

EXPLORING STUDENT READING COMPREHENSION AND PARENTAL INTERVENTION: A LITERATURE REVIEW

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ABSTRACT

This study aimed to see how parental involvement affects reading proficiency in terms of reading comprehension and word recognition. The related readings from the literature, journals, dissertations, and relevant studies are presented in this review. This helps identify the related literature or readings in parental involvement and reading proficiency of learners arranged for comprehensive understanding. It begins with parental participation, the concept of reading, reading comprehension theories, and reading proficiency levels in the Philippines. Studies showed that parental involvement has positive effects in improving their reading skills.

Keywords: parental involvement, reading proficiency, reading comprehension, word recognition

INTRODUCTION

To better understand how home-based participation leads to student learning and achievement, researchers have recently focused on parental involvement in students' homework (Gonida et al., 2014). Parents may have played a major part in the academic performance of their children, according to extensive reviews of studies on the effect of parental engagement on their children's academic success. At home, parent participation has a greater effect on the achievement of their children than the involvement of parents in school events, according to a study (Midraj, 2011).

Dumont et al. (2012) conducted a study on parents' homework involvement and found positive associations with academic achievement when

parents' homework involvement was characterized by a good structure, support of autonomy, positive affect, positive values, and emotional provision. Students were found to be more academically active when their parents were more interested in their education, according to Cheung and Pomerantz (2011).

Positive parent-child experiences at home have been linked to improved comprehension-related literacy skills in children, including (1) responsive or active preschool growth of vocabulary (Chazan-Cohen et al., 2012); (2) narrative consistency and comprehension during preschool (Reese et al., 2010); and (3) skills related to comprehension (van Steensel et al., 2011). Early reading skills learned as a result of parental participation, according to Michael (2013),

increase children's performance in school environments, as cited by Kato (2018).

One aspect that has consistently been linked to a child's improved academic success is parental involvement (Kgosidialwa, 2010). Reading should be prioritized by parents to help their children excel later in life (Marasigan, 2019). Since early parent expectations have long-term effects on children, parent engagement programs for young children that also aim to elevate parental expectations are needed.

OBJECTIVES OF THE STUDY

The purpose of this review aimed to see how parental involvement affects reading proficiency in terms of reading comprehension and word recognition. It methodically summarizes the parental participation, the concept of reading, reading comprehension theories, and reading proficiency levels of Filipino learners found in the literature. Specifically, it aimed to determine the factors that influenced proficiency levels of learners in terms of (1) parental involvement; (2) reading proficiency; (3) reading comprehension; (4) word recognition; and (5) theories of reading.

METHODOLOGY

To investigate the level of parental involvement and reading proficiency, relevant literature was identified using key search terms. The criteria for finding related studies involved a comprehensive primary literature search with consideration of time and the research questions of the related studies. To ensure a wide range of studies, key search terms used involved those conducted one decade ago. Through electronic databases, published researches were gleaned for related articles from Google scholar, EBSCOHOST, ERIC, and google search. Overall, 21 articles were identified as relevant based on the screening of full-text articles from the related studies.

RESULTS AND DISCUSSION

1. Factors that Influenced Proficiency Levels of Learners

Different writers have described reading in their ways. Reading is a difficult cognitive process that entails interpreting symbols to extract meaning. It is a form of linguistic processing. Reading abilities, according to Sitanggang et al., (2018), play an important role in assisting people in comprehending written materials and obtaining a wealth of information from different sources to enrich their knowledge by reading.

1.1. In terms of Parental Involvement

In the last 30 years, there had been a significant increase in the number of publications and articles on parental involvement that guide practitioners on how to incorporate successful parental involvement (Turnbull et al., 2011).

Some of the local researchers have studied parental involvement which also implicates to reading proficiency of pupils. Marasigan et al., (2019), in their study, Investigating Parental Involvement on Pupil's Reading Achievement, showed that the parents were involved in their pupil's reading achievement. When parents are engrossed in the reading process at home, pupils achieve at higher levels. In the study of Bartolome et al., (2020), they found out that parental involvement is the participation of families in the learning and holistic development of children at home and at school, as seen through the eyes of teachers.

