# Effectiveness of Teaching Reading Using Interactive Media to The Test Performance of the Grade 4 Pupils In English

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## ABSTRACT

This study is conducted to determine the Effectiveness of Teaching reading using interactive Media to the test performance of the Grade 4 pupils in English that will be conducted in Sta. Cruz Elementary School, in Villaba North District in the Division of Leyte. The findings of the study were the bases for the proposed Intervention Plan. This study will utilize Quasi-Experimental research design to determine the Effectiveness of Teaching reading using the interactive media to the test performance of the Grade 4 learners. The output of this study is to provide improvement plan that will help the teachers to create a more effective learning processes that would help the learners to improve their test performances. In the Quasi- experimental research design, the researcher prepared different interactive media learning materials that were focused on the learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study. Table 3 shows the test of difference between the pretest and posttest scores performances of the grade 4 pupils in English subject before and after the integration of the Teaching Reading using interactive media in the delivery of the most essential learning competencies or the different lessons in English in the 2nd grading period that lasted for 1 month or 4 weeks in the implementation. Based on the results given in Table 3, which discusses the pretest and posttest performances that the learners should gained before and after the implementation of the identified learning intervention that could improve the performance of the learners in English.

A critical analysis of the variation in Grade 4 English students' pre- and post-test scores is shown in Table 3. Important information is presented in the table, including test results, computed and critical T-values, the conclusion drawn from statistical testing, and the interpretation that followed. This analysis, which offers a quantitative basis for comprehending the significance of the observed changes in performance from pre-test to post-test, is crucial in assessing the efficacy of the teaching strategy. The statistical significance of the observed improvement in English proficiency is highlighted by the rejection of the null hypothesis and the computed T-value's significance, providing a foundation for further investigation.

The results of the English pre- and post-tests for Grade 4 students show a significant improvement in student performance following the adoption of the interactive media-based teaching strategy. This change in numbers is a first sign of a beneficial effect that motivates more research via statistical analysis. One of the most important measures of the size of the difference between the pre-test and post-test scores is the computed T-value, which comes out to be contrasting this with the crucial T-value, the null hypothesis (Reject Ho) is determined to be rejected. Usually, the null hypothesis states that there is no discernible difference between the pre- and post-test results before and after the integration of the teaching reading using interactive media in the delivery of the most essential learning competencies in English for the

2nd grading period. The rejection in this instance suggests that there is, in fact, a significant statistical difference between the two sets of scores.

The statistically significant difference between Grade 4 students' English proficiency before and after the implementation of the interactive media-based teaching approach follows from the null hypothesis's rejection. The observed improvement is most likely the result of the teaching intervention rather than random chance, as indicated by the computed T-value exceeding the critical T-value. The conclusion that the change in scores is significant and not just a variation in performance is supported by this statistical significance.

Based from the results in table 3 implies that the data supports the previous qualitative and quantitative analyses, confirming that the interactive media-based teaching approach has positively impacted Grade 4 students' English proficiency. According to this research, incorporating interactive media into the curriculum can be a useful tactic for improving student learning outcomes. Educators and administrators can utilize this data to make well-informed decisions regarding the implementation and ongoing use of analogous teaching approaches. Although the statistical significance is evident in the context of English language learners in Grade 4, care must be taken when extrapolating these results. The generalizability of the observed effects would be strengthened by additional research and replication of the study across a range of settings, student populations, and subjects. However, the present findings offer a positive beginning point for more extensive conversations about the function of technology in the classroom and how it affects student learning outcomes. Subsequent investigations may explore the precise components of the interactive media-based methodology that impacted the academic achievement of students. Furthermore, taking into account additional elements like resource accessibility, teacher preparation, and learners engagement may offer a more thorough understanding of the elements influencing the noted score changes. The statistical analysis confirms the beneficial effects of the interactive media-based teaching strategy on the English proficiency of Grade 4 students. The statistical significance of the observed improvement is confirmed by the computed T-value and critical T-value, which support the rejection of the null hypothesis. This opens the door for more extensive talks on the use of technology in education while also confirming the efficacy of the teaching approach.

