The Effectiveness of Online Teaching to The Reading Comprehension of Grade 1 Pupils

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Abstract: This study aims to determine the effectiveness of Online Teaching to the Reading Comprehension of Grade 1 Pupils. This platform was introduced in the time of pandemic and how does it affect the teaching and learning process especially to the primary pupils in Basic Education. Adaptation to the new learning environment was introduced. The study used mixed method of research to establish the effectiveness of online teaching in Grade 1 pupils. Parents were also asked to answer the survey questionnaires. The respondents were selected using simple random sampling. Researcher made test and standardized reading test for the pupils was also used to determine the effectiveness of online teaching. It was found out that online teaching is effective than face to face learning. The pupils obtained higher scores based on the test and reading comprehension. Parents were also asked to answer the survey questionnaire for the preparedness of the pupils in the teaching-learning process. The study revealed that online teaching is effective to the reading comprehension of Grade 1 pupils.

Keywords: effectiveness, comprehension, pupils, parents, learning

Introduction

Educators confront a professional future in which online instruction will play an increased role in pipuls learning. As instructional activities are delivered online, a critical challenge for educators will be to continue supporting those ideals key to the missions of many schools and Colleges of Education the creation of an instructional environment that is culturally responsive, committed to equity and inclusion, and able to support a diverse and well student body Thomas (2020). Teachers can adapt many of the tactics they use in the classroom to develop reading skills in an online class. Because online learning often demands students to work more autonomously than they are accustomed to, we as teachers must alter the methods in which we assist them in reading instructional texts.

Reading is a process of creating meaning, so anytime we give children an item to read, we must also provide them with the tools they need to comprehend the texts. Distance learning necessitates providing these tools in new ways with a higher level of intentionality to support students as they become more self-sufficient. Students, like a constructor, need to see the blueprint for how they may excel in our classrooms. This means that in online learning, we must clearly state the purpose for reading each item before students begin the task, and this purpose must be precisely matched with any assessment given.

Furthermore, to maintain student learning, most schools have adopted online teaching. Elementary school teachers were more likely to use teacher made videos and share their screens for teaching and to arrange a large variety of teaching interactions and identify the teaching environment, teaching the class, discussing, and evaluating reading and learning effectiveness. Moreover, the study aims to determine the effectiveness of online teaching to the reading comprehension of Grade 1 pupils. It is hoped that it would yield positive results to improve the teaching and learning process.

Statement of the Problem

The general problem of this research is to determine the effectiveness of online teaching to the reading comprehension of Grade 1 pupils.

Moreover, the researchers are aiming to answer the following questions:
1. How may the demographic profile of the respondents be described in terms of:
   1.1. age;
   1.2. gender?
2. What is the level of reading comprehension of Grade 1 pupils?
3. Is there a significant difference between online and face to face reading comprehension?
4. How does online teaching affect the reading comprehension of Grade 1 pupils?
5. What implications may be drawn from the result of the study?

Relevant Theories

This part of the research paper includes the theories that the researchers used as their basis for this study. Other than the teaching methodology, theories cited on this page also portray an important role as the entirely guiding process of the study.

Some theories append reading comprehension. The COVID-19 pandemic flare-up in the Philippines. Both public and private school education laid out the strategy of the internet-based school system to all instruction levels. Most teachers utilize a web-based flipped learning strategy to help the arrangement of study for their students. Research planned to quantify the impact of online-based-flipped homeroom advancement between utilizing Google Meet and Microsoft and understudying commitment on pursuing understanding abilities (Setyosari, 2021).

Online class for students is not easy, especially for teachers who teach their students because they usually have a problem with internet connection. But in the few years of the spread of COVID-19, our government has decided not to let students go to school until the virus is gone in our country so the public and private schools implement the online class using a Google Meet and Microsoft Teams in the first academic year of online teaching by teachers it was difficult for the students to cope-up the lesson also the teachers in their teaching due to the new normal set-up but soon the students and teachers got used to it.

The Schema Theory. This theory states that understanding a book is a collaborative effort between the reader's prior knowledge and the text. The ability to relate textual material to one's knowledge is required for effective comprehension. According to Jianhui (2019) in the reading process, the reader's language schema is awakened by the language knowledge structure, and the text information is coupled with the reader's understanding of language skills to attain literal understanding. The reader uses their stock knowledge to comprehend what they read. The schema theory helps us to make sense of what we read and guides us to comprehend the text. This theory helps the pupils to improve their skills such as understanding what they read.

