



## **Development of Digitized Iloko Storybooks for Grade 2 Learners in Tagudin District**

*Fajardo, Zaide A.*

*(2023), Graduate School, Ilocos Sur Polytechnic State College, Philippines*

DOI: <https://doi.org/10.55248/gengpi.5.0524.1350>

### **ABSTRACT**

This study dealt with the development of Digitized Iloko Storybooks for Grade 2 learners in Tagudin District for the school year 2022-2023. This study utilized the descriptive-developmental research design. The respondents were the 585 Grade 2 learners enrolled for the school year 2022-2023 and the 21 MTB-MLE teachers of Tagudin District. To validate the acceptability of the Digitized Iloko Storybooks, five (5) experienced and expert teachers and school heads made thorough analysis to assure its effectiveness. The findings of the study were the following: Most of the Grade 2 learners did not master the learning competencies in the second and third quarters. Digitized Iloko Storybooks are wanting based on the data gathered. The developed Digitized Iloko Storybooks has been established as very highly acceptable to be used in the field. The Digitized Iloko Storybooks has learning competency with five (5) questions at the end of the story for the learners' performance in listening comprehension skills. Based on the foregoing findings, the following conclusions were derived: The enhancement of least mastered competencies in listening comprehension is attainable; While there exists a sufficiency of instructional materials for listening comprehension among Grade 2 learners, the inclusion of Digitized Iloko Storybooks is lacking; The newly developed Digitized Iloko Storybooks demonstrate timeliness, relevance, and appropriateness in augmenting the knowledge, listening comprehension, understanding, and overall performance of Grade 2 learners. In the light of the findings and conclusions, the following recommendations are hereby offered: Educators are encouraged to explore innovative methods for enhancing listening comprehension skills across all competencies; Teachers should actively incorporate developmentally suitable instructional materials, such as Digitized Iloko Storybooks to elevate the quality of teaching and learning, thereby advancing learners' performance; The utilization of the newly crafted Digitized Iloko Storybooks is strongly advocated for the instruction of Grade 2 learners; Future researchers are encouraged to undertake a more comprehensive validation of the developed Digitized Iloko Storybooks, assessing its effectiveness and impact on the learning outcomes of students

**Key words:** *least mastered competencies, listening comprehension skills, level of adequacy, Digitized Iloko Storybooks, level of acceptability.*

### **Introduction**

For couple of years, teachers often utilized traditional instructional materials such as manila paper, chalk and board, charts, textbooks etc. for teaching effectively in the classroom. Lessons to improve reading and listening skill are usually carried out through reading the listening text by the teacher or with a relevant audio material (CD, cassette, etc.). However, learners may find it boring listening to long lectures and not paying much attention to the lessons. Nevertheless, incorporating the right teaching instructional materials will make the learners active and attentive. As we are now in a world of modernization, technology grows and becomes more digitized, many innovations in the educational system were developed. These innovations aim to improve teaching-learning process and learning outcomes including learner's well-being and learner's performance. The old school learning is no longer enough. The use of technology in education specifically the digitized instructional materials is increasingly important in uplifting the quality of education. Nowadays, teachers are now embracing the use of digitized instructional materials in teaching reading and listening in the classroom to adapt to the culture and environment of digital learners. The Philippines started the implementation of the K to 12 Program and was enacted into law known as RA 10533 in 2013 and Mother Tongue Based Multi-Lingual Education considered as a subject and mother tongue as a medium of instruction. Mother Tongue Based Multi-Lingual Education is a formal or non-formal schooling in which learners use the language that are most familiar with them such as Iloko, Tagalog, Pangasinense, Bikol etc. are used in the classroom. Mother tongue-based (MTB) education has shown to improve children's literacy. Children learn first in a [familiar language and then gradually add a second language](#). In addition to education, MTB programs allow children to explore their full potential without being constrained by trying to express themselves in a second language. Without this barrier there is a greater opportunity to introduce quality contributions to society. Despite all the benefits of MTB instructions, there are problems and challenges encountered. In order to meet these challenges, the DepEd is contextualizing and digitizing all existing DepEd-developed K to 12 teaching and learning materials, developing new digital, interactive and print-based materials aligned to the new curriculum to distribute via the Learning Resources Management and Development System (LRMDS) repository teaching and learning resources to all DepEd regions, divisions, schools and learning centers. As stipulated in DepEd Memo No. 20, s. 2013, teachers should maximize the utilization of various packages of Instructional Materials to ensure creative, interactive, interesting, meaningful and enjoyable learning activities in the day-today life of the students. In line with the above DepEd's goals, the Schools Division of Ilocos Sur (SDIS)

