

Effectiveness of Teacher-Made Manipulative Learning Materials in Improving the Word Recognition Skills of the Grade 2 Indigenous People Education (IPEd) Learners

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Abstract—Language literacy enhancement is a vital intervention to address issues that take place in the process of teaching and learning a language (Vulchanova et al., 2017). It lays down language teaching practices, approaches, and strategies that guide teachers in producing learners that are communicatively competent and highly literate. Based on the main objective of LAMC, learners are expected to develop learning competencies that can be applied to a variety of communicative functions (DepEd, 2016). Being competent and multiliterate in the Mother Tongue, Filipino, and English is part of the curriculum’s rationale to equip the learners with the skills necessary to understand the multifarious systems of communication in the era of globalization (Barrot, 2018). Thus, this study was formulated to evaluate the effectiveness of teacher-made manipulative learning materials in improving the word recognition skills of the Grade 2 Indigenous People Education (IPEd) learners. A quasi-experimental research design employing pre-test and post-test utilizing the Comprehensive Rapid Literacy Assessment (CRLA) tools. Manipulative learning materials which are colorful, interactive, and video-based were crafted and used in the teaching-learning process in the duration of data gathering. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the performances of the Grade 2 Indigenous People’s Education (IPEd) learners before and after the utilization of teacher-made manipulative learning materials in teaching. The manipulative learning materials which are letters framed or mounted on cardboard where learners had to master the sounds of the letters and providing them with video presentations which show lessons on the production of sounds and other interactive activities where learners can join in manipulating the computer contribute to the improvement of the learner’s level of performance thus, making the intervention an effective learning material in teaching word recognition skills.

Keywords — Effectiveness, Teacher-Made Manipulative Learning Materials, Grade 2 IPed Learners, Word Recognition Skills

I. Introduction

The Indigenous peoples are a fast-growing population in many countries (Australian Bureau of Statistics, 2018; Canada Statistics, 2016 & Statistics New Zealand, 2016); however, most of them, particularly those living in remote areas, have experienced persistent academic underachievement due to diverse political and socio-economic circumstances (Li, et al., 2021). According to the United Nations (2017), “Indigenous students tend to have lower enrolment rates, higher dropout rates, higher absenteeism rates, higher repetition rates, lower literacy rates and poorer educational outcomes than their non-indigenous counterparts”. Results from large-scale standardized tests have shown that Indigenous students underperform in English reading and writing compared with their non-Indigenous counterparts, falling significantly below required benchmarks (Shaley et al., 2017).

And this has been the problem encountered by the teachers in Isabel Central School. Due to its socio-economic status, some of them go with their parents in the streets to ask for money. The reason for having difficulty in learning and most of them were unable to read. It was shown on the result of the CRLA pre-test conducted by the researcher during the opening of classes that among the 16 Indigenous People Education (IPed) learners, 15 were not yet ready for the grade. Meaning that based on their capacity to recognize the words and their meaning, they were unable to meet the standard for the grade.

Based on the above data, the researcher had tried differentiated strategies and techniques to help the learners learn literacy skills. The teacher has crafted manipulative learning materials in teaching literacy and utilize their materials during the teaching-learning process. Through these materials, the learners will be able to recognize the sound of the letters of the alphabet, learn to blend the sound to form a word and able to learn the meaning of the word in the sentence which will help them understand the text reading.

Enhancing language literacy is one of the most prioritized learning targets of the K-12 curriculum in the Philippines. Several language acquisition, learning, teaching, and assessing principles to which the present Language Arts and Multiliteracies Curriculum (LAMC) is anchored on, are consistently improved to forward maximum and effective instructional efforts in enhancing learners’ communicative competence and multiliteracies. At the elementary level, teachers apply innovative pedagogical strategies to develop learners’ macro skills which are relevant to have a meaningful interaction with others in a multicultural society. However, this language literacy enhancement is considered as a challenging task for the Indigenous Peoples Education (IPed) teachers due to several constraints that may have influenced the indigenous learners’ language learning competence.