1.2. In terms of Reading Proficiency

Reading is not an easy operation. Methods should be devised to help people develop their reading skills well into maturity." Reading, according to Griffiths (2010), is an iterative, dynamic process that incorporates two processes, namely bottom-up and top-down which are both involved at the same time with word recognition and comprehension. Reading has been an important part of many family lives over the last century, and focus on the more recent



enhancement of children's literacy by targeted families or parent collaboration (Kato, 2018). Reading, according to Olivar (2014), is a practice in which students learn, acquire knowledge, and develop innovative skills. Furthermore, reading is an essential part of the learning process (Putri et al., 2013).

1.3. In terms of Reading Comprehension

The subject of reading comprehension is broad. It needs students to go beyond decoding individual words and phrases to create a comprehensive comprehension of the whole passage (Woolley, 2011). These abilities include decoding words fluently, comprehending language syntax, making interpretations, applying prior knowledge, and maintaining working memory as required (Fletcher et al., 2013). Reading comprehension can be difficult for many students, especially those with learning disabilities (LD) who are still learning basic reading skills including decoding and fluency (Mason et al., 2012). As learners decode manuscripts and redo context, best readers retain sensible control of the progression of their reading skills through employing techniques to aid understanding (Mason, 2010). Reading comprehension happens as readers create meaning when they communicate with the written word in a conversation with the message in the text (Burns et al., 2010).

1.4. In terms of Word Recognition

Recognizing words, or the capability of reading texts correctly and inevitably, was a nuanced, complex mechanism that the teachers should grasp to offer successful education; eventually, recognizing words (reading comprehension) and the ability in reading words (word recognition) leads to skilled comprehension in reading (Murray, 2016). It is also necessary to provide learners instructions effectively in sounding of letter correspondences and in what manner those correspondences were used to

interpret because the aids to recognizing words will lead to benefits in comprehension in reading (Brady, 2011).

1.5. In terms of Theories of Reading

Schema theory is a system that divides people's expertise and past experiences into parts based on similarities, making it easier to retrieve previously saved information and incorporate new information (Anderson, 2012). It explains how the learner's prior knowledge interacts with the reading challenge and demonstrates how a student's prior knowledge and familiarity with the environment is critical to deciphering a document.

In information processing, there are three types of schemas: language schema (e. g. a learner's knowledge on language), formal schema (e. g. schema on text, which is made up of a rhetorical and organizational structure of a speech), and material schema (e. g. knowledge about background) (Yang, 2010).

The bottom-up strategy is another idea. This is the foundation of behaviorism's approach on audio-lingual, that aimed at teaching the second language "conducts" by error correction, drilling, and repetition.

Listening comprehension processes depend on the following information, according to Khuziakmetov et al. (2016): contextual information, linguistic input, and other general knowledge of the environment and the learner's linguistic, comprising pragmatic and pragmatic knowledge, which can be largely determined by the linguistic type of the speech input, particularly at lower levels of language proficiency which is denoted as bottom-up processing.

Bottom-up model processes, according to Dambacher (2010), is a description for the sensory signals' elaboration and thus mirrored operations that lead to the word's mental image retrieval. Because the bottom-up approach stresses the importance of knowing every single word for comprehension, simple word comprehension is a must (Ahmadi et al., 2013). This model also illustrates how the reader begins by interpreting the smallest verbal units, such as graphemes, terms,

and phonemes, and then creates connotations from the least to the greatest (Gilakjani, 2016). As a consequence, this method is focused on cognitive processes such as vision, reasoning, judgment, and short-term memory, which leads to better understanding (Jiang et al., 2012).

The top-down or cognitive view of reading emphasizes the reader's cognitive and language competence, which acts the main role in the formation of meaning from printed materials; meaning, utilizing just as much information as possible from the visual, semantic, and syntactic cue systems lead to achieving comprehension. Other signals are dependent on the reader's ability to communicate in English. Readers do not read every word of a text; instead, they concentrate on figuring out what comes next (Gilakjani, 2016).

In comparison to their bottom-up results, top-down contextualized instruction resulted in a small improvement in reading fluency (Oliver et al., 2016). The top-down reading comprehension model, according to Almutairi (2018), uses readers' previous knowledge, experience, and expectation about a subject to help them understand a written passage. The interactive reading model is the most commonly accepted model for understanding the process of reading comprehension, and it emphasizes the importance of the reader's interaction with the text (Ahmadi et al., 2012). Expert readers can synthesize knowledge and generate connotation on a textual passage with the use of top-down or bottom-up methods while having read, as stated by the model on interactive comprehension in reading (Ahmadi et al., 2013). As a result, the interactive reading model outperforms other reading models because it understands the mutual involvement of high-level and low-level reading processes during reading comprehension (Bo, 2015).

