

Effectiveness in the Utilization of Interactive Learning Activities in the Performance Grade 1 Learners in Language in the MATATAG Curriculum

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Abstract — Considering that conventional methods may create passive learning; this study explores how interactive approaches affect learners' understanding and participation. Specifically, this study examines the efficiency of the use of Interactive Learning Activities (ILA) in improving the performance of Grade 1 learners for the Language subject. Employing a quasi-experimental research design, 30 Grade 1 learners at Kananga Central School, Kananga I District, Leyte Division, were subjected to a pre-test and post-test during School Year 2024-2025. Over the course of four weeks, interactive learning resources in the form of audio-video short stories, digital activities, and manipulative exercises were undertaken. Results showed an impressive enhancement in the performance of learners, with the post-test values showing a clear transition from "Fair" to "Good" and "Excellent" levels of proficiency. Statistical analysis proved there was a significant score difference before and after the intervention, which justified the efficacy of interactive learning interventions in teaching Language in the MATATAG curriculum. The research suggests the ongoing incorporation of interactive learning activities into early education curricula to promote engagement, understanding, and overall academic performance. A proposed plan for improvement was established through the findings of the study.

Keywords — *Effectiveness, Utilization, Interactive Learning Activities, Performance, Grade 1 Learners, Language, MATATAG Curriculum*

I. INTRODUCTION

Teaching is meaningful when learners are engaging in all the activities in the development of the lesson. Likewise, understanding of the concepts convey on each of the competency taught by the teacher will be meaning if interactive learning activities will be provided to the learners. Teacher has great role in making a difference in the lives of the grade 1 learners in their first year of elementary education. Hence, teaching methods, strategies and approaches must be updated and be given much attention by the school administrators in planning for capability building to teachers to make the teachers ready for whatever battle that they will be facing in the classroom. Further, provision of interactive learning activities must also be given priority by the teachers in planning their lesson. Hence, this study will be conducted to evaluate the effectiveness of interactive learning activities in the performance of grade 1 learners in Language subject.

The use of learning methods plays an important role and receives special attentions for a learner's life. We live in digital era, where everyone wants something efficient, effective, dynamic, fast and interactive (Dag et al. 2019). The term 'interactive' appears in two distinct strands of educational research discourse: one concerning pedagogy and the other concerning new technologies in education. Teaching learners with traditional method where there is only one way of communication is no longer effective. The word 'interactive' is the key to have an effective (Pradono et al, 2013) and efficient teaching and learning process where the teacher can grab learners' attention and learners can learn more in

comparison to that of the traditional method. Traditionally, most of the learners have been acquiring information and knowledge through less involvement of learners whereby learners only sit and listen to the unfaltering lectures. In addition, learners will copy down the endless indescribable notes that have been written on the whiteboard. Based on a research result conducted by Atiyah, El Sherbing and Guirguis (2015), results showed that the teacher is the most dominant person in a classroom and the teacher is responsible for all learners. Furthermore, learners only acquire the knowledge but do not know how to apply it in real-life situations as they are not indulged in inquiry-based education and problem solving. Thus, learners have less opportunity to contribute to the lesson which is leading to unsupportive classroom environment and passive learners.

In overcoming the unsupportive classroom environment and passive learners, Interactive Language Learning Activities (ILLA) is implemented in current language teaching as it helps to improve learners' English-speaking ability. Speaking skills need to be enhanced with language activities through interactive learning as interactive learning activities provide opportunities for improvement are highly importance (Gucer, 2017). In addition, interactive language learning activities encourage learners to speak their thoughts and ideas in many ways. Learners have the chance to learn from their teachers and peers, enhance their language, process of acquiring knowledge as well as gather their thoughts and creating logical thoughts Turkben, 2019). Therefore, teachers need to implement the best way to enhance the learners' English-speaking ability. Specifically, teachers need to fully use the interactive learning environment as it encourages learners' engagements and participation in the lesson that led to active learners and effective learning. Putting in mind that interactive classrooms are not limited to technology-based teaching spaces alone.

One of the challenges in education is that in the education process, methods used that are not up-to-date, attractive, and does not promote deeper learning. There are several factors involved in students' learning and academic achievement, one of them is the teaching method. In the 21st century, the active teaching method may play a role in motivating, improving performance and academic achievement. However, due to inadequate resources, this teaching method is not used (Moalemi, 2019). Therefore, selective teaching methods of teachers must activate and dynamic learners in their learning process to move towards learning themselves. One of the promising ways to achieve active participation of learners in learning activities and increase their motivation is interactive learning activities posted in this study.

