Effectiveness of Technology-Based Contextualized Reading Materials to The Reading Performance of The Grade 1 Learners in Filipino

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Abstract — This study evaluated the Effectiveness of Technology-based Contextualized reading materials to the skills performance of the Grade 1 pupils in Maybog Elementary School, in Baybay City Division. The findings of the study were the bases for a Proposed Enhancement Plan. The study utilized the Quasi Experimental type of research Design to evaluate the effects of Effectiveness of Technology-based Contextualized reading materials to the skills performance of the Grade 1 pupils in Maybog Elementary School, in Baybay City Division. The researcher utilized Universal Sampling in identifying the respondents of the study. The Technology-based contextualized reading materials in delivering the different learning competencies in Filipino, it was found out to be more effective compared to the usual strategies used by the teacher-researcher specially after the evaluation of the skills of the learners by the teachers. It is very effective or the intervention is very effective because the hypothesis which states that there is no significant difference of the pretest and posttest performance before and after the integration of the technology-based contextualized reading materials is rejected, thus the identified intervention is effective. Considering that based from the results shown in table 1 with an average weighted mean which is based from the assessment conducted by the teacher-researcher implied that majority of the Grade 1 pupils which has a total of 12 number of respondents or Grade 1 learners are already having a Good performance maybe because some of the Grade 1 learners are already experiencing some strategies that really motivate them to learn with the help of their peers and parents or guardians considering also that some of the teachers for the past 6 months already given lessons which integrated technology as well as sharing lessons through face to face contact which means that the grade 1 learners are capable enough of learning some of the topics presented by the teacher-researcher in English. After the respondents received the intervention as shown in the table 2 with an average weighted mean which is based from the assessment conducted by the teacher the learners are more inspired and aspiring to be an excellent learner at the end of the grading period or even at the end of every grading period. The new strategy introduced by the teachers motivate them to be more optimistic in learning the topics even if they will be experiencing difficult times in learning the different learning competencies. As we all know, learners are really love to learn the topics if and only if they will be gaining topics through visual presentation or having moving objects while discussing the topics in the face-to-face bases. Another bases why the respondents

really learning the different learning competencies is that they received also motivation to learn from their peers and parents or guardians through discussing the lessons having with the integration of technology as well as sharing lessons through face-to-face contact. The results further explains that they really love to learn the subject through giving of formal conduct of reading.

Keywords — Effectiveness Technology-Based Contextualized Reading Materials Performance Grade 1 Pupils Filipino

I. Introduction

Reading is very necessary for learning, teaching children in reading gives them a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and of course, imagination.

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.

Nowadays, technology has made the biggest impact in our daily lives through education, communication, etc. Thus, when used appropriately, educational technologies can enhance learning experiences for young learners. Technology plays a positive role in children's development and learning. Through the use of technology, teachers have access to more innovative and improved teaching methods that allow them to promote learning and create an active learning environment for children. Technology based reading strategies are becoming more and more common practice in today's literacy instruction. In the classroom, technology provides new and exciting pathways for teaching, learning and communication.

As a parent and a grade 1 teacher, I want all my learners to learn how to read. As I observed, there are some learners who can learn fast in reading but there also some struggling learners who can hardly learn even if different strategies are employed in teaching. Since technology is prevalent nowadays, children are exposed to gadgets such as tablets, cellphones, and laptops. I believe that introducing technology-based contextualized reading materials to grade 1 pupils would be of great big help as a tool in learning to read.

From a very young age, children are increasingly using digital media (Kucirkova, 2019). Thus, it would be beneficial if it will be integrated as a strategy in teaching learners how to read. First grade is packed with important and exciting transitions as children leave behind much of the play of preschool and kindergarten and begin to develop more academic skills. Reading at the first-grade level encourages phonemic awareness, or the understanding of the sounds and syllables that make up words. A child will also develop phonological awareness, or the knowledge of how syllables sound when put together into words. Using these skills together, a first-grader can sound out words using individual syllables and break words down into their component syllables. He will apply this knowledge to identifying new words.

