

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 4, 1195 – 1198

<http://dx.doi.org/10.11594/ijmaber.05.04.07>

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## Research Article

### Improving The Levels of Reading Skills Of Grade 1 Learners Through Storytelling Via Phone Calling

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#### Article history:

Submission March 2024

Revised April 2024

Accepted April 2024

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#### ABSTRACT

The study aimed to assess the effectiveness of storytelling via phone calling strategy to improve the levels of reading skills of Grade 1 pupils at San Miguel Elementary School, Schools Division of Zambales during the School Year 2022-2023. Further delimitation included the following: (1) levels of reading skills based on pre-test and post-test results of reading inventory; and (2) significant difference in the reading levels of the learners in pre-test and post-test result of reading inventory. This research undertaking used the One-Group Pre-Test and Post-Test Experimental Design where a single group was measured or observed before and after the intervention program. After careful evaluation of parental consent and the willingness of the students to undergo intervention program, the researcher purposively selected twenty-eight students under “frustration reading level”. The study used a two-tailed Wilcoxon Signed Ranks Test with an alpha level of 0.05. It means that there is a significant difference between learners’ reading levels in pre-reading and post-reading inventory indicating a positive effect of the intervention used to the learners in the “frustration reading level”. The marked increase of the performance of the Grade 1 pupils in the pre-test and post-test can be concluded that the intervention used came to play as factor. With that, storytelling via phone calling is effective and responsive as one of the strategies to use in reading. One of the recommendations is Storytelling via phone calling reading strategy could be used by other teachers also to improve the levels of reading skills of their learners as well, especially amidst pandemic where there is no face-to-face interaction between students and teachers.

**Keywords:** *Phone calling strategy, Reading skills level, Storytelling*

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#### How to cite:

Abisado, J. A. (2024). Improving the Levels of Reading Skills of Grade 1 Learners Through Storytelling Via Phone Calling. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(4), 1195 – 1198. doi: 10.11594/ijmaber.05.04.07

## Introduction

Pulp disease often occurs due to the This paper addressed how storytelling via phone calling reading can be used as a pedagogical strategy in the face to face and modular learning to improve level of reading skills of Grade 1 students. From the moment children enter kindergarten until their last exam in high school, learners are being instructed and assessed on their reading and to understand what they are reading all about. Most country address the importance of literacy with standards for proficiency at each grade level in areas of oral language, reading, and writing. Even with the goal of improving literacy achievement in the forefront of recent No Child Left Behind (NCLB) legislation, many children are still struggling to read at a basic level (Haycock & Huang, 2016). This research focused on assessing the effectiveness of storytelling via phone calling reading strategy in improving the levels of reading skills of Grade 1 pupils at San Miguel Elementary School during school year 2022-2023.

## Methods

Arikunto (2016), divided the kinds of research based on the significance of experiments i.e., pre-experimental design and true experimental design. Pre-experimental design

consists of one-shot case study, one group pre-test post-test, and static group comparison.

The thrust of this experimental research is to determine the effect of storytelling strategy via phone calling in improving the levels of reading skills of the Grade 1 students.

This research undertaking used the One-Group Pre-Test and Post-Test Experimental Design where a single group was measured or observed before and after the intervention program.

In the case of this research, a pre-test was administered to the respondents, before subjecting them to instruction using the storytelling and post-test was administered right after the intervention.

## Result and Discussion

### Reading Level of Grade 1 pupils

1.1. Pre-reading: Table 1 below shows that there was no non-reader, 30 or (60.0%) of the learners were in the "Frustration Reading Level", 11 or (22.0%) of the learners were in the "Instructional Reader Level", and 9 or (18%) were in the "Independent Reader Level". From the 30 students in "Frustration Reader Level", the researcher selected 28 students after careful evaluation of parental consent and willingness to participate in the intervention program.

*Table 1. Distribution of the Learners Reading Levels based on the Results of the Pre-reading*

Reading Level	Frequency	Percentage
Non-Readers	0	0.00
Frustration Readers	30	60.0
Instructional Readers	11	22.0
Independent Readers	9	18.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

1. 2. Post-reading: Table 3 shows that the distribution of the learners' reading levels based on the result of the post-test was dominated by learners in the "instructional reading level". This was based on a percentage of 53.57

that is equivalent to 15. On the other hand, 14.29 percent (4 learners) were still in the "frustration reading level". The remaining 9 learners (32.14%) were categorized to be in the "independent reading level".

*Table 3. Distribution of the Learners Reading Level based on the Result of the Post-test*

Reading Level	Frequency	Percentage
Non-Readers	0	0.00
Frustration Readers	4	14.29

Reading Level	Frequency	Percentage
Instructional Readers	15	53.57
Independent Readers	9	32.14
<b>Total</b>	<b>28</b>	<b>100.0</b>

### Summary of Pre-test and Post-test

Based on table 4 there were 28 learners who were subjected to the study. The result of the pre-test indicated that the range of the scores of the learners in the pre-test was in the interval of [1, 4]. The mean score (3.143) of the learners in the pre-test implied that on average the learners of the study were in the “frustration reading level” with a score standard deviation of 0.8909. On the other hand, the scores of the learners in the post-test lied in the interval [4, 10]. The mean score (6.357) of the learners in the post-test implied that on average, the learners were in the “instructional reading level” with a score standard deviation of 1.9667.

### Conclusion

1. The storytelling via phone calling reading strategy significantly increased the levels of reading skills of the Grade 1 pupils.
2. The marked increase of the performance of the Grade 1 pupils in the pre-test and post-test proved that the intervention used came to play as factor. With that, storytelling via phone calling is effective and responsive to the new normal of education.

### Acknowledgement

The researcher would like to express his indebted thanks and appreciation to the people who, in one way or another, became instrumental towards the completion of this study.

Catherine A. Aquino, School Principal II and other teachers of San Miguel Elementary School for their never-ending support, guidance, and assistance;

John Rey B. Abisado, his father, Angela L. Abad, his mother, Filipina B. Abesado, his guardian for their never-ending support, guidance, and assistance;

Cherrylene A. Abisado, his wife, together with his Daughter namely Caylie Danelle A. Abisado for their tender loving care, moral and

emotional support, and for serving as his inspiration in life;

Above all, the Almighty Father, the sources of his wisdom and strength to turn him dreams into reality.

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