

# Effectiveness on the Utilization of Literacy Station Materials in the Performance of Grade One Pupils in Beginning Reading

APRILA M. ANONAT

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

Aprila.anonat@deped.gov.ph

**Abstract**—Learning to read, write and count is critical to a child’s success in school and later in life. One of the best predictors of school success is the level of a child’s progress in these foundational skills. Although reading, writing and numeracy abilities increase as children grow, the early childhood years, from birth to age eight, comprise the most important period for language, literacy, and numeracy development (DO #12, s. 2015). The ability to read, write and count does not develop naturally, or without careful planning and instruction. The availability and accessibility of age-appropriate and culturally sensitive materials for children are extremely important to encourage the regular practice of reading and counting (DO #12, s. 2015). Thus, it is necessary to provide the appropriate learning materials and activities to the pupils and these materials are supposed to be found in the literacy stations of each of the classrooms in key stage 1. Hence this study has come into being to evaluate the effectiveness of literacy station materials in improving the performance of the Grade one pupils in beginning reading. Given the intervention materials and activities provided in this study, the data revealed a significant difference in the pre-test and post-test performances of the Grade one pupils before and after the utilization of literacy station materials in teaching beginning reading. The excellent performance of the Grade one pupils shows that literacy learning station materials if utilized properly and accurately will help address the problems on literacy among pupils. Thus, utilization of the literacy station activities and materials is effective in supporting the pupils to acquire beginning reading skills and at the same time improving their literacy performance and teaching them to work independently at their own pace.

**Keywords** — *Effectiveness, Utilization, Literacy Station Materials, Performance, Grade One Pupils, Beginning Reading*

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## I. Introduction

In DepEd Order No. 12, Series 2015, the Department of Education recognizes that the foundation of learning is in a child's early language, literacy and numeracy skills. These skills, according to DepEd, do not develop naturally, and thus require careful planning and instruction. There is thus, a need, for children to have access to age-appropriate and culturally-sensitive materials to help them develop the habits of reading, speaking, writing and counting.

Since the school closures, reading is one of the greatly affected skills among learners. In its general sense, reading is the process of comprehending written texts. It requires perception, attention, memory, language skills, and thought (Cayir, 2017). In addition, word recognition and comprehension are two connected processes in reading. Learning to read involves various skills that must be taught to a child. Instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension will surely help a child learn to read (Reade & Sayco, 2017). The acquisition of reading skills starts at the phase of beginning reading, this stage of reading development commences reading instruction involving children whose ages range from four to seven years old (Bear et al., 2016). Indeed, it is a complex process that requires detailed and thorough teaching.

In context, learners begin their education in the language they are most familiar with their mother tongue and must build a strong foundation in that language before progressing on to other languages (DepEd, 2016). Republic Act 10533 or the Enhanced Basic Education Act highlighted the relevance of teaching Mother Tongue-Based Multilingual Education" (Official Gazette, 2013). In addition, the Department of Education through its Department Order number 74 s. 2009 mandated the institutionalization of MTB-MLE nationwide to improve educational outcomes from kindergarten to Grade 3. Moreover, Section 6 of Article 14 of the 1987 Constitution, encourages the government to "take steps to establish and maintain the use of Filipino as a medium of official communication and as a language of instruction in the educational system" (Official Gazette, 2022). Guro Tayo (2022) noted that when it comes to learning to read, learning Filipino comes first, followed by learning to read in English, simply because Filipino letter sounds and syllables are easier to acquire than English. As previously claimed, children's overall educational attainment can be improved by teaching them with the language that they can easily understand in their early grades (Benson, 2002).

However, Philippine Star (2010) reported that most Filipino learners lack motivation to read and many do not have a reading habit (Luz, 2007), which may contribute to an increased number of non-readers and poor readers, especially during this pandemic. Now that face-to-face is already implemented, still it is evident that many pupils are identified frustration and non-readers. Thus, the Department of Education encourages teachers, parents, and stakeholders to work hand-in-hand to restore learning gaps among pupils. This scenario is alarming especially in the key stage 1 pupils of Puerto Bello Elementary School because teaching reading has become the shared responsibility of parents and teachers. However, because of the implementation of

modular learning, some of the crafted literacy materials had already been destroyed and this is the reason why this study is crafted. Further concerns that hampered effective teaching and learning quality is the lack of learning materials to be used in teaching beginning reading.

