

Innovations

Effects of the Usage of Microsoft Teams in Reading Fluency of Grade 4-Pupils

Maricel C. Octavo¹, Danilo S. Varas²

Department of Education, Division of San Jose City¹

Central Luzon State University²

Corresponding Author: **Danilo S. Vargas**

Abstract

The main purpose of this research is to validate the effect of the usage of MS Teams in the Reading Fluency of Grade Four learners at Sinipit Bubon Elementary School, Division of San Jose City in the 4th quarter. The dominant findings of the study are as follows: The English experts including master teachers agreed that the usage of the reading tool is highly acceptable in terms of objectives, content, and usefulness. The experts agree that the reading tool's content is excellent. Its mean rating was 4.60, highly acceptable. For the objectives of the reading tool, a mean rating of 4.72 was also obtained, therefore making it highly acceptable as well in terms of this area. Both the component on content and usefulness received a mean rating of 4.70, interpreted as excellent which implies that the material is highly acceptable in these criteria. All in all, the entirety validation of the reading tool has a composite mean of 4.67 which is interpreted as excellent. This implies that it is highly acceptable. Furthermore, the mean of the experimental group during the pre-test is 85.30 and that of the post-test is 93.33. Using the t-test, it was found that there is a significant difference between the mean scores of the experimental group in the pre-test and the post-test. Moreover, there is a significant difference between the mean scores of the experimental group in the pre-test and the post-test which is 8.030 which shows that the use of the MS Teams is effective.

Keywords: 1.effects, 2.usage, 3.MS teams, 4.reading fluency, 5.objectives, 6.content, 7.usefulness

Introduction

Reading is a cognitive process that involves symbols to arrive at meaning. Reading is a process of actively developing word meanings. Many reading skills must develop for students to learn to read. More directly, reading skills make the reading process possible.

One of the Department of Education's top priorities is to enhance literacy (DepEd). It is based on the Department's flagship initiative, "Every Child A Reader Program," which aspires to turn every Filipino child into a reader and writer at his or her grade level. The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool is designed to be used in the classroom to test and describe students' reading abilities. The results of the exam can assist classroom teachers in planning and delivering suitable reading instruction to their students.

In SinipitBubon Elementary School, 50 percent of Grade 4 students tested frustration levels during the Phil-IRI pre-test. This indicates that the current state of reading is rapidly deteriorating and should be taken seriously. Teachers, on the other hand, can contribute to the reduction of poor reading by providing pupils with the high-quality education they deserve. Teachers are encouraged to employ a variety of instructional tactics and materials to help students learn to read more effectively. So, the researcher was inspired to develop an innovation during this time of COVID-19. It is hoped that it shall lead to the promotion of a better teaching reading experience in English and will be used in the future.

Oral reading fluency is defined as the ability to read with speed, accuracy, and prosody (NICHD), 2000, and has garnered substantial attention as an important skill for reading comprehension. However, two fundamental questions remain—the dimensionality of text reading including text reading efficiency (accuracy and speed) and reading prosody, and the directionality of the relation between text reading fluency and reading comprehension. Kim, Y.-S. G., Quinn, J. M., & Petscher, Y. (2021).

To assess reading fluency, including all its aspects, teachers listen to students read aloud. Students' accuracy can be measured by listening to oral reading and counting the number of errors per 100 words or a running record. Measuring reading rate includes both word-reading automaticity and speed in reading connected text using tests of sight-word knowledge and timed readings. A student's reading prosody can be measured using a checklist while listening to the student. To provide instruction in rate and accuracy, variations on the repeated readings technique are useful. To develop prosody, readers can listen to fluent models and engage in activities focused on expression and meaning. Opportunities to develop all areas of reading fluency are important for all readers, but especially for those who struggle. (Roxanne F. Hudson, Holy B. Lane, Paige C. Pullen, 2011) It is a significant pursuit for learning (Tui Boyes, 2019) and the mastery of reading skills is essential in academic settings (Grabe, 2004, Ayob, 2011). Schools should produce non-struggling readers who can read fluently. Given this, the enhancement of reading skills in schools is vital. Reading in schools refers to the ability to read and Asian Journal of University Education (AJUE) Volume 17, Number 1, January 2021 makes meaning from a text (Woolley, 2008) and this is the definitive goal of reading development programmers (Veenendaal, Groen & Verhoeven, 2014) To realize this goal, learners must utilize specific reading strategies and cognitive skills to aid reading comprehension (Jamian, Oathman, Sabil & Masamin, 2016). Hence, this has led to the important role of reading strategies in the field of second language learning (Yang & Sim, 2017).

Research Questions

The main objective of this action research is to determine the effect of the use of Reading Progress in MS Teams on Grade Four Pupils.