As I have observed, there are some parents who do not know how to read because they were not able to go to school during their early years which hindered them to follow up with their children's reading assignments. Moreover, some of the grade 1 pupils have difficulty in reading due to poor development of the basics in reading such as phonemic awareness and understanding of the sounds and syllables. I believe that with the help of technology, it would be of great help to the pupils to learn further how to read even without the help of their parents.

Thus, this is one of the reasons why the researcher is trying to pursue her vision to push her enthusiasm to conduct and focus this study in order to create new learning strategies in reading that would help the teachers in improving the reading performances of Grade 1 learners.

This study was conducted to determine the Effectiveness of Technology-based Contextualized reading materials to the skills performance of the Grade 1 pupils in Maybog Elementary School, in Baybay City Division. The findings of the study were the bases for the proposed ENHANCEMENT Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test reading performance of the grade 1 learners in reading before the integration of Technology-based Contextualized Reading Materials in the 2nd Grading period?

2. What is the posttest reading performance of the grade 1 learners in reading after the integration of Technology-based Contextualized Reading Materials in the 2nd Grading period?

3. Is there a significant difference between the pretest and posttest performance of the grade 1 pupils in reading before and after the integration of technology-based Contextualized Reading Materials for the 2nd Grading period?

4. What ENHANCEMENT plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest performance of the grade 1 pupils in reading before and after the integration of technology-based Contextualized Reading Materials for the 2nd Grading period.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of Technology-based Contextualized Reading Materials to the skills Performance of the Grade 1 pupils in the delivery of the most essential learning competencies in 2nd grading period in Filipino subject. The main local of the study is the Maybog Elementary School in the Schools Division of Ormoc City. In the aforementioned Research Environment, the main respondents that were chosen by the teacher-researcher was the Grade 1 pupils which was underwent evaluation prior to the inclusion of the intervention and after the aforesaid intervention was done. These particular examinations were carefully validated by the teacher-researcher herself which are the pretest and posttest reading performances. The different Technology-based reading materials was underwent series of validation for approval of the people from the Learning resource of the Division Office. This was done to validate the performances of the Grade 1 pupils before and after the implementation of the Technology-based . Contextualized Reading Materials. This study is mainly focus on the results of the different tests to gather data: The pretest reading performance of the Grade 1 pupils before the implementation of the Technology-based. Contextualized Reading Materials, The Posttest performance of the Grade 1 pupils after the implementation of the Technology-based Contextualized Reading Materials, as well as the significant difference of the pretest and posttest before and after the implementation of the Technology-based Contextualized Reading Materials in the delivery of the most essential learning competencies in teaching Filipino for the second Grading Period. In the Quasi- experimental research design, the researcher prepared different reading materials that were focus on the learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed enhancement plan was crafted based on the findings of the study.

Sampling. There are 22 who are included in the study. 11 respondents of the study were Males and 11 were Females and the primary means of reach is through actual meeting of the identified Grade 1 learners during the gathering of data. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which was based from the Quasi-Experimental Research design which was applied in this study and the tools to be utilized in the study are the summative test questionnaires. The different tools prepared by the

Teacher-researcher were the ff: validated Summative Test Questionnaire in English subject from the Self Learning Modules that were focused on the different competencies in the 2nd grading period. The 25 items test questions were used before the intervention were given to the Grade 1 pupils. After one month of the intervention, posttest was given to the grade 1 pupils with the same test questionnaire having composed of 25 items. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the Technology-based . Contextualized Reading Materials together with the technology-based reading materials which were utilized, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through proper coordination with the Master Teachers and school head was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Assistant Schools Division Superintendent who is the Chairman of the Schools Division Research Committee as well as to the Public Schools District Supervisor and to the principal approval. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The Effectiveness of Technology-based Contextualized Reading Materials to the Performance of the Grade 1 pupils in Filipino on the area focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 1 Pupils in Reading

