



HALINA MAGBASA SA BAGONG MILENYA: A DIGITAL APPROACH TO ADDRESS STRUGGLING READERS' NEEDS

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**Halina Magbasa sa Bagong Milenya: A Digital Approach to
Address Struggling Readers' Needs**

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Abstract

This study was conducted to find out the extent of digital approach Halina Magbasa sa Bagong Milenya in addressing struggling readers of five Grade II pupils of T.A. Molina Sr. Elementary School, Dipaculao, Aurora in the school year 2020-2021 using applied research. HMBM intervention was used as a digital approach which is inspired by the ELLNA goals and Marungko Approach. The difference is in the mode of delivery and the contextualized themes behind each lesson. The parents and teacher's assessment checklist were used to assess their pre and post reading skills, and the pupils' attitude toward the intervention during the implementation. Results of the study revealed that all the five pupils were low in their reading skills and are not interested in reading before HMBM intervention. All of them improved on their reading skills after the implementation and showed enjoyment and excitement during implementation. The study suggested that the HMBM be recommended to other grade levels in the elementary and that researchers further investigate the extent of HMBM in other grade levels.

Key words: Halina Magbasa sa Bagong Milenya (HMBM), digital approach, Early Language literacy and Numeracy Assessment (ELLNA), reading skills, reading attitudes

Introduction

The present COVID-19 pandemic has brought extraordinary challenges and has affected the educational sectors, and no one knows when it will end. The crisis revealed the unpreparedness of education systems, infrastructure, educators and learners for distance learning, and the fragility of adult literacy programs. In the Philippines, majority of families, especially from poor and rural communities, opted to use government-provided digital or printed learning materials or “modules,” which students will read at home with the guidance of their elders before carrying out specified activities. Most lack computers and reliable internet connections. Teachers answer questions by telephone. It appears that modular learning – an alternative to the traditional face-to-face classes supposedly meant to eliminate the risk of contracting the deadly virus – could turn out to be unsafe after all.

According to Chapman & Tunmer, (2003) as cited by Roberts & Wanzek, (2012), reading is one of the most important and critical educational skills because it influences virtually all academic disciplines. Additionally, recent researches further established that reading skills are inseparably linked to problem solving, critical thinking, writing, researching, organizing ideas, reasoning, and creativity Strong., (Silver, H. F., Perini, M. J., Tuculescu, G. M. 2002) as cited by (Al Jaffal, 2014). Reading fluency is a crucial skill for efficient and effective reading. According to the work of LaBerge and Samuels, (1974) as cited by Al Jaffal (2014), which is based on the theory of automatic information processing, poor readers experience difficulty with fluency. This is because visual information is transformed and processed by the reader until the individual comprehends what is being read.

In their study, Roberts & Wanzek, (2012) claimed that reading fluency is comprised of three component skills, or fluency indicators; accuracy of word decoding, automaticity of word

recognition, and prosody of oral text reading. Accuracy of interpreting includes the ability to effectively produce a phonological representation of each word saying, either for it is a part of the reader's sight-word vocabulary or by utilization of a more effortful decoding procedure, for example, sounding out the expression (Hudson & Torgesen, 2006). Skills are needed for accuracy of decoding including alphabetic principles, the ability to compound sounds, the ability to utilize signs to recognize words as a part of content, and a large sight-word vocabulary of high-recurrence words (Hudson & Torgesen, 2006).

According to studies, if children do not acquire the ability to be proficient readers at a young age, it places them at a considerable disadvantage in all academic pursuits. Despite all of the understanding gained regarding the crucial role of reading in academic and social success there remains a group of children for whom learning to read remains difficult at best and elusive at worst because they lack reading fluency. For this reason, the ability to read fluently at an early age has become increasingly emphasized as an invaluable skill Burns, Snow & Griffin, (1998); Dumas, Hansen, & Haushereer, (2011); National Institute of Child Health and Human Development, (2000); Pikulski & Chard, (2005).

