

# The Implementation of Limited Face-to-Face Reading Classes Through Home Visitation to Enhance the Reading Skills of Grade VI Pupils

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*Abstract* —The study evaluates the implementation of limited face-to-face reading classes through home visitation to enhance the reading comprehension skills of the Grade VI pupils. Utilizing the Quasi-Experimental research design employing the pre-test and post-test to evaluate the implementation of limited face-to-face reading classes through home visitation to enhance the reading comprehension skills of the Grade VI pupils for an in-depth analysis of the study, a researcher-made 3<sup>rd</sup> Quarter Reading comprehension test conducted before and after the intervention given. Standard Deviation, Weighted Mean and t-test for mean difference were the statistical tools used. The data revealed that there is a significant difference in the performances of the Grade VI pupils in Reading before and after the implementation of limited face-to-face classes through home visitation. Thus, the result of this study indicates that the limited face-to-face classes through home visitation could potentially enhance the reading performance of the students.

*Keywords* — *Implementation, Limited Face-to-Face, Reading Classes, Home Visitation, Enhance, Reading Skills, Grade VI Pupils*

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## I. Introduction

For most people living in today's modern world, reading is an everyday ordinary task to which little thought is given, yet it is one of the most important skills that learners acquire at school as it forms the foundation for all further learning. Unlike the ability to speak, the one to read is not inborn, and a learner does not acquire it simply by watching and listening to others reading. Many of our day-to-day tasks require reading, and a person who can read well can function more effectively in everyday activities, yet for an illiterate person, many of life's seemingly mundane and ordinary tasks which many literate people take for granted can become insurmountable hurdles (Darrel, 2005).

Reading is a technical process because we read letter by letter and word by word. It is automatic information processing, for we decode each word and comprehend it as we build understanding of the sentence through combining their individual meaning. It is a linguistic

process, as we are engaged users of language. It is a transactional process as the reader brings meaning to the text and constructs personal meaning through exchange with the author. It is an active search for meaning that involves the relationship between thought and language, and a cultural process in that what counts as acceptable reading practice is culturally defined (Davenport, 2002).

Oberholzer (2005) describes 'reading' as the basic life skill and a cornerstone for a learner's success at school and throughout life, whilst for Johnson, Bohlman & Pretorius (2002), it is an essential learning tool which if learners have not properly mastered will handicap their potential for success in a learning context. Nel & Nel in Nel, Nel & Hugo (2012) define reading as comprehending, interpreting, and applying textual material.

Reading is a skill of understanding together with listening. The purpose of reading is to understand what is written. Without understanding, reading does not exist. Reading comprehension involves different skills such as making connections between words, sentences and paragraphs, comprehension, analysis, synthesis, evaluation and interpretation (Coşkun, 2002). These skills can be developed through practice in reading and with the guidance of the teacher or learning facilitator. Unfortunately, when COVID-19 hit the Philippines, classes of the pupils in school are no longer happen and parents are already their teachers at home who will guide and assist them in accomplishing the modules.

Face-to-face education is essentially offered in physical spaces (classrooms, laboratories, libraries, and computer rooms, amongst others) where the teacher has direct contact with the students. Usually, he establishes objectives, plans activities, prepares resources, delivers the session, and assesses students. Verbal communication is integral to this modality thus students are provided with a great many opportunities to develop their oral communication skills in the classroom (Gomez, et al., 2011). According to Galindo (2002), the main characteristics of face-to-face education are the presence of the teacher in front of the students in a room ensuring greater interaction, the time and location are defined, the content of the course consists of notes prepared by the teacher to present and discuss in class and the theoretical basis of instruction can be behaviorism, cognitivism, constructivism, or a combination of these. But with the health crisis that the country is facing today, face-to-face learning is impossible. With that, pupils have to be confined at home to do their modules with their learning facilitators of which some of them cannot provide the appropriate assistance and guidance that the child is expecting from them.