2. Level of Reading Proficiency in the Philippines

The Philippines is said to have a 97% literacy rate wherein many would interpret that its people have been in school – not considering the educational attainment of these people (Parvis,

2012) as cited in Solis et al., 2013. Various reading assessments have been used to determine reading proficiency in the Philippines.

Following are some of the main results in reading comprehension from year 2018 period of the triennial international assessment which is the Program for International Student Assessment (PISA): (1) Filipino students scored 340 points on the general literacy test, that was slightly smaller than the 487-point OECD average; (2) one only out of every five Filipino learners (19.4%) attained the least proficiency level in Overall Reading Literacy (Level 2); (3) Filipino learners achieved closest to, however, behind with Indonesian learners significantly among the joining ASEAN countries in Overall Reading Literacy by 31 points; (4) among the process activities, Filipino learners had the highest mean scores in Locate Information with the points of 343; (5) Filipino learners had the highest average score between the two reading source subscales in Source - Multiple with 341 points; (6) female learners performed better than male learners with the overall difference of 27 points; (7) the most of the male students who comprised 84.82% and female learners who comprised 76.90% failed to achieve the least proficiency standard which is in level 2 in Overall Reading Literacy; (8) Filipino learners in private institutions scored 390 on average, substantially advanced than students in government schools, that scored 328 points; ninth, SHS students had a significantly higher mean Reading Literacy score (428 points) than junior high school students with 339 points; tenth, the Region 11 (Southern Mindanao), Region & (Central Visayas), and National Capital Region (NCR) had the maximum Overall Reading Literacy average output with the corresponding groups of island; and (9) the average of the learners' reading literacy scores in city areas (355 points) was substantially more advanced than the average result of students in provincial areas (313 points).

Children's academic success in public schools is insufficient to meet the demands of the 21st century during the National Assessment of Educational Progress (NAEP) (Cabardo, 2015). Furthermore, the findings revealed that the majority of test-takers, both in elementary and high

school, struggled with English reading comprehension. This indicates that the students have a poor level of reading ability.

Interventions on reading or projects in language programs in the Philippines that include fluency in reading, word recognition, and decoding, such as the "Every Child a Reader Program" (ECARP) through its memorandum no. 402. s. 2004 and administrative order no. 324, Drop Everything and Read (DEAR), and Round Robin Reading (RRR), are some of the interventions that seek to improve learners' reading proficiency. Assessment tools are also used to assess the reading proficiency among learners in the Philippines. The Philippine – Informal Reading Inventory (Phil-IRI) resources are one of these tools. It assesses students' reading ability through comprehension and word recognition in Filipino and English, particularly, through calculating the part of correct answers to comprehension questions and the percentage of correct word recognition accuracy based on a collection of reading level criteria.

Students are classified into four levels based on the Phil-IRI scale: independent, instructional, frustration and nonreader. Pupils who are at a frustration level tend to refuse to be taught. In the level of instruction, pupils can read-only once they are taught, while students can read independently with ease without the teacher's help in the level of independence.

CONCLUSIONS

With these results presented, the Overall Reading Literacy in the Philippines is at proficiency level 1a, which means the Philippines is level one below the lowest proficiency level. The Philippines was then discovered to have the lowest reading scores among PISA-participating countries for both boys and girls. In the Philippines, teachers' perspectives are critical in creating a school-facilitated parental participation system.

Based on the conclusion drawn from the related studies, the following recommendations are made: (1) parents may be given seminars about the significance of their involvement in pupils'

education especially on their reading achievement; (2) the school through its administrators may initiate a workshop for parents that will give them insights about the proper strategies that they may be used in guiding their pupils to achieve reading success.

RECOMMENDATIONS

Based on the findings and the conclusions drawn from the data gathered, the following are the recommendations: (1) parents may be given seminars about the significance of their involvement in pupils' education especially on their reading achievement; (2) the school through its administrators may initiate a workshop for parents that will give them insights about the proper strategies that they may be used in guiding their pupils to achieve reading success.

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