

**EFFECTIVENESS OF INNOVATIVE AND CREATIVE
SUPPLEMENTARY MATERIALS AMONG GRADE 1 READING
PERFORMANCE**

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ABSTRACT

This study aimed in determining the effectiveness of innovative and creative supplementary materials among Grade 1 reading performance. An experimental research design was used in this study. The participants of the study were the 45 non-readers of Grade 1 level of Malaban Elementary Schools. The results revealed that the level of performance of the learners on the pre-assessment in reading in terms of book and print knowledge, letter name knowledge, letter-sound knowledge, initial sound discrimination, familiar word reading, non-word reading, oral reading fluency passage and oral reading comprehension, listening comprehension passage, and dictation were mean ranges from 2.50 to 3.42 were beginning level, while their post-assessment results range from 4.18 to 4.74 were proficiency and advanced level. This implied that the innovative and creative supplementary materials that were used in teaching reading for Grade 1 learners were effective. The researchers concluded that the findings showed a highly significant difference between the pre-assessment and post-assessment of their reading performance. Based on the results of this study, the researcher recommended that the teachers need to prepare innovative instructional materials that will enhance the learners' reading performance and even their academic performance.

Keyword: innovative, creative, supplementary materials, reading performance

1.0 INTRODUCTION

Reading is a very essential skill that needs to be developed among learners. Reading efficacy refers to the ability to read successfully. Self- efficacy is the affective variant of strategy use and they both influence reading proficiency levels considerably (Boakye, 2015).

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and they both influence reading proficiency levels considerably (Boakye, 2015). Students who developed their reading self-efficacy skills can perform better in reading assessments.

The Department of Education (DepEd) supports the Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide yearly.

The 2013 Improved Basic Education Act is also known as the Republic Act No. 10533. By strengthening its curriculum and increasing the number of years for basic education, it enhanced the Philippine Basic Education System. According to Section 10.2.a "The curriculum must be learner-centred, comprehensive, and appropriate for growth. The department is thereby actively promoting methods and forms to improve the process of teaching-learning. Teachers are given lectures, training sessions and workshops to improve their ability to become successful facilitators.

The Early Grade Reading Assessment (EGRA) measures the progress made by students towards reading. EGRA evaluates early literacy skills through an individual oral 15-minute evaluation of five basic reading skills. In 2006, RTI partnered with educational experts to create the EGRA, piloting and introducing it in over 40 countries.

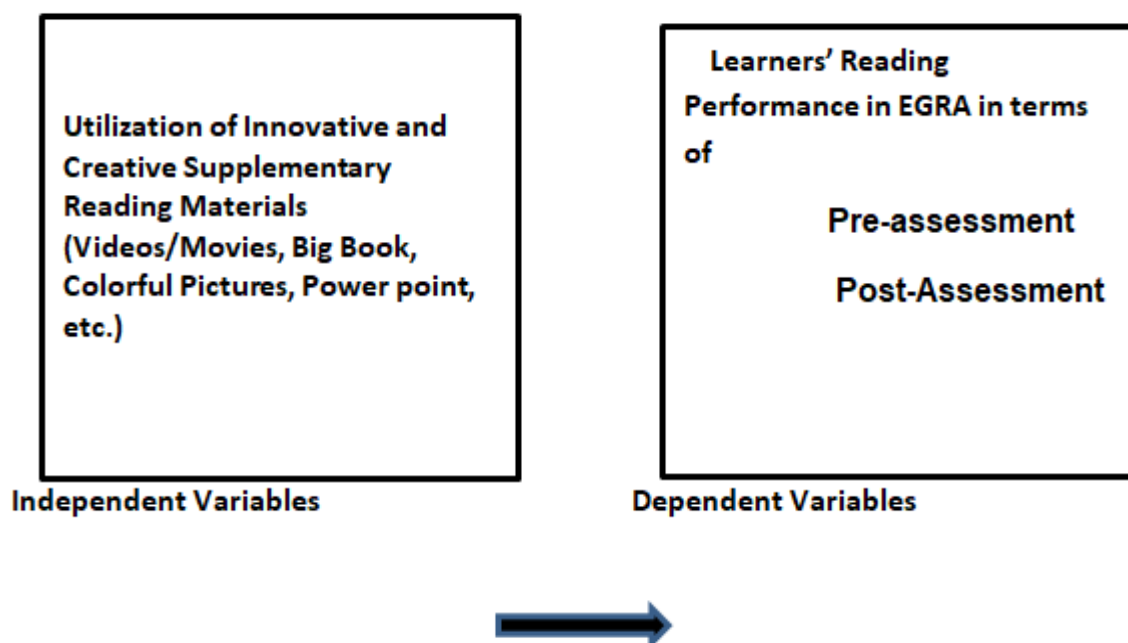
2.0 THEORETICAL/CONCEPTUAL FRAMEWORK

Constructivist approaches to learning emphasize that learners need to consciously develop their awareness rather than be passive information receptors (Jonassen, 1999). Often recognized as essential for this reason is the role of engaging learners in meaningful and enjoyable learning experiences (Jonassen, 1999; Land and Hannafin, 2000).

He understood from his observation of kids that kids were creating ideas, according to Jean Piaget. They were not confined to receiving parents or teachers' information; they were actively making their own awareness. The work of Piaget provides the basis on which building theories are based. Builders assume that awareness is created and that learning takes place when children create products or items. We believe that when these objects are personally relevant and meaningful, learners are more likely to engage in learning.

