



Digital Teaching Materials In Teaching Music, Arts, Physical Education, And Health

THESIS ABSTRACT

Title: DIGITAL TEACHING MATERIALS IN TEACHING MUSIC, ARTS, PHYSICAL EDUCATION, AND HEALTH

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Abstract:

The study aimed to assess the performance level of Grade 10 students in MAPEH after being exposed to various teaching strategies — Interactive Media, Sustained Silent Reading Method, and Conventional Method. The respondents of the study were the Grade 10 students of Mangaldan National High School, Mangaldan Pangasinan for the SY 2023-2024. The researcher used quantitative-quasi experimental research design by which the scholastic performances of the students during exposure to three different teaching methods were compared.

Statistical analyses showed that both in the third and fourth quarters, only in the Interactive Media did students make significant increase. It could be concluded that among the three teaching strategies, the most effective one is the Interactive Media.

THE PROBLEM**Rationale**

The inclusion of technology in teaching is advised by various researchers and education experts. Numerous researches and studies have claimed the significant effect of using technology in the performance of students. As the learners become more adept with the use of technology, they feel bored if a classroom teacher just stands in front of the class and delivers a lecture in the traditional way.

Of course in every rule there is an exemption. Teachers who volunteered or are assigned to teach in far-flung areas and could not afford to buy a projector or a laptop could not be blamed for using the traditional lecture method. But they could still use another way or method to improve their teaching style, thus benefit their students.

One method that could be utilized in a classroom teaching setting is the Sustained Silent Reading (SSR). The concept of having students read silently for a predetermined amount of time has been very popular within early childhood education. This same concept of sustained silent reading though us almost laughable within secondary education for many reasons: Who has time for this? Students need to be moving on to complex text. Students should primarily be writing in order to prepare for college. How can the educator allow students to read all class period long? They aren't doing anything! High stakes testing is priority! Reading for enjoyment is out of the question.

Flores (2015) believes students, especially high school students, need to have silent sustained reading in their English class in order for them to improve academically in a variety of ways. Students who are exposed to more literature throughout the school year grow to have better writing.

As *Acts of Teaching* by Joyce Armstrong Carroll and Edward E. Wilson points out in the preface of their book. "daily reading and writing. daily mini-teaches on various story elements, daily speaking, listening, examining, predicting in a joyfully literate classroom paid off". Carroll discussed the value of having a "print-rich" classroom by using her observations of Sharron Chamberlin's class structure, "[she] begins school with fifteen minutes of uninterrupted sustained silent writing and followed by fifteen minutes of uninterrupted sustained silent reading." Chamberlin allowed her students to engage in the meaningful tasks of reading and writing without prescription or direction.

Furthermore, they directed them to listen for specific vocabulary while she read a story to them. The students would listen, be intrigued, ask questions, and demonstrate their involvement. She would then send them back to their desks with a special assignment correlated with the story. By doing this daily, she was “allowing them to learn through exposure and discovery to reading and writing she is giving these students ample time to be actively creative, inventive and discovers.”

Upon further examination for her daily classroom instruction and student samples, Carroll witnessed student growth in writing. One student “had internalized a sense of narrative and descriptive detail, at least partly due to the print-rich environment Sharon had created” while another student “had delightfully, eloquently, and clearly demonstrated that she knows the elements of a story” in her own writing. Chamberlin allowed students to creatively take risk and “because [Chamberlin] integrated reading and writing with listening speaking, viewing, thinking, and skills, learning was a cognitively appropriate and natural.” Chamberlin’s classroom may be younger than secondary education but the demonstration of reading and writing going hand-in-hand couldn’t have been better (<https://www.edutopia.org/discussion/sustained-silent-reading-high-school>).

