

## **The Parents' Role in Paired Reading (PR) Method for Fifth-Graders Reading Ability at Madrasah Ibtidaiyah (MI)**

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### **Abstract**

The researcher's goal is to elaborate in detail on the parents' role and explain the steps of parents' role in the Paired Reading (PR) method for fifth-graders reading ability. The researcher carried out the qualitative approach, which describes the data after observations. A total of five parents were involved in this research as a participant. Data were collected by using interviews on Whatsapp with ten questions for each parent as a participant in this research. The findings indicated that parents have a crucial role in assisting their children in improving their reading ability. They played their role as teachers, motivators, and facilitators. Parents acted as a teacher to provide examples of correct pronunciation. Then, working as a motivator to motivate their children in English reading was fun and useful. Finally, parents acted as a facilitator by providing a comfortable learning environment. Therefore, parents' role in the Paired Reading (PR) method is considered effective in improving children reading ability.

**Keywords:***Parents' Role, Paired Reading (PR) Method, Reading Ability*

### **INTRODUCTION**

Listening, speaking, reading, and writing is the four skills needed to acquire English. This research will concentrate on reading abilities. Triana (2019) states that reading is an active process where the reader generates meaning from text. Understanding the purpose of the text is not easy as we thought. This situation happens to children who learn to read English books while still in elementary school. Reading English text for students in elementary schools takes a longer time to make them understand what they read. However, most children in fifth-graders elementary school still have difficulty on reading. The statement also supports this view that reading comprehension for non-native students has faced many problems (Rini, Puspa; Ekaningsih, 2020). This problem occurs because children discover it difficult to understand a text in English; in different cases, the parents do not guide children to read English and rarely practice English. The lack of new vocabulary also triggers children to have trouble reading English.

Regarding the importance of reading, children need to pay attention to certain ways to encourage children to improve their reading skills and stimulate their interests and curiosity. The curiosity that is awakened in children can arouse interest in reading. Curiosity is not only one element but the collaboration between two elements (Sumbayak et al., 2021). They are likewise reading foreign-language texts, namely

English. Difficulties arise in choosing the right and efficient method to stimulate students' curiosity in reading comprehension. According to Triana (2019), the quality of learning can be more optimal if it is designed according to the characteristics and needs of children. It means that children's needs are very important in developing students' English learning materials and their learning quality. Therefore, parents need to play a role in their children's learning, especially reading skills, using the Paired Reading method.

The Paired Reading (PR) method to improve reading abilities in fifth elementary school students, along with the role of parents, is the solution taken in this study. This method is considered effective for improving the reading abilities of fifth-graders because this method allows children to read fluently with greater complexity than when reading one by one. In addition, parents also play an important role in this matter because reading is very important for children's lives at school and in the future. Parents must help and encourage children to develop reading skills. Agustina (2016) states that Paired Reading (PR) is a simple and delightful approach for more able readers to facilitate less able readers in improving their reading abilities. There are several advantages of Paired Reading. It provides an opportunity for everyone to read simultaneously based on (Ardiana, 2015).

In terms of the above problems on children's reading ability, the author will show the role of parents and the use of the Paired Reading (PR) method, especially for children in fifth-graders of elementary school. It will also elaborate on how this method can improve the students' reading abilities. Based on the explanation of the case about Paired Reading (PR) method as an effort to improve reading abilities in fifth-graders elementary school along with the role of parents, the researcher conducted research entitled "The Parents' Role in Paired Reading (PR) Method for Fifth-Graders Reading Ability at MI Tarbiyatul Banin Winong." This study assists English teachers in improving their students' English reading abilities and helping them achieve the goal of learning English.

## **METHOD**

This research uses a qualitative approach to explain the systematic empirical inquiry into meaning (Ospina, 2004) and process the detailed methods of information collection and evaluation (Robinson, 2011).

The data of this study was described after observing in the reading classroom. Systematic empirical means that the study is based on the world experience and inquiry into meaning. This form of qualitative descriptive research is a type of study that focuses on the data collection procedure. This study underlines the significance of the outcome. In this research, the researcher utilized five parents to learn about the parents' role in the Paired Reading (PR) method in assisting their children in improving reading abilities. The informants consist of five parents with initial Mr. DSU, Mr. MR, Mrs. MI, Mrs. SR, and Mrs. K.