*Keywords — Effectiveness     Reading     Interactive Media  Grade 4 Learners        English*

# I.    INTRODUCTION

Teaching English to elementary pupils is such a very challenging work especially to the Grade 4 pupils. Grade 4 is the transition of their learning, so it is not easy to teach English because from mother tongue to English. The pupils cannot easily comprehend if you will teach it in English and not translate it in mother tongue. As a teacher, English is important to know the English level of the pupils so that it will be easy to teach English to them.

In this new era, using interactive media is a way of enhancing and developing the vocabulary of the learners. Now a days, there are lots of interactive media that we can use, just like games, videos, movies and many more. According to Taj et al., (2017), students' performance in vocabulary increased when instruction was supported by technology. This shows that the learners will be more active if there is multimedia used. In using interactive media (videos) it should be fitted to the level of the learners. Lee and Pyo (2004) suggest, a teacher should choose a compatible video depending on the learners' stage and proficiency level. Also, Montero Perez et al. (2018) and Nova et al. (2017) said learner can enhance their vocabulary through videos. This suggest that teachers must use variety of instructional materials to motivate learners to learn.

Vocabulary is one of the components of language competence that enhances overall language skill. Now a days knowing how to speak English with a good vocabulary is very admiring. When you apply for work, English is important especially if you are applying for a business or any kind of professional work. When you are planning to go abroad you have to make sure that you know how to speak English. There are lots of Filipino who have become successful because they know how to communicate, in other word they have good English vocabulary. If you want to get a good job you have to make sure that you know how to speak English.

Before I was employed in DepEd I got a chance to teach foreign people at Cebu. There, she realized how important English language is. There are lots of foreign people visited here just to study English. They wanted to improve their English vocabulary. As their teacher there are lots of materials to used for them to learn more in English one of these is using interactive media, and within that short period of time their English vocabulary got improved. Interactive media helps a lot more to improve our English vocabulary.

Based on the diagnostic test she conducted to her Grade 4 pupils, 20 out of 29 learners got very low scores, ranging from zero to thirty (0-30), out of 40 item-test.

This result shows that there is a difficulty in understanding English. This needs immediate attention because she needs to make sure that the learners will understand English language. It is undeniable that our pupils now a days have difficulties in understanding English language. Just like what other people did, they came here just to study English to develop/enhance their vocabulary. Thus, this is one of the reasons why the researcher is trying to pursue her studies in finding new ways and means in help the learners improve their performance specially to those subjects which will be needed more time and effort to make the learners more versatile in learning and improve the test performance of learners in English.

This study was conducted to determine the Effectiveness of Teaching reading using interactive Media to the test performance of the Grade 4 pupils in English that was conducted in Sta. Cruz Elementary School, in Villaba North District in the Division of Leyte. The findings of the study were the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test score of the grade 4 learners in English subject before the integration of teaching reading using interactive media?

2. What is the posttest score of the grade 4 learners in English subject after the integration of teaching reading using interactive media?

3. Is there a significant difference between the pretest and posttest score of the grade 4 learners in English subject before and after the integration of teaching reading using interactive media?

4. What Intervention plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho: There is no significant difference between the pretest and posttest score of the grade 4 learners in English subject before and after the integration of teaching reading using interactive media.