The above findings prompted the researcher to look into the situation of Grade 2 pupils who are struggling readers. These five (5) struggling learners of the Grade 2 class for SY 20202021 at T.A. Molina Sr. Elementary School were found to be struggling in reading after giving them reading activities thrice and using a checklist. It was observed that the types of learners entering Grade Two need a rich field of basic reading and numeracy because they are learninghungry individuals. Left un-addressed, the journey to higher levels will be an arduous travel both for the learner and the teachers.

In this regard, the researcher found it timely to look into an intervention to address struggling readers' needs using digital approach. It hopes to know what may be the significant changes on the reading skills of Grade 2 struggling learners after undergoing HMBM implementation. The material was inspired by the ELLNA goals and the Marungko Approach. The difference is in the mode of delivery and the contextualized themes behind each lesson.

According to Kaster and Axtell (2020), education specialists dive into how educators and parents can support struggling readers, ELL students, and students with dyslexia in an at-home learning environment. Based on their premise, "parents who might be uncomfortable with continuing their role of teacher this fall can find solace in this fact: authentic teachable moments happen outside the classroom all the time." The authors mentioned that if your student or child had to rapidly transition to an at-home learning environment as a struggling reader, an English language learner, or one with dyslexia, there are many ways that the support they were receiving in school can transfer to their home. As an implementation coach and educational specialist for a reading program, we would like to share two simple tips no matter what area of reading your student struggles with: finding effective resources and strategies, and building background knowledge. Students who struggle with reading need repetition, practice, and familiarity to keep momentum going. Providing your student with authentic experiences and background knowledge on the topics they are reading gives them a head start on reading comprehension. There are many ways parents and educators can further support their readers, whatever their need. We broke down specific strategies they can use to make learning at home as effective as possible.

The Education Week Report of Schwartz (2020), according to Nell K. Duke, a professor of literacy, language, and culture at the University of Michigan's School of Education, has created two instructional videos for reading teachers who are teaching over Zoom: One

demonstrating how to teach phonemic awareness, phonics, and vocabulary lessons, and the other showcasing two small group lessons—one in phonics instruction, and one designed to build students' knowledge about food chains. Some teachers have taken this approach, transferring their lessons almost wholesale from the classroom to the screen.

Considering the above report, since some areas in the Philippines has limited internet connection, the teachers may save the digital reading lessons in flash drives or send it to the parents using mobile phones or any gadgets. The material may then be utilized either online or off line.

According to Kaster and Axtell (2020), for Level 1 and 2 ELLs, practice in social communication and functional English are the most beneficial. Students with more speaking proficiency can begin basic reading and writing and move to more academic English as they are ready. Moreover, for students who have access, use the ABC tools on Reading Horizons Discovery or pronunciation tools on Reading Horizons Elevate to listen to how the sounds are made in the English language. The student can record themselves pronouncing the sound and play it back for accuracy. Having access to an interactive online site is helpful, and there are a number of free resources available. Encouraging the use of English subtitles for television, free language apps, and opportunities for conversation with an English speaker can also be valuable. Pairing a student learning English with a classmate for conversations online or by phone can be a wonderful way to support students and build relationships.

Learning about the above breakthroughs, the researcher was motivated to develop a reading intervention called HMBM (digital approach). This study tried to find out the extent of the intervention in terms of reading skills and reading attitudes of the pupils struggling readers. It

provided innovative instructional materials designed to address the needs of pupils who are struggling in reading. It was hoped to give excitement and enjoyment to the pupils.



Figure 1. The conceptual framework showing the relationship of the study variables

Research Questions

The main purpose of this study was to know the extent of the digital Approach “Halina Magbasa sa Bagong Milenya” (HMBM) in addressing struggling readers to improve the reading skills of the learners. Specifically, it sought to answer the following questions:

1. How may the extent of implementation of the Halina Magbasa sa Bagong Milenya (HMBM) to struggling Grade Two learners be described in terms of:
 - 1.1. learners’ reading skills
 - 1.2. learners’ attitude towards the intervention
2. What are the significant changes on the reading skills of Grade Two struggling learners after undergoing Halina Magbasa sa Bagong Milenya (HMBM) implementation?

Significance of the Study

The results of this study is deemed beneficial to the following, to wit:

Learners. All interventions geared towards learning improvement will benefit the most important clients of the education sector, the learners.

