

The Effectiveness of Interactive Reading Resources in Developing Word Recognition Reading Skills



Leslie Jing C. Paculdar

Teacher III Arab Elementary School Arab, Pidigan, Abra Schools Division Office – Abra Department of Education - Cordillera Administrative Region

ABSTRACT: Interactive Reading Resources play a vital role in developing word recognition skills especially to young learners. Developing the reading skills of learners makes them comfortable in class participation since most of the learning areas requires mostly good if not better reading ability. In testing their performance in word recognition, the kindergarten pupils were given 10-item test at the beginning of the school year, which revealed their low performance. Providing them interactive reading materials is one strategy that may actively engage the learners to reinforce their word recognition skills. To determine the performance of this study, one-group pretest-posttest design which involved sixteen learners was applied. Data were gathered with the use of 10-items test. The treatment lasted for fifteen days to ensure the effectiveness of the use of interactive reading resources in developing word recognition skills among kindergarten. In the data analysis, the mean percentage score was used to determine the effectiveness of the interactive reading resources. At the same time, t-test for dependent variables was utilized to compare pretest and the posttest scores. The result of the pre-test gained 48.1 while the posttest obtained 81.9 respectively. The findings revealed that the level of performance in word recognition skills kindergarten learners in the posttest is significantly higher than the performance in the pre-test. Moreover, interactive reading resources benefit learners in way that they enhance their comprehension, active engagement to class discussions and foster critical thinking skills.

KEYWORDS: animation, instructional gap, phonemic awareness, remediation, diverse

CONTEXT AND RATIONALE

Engaging pupils learning during this pandemic is very hard. No approach or software program meets the needs of the pupils in learning best during this time. To help these pupils develop word recognition in reading skills mostly this time of pandemic, it is highly suggested to try a variety of mediations and supplemental activities which include the interactive activities.

Children entering kindergarten lack word recognition skills. In order for them to become fluent readers who read with comprehension, they need to develop strategies to recognize words with automaticity. Knowledge of the alphabet is a strong predictor of short-and-long-term reading success. Teaching the Alphabet is foundational activity for reading and writing. At an early age, diverse children begin showing interest in learning letters. Some kids learn letters very quickly while others need more repetition and time to learn letters.

The teaching of phonics is conventional in schools in many countries around the world. While there are alternative methods for teaching children to read, phonics is commonly regarded as being one of the most effective. “Phonetics” is the branch of linguistics that studies the sounds of human speech. One of the most important skills for children to develop in the kindergarten year is the recognition that letters and sounds are related. Letter recognition is important because it enables beginning readers to figure out how printed text is associated with the spoken language.

Phonemic awareness is typically described as an insight about oral language and in particular the segmentation of sounds that are used in speech communication. Phonemic awareness is characterized in terms of the facility of the language learner to manipulate the sounds of oral speech. A child who possesses phonemic awareness can segment sounds in words (for example, pronounce just the first sound heard in the word top) and blend strings of isolated sounds together to form recognizable word forms. To be precise, phonemic awareness refers to an understanding about the smallest units of sound that make up the speech stream: phonemes. Phonological awareness encompasses larger units of sound as well, such as syllables, onsets and rimes.

The development of education is growing, and the technology-infused lesson is a powerful tool to attract pupils attention, especially in reading (Abdul Samal, 2020). Besides the use of multimedia in teaching has become a new trend among educational practitioners. This can be seen among the new generation as most of them rely on technology-based devices such as the television and social media. (Ahmad & Yamat 2020). Interactive reading skills allow readers to read and think at the

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same time. Readers build meaning through the interplay of the details in the text, their own experiences and their knowledge of how skilled readers think.

Multimedia or interactive learning resources assist learners to get on well with mental representations with the use of different media elements, which support information processing. Information, which is made up of content and sometimes learning activities, are presented with the use of the combination of text, image, video and audio by digital learning resources.

Learners now a days are very much exposed to multimedia, and we cannot contradict the fact that multimedia offers a variety of flexible supports to education especially to what we call now “millennial learners”. These young learners’ span of attention limits for a very short period of time and much of their remaining time spends on playing. Engaging my kindergarten learners to multimedia that are customizable and have a variety of digital texts will best meet their diverse needs and interest, especially young learners like kindergarten. believe that learners who will be engaged in interactive learning sharpens their critical thinking skills, which are fundamental to the development of their analytical reasoning.