Related Literature This component consists of related literature from different authors and researchers. Thus, these gathered data and information were critically read and analyzed by the researchers one after the other to know the diverse perspectives related to the study.

The government has decided along with public and private schools to conduct online classes so that they do not fall behind. their learning and their knowledge are resumed even if their set-up is an online class and to continue learning even when it is online. Teachers use Google meet or MS Teams and with parental guidance, the grade 1 students are still able to comply. especially in the reading of their teachers. Even though the set-up is an online class, many of our grade 1 students can read with the help of their parents and teachers. Teachers also use digital storytelling by asking them questions related to the story they have read to determine their level of reading comprehension.

The development of pupils' reading comprehension is one of the most essential goals in education (Oclarit & Casinilio, 2021). The curriculum appears to place an emphasis on students' knowledge construction, higher-order thinking skills, and information processing skills. As a result, pupils should be exposed to a specific teaching style or intervention to improve their academic achievement. A student's reading comprehension is their understanding of what they have read. The survey was conducted in eight elementary schools with genuine Grade 1 pupils as respondents. The study investigated the efficiency of context clues as a reading comprehension aid by increasing student vocabulary using the revised Philippine language.

The current school years Philippine Informal Reading Inventory (Phil-IRI) results were gathered, and they reveal a considerable difference from the previous three years. Furthermore, the pretest to post-test results reveals that pupils' reading ability has significantly improved. The usage of context clues improves pupils' reading comprehension, according to the findings. For students that were exposed to context clue tactics over time their ability to detect hints in the text improves, and their comprehension level decreases.

Some of the teachers do not give extra time to teach the students how to read with comprehension, they did not assess their students if they can read or not. So that the students have a lack of interest in reading, and after the school year, even if the students can't read, they pass the students to the next level without knowing anything.

To improve the level of comprehension of the students, they can also put up some strategies to help them fully understand what they read with the help of the teachers and their parents. They can enhance the level of their reading comprehension, by helping them in properly understanding the meaning behind those words.

Many children can read but they do not understand the meaning of what they read for. Writing or taking down notes on what you are reading helps one to understand those difficult words, so you can be familiar with and enhance your vocabulary. The level of your reading ability can be improved. Writing helps kids to get the meaning connection because they are conveying their own thoughts. Through writing, they can also develop their spelling skills.

This study knows the connection between reading comprehension and the academic performance of the pupils. It is a popular characteristic of poor academic performance to have a deficiency in every subject. Even this is the reason that has poor reading comprehension between pupils' reading comprehension and academic performance. If the child has a lack of academic performance and expects that they have poor reading comprehension.

This is the reason why poor pupils take reading skills at that time, they are good on their academics compared to others that have training in reading at the same time. Just like in the first statement that said if the pupil has a lack in reading comprehension, they have a chance of poor academic performance. If the pupils have good reading comprehension skills, they will be successful in their academic performance.

In this study, the researcher would like to know that parents should have a responsibility and need to provide more attention to their children, especially in school. The reader uses their stock knowledge to comprehend what they read. The schema theory helps us to make sense of what we read and guides us to comprehend the text. This theory helps the pupils to improve their skills such as understanding what they read.

The following studies are hereby presented to support the information of online teaching and the level of reading comprehension of grade 1 pupils. Education is evolving, and technology-infused lessons are a great tool for attracting students' attention, particularly in reading. The use of technology in class is becoming more common since research shows that it helps students learn the language more effectively. (Samat & Aziz, 2020).

As online learning and teaching require learners to work on their own, the teachers needed to do some ways to help their learners in reading. Giving students the right tools is one of the things needed because Teachers' goal for learners is to not only comprehend the texts and content required for the program but also to master reading skills that they may use in future matters. Teachers should openly teach these tactics so that students can recognize them as strategies that may be used in a variety of texts Ferguson (2020).

Comprehension is the most crucial part in reading. Learners are expected to comprehend, analyze, synthesize and evaluate large amounts of information. Reading comprehension is a complex process with many components, processes, and aspects to consider improving it among students (Gilakjani & Sabouri, 2016). They also indicate that reading strategy instruction provides an efficient method for teachers to motivate students' participation in their learning and teach how to read effectively. (Fam Y, 2016). Reading comprehension is an important ability that helps students progress in their various academic tasks (Lihiyan 2017). Reading is many things to many people (Umali, 2017).

