

Effectiveness of Home-Based Reading Materials to The Performance of The Grade 1 Pupils in Filipino

GERI ANN O. CODILLA

Teacher I

Western Leyte College

Master of Arts in Education

Major in Filipino

geriann.codilla029@deped.gov.ph

Abstract This study is conducted to determine the Effectiveness Of Home-Based Reading Program To The Performance Of The Grade 1 Pupils In Filipino in Linao Central School, in Ormoc City District 3. The findings of the study were the bases for the proposed Intervention Plan. This study utilized Quasi-Experimental research design to determine the Effectiveness of Home-based Reading Program in determining the academic performance of the Grade 1 pupils in the delivery of the different learning competencies in Filipino. The output of this study is to provide enhancement plan of the reading home-based materials that helped the teachers to create a more specific intervention that would help the learners to improve their performances. The test of difference between the scores in the pre-test and posttest reading performances of the Grade 1 learners before and after the integration of the directed reading thinking materials in the delivery of the most essential learning competencies in teaching Reading for the Grade 1 pupils. Based on the findings of the study, there was a positive result brought about by the Directed Reading Thinking Skills (DRTA) in the delivery of the learning competencies in reading considering that the pretest scores gained by the learners before the DRTA compared to the scores gained by the multi-grade pupils after the integration of DRTA which is greater than the critical t value which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 1 pupils before and after the integration of the Directed reading thinking materials in the delivery of the most essential learning competencies in reading is rejected which means that the intervention is significantly effective in improving the reading performance of the learners.

The result of this study further explained that integrating the Directed Reading thinking materials in assessing the reading skills or performances of the learners could help them improved and enhance their skills in reading because they will be processing or they can already process on the different passages they will be reading and they could refine them if necessary specially to the words or phrases that could make them difficult to understand or comprehend.

Keywords — *Effectiveness; Home-Based Reading Program; Performance; Grade 1 Pupils; Filipino*

I. Introduction

Republic Act No. 10533 or otherwise known as Enhanced Basic Education Act of 2013 was enacted where the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment through allowing every student or learner to receive the quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. With that, the Department of Education (DepEd) is continuously fulfilling its mandate ensures to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills as stated in DepEd Memorandum No. 173, s. 2019.

To be successful in school, a child must have skills in reading. Because of this, reading has always been regarded as the primary key to learning in the total educational process. A child who learns this skill quickly and easily is often considered superior and is likely to experience academic success. On the other hand, poor reading skills lead to a lower overall academic achievement and first grade seems to be a critical development period. Learning to read is one of the most important educational outcomes of primary education. The ability to read is fundamental to children's learning, including their development of broader literacy skills, and their future successful participation in society, including the workforce. Reading is a complex process that involves both learnings to decode texts and learning to make meaning from texts. To be effective readers, children need to be able to use the six elements in combination.

Oral Language provides the foundation for learning to read and is directly linked to overall reading achievement.

Most common problem met this pandemic period is lack of knowledge of the parent's on how to teach their child to read. Most of the parent's is uneducated and has not enough background in literacy. Most learner's now a days had a great problem to their reading capabilities. Lack of background in knowing the letters of the alphabets, sounds of the letters in the alphabets, recognizing the consonants, vowels, words, phrases, sentence and has a low level of comprehension skills.

Based on the records gathered by the researcher, it is very challenging for her because the results in the first and second grading on the performance of the Grade 1 pupils in Filipino is not that really good considering that majority of the pupils are belong to fair level using the usual learning strategies. Thus, this is one of the reasons why the researcher is trying to pursue her vision to create new learning strategies that would help the teachers in making the learners improve their learning performances.

This study is conducted to determine the Effectiveness Of Home-Based Reading Program To The Performance Of The Grade 1 Pupils In Filipino in Linao Central School, in Ormoc City District 3. The findings of the study were the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test scores of the grade 1 pupils in Filipino subject before the integration of Home-Based Reading Materials?
2. What is the posttest academic scores of the grade 1 pupils in Filipino subject after the integration of Home-Based Reading Materials?
3. Is there a significant difference between the pretest and posttest scores of the grade 1 pupils in Filipino subject before and after the integration of Home-Based Reading Materials?
4. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no a significant difference between the pretest and posttest scores of the grade 1 pupils in Filipino subject before and after the integration of Home-Based Reading Materials?

II. Methodology

Design. This study utilized Quasi-Experimental research design to determine the Effectiveness of Home-based Reading Program in determining the academic performance of the Grade 1 pupils in the delivery of the different learning competencies in Filipino. The output of this study is to provide enhancement plan of the reading home-based materials that helped the teachers to create a more specific intervention that would help the learners to improve their performances. Linao Central School is the main locale of the study. The Grade 1 are the main respondents of the study and the data based on the students' performance ratings: Pretest and posttest scores performance were utilized. This research is mainly focused to gather data on: The Effectiveness of Home-Based Reading Program to the performance of the Grade 1 pupils; Proposed Intervention Plan based on the findings of the study.