Based on the reading assessment and observation of the researcher as a kindergarten teacher, it has been found out that kindergarten pupils in Arab Elementary School were not able to recognize and read the alphabets. Reasons are; 1.) Pupils in the kindergarten do not know the letter names, 2.) phonemic awareness is not fully developed; 3) their attention span is short; 4.) they get easily bored. These reasons contribute to poor absorption of knowledge especially in phonetics learning. For this purpose, through the use of multimedia, the researcher is set to help the pupils in word recognition reading skills.

Conversely, this study put emphasis on the effectiveness of interactive reading resources in developing word recognition reading skills among the Kindergarten pupils of Arab Elementary School. Word recognition is vital especially to children who are just starting to learn like them because the researcher believes that multimedia serves as teachers’ roadmap in classroom discussion and guide for the succeeding topics. The implementation of multimedia improves memory retention, learning satisfaction, learning achievement on the information presented using multimedia learning (Chiou, Tien & Lee, 2015) like the utilization of audio, pictures such as animation, video, and technology throughout reading comprehension lessons (Mayer & Moreno, 2019).

As a Kindergarten teacher it has been observed that most of my pupils were not able to recognize and read the alphabets and it really affects their learning abilities. Through this research i may help my kindergarten learners to read words in the easiest way for them to become comfortable with the use of interactive reading resources in developing their word recognition reading skills through the utilization of interactive learning materials.

ACTION RESEARCH QUESTIONS

This study determined effectiveness of interactive reading resources in developing word recognition reading skills among kindergarten pupils of Arab Elementary School.

Specifically, it sought to answer the following specific problems:

1. What is the level of performance in reading of the Kindergarten pupils before using interactive reading resources in developing their word recognition?
2. What is the level of performance in reading of the Kindergarten pupils after the application of the new strategy?
3. Is there a difference between the scores in the posttest over the pretest among Kindergarten pupils of Arab Elementary School before and after using interactive reading resources in developing word recognition reading skills?

Null Hypothesis:

There is no significant difference between the scores in the posttest over the pretest among Kindergarten pupils of Arab Elementary School before and after using interactive reading resources in developing word recognition reading skills.

INNOVATION, INTERVENTION, AND STRATEGY

Phonics is the system of instruction used to teach children the connection between letters and sounds. Phonics is essential to learning to read in an alphabetic writing system, because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense and learners may have hard time in developing their reading abilities and word recognition.

The researcher envisioned using multimedia such as voice recognition, television and animated materials, voice recognition and linked movies as a means in developing word recognition skills among the kindergarten pupils of Arab Elementary School. The set of words is designed by the researcher which consists of ten (10) words containing practice exercises on reading. Before starting the lesson, the activity was injected. Every day the pupils was exposed to interactive reading resources, watched and attended different words that was provided to them in forms of: text-to-speech, voice recognition, animation and alike. Each presentation contains ten (10) item words. The activities lasted for fifteen (15) days in order for the pupils to retained and mastered the different words that was presented to them. The researcher believed that the learner’s today is set to motivate through the use of interactive reading resources and their attention are easier to hold when they are in to it. Millennial learners so as they say, Kindergarten are branded with these types of learners. Hence, with the use of interactive reading, enjoying and learning can be achieved and their skills in reading will be technologically advanced.

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It has been demonstrated, by research on using multimedia for learning, that there are more positive results observed in learners who combine picture and words than those who use words only (Eady and Lockyer (2018). Concluded from the study of Keengwe et al., (2018) , that the application of multi-media technologies ensures a very productive, interesting, motivating, interactive and quality delivery of classroom instruction while addressing diverse learners' needs.

ACTION RESEARCH METHODS

Research Design

This study used the quantitative experimental study with one group pretest-posttest research design in gathering data and information which is needed to complete the said study. Experimental quantitative research design utilized the scientific approach. It established procedures that allowed the researcher to test a hypothesis and to systematically and scientifically study causal relationships among variables. The one-group pretest-posttest design is a type of quasi-experiment in which the outcome of interest is measured 2 times: once before and once after exposing a non-random group of participants to a certain intervention/treatment. It is quantitative because it determined the pretest/posttest scores of the Kindergarten pupils of Arab Elementary School. This study used the experimental one group pretest/posttest because it compares the relationship between the variables identified in the said study.