During the implementation of modular learning modality, the teachers are doubtful on the outputs of the pupils whether those answer are coming from them or from their learning facilitators. So, the teacher had conducted home visitation to the pupils to monitor their performance at home. During the home visitation, the teacher also conducted oral reading test to the pupils to measure their reading level. It was observed during the conduct of home visitation by the researcher, that when she asks the children to read the passage, some of them had hard time in understanding what they are reading as evident in the result of the reading test. Thus, a need to have limited face-to-face reading lessons to improve their reading comprehension skills. Since the school is in a remote

area where no positive case of COVID-19 is recorded, the researcher decided to conduct this study to evaluate the implementation of limited face-to-face reading classes through home visitation to enhance the reading comprehension skills of the Grade VI pupils. A proposed improvement plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study evaluates the implementation of limited face-to-face reading classes through home visitation to enhance the reading comprehension skills of the Grade VI pupils in Cruz Elementary School, Palompon East District, Leyte Division. A proposed improvement plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the pre-test performance of the Grade VI pupils in Reading before the implementation of the limited face-to-face classes through home visitation?
2. What is the post-test performance of the Grade VI pupils in Reading after the implementation of limited face-to-face classes through home visitation?
3. Is there a significant difference in the performances of the Grade VI pupils in Reading before and after the implementation of limited face-to-face classes through home visitation?
4. What improvement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the Quasi-Experimental research design employing the pre-test and post-test to evaluate the implementation of limited face-to-face reading classes through home visitation to enhance the reading comprehension skills of the Grade VI pupils. Cruz Elementary School, Palompon East District, Leyte Division is the main locale of the study. The twenty-four (24) Grade VI pupils enrolled in the current school year are the main respondents of the study and a researcher-made 3<sup>rd</sup> Quarter Reading comprehension test was utilized. This research focused in evaluating the implementation of limited face-t-face reading classes through home visitation using the pre-test and post-test scores of the Grade VI pupils and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

**Sampling.** There are 24 Grade VI pupils are involved in this study. The research instruments were conducted personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the school meeting.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants and administration of the test and intervention was done through face-to-face. Permission from the Barangay and Local IATF was secured. After the conduct of intervention, post-test was given, result was collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

**Treatment of Data.** The Standard Deviation and Weighted Mean were employed to evaluate the pre-test and post-test scores in reading comprehension of the Grade VI pupils before and after the intervention. t-Test of mean difference was used to determine the significant difference between the pre-test and the post-test scores.

### III. Results and Discussion

**Table 1**  
**Paired Sample Statistics of the Reading Performance of Grade VI Pupils**  
**in Limited Face-to-Face Through Home Visitation**

<b>Test</b>	<b>Mean</b>	<b>MPS</b>	<b>N</b>	<b>Std. Deviation</b>
Pretest	16.92	48.34	24	2.12
Posttest	31.96	91.3	24	0.55

Table 1 presents the paired sample statistics of the reading performance of Grade VI pupils in limited face-to-face through home visitation. It was revealed on the table that there are 24 pupils tested and their scores has a mean of 16.92 and Mean Percentage Score (MPS) of 48.34 with standard deviation of 2.12. This means that the reading comprehension level of the Grade VI pupils before the intervention given is very low. This implies that due to modular learning modality, teachers had the limited time in visiting the pupils and monitor their reading performance. With the result, it is recommended to conduct intervention to improve their reading performance. A remedial reading activity should be provided to the pupils and their

reading level should be determined to provide the necessary intervention which is suited to their needs to improve their reading comprehension skills.

Moreover, this table also shows the result of the post-test after given the intervention of conducting reading classes during home visitation. It was revealed on the table that there are 24 Grade VI pupils were tested and the mean score is 31.96 with Mean Percentage Score (MPS) of 91.3 and standard deviation of 0.55. This means that the reading performance of the Grade VI pupils has improved due to the conduct of limited face-to-face reading classes through home visitation. This implies that the activities conducted, and materials used by the Grade VI pupils are effective showing that their performance has increased. This implies further that teacher should determine the reading level of the pupils and provide the appropriate reading materials suited to their level and constant follow up and home visitation will be conducted to enhance their reading comprehension skills.

