# SMARTT (SOCIAL MEDIA APPROACH IN READING THROUGH TECHNOLOGY): IT'S IMPACT TO READING PERFORMANCE OF GRADE 1 LEARNERS

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# Abstract

This study aimed to figure out the effect of SMARTT Approach in relation to the reading performance of Grade I learners in Panalsalan Elementary School, Southwest A District, Division of Tangub City. SMARTT Approach is an interactive monitoring activity to achieve reading proficiency among Grade I learners. It is a simplified enrichment activity which is applicable to all with the use of internet where learners had actively engaged in reading in a different way. 16 boys and 11 girls of Grade I Section Aster of Panalsalan Elementary were the participants of this action research. The researcher used quasi-experimental method of research where pre-reading assessment on reading following the basic steps had conducted to the learner-participants before the intervention. Then, after the intervention, a post reading assessment was conducted to the learner-participants. Both results before and after the intervention were recorded, compared and analyzed using statistical tool. Based from the results of the two indicators during pre-implementation, it reveals the average reading mastery of 68.5% which implies that intervention in reading is needed. On the other side, 75.5% is the average reading mastery during the post-test. The significant difference in the performance of the Grade I learners in reading before and after the intervention is measured through t-test. The t-test result or the computed value was 14.207 (absolute value) and the table t or the critical value was 3.182. *a (alpha) is set at .05 df (degrees of freedom). T-test (14.207 absolute value) > table t (3.182) which means that If t-test is greater than table t, significant difference occurs.* Therefore, the result of the t-test showed significant difference in the performance of the Grade I learners in reading before and after the intervention. This implied that the intervention had a significant improvement to the performance in reading of the learners. Thus, the proponent would like to recommend that other teachers may also try to adopt the reading intervention.

*Keywords:*
Social Media          Reading Performance          Interactive Monitoring

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**Content and Rationale**

Reading is key to lifelong learning by (Duterte 2022). She reiterated the importance of reading literacy among schoolchildren in building a good foundation of lifelong learning. It is the key to lifelong learning due to its ability to facilitate continuous learning, encourage curiosity, promote critical thinking, empower self-directed learning, support personal development, and enhance adaptability. In summary, reading as the key to lifelong learning underscores its transformative power enabling individuals to continuously grow, adapt, and thrive in an ever-evolving world. It addresses the learners that reading is very important because it develops their mind and give them excessive knowledge and lessons of life. It helps them understand the world around them and enhances their creative ability. Overall, reading is fundamental activity that enriches lives, broadens perspective, and empower individuals to navigate the complexities of the world around them.

Studies show that reading has many benefits for students from inspiring imagination to improving academic abilities. When students embrace the important of reading, they can reach their full potential. Active reading becomes widespread thorough out children development and even into adulthood (beanstack.com 2023).

Reading for pleasure has a big impact on child's learning. It means that children who read every day perform better in reading tests than those who do not. Putting a love of reading early gives a learner a great way to sharpen their academic skills and become more effective students.

In spite of all the positive inputs, there is always a learner's need to be cater. Learning needs are the gaps or challenges that student face in acquiring

the knowledge and skills that in a specific outcome. And it is more about Reading.

The above-mentioned learning needs have been one of the gaps and challenges encountered by the Grade 1 teacher of Panalsalan Elem. School. It was shown from the given diagnostic test result -CRLA, out of 27 Grade 1 learners there were 15 learners in the priority level of assessment that need to be closely monitored in order for them to cope up the said reading assessment, 7 learners in enrichment level and the remaining 5 learners are in the advance level of assessment. It is then the purpose of the proponent to help those learners who are in priority level and provide follow up activities to those in enrichment and advance level.

Reading is one of the peak challenges that teachers facing today. High results in difficulty in ready due to problems in identifying speech sounds and learning how they relate to letters and words (decoding). Reading can pose challenges for teachers due to various factors:

a. Diverse Learning styles – learners have diverse learning style and some may struggle with traditional approaches to reading instruction. And so, teachers need to employ varied strategies to accommodate different learning preferences and abilities.

b. Literacy Gaps – learners may enter classroom with varying levels of literacy, creating challenges for teachers to address gaps in reading skills.

c. Language Barriers – for learners with limited proficiency in the language of instruction, reading can be particularly challenging. And

teachers must find ways to support language development while promoting reading skills.

d. Motivation and Engagement – some learners may lack motivation or interest in reading, making it a challenge for teachers to create engaging and relevant reading experiences. Teachers need to employ strategies to foster a love for reading and make it meaningful for students.

As a 21st century teacher, it's a great challenge to be innovative enough on how to cope up and meet the said challenges. An intervention/teaching innovation **SMARTT (Social Media Approach in Reading Through Technology): It's Impact to Reading Performance of Grade I Learners** is an Interactive Monitoring Activity to Achieve Reading Proficiency among Grade 1 Learners. It is modified and simplified enrichment activity which is applicable to all subjects with the use of internet. It could be done through video call, phone call, or any social media platform. It is more on a performance task of explaining something, memorizing, doing something then explain a little. For those who have no internet, this strategy can still be utilized through phone call. Everybody is catered. Even seconds or a minute of speaking or letting the learner to talk, it has given the learner an opportunity to develop his/her oral reading communication skill and even getting well in conversing someone.