Participants and/or Other Sources of Data and Information

The 16 pupils in Kindergarten served as the respondents of this study which composed of 7 males and 9 females. These pupils are officially enrolled in Arab Elementary School as reflected in the School Form 1 and in the Learner Information System of the Department of Education. In the same manner, the respondents are also viewed in all the School Records like the School Form 2, 3, 5, ECCD and their Report Cards with their Learner Reference Number. Total enumeration was employed.

Data Gathering Methods

This study used the quantitative experimental with the use of one group pretest-posttest. This method is the most often used design to determine the effect of an intervention in a given sample. As data sources, the researcher used multimedia supports for reading like; text-to-speech, voice recognition and animation. Also, the researcher prepared and developed the pretest containing the test for reliability & validity of the 10-item test written test in which was used to gather necessary data. The sixteen (16) Kindergarten pupils undertake the written pretest and posttest. Pretest was administered to the pupils before the implementation of the new strategy. After the ten (10) set of words given as their intervention strategy to improve the reading skills of the Kindergarten pupils in Arab Elementary School, posttest was administered to the pupils. After all, the scores of the pretest and posttest was analyzed and compared using t-test.

Consequently, to measure the degree of validity the 2 school heads and 1 master teacher will validate the written test questions whether the responses are certain positive or negative.

Data Analysis

The data gathered, organized, tabulated and treated using the Microsoft Excel on Data Analysis. The following statistical tools were employed:

Mean percentage score was used to determine the effectiveness of interactive reading resources as a strategy in developing the word recognition reading skills of the kindergarten learners. The mean of each of the indicator was interpreted by the following statistical limits.

Numerical Rating	Statistical Limits	Descriptive Equivalent
5	9-10	Outstanding
4	7-8	Very Satisfactory
3	5-6	Satisfactory
2	3-4	Fair
1	0-2	Poor

T-test two sample assuming Equal Variances was utilized to find the significant difference on the level of performance in reading the kindergarten pupils of Arab Elementary School.

The 0.05 level of significance was used as a basis in testing the hypothesis.

Ethical Issues

For better implementation, this research abode to the policy of confidentiality and privacy of the participants especially on their academic performance, waiver of parents/guardians served as permit to conduct the research among them.

In terms of compensating the participants time used in the said study, the researcher provided minimal but reasonable snacks for them.

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Plagiarism and some ethical issues that may arise before, during and after the conduct of research were taken seriously with utmost confidentiality of the researcher.

DISCUSSION OF RESULTS

This section presents the findings, analysis and interpretation of the data gathered in the study.

1. What is the level of performance in reading of the Kindergarten pupils before using interactive reading resources in developing their word recognition?

Table 1: Level of performance in reading skills before the interactive reading resources

Variable	n	Mean	Mean Percentage Score (MPS)	Standard Deviation	Descriptive Rating
Pretest	16	4.81	48.1	2.277	Fair

Numerical Rating	Statistical Limits	Descriptive Equivalent
5	9-10	Outstanding
4	7-8	Very Satisfactory
3	5-6	Satisfactory
2	3-4	Fair
1	0-2	Poor

Table 1 shows the Mean, Mean Percentage Score and Standard Deviation on the level of performance in reading before the use of interactive reading resources. Since this is pretest, the computed mean is 4.81 which is under the descriptive equivalent of fair. This means that the performance level of the pupils is not creditable. It needs to undergo remediation to fully develop their reading skills. This further suggests that most of the pupils reasonable are not well readers. This can be said that the level of performance of pupils before taking the new strategy was low. Interactive reading resources.

In a study conducted by Merga (2017), interactive book reading activities activate brain parts related to narrative comprehension and mental imaginary. Interactive reading opportunities, which are also facilitate exchanges, facilitate enriched language exposure, foster the development of receptive language and spelling, increase vocabulary knowledge, and established essential foundational literacy skills. Another research stated by Akoglu, Ergule and Duman (2014) that engaging learners into interactive resources affect the receptive and expressive linguistic skills of children. Activities using interactive resources affected the number of different words that children know.

