read the texts used in their class or if they need additional assistance. This is a quick tool to help identify pupils who struggle with decoding and comprehension with specific text materials. It can gauge as to how the grade school pupils attack words in a short passage, how our pupil rates in speed and comprehension test in oral reading.

The result of Philippine Informal Reading Inventory (PHIL-IRI) in 2019-2020 pretest in grade IV pupils of Maysan Elementary School, 130 pupils or 36.51% out of 356 pupils were struggling readers and needs attention. Based from PHIL-IRI results of the school year 2017-2018 reading test performance 60 pupils or 16% were "struggling" readers out of 375 grade IV pupils. Most of the pupils who are considered as "struggling readers" are transferee from other schools within and outside the division. Reading problem can impact a lot of schoolwork most especially academic subjects wherein they need to read and understand the instruction before doing anything inside the classroom.

The research and studies made by the DepEd (2010) [1], as well as the results of the Philippine Informal Reading Inventory (PHIL-IRI) showed that most of the pupils in elementary grades have low levels of comprehension and some could not even recognize the letters of the alphabet. Certainly, for the teachers who extended their efforts and played their role to feed the children with knowledge, it was very disappointing and frustrating to know that they have done their best, yet the result is far from what they expected.

Hence, the researcher decided to utilize the Project PAIR (Parent Assisted in Reading) strategy to grade IV pupils. Project PAIR is reading strategy where parents are encouraged to assist their child to read with the assistance coming from the adviser. After the PHIL-IRI pretest was conducted, the data obtained was consolidated. Pupils who undertake the exam was identified as "frustration", pupils who got 0-7 scores from the PHIL-IRI results and whose reading speed is from 0-59 words per minute, "instructional" pupils who got 8-13 scores and reading speed of 60-99 words per minute and

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lastly "independent" pupils who got 14-up scores with the reading speed of 100 words per minute. After data was obtained from the results of the PHIL-IRI the adviser will call the attention of the parents. The researcher scheduled day of orientation for the parents and pupils' participant. They were instructed that they will allot 1 hour per session and three times a week. Their task is to practice their child on how read and understand the selection with assistance coming from the adviser to monitor if the child was improving.

This study was found out to be significant to various stakeholders. As for reading remediation, the Project PAIR seek the presence of the parents and give an immediate solution to the reading problems encountered by their children. The use of Project PAIR is also collaborations between the parent and the adviser which aims to improve pupil's reading speed and comprehension in a given text. Planned activities such as seeking the presence of a parent to teach their child to read for half an hour to one hour in a designated remedial reading nook three times a week until the child could be able to read alone already. Moreover, as an answer to the pupils' reading problems and difficulties, this study premises on Project PAIR can be one of the valuable resources for the improvement of pupils' reading speed and comprehension level especially those who are diagnosed as struggling readers.

Ornopia, (2017) [4] affirms that strong literacy skills are essential for students' success, and reading proficiency is one of the most important indicators of future academic success as students' transition from learning to read, to reading to learn. Schools must have a strong will in helping struggling learners. Therefore, teachers must monitor student performance on an ongoing basis so that skill gaps can be identified as they develop, and targeted instruction on individual needs can ensure students maintain grade-level proficiency.

Both Castro and Talens (2012) [5] found out that home literacy practices and parental support from the parents or any adult at home affected the reading comprehension of their children. Thus, the presence of active parental support and good home literacy practices may help develop the reading skills of their children, specifically their reading comprehension. They then suggested that parents must provide a print-rich environment where children can have an opportunity to learn and develop their literacy skills. Parents should bring their children to libraries, help them read street signages and other learning activities together which involve both parents and child.

Research Methodology

1. Research Design
This study utilized mixed methods research design

2. Study Setting
The participants in the study consisted of eight sections of grade IV in Maysan Elementary School. Five from section 1, five from section 2, ten from section 3 and 4 and five from section 5 to 8. Combining the number of pupils in all of the sections, the study has a population of fifty (50) pupils.

The pupils whose score in the PHIL-IRI pre-assessment falls under the category "frustration level" were considered in the selection of the sample.

3. Data Gathering Procedure and Instruments
The research instruments which were used in the study are the PHIL-IRI or Philippine Informal Reading Inventory pretest and posttest and teacher-made test. Teacher-made test was based on the PHIL-IRI's type of questioning, composed of literal, applied and critical questions and was validated by our master teacher in grade IV.

The PHIL-IRI pretest and posttest is a standard tool used to measure a pupil's comprehension of the text and their reading speed.

Focus Group Discussion was utilized as qualitative approach to gain an in depth understanding of the challenges encountered in the implementation of Project PAIR.

4. Data Analysis
In testing for the effectiveness of Project PAIR in enhancing the pupils' comprehension and reading speed, the researcher utilized Paired sample t-test. Hence, paired sample t-test was utilized to determine the significant difference between the pretest and posttest.

On the other hand, in determining the perception of the pupils and parents in the implementation of Project PAIR, the data from the focus group discussion were analyzed and coded to reveal the emerging themes.

The Qualitative Data Analysis was primarily applied through focus group discussion through an interview conducted to the parents, teachers, and pupils' participant to know the challenges that they encountered during the implementation of Project PAIR.

Results

The results of the study on the use of Project PAIR in enhancing the reading speed and comprehension of grade IV pupils of Maysan Elementary School are presented as follows:

1. Level of reading skills of Grade IV learners before and after the implementation of Project P.A.I.R. in reading speed and reading comprehension

Table 1: Level of Reading Speed Before and After

Reading Skills	Before the Implementation of Project PAIR		After the Implementation of Project PAIR	
	Mean	Descriptive Interpretation	Mean	Descriptive Interpretation
Reading Speed	69.32	Moderate	111.36	Very Fast

As shown in table 1 the respondents showed moderate reading speed before the implementation of the Project PAIR, as evidenced by their overall mean values. As grade IV pupils, the minimum reading speed that they should read was 100 words per minute. However, it is also noticeable that the levels of reading speed further improved, as indicated in the overall mean values.

