CHAPTER I

THE PROBLEM

Rationale

Reading is an integral part of every child's life, as it not only helps in their academic development but also in developing their imagination and creativity. According to research, students who read proficiently at their primary grade level are more likely to succeed in reading and other areas of learning. As a result, both parents and teachers must work together to ensure that children are exposed to literature at a young age. This will help them develop strong reading and comprehension skills that will benefit them in the future.

Identifying letters and their corresponding sounds is an important skill for children to develop in the early grades. Alphabet knowledge is the ability to recognize, name, and write letters as well as produce the sounds associated with those letters (Piasta & Wagner, 2013). Perhaps the best predictor of later reading ability is knowledge of letter names and their corresponding sounds (Schattschneider, Fletcher, Francis, Carlson, & Foorman, 2014).

Students use letter-sound patterns to pronounce unfamiliar words, which is why letter-sound recognition—also known as "graphemic knowledge"—helps them "decode" written language and learn new words for themselves.

A key component of learning how to read is developing phonemic awareness, which is the capacity to examine the sound structure of language (Wagner & Torgesen, 2014). Early phonemic awareness instruction prevents reading failure in many children with or at risk for reading disabilities (Torgesen et

al., 2014). According to the National Institute of Child Health and Human Development, effective phonemic awareness instruction is explicit and systematic it requires the instructor to explain and model phonemic awareness skills such as phoneme segmentation, phoneme blending, and phoneme manipulation prior to guiding the child in practicing the skills (Rupley et al., 2016). Educators with strong phonemic awareness skills are able to properly model phonemic awareness skills and to respond appropriately to children's errors (Moats, 2016; Spencer et al., 2018).

Based from the result of the Functional Literacy Assessment Tool (FLAT), conducted on September 2022, 8 out of 13 Grade 1 pupils failed to identify the letters of the alphabet. These results show the substantial learning loss in phonemic awareness of first-grade primary school pupils' due closure of schools during the widespread of Covid-19 virus (Coskun & Kara, 2022).

With the various challenges shown by the pupils, especially the Grade 1 pupils, one of their common difficulties are in the area of alphabetic principles in terms of phonemic awareness and sound recognition. During the duration of our stay for our internship, we noticed that there was difficulty in the alphabetic principles of the pupils, especially the Grade one learners. On the other end, we have observed and proved that this is a problem since we had our Observation and Participation pace of our internship wherein, they have shown difficulties in reading and identifying alphabet sounds based on their performance and quizzes. With this reason, we came up with the title "Improving the Alphabetic Principle of

Grade 1 Pupils Through Contextualized Teacher-Made Interactive PowerPoint Presentation".

The dynamic nature of interactive slides allows educators to engage students actively, fostering a more participatory and immersive learning experience. Through interactive elements such as clickable letters, word-building exercises, and phonics activities, learners can develop a hands-on understanding of the alphabetic principle, reinforcing letter-sound associations and word formation. Visual aids, animations, and multimedia elements in interactive PowerPoint presentations can enhance comprehension and retention, catering to diverse learning styles. Additionally, immediate feedback and reinforcement features within the presentation can provide valuable opportunities for self-assessment, promoting a more personalized and effective learning journey for students as they grasp the foundational aspects of reading and language acquisition.

Problem Identification

The problem on the alphabetic principles was identified through class observation and consultation with our teacher training instructor that we seek to improve teacher-made interactive PowerPoint presentation method.

This study seeks to determine, if teacher-made interactive PowerPoint presentation in improving the alphabetic principle of Grade 1 pupils of Pasuquin Central Elementary School.

Theoretical Frameworks

Interactive Teaching

Interactive teaching is an approach of instructing wherein the teachers actively involve the pupils in their learning process by way of regular teacher-pupil interaction, pupil-pupil interaction, use of audio-visuals, and hands-on demonstrations. The pupils are constantly encouraged to be active participants. Understanding and meaning are emphasized, as opposed to mere rote memorization. This facilitates an environment fostering long-term memory retention (Saez, Lopez 2011).

Applying an interactive approach to teach the alphabetical system in PowerPoint can make a great difference in student's learning. Reading and writing are based on the alphabetic principle which states that written symbols stand for sounds. Interactive teaching facilitates active learning that boosts understanding of the alphabetic principle.