2. What is the level of performance in reading of the Kindergarten pupils after the application of the new strategy?

Table 2: Level of performance in reading after the application of interactive reading resources

Variable	n	Mean	Mean Percentage Score (MPS)	Standard Deviation	Descriptive Rating
Posttest	16	8.19	81.9	0.75	Very Satisfactory

Numerical Rating	Statistical Limits	Descriptive Equivalent
5	9-10	Outstanding
4	7-8	Very Satisfactory
3	5-6	Satisfactory
2	3-4	Fair
1	0-2	Poor

Table 2 shows the Mean, Mean Percentage Score and Standard Deviation and its descriptive rating. It displayed evident results after the implementation of interactive reading resources in developing word recognition reading skills. Posttests results got a remarkable improvement as reflected in the table that the mean obtained was 8.19 with a descriptive rating of very satisfactory. This implies that after using the interactive reading resources pupil's engagement in reading becomes active and their comprehension is well developed.

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Children who are exposed to interactive reading resources are much better reader than those who are not. Founded from the study of Merga (2017) where it is said that interactive book reading activates brain parts related to comprehension and mental imaginary.

Mol et al (2009) specified that exposing learners to interactive resources and children's picture books brings many skills to reading programs.

3. Is there a difference between the scores in the posttest over the pretest among Kindergarten pupils of Arab Elementary School before and after using interactive reading resources in developing word recognition reading skills?

Table 3: Significant between the scores in the posttest over the pretest among Kindergarten pupils of Arab Elementary School before and after using interactive reading resources in developing word recognition reading skills

Variable	df	t-test calculated	t-critical	Decision
Posttest x Pretest	30	2.04	1.70	Reject Ho

As shown from table 3, it revealed that there is a significant performance of the kindergarten pupils using interactive reading resources as remediation strategy in improving the reading skills of kindergarten. As evidence, the calculated t-value 2.04 is greater than the t-critical value of 1.70. It is therefore that the null hypothesis is rejected at 5% level of significance. This further implies that the result of the posttest is significantly higher than the pretest. The outcome states that interactive reading resources reinforce the word recognition reading skills and therefore improved the performance of pupils in reading. Interactive reading resources can be stated that it is effective and accurate in improving word recognition reading skills of pupils as based from the result of the study.

In a study conducted by Mergar (2017), stated that interactive book reading activities activate brain parts.

Berk (2009) in his research stated that the implementation of multimedia in text comprehension also able to improve memory retention, learning satisfaction, and learning achievement on the information presented using multimedia learning (Chiou, Tien, & Lee, 2015).

More research and studies had shown that interactive reading can be more effective in developing children's reading skills. However, the effectiveness of interactive resources may vary depending on some factors. Therefore, it is very vital to select appropriate resources based on the child's needs and educational goals.

Reflection

The key to the effectiveness of the strategy employed lies on the ability to engage the learners and other interactive elements that will reinforce the word recognition and develop the comprehension skills of learners. Combining these approaches with phonics instruction, vocabulary development and comprehension strategies contributes to a well-rounded literacy program.

As I sit down this work, I came to realized that every endeavor needs a committed worker and supportive fellow. Preparing young learners to read is such a heavy duty and no strategy is effective unless work with unity and dedication. With the support of our dear parents/guardians developing the reading skills of our pupils, paired with diverse kind of interactive reading resource positive outcome was achieved.

In deep trust and in great drive I do believe that doing work like this, soon every classroom instructional gaps will be fill-in and quality education will then be realized.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

Based from the salient findings of this study, the following conclusions were drowned.

1. The study concludes that before using the interactive reading resources, kindergarten pupils shows poor performance in reading. This requires a reinforcement for them to develop their word recognition reading skills by providing them interactive reading resources.
2. This study also concludes that after the learner's exposure to interactive reading resources their performance in reading has developed. Evidently shown in the result of this study where they acquire very satisfactory performance after the numerous days of exposure to the strategy. It is also observed that the pupil's comprehension skill was increased and their participation in reading activities was highly activated.
3. Moreover, interactive reading resources indeed play a crucial role in the development of word recognition skills for every young or beginning readers. The new approach teaches them not only to read but also to love and have fun in reading. Reading is part of one person's daily activity and it cannot be deprived of that in reading no one will be left behind.

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Recommendations:

The following recommendations are offered based on the result of the study and on the conclusions specified.

