

Effectiveness Of The Recorded Video Reading Materials In Improving The Reading Performance Of Grade 1 Pupils In Mother Tongue-Based Multi-Lingual Education (Mtb-Mle)

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Abstract — This study evaluates the Effectiveness of Recorded Video Reading materials on the performance of the Grade 1 Pupils in MTB-MLE. The findings of the study were the basis of a proposed intervention plan. The study utilized the Quasi-Experimental Type of research to assess the effectiveness of technology-based reading interventions to the performance of the Grade 1 pupils in MTB-MLE. The findings of the study were the basis for an intervention Plan. The study assessed the reading performance and academic performance of the grade 1 pupils based on the results of PHIL-IRI and Academic performance in MTB-MLE. Based on the results given, it can be shown that the pretest performance of the Grade 1 pupils which is equal to 12.62 is lesser than the post-test performance of the respondents which is equal to 19.21 that was resulted to the computed t value which is equal to 1.528 and it was found out that the computed t value is greater than having an equivalent result of 0.172 which could further explain that the hypothesis which states that there is no significant difference between the pretest and posttest performances before and after the integration of the recorded video reading materials to the performance of the Grade 1 pupils in MTB-MLE is rejected.

The test results implied that since the computed value is greater than the critical t value so the integration of the recorded video reading materials is highly significant or significantly effective in improving the test score performance of the Grade 1 pupils in MTB-MLE. Furthermore, the researcher can also conclude that the respondents were really optimistic about improving their skills or performance in other words, they already adopted the new intervention to be learned aside from the usual strategies they experienced in the day-to-day teaching and learning experience.

Keywords — **Effectiveness; Recorded Video Reading Materials; Reading Performance; MTB-MLE**

I. Introduction

Republic Act 10533 also known as “Enhanced Basic Education Act of 2013” is the basis for the continuing educational reform which articulates the main target of the curriculum to equip learners in K to 12 with fundamental literacy and numeracy skills needed for the academic success in the later stage.

Vernacular language is defined as a language that is the mother tongue of a group that is socially or politically dominated by another group speaking a different language (UNESCO, 1968, cited by King and Benson, 1999). An Indigenous language, on the other hand, is “the language of the people considered to be original inhabitants of an area”.

I support the program of the Department of Education which is the implementation of MTB-MLE in the k to 12 Curriculum. Unfortunately, we lack the resources in implementing this program. Some learners also find it boring to just flip the pages of their books, especially now that most of them are indulging in technology resulting to low performance in the subject. Also, mastery of a foreign language like English seemed to be the indicator of educational success nowadays. We neglect our own language which is part of our identity as Filipinos. Inclusion of MTB-MLE in the curriculum would help the learners understand the lessons better and will orient them to our rich culture. I personally think that the use of the mother tongue in the teaching-learning process can help improve the quality of education here in our country but educators must find ways to make learning more interesting. The “fashioned” pencil-and-paper methods of learning are still needed in the classroom. But technology introduces lots of great tools to help our learners learn more efficiently.

As a person who has currently embracing technology in learning myself, I can say that online tools had helped me to get motivated to learn. There is this urge to look forward to having time on devices to explore and learn things through websites, videos, and applications which helped me to stay engaged with the material being taught. In addition, the use of technology also allows parents like myself to stay connected with the progress of learners and helps monitor their learning outcomes. It is important that we adapt to this new trend in education for us to improve the quality of learning amongst our learners since our target is for them to become 21st Century learners who will be life ready once they graduated.

According to UNESCO, Mother tongue-based multilingual education (MTB-MLE) is an education program for learners who do not understand or speak the official school language when they begin school. MTB MLE learners learn to read and write first in their mother tongue.

Based on my experience as a teacher in Grade One, some learners have poor performance in MTB-MLE because they have difficulty in reading. They could not fathom the lesson because they cannot read in the first place, especially during this pandemic when our school is implementing a distance learning modality. Teachers cannot interact with them physically to teach them reading. The best means to connect to the learners and parents is through technology.

Therefore, I thought of having research material regarding the effectiveness of Technology-Based reading interventions to help improve my learners' performance in MTB-MLE.

There are a lot of issues that hinder the performance of learners in the subject MTB-MLE, one of which roots to the poor reading performance of the learners. Some learners cannot comprehend the lesson because they cannot read well. Another problem is that learners in this computer era are more indulged and interested in using gadgets and the internet rather than paying attention to books and reading materials.

This study will utilize technology-based reading intervention to improve the reading skills of the learners in order to improve their performance in MTB-MLE.

Furthermore, the researcher would like to find out whether the integration of technology-based reading intervention will improve the reading performance of the Grade 1 pupils in MTB-MLE. The researcher, as an adviser for a few years, already wants to ensure that all learners develop responses both with reading opportunities and improve reading skills as they started their learning journey.

This study evaluated the Effectiveness of Recorded Video Reading materials to the performance of the Grade 1 Pupils in MTB-MLE. The findings of the study were the basis or a proposed intervention plan.