In addressing these pressing problems in every school, the Department of Education revitalize the implementation of Early Language Literacy and Numeracy (ELLN) Program. Teachers are required to provide literacy learning stations in their classrooms to help pupils do educational games using the materials in every station.

A literacy learning station is an area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy (Diller, 2003). There are different materials placed in every station which are helpful in teaching beginning reading to the pupils. These materials are expected to provide assistance to the teachers in achieving zero-non-reader learners in the key stage 1. Thus, it is in this premise that the researcher conducted this study to evaluate the effectiveness on the utilization of literacy station materials in the performance of Grade one pupils in beginning reading. A proposed improvement plan was formulated based on the findings of the study.

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

This study evaluates the effectiveness on the utilization of literacy station materials in the performance of Grade one pupils in beginning reading in Puerto Bello Elementary School of Merida District, Leyte Division for School Year 2022-2023. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the pre-test performance of the Grade 1 pupils in beginning reading before the utilization of literacy station materials?
2. What is the post-test performance of the Grade 1 pupils in beginning reading after the utilization of literacy station materials?
3. Is there a significant difference in the pre-test and post-test performance of the Grade 1 pupils in beginning reading before and after the utilization of literacy station materials?
4. What improvement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness on the utilization of literacy station materials in the performance of Grade one pupils in beginning reading for School Year 2022-2023. Puerto Bello Elementary School, Merida District, Leyte Division is the main locale of the study. The 28 Grade One pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. A researcher-made beginning reading test which focused on phonemic awareness, phonological awareness, fluency, and comprehension skills was utilized to determine the pre-test and post-test performance of the Grade One pupils before and after the given intervention. A lesson plan highlighting the utilization of the literacy station materials as instructional materials in teaching beginning reading was crafted and taught during the data gathering as intervention for the study. Moreover, different literacy station materials were crafted and used by the pupils as instructional aid in teaching beginning reading. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness on the utilization of literacy station materials in the performance of Grade one pupils in beginning reading through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

**Sampling.** There are 28 Grade One pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the limited face-to-face classes.

**Research Procedure.** The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. After accomplishing the pre-test, intervention was given within four weeks. The utilization of literacy station materials in the performance of Grade one pupils in beginning reading was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in

analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and was acknowledge in the reference.

**Treatment of Data.** The Simple Percentage was employed to evaluate the pre-test and post-test performances of the Grade one pupils before and after the utilization of literacy station materials. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade one pupils in beginning reading.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance of Grade One Pupils**

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	1	4
13-16	Very Good	8	29
9-12	Good	13	46
5-8	Fair	6	21
0-4	Poor	0	0
Total		28	100
<b>Weighted Mean</b>		<b>11.00</b>	<b>Good</b>

Table 1 presents the pre-test performance of the Grade one pupils in beginning reading before the utilization of literacy station materials. It was revealed on the table that among the 28 Grade one pupils 1 or 4% got a score of 17-20 which is interpreted as excellent. This means that this pupil can already recognize the words. This implies that he/she has background knowledge on literacy and that he/she needs enhancement activities to sustain the excellent performance. Moreover, the table shows that there are 8 pupils or 29% got a score of 13-16 which is interpreted as very good. This means that these pupils achieve more than 50% of the items. This implies that these pupils had acquired the basic knowledge in learning to read. Further, the table shows that there are 13 Grade one pupils or 46% got a score of 9-12 which is interpreted as good. This means that these pupils had acquired a minimal knowledge on basic literacy skills and that teachers should give focus to these pupils in teaching beginning reading skills. In addition, Grade one teachers should be sensitive enough to formulate intervention activities so that these pupils will not be left behind. Thus, additional learning support materials are needed to continually improve their reading performance. Likewise, the table shows that there are 6 Grade one pupils or 21% got a score of 5-8 which is interpreted as fair. This means that these pupils need additional activities to help improve their knowledge in reading. This implies that these pupils need intervention activities and to be provided with interactive materials which will help them improve their performance in beginning reading. Finally, the table revealed that the pre-test performance of the Grade one pupils before the utilization of literacy station materials in teaching beginning reading has a weighted