The teachers can employ integrated technology in classroom activities, especially to design and improve the teaching aids for learning reading. Online teaching can be used to help learners improve their reading comprehension. For boosting pupils' reading comprehension, online teaching instruction is effective and efficient. (Sulistianingsih et.al., 2020).

Apart from that, school administrators should be able to provide new training on how to improve reading comprehension during Online learning. He says that administrators should keep an eye on the deployment of reading activities in this learning mode (Abbas, 2021). Every student has different comprehension it depends on prior knowledge we can assist them in a different way of learning because not all learners are the same way of teaching process you need to observe so you can give the best way to proceed and to learn. They are students and the teachers can give them the best way of learning about reading comprehension also they can develop skills.

The reader should have knowledge and ability to understand the reading passage in reading comprehension. The main ideas, details, and inferences are the common questions that can be drawn from the passage. Orclarit (2021) states that the usage of context clues will increase the analyzing comprehension of the students. Students which are modeled context clue techniques over a time frame enhance their capacity to find clues inside the textual content and alleviate their comprehension level. The purpose of coaching kids to study isn't always for them to analyze a fixed number of discrete interpreting competencies, it's far from having the reader gain that means from the phrases on the published page, to recognize the message with the author attempted to bring while he wrote down the phrases.

The intention is comprehension of the published word. While kids are taught more than one singular technique to help them recognize what they're studying, many kids frequently falter in making use of comprehension techniques once they study, seeing the techniques as discrete abilities which might be carried out while the instructor directs them to apply them, now no longer information their applicability. This article will describe a technique via a method of means by which kids may be proven how to make use of more than one comprehension technique whilst analyzing a story (Acosta, 2021).

The different literature and studies conducted before is somewhat related and like the present studies. Moreover, the reviewed articles and journals provide the different aspects in conducting the purpose of the research about the effectiveness of online teaching in reading comprehension.
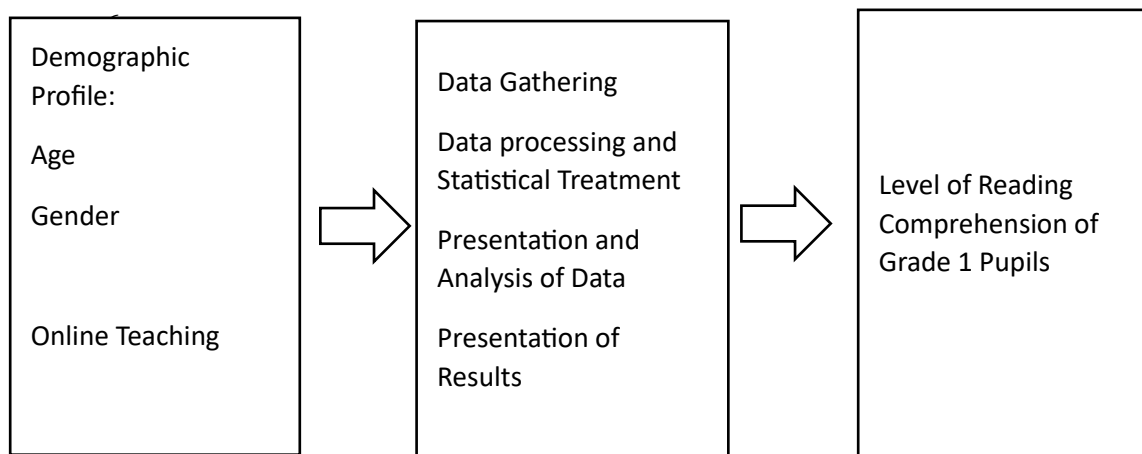
Conceptual Framework

Figure 1. The Conceptual Model of the Study

The study utilized the I-P-O model. The first frame represents the input. The input contains the demographic profile of the Grade 1 pupils measured in terms of age and gender. Online teaching will be employed to measure the effectiveness in the reading comprehension of the respondents. The parent's perception as well as the strategies employed by the teacher will be considered.

The second frame represents the process. The process contains the data gathering, data processing and statistical treatment, the presentation and analysis of data, and finally the presentation of results.

Lastly, the third frame represents the output. The output reflects the level of reading comprehension of the Grade 1 Pupils and the plan of actions drawn from the findings of the study.