Score Range	Description	Experimental Group	
		Frequency	%
21-25	Excellent	0	0
16-20	Very Good	0	0
11-15	Good	12	55
5-10	Fair	9	41
1-5	Poor	1	4
Total		22	100
Weighted Mean		10.73	Good

The table 1 above shows the pretest performances of the Grade 1 pupils in Filipino. The results in this table only shows how the respondents which are the grade 1 learners learn the subject prior to the giving of the intervention or simply for having not yet experience the strategy in teaching the topics on the aforementioned subject. This results in the pretest were based from the performance of the grade 1 pupils based from the learning that they have learned from their Kindergarten days where learning the different sounds as well as writing letters for the entire year in order for them to learn the topics for the entire year. Based on the results in the pretest performances of the Grade 1 pupils we can have assurance that learning by this time on the delivery of the most essential learning competencies in Filipino in the kindergarten level is already quite good as the researcher will be identified as to the performance of each of every learner to fully focus on what strategy or strategies that need to be delivered based on the time given as reflected in the plan.

Based on the result in table 1 which fucoses on the pretest performance of the Grade 1 pupils before the integration of the Technology-based contextualized reading materials as identified intervention in the delivery of the most essential learning competencies in Filipino for the 2nd grading period. In this time of the evaluation of learners' performance, the Grade 1 learners really giving their part or best to answer the evaluation or assessment as to their learning experiences from the past, meaning the result of the assessment is based on the things that they have gained from their teachers, parents or guardian, siblings during the limited face to face implementation.

Table 1 shows the score range based from the raw data or scores/values, description of each of the class limits presented as well as the frequency and the percentage of the experimental group being tested. Majority of the Grade 1 respondents during the assessment of their skills performance before the intervention was conducted, they are belong to the good level of performance which is equal to 12 total number of respondents or 55 percent while the second highest number of

respondents having the percentage of 41 percent is on the score ranging from 5-10 having the description of performance equal to fair level of performance which means that there are 9 respondents out of the 22 over all total number of respondents who were validated before the integration of the identified intervention in the topics which focus in the second Grading period of the school year 2022-2023. On the other hand, the respondents which are belong in the poor level of performance having the score ranging from 1-5, there are 1 respondent only or 4 percent which compromising the 22 total of respondents being tested which is equal to 100 percent. In the level in which all the learners should be gained by them after they will be receiving the lessons for a certain grading period. From the scores which are ranging from 21-25 having the excellent level of performance, there were none of the identified learners or respondents or zero percent which is the same scenario happens in the very good of performance having the score ranging from 16-20 and considered to be the second highest performance level or indicator.

Based from the results in table 1 with an average weighted mean of 10.73 which is based from the assessment conducted by the teacher-researcher implied that majority of the Grade 1 pupils which has a total of 12 number of respondents or Grade 1 learners are already having a Good performance maybe because some of the Grade 1 learners are already experiencing some strategies that really motivate them to learn with the help of their peers and parents or guardians considering also that some of the teachers for the past 6 months already given lessons which integrated technology as well as sharing lessons through face to face contact which means that the grade 1 learners are capable enough of learning some of the topics presented by the teacher-researcher in Filipino.