Specifically, the study aims to answer the following questions:

1. Is there an improvement in the Grade four pupils' performance after the use of the platform?
2. Is there a significant difference between the Pre-test and Post-test scores of the Grade Four Pupils in using MS Teams?

Hypothesis

The following hypotheses were examined in this investigation:

1. There is no significant improvement in the performance of Grade 4- pupils after using the platform.
2. There is no significant difference between the Pre-test and Post-test scores of Grade 4- Pupils

Research Methodology

The type of research used the quasi-experimental method since it tested the effectiveness of using an educational tool to improve students' reading fluency through pre-test and post-test. The participants in this study were the Grade 4 students from Sinipit Bubon Elementary School, Division of San Jose City, Nueva Ecija, S.Y. 2021-2022.

Fifty percent of Grade 4 students (11 learners) were tested Frustration levels, twenty-five percent (6 learners) under Instructional levels, and twenty-five percent (6 learners) in the Independent Level during the Phil-IRI pre-test. Total population sampling under non-probability sampling was used in the selection of learners that was under the experimental group. Using MS Teams as a platform, the researcher acquired the Grade Four pre-test and post-test data in reading English. The research was carried out during the fourth grading of the School Year 2021-2022.

The data gathered from the scores of the respondents was organized, tallied, and tabulated for analysis and interpretation. The pre-test and post-test results of the experimental group were analyzed. The mean scores were tallied, and the difference was evaluated using the t-test for independent data. For the difference between means of the pre-test and post-test, the t-test between means of correlated data was used. The t-test between means of data was utilized for the difference in the group.

Ethical Considerations

Following the Division Research's approval of the research proposal, all research procedures or protocols were followed, including citing sources and obtaining permission from the School Principal and other stakeholders to protect the study's integrity. In conducting this investigation, all ethical considerations were considered. The responders' dignity was given priority. The information was kept confidential; offensive, discriminatory, or other undesirable terminology was avoided in the development of the conceptualized reading materials; and the highest level of objectivity was maintained throughout the research in discussions and analyses.

Results and Discussion

Validation of the Effect of the Usage of MS Teams in Reading Fluency in Terms of Objectives, Content, Judgement of the Experts, and Effectiveness to the Users.

Validation in Terms of Content

For the validation of the effect of the usage of the tool, the school head and the Education, Master Teacher, and the Program Supervisor in English were asked to validate first the tool in terms of objectives, content, judgment, and effectiveness to the users.

Table 1, shows the validation of the reading tool in terms of the content and the reading materials uploaded. The mean rating of the tool in this area is 4.60, which is verbally described as highly acceptable.

Indicators in this area include the appropriateness to the needs of the users, easy use by learners, interactive, contextualization of the reading materials uploaded, and enhancing the ICT skills of the learners.

The highest rating of the reading tool in this component is in the interactive with a mean rating of 4.80 while the appropriateness to the needs of the users, contextualization of reading materials, and enhancement of the ICT skills of the learners got a mean rating of 4.60. These ratings showed that the reading tool was appropriate and a big help to the level of the pupils especially those in the frustration levels. In the easily used by the learners, the mean of the reading materials was 4.40, which is verbally described as very satisfactory.

This revealed that the usage of the reading tool explained well the concepts, and the flow and presentation and very adequate to the learners.

Validation in Terms of Objectives

Findings in Table 2 revealed that developing contextualized reading materials, improving learners' reading levels, and enhancing the reading habits of learners have a mean rating of 4.80 which is described as highly acceptable. This implies that the usage of the reading tool can help the learners in reading.

Help learners to be independent in reading was agreed upon by the English experts that the objectives were excellent with a mean rating of 4.60. This means that the usage of the tool is acceptable in terms of the objectives' independency.

The second aspect of the usage of the reading tool which is the objectives was rated excellent with a composite mean of 4.72 based on the opinion of the English experts.

The result is crucial since it is the basis for any project to be effective. A clear presentation and flow of the objectives are needed since this reading tool is used and manipulated by the learners. It is expected that the usage of the reading tool is to be understood well by the users which are the learners.

Validation in Terms of Effectiveness to the Users

Figures in Table 3 reveal that based on the usefulness of the reading tool, provision of contextualized reading materials, and incorporation of real-life situations received a mean rating of 4.80 while facilitation of instruction in using the tool and development of ICT skills of learners got a 4.60 mean rating.

This only implies that based on the opinion of the English experts, the contextualized reading materials' usefulness can provide activities for individual learning which will equip learners reading skills. It also facilitates instruction and the enhancement of the ICT skills of learners. It also allows learners to real-life situations that may be used in everyday life.

All in all, the usefulness of the usage of the reading tool received a composite mean of 4.70 which is verbally interpreted as excellent and implies that it is highly acceptable.

Overall Validation Result

Table 4 presents the general rating of the reading tool as validated by the English experts in terms of content, objectives, and effectiveness.