conducted different seminars, trainings, and workshops to teachers on localization and digitization of instructional materials. These trainings aimed to capacitate teachers with the new trends and strategies in teaching beginning reading which are applicable in this new normal in education and capacitate teachers with the development of localized and contextualized storybooks and comic strips and the new trends in the use of digitized learning resources.

In Tagudin District, teachers prepared and used downloaded varied instructional materials in teaching, but the major problem is the limited contextualized and localized audio-visual aids or the most commonly known today as digitized instructional materials such as digitized storybooks for teaching and it becomes very difficult for the teachers to effectively teach listening skills to the learners. In most cases, teachers observed in the classroom setting that learner who belongs to the average grade of 74 below (did not meet expectations), and 75-79 (fairly satisfactory) struggles in their reading and listening performances. They quickly forget what is heard, not understanding the message, unable to form a mental representation from words heard. They get easily bored, distracted, and are not attentively and actively listening on the read-a-loud stories using merely narration and reading of big books and other storybooks specially so when teachers are not well-trained to do storytelling with variation of voice tones. However, when stories are presented digitally; multimedia presentations, learners learned better because they are very much interested, attentive and participative in viewing and listening. With this situation, the researcher motivated to conduct a research study entitled Development of Digitized Iloko Storybook for Grade 2 Learners in Tagudin District to enhance their listening comprehension skills. This study is then supported by the theory of cognitive constructivism which sees learning as the process of constructing new knowledge. It is believed that learners construct their own reality or at least interpret then based upon their perception of experiences. Constructivism has its foundations in the cognitive theories of Piaget and Vygotsky and embraces several aspects of both of those theories. From Piaget we learn active learning, schemes, assimilation, and accommodation, etc. From Vygotsky we learn social constructivism, group work, apprenticeship, etc. Constructivism embraces a top-down rather than a bottom-up instructional methodology. In conclusion, rather than teach all the details that lead to a main idea, students need to discover the main idea and then derive the detail (Aljohani, 2017).

---

### Statement of the Problem

The study aimed to develop a Digitized Iloko Storybooks to improve the listening comprehension of the Grade 2 learners of Tagudin District during the school year 2022-2023. Specifically, the study answered the following sub-problems: 1. What are the least mastered competencies of Grade 2 learners of Tagudin District in MTB-MLE during the second and third quarters for the school year 2022-2023? 2. What is the level of adequacy of instructional materials in Grade 2? 3. What instructional material may be developed to improve the listening comprehension of Grade 2 learners? 4. What is the level of acceptability of the developed Digitized Iloko Storybooks for Grade 2 learners? The focus of this study was to develop an instructional material in the form of a Digitized Iloko Storybooks for Grade 2 learners in Tagudin District during the school year 2022-2023. The least mastered competencies of Grade 2 learners of Tagudin District in MTB-MLE during the second and third quarters for the school year 2022-2023, the level adequacy of instructional materials and the level of acceptability of the Digitized Iloko Storybooks were considered in the study.

---

### Research Design

This study used the descriptive developmental research design in obtaining the data needed in the study. Descriptive method is used in the study since it described the least mastered competencies of the Grade 2 learners in MTB, identifying the level of adequacy of instructional materials and the level of acceptability of the Digitized Iloko Storybooks. documentary analysis was also used in gathering the data of the least mastered competencies from the different schools of Tagudin District. This study was developmental because a Digitized Iloko Storybooks was developed to address the listening comprehension skills of the pupil-respondents and an adopted questionnaire was used to assess the availability of instructional materials and the acceptability of the prepared Digitized Iloko Storybooks. Data gathered were quantified, tabulated, analyzed, and interpreted.

---

### Population and Locale of the Study

The respondents of this study were the 585 Grade 2 learners of Tagudin District enrolled for School Year 2022-2023. Other respondents were the 21 Grade 2 teachers of 21 public elementary schools in Tagudin District. Total enumeration for the teacher-respondents were considered. They assessed the level of adequacy of instructional materials for Grade 2 learners.