The instrument used in this research was an interview in the open-ended form mentioned by Libakova&Sertakova (2015). It was used to complete the respondents' study with ten questions for each respondent. Credibility and dependability were used in this study. Experts' guidance and individuals were dependable (Anney, 2014). Data triangulation of this research is based on the data resources of the parents as proposed by (Sugiyono, 2015). The interview results have been made in the form of notes on the subject.

According to Robinson (2011), data analysis is the evaluation process, sorting and categorizing data to construct working hypotheses and lift them into results or theories in the research findings. The next process is to analyze the data by transforming, inspecting, and modeling data. The data has been collected from raw data obtained from an interview with parents regarding their role in accompanying their children when they read. Then, in inspecting, the researcher has read and comprehended all of the data to get the results about the parents' role in accompanying their children when they read. In modeling the data, the researcher focused on the part of parents in attending to their children when they read by classifying data from participants. A triangulation method was applied to measure its validity, which involved comparing the results of five parents' data interviews. After that, conclusions are drawn based on the researcher's findings.

## **FINDINGS AND DISCUSSION**

In this chapter, the researcher discussed the open-ended interview result of the parent's role in accompanying their children to read in fifth-graders. This study showed that parents' role in attending to their children to read is beneficial. The researcher's interview with five different informants provided proven results.

The first question is, "How do you persuade your child to read English books?". Based on the five parents' responses to the first question, it turns out that children do not need to be persuaded to do an activity or let themselves learn to read English because they can learn on their own according to a schedule. Parents only need to accompany, understand the importance of English, and provide examples of correct pronunciation. The findings of this study are similar to previous research from Mwangi (2018), which stated that research had demonstrated the importance of parent-child activities in contributing to the high quality of children's homes in gaining knowledge about the environment. Thus the role of parents to accompany their children when they study is very important. The role of a companion for children in learning, even though it only justifies speech and understands them somehow, is needed.

The second question is, "What treatment do you give your child to like reading English books?" Some of the parents' responses to this question can be concluded that parents treat their children to like reading English by buying English storybooks and providing examples of pronunciation to encourage children to learn. On the other hand, because parents are busy, private tutoring is an option to make their children love reading English books. The findings of this study are similar to previous research from Mwangi (2018), which stated that some researchers found that reading stories at an

early stage at home, a well-known form of parental involvement, has a clear advantage on children's reading development. Thus, the answer to this second question emphasizes that the treatment of parents to accompany or find a companion such as a tutor encourages children's interest in learning to read even though they are reading a foreign language.

The third question is, "How do you create an environment for your child to read English books?" The third question shows that the environment created by parents to make children read English books is by inviting them to talk during daily activities, taking them, taking turns reading books, and translating their meanings. The activity is more interesting if the books are in the form of picture books. Parents' responses have a close relationship with previous research from Vasylenko (2017), which reported that when parents and family are the support and support children's interest in reading. Thus, the support of the surrounding environment, especially from the family, is a child's motivation to read. In addition, this study presents other children's environments, namely the everyday environment experienced by children, into stories that can be read. The environment with the presentation of picture books is also a factor supporting interest in reading.

The fourth question is, "How do you support children's progress in reading English books?" Based on this question, the researcher found that parents play an important role in supporting children's progress in reading English books. Parental assistance is needed to provide examples of correct pronunciation when the reading process is carried out. In addition, when there are terms that children do not know how to read, a dictionary can be used as a tool. Parents should not forget to congratulate their children on their ability to read English books fluently. Researchers found that Vasylenko (2017) showed that using various tools to help children read was more effective. Therefore, it can be concluded that other helpful tools such as dictionaries, audiobooks or voice recordings of foreigners as examples of pronunciation are very helpful in motivating children to read English books.

The fifth question is, "How do you motivate your child to like reading English books?" The five answers from the parents can be concluded that parents motivate their children to like reading English books by providing an understanding that English is a very important language to learn in education because English is an international language used to communicate around the world. In addition, the parents give gifts to the children when they can read English fluently. The findings of this study are similar to previous research from Mwoma (2017) about English as the instructional language for most of the subjects studied in Kenya. In addition to international languages, the advantage of this finding is that giving gifts to children from their parents will increase children's happiness in reading.