Parents. The parents, as the children's partner in learning, could develop strategies that will make learning at home more systematic and enjoyable for the child through Enhanced HMSBM Implementation.

Teachers. Learning the attitude and reading skills of learners in the implementation of HMSBM will provide ideas for teachers to develop and/or revise resources that would help make the home studying more effective.

Department of Education. The results of this study may be utilized as basis for improving reading program that would be relevant to the needs of the young children today.

Researchers. Results of this study may be used as reference for broader scientific queries in reading intervention in other fields or age group.

Scope and Limitation

This study involved the five (5) learners of Grade Two for the School Year 2020-2021 at Teodorico A. Molina Sr. Elementary School. The respondents were only those who are identified struggling in reading. Thus, the sampling does not represent the total population of the learners in the level.

Methods

Type of Research

This study employed the mixed method research. According to Creswell (2012), mixed method research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem.

Moreover, to utilize this design effectively, you must understand both quantitative and qualitative research.

Respondents

The respondents of this study were five (5) learners of Grade Two (2) for the school year 2020-2021 at Teodorico A. Molina Sr. Elementary School in the District of Dipaculao South, Schools Division of Aurora.

Sampling Method

Purposive sampling was applied because the researcher wanted to study the extent of digital approach HMBM in addressing struggling readers. By definition, purposive sampling, also referred to as judgment, selective or subjective sampling is a non-probability sampling method that is characterized by a deliberate effort to gain representative samples by including groups in a sample. The researcher relied on her own judgement to select this sample group to represent the population of Grade Two pupils in TMES whose characteristics under study were present.

Proposed Innovation/Strategy

The innovation is called “Halina Magbasa sa Bagong Milenya (HMBM)”. It was evaluated and approved by the schools district innovative project committee. This innovation is to maximize time for learning and to activate learners’ auditory, visual and sensory-motor abilities. Since the children of today are millennials, the approach is appealing to them. Having been uploaded in the You Tube, the lessons are accessible for a wide type of audience. Utilized in the classroom, the recorded lessons can be used to manage even a big group of learners. It has three (3) levels: Level 1- letter –sounds (phonemic awareness, sensory motor coordination), Level 2- improving comprehension by introducing consonants Mm, Ss and Pp (words and

phrases with pictures), Level 3- Enriching comprehension and integration of other subject areas and topics by adding focus alphabets Aa, Oo and Ii.. and so on.

Sources of Data

The sources of data came from teacher's and parent's assessment checklist.

Instruments

There were two instruments used in the study. First is the checklist, for the pre and post assessment, a checklist was made by the teacher to see the baseline data and analyze the improvement. This was used to determine the learners who are struggling in reading.

The second instrument is a survey questionnaire. It is composed of 2 parts. Part I is about the learners' reading skills. It has seven (7) indicators where respondents will check the column appropriate for their responses using the following scale: 4- Kayang Kaya Kong Gawin, 3- Kaya Kong Gawin, 2- Kaya Kong Gawin ng Konti, 1- Di Ko Kayang Gawin

Part II is the learners' attitude towards the intervention where respondents are to rate the nine (9) indicators using a 4 Likert-Scale: 4- Matinding Sang-Ayon, 3- Sumasang-Ayon, 2- Di Sang-Ayon, 1- Matinding Di Sang-Ayon.

These instruments were subjected to validity and reliability tests. To test their validity, the researcher sought the help of 3 teacher-experts in Dipaculao South District. They were purposely selected to review the instruments for face and content validity. After scrutiny, the researcher amended the instruments according to their comments and suggestions. To test the reliability of the main instrument, inter-rater reliability was done to 2 of the experts and got a coefficient of 0.588 which is a moderate agreement. As for the second instrument, it was administered to 3 learners and got an overall reliability coefficient of 0.953 which was excellent. Thus, the instruments were reliable, consistent and ready for data collection."

Data Collection Procedure

The researcher submitted the research proposal to the Schools Division Office- Research Evaluation Committee, for review and approval. Upon approval, the letter of consent/assent were distributed to the parents to know if they will allow their children to become participants of the study. The questionnaire was then floated, interviews were conducted. The responses were listed using appropriate coding system and data were tabulated for better presentation.

