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| **LEAD PROPONENT** | MOJICA, MARIYAM GENEVIEVE DISPO |
| **MEMBER** |  |
| **MEMBER** |  |
| **TITLE OF RESEARCH** | UTILIZATION OF DUAL STYLE INTERVENTIONAL MATERIAL IN READING FOR GRADE I PUPILS AT LUMAMPONG BALAGBAG ELEMENTARY SCHOOL |
| **DIVISION** | Cavite Province |

**Context and Rationale**

The Department of Education’s thrust in reading and literacy is embodied in the issuance of Deped Order No. 12 s. 2015 also known as Early Language Literacy and Numeracy program (E L L N), which focused on capacitating Kindergarten to Grade 3 teachers on basic knowledge and skills in literacy and numeracy as well as in establishing and managing a school-based mentoring/learning partnership program as a mechanism for the continuous professional development of teachers/mentors, teachers/mentees, school managers and instructional leaders.

Without phonemic awareness, phonics makes little sense because essential to learning to read in an alphabetic writing system. It is actually a strong predictor of children who experience early reading success.

It is in this sense that the teaching of reading Grade I pupils have become one of the strongest motivations of need during this time.

*.* **Action Research Questions**

1. What is the performance of grade I pupils in reading before the implementation of dual style interventional material have been implemented?

2. What is the performance of grade I in reading after the implementation of dual style interventional material?

3. How significant is the difference in the results of the performance before and after the implementation of dual style intervention material?

**Proposed Innovation, Intervention and Strategy**

This reading intervention material is called Dual-Style Interventional Material in Reading for grade I pupils of Lumampong Balagbag Elementary School.

It is a reading intervention material which can be used in dual form namely printed reading material and PowerPoint presentation that can be played on TVs and computers

**Action Research Methods**

1. **Participants and/or other Sources of Data and Information**

The participants of this study are the following:

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| Grade Level | Enrolment | No.of Pupils Receiving Intervention |
| Grade One | 33 | 25 |

They are chosen as participants of this study with the use of the reading competencies they possess as gauge of their inclusion in the study.

**B. Data Gathering Methods**

Research and documentation will be done to be able to come up with a body of supporting documents on the topic under study. After substantial data is found, the contents of the proposed intervention material will be consolidated and crafted. Four different intervention materials in reading will be crafted to address the needs of the four groups of learners in reading. A pre-test will be developed as well as the post-test.

After the pretest/post-test is checked, it will be administered to the 25 beneficiaries of the reading intervention material. The process will be followed by the implementation of the reading material after which the post test will be administered to see if there is a difference in the performance of the participants.

**C. Data Analysis Plan**

The researchers will use the weighted mean to treat the extent of responses of the respondents in the questionnaire. They will use the likert type scale as the one below:

Scale Range Interpretation

4 3.01 -4.00 Strongly Agree

3 2.01- 3.00 Agree

2 1.01 -2.00 Disagree

1 0.01-1.00 Strongly Disagree

**Action Research Work Plan and Timelines**

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| **ACTIVITIES** | **Nov.**  **2024** | **Dec.**  **2024** | **Jan.**  **2024** | **Feb.**  **2024** | **Mar.**  **2024** | **Apr.**  **2024** |
| 1.Gathering of substantial data on the study |  |  |  |  |  |  |
| 2. Formulating the  questionnaire |  |  |  |  |  |  |
| 3.Validation of the  questionnaire |  |  |  |  |  |  |
| 4. Administration of the questionnaire |  |  |  |  |  |  |
| 5.Retrieval of the  questionnaire |  |  |  |  |  |  |
| 6. Results and crafting of the output |  |  |  |  |  |  |
| 7. Information  dissemination of results |  |  |  |  |  |  |
| 8. Pilot testing of the  results |  |  |  |  |  |  |
| 9.  Reporting/Implementation/ Modification |  |  |  |  |  |  |

*\*Shade the corresponding month per activity*

**Plans for Dissemination and Utilization**

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| **DISSEMINATION ACTIVITIES** | **Nov.**  **2024** | **Dec.**  **2024** | **Jan.**  **2024** | **Feb.**  **2024** | **Mar.**  **2024** | **Apr.**  **2024** |
| 1. Reporting of the result of study |  |  |  |  |  |  |
| 2. Planning of dissemination |  |  |  |  |  |  |
| 1. Pilot testing of the intervention |  |  |  |  |  |  |
| 4. Feedback mechanism |  |  |  |  |  |  |
| 5.Modification and cascading |  |  |  |  |  |  |

*\*Shade the corresponding month per activity*

**REFERENCES**

*\*Please follow the APA format*

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| **SUBMITTED BY:**  *(Signature over printed name)* | MARIYAM GENEVIEVE D. MOJICA |
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