1. The school should support the materials needed in providing the learner with interactive reading resources.
2. Teachers should not get tired of providing quality education to learners and they should not stop finding solutions to fill-in the gaps observed in their own classrooms especially in developing the skills of word recognition reading skills of their pupils.
3. Conduct LAC sessions to disseminate the results and findings of the study and to motivate teachers to practice using interactive reading materials in teaching their pupils to read.

Action Plan

Recommendations of the Action Research	Improvement Targets	Persons Involved	Time Frame	Strategies/ activities	Resources needed/ Budget Needed	Success Indicator
Encourage teachers to interactive reading resources	Increase reading comprehension level of learners	Teachers	August 2024 to June 2025	Remedial sessions	MOOE	Improved reading ability of learners
Motivate teachers to conduct action research yearly	Enhance the knowledge and skills of teachers in the conduct of action research in the different learning areas	Teachers and School Heads	August 2024 to June 2025	LAC sessions	MOOE	Updated and enhanced knowledge and skills in the conduct of action research
Disseminate the result of the study to the teachers through LAC sessions	Use the intervention strategy to the learners	Teachers	August 2024 to June 2025	LAC sessions once a month	MOOE	Disseminated//presented the result of the study for benchmarking -Increase the level of understanding of teachers about research
Gather and provide interactive reading resources to learners	Improve the performance level of learners in reading	Teachers and School Head	August 2024 to June 2025	LAC sessions, Trainings	MOOE	Performance level of learners in reading improved

Acknowledgement

Praises and thanks to God, the Almighty for his guidance throughout the Completion of this work.

Sincerest gratitude to **Mrs. Ursalina P. Panelo** , for giving the researcher opportunity to do this study.

To **Mrs. Judith G. Batino** , for providing the researcher invaluable guidance and deeply motivation. For teaching the researcher methodologies as clearly as possible.

To her colleagues, especially to **Mrs. Gina P. Bersamina**, for all the help offered to her.

Extremely grateful to all the **parents and learners** for their prayers, and sacrifices as the researcher busy completing the study.

Finally, to her supportive **family**, for the encouragements especially when times get rough. It was a great relief to feel the love and care as the researcher completes her study.

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APPENDICES

Republic of the Philippines
Department of Education
Cordillera Administrative Region
Division of Abra
Pidigan District
ARAB ELEMENTARY SCHOOL

January 8, 2024

URSALINA P. PANELO
Principal I

Madam:

I have the honor to request permission from your good office to conduct an action research entitled, “The Effectiveness of Interactive Reading Resources in Developing Word Recognition Reading Skills Among the Kindergarten Pupils of Arab Elementary School” for the School Year 2024-2025.

Hoping for your kind approval.

Very truly yours,

LESLIE JING C. PACULDAR
Researcher

Approved:

URSALINA P. PANELO

Principal I

Republic of the Philippines
Department of Education
Cordillera Administrative Region
Division of Abra
Pidigan District
ARAB ELEMENTARY SCHOOL

January 8, 2024

Dear Parents/Guardian,

The undersigned wishes to seek permission from you to allow your son/daughter _____ to be my respondent in conducting my research entitled, “The Effectiveness of Interactive Reading Resources in Developing Word Recognition Reading Skills Among the Kindergarten Pupils of Arab Elementary School” for the School Year 2024-2025.

Rest assured that their responses shall be dealt with utmost confidentiality.

I am hopeful that whatever data will be generated in this study shall be great help in attaining better quality education.

Very truly yours,

LESLIE JING C. PACULDAR
Researcher

Signature of Parents/Guardians

Noted:

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URSALINA P. PANELO

PRETEST

Direction: Circle the word with the correct spelling.

1. bat batt bbat
2. carr car ccar
3. ffan fann fan
4. lad llad ladd
5. war wwar war
6. pett pet pfet
7. diip dipp dip
8. ssel sell sele
9. cap caip capp
10. bigg bihg big

POST TEST

Direction: Put a \checkmark in the blank if the word is correctly spelled in X if not.