Constructivism Theory

Constructivist learning is the root of interactive learning. According to constructivism, learning emphasizes the active role of learners in building their own understanding. Rather than passively receiving information, learners reflect on their experiences, create mental representations, and incorporate new knowledge into their schemas. This recommends that pupils engage in participatory and experiential learning in which they engage with their environment (Mcleod, Saol 2022).

Interactive learning methods involving the use of games, quizzes, and simulations can be incorporated in designing PowerPoint presentations to motivate learners' participation. This facilitates exploration and hands on experience with information where links to the alphabetic principle are likely made. Moreover, the inclusion of multimedia components such as sound bites and visuals would also enrich the learners' experience through varied input sources that cater to the various forms of learning.

Through structuring PowerPoint presentations within the confines of constructivist principles, educators will create a conducive environment for exploring, cooperating, thinking deeply about what is being taught, among many other things. Such learners could be incited to discuss concepts with peers as well as reflect on their own learning process. The interactive approach promotes the understanding of the alphabetic principle, fosters critical thinking, and enhances comprehension of the issues involved in learning (Fittipaldi, E. 2016).

Interactive Learning Theory

Interactive learning is a teaching approach that aims to actively engage students in the learning process, often through the use of technology. It involves hands-on, real-world methods of relaying information in classrooms, such as inviting students to participate in the conversation through technology or through role-playing group exercises in class (Staff, 2018). An interactive learning strategy hooks up the attention and participation of the learners.

PowerPoint presentations are an attractive venue to provide letters, sound and word building activities. Educators should use elements like clickable buttons

or drag-and-drop games, as well as multimedia in their lesson by creating a vibrant learning environment to engage the learners during the learning process. This can be illustrated in for instance one of a slide having audio-pronounced letter accompanied by PowerPoint, followed by activity which student will match one letter with appropriate sound (Hwang and Wu, 2014).

Cognitive Approach

The cognitive approach to learning is a way of understanding and remembering information based on how the human brain processes information. It emphasizes the role of mental processes in learning, such as attention, memory, and problem-solving. By understanding how the mind works, teachers can design better ways to learn.

Cognitive learning theory helps in interpreting how people learn using mental skills like perception, memory, problem-solving etc. According to this theory, cognitive learning strategies should be formulated for improving a phonological principle, or more accurately, the alphabet principle (i.e., understanding relationship between letters and sounds), engaging learners in a meaningful way (Ertmer, 2016). PowerPoint presentations that adhere to cognitive principals will aid teachers in their attempt to teach the alphabetic principle. For instance, the use of visual aids like pictures of letters with accompanying objects/phonetics is effective in triggering visual recall and linking sounds with letters. Adding interactive features like quizzes or games will make learners participate actively. This will ensure that, one reiterates letter-sound associations.

Interactive PowerPoint presentations can be a powerful tool for teaching and learning when used effectively. They can help students grasp complex concepts and remember key points by organizing visually appealing and easy-to-understand information. Additionally, by using PowerPoint slides in conjunction with other instructional materials, such as textbooks and handouts, teachers can ensure that all students are able to access the information being presented in class (Flyslides, 2023). Interactive PowerPoint presentations can be used to increase interactivity and engagement between students and between students and the instructor. Techniques such as adding questions for students to answer, using multimedia such as video and audio, and incorporating interactive elements such as quizzes and games can make the learning experience more dynamic and engaging.

Statement of the Problem

This study aims to improve of Grade 1 pupils through contextualized teacher-made interactive PowerPoint presentations. Specifically, it will seek to answer the following questions:

1. What are the mean scores obtained by the Grade 1 pupils of Pasuquin Central Elementary School in their:
    1.1 pre-test?
    1.2 post-test?
2. Is there a significant difference between the pre-test mean score and post-test mean score?
3. Is the contextualized teacher-made PowerPoint approach effective?

Significance of the Study

The study will benefit the following:

Pupils. This research is beneficial to all the pupils for this will enhance their alphabetic principles through the use of Contextualized Interactive PowerPoint presentations.

Teachers. The result of the research can be helpful as their guide in enhancing learners' alphabetic principles.

Researchers. The result of this research can be used as a material that can be used to identify and enhance alphabetical principles of learners

School. This research will be their guide in improving the curriculum of the school.

Definition of Terms

The following words are commonly used in this study and have operationally and technically defined for a better understanding of the term used in this study.

Alphabetic Principle. The systematic and predictable relationships between written letters and spoken sounds of the learners.