It was also found out that social media is an effective tool that students can use in establishing connection with others who can help with resources (websitemagazine.com 2022).Social media is an important part of today's

world because it can help us to connect and share ideas, thoughts and opinion with others (family, friends, and teachers) in many ways. So, there is no surprise that the biggest reason people use social media is to keep in touch with each other. These platforms provide a virtual space for individuals to connect, communicate and interact with each other. Social media has become an integral part of modern communication, allowing users to share their thoughts and experiences. Overall, social media plays a significant role in shaping contemporary social interactions and communication patterns.

**Innovation, Intervention and Strategy**

Due to the concern of reading performance of the Grade I learners, the researcher used this innovation/intervention.

SMARTT (Social Media Approach in Reading Through Technology): It's Impact to Reading Performance of Grade I Learners, an Interactive Monitoring Activity to Achieve Reading Proficiency among Grade 1 Learners.

The intervention of social media in promoting reading through technology involves manipulating various platforms and tools to encourage and facilitate reading habits among users. Here are some ways social media can influence reading:

Book Recommendations- this helps readers discover new books based on their interest.

Innovative Storytelling- these innovative approaches can attract new readers and engage existing ones in a dynamic way.

Overall, social media's intervention in reading through technology offers new path for promoting literacy, encourage community readers and enriching the overall reading experience.

Here's a comprehensive strategy plan for utilizing social media to promote reading through technology:

1. Identify Target Learner: understand your target learner's interest and preferences regarding reading and technology. This will help you tailor your content to resonate with them.

2. Platform Selection- choose social media platforms that are popular among your target learners and conducive to promote reading through technology.

3. Content Strategy- discuss the benefits of reading through technology and how technology can enhance the reading experienced.

4. Engagement Strategy- monitor comments, messages and mentions in your social media profiles.

By implementing this comprehensive strategy plan, you can effectively leverage social media to promote reading through technology.

**Action Research Questions**

This study aimed to improve the reading performance of Grade I learners of Panalsalan Elem. School school year 2023-2024 using SMARTT Approach.

1. What is the performance level of Grade I learners in reading before the intervention?

2. What is the performance level of Grade I learners in reading after the intervention?

3. What is the significant difference between the performance level of Grade I learners in reading before and after the intervention?

**Action Research Methods**

To fully understand the conduct of this action research and to achieve reliability of the result the researcher identified the participants or the respondents, sources of data and information, data gathering methods, and data analysis plan. The proponent must identify these elements first so the action research would be done smoothly, fairly and honestly.

Particularly, the researcher will use the discriptive method of research. A "pre reading" was conducted to the learner-participants before the

intervention. Then, a post "reading" was done by the learner-participants after the intervention has been introduced. Both results before and after the intervention will then be recorded, compared and analyzed using a rubric tool.

**Participants**

The identified Grade I Section Aster of Panalsalan Elementary School which consists of 16 boys and 11 girls were the participants of this action research.

**Data Gathering Methods**

In gathering the data of this study, several steps were taken on by the researcher. First, the researcher collected data through survey forms, pre reading assessment results, observation, interviews from other teachers and even to the participants and their parents. Accordingly, with the results of the survey, and interview, the researcher able to record the responses gathered from the co-teachers, parents, and learners which helped identify the performance level of the learners. Second, to confirm the validity of the collected data, the researcher asked assistance to the parents, school head and co-teachers. Third, the researcher explained the parents, co-teachers and to learners about the implementation of SMARTT Approach which they engaged as a form of reading enrichment activity. Fourth, recorded responses and effects after the modified strategy/approach has introduced.

**Data Analysis Plan**

This study made use of pre reading test/post reading test as data-gathering instrument. It was done in two durations; pre - implementation and post implementation. During pre-implementation stage, reading passage were served to the participants as pre reading test to draw out strength and weakness in their reading performance.

The process of getting information during pre-implementation and after post implementation aimed to draw out comparison of the reading performance of the participants.

| Implementation Stage | Activities | Objectives | Persons Involved | Means of Data Validation | Remarks on the Results of Data Validation |
|---|---|---|---|---|---|
| During Pre-Implementation | Passage for pre reading test are given to the participants | Draw out strength and weaknesses of the respondents in their reading performance | Learner-participants | Use of reading rubrics | -Priority, Enrichment, Advance |
| After Post Implementation | Survey forms Same passage are given to the participants with regards to their impressions of the new approach in reading | Gather their impressions with regards to the new approach implemented by the teacher. | Learner participants | Use of reading rubrics | -Priority, Enrichment, Advanced |

| | Compare the results on data validation between pre implementation and post implementation. | Draw better conclusion and recommendation towards the new approach in solving word problems | Researcher, school head and co-teachers | Use of reading rubrics | Implementation of SMARTT Approach is either approved or disapproved |

**Discussion of Results and Reflection**

This part of the study presents the analysis and interpretation of the result.

