



# INTERACTIVE POWERPOINT IN IMPROVING THE NOTING DETAIL SKILLS OF GRADE 2 LEARNERS

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**Interactive PowerPoint in Improving the Noting Detail Skills of Grade 2 Learners**

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## **Abstract**

Noting details is an important reading comprehension skill. When learners note details, they will be able to perform more difficult comprehension skills like summarizing and synthesizing thus there is a need to find ways to hone the skills among learners. The objective of this action research was to find out the effectiveness of Interactive PowerPoint in improving the learners' noting detail skills of the Grade 2 learners of Nueva Elementary School for the school year 2021-2022. This research employed a one-group pretest-posttest research design participated by 12 Grade 2 learners. Pretest and post-test were administered and analyzed using mean, percentage, and t-test. The level of performance in the pretest of learners was "Did Not Meet Expectations" which also means they "failed".in noting details. The learners have difficulties understanding the content of what they are reading. After the intervention, a significant improvement to "Very Satisfactory" performance or "passed" resulted from the post-test of the learners. This means that the level of performance of the learners was improved with the use of the intervention. Also, there is a significant difference in the level of performance on the pretest and post-test scores of the learners. Therefore, the use of Interactive PowerPoint activities enhances learners' performance in reading activities specifically in noting details.

*Keywords:* interactive activities, distance Learning, reading comprehension

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MJA

## **Context and Rationale**

The COVID-19 posts challenges in our educational system. At present we are on the process of adopting and embracing the New Normal in Education. Various alternative learning modalities are being implemented and yet we encounter difficulties but, we keep on working to secure that education continues and that learning is still delivered to our learners. The present situation brought by the pandemic resulted in various learning difficulties among the Grade 2 learners in their academic reading performance particularly on noting detail skills. Hence, there is a need to find innovative ways to make sure that every learner is an independent reader even if there is no face-to-face.

According to Barber R.M & Kagey J.R., (2017), reading is essential in learning although normal progress in school usually hinders a pupil with reading difficulties. Reading is one of the most crucial among those components to be evaluated in order to attain a goal. Noting details difficulty is a common problem in reading. It is reading a text knowing the clues or important details that help readers understand what is being read. This will help the learner answer any question about the selection when it is done.

Furthermore, Derosier, et.al, (2014) states that there is no reading when there is no alphabet recognition as there is no comprehension/ noting detail skills when there is no analysis. On the other side a reading with noting details is a complex reading, which involve meaning and understanding facilitates the ability to reason, think, discriminate, judge, evaluate what has been read and solve problem. If the child acquired skills in comprehension he is now ready to learn other things. Learning to comprehend is a complex and continuous process that irons the early years of the child's development and continuing throughout his lifetime. As a basic tool for learning, reading with noting details skills facilitates the ability to reason, think, discriminate, judge, evaluate what has been read, and solve problems. Reading with noting details skills is indeed an encompassing tool in assisting the child to learn.

In the study conducted by Hajar et. al (2020), it has been found that audiobook is effective on student's reading comprehension and to students' interest on the teaching of reading. Furthermore, Wagar (2016) stated that audiobook support auditory learner and helps them with literacy development to improve comprehension of the texts to include noting details. On the findings of his study, he concluded that assisted reading with audio has the potential to be positive strategy to help adult learner increase their reading comprehension skills and enjoyment reading. Moreover, Blanca (2021) stated that audio-assisted reading intervention enhance the comprehension skill of learners.

In the Philippine setting, it has been declared that reading comprehension has been a struggle for Filipino students in 2019 (Manaog, 2020). The Department of Education reinforces a program described in D.O No. 12, s. 2015 which is the Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development Component which aims to develop every Filipino learner the literacy and numeracy skills and attitudes that will contribute to lifelong learning. Along with this is the *Hamon: Bawat Bata Bumabasa* (3Bs Initiative) stated in DM. No. 173 s. 2019, that every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills. To address the gaps of learning caused by low level of reading comprehension specifically on noting details, there is a need to strengthen the reading proficiency of every learner and to nurture a culture of reading which is requisite skill in all content areas.

The new normal set-up pushed learners to staying at home while many of them find difficulties in this kind of modality, and noting details in their lessons is one among the problems. Based on the worldwide survey known as the Program for International Assessment (PISA) last August 2021, almost 71% of parents lack capabilities in teaching their children at home. The parents turned to be the teachers in the distance education in which most of them are not capable as one would like to hope to assist their children in learning. The background of parents, orientation in households, and study habit of learners, and shift of attention towards mobile games are factors that affect their understanding to the

materials they are reading. Admittedly, learners' skill in noting details is affected which impact their academic performance.