Contextualized Teacher-Made Interactive PowerPoint Presentation. The digital material made by a teacher that will be used to get the attention of the learners through interactive and engaging presentation.

Phonological Awareness. The ability of the learners to work with sounds in spoken language and word reading.

Weighted Pre-Test Mean. The division of calculated pre-test score by the total number of pupils.

Weighted Post-Test Mean. The division of calculated post-test score by the total number of pupils.

Mean Difference. Subtracting the result of the pre-test mean and post-test mean of the pupils to get the difference.

CHAPTER II

INNOVATION/ INTERVENTION/ STRATEGY/ IMPLEMENTATION

Introduction of the Intervention

This chapter presents the intervention used to improve the alphabetic principle of the Grade 1 pupils and how the strategies will be implemented.

Through observation, visualizations, and early teaching experience showed that pupils should learn about writing, reading and appropriate recognition of alphabets. Their performance and quizzes revealed many mistakes in their alphabetical notions which was shown evident to be in a poor state.

Selecting Interactive PowerPoint Presentations as the intervention to improve pupils' alphabetic principles. Creating and conducting Interactive Animated PowerPoint Presentation will be used to improve the pupil's alphabetic principle.

We will be using Interactive PowerPoint Presentations for the reason that they are fit and suitable for improving alphabetic principles since the pupils at these times are more interested in animated visual aids than the traditional learning style. Pupils tend to show interests when interactive visuals with interactive activities are involved in to something they will interact to. Learning the alphabets and Its sounds through Interactive PowerPoints will help the pupils learn and improve their alphabetic principles better.

Using Interactive PowerPoint Presentations, they will get an enjoyable atmosphere while learning. They will not feel bored and forced to learn alphabets.

This action can help pupils in their alphabetic principles. As a result, their alphabetic writing, reading, and recognizing ability will improve.

Narration of Implementation

The research intervention will be conducted through Interactive PowerPoint Presentations particularly applying the morph transitions and interactive activities. As a part of this research, we will be conducting a pre-test and post-test.

As we have noticed that the pupils' difficulty is all about their alphabetic principles, we are able to look for a proper intervention to enhance their alphabetic principles. The researchers are able to formulate an idea of how they can improve the alphabetic principles of pupils by introducing Interactive PowerPoint Presentations in the lesson.

On the first day of conducting the research, the researchers will implement the pre-test on every section of the Grade 1 level. The researchers will conduct a quiz about alphabets, which will serve as their Pre-Test (motivation before the lesson) the researcher will give an activity called "Detective Alphabets". The pupils are going to write the first letter that the researcher will show in the slides. It is to measure the level of their alphabetic principles.

On the second day, the discussion will be conducted to with the pupils together with the application of the intervention. The researchers will start the teaching pupils regarding the lesson using the best strategy which is using interactive PowerPoint presentations in improving their alphabetic principles. The researchers will start the class by singing the alphabet song to foster their alphabetic principles. Afterwards, the discussion will start to the Introduction of

Letters. The pupils will play the “What Letter am I” activity created in the PowerPoint presentation. The objective of the game is to tell the random letter that will be shown by the cartoon character in the game. By using interactive elements inside the PowerPoint presentation, the pupils will acquire focus and enjoyment at the same time.

And on the third day, we will discuss the lesson about Concept and Letter Sounds and Its association with Objects. The pupils, later on will engage to the activity inside the PowerPoint presentation “Sound Scavenger Hunt” wherein the researchers will flash a letter in the PowerPoint presentation representing different letter sounds. The pupils will go on a scavenger hunt around the classroom to find items that match each sound. In this activity, we can determine whether the pupils are able to recognize the different sounds in the alphabet.

And on the fourth day, the researchers will discuss the lesson about Blending Sounds to Form Simple Words. After the discussion, the pupils will have an activity called “Build Me Up” that will be utilized with the PowerPoint presentation. With this strategy, we can determine if the pupils can connect letters to form simple words.

On the last day, the post-test will be answered by the pupils that later on will be compared to their pre-test for comparison. We will evaluate whether the intervention is effective or not and see the progress and improvement of the learners throughout the implementation of the intervention.

CHAPTER III

RESEARCH METHODOLOGY

This chapter shows the methods used as well as the procedure employed in undertaking the study. It includes the research design, sources of data, research instrument, data gathering procedure and statistical treatment.