## II.    METHODOLOGY

*Design.* The study utilized the Quasi Experimental type of research Design to Effectiveness of Teaching reading using interactive  Media  to the test performance of the Grade 4 pupils in English that was conducted in Sta. Cruz Elementary School, in Villaba North District in the Division of Leyte. The findings of the study were the bases for the proposed Intervention Plan.  The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores  of the Grade 4 pupils which were the respondents of the study.  The main local of the study is in Sta. Cruz Elementary School is one of the performing schools of Villaba North District, Leyte Division. A complete elementary school from kindergarten to Grade 6 whose pupils come solely from the barangay. It is located at Sta. Cruz, Villaba, Leyte.  Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the Grade 4  learners which was identified based on their test  performances  prior to the integration of different interactive media learning materials in the delivery of the different learning competencies. In English. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test  performances of the Grade  4 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of interactive media learning materials  to the respondents.  This study is mainly focus on the results of the different test validation  to gather data: The pretest scores performance of the Grade 4  learners  before the implementation of the interactive media learning materials  in identifying the performance of the respondents, The Posttest scores  performance of the Grade  4  learners after the implementation of the interactive media learning materials as well as the significant difference of the pretest and posttest  performances before and after the implementation of the interactive media learning materials  in the delivery of the most essential learning competencies in teaching reading for the  first grading Period. In the Quasi- experimental research design, the researcher  prepared  the different materials which integrating interactive media learning materials  . The focus of this study was the Grade 4  learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners  as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed instructional supervisory Plan was taken based on the findings of the study.

*Sampling*. There are 29 total number respondents who are included in the study. There are 14 Male and 15 Females with a 29 total number of respondents. The respondents or the grade 4  learners were being identified  based on the performance of learners, and the primary means of reach is during the actual conduct  of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

*Research Procedure*. The researcher prepared the research design which is the quasi-experimental research design  and tools  which are the different learning materials embedding the  interactive media learning materials    based from the test given to the Grade 4 learners being respondents . The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) in Villaba North District in the Division of Leyte for his awareness.

The researcher conducted the pretest before the integration of interactive media learning materials in teaching reading After conducting the pretest, the researcher now integrating the interactive media learning materials to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of

integrating the explicit Learning Approaches to the lesson, the posttest was conducted to validate the learning of the Grade 4 learners..

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte Division being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher in English and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

***Ethical Issues***. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

***Treatment of Data***. The following statistical formulas were used in this study:

The quantitative responses will be tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the numeracy performance of the Grade 4 pupils.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the literacy skills performance of the Grade 4 pupils in reading.

## III. RESULTS AND DISCUSSION

### TABLE 1
### PRE-TEST PERFORMANCE OF GRADE 4 PUPILS IN ENGLISH

| Score Range | Description | PRETEST | |
| --- | --- | --- | --- |
| | | Frequency | % |
| 33-40 | Excellent | 0 | 0 |
| 25-32 | Very Good | 1 | 4 |
| 17-24 | Good | 25 | 86 |
| 9-16 | Fair | 3 | 10 |
| 1-8 | Poor | 0 | 0 |
| Total | | 29 | 100 |
| **Weighted Mean** | | **20.38** | **Good** |

The table provides an overview of the pre-test performance of Grade 4 pupils in English before the implementation of teaching reading using interactive media. The data is categorized into different score ranges, each associated with a corresponding description and frequency percentage.

Table 1 offers a thorough summary of Grade 4 students' pre-test results in English, with an emphasis on various score ranges and the associated frequencies and percentages. Understanding the students' initial proficiency levels prior to implementing an interactive media-based teaching approach is made possible with the help of this data. With a range of descriptive categories spanning from "Excellent" to "Poor," the table offers a thorough analysis of how students were split up among these performance levels.

According to the table, 86% of students scored between 17 and 24, placing them in the "Good" category, which includes the majority of students. This suggests that the Grade 4 students have a solid foundational understanding of English language skills. Interestingly, no student received a score in the "Excellent" or "Poor" categories, suggesting that most of the students' work fell into the mid-range. The fact that there is only one student in the "Very Good" category (25–32) raises the possibility that the higher performance levels could use some focused improvement. The score distribution shows that the majority of students, or 86%, are in the "Good" category (score range of 17–24). This suggests that the Grade 4 students have a strong foundational understanding of the English language. The fact that there is only one student in the "Very Good" category (25–32) and three students in the "Fair" category (9–16) indicates that there may be room for improvement, especially in terms of reaching higher proficiency levels.