- _____ 1. bell
- _____ 2. teill
- _____ 3. well
- _____ 4. cell
- _____ 5. dell
- _____ 6. yeill
- _____ 7. dwell
- _____ 8. sheiell
- _____ 9. swell
- _____ 10. jell

Result of Pretest and Posttest

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LEARNER	pretest	posttest
1	3	8
2	4	10
3	5	8
4	4	8
5	4	8
6	5	8
7	1	8
8	5	8
9	5	9
10	5	8
11	6	7
12	6	9
13	6	8
14	6	8
15	7	9
16	5	7
	77	131
	4.81	8.19
	48.1	81.9

Pretest

Mean	6.625
Standard Error	0.569173377
Median	7
Mode	7
Standard Deviation	2.276693509
Sample Variance	5.183333333
Kurtosis	1.240272945
Skewness	-1.289252137
Range	8
Minimum	1
Maximum	9
Sum	106
Count	16

Posttest

Mean	8.1875
Standard Error	0.1875
Median	8
Mode	8
Standard Deviation	0.75
Sample Variance	0.5625
Kurtosis	1.357536291
Skewness	0.749206349
Range	3

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Minimum	7
Maximum	10
Sum	131
Count	16

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	4.8125	8.1875
Variance	2.02916667	0.5625
Observations	16	16
Pooled Variance	1.29583333	
Hypothesized Mean Difference	0	
df	30	
t Stat	-8.3857941	
P(T<=t) one-tail	1.1646E-09	
t Critical one-tail	1.69726089	
P(T<=t) two-tail	2.3292E-09	
t Critical two-tail	2.04227246	

ACTIVITY 1




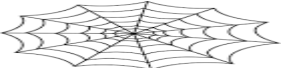

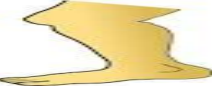




Direction: Color the heart red if the word is correctly spelled.

1.	bat	baat	batt
2.	ccat	cat	catt
3.	fat	faat	fatt
4.	haat	hhat	hat
5.	maat	mmat	mat
6.	pat	ppat	paat
7.	ssat	saat	sat
8.	vatt	vaat	vat
9.	zat	zsat	sast
10.	yatt	yat	yyat

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ACTIVITY 2

Direction: Write the beginning letter of the picture given.

1.  ___ e n
2.  ___ e n
3.  ___ e n
4.  ___ e b
5.  ___ e l l
6.  ___ e g
7.  ___ e d
8.  ___ e n
9.  ___ e t
10.  ___ e t

ACTIVITY 3

Direction: Listen as the teacher pronounce the word. Complete the words by writing **p** or **g** on the blank.

1. c o _ _
2. b o _ _
3. d o _ _
4. d r o _ _
5. b l o _ _
6. f l o _ _
7. s h o _ _
8. f o _ _

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9. c h o ____

10. t o ____

ACTIVITY 4

Direction: Connect the word to its correct picture.

A

1. cab

2. mad

3. fan

4. mat

5. bag

6. dam

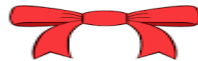
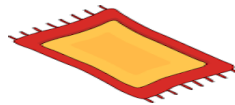
7. track

8. cash

9. wax





10. red

B

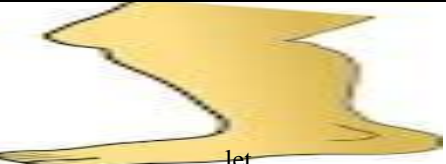







ACTIVITY 5

Direction: Circle the correct name for the picture.

 <p>pet pen</p>	 <p>fan fat</p>
 <p>jam jan</p>	 <p>mon mop</p>

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 <p>leg let</p>	 <p>web wit</p>
 <p>bun bin</p>	 <p>bat bun</p>
 <p>bed ben</p>	 <p>log let</p>

ACTIVITY 6

Direction: Encircle the correct word pronounced by the teacher.

1. back bash bell
2. get got gash
3. lab lag led
4. sat sell sad
5. jell job jam
6. smock smash stack
7. tax top tot
8. gem gab gag
9. clan cat cash
10. wham wag web

ACTIVITY 7

Direction: Encircle the correct word being pronounce.

1. big bin
2. din fig
3. jig tip
4. bip kin
5. wig tig

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6. hig win
7. pig ben
8. pen tin
9. rig wet
10. yet pin

ACTIVITY 8

Direction: Circle the word with the correct spelling.