Since the study were conducted during the COVID-19 pandemic, the researcher ensured that the IATF protocols where the minimum health standards and minimal physical contact were observed as well as disinfection of the instruments before using it to gather data.

Ethical Considerations

The profile of the pupils was kept confidential; consent letters were provided in view of the approval request from the Schools Division Superintendent. Ensuring research ethics and rules were also duly observed to avoid problems that may arise, namely: plagiarism, intellectual dishonesty and other related issues.

Data Analysis

To answer problems No.1 and 2, frequency and percentage, were used to describe the extent of HMBM Implementation to struggling Grade 2 learners in their reading skills and attitudes.

The results of the pre assessment and post assessment were compared using the checklist of indicators.

Results and Discussion

This part of the study presents the results and discussions in the assessment checklist of the teacher and parents on the learners' reading skills, the learners' attitude towards the

intervention and the significant changes on the reading skills of Grade II learners after undergoing HMBM implementation.

1. Extent of Implementation of the HMBM to Struggling Grade II Learners

A.) 1.1 Learners' Reading Skills before HMBM

1.1.1 Teacher's Assessment

Table 1 shows the teacher's assessment of participants' Reading Skills before the implementation of the HMBM intervention. It can be gleaned from the table that of the 5 participants, only 3 or 60% can sound the letters of the alphabet, write the letters of the alphabets (isulat ang mga letra), syllabicate words, identify names of pictures, and identify pictures based on the given initial sound/letter while only 2 or 40% can identify the letters. It also shows that no pupils can read words and sentences. This data implies that the participants need intervention to improve their reading skills.

Table 1
Teacher's Assessment Checklist in Reading Before the Conduct of HMBM Intervention

Aytem Blg.	Pangalan	isa-tunog ang mga letra. (can sound the letters of the alphabet)	kilalanin ang mga letra. (can identify the letters)	isulat ang mga letra. (write the letters of the alphabets)	pantigin ang mga salita. (syllabicate words)	basahin ang mga salita at pangungusap (can read words and sentences)	tukuyin ang pangalan ng larawan. (identify names of pictures)	tukuyin ang mga larawang nagsisimula sa ibinigay na letra. (identify pictures based on the given initial sound/letter)
1	Mag – aaral A	/	/	/	/	X	/	/
2	Mag – aaral B	/	/	/	/	X	/	/

3	Mag – aaraal C	x	x	/	x	X	X	x
4	Mag – aaraal D	x	x	x	x	X	X	x
5	Mag – aaraal E	/	x	x	/	X	/	/
Kabuuan Bahagdan		3 60%	2 40%	3 60%	3 60%	0 0%	3 60%	3 60%

The above results is in consonance with the findings of Burns (2020) published by the National Association of School Psychologists, implying that reading interventions will have to be closely linked to student need to be effective.

1.1.2 Parents Assessment

Table 2 shows the parent's assessment in reading skills of the participants before the implementation of the HMBM intervention. It can be gleaned from the table that of the 5 participants, 0% can syllabicate words and can read words and sentences under the I Can Afford To Do, under the I Can Do It, only 1 or 20% can sound the letters of the alphabet and identify names of pictures, while 2 or 40% can identify the letters and write the letters of the alphabets and 3 or 60% identify pictures based on the given initial sound/letter, while under the I Can Do A Little Bit, 0 or 0% can identify the letters and can read words and sentences, only 1 or 20% can write the letters of the alphabets and identify pictures based on the given initial sound/letter, while 2 or 40% can sound the letters of the alphabet and 3 or 60% can syllabicate words and identify names of pictures, and under I Can't Do It, 5 or 100% can read words and sentences, 3 or 60% can identify the letters, while 2 or 40% can sound the letters of the alphabet, can write the letters of the alphabets, and can syllabicate words, and only 1 or 20% identify names of pictures and identify pictures based on the given initial sound/letter. It shows that the reading skills of pupils is low.