Table 2
Post Test Performance of Grade 1 Pupils in Reading

Score Range	Description	Experimental Group	
		Frequency	%
21-25	Excellent	3	14
16-20	Very Good	19	86
11-15	Good	0	0
5-10	Fair	0	0
1-5	Poor	0	0
Total		22	100
Weighted Mean		20.18	Very Good

The table 2 above shows the posttest performances of the Grade 1 pupils in Filipino. The results in this table only shows how the respondents which are the grade 1 learners which was chosen based on the universal sampling technique that were learned the subject after implementing or giving of the intervention which is the technology-based contextualized reading materials in teaching the topics in Filipino subject. This results in the posttest were based from the performance of the grade 1 pupils based from the learning that they have learned from the discussion made by

the teacher for 1 month or 4 weeks in which the desired learning competencies were delivered. This time, the Grade 1 pupils have already learned and the teacher have assurance that learning by this time on the delivery of the most essential learning competencies in Filipino in the Grade 1 learners. As to the performance of each of every learner to fully focus on what strategy or strategies that need to be delivered based on the time given as reflected in the plan is significantly improved based on the findings. Based on the result in table 2 which fucoses on the posttest performance in the delivery of the most essential learning competencies in Filipino for the 2nd grading period. In this time of the evaluation of learners performance, the Grade 1 learners really giving their part or best to answer the evaluation or assessment as to their learning experiences from the time that they have learned from the topics presented from the full implementation face to face classes.

Table 2 shows the score range based from the raw data or scores/values, description of each of the class limits presented as well as the frequency and the percentage of the experimental group being tested. Majority of the Grade 1 respondents in the posttest during the assessment of their skills performance after the intervention was conducted, they are belong to the very good level of performance having the score ranging from 16-20 which is equal to 19 total number of respondents or 86 percent while the second highest number of respondents having the percentage of 14 percent is on the score ranging from 21-25 having the description of performance equal to excellent level of performance which means that there are 3 respondents out of the 22 over all total number of respondents who were validated before the integration of the identified intervention in the topics which focus in the second Grading period of the school year 2022-2023. On the other hand, the respondents which are belong in the poor level of performance having the score ranging from 1-5, there are none of them or zero (0) percent. From the scores which are ranging from 11-15 having the good level of performance, there were none of the identified learners or respondents or zero percent which is the same scenario happens in the fair of performance having the score ranging from 5-10 and considered to be the second highest performance level or indicator.

Based from the results in table 2 with an average weighted mean of 201.18 which is based from the assessment conducted by the teacher-researcher implied that majority of the Grade 1 pupils which has a total of 19 number of respondents or are already having a very good level of performance maybe because some of the Grade 1 learners are already experiencing new strategies that really created them to be more inspired and aspiring to be a an excellent learner at the end of the grading period or even at the end of every grading period. The new strategy introduced by the teachers motivate them to be more optimistic in learning the topics even if they will be experiencing difficult times in learning the different learning competencies. As we all know, learners are really love to learn the topics if and only if they will be gaining topics through visual presentation or having moving objects while discussing the topics in the face-to-face bases. Another bases why the respondents really learning the different learning competencies is that they received also motivation to learn from their peers and parents or guardians through discussing the lessons having with the integration of technology as well as sharing lessons through face-to-face contact.

Table 3
Test Of Difference Between The Scores In The Pre-Test And Post-Test
Of Grade 1 Pupils In Reading

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre Post	10.73 20.18	4.133	0.891	Reject Ho	Significant

The Table 3 Presents The test of difference between the scores of the Grade 1 learners which were chosen to be the respondents of the study in the pre-test as well as the result on the assessment of the posttest performances before the integration of the technology-based contextualized reading materials and after the integration of the identified intervention in the delivery of the most essential learning competencies in Filipino which are usually focus on the reading performance of the Grade 1 pupils. In this table, the teacher-researcher is trying to present on the comparison of the results in the pretest and posttest performance of the respondents before and after the conduct or validating the skills or performance of the respondents how far they have learned the subject or topics presented and to be presented by the teacher researcher.

Based from the results in table 3, it shows that the pretest performance which is equal 10.73 is lesser than the posttest performance of the Grade 1 pupils which is equal to 20.18. This result is based on the implementation which was shown before and after the integration of the Teacher-made video lessons having the result of 4.133 which is the computed t value and also identified as greater than the value of the critical t which is equal to 0.891.