Hypothesis of the Study

The study tested the following hypotheses below at a .05 level of significance.

Ho: Online teaching is not effective for the reading comprehension of Grade 1 pupils.

H1: Online teaching is effective for the reading comprehension of Grade 1 pupils.

Methods and Techniques of the Study

The researcher used mixed methods to determine the effectiveness of online teaching for the reading comprehension of Grade 1 pupils. It also allows the researcher to carefully describe and understand the factors that may affect the learners.

Both quantitative and qualitative methods were used by the researcher to gather information on online teaching and reading comprehension of Grade 1 pupils.The parents were also interviewed for the strategies employed.

Discussion

The following discussions were given to determine the effectiveness of Online Teaching to the Reading Comprehension of Grade 1 pupils.

Demographic Profile of the Respondents
Table 1

Respondents' Age

Age	f	Percentage
6	19	63.33
7	9	30.00
8	2	6.67

Total	30	100%

Table 1 presents the demographic profile of the respondents in terms of age. Data shows that 63.33 percent of the respondents are 6 years old. 30 percent of the respondents are 7 years old. A minimum 6.67 percent of the respondents are 8 years old.

Table 2

Respondents' Sex

Age	f	Percentage
Male	17	56.67
Female	13	43.33
Total	**30**	**100%**

Table 2 presents the demographic profile of the respondents in terms of sex. Data shows that majority of the respondents are Male with a 56.67 percent participation.

Level of Reading Comprehension of Grade 1 Pupils
Table 3

Reading Comprehension of Grade 1 Pupils

Performance (Descriptor)	f	Percentage
Outstanding (90% and above)	3	10%
Very Satisfactory (85%-89%)	11	37%
Satisfactory (80%-84%)	16	53%
Total	**30**	**100%**

As shown in Table 3, the grades of Grade 1 pupils Grade 1 pupils range from 53% have an 80-84 grading scale that falls under satisfactory. 37% are very satisfactory, having an 85-89 grading scale, while 10% are outstanding with a 90-97 grading scale. The table shows that half of the respondents are satisfactory in reading comprehension in Filipino.

Reading Comprehension Between Online and Face to face
Table 4
t test result for Reading Comprehension

Group	n	Mean	SD	t	cv	df	p	Decision
Online	15	9.73	0.59	4.299	2.045	28	.000	Reject
Face to face	15	8.33	1.11					

An independent sample *t-test* was conducted to determine whether the mean scores of the online differ from the mean scores of the face-to-face.

The two groups differ significantly, $t(2.045) = 4.299$, p = .000 with 95% confidence level. The mean scores for online (M = 9.73, SD = 0.59) were significantly different from the face to face (M = 8.33, SD = 1.11).

Since the computed *t* value (4.299) exceeds the critical value (2.045), df = 28) the means are significantly different therefore rejecting the null hypothesis.

This means that there is a significant difference between the mean scores of online and the mean scores of the face to face.

Effect of Online Teaching on the Reading Comprehension of Grade 1 Pupils

Table 5

Effect of Online Teaching on Reading Comprehension

Negative Effects	Positive Effects
1 Lack of interest and concentration of Learners in reading.	1 Internet is one of the sources that help students get what information they need.
2. The teacher must have different strategies, and techniques and put an extra effort in teaching that would help learners in reading and in analyzing what they are reading.	2. Parents support and facilitate their child in an online class and to the reading so pupils could have to be well-learned.
3. Poor academic performance because of difficulties in internet connection. Some learners didn't attend the online reading sessions.	3. Teacher used different strategies and method in the lesson to assure that no one will be left behind.
4. More focus on technologies, games, and applications rather than studying and reading.	4. Students get more enhance their reading skills by one on one online oral reading test of the teacher-student through google meet.

Table 6. Below presents the results of the parents who answered survey question number one (1) which is about the difficulties of online teaching with their child's reading comprehension.

The researchers present the percentage on each class view and are going to come up with the highest weight of percentage on the total number of respondents.

Table 6.

Parents Concern on Online Learning

Descriptors	F	Percentage
Privacy ng aking anak (My Child's Privacy)	1	6.7 %
Tunay bang natututo ang aking anak (Learning Outcomes)	7	46.7%
Sobrang oras sa computer (Too much screen time)	4	26.7%
Walang magamit na gadget ang aking anak (Unavailability of Gadgets)	2	13.3%
Mahina o walang internet connection (Internet Connectivity Problem)	8	53.3%
Magiging Interesado kaya ang aking anak sa klase	1	6.7%

Table 6 shows the common concerns and problems experienced by the parents. As was shown in the results, the internet connectivity problem with the highest weight percentage of 53.3% saying that it greatly affects their child's learning using online.