Hence, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness on the utilization of interactive learning activities in the performance of grade 1 learners in Language. A proposed improvement plan was formulated based on the findings of the study. Likewise, it is in the rationale that the researcher who is currently a grade 1 teacher in the mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness on the utilization of interactive learning activities in the performance of grade 1 learners in Language of Kananga Central School, Kananga I District, Leyte Division for School Year 2024-2025. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the grade 1 learners in Language before the utilization of interactive learning activities?
2. What is the performance of the grade 1 learners in Language after the utilization of interactive learning activities?
3. Is there a significant difference in the performance of the grade 1 learners in Language before and after the utilization of interactive learning activities?
4. What improvement plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study employed quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness on the utilization of interactive learning activities in the performance of grade 1 learners in Language. The pre-test and post-test were conducted before and after the utilization of interactive learning activities in Language. Kananga Central School, Kananga I District, Leyte Division is the main locale of the study. The school is situated in Barangay Poblacion Kananga, Leyte. Kananga is approximately 24 km. North of Ormoc City, 85 km. from Tacloban City, and about 993 km. from Manila passing the Maharlika Highway. It is bounded on the North by the Municipality of Carigara, Leyte, North-eastern side by the town of Jaro, Leyte, on the Northwestern side by the south portion of Ormoc City. Its total land area is 182, 188, 157 sq. meters. It lies on a slightly flat to gently rolling and tough terrain with mountains it is composed of 23 barangays and accessible to all modes of land transportation. The school is categorized as big, in terms of its size and population, and managed by a School Head. It is composed of 48 teachers.

The school has an internet connection, and we usually used the NGCP building where the teacher's meeting is held. There is a rubberized oval where programs and other activities of the school are held. All classrooms are well structured and maintained by the teachers. Garbage bins are placed around each corner to ensure that the pupils are keeping up the clean environment at school. The 30 grade 1 learners enrolled in the said locale for School Year 2024-2025 are the main respondents of the study. This study utilized the researcher-made Language test in the 2nd quarter of the MATATAG curriculum. This is a 20-item multiple choice test. The test will be conducted to the learners before and after the utilization of interactive learning activities in teaching Language. Moreover, the researcher will formulate lesson plans with interactive learning activities in teaching Language subject. Further, the researcher formulated interactive learning materials and activities in developing the lessons in Language particularly the 2nd quarter competencies. The interactive learning materials are like the activities utilizing laptop or TV where learners must manipulate the laptop in looking for answer. Aside from this, an audio-video short stories and questions were also crafted. The researcher-made tests, learning materials, activities and the lesson plans will be submitted to the District Language Coordinator and School Head for validation before it will be administered to the learners. A matrix of activities will be provided by the researcher to keep track of the progress of the intervention provided. This research focused on evaluating the effectiveness on the utilization of interactive learning activities in the performance of grade 1 learners in Language through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 30 grade 1 learners involved in this study. They are enrolled in the above-mentioned locale for School Year 2024-2025. Complete enumeration in choosing the respondents of the study was employed.

Research Procedure. After the research had been approved, data gathering followed. Letter requests to conduct the study were submitted to the proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for authorization to gather data among the identified respondents. After the approval of the SDS, permission letters were also secured from the Public Schools District Supervisor and School Principal of the school. After approval, the researcher proceeded to data gathering. The researcher conducted an orientation for the respondents with their parents. A permit was asked for, stipulating their consent to include their children in the study. The pre-test was administered face-to-face during the Reading and Literacy period. After the pre-test was given, intervention was provided within 4 weeks. The intervention focused on the utilization of interactive learning activities like audio-video short stories with questions, answerable activities using TV, and audio imitating activities. Teachers prepared these materials and activities before the lesson started. The learning resource underwent quality assurance before it was used as the study's intervention. After the intervention, a post-test was administered. Answers were checked, collected, tabulated, and submitted for statistical treatment. The researcher prepared a Matrix of Activities to track the progress of gathering the data.