As 21st century learners, they preferred another way of learning acquisition than staying in a corner reading and understanding literature in a pen and paper. Belonging to the said "digital generations", they are very active when it comes to information technology. Device such computers or smartphones will be a great help to gain learning as they will enhance the mental ability. Teaching reading will be more interesting and significant when teacher integrate style that will enhance not only noting details but enhancing mental process in getting information. Interactive power point is thereby proposed to improve the noting detail skills of the learners. It is believed that through the intervention, learners will increase their noting detail skills as they will be engaging with reading materials in an audio-video form in which they can make connections to what they read.

In the context of Nueva Elementary School, as revealed in the result of the Summative Test of Grade II during the 1<sup>st</sup> quarter, their general weighted average in English is 67.8% which is the lowest among the subjects. To mention, noting details is the least learned competency. This manifests that learners have a low level in noting details on the materials they are reading.

Furthermore, the retrieved modules in English of the pupil participants' during the first quarter also shown that there were unanswered parts of the modules. The researcher made reading interventions (printed) but still the result is not good. From the conducted onsite and online monitoring via call and text, virtual interview to the parents of the participants, most of their feed backs were many learners found difficulty in reading and understanding their Self Learning Modules.

Most of the learner-participants loss their interest in learning in the New Normal and they used to tell to their parents "*Hindi naman ikaw ang teacher ko, Kailan ba kasi ako papasok sa school? Bakit kasi hindi nalang si teacher ang magturo sa amin?*" and many other reasons that seek for the attention of the rapport between the teacher and the learner.

In this time of pandemic really the teacher cannot teach the child on a face to face basis. They depend on the learning instruction of their parents, guardians, and siblings. They teach at their level of education in which most of them are elementary graduates. When the facilitator is out and cannot attend, the child just guess the answer without understanding the content. These are the based-line data of the researcher to conduct this study to find solutions and address the situation.

More so, the study contributes a lot to other teachers, learners and parents as well. It helps teacher-researchers to address learners with noting details skills difficulty. The development of Interactive PowerPoint is minimal due to the presence of ready-made materials thus, it eases the burden to future researchers. Also, learners solely improve their noting details skills even without the guidance of teachers/ parents as materials are readily available. Finally, parents lessen their burden of searching ways on how to help their children in improving their noting details skills.

### **Action Research Questions**

This action research aimed to determine the effect of using Interactive PowerPoint of short stories with audio and visual presentations to improve the noting details skills of Grade 2 Learners. Specifically, this study answered the following questions:

1. What is the level of performance in the pretest and post-test scores of the learners?
2. Is there a significant difference in the level of performance on the pretest and post-test scores of the learners?

Ho: There is a significant difference in the level of performance on the pretest and post-test scores of the learners.

### **Intervention, Innovation, and Strategy**

Interactive PowerPoint is an audio-visual presentation of short stories that addresses the problem on noting details of Grade 2 learners. In the study conducted by Blancha, G.P (2021), it has been found that audio-assisted reading intervention were effective in improving the comprehension skills of learners. She concluded that using audio-assisted reading intervention guided the learners in reading and assessing the comprehension towards the texts. Thus, the Interactive PowerPoint likely showed its effectiveness after the implementation. Interactive PowerPoint was presented with audio and video platform.

Stories were adopted from LRMDs and was modified into an Interactive PowerPoint. It was presented with video, audio and script. The interactive PowerPoint of short stories were individually developed. It has an introduction including the direction of the game at the beginning. The short story was played with an audio. After which the learner was given time to read it also. Next to it are the comprehension questions with choices from the story read. If the learner tapped the correct answer, the learner sees a check mark and hear a cling sound directing to the next button. If the answer is incorrect, a sad emoji appears and hear buzzer sound directing to the previous question. The learner cannot proceed if the answer is incorrect. So, the only option is to go back to the story and understand the content. The teacher oriented the parents or the learning facilitator about the mechanics so that the learner learns and understand while enjoying the game.