Table 7 effect of online teaching on the reading comprehension of grade 1 pupils.

Table 7.

Parents Concern on Online Learning

Research Questions	Responses
Pure Inquiry	
Ano-ano yung mga alalahanin na may kinalanaman sa inyong	*"Um, siguro dahil na din sa kakulangan sa pera. Yung pangbili na lang sana namin ng pagkain kaylangan pa ipangpaload para makapasok lang yung anak ko sa klase".* (Um, maybe it is because we don't have

anak sa ilalim ng Online Learning?	enough money to buy load. Instead of using the money to buy food, we insisted to spend the money for her studies)
	"Ang hina kasi ng signal sa bahay namin minsan pawala wala pa. Kaya ayun kaylangan pa naming humanap ng magandang pwesto para lang makapasok sa klase tong anak ko. Matyaga naman syang matuto kahit na ganun". (We have low internet signal in our house so to continue her lessons we must find a way to be able to join her class. After all she continues to strive harder in her studies)
	Anlayo kasi ng lugar namin kaya kaylangan ko pang pumunta sa kapibahay para lng magkaroon ng signal tsaka hindi naman palaging may sweldo yung asawa ko sa pagkokonstrucktion kaya kahit gustuhin ko man makapasok yung anak ko araw araw sa klase ehhhh ipinangbibili na lang namin ng pangangailangan namin sa bahay... lalo na at may mas nakakabata pa syang kapatid". (Our place is far, so I need to go to our neighbor just to get a proper signal and my husband doesn't always have salary because he works on a contractual basis. Even if I want my child to go to school every day, we are incapable of financial problem. We will spend the little money we have on our daily needs especially he has younger siblings).
Diagnostic Inquiry	
Gaano kahaba ang oras bawat linggo ang inyong inilalaan sa pagtuturo o pagtulong sa iyong anak?	"Isa hanggang dalawang oras ko lang natuturuan ang aking anak dahil natuturuan ko lamang siya kapag tapos na ako sa mga gawaing bahay." ("I only teach my child for one to two hours because I teach him once I finish doing household.")
	"Naglalaan talaga ako ng ilang oras para turuan o samahan ang aking anak sa pagaaral nya upang alam ko na nag-aaral talaga siya at upang maituro ko sa kanya ito ng maayos lalo na sa pagbabasa" ("I actually take some time to teach or assist my child in his studies so that I know that he is studying and so that I can properly teach him, especially in reading.") Villafuerte (2022) (Transcript no. 2, Lines 35-40)
	"Higit sa anim na oras ang aking pagtuturo at pagtulong sa aking anak dahil ipina-paulit ulit ko sa kanya ang mga gawain upang mas lalo niyang maintindihan ito. Sinasamahan ko rin siya kapag umaattend ng online klas para mayroon siyang gabay katuwang ng kanyang guro." ("I spend more than six hours teaching and assisting my child because I repeat his assignments so that he can understand them better." I usually accompany him to an online class so that he can learn fully from his teacher's instruction.)
Paano nakakatulong sa inyong anak ang online learning?	*"Nakakatulong ito upang mas maging malawak ang kanyang k aalaman dahil mas madali maka access at makahanap ng mga sagot sa internet at kahit naka online class ay na didiscuss ng guro ang discussion ng maayos at ito ay mas naiintindihan ng mga estudyante ang discussion."* (It helps to make its knowledge more likely to find answers to the Internet, and even online classes will have taken care of the teacher well with the discussion and the children can easily understand what the teacher teaches.)
	"Kahit online class ang mga anak ko ay may natutunan naman sila. nakasasabay din sila sa bawat discussion ng kanilang guro at mas prepare nila ang online learning dahil daw kapag nasa bahay sila ay nagkakaroon pa kami ng bonding ng pamilya" (Even though my children have online classes, they have learned something. they are also able to keep up with their teacher's every discussion and they are better

prepared for online learning because they say that when they are at home, we still have family bonding).