mean of 11.0 which is interpreted as good. The result of the pre-test means that the Grade one pupils need intervention materials and activities to help them address their needs. They need interactive and manipulative materials where they can involve themselves and interact with the materials to acquire the basic knowledge in beginning reading and help them able to read with comprehension. This implies that researchers should think of activities which will involve all learners and help them experience interacting with the materials provided. Literacy learning station materials are some of the examples learning support materials which will help the pupils address their desired needs in learning beginning reading. As Bear et al (2016) had mentioned that the acquisition of reading skills starts at the phase of beginning reading, this stage of reading development commences reading instruction involving children whose ages range from four to seven years old. Hence, it is important that pupils are engage in all activities and that materials should be provided to help them improve their performance.

**Table 2**  
**Post-Test Performance of Grade One Pupils**

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	13	46
13-16	Very Good	15	54
9-12	Good	0	0
5-8	Fair	0	0
0-4	Poor	0	0
Total		28	100
<b>Weighted Mean</b>		<b>16.57</b>	<b>Excellent</b>

Table 2 presents the post-test performance of the Grade one pupils after the utilization of literacy station materials in teaching beginning reading. It was revealed on the table that among the 28 grade one pupils, 13 or 46% got a score of 17-20 which is interpreted as excellent. This means that excellent performance was achieved by some of the grade one pupils after the utilization of literacy station materials and activities. Pupils here were able to fully understand the concepts conveyed and they were already able to read with comprehension. These are the pupils who easily learn the lessons and can work independently while they are doing the activities in every station. This implies that the activities provided in the different literacy stations are effective and based on their needs and capabilities and helped them learn beginning reading skills. Moreover, the table also shows that 15 or 54% of the grade one pupils got a score of 13-16 which is interpreted as very good. This means that reading was developed in this group of pupils. They were able to learn the basic concepts in reading. The activities provided in the literacy stations help them learn the best that they can and aid them in their needs to achieve literacy achievement. This implies that activities and materials in the literacy stations suit the needs of the pupils and help the pupils create new knowledge and experiences and use them in learning beginning reading skills.

Constant visits in the literacy stations and doing the activities provided can boost the confidence of the learners to strive and try to learn to read while at the same time playing with peers with learning. Finally, the table shows that the post-test performance of the Grade one pupils after the utilization of literacy station has a weighted mean of 16.57 which is interpreted as excellent. This means that after the utilization of literacy learning station pupils were able to learn the basic concepts in reading. Since literacy learning stations provided manipulative materials to the learners, each child had to work on the activities provided in the station at their own pace. They are learning alone because they were taught to work independently while they are in the station. This implies that pupils are responsible for their learning during center time and work with the materials to develop, discover, create, and learn a task at their own pace. The hands-on experiences in the different learning stations provide opportunities for pupils to remediate, enhance, or extend knowledge on a skill, concept, standard or topic, pursue interests and explore the world of knowledge, work at the level of need and be challenges, be creative and critical problem solvers, make choices, establish their own pace, and build persistence, manipulate a variety of different types of materials and facilitate complex thinking and dendritic growth (Kracl, 2012).

**Table 3**  
**Test of Difference Between the Scores in the Pre-Test**  
**and Post-Test of Grade One Pupils**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade One Pupils	Pre	11.0	3.992	1.665	Reject Ho	Significant
	Post	16.57				

Table 3 presents the test of difference between the scores in the pre-test and post-test of the Grade one pupils before and after the utilization of literacy station materials in teaching beginning reading. It was revealed on the table that the computed t of 3.992 is greater than the critical value of t which is 1.665, so null hypothesis is rejected. This means that there is a significant difference in the pre-test and post-test performances of the Grade one pupils before and after the utilization of literacy station materials in teaching beginning reading. The weighted mean in the pre-test of 11.0 has increased to 16.57 in the post-test after giving the intervention. The result of the study shows that utilization of literacy station materials in the teaching-learning process aided the pupils to learn the lessons on beginning reading. This implies that the materials found in the literacy stations if managed and used properly will help the pupils learn the basic knowledge in reading and at the same motivates the pupils to learn more and achieve the best in their reading journey. This implies further that utilization of literacy station materials is effective in learning beginning reading among Grade one pupils. According to Kracl (2012), literacy workstations are one way to provide students with a classroom environment that meets the characteristics of effective literacy classrooms, allows the teacher to work with small groups and keeps students engaged in literacy throughout the day. Diller (2003) defines it as "...an area within the classroom where students