Language literacy involves the process of acquiring and learning a target language that is used for real communication (Honigsfeld, 2019). It is fundamental to the learners since learning a specific language is a vehicle to convey one's feelings, thoughts, and experiences; this, in turn, would allow him or her to build relationships and harmony with other people. Thus, language acquisition and learning are an overriding domain of language literacy enhancement as it enables the learners to engage in various communicative settings and learn how to function effectively within society (Kalantzis et al., 2016).

For school-age language learners, there is no solitary way to become literate in their target language. Although they participate in communication activities that provide an atmosphere conducive to language acquisition, teachers remain the primary source of input in the target language (Paesani & Allen, 2020). With this end view, language teachers are given a central role in honing the learners' language literacy or communicative competence. Thus, providing the learners with teacher-made manipulative learning materials, learners will be able to read and improve their literacy levels. And it is in this premise that this study is formulated to evaluate the effectiveness of teacher-made manipulative learning materials in improving the word recognition skills of the Grade 2 indigenous people education (IPEd) learners. A proposed improvement plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a grade 2 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 of teacher-made manipulative learning materials in improving the word recognition skills of the Grade 2 Indigenous People Education (IPEd) learners of Isabel Central School, Isabel I 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 level of the word recognition skills of Grade 2 Indigenous People Education (IPEd) learners in before the utilization of teacher-made manipulative learning materials?
2. What is the level of the word recognition skills of Grade 2 Indigenous People Education (IPEd) learners after the utilization of teacher-made manipulative learning materials?
3. Is there a significant difference in the level of the word recognition skills of Grade 2 Indigenous People Education (IPEd) learners before and after the utilization of teacher-made manipulative learning 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 of teacher-made manipulative learning materials in improving the word recognition skills of the Grade 2 Indigenous People Education (IPEd) learners for School Year 2022-2023. Isabel Central School, Isabel I District, Leyte Division is the main locale of the study. The 16 identified frustration and non-readers in Grades 2 among the Indigenous Peoples Education (IPEd) learners enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. A Comprehensive Rapid Literacy Assessment (CRLA) for Grades 1 to 3 learners which is based on Regional Memorandum No. 053, series 2022 entitled, “Updates on the Conduct of the Regional Training of Trainers on the administration and Utilization of the Comprehensive Rapid Literacy Assessment (CRLA) Tools is used as pre-test and post-test before and after the intervention was given. The researcher prepared teacher-made manipulative learning materials used in teaching literacy. The manipulative learning materials are letters framed or mounted on cardboard and learners must master the sounds of the letters. After mastering the sounds, the teacher teaches them to blend with outer letters to form a word. The researcher will also prepare pictures or real objects to show the meaning of the words formed. In addition, the researcher also prepared video presentations which show lessons on the production of sounds and other interactive activities where learners can join in manipulating the computer. These activities were written in the daily lesson plan of the researcher for 4 weeks. This served as intervention activities and learning materials in improving the literacy performance of the IPEd learners in Grade 2. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of teacher-made manipulative learning materials in improving the word recognition skills of the Grade 2 Indigenous People Education (IPEd) learners 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 16 identified frustration and non-readers in Grades 2 among the Indigenous Peoples Education (IPEd) learners 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 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 teacher-made manipulative learning materials to improve the word recognition skills of the Grade 2 indigenous people education (IPEd) learners 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 were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the pre-test and post-test performances of the Grade 2 indigenous people education (IPEd) learners before and after the utilization of teacher-made manipulative learning materials in teaching word recognition skills. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 2 indigenous people education (IPEd) learners word recognition skills.