Sampling. There are 30 total number of Grade 1 learners who are included in the study and the primary means of reach is through messenger and cell numbers.

Research Procedure. In order to gather the necessary data in 1 month (30 days), the researcher asked permission from the office of the Schools Division Office headed by our School Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers whom the respondents are under their care. The researcher now conducted the pretest performance before integration of the

different technology-based intervention materials. After administering the pretest, the researcher integrated the new strategy (teaching the lesson on the use of the Home-based Reading Program for a matter of 1 month. After the given period, it was checked their learning through the conduct of the posttest examination. Data was collated and submitted to appropriate statistical treatment. Answering and retrieval of the research tool followed. Different tools were given separately and were explained thoroughly. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed intervention plan.

Ethical Issues. The right to conduct the study was strictly adhered 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 pupils and parents and the teachers was done separately.

Treatment of Data. Effectiveness of Home-based Reading Program in determining the academic performance of the Grade 1 pupils in the delivery of the different learning competencies in Filipino are the focused and it was treated through a weighted mean. The pretest and posttest scores of the Grade 1 pupils are collected and treated using the T-Test of Mean Difference to test the significant difference of the variables being tested.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 1 IN FILIPINO

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	8	27
13-16	Very Good	11	37
9-12	Good	10	33
5-8	Fair	1	3
1-4	Poor	0	0
Total		30	100
Weighted Mean		14.23	Very Good

The table 1 above shows the pretest performances of the Grade 1 pupils in Filipino who were not yet experience the Home-Based Reading Materials to be used in the delivery of the most essential learning competencies in teaching. Based on the results, it was clearly viewed that Grade 1 pupils gave a great shot in terms of test scores performance in which based from the results there were students who are belong in the excellent level of performances having a score ranging from 17 to 20 with an 8 respondents it was found out that the Weighted Mean Score which is coming from the scores of the 23 total number of respondents which is equal to 23.91 and it is set to be in a good level of performance. The abovementioned data in table 1 is brought about by the Grade 1

learners while they are not yet experience the strategies that were being planned by the researcher in the delivery of the most essential learning competencies particularly in reading competencies.

Based on the result in table 1 which focuses on the pre-reading performance of the Grade 1 pupils before the integration of the Directed Reading Thinking Materials as identified one of the strategies in testing the reading performance of the Learners whether they are not independent or not. Based from the results shown, it was revealed that from the score ranging from 17-20 in the excellent level, there were 27 percent while in the 13-16 interval scores which is considered as very good level of performances. Furthermore, in the score ranging from 9-12 which is said to be in a good level performance, there were 12 respondents and considered to be the dominant number of students in testing the reading performances. From the fair and poor of performances which are ranging from the score of 5-8 and 1-4, none from these levels belong to this level of performance which resulted to the weighted mean of 14.23 percent which is considered as very good level of performances. The result implied that most of the Grade 1 pupils who took the pre-reading test are belong in the good level reading performances which means that the respondents have experiencing minor difficulties to an average level of challenges when it comes to reading performances. Those students who are belong to this level are those who are not experiencing the new strategies to be shared by the researcher in determining the performance of the Grade 1 pupils in reading. The results further explains the Grade 1 pupils that because of the different learning experiencing on the learning strategies that introduce by the DepEd Central office help the learners to improve the reading skills or performances of the learners. But because today, the teachers have limited access to the learners in the delivery of the most learning competencies as well as giving 100 percent support on the learning of the learners in terms of reading assessment, the learners performance could not be done as expected by both learners, teachers and school heads thus, results in table 1 have lesser number of learners in the very good and excellent level of performances. Moreover, to bridge the gap between the results of the learners to the expected performance level of the learners, the researcher needs new strategies to be adopted in order to improve the reading performance of the learners specially to those students are not yet improve and gained in the very good and excellent level.

TABLE 2
POSTTEST PERFORMANCE OF GRADE 1 PUPILS IN FILIPINO

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	29	97
13-16	Very Good	1	3
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		30	100
Weighted Mean		19.53	EXCELLENT

The table 2 above shows the post-test performances of the Grade 1 pupils in Reading who were already exposed on the chosen using the directed Reading Thinking Materials in the delivery of the most essential learning competencies in teaching Reading for the 3rd Grading period. Based the results, it was found out that the Weighted Mean which is coming from the scores of the 30 total number of respondents experienced the Directed Reading Thinking Materials. The weighted mean is equal to 19.53 and it is set to be in a excellent level of performance. The above mentioned data in table 2 is brought about by the Grade 1 learners after they were exposed in the directed reading thinking materials introduce by the researcher in the delivery of the most essential learning competencies particularly in reading competencies.