work alone or interact with one another, using instructional materials to explore and expand their literacy. It is a place where a variety of activities reinforce and/or extend learning, often without the assistance of the classroom teacher. It is a time for children to practice reading, writing, speaking, listening, and working with letters and words” (Diller, 2003). Hence, pupils can learn to interact with the materials used during their reading activities.

#### **IV. Conclusion**

Given the intervention materials and activities provided in this study, the data revealed a significant difference in the pre-test and post-test performances of the Grade one pupils before and after the utilization of literacy station materials in teaching beginning reading. The excellent performance of the Grade one pupils shows that literacy learning station materials if utilized properly and accurately will help address the problems on literacy among pupils. Thus, utilization of the literacy station activities and materials is effective in supporting the pupils to acquire beginning reading skills and at the same time improving their literacy performance and teaching them to work independently at their own pace.

#### **V. Recommendations**

1. The proposed improvement plan formulated should be utilized.
2. Teachers should utilize the literacy station materials in teaching beginning reading for it has proven to be effective.
3. Teachers should implement and produce literacy station materials which will be utilized by the pupils.
4. Teachers should provide differentiated learning activities and materials in teaching beginning reading skills to help them understand the concept correctly and be able to apply the knowledge gained.
5. Teachers must attend training or LAC sessions on the construction of literacy station materials and activities.
6. Teachers should religiously implement the Early Language Literacy and Numeracy Program through the institutionalization of ELLN corner and hub.
7. School Heads should allocate budget for the procurement of materials to be used in the production of literacy learning materials which are prescribed in the literacy stations.



8. School Heads should spearhead in the crafting of training design and LAC plan for trainings and LAC sessions for the improvement of teaching-learning process of teachers most especially in the improvement of learning resource materials in the literacy stations.
9. School Heads should provide technical assistance to teachers in terms of teaching literacy skills, especially to key stage 1 classes.
10. School Heads should regularly monitor the teaching-learning process of teachers in the key stage 1 classes.
11. School Heads should maximize the time in providing appropriate technical assistance based on the needs of the teachers in teaching reading skills.
12. School Heads should submit the crafted literacy station materials, activities, and lesson plans for quality assurance.
13. School Heads should encourage and provide technical assistance for the crafting of innovations and research based on the intervention provided to improve the performance of the pupils; and
14. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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#### AUTHOR'S PROFILE



**MRS. APRILA M. ANONAT**

The author is Mrs. Aprila M. Anonat. She was born on April 14, 1986 at Brgy. Candelaria, Matag-ob, Leyte. She is married for 11 years with Mr. Ian Bhemful J. Anonat and has two children. She's presently residing at Purok 1, Brgy. Macario, Merida, Leyte. She finished her elementary education at Matag-ob Central School, Matag-ob, Leyte in the year 1998-1999 and continue her quest for education and able to finish her secondary education at Matag-ob National High School, Matag-ob, Leyte in the year 2002-2003. She enrolled and finished her Bachelor in Elementary Education at the Visayas State University, VISCA, Baybay City, Leyte in the year 2007-2008. She took up Master of Arts in Education Major in Supervision and Administration and finished her course with complete academic requirements at Western Leyte College of Ormoc City, Inc.

Right after passing the Licensure Examination for Professional Teachers last September 2008, She worked at the Cathedral School of La Naval, Naval Biliran for three years as Elementary School Teacher before she was hired as a Public Elementary School Teacher of the Department of Education on June 14, 2014. She was assigned at Canbantug Elementary School as Grade 4 Teacher for 4 years. And now she is currently teaching Grade 1 pupils at Puerto Bello Elementary School. She also attended series of webinars/seminars and trainings to increase his professional growth as a teacher.