Table 2

Parents Assessment on Learners' Reading Skills Before the Conduct of HMBM Intervention

Aytem Blg.	Sa tulong ng Halina Magbasa sa Bagong Milenya (HMBM) nagagawa kong.....	Kayang-Kaya Kong Gawin (I Can Afford To Do) (4)		Kaya Kong Gawin (I Can Do It) (3)		Kaya Kong Gawin ng Konti (I Can Do A Little Bit) (2)		Di Ko kayang Gawin (I Can't Do It) (1)	
		F	%	F	%	F	%	F	%
1	isa-tunog ang mga letra. (can sound the letters of the alphabet)	0	0	1	20	2	40	2	40
2	kilalanin ang mga letra. (can identify the letters)	0	0	2	40	0	0	3	60
3	isulat ang mga letra. (write the letters of the alphabets)	0	0	2	40	1	20	2	40
4	pantigin ang mga salita. (syllabicate words)	0	0	0	0	3	60	2	40
5	basahin ang mga salita at pangungusap. (can read words and sentences)	0	0	0	0	0	0	5	100
6	tukuyin ang pangalan ng larawan. (identify names of pictures)	0	0	1	20	3	60	1	20
7	tukuyin ang mga larawang nagsisimula sa binigay na letra. (identify pictures based on the given initial sound/letter)	0	0	3	60	1	20	1	20

B.) 1.1 Learners' Reading Skills After HMBM

1.1.1 Teachers' Assessment

Table 3 shows the teacher's assessment of participants' Reading Skills after the implementation of the HMBM intervention. It can be gleaned from the table that all of the 5 participants or 100% can sound the letters of the alphabet, write the letters of the alphabets, syllabicate words, identify names of pictures, and identify pictures based on the given initial

sound/letter, showing the 40% increased on their reading level, while 3 or 60% can read words and sentences, and 5 or 100% can identify the letters, showing the 66% increased on their reading skills. It implies that HMBM intervention has a big contribution to improve their reading skills.

Table 3
Teacher's Assessment Checklist in Reading After the Conduct of HMBM Intervention

Aytem Blg.	Pangalan	isa-tunog ang mga letra. (can sound the letters of the alphabet)	kilalanin ang mga letra. (can identify the letters)	isulat ang mga letra. (write the letters of the alphabets)	pantigi n ang mga salita. (syllabicate words)	basahin ang mga salita at pangungusap (can read words and sentences)	tukuyin ang pangalan ng larawan. (identify names of pictures)	tukuyin ang mga larawang nagsisimula sa ibinigay na letra. (identify pictures based on the given initial sound/letter)
1	Mag – aaral A	/	/	/	/	/	/	/
2	Mag – aaral B	/	/	/	/	/	/	/
3	Mag – aaral C	/	/	/	/	X	/	/
4	Mag – aaral D	/	/	/	/	X	/	/
5	Mag – aaral E	/	/	/	/	/	/	/
Kabuuan		5	5	5	5	3	5	5
Bahagdan		100%	100%	100%	100%	60%	100%	100%
Increment		40%	60%	40%	40%	60%	40%	40%

The above results is similar with the study of (Nurhana, 2014) that digital approach has impacted struggling readers in a positive way by improving their reading skills.

1.1.2 Parents' Assessment

Table 4 shows the parent's assessment in reading skills of the participants after the implementation of the HMBM intervention. It is revealed from the table that of the 5 participants, under the I Can Afford To Do It, there were 0 or 0% can read words and sentences,

only 2 or 40% can identify the letters, while 3 or 60% can sound the letters of the alphabet, can write the letters of the alphabets and can syllabicate words, and now 4 or 80% can identify names of pictures and identify pictures based on the given initial sound/letter, while under the I Can Do It, only 1 or 20% identify names of pictures and identify pictures based on the given initial sound/letter, 2 or 40% write the letters of the alphabets, can write the letters of the alphabets and can syllabicate words, there were 3 or 60% can identify the letters, while 4 or 80% can read words and sentences, under I Can Do It A Little, only 1 or 20% can read words and sentences and the rest are 0 or 0%, and under the I Can't Do It, all of the 5 participants were 0 or 0% in all reading skills. The results show that the reading skills of the pupils has improved after the intervention.