Confrontive Inquiry	
Interesado po ba ang inyong anak sa online learning? Pwede po bang magbigay kayo ng halimbawa	*"Naitanong ko na ito sa aking mga anak noong nakaraang taon, ang sabi nila mas gusto nila ng online learning dahil una nasa bahay sila at komportable dito, pangalawa ay mas malawak ang kanilang kaalaman patungkol sa ICT. At panghuli ay madali nilang nauunawaan ang pagtuturo ng kanilang guro nababalikan nila ang recording lesson".* (I asked my children last year, they said they prefer online learning because to begin with they are at home and comfortable with it, in addition, they have a broader knowledge regarding ICT. And in conclusion, they can easily understand their teacher's teaching they go back to the recording lesson.)
	"Opo interasado po ang aking anak. Halimbawa po pag nagtuturo yung teacher niya nakikinig po talaga siya lalo na pag may kasamang videos ang ipinapakita ng kanyang guro". (Yes, my son is interested. For example, when his teacher teaches, he really listens, especially when his teacher shows videos.)
	"Opo, Dahil habang nagtuturo ang kanilang guro sa online class ay nagreresearch ang aking mga anak upang mas maintindihan nila ng husto ang aralin". (Yes, because while their teacher is teaching the online class, my children are researching so that they can better understand the lesson.)
May mga pagkakataon po ba na kayo ang nagsasagot ng assignment o quiz ng inyong anak? Ano po ang dahilan kung bakit kayo ang nagsasagot?	*"Hindi ko sinasagutan, Hanggang maari sa mga anak ko pinapasugatan upang sila ay matuto sa kanilang aralin. Nagiging gabay lamang nila Ako minsan tuwing sumasagot Sila Ng kanilang assignment kung Hindi nila maunawaan".* (I didn't answer that. As soon as possible, I want my child to answer their homework. I am just their guidance to guide them when they cannot to understand)
	"Hindi ako yung sumasagot, hinahayaan ko siyang matuto para sa sarli niya. Pero kung meron naman siyang di alam o di maintindihan e nandito ako para tulungan siya.". (No, there is no chance that I am answering that homework. I want to teach my child for himself. I'm just here to help if he didn't learn or understand his homework),
	"Oo ako na nagsasagawa ng assignment dahil minsan tamad gumawa ng assignment. Hindi rin natututo sa online class at nakakabasa ng maayos kaya mas gusto ko ang face to face classes". (I am answering my child's homework, sometimes he's' lazy to do that. He cannot learn through online learning and cannot read. I prefer the face-to-face classes)

Data shows that parents can only teach their children during their free time. when the household chores are done. Having time to teach the children can help them with learning and reading. One interviewee allotted more time to teaching and helping her children, for her to make sure that her children are learning. Some parents are more comfortable with their son taking an online class than face to face so that he doesn't have to interact too much with people because of the pandemic and his son has learned more things even though it is an online class.

The responsibility of parents is to follow the student's or child's decision, particularly if it has a beneficial impact on their capacity to grow their abilities and ability to read. In this manner, they have learned to provide more information. They require someone to encourage and assist them in their efforts to learn. As a result, parents should lead and support their children. Parents just want their children to be safe, especially in our situation now, so they prefer online learning for safety. They just let her child go

because she was listening to the teacher and her child learned something only when her child needed help when they did not understand the lesson.   The majority statement is that parents are studying their children well even online learning.

The role of the parents can affect the child's learning. Especially when they can influence the development of their reading skills/abilities in such a way they motivate or support the student to strive for greater than the normal. Thus, the students should be guided and motivated by their parents. Some parents want their child to learn independently regarding the homework while some help their child if it is necessary. There is no chance that parents do homework because they want their child to develop the habit of learning. However, it also has opposite statements that researchers discovered wherein majority statement is the children who were guided by their parents.

