



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**LOCALIZED GAME-BASED INSTRUCTION AS LEARNING SUPPORT TO READING
INTERVENTION AMONG PRIMARY NON-READERS**



MARICEL M. MAHUSAY
Teacher I

ABSTRACT

This research project is crafted to help learners to improved their reading skills this is subjected for preparing appropriate intervention and action planning that will congruent to their needs and ability.

Purposive sampling techniques will be use in this research, because researcher will only select learners who categorized as non-reader in primary level. As the result of PHIL-IRI assessment, there are twenty-two 22 non-readers in Filipino.

As the result of the gathered data, the learner has difficulty in reading skills, where they are lack of producing sounds, identifying letters and pronounce the word correctly, and lastly they hardly understand the text . On the long run, after a comprehensive implementation of different localized game-based instructions such as, Wheel of Fortune (Digitized), Larong Piko or Hopscotch, BINGO Game and lastly, Pinoy Henyo. Most of the non-readers improved their skills and now can be categorized as frustration, where some of the basic skills are acquired.

In terms of number distribution of non-reader, from grade one to grade three, the pre-test shows that there are fifteen (15) grade one, for grade two, there are three (3) non-reader and lastly, there are seven (7) learners for grade three. After the implementation of intervention, the number of non-reader based on the administration of post assessment its shows that there is a greater improvement, were grade one and grade three level attained zero result while grade two has two (2) remaining non-readers. This may imply that the given intervention process and activities has grateful impact from twenty- two (22) non-reader dropped to two (2) non-reader. This may reveal that almost ninety percent (90%) of non-reader can able to produce sounds, decode letters and read basic simple words and ten (10%) remained and hardly develop their skills in reading.

As to distribution of learners according to their preferences of localized game-based activity, Pinoy Henyo got eight (8) or thirty-six percent (36%), wheel of fortune has six (6) or twenty-seven percent (27%), BINGO Game got (5) or twenty-three percent (23%) and lastly Larong Piko or Hopscotch has three (3) or fourteen percent (14%).

This may imply that Pinoy Henyo is the most effective and enjoyable activities while Hopscotch is the least one. The participants showed eagerness to improve their skills by doing the activity, they find enjoyment and excitement and actively participates on it.

After tabulation and interpretation of the gathered data, this research inferred the following conclusions: most of the localized game-based activities presented and used during the research period are effective and enjoyable. This justification may have supported by the result of their post assessment.

Therefore, we conclude that, learners reading skills have improved, most the participants are can be categorized as frustrated were they acquire and attain the ability to decode letters, pronounce sounds and read basic words.

Keywords: *localized game-based, non-reader, frustration*

INTRODUCTION

After two years of pandemic where students learned through modular distance learning was shifted and back to original design or set up of education were learners attend classes and do actual performance. As the opening of the new school year 2022-2023, the aftermath of this pandemic has seen and evident among the learners. During the first week of the opening of classes, learners undertake assessment both literacy and numeracy. As the result of these assessments, we found that most of the learners did not know how to produce letter sounds, read basic sight words, and comprehend literary text. Those learners categorized as non-reader, on the other hand there are learners who cannot read and count number and solve four fundamental operations and they are categorized as non-numerates.

To decrease the number of non-numerates, teachers implemented different intervention program to help them improve their literacy skills. In this action research, the researcher will adapt new strategies and techniques to make reading interventions more productive and interactive. Because during the previous year, reading interventions done through one-on-one teaching or peer tutoring, this time, the researcher will integrate game activities to make it interesting and enjoyable. It also diverts learner interest to attend remedial sessions regularly.

To make reading intervention meaningful and easy, game-based learning interaction will be

apply during remediation. Game-based instruction is an instructional approach that has specific learning objectives and outcomes that unfold through game play. Teachers/instructors plan modules or lessons that provide interaction and competition to engage learners to learn through games. Adaptation of innovative game-based learning will create a positive and convenient environment where learners learn while enjoying it. Localized games will be use during the time frame.

METHODOLOGY

This action research will fall as quantitative, it aims to decrease the number of non-readers through game-based instructions. The data will be analyze and interpret accordingly and correctly.

The researcher will prepare different reading activities and materials that fit in each game. Post assessment will be done after the program is done. The researcher will seek permission from the Schools Division Office of Biñan City to conduct this research. Letter of approval will be send to the office of the school head and likewise to the school district supervisor. And most important, letter of permission to the parents of the participants.

The researcher will adapt PHIL-IRI assessment tool as a form of evaluation and monitoring. The participants of this research are the learners from primary level who categorized as non-reader. The number of people who will join in this research are twenty-two pupils from grade one to grade three level and three teachers.

DISCUSSION

During the previous years of the school year, reading remediation is done through one on one set up, peer group reading, distribution of reading materials as take-home activities and their parents will assist them to read it, but most of the time its just a piece of paper. In this research, it suggested to incorporate game-based instruction which adopt localized Pilipino games as a new technique in reading remediation. This type of integration, the participants might increase to attend reading remediation, they will learn while enjoying the activities.

Some of the games that will be use such as:

Wheel of Fortune (Digitized)

The participants (non-reader) are in control of spin the wheel to determine which letter, word and questions to be read and answer .