Table 4

Parents Assessment on Learners' Reading Skills After the Conduct of HMBM Intervention

Aytem Blg.	Sa tulong ng Halina Magbasa sa Bagong Milenya (HMBM) nagagawa kong.....	Kayang-Kaya Kong Gawin (I Can Afford To Do)		Kaya Kong Gawin (I Can Do It)		Kaya Kong Gawin ng Konti (I Can Do A Little Bit)		Di Ko kayang Gawin (I Can't Do It)	
		(4) F	(4) %	(3) F	(3) %	(2) F	(2) %	(1) F	(1) %
1	isa-tunog ang mga letra. (can sound the letters of the alphabet)	3	60	2	40	0	0	0	0
2	kilalanin ang mga letra. (can identify the letters)	2	40	3	60	0	0	0	0
3	isulat ang mga letra. (write the letters of the alphabets)	3	60	2	40	0	0	0	0

4	pantigin ang mga salita. (syllabicate words)	3	60	2	40	0	0	0	0
5	basahin ang mga salita at pangungusap. (can read words and sentences)	0	0	4	80	1	20	0	0
6	tukuyin ang pangalan ng larawan. (identify names of pictures)	4	80	1	20	0	0	0	0
7	tukuyin ang mga larawang nagsisimula sa binigay na letra. (identify pictures based on the given initial sound/letter)	4	80	1	20	0	0	0	0

The above results is similar with the study results of Nurhana (2014) that there was a great impact on the improvement of the students' reading skills through the use of digital approach.

1.2. Learners' Attitude Towards the Intervention

Table 5 shows the parent's assessment of the attitude of the participants during the implementation of the HMBM intervention. It can be gleaned from the table that of the 5 participants, under Strongly Agree, all of them or 100% are happy to sound letters of the alphabets, attracted on the pictures from the video, encouraged to say the name of the pictures, and able to identify pictures beginning with a given letter, while 4 or 80% are encouraged to write the letters, encouraged to write the letters alone, happy to syllabicate words, and able to identify pictures beginning with a given letter, there are also 3 or 60% were excited to read the words and sentences, while under Agree 2 or 40% were excited to read the words and sentences, only 1 or 20% were encouraged to write the letters, encouraged to write the letters alone, happy to identify letters of the alphabets, and happy to syllabicate words, and 0 or 0% on the remaining indicators of the reading attitude of the pupils, it also shows under Disagree and Strongly Disagree, there were 0 or 0% of the participants on the indicators of the reading attitude of the

pupils. Specifically, this result suggests that when using the intervention, the reading attitude of struggling readers were developed.

Table 5
Learners' Attitude Towards the Intervention

Aytem Blg.	Gamit ang Halina Magbasa sa Bagong Milenya (HMBM) ako ay...	Matinding Sang- Ayon (Strongly Agree) (4)		Sumasang- Ayon (Agree) (3)		Di Sang- Ayon (Disagree) (2)		Matinding Di Sang- Ayon (Strongly Disagree) (1)	
		F	%	F	%	F	%	F	%
1	natutuwa sa pagtutunog ng mga letra. (happy to sound letters of the alphabets)	5	100	0	0	0	0	0	0
2	naaakit sa mga larawan sa bidyo. (attracted on the pictures from the video)	5	100	0	0	0	0	0	0
3	nahihikayat sumabay sa pagsusulat ng mga letra. (encouraged to write the letters)	4	80	1	20	0	0	0	0
4	nahihikayat isulat ang mga letra ng mag-isa. (encouraged to write the letters alone)	4	80	1	20	0	0	0	0
5	natutuwang magpantig. (happy to syllabicate words)	4	80	1	20	0	0	0	0
6	eksayted magbasa ng mga salita at pangungusap. (excited to read the words and sentences)	3	60	2	40	0	0	0	0
7	natutuwang kilalanin ang mga letra. (happy to identify letters of the alphabets)	4	80	1	20	0	0	0	0

8	nahihikayat sabihin ang pangalan ng larawan. (encouraged to say the name of the pictures)	5	100	0	0	0	0	0	0
9	Nakapag-tutukoy ng mga larawang nagsisimula sa ibinigay na letra. (able to identify pictures beginning with a given letter)	5	100	0	0	0	0	0	0

The above results is in relation with the study of (Mohamed, 2020) that student's attitudes impact their willingness to participate in an activity, such as reading and it is notable that students who spend the most time engaged in reading have the highest achievement through the use of digital approach.