The weighted mean of 20.38 is considered to be in the "Good" range. This quantitative depiction is consistent with the qualitative distribution, highlighting the preponderance of students who possess a strong command of the English language. As a numerical indicator, the weighted mean places the students' overall proficiency and offers a brief summary of their overall performance.

The pre-test results have a big impact on how teaching methods are developed. The concentration of students in the "Good" category indicates that most students' English proficiency is adequate. The existence of students in the "Fair" category, however, indicates that they require focused interventions to address particular issues and improve their performance. The data implies that the teaching approach using interactive media may need to cater to varying proficiency levels, providing differentiated support to students at different stages. Changes in the score distribution after implementation can be compared to this baseline to determine the effect on students' performance. Positive results would

be indicated by a shift towards higher categories, whereas a lower or consistent distribution might call for more teaching strategy adjustment.

Determining the efficacy of the interactive media-based teaching methodology requires an understanding of the distribution of pre-test scores. A strong baseline is indicated by the large number of students in the "Good" category, and possible areas for improvement are highlighted by the small number of students in the "Fair" category. These gaps might be filled by the interactive media approach, which offers focused assistance to raise overall competency levels and guarantee a more equitable distribution of scores. The information in Table 1 creates a starting point for evaluating the efficacy of the next interactive media-based teaching strategy. Students in the "Fair" category indicate possible areas for improvement, while the concentration in the "Good" category suggests a strong foundation. Teachers can utilize this baseline to create focused interventions by customizing the interactive media-based teaching strategies to address the identified challenges and elevate the proficiency levels of all students.

Finally, Table 1 serves as a foundational document by providing a thorough overview of the English pre-test performance of the Grade 4 students. This data is crucial for developing instructional strategies, pinpointing areas in need of development, and setting a standard by which to measure how the interactive media approach affects students' reading abilities. Table 1 establishes the framework for upcoming assessments. Understanding the effects of the interactive media-based program will be possible by comparing the post-test results with the pre-test data after the teaching approach has been implemented. By comparing any changes in the score distribution to this baseline, researchers and educators can assess the program's efficacy and make necessary modifications for ongoing development. Finally, It provides a detailed analysis of the English pre-test results for the Grade 4 students. In addition to offering a distribution overview, it also pinpoints particular areas in need of improvement, establishes a starting point for intervention, and acts as a benchmark for upcoming evaluations. The data is made available to different stakeholders involved in the process by the weighted mean, which adds a quantitative dimension. The weighted mean adds a quantitative dimension, making the data accessible for various stakeholders involved in the educational process.

The results in table 1 implies that Potential areas for focused intervention strategies are indicated by the data. While a significant portion of students falls into the "Good" category, the presence of students in the "Fair" category signals specific challenges that need attention. teachers can use this information to design focused interventions using interactive media to address the identified gaps in understanding. Customizing teaching methods for learners specially to the Grade 4 learners in different performance categories ensures a more inclusive approach, catering to the diverse needs of the entire Grade 4 cohort. The lack of learners in the "Excellent" and "Poor" categories sets a baseline expectation for improvement, which teachers can use to set reasonable goals for raising overall proficiency levels. The use of interactive media in the classroom is expected to close gaps and move students from "Fair" to "Good" or even "Very Good." By establishing these expectations, teachers can take a more focused and quantifiable approach to improving the reading skills of Grade 4 students. Teaching initiatives are also informed by an understanding of Grade 4 students' English pre-test performance. The information identifies particular areas in which educators might require more assistance or instruction in order to successfully apply the interactive media-based teaching approach. Focused professional development can enable educators to meet the varied needs of learners and improve the program's overall effectiveness. To sum up, there are more ramifications from Table 1's pre-test data than just performance analysis. They support teachers in determining the efficacy of the teaching strategy, defining goals for progress, and customizing interventions. Additionally, the data informs professional development initiatives, ensuring that educators are equipped to support students across various proficiency levels.