**Pre-implementation**

**Table 1**

1. Result on Pre-Reading Assessment conducted

| Indicators | No. of Participants | Frequency Priority | % | Frequency of Enrichment | % | Frequency of Advance | % |
|---|---|---|---|---|---|---|---|
| Words 1.Bat 2.Car 3.Dog 4.Hat 5.Fan 6.Sat 7.Rat 8.Mat 9.Bar 10.Pan | 27 | 15 | 55% | 7 | 25% | 5 | 20% |
| Phrase 1. love to play 2. big ball 3. a fat cat 4. ran fast 5.red hat | 27 | 20 | 74% | 4 | 15% | 3 | 11% |
| Short Sentences 1.I am happy. 2.My dog is fat. 3.The bag is red. 4.I love to read 5.I want to play. | 27 | 20 | 74% | 4 | 15% | 3 | 11% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Short Story My Cat Pat is my black cat. Pat likes to sit on her mat. She will take a nap on her mat. Pat is a good cat. | 27 | 21 | 78% | 3 | | 11% | 3 | 11% |
| **Average** | **27** | **19** | **70%** | **4** | | **15%** | **4** | **15%** |

The table shows the result of the pre reading assessment before the implementation of SMARTT Approach. It reveals the fact that more than half of the participants (70%) are in the priority level. Therefore, intervention is needed.

**Post-implementation**

**Table 1**

1. Result on Post Reading Assessment conducted (Learner participants are engaged in SMARTT Approach before answering the test)

| Indicators | No. of Participants | Frequency Priority | % | Frequency of Enrichment | % | Frequency of Advance | % |
|---|---|---|---|---|---|---|---|
| Words<br>1.Bat<br>2.Car<br>3.Dog<br>4.Hat<br>5.Fan<br>6.Sat<br>7.Rat<br>8.Mat<br>9.Bar<br>10.Pan | 27 | 3 | 11% | 3 | 11% | 21 | 78% |
| Phrase<br>1. love to play<br>2. big ball<br>3. a fat cat<br>4. ran fast<br>5.red hat | 27 | 4 | 15% | 4 | 15% | 19 | 70% |
| Short Sentences<br>1.I am happy.<br>2.My dog is fat.<br>3.The bag is red.<br>4.I love to read<br>5.I want to play. | 27 | 4 | 15% | 4 | 15% | 19 | 70% |
| Short Story<br>My Cat | 27 | 4 | 15% | 4 | 15% | 19 | 70% |

| Pat is my black cat. Pat likes to sit on her mat. She will take a nap on her mat. Pat is a good cat. | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Average** | **27** | **4** | **15%** | **4** | **15%** | **19** | **70%** |

The table shows the result of the post reading assessment after the implementation of SMARTT Approach. It reveals the fact that more than half of the learner participants (70%) are in the advance level. It further reveals that the learners are improving their reading performance. Therefore, intervention is effective.

**Findings**

The study resulted in the following evident findings:

Pre-implementation

1. The fact that more than half of the participants (70%) got below half of the total number of items in the conduct of pre reading assessment. It simply implies that they are less motivated in reading. Therefore, intervention is needed.

Post-implementation

1. The fact that more than half of the learner participants (70%)) got more than half from the total number of items in the conduct of post reading

assessment. It reveals that the learners become motivated in reading. Therefore, the intervention is effective.

**Conclusion**

The performance of Grade I learners in reading before the intervention is low. But after the intervention has employed, it becomes noticeably improving.

It is further supported by the result of the t-test or the computed value which was 14.207 (absolute value) and the table t or the critical value was (3.182). Considering the following data to determine the significant difference.

*a (alpha) is set at .05*

*df (degress of freedom) is 3*

*T-test (14.207 absolute value) > table t (3.182) Note: If t-test is greater than table t, significant difference occurs.*

Thus, it shows significant difference between the performance of Grade I learners in reading and after the intervention. It simply implies that the intervention is effective. It is a big help to improve the performance of the learners in reading.

**Action Plan**

| Objectives | Task | Success Indicator | Time Frame | Resources |
|---|---|---|---|---|
| Create differentiated learning opportunity to improve learners' performance in reading | Innovation implementation | 100% implementation/ participation with high performance | Whole year round | Teachers, parents, learners, school head |
| Achieve 100% learners' high performance in reading | Innovation implementation | 100% implementation/ participation with high performance | Whole year round | Teachers, parents, learners, school head |
| Develop learners who are in the priority level in reading | Innovation implementation | 100% implementation/ participation with high performance | Whole year round | Teachers, parents, learners, school head |
| Achieve 100% learners' promotion in reading | Innovation implementation | 100% implementation/ participation with high performance | Whole year round | Teachers, parents, learners, school head |
| Share to co-teachers in school and even teachers from other school during LAC Session | Innovation implementation | 100% implementation/ participation with high performance | Whole year round | Teachers, parents, learners, school head |

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