III. Results and Discussion

Table 1
Pre-Test Performance of the Grade 2 IPEd Learners in Word Recognition

Score Range	Description	PRETEST	
		Frequency	%
17-20	Grade Ready	5	31
11-16	Light Refresher	7	44
1-10	Moderate Refresher	4	25
0	Full Refresher	0	0
Total		16	100
Weighted Mean		14.00	Light Refresher

Table 1 presents the pre-test performance of the Grade 2 Indigenous People’s Education (IPEd) learners in word recognition before the utilization of teacher-made manipulative learning materials in teaching. It was revealed on the table that among the 16 Grade Indigenous People’s Education (IPEd) learners, 5 or 31% got a score of 17-20 which is interpreted as grade ready while 7 or 44% got a score of 11-16 which is interpreted as light refresher and 4 or 25% got a score of 1-10 which is on the level of moderate refresher. Moreover, the performance of the Grade 2 Indigenous People’s Education (IPEd) learners in word recognition before the utilization of teacher-made manipulative learning materials in teaching got a weighted mean of 14.00 which interpreted as light refresher. This means that the Grade 2 Indigenous People’s Education (IPEd) learners has achieve a light refresher level of performance in word recognition. This implies that these learners need intervention activities and materials to improve their level of performance in word recognition. In the light refresher level, learners have a firm grasp of previous grade level reading concepts and skills. They need practice for accuracy. Through this, teachers must provide adequate and appropriate learning materials to the learners which can be manipulated by them.

Table 2
Post-Test Performance of the Grade 2 IPEd Learners in Word Recognition

Score Range	Description	PRETEST	
		Frequency	%
17-20	Grade Ready	14	88
11 to 16	Light Refresher	2	12
1 to 10	Moderate Refresher	0	0
0	Full Refresher	0	0
Total		16	100
Weighted Mean		18.25	Grade Ready

Table 2 presents the post-test performance of the Grade 2 Indigenous People’s Education (IPEd) learners in word recognition after the utilization of teacher-made manipulative learning materials in teaching. It was revealed on the table that among the 16 Grade 2 Indigenous People’s Education (IPEd) learners, 14 or 88% got a score of 17-20 which is interpreted as grade ready and 2 or 12% got a score of 11-16 which is interpreted as light refresher. Moreover, the performance of the Grade 2 Indigenous People’s Education (IPEd) learners in word recognition after the utilization of teacher-made manipulative learning materials in teaching got a weighted mean of 18.25 which interpreted as grade ready. This means that the Grade 2 Indigenous People’s Education (IPEd) learners has achieved the required level for the grade for they were able to read proficiently. This implies that the learners’ level of mastery has increased after the utilization of teacher-made manipulative learning materials. Their reading comprehension, fluency, vocabulary, and other relevant skills have reached above the expected grade level.

Table 3
Test of Difference Between the Performance of the
Grade 2 IPed Learners in Word Recognition

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 2 IPed Learners in Word Recognition	Pre	14.00	1.823	0.965	Reject H ₀	Significant
	Post	18.25				

Table 3 presents the test of difference between the performances of the Grade 2 Indigenous People’s Education (IPed) learners before and after the utilization of teacher-made manipulative learning materials in teaching. It was revealed on the table that the test of difference between the pre-test and post-test has computed t of 1.823 which is greater than the critical value of t of 0.965, so null hypothesis is rejected. This means that there is a significant difference in the performances of the Grade 2 Indigenous People’s Education (IPed) learners before and after the utilization of teacher-made manipulative learning materials in teaching. This implies that the teacher-made manipulative learning materials in teaching help in improving the word recognition skills of the Grade 2 Indigenous People’s Education (IPed) learners. In the study by Cardoza (2020), there is a gap in the research about the factors that relate to language and literacy. Research suggests that the growth and development of the language is affected by the amount of exposure to a specific language (Hindman & Wasik, 2015). Moreover, the learners’ social and language development could be affected when they use more than one language. Nemeth (2015) revealed that dual learners, who can use both their home language and additional language, are usually provided with an intervention. Nevertheless, the lack of understanding of the factors that affect language learning could resort to providing language instruction that is not aligned with the diverse needs of the learners (Rydenvald, 2015).