Ethical Issues. The researcher properly secured permission from the authorities to conduct the study through written communication. In formulating the intervention materials used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. This study did not include the respondents' names and other personal data to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. Issues and concerns were addressed in the orientation, and consent to be included in the study was signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works

were mentioned in this study were correctly quoted and were acknowledged in the reference. Hence, this study focused on the welfare of the learners.

Treatment of Data. **Simple Percentage** was employed to evaluate the performances of the grade 1 learners in Language before and after the utilization of interactive learning activities. **t-Test of Mean Difference** was used to determine the significant difference in the performances of the grade 1 learners in Language before and after the utilization of interactive learning activities.

III. RESULTS AND DISCUSSION

Table 1
Performance of Grade 1 Learners in Language Before the Intervention

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	2	6
9-12	Good	11	37
5-8	Fair	13	44
0-4	Poor	4	13
Total		30	100
Weighted Mean		6.13	Fair

Table 1 indicates the Grade 1 learners' performance on language skills prior to intervention. The weighted mean score was 6.13, which is equivalent to "Fair." No learner among the 30 had an "Excellent" rating (17-20), and only 2 learners (6%) were in the "Very Good" range (13-16). This indicates very few learners possessed a good grasp of language. But 11 students (37%) were in the "Good" range (9-12), indicating there was some capability with room for development. The next largest category was 13 students (44%), in the "Fair" range (5-8), indicating they had not good language ability. There is a cause for concern that 4 students (13%), who were at the "Poor" level (0-4), indicating there were serious issues in language understanding. The outcome indicates most learners (57%) were at or below the level of "Fair," which indicated a language development issue. A few learners higher up indicate the methods of current teaching may be ineffective in facilitating them to grow good comprehension ability. The large number of students in the "Fair" and "Poor" levels is worrying in terms of their potential to do well at school since the comprehension of language is key to learning in general. The findings indicate that the learners require an intervention to facilitate the improvement of the reading and comprehension skills. Reasons why the learners scored poorly could be that they had less exposure to interactive methods of reading, had inadequate vocabulary development, or lacked competency in sounding words. Targeted interventions are hence necessary to address this deficiency and enhance their comprehension skills, which will provide them with a greater opportunity to achieve at school.

Table 2
Performance of Grade 1 Learners in Language After the Intervention

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	18	60
13-16	Very Good	9	30
9-12	Good	3	10
5-8	Fair	0	0
0-4	Poor	0	0
Total		30	100
Weighted Mean		12.00	Good

Table 2 shows the post intervention performance of Grade 1 students in language skills. There is marked improvement, as indicated in the test results, with the average score rising to 12.00 or "Good." The highest improvement is seen in the number of students who earned "Excellent" scores (17-20) increasing from 0% in the pretest to 18 students (60%) in the posttest. Besides, 9 students (30%) scored in the "Very Good" level (13-16), which means they understand language skills very well. At the same time, just 3 students (10%) were in the "Good" level (9-12), and no students scored in the "Fair" (5-8) and "Poor" (0-4) levels. The large change in performance levels attests that the intervention may have had a positive effect on students' language understanding. The shift from the "Fair" and "Poor" levels of all students suggests that the intervention effectively tackled initial comprehension difficulties. The larger number of students at the "Excellent" and "Very Good" levels attests to the fact that learners were effective in acquiring better skills in interpreting and comprehending language notions. These findings attest to the fact that the instructional process applied in the intervention greatly improved language acquisition among Grade 1 students. The substantial decrease in lower-level performance shows that the intervention offered strategies that effectively engaged students, enriched their vocabulary, and strengthened their comprehension ability. These findings are consistent with the application of structured reading techniques, interactive discussion, and targeted learning activities to develop language ability. Based on these positive findings, the same interventions should be employed in early education programs to provide students with good foundation language ability. The effectiveness of this intervention suggests that incorporating effective teaching strategies in early literacy programs is necessary to support improved academic achievement in young students.