All area indicators were described as excellent, making the usage of the reading tool highly acceptable. The highest of these components are objectives which have a rating of 4.72, followed closely by content received a rating of 4.70. This is followed by effectiveness receiving a mean of 4.60. The composite mean of the evaluation is 4.67, which is equivalent to an excellent rating. This implies that the usage of the reading tool is highly acceptable.

The usage of the reading tool, therefore, is perceived to be a good instructional reading tool that may be of good aid to teachers handling English 4 since it can cater to the needs of both teachers and pupils in attaining the goals of instruction.

Validation Using Pupils' Performance

The t-test was used to determine whether the reading tool is valid using the pupils' performance through PhilIRI Material as an assessment tool.

The experimental group has taken both pre-test and post-test. The raw scores were listed, tabulated, and their means were compared and tested at a .05 level of significance.

Pre-test/Post-test of the Experimental Group

Table 5, displays the t-test for the pre-test and post-test. The significance threshold for the t-test was 0.009, which was lower than the alpha value ($\alpha = 0.05$). This indicates that there is a significant difference between the experimental group's pre-test and post-test.

The mean difference between the pre-test and the post-test is bigger, as shown by the findings. The mean difference is 8.030.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The usage of the reading tool is highly acceptable in terms of content, objectives, and usefulness as evaluated by English experts and master teachers.

The experimental group performed better in the post-test after the use of the reading tool.

The reading tool is a good instructional interactive tool since it improved the performance of grade 4 learners in reading. As such, the reading tool is good that can enhance the ICT skills of the learners.

The reading tool is acceptable that it can develop the independency of the learners in reading.

Recommendations

Based on the results and conclusions of the study, the following recommendations were made:

1. After validating the usage of MS Teams in reading fluency of Grade 4- learners, this may be considered as an instructional interactive tool for improving the reading skills of grade 4 pupils and it is recommended that the reading tool be used by other grade levels.
2. The contextualized reading materials may still be improved depending on the needs of the learners.
3. Teachers should also engage themselves in preparing their reading materials since they know more about the needs of their pupils.
4. School heads and principals, as the leaders in the school, should provide technical assistance and incentives to their teachers who are pursuing writing endeavors to further motivate them to continue proposing innovations and strategies.

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Table 1. Validation of the reading tool in terms of content

Content	Ave	Rating	Descriptive Title
Appropriate to the needs of the users	4.6 0	Excellent	Highly Acceptable
Easily used by learners	4.4 0	Very Satisfactory	Acceptable
Interactive	4.8 0	Excellent	Highly Acceptable
Contextualization (reading materials)	4.6 0	Excellent	Highly Acceptable
Enhance their basic ICT skills	4.6 0	Excellent	Highly Acceptable
Composite Mean	4.6 0	Excellent	Highly Acceptable

Table 2. Validation of the Usage of the Reading Tool in Terms of Objectives

Objectives	Ave	Rating	Descriptive Title
Developed contextualized reading materials	4.80	Excellent	Highly Acceptable
Help learners to be independent in reading	4.60	Excellent	Highly Acceptable
Improve learner's reading level	4.80	Excellent	Highly Acceptable
Enhance the reading habit of learners	4.80	Excellent	Highly Acceptable
Engage in ICT skills	4.60	Excellent	Highly Acceptable
Composite Mean	4.72	Excellent	Highly Acceptable

Table 3. Validation of the Effectiveness of the Usage of the Reading Tool

Usefulness	Ave	Rating	Descriptive Title
Provision of contextualized reading materials	4.80	Excellent	Highly Acceptable
Facilitation of instruction in using the tool	4.60	Excellent	Highly Acceptable
Incorporation of real-life situations	4.80	Excellent	Highly Acceptable
Development of ICT skills of learners	4.60	Excellent	Highly Acceptable

Composite Mean	4.70	Excellent	Highly Acceptable
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Table 4. Summary Table of the Mean and Interpretation on the Over-all Validation of the Usage of the Reading Tool of the Experts

Area of Assessments	Mean	Rating	Descriptive Title
A. Content	4.60	Excellent	Highly Acceptable
B. Objectives	4.72	Excellent	Highly Acceptable
C. Effectiveness	4.70	Excellent	Highly Acceptable
Composite Mean	4.67	Excellent	Highly Acceptable

Table 5. T-Test for the Experimental Group's Pre-test and Post-test Results

Experimental Group	Pre-test	Post-test	Difference in Mean
	%	%	
Mean	85.30	93.33	8.030
SD	12.46	6.02	
t-value	± 2.0739	± 2.0739	
Sig (2-tailed):	0.009		
Significance:	level of significance: 0.05		

Corresponding emails: maricel.octavo@deped.gov.ph¹, dsvargas@clsu.edu.ph²