Table 2: Level of Reading Comprehension Before and After

Reading Skills	Before the Implementation of Project PAIR		After the Implementation of Project PAIR	
	Mean	Descriptive Interpretation	Mean	Descriptive Interpretation
Reading Comprehension	8.8	Low	16.34	Very High

As shown in table 2 the respondents showed low on reading comprehension before the implementation of the Project PAIR, as evidenced by their overall mean values. As grade IV pupils, the reading comprehension they should get was 14 and above. However, it is also noticeable that the levels of reading comprehension further improved, as indicated in the overall mean values. The improvement of the reading comprehension and reading speed is a realization of the suggestion of Ocampo (2018) [3], that reading as an essential tool for learning is something that is truly needed for the children to become independent learners. Thus, the home and school relationship shall be actively and continuously practiced formally or informally to make children grow from readers to better learners. Accordingly, the table below shows the levels of reading skills of the participants.

2. Is there a significant difference between the pretest and posttest mean results after the implementation of Project PAIR in terms of reading comprehension and reading speed?

Table 3: Results of the Paired Sample T-test for Reading Speed Before and After the Implementation of Project PAIR

Reading Skill		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2tailed)
					Lower	Upper			
Pair	Reading Speed Before - Reading Speed After	-42.04000	12.25071	1.73251	-45.52161	-38.55839	-24.265	49	.000

As shown in the table, under the paired-samples t-tests, the computed Sig. (2- tailed) scores were all .000, which was less than 0.01 level of significance. Therefore, there were significant differences between the mean values of the pretests and the mean values of the posttests in terms of reading speed before and after the implementation of Project PAIR. The negative sign of t- values indicate that the mean values of the posttests were higher than the mean values of the pre-tests.

Table 4: Results of the Paired Sample T-test for Reading Comprehension Before and After the Implementation of Project PAIR

Reading Skills		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2tailed)
					Lower	Upper			
Pair	Understanding Before - Understanding After	-7.54000	2.19657	.31064	-8.16426	-6.91574	-24.272	49	.000

As shown in the table, under the paired-samples t-tests, the computed Sig. (2- tailed) scores were all .000, which was less than 0.01 level of significance. Therefore, there were significant differences between the mean values of the pretests and the mean values of the posttests in terms of reading comprehension before and after the implementation of Project PAIR. The negative sign of t- values indicate that the mean values of the posttests were higher than the mean values of the pre-tests. This result matched that of the study of Both Castro and Talens (2012) [5] found out that home literacy practices and parental support from the parents or any adult at home affected the reading comprehension of their children. Thus, the presence of active parental support and good home literacy practices may help develop the reading skills of their children, specifically their reading comprehension.

3. What are the challenges encountered?
From the focus group discussion conducted among the grade IV parents, teachers, and pupils to know the challenges encountered in the implementation of Project PAIR, two emerging themes have surfaced – lack of time for their children and lack of interest.

3.1 Lack of time for their children
The responses of the parents on a basis from the interview conducted, 40 respondents have answered that they have difficulty in managing their time for their children because of their work and job-related activities, 10 of them answered that they have difficulty in reading English words that why they need the help of their older son/daughter to assist them in teaching their child to read. Most of them have given their insights that their job as parents is to help the teachers in expounding their children's knowledge. Few have decided to just tell their children to listen to their teacher rather than

give them supervision at home. According to the parents who were interviewed, although they want to monitor their children's reading achievement, they are having constraints which hinder them from guiding their children. But all of them agreed that reading is a process wherein the children make meaning to what the writer wanted to tell them. Also, forty-two (42) of the parents believed that reading is truly necessary to be learned by their children.

One parent said: "Sobrang halaga nito [pagbasa] dahil ang pagbasa ay susi ng iyong tagumpay at magagamit mo ito sa anumang paraan"(Reading is important because it is the key to one's success and can be used differently.)

3.2 Lack of interest
The responses of the pupils on a basis of interview conducted, all of them revealed that they do not have time reading at home because they prefer to play rather than to read. One of the respondents also mentioned that his parents do not have time for him.

Discussion
Children can use reading to better improve their educational achievement. Children might be able to understand what the teacher is discussing, able to understand the directions in answering test questions and they may be able to develop their skill in constructing sentences and paragraphs. Therefore, they believed that children who developed their reading skill are more able to communicate with their classmates and teachers during the lesson. The school should identify the learners who are low performing in reading and have a continuous improvement plan to address their needs. Teachers may use Project PAIR in improving the reading level of pupils.

Conclusion

The researcher realized that the success of Project PAIR depends on the willingness of parents and teachers to implement the project and the enthusiasm of the pupils to learn. Intrinsic and extrinsic motivations also are great factors that contribute to the success of reading strategy. Pupils who are motivated intrinsically and extrinsically are more energized in attending Project PAIR and easily learned the instructions given to them.

As a whole, the researcher believed that the implementation of Project PAIR would a great help to the struggling grade IV readers as well as in the other grade level to ensure that the reading skills of pupils would not be left behind.

Since it has proven in this study that the implementation of Project PAIR as a reading strategy is found to be effective in enhancing pupils' reading comprehension and reading speed, the researcher highly recommends that school principals and other grade level chairman formulate a policy for its potential implementation and adoption not only in grade IV level but also in other grade levels to improve pupils/ reading skills.

Conflicts of Interest

The author declares there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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