Based on the result in table 2 which focuses on the post-reading performance of the Grade 1 pupils after the integration of the Directed Reading Thinking Materials as identified one of the strategies in assessing the reading performance of the Learners whether the chosen strategies which is the directed reading thinking materials are effective to the performance of the learners. Based from the results shown, it was revealed that from the score ranging from 17-20 in the excellent level, there were 97 percent while in the 13-16 interval scores which is considered as very good level of performances has an equivalent frequency of 1 total number of respondents or 3 percent out of the 30 total number of respondents who were exposed to the directed reading thinking materials. On the other hand, in the score ranging from 9-12 which is said to be in a good level performance, as well as to the fair and poor of performances which are ranging from the score of 5-8 and 1-4 none from these levels belong to this level of performance which resulted to the weighted mean of 19.53 percent which is considered as excellent level of performances. Based from the table 2 results implied that most of the Grade 1 pupils who took the posttest reading test are belong in the excellent level reading performances which means that the respondents have experiencing positive results after embracing the new strategies in assessing their reading performances considering the results that it was improved from 14.23 to 19.53 percent from the 30 total number of respondents. The results further explains the Grade 1 pupils really gained positive results and strengthen their reading and critical thinking skills which are one of the main reasons why they gained or increase their reading performances. One of the reasons why respondents have positive responses to the newly introduced strategy in assessing reading performance because learners could somehow experience stimulate thinking while they were reading the different reading passages which later they will be creating or making predictions about the different passages they are reading. the different learning experiencing on the learning strategies that introduce by the researcher particularly the DRTA help the learners to improve the reading skills or performances of the learners. Nowadays, since the teachers have limited access to the learners in the delivery of the most learning competencies as well as giving 100 percent support on the learning of the learners in terms of reading assessment, the DRTA could be of help because it will guide the learners to create predictions and it will encourage them to share their different ideas on the passages that they will be reading as well as sharing their thinking processes.. Moreover, the DRTA really filled he gap between the results of the learners to the expected

performance level of the learners, considering the results that it was improve from good to very good level of performances.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF MULTIGRADE PUPILS

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 1 Filipino	14.23	19.53	1.62	0.022	Reject H ₀	Significant

The Table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the Grade 1 learners before and after the integration of the directed reading thinking materials in the delivery of the most essential learning competencies in teaching Reading for the Grade 1 pupils. Based on the findings of the study , there was a positive result brought about by the Directed Reading Thinking Skills (DRTA) in the delivery of the learning competencies in reading considering that the pretest scores gained by the learners before the DRTA is just 14.23 compared to the scores gained by the Grade 1 pupils after the integration of DRTA which is equal to 19.53 which resulted to the computed T value 1.62 which is greater than the critical t value of 0.022 which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 1 pupils before and after the integration of the Directed reading thinking materials in the delivery of the most essential learning competencies in reading is rejected which means that the intervention is significantly effective in improving the reading performance of the learners.

The result of this study further explained that integrating the Directed Reading thinking materials in assessing the reading skills or performances of the learners could help them improved and enhance their skills in reading because they will be processing or they can already process on the different passages they will be reading and they could refine them if necessary specially to the words or phrases that could make them difficult to understand or comprehend.

IV. Conclusion

Based from the findings this study the integration of Directed Reading Thinking Materials is significantly effective in improving the reading skills or performance of the Grade 1 learners. Furthermore DRTA, could be a bridge in filling up the gap in improving the teaching strategies of the teachers in the delivery of the most essential learning competencies.

V.Recommendations

1. The proposed intervention plan should be utilized by the Grade 1 Teacher so that they will be guided on how to teach the Grade 1 learners in assess their reading skills.
2. The teacher in reading should integrate and practice the use of Directed Reading thinking materials based to the most essential competencies to monitor and validate the learners' reading performance.
3. The school head should conduct INSET which are related to the integration of Directed Reading Thinking Materials so that teachers will be guided on how to deliver or teach to the learners how to read sentences, passages based on the norms of DRTA.
4. The School Head should closely monitor the teacher's performance on the integration of DRTA in order to test the effectiveness of the strategies vis a vis to the reading performance of the Grade 1 pupils.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results using the DRTA.

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AUTHOR'S PROFILE



GERI ANN O. CODILLA

The author is born on March 16, 1987 at Danao City, Cebu Philippines. She finished her Bachelor of Elementary Education at Tambulilid Elementary School. She is currently finishing her Master's degree of Arts in Education major in Filipino at Western Leyte College of Ormoc City.

She is currently a teacher I in Department of Education and Grade 1 Teacher in Linao Central School, Ormoc City, Leyte, Philippines.