Research Design

This study employed the descriptive – evaluative design, using the one-shot Pretest and Posttest method. This was utilized to determine the mean difference between pretest and posttest tests to signify performance in class enrichment using the specified approach for the improvement of the problem indicated in the first chapter.

01 ----------**x**----------02

Where: 01 ------- pretest

------- class enrichment

02 ------- posttest

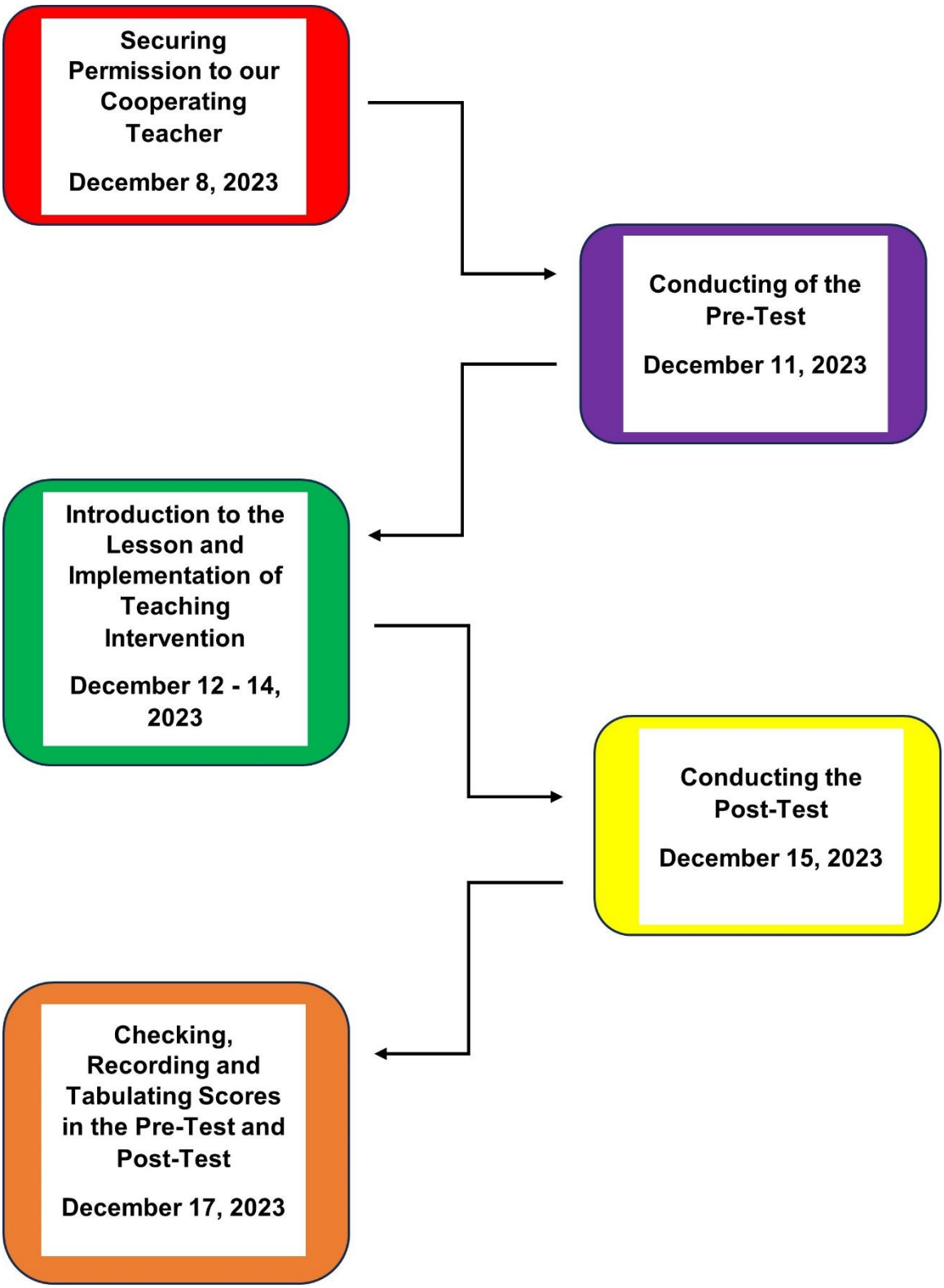
Sources of Data

The data were drawn from the results of the pretest and posttest given to the Grade 1 pupils of Pasuquin Central Elementary School, School Year 2023-2024. The class composed of 62 pupils – 31 boys and 31 girls, 50% of the respondents are male similar to 50% of the female population.