The soft copy of the digitized interactive powerpoint presentation of the materials was compiled by the proponent and distributed weekly to the learners via messenger, Share-it and all other platforms for those who do have the capacity to get it online. The PowerPoint presentations, activity sheets, and test materials were validated before implementation. Virtual orientation via messenger, google meet, through text and call and other media and electronics platforms was used among the Grade 2 learners, the parents, the barangay officials and all other stakeholders or knowledge bearer on how and why the study will be conducted. The researcher explained further the objective of the study and the great roles of the parents and knowledge bearer for the successful implementation of the intervention.

The teacher provided the learners with the interactive power point for them to read during their reading time with virtual and onsite supervision of the proponent following strictly the implementation of the minimum health protocols. Each pupil read the activity with the guidance of the knowledge bearer. The material was played as the interacts with it. From the recorded material, first, the teacher read the selection and after which, the learners also read the selection. And then, the pupil answered the questions as to develop the noting details skills of the pupils. The proponent provided more interactive power point with activities until all the learners can comprehend critically. The materials given were two (2) story a week. In every 2 story, the teacher monitored the reading progress and give instructional assistance as needed. On the other side, learners that shows improvement were given advance reading activities. The endpoint of the intervention improves the noting details skills of learners.

## **Action Research Method**

### **Research Design**

This research employed a one-group pretest-posttest / pseudo-experimental research design wherein, one group of participants received the same intervention and the effect measured by comparing the pretest and posttest. The design was used to determine the effectiveness of the intervention in the noting detail skills among Grade 2 learners.

### **Participants and / Other Sources of Data and Information**

The participants of the study were 12 Grade 2 learners compose of 6 males and 6 females since it is the only section for the grade level of Nueva Elementary School for the SY 2021-2022. The learners have difficulty in noting details when short stories were read. Difficulty in noting details indicates low comprehension that affects understanding and performance of learners.

### **Data Gathering**

A 10-item pre-test and post-test material was prepared by the researcher and was checked and validated by the school head before the implementation. The pre-test and post-test are stories suited to the grade level with comprehension questions to be answered by

the learners. The pre-test was given to the learners through messenger and those who don't have access to internet was given personally in their homes and conducted immediately, observing the minimum health protocols. Onsite and online monitoring was done in the pre and post assessment. There are 10 learners with android phone and the other 2 borrowed PC Tablets from the School. The primary data which are the pre- test and post-test scores was compared and analyzed.

### **Data Analysis**

The mean score and percentage score on the pretest and post-test were used to determine the level of performance of learners on noting details skills before and after the implementation of the intervention. The DepEd grading system was adapted to interpret the percentage scores of the learners (Table 1). The effects size was determined shown using Cohen's D (Table 2). Moreover, t test was used as to determine the significant difference between the pretest and post-test scores of the learners.

**Table 1**

*Percentage Score of Learners*

Percentage Score	Description/Level of Performance	Remarks
90 – 100	Outstanding	Passed
85 – 89	Very Satisfactory	Passed
80 – 84	Satisfactory	Passed
75 – 79	Fairly Satisfactory	Passed
Below 75	Did Not Meet Expectations	Failed

**Table**

*Cohen's D Effect Size*

Percentage Score	Descriptor
Above 2.0	Huge
1.20-2.0	Very Large
0.80-1.19	Large
0.50-0.79	Medium
0.20-0.49	Small
0.01-0.19	Very Small

## **Ethical Issues**

Before the implementation of the study, consent from both parents and learners were secured. The parents and learners were also informed on their right to withdraw. Utmost confidentiality was also considered in the conduct of this study by maintaining the anonymity of the participants. Authors of journals, books, articles as well as websites from the internet which was used as reference in the conduct of the study was properly acknowledged and cited.

## **Discussion of Results and Reflection**

The pre-test and post-test of the learners to determine the performance in noting details skills is presented in Table 3. The mean score in the pre-test of learners was described to be “Did Not Meet Expectation” wherein the learners failed in the test. The learners were not able to demonstrate the skills in noting details. However, in the post-test, the learners performance increased to “Very Satisfactory” level that showed a passing and high score among the learners indicating that they were able to gain skills in noting details.

Moreover, the effect size shows that there is a very large impact of effectiveness of the interactive PowerPoint as intervention to the level of performance in noting details of the learners. The learners recognize and understood word relationships by utilizing the intervention material, while they enjoyed playing the activities that enabled them to create an avenue to discover and master noting details. Moreover, learners appreciated the different levels of difficulty in the intervention materials for it leads them to apply their higher order thinking skills with the help of the parents.