---

### Results and Findings

On table 1. There are 7 most essential learning competencies during the second quarter. Learning competencies 1, 2, 3, 4 and 6 were mastered by the learners with a percentage of mastery of 77.09%-79.66% while learning competencies 5 and 7 having a percentage of mastery of 60.85% and 58.97% respectively, were identified nearly mastered. The 2 identified nearly mastered learning competencies were: Write paragraphs using subject, object, and possessive pronouns, observing the conventions of writing; and Employ proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing). The findings show that the learning competencies with a percentage of 51- 74 were not totally mastered by the learners. The Grade 2 learners lack proficiency and have difficulty in understanding the identified nearly mastered competencies during the second quarter. Thus, an intervention was made to improve and increase learners' performance in the identified nearly mastered learning competencies. Table 2. The results indicate an average mean of 2.73, indicating a moderately adequate level. The highest-rated indicator is SMART TVs, with a mean rating of 4.56. Seven indicators received a moderately adequate rating: textbooks/reference books, newspapers, magazines, educational cassette tapes like CDs and DVDs, two-dimensional materials, three-dimensional instructional materials, and digitized instructional materials. These findings imply that while Grade 2

teachers are currently utilizing instructional materials for Mother Tongue teaching, there is still a gap, particularly in incorporating technology-enhanced materials that align with current educational trends and engage students more effectively. This aligns with the findings of Ragmac (2015), which highlight the role of instructional materials in facilitating learning, including both projected and non-projected visual aids. Table 3 provides an assessment of the level of acceptability of the Digitized Iloko Storybooks for Grade 2 Learners. Regarding their objectives, the storybooks achieved a mean value of 5.00, signifying a “Very Highly Acceptable” rating. This result underscores the alignment between the objectives of the Digitized Iloko Storybooks and the standards set by the DepEd Curriculum. When considering the content, a mean value of 4.93 indicates a “Very Highly Acceptable” level. This result indicates that the content of the Digitized Iloko Storybooks is both relevant and comprehensive, successfully supporting the set objectives and logically presenting the material. In terms of variety, the sub mean of 4.93 further affirms the “Very Highly Acceptable” status. This suggests that the storybooks effectively engage learners by providing interesting, comprehensible content, which in turn helps improve listening comprehension and social skills. The attractiveness of the Digitized Iloko Storybooks is also rated as “Very Highly Acceptable” with a sub mean of 5.00. This signifies that the storybooks are not only artistically crafted but also captivate the learners' interest while being well prepared.

Collectively, the grand mean of 4.97 indicates a high level of acceptability for the Digitized Iloko Storybooks. This suggests that these storybooks are thoughtfully designed to address the least mastered competencies in Grade 2 learners' listening comprehension, thus significantly contributing to the teaching-learning process. These findings corroborate the conclusions of Leal's study in 2019, highlighting the potential of well-designed learning materials to enhance competency mastery, as emphasized in the K to 12 Curriculum. Additionally, Lorzano's study in 2019 underscores the role of engaging teaching materials in facilitating effective teaching and learning.

---

## Conclusions and Recommendations

In light of the aforementioned findings, the following conclusions and recommendations have been drawn: The enhancement of least mastered competencies in listening comprehension is attainable. While there exists a sufficiency of instructional materials for listening comprehension among Grade 2 learners, the inclusion of Digitized Iloko Storybooks is lacking. The newly developed Digitized Iloko Storybooks demonstrate timeliness, relevance, and appropriateness in augmenting the knowledge, listening comprehension, understanding, and overall performance of Grade 2 learners. The following recommendations are hereby offered: Educators are encouraged to explore innovative methods for enhancing listening comprehension skills across all competencies. Teachers should actively incorporate developmentally suitable instructional materials, such as Digitized Iloko Storybooks, to elevate the quality of teaching and learning, thereby advancing learners' performance. The utilization of the newly crafted Digitized Iloko Storybooks is strongly advocated for the instruction of Grade 2 learners. Future researchers are encouraged to undertake a more comprehensive validation of the developed Digitized Iloko Storybooks, assessing its effectiveness and impact on the learning outcomes of students.