2. Significant Changes on the Reading Skills of Grade II Learners After Undergoing HMBM Implementation

Table 6 illustrates the comparison of the parent's assessment in reading skills of the participants before and after the implementation of the HMBM intervention. It reveals from the table that of the 5 participants, during pre-assessment there were 0 or 0% in all indicators of reading skills under I Can Afford To Do and increases in post-assessment, wherein 4 or 80% can identify names of pictures and can identify pictures based on the given initial sound/letter, 3 or 60% can write the letters of the alphabets and syllabicate words, and only 2 or 40% can identify letters, it also reveals that during pre-assessment under I Can Do It , there were 3 or 60% can identify pictures based on the given initial sound/letter and decreases during post-assessment to 1 or 20%, 2 or 40% can identify letters and increases during post-assessment to 3 or 60% and can write the letters of the alphabets it remains 2 or 40%, from 1 or 20% can sound the letters of the alphabet to 2 or 40% and remains the percentage of can identify names of pictures, while 0 or 0% syllabicate words increases to 2 or 40% during post-assessment while 4 or 80% can read

words and sentences, under I Can Do A Little Bit majority of the reading skills decreases the percentage of the pupils during post-assessment, wherein 3 or 60% to 0 or 0% syllabicate words and can identify names of pictures, 2 or 40% down to 0 or 0% can sound the letters of the alphabet, while from 1 or 20% down to 0 or 0% can write the letters of the alphabets and can identify pictures based on the given initial sound/letter and remains 0 or 0% can identify letters during post-assessment, while the percentage of can read words and sentences increases from 0 or 0% to 1 or 20%, and under I Can't Do It all of the indicators in reading skills decreases during post-assessment, wherein 5 or 100% down to 0 or 0% can read words and sentences, from 3 or 60% to 0 or 0% can identify the letters, while 2 or 40% down to 0 or 0% can sound the letters of the alphabet, can write the letters of the alphabets, and syllabicate words, and from 1 or 20% to 0 or 0% can identify names of pictures and can identify pictures based on the given initial sound/letter. Specifically, this result suggests that when using the HMBM intervention, the reading skills of struggling readers' increases.

Table 6
Significant Changes on the Reading Skills of Grade II Learners After Undergoing HMBM Implementation

Aytem Blg.	Sa tulong ng Halina Magbasa sa Bagong Milenya (HMBM) nagagawa kong.....	Kayang-Kaya Kong Gawin (I Can Afford To Do)		Kaya Kong Gawin (I Can Do It)		Kaya Kong Gawin ng Konti (I Can Do A Little Bit)		Di Ko kayang Gawin (I Can't Do It)	
		(4)		(3)		(2)		(1)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	isa-tunog ang mga letra. (can sound the letters of the alphabet)	0	60	20	40	40	0	40	0
2	kilalanin ang mga letra. (can identify the letters)	0	40	40	60	0	0	60	0
3	isulat ang mga letra. (can write the letters of the alphabets)	0	60	40	40	20	0	40	0

4	pantigin ang mga salita. (syllabicate words)	0	60	0	40	60	0	40	0
5	basahin ang mga salita at pangungusap. (can read words and sentences)	0	0	0	80	0	20	100	0
6	tukuyin ang pangalan ng larawan. (can identify names of pictures)	0	80	20	20	60	0	20	0
7	tukuyin ang mga larawang nagsisimula sa binigay na letra. (can identify pictures based on the given initial sound/letter)	0	80	60	20	20	0	20	0

Conclusion

The results of the study show that:

1. The low reading skills assessed by the parents and teachers before the implementation of the HMBM improved gradually during the utilization of the digital approach. It showed that there is a great improvement in their reading skills after the implementation and that the learners became more interested, attentive and motivated when using the intervention.
2. There is a notable improvement in the reading skills and attitudes of the pupils. This implies that HMBM has caused a great improvement in the reading skills of the pupils.

Recommendation

1. The HMBM intervention is recommended for identified struggling readers in different schools. Future researchers may investigate further the effect of using HMBM intervention in English at other grade levels.

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