This implies that learners were able to improve their noting details through the use of interactive PowerPoint presentations. The result is similar with the study of Hagar, et.al (2020) wherein he found out that using audio-book is effective on students’ reading comprehension and creates students’ interest in teaching reading. In addition, Wagar (2016) stated that audio-book support learner’s and helps them with literacy development to improve comprehension of the text to include noting details.

**Table 3***Pretest and Post-test Scores of Learners*

<b>Learners</b>	<b>Pre-test</b>	<b>Post-test</b>
1	8	10
2	3	6
3	2	8
4	7	10
5	7	10
6	3	7
7	8	10
8	4	10
9	5	10
10	4	6
11	4	10
12	3	6
Total No. of Items	10	10
<b>Mean Score</b>	<b>4.83</b>	<b>8.58</b>
<b>Percentage Score</b>	<b>48%</b>	<b>86%</b>
<b>Description</b>	<b>Did Not Meet Expectations / Failed</b>	<b>Very Satisfactory/ Passed</b>
<b>Effect Size (Cohen's Value)</b>	<b>1.89 (Very Large)</b>	

As shown in Table 4 there is a significant difference between the pretest and post-test scores of the learners. It can be noted that the performance of learners in noting details differs significantly after the implementation of the intervention. This means that the use of Interactive PowerPoint, an audio-visual presentation of short stories was able to address the problem on noting details of Grade 2 learners. The result of the study confirmed with Blancha (2021), who stated that audio-assisted reading intervention enhances the comprehension skill of learners and believed that through the intervention, learners

increased their comprehension level as they engaged with reading materials with an audio in which they can make connections to what they read.

**Table 4**

*Difference in the Pretest and Post-test Scores of Learners*

Test	Mean	df	t value	p-Value	Level of Significance	Statistical Inference	Decision
Pre-test	4.83	11		5.76E-			Reject the Null Hypothesis
Post-test	8.58	11	-8.11	06	0.05	Significant	

## Reflection

Interactive PowerPoint presentation is a presentation you can interact with any navigation, hyperlink and hotspots. So, when you are presenting you can click on some content and something will happen such as pop-up box appearing or you can jump to a specific slide. Short stories were made into an interactive PowerPoint to address the noting detail skills of Grade 2 learners. Meanwhile, the COVID19 poses challenges in our educational system. At present we are on the process of adopting and embracing the New Normal in Education. Various alternative learning modalities are being implemented and yet we encounter difficulties but, we keep on working to secure that education continues and that learning still delivered to our learners.

The present situation brought by the pandemic resulted to various learning difficulties among the learners in their academic reading performance. Hence, the researcher finds innovative ways to make sure that every learner an independent reader. Significant learnings were gained by the researcher. Short stories adopted by the researcher in the LRMDs portal were modified by herself into an interactive PowerPoint. Home visitation was one of the hardest trails that had undergone. As a researcher, we must have perseverance, dedication and determination in order to attain the main goal which is to improve the noting detail skills of learners. As a teacher, I pondered on sayings that "Without constancy of purpose, certain goal is not possible"- this motivates the researcher to pursue the study even lots of challenges comes her way.

As a teacher for almost 10 years in the public elementary school, lots of challenges and difficulties were experienced particularly in developing noting details skills to students. Lack of skills in reading text and low reading comprehension – on activities in English were noticeable. However, these are not the reason for not achieving the objective of making every learner a reader. Learning events such as trainings, workshops and LAC sessions attended by the researcher was one of the factors that helps the researcher developed intervention materials to be used in the study. The research consultants starting from the ICT coordinator, school cluster head, district level, division level up to the regional level with the commenters from the different agencies for keeping us researchers updated and high-end in the field. The parents'- learners' participants also contributed a lot to the success of the study.

Much is on this current thrust on Basic Education Research Fund which is supportive and collaborative in the advancement of quality instruction through school-based action research. It is indeed a significant effort to enhance the Basic Education for the development readers enthusiasts of the country by providing direct experience with appropriate methods. Through this action research my grade 2 learners in Nueva Elementary School in particular have shown remarkable improvement on noting detail skills as evident after the implementation of the study.

## **Conclusions and Recommendations**

### **Conclusions**

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

1. The level of performance of learners in the pretest is “Did Not Meet Expectations” or “Failed”, however, this was improved in their post-test with “Very Satisfactory” or “Passed”.
2. There is a significant difference in the level of performance on the pretest and post-test scores of the learners.