The sixth question is, "What role do you play in helping children read English books?" Based on all the answers from the parents, it was found that parents play a role in helping their children act as teachers and facilitators. They also accompanied their children in studying English books by providing examples of how to pronounce some words. Parents also translate some words to make their children understand what they

read. The role of parents is very useful in developing reading skills. In parents' response to this finding, the researcher found that previous research from Vasylenko (2017) wrote that parents could and should play a considerable role in helping their children expand their reading skills and encouraging their growth in recognizing this. That is, previous research and current research have the same findings. These findings are similar in that parents are not only companions but also teachers and motivators for their children.

The seventh question is, "What steps do you take when accompanying your child to read English books?" Based on the answers from the five parents, parents help their children learn to read English books by giving examples of how to pronounce words; then, the children imitate them and correct pronunciation errors. This step is beneficial for children during the pandemic because they feel like studying with their friends. The findings of this study are in line with previous research from Lumuan (2015), which stated that the Paired Reading (PR) method improved learning that was more conducive and fun. Thus, the role of parents here is as a role model in pronunciation, so the role of parents as a model for their children in reading is very important.

The eighth question is, "What changes can you make in helping your child read English books?" The conclusion from the five answers to the eight questions is that parents make changes by reducing their children's playing time and giving them more time to learn. In addition, examples of pronouncing words appropriately using a dictionary are also given not to be misunderstood. The findings of this study are similar to previous research from Vasylenko (2017), which claimed that parents could and should play a considerable role in supporting their children to develop reading skills and encouraging their reading improvement. With the role of a manager, namely managing children's time in learning, the role of parents is very broad, not only assisting in pronouncing words but also managing their learning time.

The ninth question is, "When do you give reward and punishment for your child's achievement in reading English books?" The conclusion from the five answers to the ninth question is that parents have their way of rewarding their children. Of course, the rewards are useful for future achievements and do not spoil children. Then the punishment also varies according to the way the parents educate; the most important thing is not to make the child's mental decline. In this study, no previous research has written results about the role of parents in giving rewards and punishments to children in motivating reading. Therefore, this role becomes an additional role, a new finding in this study.

The tenth question is, "What role did you play in increasing your child's interest in reading English books?" Based on the answers to the five questions from the five parents, it can be concluded that parents play a role in increasing children's interest in reading English books by acting as motivators and facilitators. They need to prepare children for the need for the learning process and motivate their children when they get bad assignments and motivate them to stay focused on reading English books. The findings of this study are supported by previous research from Vasylenko (2017) noted that parents are important for children both as role models and as supporters of their

business. Therefore, the role of parents as facilitators for children in reading English books is highly expected. Parents who play a role in providing many reading sources will inspire their children to be enthusiastic about reading because their parents support new book source facilities.

## CONCLUSION

We can conclude that children did not need to be persuaded to learn by reading English books because they have been studied according to the existing schedule. Parents only need to accompany their children to learn to read English books. Because of the pandemic that made children study from home, children need their parents' role. They act as a teacher, motivators, and facilitator.

Parents acted as a teacher where. Parents and children use the dictionary to find how to pronounce words correctly. They provide an example of correct pronunciation. Parents play a role by assisting children in learning to read English books, such as parents start to talk some words then children imitate them, and parents give a correction if there are mistakes. Besides, parents and children need to know the meaning of the text to understand what children are being read. Parents should create an environment that surrounds the children to read English books by asking them to talk and use English in daily activities. Parents should reduce the playing time to have useful activities that improve children's reading skills. Second, parents acted as a motivator. They motivated their children that English is a fun and functional language to be learned. Parents also motivate their children by giving rewards if they get good grades/achievements. However, punishment also needed to make children more diligent in learning English books to get the reward. Third, parents acted as a facilitator. They provided a comfortable learning environment as if children learn with their friends, and bought drawing English books to make children not bored. Facilitated children with complete stationery.

## ACKNOWLEDGMENT

We thank the support of the research fund by the Faculty of Languages and Communication Science of Sultan Agung Islamic University. The financial support is really helpful for concluding the research until it is published.

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