Table 3
Test of Difference in the Performance of Grade 1 Learners in Comprehension Skills Before and After the Intervention

Test Scores		Standard Deviation	Computed T	Critical T	Decision	Interpretation
Pre	7.90	4.49	8.445	2.665	Reject H_0	Significant
Post	17.00					

Table 3 shows the comparison of comprehension skill improvement before and after the intervention. The pretest mean score was 7.90 and the posttest mean score rose to 17.00. With a standard deviation of 4.49, it is seen that there were minimal variations between individual scores, but the t-value of 8.445 is considerably higher than the critical t-value of 2.665. Therefore, the null hypothesis (H_0) was rejected, and it confirms that there is a significant difference in Grade 1 learners' performance before and after the intervention. The statistical outcome confirms the success of the intervention. The drastic improvement in test scores indicates that the instructional methods employed assisted learners in understanding more. Refusal to accept the null hypothesis indicates that the gain on the post test was due to the intervention. The statistical proof indicates that learners benefited from innovative teaching techniques that enabled them to develop enhanced understanding skills and process language. This intervention was done using interactive reading strategies, guided practice, and vocabulary drills. All of which served to enhance comprehension abilities. These findings

identify how crucial it is to employ effective teaching methods that can be applied to facilitate early reading. When these methods are applied multiple times within classrooms, they can address comprehension issues among young students to ensure that students develop a solid foundation for their future academic achievements. The findings of the research imply that the schools should consider adopting the same interventions to enhance reading and comprehension skills, particularly for students who initially struggle with language. The research points to the necessity of systematic learning experiences addressing young learners' developmental needs to equip them to learn academically in the long term.

IV. CONCLUSION

The research showed a significant improvement in Grade 1 learners' language skills after the intervention. This is evident from the drastic difference in scores on the pretest and posttest. These findings imply that the strategies implemented were effective in boosting learners' comprehension skills. The high percentage of students with "Excellent" and "Very Good" grades following the intervention indicates that the teaching method effectively countered earlier issues in language learning. The results indicate that structured and interactive modes of teaching contributed significantly to enhancing students' comprehension of texts. The change from most students operating at levels of "Fair" and "Poor" to none belonging to these levels in the post test is a demonstration of the effectivity of interactive and well-structured instruction. The statistical analysis also supports that the intervention not only had a positive effect but was also significantly associated with the learners' ability to comprehend. Based on these findings, it is suggested that such interventions be integrated into early literacy instruction to enhance foundational reading and comprehension skills. The effectiveness of this method highlights the value of employing effective, evidence-based practices to assist young students in acquiring fundamental language skills. By continuing to apply and adapt such methods, teachers can help students establish a solid foundation for future academic achievement.

V. RECOMMENDATIONS

1. Implement the suggested intervention strategy and enhance it according to learners' demands to make a more interesting and effective language acquisition experience.
2. Teachers should incorporate active teaching methods, including read-aloud, narratives, and discussions, to promote students' understanding and thinking skills.
3. Instructional strategies must include activities that encourage active student engagement, including questioning, summarizing, and predicting, to enable learners to process and retain information better.
4. Regular teacher training workshops on innovative language teaching methods must be conducted in schools, with a focus on strategies that enhance comprehension skills among early learners.
5. Teachers must choose carefully age, culture, and interest-appropriate reading selections that will engage students maximally and instill a love of reading.
6. Parents need to be encouraged to facilitate at home the development of their children's language through shared reading, storytelling, and talkback reading about books. Resources or workshops can be offered by schools to lead parents to effective reading strategies.
7. Subsequent studies could investigate the long-term effects of the intervention, its efficacy when used in combination with other teaching approaches, and its transferability to various learning settings and student populations.

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AUTHOR'S PROFILE**MRS. ANNABELLE S. SARDEÑA**

Annabelle S. Sardeña, born on April 29, 1988, in Brgy Hiloctogan Kananga, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Rizal Elementary School, followed by her secondary education at Kananga National High School.

Throughout her early years, Annabelle was actively involved in leadership and governance, which not only fostered her academics but also helped her secure a scholarship for college. This scholarship was instrumental in her ability to pursue higher education, providing significant support in finishing her degree and molding her character. Her interactions with various groups through leadership and governance, academic pursuits, and community events enriched her experience, fostering her growth and resilience.

Annabelle continued her academic journey at Eastern Visayas State University - Ormoc City Campus (EVSU - OCC), where she earned her Bachelor of Teaching Home Economics and Livelihood Education, in 2008. In 2009, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her son, Seth Layfon, Annabelle has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in Elementary Education. She successfully completed the academic requirements for her MAEd in August 2024, driven by her diverse experiences and the support of different groups she encountered through her sports and academic journey.

Currently, Annabelle is an esteemed Grade 1 teacher at Kananga Central School. Her dedication to education, combined with her rich background and community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.