**TABLE 2**

**POST TEST PERFORMANCE OF GRADE 4 PUPILS IN ENGLISH**

| Score Range | Description | POST TEST | |
| --- | --- | --- | --- |
| | | **Frequency** | **%** |
| 33-40 | Excellent | 15 | 52 |
| 25-32 | Very Good | 14 | 48 |
| 17-24 | Good | 0 | 0 |
| 9-16 | Fair | 0 | 0 |
| 1-8 | Poor | 0 | 0 |
| Total | | 29 | 100 |
| **Weighted Mean** | | **32.79** | **Excellent** |

The introduction of technology into the classroom has fundamentally altered how teachers and students both learn. This paradigm shift is especially noticeable in the way interactive media are used as teaching tools. After implementing a teaching approach that heavily relies on interactive media, Grade 4 students' post-test performance data in English is shown in Table 2 above. This information is crucial for determining how well the chosen approach has improved the students' English language proficiency. The table provides both frequencies and percentages, scores students into ranges, and labels them descriptively. At the end, a weighted mean is calculated to quantify the overall performance. The purpose of this analysis is to examine how the data is presented and interpreted, investigating the meaning behind the noted changes in student performance as well as the possible effects of the interactive media-based teaching strategy on education.

Following the adoption of the interactive media-based teaching approach, there was a notable positive shift in the distribution of English proficiency levels among Grade 4 students, as indicated by the post-test data in Table 2. 52% of students received a "Excellent" score (33–40), indicating a significant improvement over the pre-test. 48% more people (ages 25 to 32) fit into the "Very Good" category, indicating continued high proficiency. The teaching approach has been successful in raising student performance, as evidenced by the fact that no student falls into the lower categories of "Good," "Fair," or "Poor." A notable feature of the post-test data is the noticeable change in the students' distribution across proficiency levels. The majority of Grade 4 students—52%—obtained a "Excellent" score (33–40), which denotes a notable improvement over their pre-test results. Furthermore, 48% of students are classified as "Very Good" (25–32). There are strikingly few grade 4 learners classified as "Fair," "Good," or "Poor." This clear trend towards higher proficiency levels is a positive sign of the viability of the interactive media-based teaching methodology. It implies that the addition of interactive media has enhanced performance in general and resulted in a more concentrated distribution within the higher proficiency levels.

The qualitative distribution of grade 4 learners across categories to a quantifiable representation of their average achievement. The weighted mean, a critical quantitative measure in understanding the overall performance, is reported at 32.79, classifying the collective performance as "Excellent." The weighted mean increased significantly from 20.38 to 32.79 in the post-test compared to the pre-test, indicating that the interactive media-based approach was successful in improving the English proficiency of Grade 4 students. The weighted mean has shifted positively, which is consistent with the majority representation in the "Excellent" category and highlights the overall improvement in student performance. This numerical summary highlights the overall effectiveness of the teaching strategy by reaffirming the "Excellent" category's dominance in the distribution. The weighted mean significantly increased from 20.38 to 32.79 in the pre-test to the post-test, indicating that the interactive media-based approach was successful in improving the English

proficiency of Grade 4 students. The absence of students in the lower proficiency categories (Good, Fair, and Poor) is one significant finding in the post-test data. This suggests that in addition to raising overall performance, the teaching strategy uniformized proficiency levels, guaranteeing that every student attained a "Very Good" level. This is a noteworthy accomplishment that shows how well the interactive media-based approach catered to the various needs of the student body.

The fact that there are no longer any students in the lower proficiency categories both confirms the effectiveness of the interactive media-based teaching strategy and highlights the improvement in student performance. The effectiveness of interactive media lies in its capacity to actively involve students in the process of learning. These tools' dynamic and interactive qualities probably encouraged a more personalized and immersive learning environment, which improved comprehension and competency. This finding highlights the potential of technology-driven teaching methods to create a more engaging and productive learning environment, with implications for the larger educational landscape.