It was shown in Figure 1, the conceptual framework of this study wherein the independent variable is the utilization of innovative and creative supplementary reading materials

Figure 1. Research Paradigm



3.0 MATERIALS AND METHODS

Descriptive experimental research designs were used in the study.

Descriptive research design is a purposeful method for collecting, evaluating, classifying and tabulating information on prevailing conditions, behaviours, patterns and relationships between causes and effects, and for proper and reliable analysis of such data with or without the aid of statistical intervention (Shuttleworth, 2008).

The participants of the study were the 45 non-readers of Grade 1 level of Malaban Elementary Schools.

Following the tool adaptation standards and guidelines set by independent service providers, levelled versions (1 version each for Kindergarten, Grade 1, and Grade 3; and 2 versions for Grade 2) of EGRA tools were developed by the DepEd in January 2015.

The primary skills assessed in the EGRA are described in Table 1.

Table 1. Primary Skills Assessed in EGRA

Sub-task	What is Assessed
Book and Print Knowledge	knowledge on book and print materials
Letter Name Knowledge	ability to name letters of the alphabet
Letter Sound Knowledge	knowledge of the sound of each letter

Initial Sound Discrimination	ability to identify the first sound of each word
Familiar Word Reading	ability to read familiar or high-frequency words
Non-Word Reading	ability to phonetically decode non-words or made-up words
Oral Reading Fluency Passage and Oral Reading Comprehension	ability to quickly and accurately read connected text on a page and answer comprehension questions about what has been read
Listening Comprehension Passage	Ability to listen and understand a passage being read
Dictation	ability to spell and follow mechanics of print such as spacing and direction of text, capitalization, and punctuation

The subtask composed of book and print knowledge, letter name knowledge, letter-sound knowledge, initial sound discrimination, familiar word reading, non-word reading, oral reading fluency passage and oral reading comprehension, listening comprehension passage, and dictation.

4.0 RESULTS AND DISCUSSION

It was shown in table 2, the post-test means the performance of the learners on their pre and post-assessment in reading.

Table 2. Pre and Post Assessment Reading Mean Performance of Grade 1 Learners

Sub-task	Pre-Assessment			Post Assessment		
	Mean	SD	DI	Mean	SD	DI
Book and Print Knowledge	3.42	1.18	B	4.68	0.59	A
Letter Name Knowledge	2.50	0.90	B	4.74	0.45	A
Letter Sound Knowledge	2.65	0.54	B	4.74	0.45	A
Initial Sound Discrimination	3.85	1.18	B	4.62	0.49	A
Familiar Word Reading	2.50	0.90	B	4.65	0.65	A

Non-Word Reading	2.65	0.54	B	4.56	0.61	A
Oral Reading Fluency Passage and Oral Reading Comprehension	2.59	0.56	B	4.38	0.60	A
Listening Comprehension Passage	2.65	0.54	B	4.19	0.56	P
Dictation	2.85	1.18	B	4.18	0.59	P

Legend: 4.37-5.00 Advanced; 4.07-4.36 Proficient (P); 3.77-4.06 Approaching Proficiency (AP);3.47-.3.76 Developing (D); and 3.46 & below Beginning (B)

The results revealed that the level of performance of the learners on the pre-assessment in reading in terms of book and print knowledge, letter name knowledge, letter-sound knowledge, initial sound discrimination, familiar word reading, non-word reading, oral reading fluency passage and oral reading comprehension, listening comprehension passage, and dictation were mean ranges from 2.50 to 3.42 were beginning level, while their post-assessment results range from 4.18 to 4.74 were proficiency and advanced level. This implied that the innovative and creative supplementary materials that were used in teaching reading for Grade 1 learners were effective.

Table 3 presents the test on significance between the pre and post-assessment mean performance of the Grade 1 Learners’ reading performance.

Table 3. Test on the Significant Difference between Pre and Post Assessment Mean Performance of the Grade 1 Learners’ Reading Performance

Indicators	After	Before	Mean Difference	t-value df=44
	Mean	Mean		
Book and Print Knowledge	4.68	3.42	1.24	11.859**
Letter Name Knowledge	4.74	2.50	2.12	12.414**
Letter Sound Knowledge	4.74	2.65	2.36	10.472**

Initial Sound Discrimination	4.62	3.85	2.44	12.474**
Familiar Word Reading	4.65	2.50	2.36	11.772**
Non-Word Reading	4.56	2.65	2.44	12.340**
Oral Reading Fluency Passage and Oral Reading Comprehension	4.38	2.59	2.18	11.179**
Listening Comprehension Passage	4.19	2.65	2.41	13.249**

**p-value < 0.01; * p-value < 0.05

It was revealed that there is a highly significant difference between pre-assessment and post-assessment wherein the t-value ranges from 10.472 to 12.474 with mean differences of 1.24 to 2.44, which indicates that the innovative and creative supplementary materials are effective in enhancing the Grade 1 pupils' reading performance.

5.0 CONCLUSION AND RECOMMENDATION

The researchers concluded that the findings showed a highly significant difference between the pre-assessment and post-assessment of their reading performance which determined that the innovative and creative materials are effective in enhancing the reading performance of the participants.

Based on the results of this study, the researcher recommended the teachers the need to prepare innovative instructional materials that will enhance the learners' reading performance and even their academic performance.

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