Larong Piko or Hopscotch

This is one of the most Filipino games. It is a group and can be played with as many people. In this time, Hopscotch will be play with different twist.

The teacher will draw the house, each part of the house will consist of basic letter and word. Every time the participants will use their “pamato or stone”. The first participant will the throw at the first box. Then he/she needs to read the word written on the box. The first participant who will reach the last box wins.

BINGO Game

A game in which players mark off number on card as the numbers drawn randomly by a caller, the winner being the first person to mark off five numbers in a row or another required item. In this point, the teacher will adapt the game, the number will be replace by letters and words.

Pinoy Henyo

It is played by two persons: one as the guesser and the other one who is only allowed to respond to the guesser’s question with a yes, no or maybe. There is a time limit in playing this game. The participants who get more correct answer will be the winner.

RESULTS

This research was accumulated and gathered data to provide results such as:

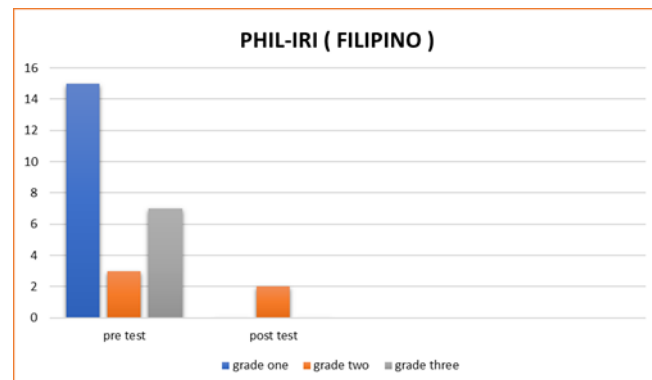


Table 1. Distribution of Non-Reader

The table shows the distribution of non-reader from grade one to grade three, the pre-test shows that there are fifteen (15) grade one, for grade two, there are three (3) non-reader and lastly, there are seven (7) learners for grade three. After the implementation of intervention, the number of non-reader based on the administration of post assessment its shows that there is a greater improvement, were grade one and grade three level attained zero result while grade two has two (2) remaining non-readers.

This may imply that the given intervention process and activities has grateful impact from twenty- two (22) non-reader dropped to two (2) non-reader. This may reveal that almost ninety percent (90%) of non-reader can able to produce sounds, decode letters and read basic simple words and ten (10%) remained and hardly develop their skills in reading.

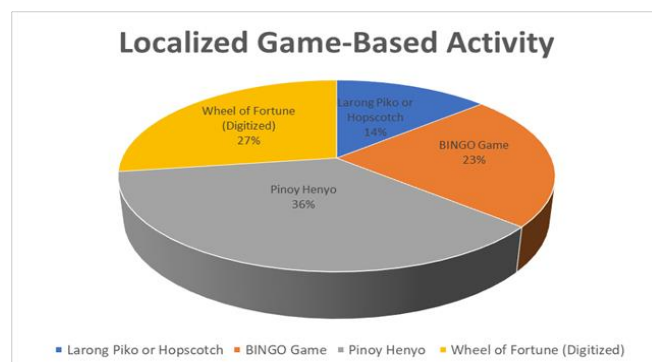


Figure 1. Distribution of Learners According to their Preferences of Localized Game-Based Activity

The figure shows that Pinoy Henyo got eight (8) or thirty-six percent (36%), wheel of fortune has six (6) or twenty-seven percent (27%), BINGO Game got (5) or twenty-three percent (23%) and lastly Larong Piko or Hopscotch has three (3) or fourteen percent (14%).

This may imply that Pinoy Henyo is the most effective and enjoyable activities while Hopscotch is the least one. The participants showed eagerness to improve their skills by doing the activity, they find enjoyment and excitement and actively participates on it.

SUMMARY

Based on the gathered data, the following finding are:

According to the result of the pre-test assessment, the learner has difficulty in reading skills, where they are lack of producing sounds, identifying letters and pronounce the word correctly, and lastly they hardly understand the text . On the long run, after a comprehensive implementation of different localized game-based instructions such as, Wheel of Fortune (Digitized), Larong Piko or Hopscotch, BINGO Game and lastly, Pinoy Henyo. Most of the non-readers improved their skills and now can be categorized as frustration, where some of the basic skills are acquired.

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CONCLUSION

After tabulation and interpretation of the gathered data, this research inferred the following conclusions:

1. Most of the localized game-based activities presented and used during the research period are effective and enjoyable. This justification may have supported by the result of their post assessment, it seen there that the reading skills of the learners has improved.
2. Learners reading skills have improved, most the participants are can be categorized as frustrated were they acquire and attain the ability to decode letters, pronounce sounds and read basic words.

RECOMMENDATION

Based on the findings and conclusions drawn, the following recommendations are offered. The result of this research, found out that localized game-based activity are provided.

To the learner, have more effort and self-study habits to practice what they had learned during day to day intervention.

To the parent, have time to teach their children to have a continuous flow of learning process, follow up is necessity to achieve the goal.

To the teacher, keep on being resourceful and creative in providing different learning materials that can catch learner's attention and interest.

To school head, keep on providing support to the projects that allows for better improvement among learner's academic performance.

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