The results presented in Table 2 implies that the strategies given to the learners have important ramifications for education. A more uniform distribution of higher proficiency levels is the outcome of the interactive media-based teaching approach that was successfully implemented in Grade 4 students, as evidenced by the success seen in the post-test data. Teachers and administrators should be encouraged to investigate comparable approaches in other grade levels or subjects in light of this success. To maintain the noted improvement, it also necessitates a persistent dedication to observing and improving instructional techniques. It will be crucial for ongoing development and the possible implementation of comparable strategies in larger educational contexts to collect qualitative input from the Grade 4 teachers  and leaners as well as evaluate the long-term effects. The effectiveness of the interactive media-based teaching approach in engaging and educating Grade 4 leaners in English is indicated by the post-test data. Learners' engagement, comprehension, and interest were probably increased by the use of interactive media, which helped explain the significant improvement in the post-test scores. This demonstrates how technology-driven teaching strategies can be used to create a dynamic and stimulating learning environment that enhances student performance. Given the effectiveness of the interactive media-based teaching approach in improving the English proficiency of Grade 4 students, it is possible to investigate and apply similar strategies to other subjects or grades. The favorable results also emphasize how crucial it is to modify teaching methods to take advantage of technology, giving students a more engaging and customized learning environment. Future planning should take into account ongoing observation, obtaining qualitative input, and possible modifications to maintain and improve the success that has been seen.

Moreover, Grade 4 students' post-test English performance significantly improved, as shown by the data presentation and analysis in Table 2. Higher proficiency levels, a lack learners  in lower categories, and the weighted mean's "Excellent" classification all indicate that the interactive media-based teaching strategy is effective. These results support the efficacy of the strategy that was put into practice and offer insightful information to teachers and administrators who want to improve learners outcomes by utilizing cutting-edge, technology-enabled teaching techniques.

**TABLE 3**

**TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 4 PUPILS IN ENGLISH**

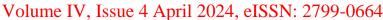| Aspects | Test Scores | | Computed T | Critical T | Decision | Interpretation |
|---|---|---|---|---|---|---|
| GRADE 4 Pupils in English | Pre | 20.38 | 1.632 | 0.951 | Reject $H_o$ | Significant |
| | Post | 32.79 | | | | |

Table 3 shows the test of difference between the pretest and posttest scores performances of the grade 4 pupils in English subject before and after the integration of the Teaching Reading using interactive media in the delivery of the most essential learning competencies or the different lessons in English in the 2nd grading period that lasted for 1 month or 4 weeks in the implementation. Based on the results given in Table 3, which discusses the pretest and posttest performances that the learners should gained before and after the implementation of the identified learning intervention that could improve the performance of the learners in English.

A critical analysis of the variation in Grade 4 English students' pre- and post-test scores is shown in Table 3. Important information is presented in the table, including test results, computed and critical T-values, the conclusion drawn from statistical testing, and the interpretation that followed. This analysis, which offers a quantitative basis for comprehending the significance of the observed changes in performance from pre-test to post-test, is crucial in assessing the efficacy of the teaching strategy. The statistical significance of the observed improvement in English proficiency is highlighted by the rejection of the null hypothesis and the computed T-value's significance, providing a foundation for further investigation.

The results of the English pre- and post-tests for Grade 4 students, which are 20.38 and 32.79, respectively, show a significant improvement in student performance following the adoption of the interactive media-based teaching strategy. This change in numbers is a first sign of a beneficial effect that motivates more research via statistical analysis. One of the most important measures of the size of the difference between the pre-test and post-test scores is the computed T-value, which comes out to be 1.632. By contrasting this with the crucial T-value of 0.951, the null hypothesis (Reject Ho) is determined to be rejected. Usually, the null hypothesis states that there is no discernible difference between the pre- and post-test results before and after the integration of the teaching reading using interactive media in the delivery of the most essential learning competencies in English for the 2nd grading period. The rejection in this instance suggests that there is, in fact, a significant statistical difference between the two sets of scores.