Specifically, the study sought to answer the following questions:

1. What is the pretest performance of the grade 1 pupils in MTB-MLE before the integration of the recorded video reading materials?
2. What is the posttest performance of the grade 1 pupils in MTB-MLE after the integration of the recorded video reading materials?
3. Is there a significant difference in the pre-test and post-test performance of the Grade 1 pupils before and after the integration of recorded video reading materials?
4. What Enhancement plan can be proposed based on the findings?

NULL HYPOTHESIS

There is no significant difference in the pre-test and post-test performance of the Grade 1 pupils before and after the integration of recorded video reading materials.

II. Methodology

Design. The study utilized the Quasi-Experimental Type of research to assess the effectiveness of Recorded Video Reading Materials to the performance of the Grade 1 pupils in MTB-MLE. The findings of the study were the basis for an intervention Plan. The study assessed the reading performance and academic performance of the grade 1 pupils based on the results of PHIL-IRI and Academic performance in MTB-MLE. Cantuhaon Elementary School in the Division of Leyte is the main locale of the study. The Grade 1 pupils are the main respondents of the study and the data is based on the students' performance ratings based on the pretest and the post-test performances.

Sampling. There are 29 Grade 1 who are included in the study and the primary means of reach is through messenger and cell phones of the parents.

Research Procedure. The researcher asked permission from the Schools Division Superintendent to conduct a research study in the school. The researcher prepared the Grade 1 pupils as respondents. The researcher distributed the questionnaires to the pupils for them to answer. The researcher utilized or integrated the intervention for one month. After which, she gave the questionnaires for the post-test and then retrieve them in order for the data to be consolidated and subjected to statistical treatment using simple percentage, weighted mean, and T-Test for Mean Difference. The academic performance of the Grade 1 pupils was taken based on their reading skills. Different tools were given separately and were explained thoroughly. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed interventions.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principal, approval of the Superintendent of the Division, and approval of the Schools Division Research Committee. Orientation of the respondents both the students and the teachers was done separately.

Treatment of Data. The effectiveness of Recorded Video Reading Materials on the performance of the Grade 1 pupils in MTB-MLE is the main focus of the study and the pretest and post-test scores were treated through a weighted. The same data were used to test the significance difference by utilizing the T-test of the mean difference.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 1

Score Range	Description	PRETEST	
		Frequency	%
21-25	Excellent	0	0
16-20	Very Good	4	14
11-15	Good	22	76
6-10	Fair	3	10
1-5	Poor	0	0
Total		29	100
Weighted Mean		12.62	Good

Table 1 presents the Pre-test performance of the Grade 1 pupils before the integration of the recorded video reading materials in the delivery of the topics in Mother Tongue Based Multi lingual Education (MTB-MLE) in the implementation of the modular distance learning. This time, the respondents which are the Grade 1 pupils are not yet receiving the intervention that was identified by the teachers. This is one of the strategies aside from utilizing the Self-learning modules which was given by the Learning Resource section from the Schools Division Office. They are also currently utilizing the Learners' Activity Sheets (LAS) which were personally written by the writers in the division office through the Quality assurance team.

Based on the result in table 1 on the pretest performance of the Grade 1 pupils as respondents with regards to their performance in MTB-MLE. It can be noticed that the pretest performance which utilizing the basic statistical treatment in order to get the weighted mean as well as solving for the class intervals based on the raw data or the test scores of the respondents in the Mother Tongue Based Multi lingual education before the integration of the recorded video reading Materials in learning. Starting the lowest class interval which started with the 1-5, it can be shown that none of the Grade 1 pupils belong to this level of performance or just 0 percent while on the second-lowest class interval which started in the 6-10 and interpreted as a fair level of performance, there was 3 total number of respondents or 10 percent. On the other hand, going forward in the middle of the class interval which is considered a good level of performance or belongs to the 11-15 which has 22 total respondents or 76 percent, and in this level of performance, it is considered as the dominant level of performance. Furthermore, in the score ranges from 16-to 20, it can be seen that there was 4 total. The number of respondents or 14 percent out of the total number of respondents who took the pretest performance in MTB-MLE which has an equivalent of 29 total respondents or 100 percent.

The results in table 1 implied that the Grade 1 respondents before the integration of the recorded video learning materials in the delivery of the most essential learning competencies in sharing the skills to be improved in MTB-MLE to the Grade 1 pupils are already good level performance considering that the weighted mean is 12.62 which means that majority of the respondents belong to the class interval which is equal to 11-15. In other words, the learners are already good when it comes to performance which means that the grade 1 pupils have already an idea of what to do to learn the different topics in MTB-MLE may it be in the blended learning, printed modular approach, or any approaches delivered by the teacher during the 1st to 3rd grading period. It is also concluded that since the results is in a good level of performance, they are still gray areas that need to be improved, thus intervention or innovation to be shared by the teachers with them is one of the basis in order to assess their learning gained or experiences towards the different topics to be learned by the learners.