Table 1. Number of Respondents in Grade 1

Grade Level	Boys	%	Girls	%	Total No. of Pupils	%
Grade 1 - Diamond	12	36%	21	63%	33	49%
Grade 1 - Jade	20	62%	12	37%	32	51%
Total	32	51%	33	49%	65	100

Table 1 shows the number of respondents in Grade 1 learners of Pasuquin Central Elementary School. 32(51%) were boys and 33(49%) were girls respectively. This implies that combined the boys are more than the girls when this study was conducted.



Data Gathering Procedure

Securing Permission from the Cooperating Teachers. Through a request letter, the researchers asked the permissions of their cooperating teachers of Pasuquin Elementary School in conducting their study. The researchers organized the schedules of their activities namely the pre-test, post-test, and 3-day teaching intervention with the Grade 1 advisers.

Administering the Pre-Test. After the three days of teaching intervention, the researchers gave the learners in the form of worksheets that determined - whether the intervention was effective and to know if the alphabetic principle of the pupils have improved.

Checking, Recording and Tabulating Scores in the Pre-Test and Post-Test. The pupils' test results were thoroughly examined, corrected, and tabulated, and statistically treated.

Research Instrument

Pretest and Posttest testing was utilized as a method of this study, the tool used by the researchers in gathering data was a 20-item test, to determine the mean difference between the pretest and posttest testing. The test questions were validated and checked by our research adviser, It is a multiple choice type test composed of 20% of the items were difficult, 60% were average and 20% were easy. The pretest and posttest were administered simultaneously and be checked after the testing.

Statistical Tools for Data Analysis

The scores of the pupils in the pretest and posttest were carefully and systematically analyzed, evaluated and interpreted using the weighted mean and T-test. The weighted mean and t-value were obtained using the following formula:

Hypothesis Testing

H_0: There is no significant difference between the pretest mean score and posttest mean score.

H_1: There is a significant difference between the pretest mean score and posttest mean score.

T-test of Uncorrelated Sample. This was used to determine if there is a significant difference between the pretest and posttest scores of the respondents. The Computed t-value was compared with critical value 2.045 at 0.05% level of significance.

1.

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where: t = t value

$\bar{x}_1$ = mean of the pretest.

$\bar{x}_2$ = mean of the pretest.

S_1^2 = square of the standard deviation of the pretest.

S_2^2 = square of the standard deviation of the pretest.

N1 = number of the cases of the pretest.

N2 = number of the cases of the posttest.

Mean = This was employed to determine the mean scores of the respondents in the posttest.

2. $\bar{\mathbf{x}} = \frac{\sum fx}{n}$

Where: $\bar{\mathbf{x}}$ = weighted mean

$\sum fx$ = summation of frequency

n = number of pupils

Percentage = this was to determine the percentage of distribution of recipients by sex.

3. $\% = \frac{(\sum x)\, f}{n}\ x100$

Where: % = Percentage

F ($\sum$x) = frequency

N = number of pupils

CHAPTER IV

INTERPRETATION AND ANALYSIS OF DATA

This chapter presents the analysis and evaluation of the results of the pretest and posttest of the Grade 1 pupils of Pasuquin Central Elementary School were chosen as respondents for our action research study

Table 2. Pretest and posttest scores of the individual pupils in the Grade 1 of Pasuquin Central Elementary School.

Number of Pupils	Pretest	Posttest
1	20	20
2	19	20
3	19	20
4	18	20
5	17	20
6	17	20
7	17	20
8	17	20
9	17	20
10	17	20
11	15	20
12	15	20
13	15	20
14	15	20
15	14	20
16	14	20
17	14	20
18	14	20
19	14	20
20	14	20
21	14	20
22	14	20
23	13	20
24	13	20
25	13	20
26	13	19

27	13	19
28	13	19
29	12	19
30	12	19
31	12	19
32	12	19
33	11	19
34	11	19
35	11	19
36	11	19
37	11	19
38	11	19
39	11	19
40	10	19
41	10	19
42	10	18
43	10	18
44	10	18
45	10	18
46	10	18
47	10	18
48	10	18
49	10	18
50	9	18
51	9	18
52	9	18
53	9	18
54	9	18
55	8	18
56	8	18
57	8	17
58	7	17
59	5	17
60	4	17
61		17
62		16
N1 = 60		N2 = 60
$\sum X1 = 738$		$\sum X2 = 1175$