Table 8.
Strategies and Methods used by the Teacher

Research Questions	Responses
Pure Inquiry	
Ano po yung strategy na ginamit nyo sa pagtuturo ng pagbabasa online?	*"Kailangan maging pamilyar sila dun sa mga letters, sounds ng letters para makabuo sila ng mga pantig o salita. Tapos kaylangan babasahin ng malinaw at malakas at talagang ipapaulit ulit mo sa kanila kasi yun talaga yung maaano sa bata eh, yung retention nila. Matandaan nila kung ano yung mga symbol na yun kasi talagang marami talagang,. kasi sa grade 1 hindi talaga makikilala yung letters. Kaylangan nilang makilala yung letters, yung form ng letters. Basta letters para matandaan nila at makabasa sila. Gumagamit din ako ng marungko approach".*
	(The students should be familiar with the letters and sounds of the letters to form a word. Thus, the teacher should read clearly and loud. She must read again and again, to form retention. The students can remember the symbols but cannot easily remember the letters. They should first remember the forms of the letter to familiarize themselves with the letters itself. I also use *marungko* approach in teaching reading comprehension)
Diagnostic Inquiry	
Madami po bang nakabasa na hindi tinuruan ng magulang habang nag online?	*"Sa section ko madami kasing matityagang magulang, mga nasa more than 10 naman"* (I can say that in my section the students are guided by their parents, in which 10 of my students can read on their own).
Confrontive Inquiry	
Mga ilang oras po kayo nagtuturo at nagpapabasa sa online class?	*"Sa online class hindi pwedeng lumagpas ng more than 2 hours yung session na yun, tapos 20 mins kapag one on one ah.. kapag one on one kang magpapabasa matagal na yung 20 mins"* (In online class we shouldn't have a session of more than 2 hours, then the other 20 mins should use to a one-on-one reading session)

Data shows that the teacher explained the different strategies and methods that she used in the online class to reach the development of student's knowledge and skills. Aside of teacher, parents capable to help their child to have a good result of the online class.

Demographic Profile of the Respondents

63.33 percent of the respondents are 6 years old. 30 percent of the respondents are 7 years old. A minimum of 6.67 percent of the respondents are 8 years. Majority of the respondents are Male with a 56.67 percentage participation.

Level of Reading Comprehension of Grade 1 Pupils

Data shows that the grades of Grade 1 pupils Grade 1 pupils range from 53% have an 80-84 grading scale that falls under satisfactory. 37% are very satisfactory, having an 85-89 grading scale, while 10% are outstanding with a 90-97 grading scale. The table shows that half of the respondents are satisfactory in reading comprehension in Filipino.

Reading Comprehension Between Online and Face to face

The two groups differ significantly, $t(2.045) = 4.299$, $p = .000$ with 95% confidence level. The mean scores for online ($M = 9.73$, $SD = 0.59$) were significantly different from the face to face ($M = 8.33$, $SD = 1.11$). Since the computed t value (4.299) exceeds the critical value (2.045), $df = 28$) the means are significantly different therefore rejecting the null hypothesis.

Effect of Online Teaching on the Reading Comprehension of Grade 1 Pupils

To begin with there are some instances that can affect the level of comprehension of the child ineffectively. Like, lack of interest and concentration of learners in reading, difficulties in internet connection and distraction of online games and application. Even though there are negative effects of online learning, there are still good sides. Students get more enhance their reading skills by one on one of online oral reading test of the teacher-student through google meet. In addition, the teacher must have different strategies and techniques and put an extra effort in teaching that would help learners in reading and in analyzing what they are reading. In conclusion, learners can actively participate during the discussion with the help and guidance of their parents.

Implications Drawn from the Result of the Study

According to the data gathered from Grade 1 pupils and their parents, there is a factor that shows that the students do effective online teaching. Most parents wanted to guide and support the pupils, especially in new normal learning. The students are more flexible and technological advance in a way that it can help them more to cope up.

Conclusions

Based on the discussions and findings, the researchers wrapped up with the following conclusions:
1. Majority of the respondents are 6 years old and female.
2. The study shows that 53% of the grade 1 pupils fall under satisfactory in reading comprehension in Filipino.
3. It shows that teaching reading comprehension online is more effective rather than face to face which means it exceeds the critical value and is considered as a null hypothesis.
4. Based on the findings through the support and guidance of the parents and teachers, the students can really come up with the transition from face to face to an online approach. Wherein instead of using textbooks they can learn with the use of technologies such as google meet or Microsoft teams.

Recommendations

Based on the findings, discussions and conclusions, the researchers would like to propose the following recommendations accordingly:

1. DepEd should promote training on teachers about Online Teaching on Reading comprehension.

2. Teachers should always guide their grade 1 students to further expand their level of reading comprehension.

3. Teachers and parents should work together to keep their students/ children from getting caught up in discussions even if it is an online class.

4. Use different kinds of strategies and techniques that would help the learners in reading online and to develop the level of their reading comprehension.

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