Table 2
POST TEST PERFORMANCE OF GRADE 1

Score Range	Description	POST TEST	
		Frequency	%
21-25	Excellent	8	28
16-20	Very Good	18	62
11-15	Good	3	10
6-10	Fair	0	0
1-5	Poor	0	0
Total		29	100
Weighted Mean		19.21	Excellent

Table 1 presents the Posttest performance of the Grade 1 pupils after the integration of the recorded video reading materials in the delivery of the topics in Mother Tongue Based Multilingual Education (MTB-MLE) in the implementation of the modular distance learning. This time, the respondents which are the Grade 1 pupils are already experiencing the intervention that was identified by the teachers. The aforementioned strategy is already embedded as part of the learning or teaching strategies in the delivery of the topics of the aforesaid subject.

Based on the result in table 2 on the post-test performance of the Grade 1 pupils as respondents with regards to their performance in MTB-MLE. It can be noticed that the post-test performance which utilizing the basic statistical treatment in order to get the weighted mean as well as solving for the class intervals based on the raw data or the test scores of the respondents in the Mother Tongue Based Multilingual education after the integration of the recorded video reading Materials in learning the subject. Starting the lowest class interval which started with the 1-5, it can be shown that none of the Grade 1 pupils belong to this level of performance or just 0

percent which has the same result as the second-lowest class interval which started in the 6-10 and interpreted as a fair level of performance. On the other hand, going forward in the middle of the class interval which is considered a good level of performance or belongs to the 11-15 which has 3 total number of respondents or 10 percent and in this level of performance it is considered as the recessive level of performance. Furthermore, in the score ranges from 16-to 20, it can be seen that there were 18 total respondents or 62 percent out of the total number of respondents who took the pretest performance in MTB-MLE which has an equivalent of 29 total respondents or 100 percent. Lastly, the excellent level of performance has a score ranging from 21-to 25, there were 8 total respondents who took the post-test after integrating the recorded video reading materials.

The results in table 2 implied that the Grade 1 respondent after the integration of the recorded video learning materials in the delivery of the most essential learning competencies in sharing the skills to be improved in MTB-MLE to the Grade 1 pupils is considered very effective considering that the performance level of the grade 1 pupils is already excellent level of performance having a weighted mean of 19.21 which means that majority of the respondents belong to the class interval which is equal to 21-25. In other words, the learners have already adopted the new intervention set by the teacher/researcher in the delivery of the lessons for the specific grading period which means that the grade 1 pupils have already an idea of what to do to learn the different topics in MTB-MLE may it be in the blended learning, printed modular approach or any approaches delivered by the teacher during the 1st to 3rd grading period. In other words, those topics which were found to be difficult to learn are already answered if not 100 percent and the majority responded in the higher level of performance.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 1

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 1		12.62	1.528	0.172	Reject H ₀	Significant
	Post	19.21				

Table 3 presents the Test of Difference between the pretest and Post-Test Scores of the Grade 1 pupils before and after the integration of the recorded video reading materials in the delivery of the most essential learning competencies in the MTB-MLE subject.

Based on the results given, it can be shown that the pretest performance of the Grade 1 pupils which is equal to 12.62 is lesser than the post-test performance of the respondents which is equal to 19.21 that was resulting in the computed t value which is equal to 1.528 and it was found out that the computed t value is greater than having an equivalent result of 0.172 which could further explain that the hypothesis which states that there is no significant difference between the

pretest and posttest performances before and after the integration of the recorded video reading materials to the performance of the Grade 1 pupils in MTB-MLE is rejected.

The test results implied that since the computed t value is greater than the critical t value so the integration of the recorded video reading materials is highly significant or significantly effective in improving the test score performance of the Grade 1 pupils in MTB-MLE.

Furthermore, the researcher can also conclude that the respondents are really optimistic about improving their skills or performance in other words, they already adopted the new intervention to be learned aside from the usual strategies they experienced in the day-to-day teaching and learning experience.

IV. Conclusion

Based on the findings of the study, the results of the performance of the Grade 1 pupils are excellently done which means that integrating the recorded video reading materials in the delivery of the different topics based on the most essential learning competencies in MBT-MLE is significant.

V. Recommendations

1. The proposed intervention plan should be utilized by the teachers not only those teachers who are teaching MTB-MLE but also other teachers in the school where the study is conducted.
2. The school head should conduct INSET which is related to the crafting of the different recorded video reading materials in order to fully utilize the intervention which can be fully utilized by the learners even if they are just in their respective homes.
3. The School Head should closely monitor the teacher's performance in the delivery of the most essential learning competencies in MTB-MLE in relation to the utilization of the recorded video reading materials.
4. The School Head should conduct observations of the teachers not only focusing on the teachers handling MTB-MLE but also on other teachers so that they will be encouraged to use the recorded video reading materials.
5. The teachers in the MTB-MLE subject should integrate learning approaches in teaching especially to those identified as least learned competencies that the pupils find difficult to comprehend.
6. All teachers in the school should give learning materials to their pupils which are in relation to their capacity or skills together with the recorded video reading materials so that the parents will also be guided on what to do in giving the Technical Assistance.

In relation to the abovementioned, the researcher is encouraging future researchers to conduct the same study to verify the usability and significance of the study.

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