**Table 2**  
**Paired Samples t-Test on the Reading Performance of Grade VI Pupils Before and After the Implementation of Limited Face-to-Face Reading Classes Through Home Visitation**

	Paired Differences		t	df	p-value
	MEAN	S.D.			
PRE-POST	-15.042	8.650	-8.519	23	<.001**

\*\*Highly Significant

Table 1 presents the paired sample t-test on the reading performance of Grade VI pupils before and after the implementation of limited face-to-face reading classes through home visitation. It was revealed on the table that the result of the t-test for paired samples indicate that the posttest mean of 31.96 is significantly higher compared to the pretest mean of 16.92 ( $t = 8.519$ ,  $df = 23$ ,  $p\text{-value} < .001$ ). Therefore the null hypothesis which states that there is no significant difference between mean pretest and mean posttest scores of the students is rejected. This means that there is a significant difference in the performances of the Grade VI pupils in Reading before and after the implementation of limited face-to-face classes through home visitation. This implies that the intervention provided by the researcher to conduct a limited face-to-face reading classes through home visitation using the appropriate reading materials and strategies contributes to the increase in performance from the pretest to the posttest. The result of this study indicates that the limited face-to-face classes through home visitation could potentially enhance the reading performance of the students. This implies further that to help the pupils to improve their reading comprehension performance, teachers have to assess the learners to provide appropriate learning materials and activities.

#### **IV. Conclusion**

The data revealed that there is a significant difference in the performances of the Grade VI pupils in Reading before and after the implementation of limited face-to-face classes through home visitation. Thus, the result of this study indicates that the limited face-to-face classes through home visitation could potentially enhance the reading performance of the students.

#### **V. Recommendations**

1. The proposed improvement plan formulated should be utilized.
2. A true experimental design (where there is an experimental and control groups) be conducted to assess the effectiveness of the method over other methods of enhancing the reading skills of the pupils.
3. Teachers should assess the reading level of the pupils before introducing interventions to them.
4. Teachers should conduct regular home visitation to help the pupils in improving their reading performance.
5. The school head should conduct monitoring activities to the teachers and pupils to get information to be used in planning remedial reading classes to the struggling readers.
6. Teachers should implement “Brigada Pagbasa Program” and other reading programs to help improve the reading performance of the pupils.
7. Necessary resources and relevant trainings should be provided among teachers to successfully deliver quality education especially in reading.
8. Engaging community and partnership to stakeholders should be enhanced by all school personnel to gain support in the implementation of home visitation activities of the teachers; and
9. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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The author is born on October 30, 1971 at Malabon, Rizal, Leyte, Philippines. She is presently residing at Brgy. Tabunok, Isabel, Leyte. She finished her elementary education at San Francisco Elementary School, Isabel, Leyte in the year 1984 and continue her quest for education and able to finish her secondary education at Isabel National Agricultural and Vocational School, Isabel, Leyte in the year 1989. She enrolled and finished her Bachelor of Arts Major in History at University of San Jose Recoletos Cebu, City and proceed Bachelor of Elementary Education at Saint Peter and Paul College, Ormoc City. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc.

Her first station was San Roque Elementary School Palompon South District Handling Grade 1 to 111 Multi Grade Class. After serving there for 10 years, she resigned and work as Domestic Helper in Hong Kong, Brunie, Kutakinabalu, and Malaysia for nearly 10 years as Overseas Filipino Worker. She was back in the Department of Education last July 3, 2013, at San Roque Elementary School Palompon South District Handling Grades 3 to 6 again as Multi Grade Teacher for 6 years. Currently she is the Grade 6 teacher of Cruz Elementary School, Palompon East District, Leyte Division, Region VIII Philippines.