



Interactive Learning Material (ILM) in Reading for Grade 3 Learners of Tagudin District

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ABSTRACT

This study developed an interactive learning material in reading for Grade 3 learners of Tagudin District, School Year 2022-2023. It answered the following questions: What is the level of reading skills of Grade 3 learner base on Functional Literacy Assessment Tool (FLAT), School Year 2022 – 2023? What is the level of adequacy of instructional materials? What interactive learning material can be developed to improve the reading skills of Grade 3 learners? What is the level of acceptability of the developed interactive learning material? The study focused on the assessment of the status of reading performance and interactive learning materials especially in English Reading for Grade 3 learners in Tagudin District. The result served as benchmark in the preparation of an Interactive Learning Material in Reading for Grade 3. It utilized the quantitative method with the descriptive-developmental design of research in obtaining the data needed in the study. The following conclusions were drawn. Majority of the Grade 3 learners are not yet good readers hence do not meet the necessary basic skills in reading especially in English. There are adequate instructional materials in reading for Grade 3 learners but interactive learning materials in reading English are wanting. The Grade 3 learners did not meet the reading literacy level considered as “functional” because they cannot read through the story or local material and answer at least two fact retrieval questions about the given text material on Functional Literacy Assessment Tool (FLAT). Most of the Grade 3 learners are still on the letter and word level. Interactive learning materials are essential to be developed to help the learners meet the reading literacy levels. The interactive learning material in reading is timely, relevant, and appropriate in helping enhance the literacy domains especially reading and listening + comprehension of the Grade 3 learners. The following recommendations are hereby offered: The teachers shall continue effective literacy instruction to hone the necessary basic skills in reading in Grade 3 learners. English teachers should explore many reading materials to help learners develop literacy skills especially in reading and listening comprehension. Teachers should provide developmentally appropriate learning materials like interactive reading materials to enhance the teaching learning process. The prepared interactive reading material in English is strongly recommended for use in Grade 3 learners. The Department of Education should conduct more seminars to teachers to enhance their skills in preparing interactive learning materials in reading. This is not only for Grade 3 learners but also in other grade levels. The researcher or other researchers may subject the prepared interactive learning material in Reading to more in-depth validation by testing its level of effectiveness.

Key Words: Interactive Learning Material, reading literacy skills.

INTRODUCTION

English is regarded as the common language all over the world. It is used as the language to communicate in politics, economy, tourism, and education in addition to many other fields. As the need to communicate in English increases, teaching English become more significant in the Philippines as well as worldwide, and methodologies for the development of proficiency in English has already become a predominant research area (Hernandez, 2015). The Philippines is recognized globally as one of the largest English-speaking nations, with most of its population having at least some degree of fluency in the language. English has always been one of the country’s official languages and is spoken by more than 14 million Filipinos. It is the language of commerce and law, as well as the primary medium of instruction in education (Cabigon, 2015). Proficiency in the language is also one of the Philippines’ strengths, which has helped drive the economy and even made it the top voice outsourcing destination in the world, surpassing India in 2012. The influx of foreign learners of English is also on the rise due to the relatively more affordable but quality English as a Second Language (ESL) programs being offered locally.

Moreover, there is no reading when there is no comprehension. When one reads, comprehension follows. But comprehension has been the perennial problem among English teachers. Many teachers say that pupils can read but they cannot understand what they are reading. In this case, pupils are just decoding. Being a teacher, the researcher felt the same problem in her class. She noticed that the poor reading proficiency level of her learners is caused by the low level of reading comprehension skills. The learners hardly answer questions from the selections being read. They could hardly sequence the events that happened in the story and many other reading difficulties. Other teachers shared the same problem during meetings, formal and informal. The scores implies that some competencies which the learners got have low mastery on their reading comprehension skills such as identifying the main idea, sequencing events, drawing conclusions, and identifying supporting details, predicting outcomes, drawing inferences, and following directions. It denotes that the learners are deficient along the mentioned reading comprehension skills, and it is imperative for teachers to do their best to address this concern.

In Tagudin District, it was an observation that there are still learners from different grade levels who can read but could not read according to their grade level reading skills. This observation has been confirmed by other teachers on a teacher's conference. The performance of the learners is affected by their reading. This was confirmed by other Grade 3 teachers from the different schools of the district during the previous district meetings. This made the researcher feels that there is a need to determine the reading skills so that teachers may know how to help those learners with reading difficulties, hence, this study.

Statement of the Problem

The study will aim to develop an interactive learning material in reading for Grade 3 learners of Tagudin District, School Year 2022-2023. Specifically, the study answered the following questions: What is the level of reading skills of Grade 3 learner based on Functional Literacy Assessment Tool (FLAT), School Year 2022 – 2023? What is the level of adequacy of instructional materials? What interactive learning material can be developed to improve the reading skills of Grade 3 learners? What is the level of acceptability of the developed interactive learning material?