### **Recommendations**

Based on the above conclusions, the following recommendation were drawn:

1. Teachers in Grades 1 to 3 shall employ Interactive PowerPoint with activity sheets.
2. Teachers shall be given direct experience in developing/ manipulating Interactive Power Point to motivate learners in the learning process.
3. School Head and LAC Leaders shall include trainings on developing Interactive Power Point activities in their targets
4. The school shall allocate supplementary budget for reading instruction such as reproducing activity sheets and purchasing android phone.

## Action Plan

After the research finding is accomplished, information dissemination will follow. Research conference in the division level and reporting of results in the school level during faculty meeting will be done. Simultaneously, Learning Action Cell on action research will be carried out. Technical assistance will be dispensed to teachers who want to conduct research.

In addition, Grade 1 to 3 teachers will be given seminar-workshop on Developing Interactive PowerPoint to be used in teaching noting details among learners and can use these as intervention or remediation materials.

Interactive PowerPoint presentations for learners and teachers to be utilized, it will be integrated in the School Improvement Plan to promote the full development of the intervention materials that improves the noting details skills and creates critical thinking among learners as well.

Stakeholders' participation and involvement will be encouraged by conducting School Governing Council Conference highlighting the impact of research in the delivery of quality and effective learning outcomes.

Hence, culture of research in the school and community is established in the collaborative manner.

Strategies	Program	Objective	Task	Resources			Timeline
				Physical	Material	Financial	
Sustaining the effectiveness of Interactive PowerPoint in Noting Details Skills along Reading	Research Development in sustaining the effectiveness of the intervention and its utilization	Disseminate the result of this study to the PTA, Barangay Officials, Principal and District Supervisor	Writing of Letter Request to authorities for dissemination of research findings in the form of SLAC, Barangay Session, PTA and Staff Meeting	*Proponent *Teachers * School Head *Research Focal Person *Parents * *Barangay Officials	Ink, bondpaper, fastener, envelopes, flashdrive, facemask, faceshield, alcohol	1000.00	Sept. 05, 2022-Dec., 2022

Propose for school-based forum	Forum	*Proponent * Teachers *School Head * Research proponent	* Bondpaper *Folder * Fastener * Face mask	500.00
Publish and /or present the action research to the district and division	District Research conferences	Proponent Teachers School Head Research Focal Person	Fare Internet Connectivity	500.00
Extend technical assistance to the teachers who want to conduct action research within the school	To update and give them basis with the present format of the action research	Proponent Teachers School Head PSDS	Bondpaper Folder Fastener Facemask Faceshield Alcohol	500.00
<b>Total</b>				<b>2500.00</b>

0

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## Financial Report

<b>A. Supplies and Materials</b>						
<b>Activity</b>	<b>Item</b>	<b>Unit</b>	<b>Quantity</b>	<b>Estimated Cost</b>	<b>Total</b>	<b>ACTUAL COST</b>
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	Ream	10	250.00	2,500.00	2,500.00
	A4 folder	Piece	20	15.00	300.00	300.00
	Printer Ink Black	set	10	300.00	3,000.00	3,000.00
	Printer Ink Cyan	bottle	2	300.00	600.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00	600.00
	USB Flash Drive	pc	1	1,000.00	1,000.00	1,000.00
<b>B. Domestic Travel Expenses</b>						
Submission of First Tranche Deliverables with wet signatures	Courier- LBC		1	350.00	350.00	350.00
<b>C. Food and Other incurred expenses during the conduct of research</b>						
<b>D. Reproduction, Printing and Binding Cost</b>						
<b>E. Communication Expenses for the Implementation/ Conduct of the Study</b>						
Validation of instruments (Pre-test/ Post-Test)	Load of Validators/ Experts	card	5	300.00	1,500.00	1,500.00
Implementation of the study- Data Gathering/ Collection, Preparation and submission of research papers and other documents	Regular Load of Proponent	card	6	500.00	3,000.00	3,000.00
	Internet Load of Proponent	card	6	500.00	3,000.00	3,000.00
	Load of Learners	card	12	100.00	1,200.00	1,200.00
<b>F. Other Expenses</b>						
<b>Total Amount</b>					<b>17,650.00</b>	<b>17,650.00</b>

Prepared by:

**MISHEL JOY B. ARRIOLA**  
Research Grantee