1. bet bett
2. jjet jet
3. met mett
4. pett pet
5. vet vvet
6. gget get
7. llet let
8. net nnet
9. sset set
10. wwet wet

ACTIVITY 9







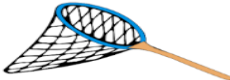



Direction: Put a \checkmark in the blank if the word is correctly spelled in X if not.

- _____ 1. bow
- _____ 2. how
- _____ 3. mow
- _____ 4. pow
- _____ 5. ssow
- _____ 6. cow
- _____ 7. low
- _____ 8. now
- _____ 9. rrow
- _____ 10. ttow

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ACTIVITY 10

Direction: Connect the word to the picture.

A		B
1.	cat	
2.	bell	
3.	hat	
4.	rat	
5.	sat	
6.	zip	
7.	jet	
8.	net	
9.	hen	
10.	dad	

ACTIVITY 11

Direction: Arrange the jumbled word.

1.	pac	_____	
2.	pil	_____	
3.	dik	_____	
4.	bbi	_____	
5.	xim	_____	
6.	tik	_____	
7.	xob	_____	

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8. gub _____
9. nus _____
10. xof _____



ACTIVITY 12

Direction: Circle the word that is spelled correctly.

- ___ 1. yell yel
- ___ 2. teill tell
- ___ 3. fele fell
- ___ 4. jell jeil
- ___ 5. wele well
- ___ 6. shill shell
- ___ 7. smell smmell
- ___ 8. dwiellll dwell
- ___ 9. spille spell
- ___ 10. quell queiell

ACTIVITY 13

Direction: Write the words with the correct spelling. Choose your answer inside the box.

chat	chaat	flat	flatt
rat	rrat	fat	ffat
pat	paat	mat	maat
cat	ccat	sat	ssat
vat	vatt	mat	mmat

1. _____
2. _____
3. _____
4. _____
5. _____

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6. _____
7. _____
8. _____
9. _____
10. _____

ACTIVITY 14

Direction: Complete the missing letter.

- | | | | | |
|-----|---|---|-----|---|
| 1. |  | c | ___ | b |
| 2. |  | m | ___ | d |
| 3. |  | w | ___ | x |
| 4. |  | m | ___ | t |
| 5. |  | c | ___ | t |
| 6. |  | j | ___ | m |
| 7. |  | d | ___ | d |
| 8. |  | f | ___ | t |
| 9. |  | b | ___ | g |
| 10. |  | d | ___ | m |

ACTIVITY 15

Direction: Encircle the word with the correct spelling.

- | | | |
|----|------|-------|
| 1. | barr | bar |
| 2. | car | carr |
| 3. | faar | far |
| 4. | star | starr |
| 5. | war | wwar |
| 6. | call | caall |
| 7. | baal | ball |

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- 8. wwal wall
- 9. fall ffall
- 10. taal tall

PHOTO DOCUMENTATION



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Financial Report

The following table shows the activities and corresponding expenses incurred in the conduct of the study.

Table 1

Activity	Item	Unit	Quantity	Estimated Cost	Total
Preparation of Research papers, mathematics activities and other documents	A4 Bond Paper	ream	2	220.00	440.00
	A4 Folder with fastener	pc	16	10.00	160.00
	Printer Ink Black	bottle	1	300.00	300.00
	Printer Ink Cyan	bottle	1	300.00	300.00
	Printer Ink Magenta	bottle	1	300.00	300.00
	Printer Ink Yellow	bottle	1	300.00	300.00
	Pencil	pcs	16	12.00	192.00
		Sub Total			
Food and other incurred expenses during the conduct of research					
Coaching/Technical Assistance for the finalization of the research paper	Arab ES to Division of Abra	meals	3	100	300.00
Snacks of learners during the implementation of the study	Snacks	pax	16	15	240.00
	Sub Total				540.00
Reproduction, Printing, and Binding Cost					
Photocopy of modified reading chart, pretest and posttest	25 x 4 sheets x 1.00	Set	64	1.00	64.00
Photocopy of 30 modified reading chart	25 x 30 sheets x 1.00	set	500	1.00	500.00
	Sub Total				564.00
Communication Expenses					
During the Implementation and Preparation of Research papers and other documents	Cellphone Load		1	300.00	300.00
	Internet Load		1	300.00	300.00
	Sub Total				600.00
	Total Cost				3,696.00

Prepared by:

LESLIE JING C. PACULDAR
Researcher



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