METHODOLOGY

This study made use of the descriptive research. In the same manner, this design aims at gathering information, learning about an area of interest, or becoming familiar with a topic and follow group of participants over time and documents change in status. In most cases, researchers collect data and specific points in time which are used as basis of comparison and analysis. Thus, it answered specific problems in this study. Study is also developmental in nature because a material is used to address the reading literacy level of the pupil-respondents and an adopted questionnaire was used to assess the availability of instructional materials and the acceptability of the prepared leaning material. Data were gathered, quantified, tabulated, analyzed, and interpreted and the findings became the basis for the development of the interactive learning material in reading. This study was conducted in Tagudin District, Tagudin, Ilocos Sur during the School Year 2022-2023. The Grade 3 learners of the study were the 589 Grade 3 learners in Tagudin District, who were currently enrolled at Tagudin District for the school year 2022-2023. These are Grade 3 readers who had taken the Functional Literacy Assessment Tool (FLAT) test during the start of the school year.

Results and Discussions

During the Pre-assessment, as gleaned from the table, there are 3 learners or 0.51% belong to the Nothing level, 101 or 17.15% for the Letter level, 178 or 30.22% under the word level, 115 or 19.52% for the paragraph level, 84 or 14.26% of learners fall under the story level, 72 or 12.22% of them are under story level plus comprehension and 36 or 6.11% are under the local material level plus comprehension. This implies in the pre-assessment using the Functional Literacy Assessment Tool (Flat) many learners were distributed properly to the level they belong. They are just starting so there are still many things to be improved in the reading process. Ravinski and Samuels et.al (2011) assume that attention and working memory are limited in capacity. All unautomated mental processes compete for these limited resources. At the start, learners are passive but as reading instructional pedagogies are introduced learners learned to interact and can already compete to a higher level of comprehension. The result shows the "Display Bulletin" has the highest mean rating of 4.37 describes as Very Highly Adequate (VHA), while the "Interactive Learning Material in Reading" has the least mean rating of 1.23, described as Least Adequate (LA). The overall mean rating is 3.49, describes as Highly Adequate (HA). Despite the effort of teachers in making learning materials in reading, there are still materials which are needed to suit to the needs of the learners to master the reading literacy level appropriate to the Grade 3 learners. In the Basic K to 12 Curriculum, learners must be exposed to various instructional materials to help them master the necessary competencies. In Grade 3, teachers utilize a variety of instructional materials to enhance the quality of the lessons. The quality of those materials directly impacts the quality of teaching. Knowing how to find the best instructional materials is a valuable skill for a teacher to have. The adequacy of interactive learning material in reading is less evident. The teacher must have enough interactive learning material in the classroom especially in English subject. This is to help learner to understand complex language. Through picture and music, learners can grasp information better. Audio visual assisted stories attract children towards stories, text and content and boost their interest in understanding language, thus fostering their verbal skills. Interactive Learning Material (ILM) in Reading, developed and promotes specific literacy domains included in the DepEd K to 12 Basic Education Curriculum. Further, the illustrations and developed mentally-age appropriate and suited to the Grade 3 learners. This implies further that the questions can be easily administered by the English reading teacher and that checking for answers is easy and simple. Panelo (2017) claimed in her study that reading comprehension workbook which was developed and subjected to validation by five English experts and validators was rated with 4.33 categorized as very highly valid.

Conclusions and Recommendations

Based on the foregoing findings, the following conclusions were drawn: Majority of the Grade 3 Learners are not yet good readers hence do not meet the necessary basic skills in reading based on the Functional Literacy Assessment Tool (FLAT). There are adequate instructional materials in reading for Grade 3 learners but interactive learning material in reading are wanting. The Grade 3 learners do not meet the standards on the FLAT assessment specifically the Story level + Comprehension and Local Material Level + Comprehension. Interactive Learning Material in Reading is essential to be developed to help learners meet the reading literacy skills. The developed interactive learning material in reading in English is timely, relevant, and appropriate in helping enhance the literacy domains especially reading and comprehension of the Grade 3 learners. In the light of the findings and conclusions, the following recommendations are hereby offered: The teachers shall continue effective literacy instruction to hone the necessary basic

skills in reading of Grade 3 learners. English teachers should explore many reading materials to help learners develop literary skills especially in reading and comprehension. Teachers should provide developed appropriate instructional materials like interactive learning material in reading to enhance the teaching and learning process. The interactive learning material in reading is strongly recommended for use in teaching Grade 3. It should be subjected to a more in-depth validation and tried out to Grade 3 learners. The Department of Education should conduct more seminars to teachers to enhance their skills in preparing interactive learning material in reading. This is not only for Grade 3 learners but also in other grade levels. The researcher or other researchers can make a follow up study by testing the level of effectiveness of the interactive learning material in reading.

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