---

## References

- K-12 Curriculum Guide, 2013
- K-12 Curriculum Guide-Mother Tongue Based- Bilingual Education 2013
- Abdel Momen, et. al (2018) Using Digital Story in Developing Some Health Concepts for Kindergarten Children. *The Islamic University Journal of Education and Psychological Studies*, Vol. 26 No. 3
- Al-Harbi, S. (2016) The Effectiveness of Digital Stories in Developing Critical Listening Skills in English Language Course on Developing Listening Skills. *The International Journal of Specialized Education*
- Aljohani, M. (2017) Principles of Constructivism in Foreign Language Teaching. *Journal of Literature and Arts Studies*.
- Anand, P. S. (2020) Using a Digital Storybook as Assessment for Learning to Motivate Students in an Enabling and Pathways to University Program. Queensland University of Technology, Queensland, Australia. *International Journal of Innovation and Research in Educational Sciences* Volume 7, Issue 5, ISSN (Online): 2349–5219
- Aquino, V. S. (2019) Effects of Digitized Instructional Materials in The Performance of Grade 3 Learners in English. Master of Arts in Education major in Educational Administration. *San Carlos College Research Journal - 2019 Issue*, Vol. 1 ISSN: 2704-4599
- Awopetu, A. V. (2016) Impact of Mother Tongue on Children's Learning Abilities in Early Childhood Classroom. *Procedia – Social and Behavioral Sciences*, 233, 58–63.
- Basilan, M.L.J. (2018) Scantiness of Instructional Materials in Senior High School: Basis for a Proposed Digital Instructional Archive Published Doctoral Thesis, Lyceum of the Philippines University, Philippines
- Fernandez, V. B. (2021) Impact of Digitized Instructional Materials in Teaching Phonology in the New Normal. Volume 16, June 2021
- Fibriasari, H., et. al (2021) Developing Digital Storybook to Improve Children's Language Learning. Atlantis Press SARRL.
- Smeda et al. *Smart Learning Environments* (2014): The effectiveness of digital storytelling in the classrooms: a comprehensive study
- Twaissi, A. S. A. (2021) The Effect of Using Digital Story on Acquiring Listening Skills in English Language among 5<sup>th</sup> Grade Female Students. *Ilkogretim Online - Elementary Education Online*, 2021; Vol 20 (Issue 5)

Wang (2016) College – based case studies in using Animation and PowerPoint Effectively Cogent Education Volume 3

Ballesteros, K. J. V. (2018) Strategic Intervention Material on Reading Comprehension for Grade 5 Learners of the Integrated Schools of Tagudin District. Master of Science in Education, Major in General Education. Ilocos Sur Polytechnic State College-Graduate School Tagudin Campus.

Ballocanag, F. E. (2022) Development and Validation of Alternative Instructional Resource (AIR) in Reading Comprehension for Grade 5 Learners of Tagudin District. Master of Science in Education, Major in General Education. Ilocos Sur Polytechnic State College-Graduate School Tagudin Campus.

Leal, M. L. (2019) Contextualized Audio-Visual Assisted Material in English For Grade 5 Learners of Tagudin District. Master of Arts in Education, Major in Educational Management. Ilocos Sur Polytechnic State College-Graduate School Tagudin Campus.

Lorenzana, A. B. L. (2014) Grammatically Competencies in English

Language of Grade 8 Students of TAGudin National High School: Input for Strategic Intervention Material. Unpublished Master's Thesis. ISPSC, Tagudin, Ilocos Sur

Maynes, M. L. (2017) Localized Read-Aloud Stories for Grade 1 Learners in Tagudin District. Master of Science in Education, Major in General Education. Ilocos Sur Polytechnic State College-Graduate School Tagudin Campus.

Ngangac, R. B. (2015) Compiled Supplementary Reading Materials for Every Child a Reader Program (ECARP). Master of Science in Education, Major in General Education. Ilocos Sur Polytechnic State College-Graduate School Tagudin Campus.

Pangilinan, H. L. (2019) Iloko Orthographic Instructional Material in Mother Tongue Based-Multi- Lingual Education (MTB-MLE) for Grade 2 Learners of Tagudin District. Master of Science in Education, Major in General Education. Ilocos Sur Polytechnic State College-Graduate School Tagudin Campus