The statistically significant difference between Grade 4 students' English proficiency before and after the implementation of the interactive media-based teaching approach follows from the null hypothesis's rejection. The observed improvement is most likely the result of the teaching intervention rather than random chance, as indicated by the computed T-value exceeding the critical T-value. The conclusion that the change in scores is significant and not just a variation in performance is supported by this statistical significance.

Based from the results in table 3 implies that the data supports the previous qualitative and quantitative analyses, confirming that the interactive media-based teaching approach has positively impacted Grade 4 students' English proficiency. According to this research, incorporating interactive media into the curriculum can be a useful tactic for improving student learning outcomes. Educators and administrators can utilize this data to make well-informed decisions

regarding the implementation and ongoing use of analogous teaching approaches. Although the statistical significance is evident in the context of English language learners in Grade 4, care must be taken when extrapolating these results. The generalizability of the observed effects would be strengthened by additional research and replication of the study across a range of settings, student populations, and subjects. However, the present findings offer a positive beginning point for more extensive conversations about the function of technology in the classroom and how it affects student learning outcomes. Subsequent investigations may explore the precise components of the interactive media-based methodology that impacted the academic achievement of students. Furthermore, taking into account additional elements like resource accessibility, teacher preparation, and learners engagement may offer a more thorough understanding of the elements influencing the noted score changes. The statistical analysis confirms the beneficial effects of the interactive media-based teaching strategy on the English proficiency of Grade 4 students. The statistical significance of the observed improvement is confirmed by the computed T-value and critical T-value, which support the rejection of the null hypothesis. This opens the door for more extensive talks on the use of technology in education while also confirming the efficacy of the teaching approach.

## IV.   CONCLUSION

Based from the findings of the study, a statistically significant improvement in language proficiency is indicated by the analysis of the Test of Difference Between the Scores in the Pre-test and Post-test of Grade 4 Pupils in English. The significant improvement in test results between the pre- and post-test periods is highlighted by the rejection of the null hypothesis. This result suggests that the teaching strategies or interventions used during this time have significantly improved the English language proficiency of Grade 4 pupils. The results underline the significance of focused interventions in promoting improvement of performance and offer insightful information about the efficacy of the instructional strategy which is the interactive multimedia being used.

## V.   RECOMMENDATIONS

1. The proposed Intervention plan should be used in the delivery of the lessons in English.

2. Teachers should seize the chance for professional growth to improve your ability to use interactive media in reading instruction and encourage a positive outlook on the integration of technology, acknowledging its capacity to captivate and inspire students as well as working together with colleagues to exchange cutting-edge methods and best practices for using interactive media in reading exercises.

3. School Heads should support the teachers by Providing funds for workshops and training sessions to make sure educators are prepared to use interactive media in the classroom. Establish a welcoming school environment that promotes innovation and ongoing development in the integration of technology into the curriculum and provide channels for continuing dialogue and feedback about the use of interactive media in reading education.

4. Parents should support the development of reading skills acquired in the classroom, promote a balanced use of interactive media at home. Remain up to date on the interactive media resources being utilized, and participate in conversations regarding their child's development with educators and the school administration and work together with educators to establish a welcoming home environment that enhances learning in the classroom.

5. Public Schools District Supervisor should help schools choose and use interactive media resources by offering advice and assistance and provide teachers with opportunities for professional teaching of reading. Keep an eye on and evaluate how interactive media affects reading proficiency in all of the district's schools.

6. Stakeholders should encourage the adoption of laws that support the sensible and efficient use of interactive media in the classroom.

7. Work together with districts and schools to obtain the funds required for the resources and infrastructure related to technology. Encourage projects aimed at closing the digital gap so that all students have fair access to interactive media resources.

8. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

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