IV. Conclusion

The study revealed a significant difference in the performances of the Grade 2 Indigenous People’s Education (IPed) learners before and after the utilization of teacher-made manipulative learning materials in teaching. The manipulative learning materials which are letters framed or mounted on cardboard where learners had to master the sounds of the letters and providing them with video presentations which show lessons on the production of sounds and other interactive activities where learners can join in manipulating the computer contribute to the improvement of the learner’s level of performance thus, making the intervention an effective learning material in teaching word recognition skills.

V. Recommendations

1. The proposed improvement plan formulated should be utilized.
2. Teachers should utilize the teacher-made manipulative learning materials crafted by the researcher for it was proven to be effective.
3. Teachers should learn to craft the teacher-made manipulative learning materials which can be utilized by them during the teaching of word recognition skills.
4. Teachers should provide additional reading materials to improve the word recognition skills of the learners.
5. Teachers must attend training or LAC sessions on the construction and utilization of teacher-made manipulative learning materials during the teaching-learning process.
6. School Heads should allocate the budget for the procurement of materials to be used in the production and construction of teacher-made manipulative learning materials.
7. 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 teaching word recognition skills.
8. School Heads should identify possible resource people who can share their expertise in the formulation and construction of teacher-made manipulative learning materials.
9. School Heads should provide technical assistance to teachers in terms of teaching reading skills.
10. School Heads should regularly monitor the teaching-learning process of teachers.
11. School Heads should maximize the time in providing appropriate technical assistance based on the needs of the teachers in teaching word recognition skills.
12. School Heads should submit the crafted teacher-made manipulative learning materials 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.

ACKNOWLEDGMENT

With a grateful heart, I wish to express my sincere appreciation to several individuals who have contributed valuable things for the completion of my thesis and in the attainment of my dreams.

First and foremost, Praises and Thanks to our Lord and Savior Jesus Christ, for His presence, provision, protection, and preservation.

To Dr. Jasmine B. Misa, my thesis adviser, for the steadfast encouragements, reminders, and for the trust and confidence in my capabilities which provided me the motivation and zeal to pursue this endeavor.

To the members of my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for the smooth sailing of things behind frails in the laborious toil of my study.

To the Dean of the Graduate Department of Western Leyte College, Dr. Sabina B. Con-ui, for your understanding and considerations in all my requests.

To my DepEd Leyte Division Family headed by Dr. Mariza S. Magan, for allowing me to conduct this study in our school.

To my Isabel Central School family, headed by our eloquent and warm-hearted School Principal, Dr. Ma. Lolin O. Reyes, the faculty and staff, parents and pupils for having been an instrumental in the realization of this endeavor.

To the unwavering support of my husband, John Mark Santos for always believing in me that I am bound for great things.

To my loving family, for your unconditional love, prayers and support extended which inspire me to achieve my educational goal.

And to all the people who believed in me and continue to believe in me, who look up to me as an inspiration, Thank you so much. All of these are offered to all of you. To God be All the glory.

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The author is Miss Rocelyn C. Rojas. She was born on September 22, 1989, at Brgy. Isabel, Leyte. She's presently residing at Roxas St. Marvel, Leyte. She finished her elementary education at Isabel Central School, Brgy. Sto. Nino, Isabel, Leyte in the year 2001-2002 and continue her quest for education and able to finish her secondary education at San Rafael National High School, Malabon City, in the year 2005-2006. She enrolled and finished her Bachelor in Elementary Education at Visayas State University, Isabel in the year 2011-2012. She took up Master of Arts in Education major in Supervision and Administration at Bohol Island State University, Bilar Campus, Bohol in 1 year and finished her course with complete academic requirements at Western Leyte College of Ormoc City, Inc.

He was teaching for two years as a volunteer kindergarten teacher at Relocation Elementary School in the year 2013-2014. After she graduated with her bachelor's degree she was teaching as a pre-school teacher at Relocation Elementary School in the year 2014-2015. In the year 2016 she was hired in the DepEd and currently teaches Grade 2 pupils at Isabel Central School. She also attended a series of webinars/seminars and training courses to increase her professional growth as a teacher.