$\bar{x}_1 = 12.3$ $\bar{x}_2 = 18.95$

$Sd_1 = 3.43$ $Sd_2 = 1.06$

Mean Difference: 6.65

Table 2. Shows the total mean scores obtained by the Grade 1 pupils in the pretest and posttest. It could be noted that there was an increase in the obtained mean in the pretest 12.3 to the obtained mean in the posttest 18.95. The same findings indicate further the positive effect of using teacher-made contextualized interactive PowerPoint presentations in improving the alphabetic principle of the Grade 1 pupils of Pasuquin Central Elementary School.

Table 3. The Analysis Between the Pretest and Posttest Scores of the Grade 1-Diamond and Grade – Jade pupils

T-test of the Difference Between the Pretest and Posttest

	Pretest	Posttest
Sample Size	60	62
Highest Possible Score	20	20
Highest Obtained Score	20	20
Lowest Obtained Score	4	16
Mean	12.30	18.95
Mean Difference	6.65	
T - value	14.56**	

**Significant at 0.001 Critical t-value = 2.650

Table 3. The computed t-value of 14.56 is greater than the critical t 2.650 at 0.01 level of significance at 60 degrees of freedom, two-tailed test. Hence, we reject H_1, that there was a significant difference between the pretest and posttest of Grade 1 pupils of Pasuquin Central Elementary School therefore, the teacher-made interactive PowerPoint presentation is effective in improving the alphabetic principle of Grade 1 pupils of Pasuquin Central Elementary School.

Finally, the interactive PowerPoint Presentation is effective in improving the alphabetic principles in the teaching of English 1 at Pasuquin Central Elementary School.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the problem, findings, conclusions and recommendations based on the findings of the study.

Restatement of the Study

1. What are the mean scores obtained by the Grade 1 pupils of Pasuquin Central Elementary School in their:
    1.1 pre-test?
    1.2 post-test?
2. Is there a significant difference between the pre-test mean score and post-test mean score?
3. Is the contextualized teacher-made PowerPoint approach effective?

Summary

This study was conducted to improve the alphabetic principle of Grade sixty-two Grade 1 pupils of Pasuquin Central Elementary School.

Table 4. Shows Significant Difference of the Pretest and Posttest Results of the Grade 1 pupils.

Table 4: Summary of the Significant Difference of the Pretest and Posttest Results.

		Mean	N	df	t value
Pretest		12.3	65	63	14.56**
Posttest		18.95			

Difference		6.65			

**Significant at 0.01 Critical Value: 2.650

General Findings

Based on the results of the analysis, the following findings are presented:

1. The result of the pretest showed that most of the Grade I pupils have low level in terms of their alphabetic principles compared to the posttest.
2. The computed value shows a significant difference between the pretest and posttest after the conducted class enrichments with the use of interactive PowerPoint presentations. The obtained mean in the pretest 12.3 and the obtained posttest 18.95. The computed t 14.56 is greater than the critical t 2.650 level of significance at 63 degrees of freedom.
3. Contextualized Teacher-made Interactive PowerPoint presentation approach is effective in improving the alphabetic principles of the Grade 1 pupils.

Conclusions

Based on the findings of the study, it is concluded that:

1. There was a great improvement in using contextualized teacher-made interactive PowerPoint Presentations.
2. Contextualized teacher-made interactive PowerPoint is very effective in improving the health alphabetic principles of the Grade 1 pupils.

Recommendations

After conducting and succeeding this action research to the Grade 1 – Diamond and Grade 1 – Jade pupils of Pasuquin Central Elementary. From the conclusions above, we would like to offer some recommendations:

1. The use of contextualized teacher-made PowerPoint presentations is recommended to the teachers as an alternative strategy in improving the alphabetic principles of the pupils.
2. A teacher is encouraged to prepare different alternatives that they can utilize in order to gain the attention of their pupils in various lessons, a strategy where they can interact, enjoy, and most importantly, to be able to learn at the same time. Introducing the alphabets and its principles by the use of interactive PowerPoint presentations, It will help the teachers to improve the pupils' alphabetic principles.
3. In utilizing interactive PowerPoints, teachers are also encouraged to use this technique across different subjects.
4. To future researchers, we encourage them to prepare their planning very well, and develop some dimensions which have been observed deeply.