The result implied that when the teacher integrated the teacher-made contextualized reading materials in delivering the different learning competencies in Filipino, it was found out to be more effective compared to the usual strategies used by the teacher-researcher specially after the evaluation of the skills of the learners by the teachers. It is very effective or the intervention is very effective because the hypothesis which states that there is no significant difference of the pretest and posttest performance before and after the integration of the technology-based contextualized reading materials is rejected, thus the identified intervention is effective. Considering that based from the results shown in table 1 with an average weighted mean of 10.73 which is based from the assessment conducted by the teacher-researcher implied that majority of the Grade 1 pupils which has a total of 12 number of respondents or Grade 1 learners are already having a Good performance maybe because some of the Grade 1 learners are already experiencing some strategies that really motivate them to learn with the help of their peers and parents or guardians considering also that some of the teachers for the past 6 months already given lessons which integrated technology as well as sharing lessons through face to face contact which means that the grade 1 learners are capable enough of learning some of the topics presented by the teacher-researcher in English. After the respondents received the intervention as shown in the table 2 with an average weighted mean of 201.18 which is based from the assessment conducted by the teacher

the learners are more inspired and aspiring to be an excellent learner at the end of the grading period or even at the end of every grading period. The new strategy introduced by the teachers motivate them to be more optimistic in learning the topics even if they will be experiencing difficult times in learning the different learning competencies. As we all know, learners are really love to learn the topics if and only if they will be gaining topics through visual presentation or having moving objects while discussing the topics in the face-to-face bases. Another bases why the respondents really learning the different learning competencies is that they received also motivation to learn from their peers and parents or guardians through discussing the lessons having with the integration of technology as well as sharing lessons through face-to-face contact. The results further explains that they really love to learn the subject through giving of formal conduct of reading.

IV. Conclusion

Based from the findings of this study, it was found out that the integration of technology-based contextualized reading materials is significantly effective in improving the reading performance of the Grade 1 pupils. Moreover, as the learners exposed to the reading materials which are moving, they can easily learn and familiar the letters or letter sound.

V. Recommendations

1. The proposed improvement plan should be utilized by the grade 1 Teachers in the delivery of the most essential learning competencies through the different topics which could enhance or develop the reading skills of the Grade 1 learners as well as to other grading levels.

2. The teachers in reading should integrate the technology-based contextualized reading materials as intervention in enhancing or developing the reading skills of the pupils specially to those struggling readers through the use of the different reading materials in order for them to refrain from doing absences due to lack of basic knowledge in reading.

3. The school head should conduct LAC Session during 11 weeks of every grading period in order share the best practices provided by the Grade 1 teachers as well as to conduct advocacy campaign to other teachers and encourage or motivate them to apply the same strategies to their students specially to their students who are struggling readers.

4. The School Head should closely monitor the teacher's daily routine or during the delivery of the different learning competencies or during the delivery of the topics specially in the activity part specially that merely focus on the development of the learners' readings kills.

5. In relation to the abovementioned, the researcher is giving the authority to conduct the same study to validate the effectiveness of the technology-based contextualized reading materials.

ACKNOWLEDGEMENT

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AUTHOR'S PROFILE

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The author was born on July 23, 1988 in Ormoc City, Leyte Philippines. She finished her Bachelor of Elementary Education degree at Visayas State University Main Campus, Visca, Baybay City, Leyte. She took and passed the Licensure Examination for Teachers on September 2010. She is currently pursuing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She started at DepEd as a volunteer Kindergarten Teacher in Maybog Elementary School on 2011 and became a regular permanent teacher on 2013. She continued teaching kindergarten from 2013 to 2018 and teaching Grade 1 in that year up to present. She was promoted from Teacher I to Teacher III on 2019.

She is currently a teacher III in Department of Education and a Grade 1 Teacher in Maybog Elementary School, Baybay City, Leyte. She is also assigned as the School DRRM and LIS Coordinator for six years now.