Silent reading has been a familiar component of most reading programs for decades (Garan & DeVogd, 2006). Researchers and literacy teachers once agreed that fostering students’ reading attitudes was a crucial step in creating strong readers (Yoon, 2002). In 2000, in an effort to determine if students that read a lot, the National Reading Panel (NRP) researched effects of silent reading and concluded sustained silent reading (SSR) is not effective in promoting reading growth (National, 2000). Although the panel did not determine SSR as a defective practice, a clear definition of what makes a good reader could not be made, which ultimately led to the panel’s decision and the controversy now surrounding the common school practice (Reutzel, Fawson, & Smith, 2008).

Teachers facing increased pressure to meet goals of No Child Left Behind are questioning SSR and its effectiveness in classrooms. A number of teachers have begun teaching mandated reading curriculum focusing on small group instruction with leveled readers, leaving little time for reading for enjoyment. Other teachers still implementing SSR are now wondering whether doing the same would be a wiser use of instruction time (Fisher, 2004).

Some educators are both alarmed and concerned about the lack of time students have for reading for enjoyment, which can instill a love for literature (Garan & DeVogd, 2006). Furthermore, reading attitude

has shown to affect reading growth, and giving students choices among texts has shown to be important in creating positive reading attitudes (Yoon, 2002). With strong opinions by the National Reading Panel that silent reading is ineffective (National, 2000) and equally strong opinions by some researchers and educators that silent reading is effective, is there any surprise that so much confusion surrounds the idea of giving students time to read silently in school?

The use of Sustained Silent Reading (SSR) Method has been proven effective in teaching subjects related to language and communication such as English and Filipino. However, its usage in other fields like MAPEH has not been proven and published. The researcher conducted an initial dry-run of SSR in his class and observed its varied effect in their performance. There is a marked difference between students who are engaged in SSR and those students who are not. Moreover, it is known that MAPEH subject involves a lot of reading of facts. SSR purpose is to make reading more enjoyable to learners. Hence, using this method in MAPEH classes should be really employed and tested.

Thus the researcher decided to further her research and find out the difference of interactive media and SSR methods.

Theoretical Framework

Sustained Silent Reading method aims to make the reading attitude among students better. There are five rules related to SSR that are developed by McCracken (as cited in Carges): Each student must read silently; the teacher also reads to set an example; each student selects a single book (or magazine or newspaper); no book changing is permitted; a timer is used; and there are absolutely no reports or records of any kind.

The idea that students would initially learn by themselves is align with Constructivism. Students if asked to read silently are also given independent time for themselves to think, to understand, and to rethink about what they are reading. By SSR, they are also given the opportunity to go back to words, phrases, sentences, paragraphs and ideas which they think they have to re-read. Since it is only in the school that majority of the students find time to read, SSR is really suitable. Pressure is also less because they would not be allowed to orally read a passage in front of the whole class.

For the second rule, it is based on the theory learning by modeling. At home, if parents or siblings or any influencing adults are not fond of reading or just glancing on magazines, students would be really difficult to be encourage to read. Thus it is often advised that family adults should lead the young ones, especially

those who are studying at schools, to read, read, and read. Anyway, one of the basic ways to take in information is through reading. Nonetheless, due to the different circumstances each family has — busy working parents, and unconcerned siblings — there are many students do not find the adults at home as model for reading. Hence, teachers at school should follow Rule 2 so the students would do the same. It is really hard to teach if the teacher does not walk the talk.

Conceptual Framework

With regards to Sustained Silent Reading (SSR) program, it has been implemented in schools through the Hong Kong Extensive Reading Scheme in English, which has been initiated and developed by the Education Department for 10 years. The aim of the SSR is to help students develop a good habit of reading and improve their English proficiency in the long run. In sustained silent reading, students read silently in a designated time period every day in school. They selected their own reading material and are not asked to answer comprehension questions or wrote book reports. SSR is nothing new. The term Uninterrupted Sustained Silent Reading was introduced as early as 1960. McCracken set forth some basic rules for initiating SSR. Since then, it has been implemented in reading classes at all grade levels. According to several research studies, effects of SSR on students' reading include improvement in reading skills and vocabulary acquisition, as measured by reading test scores, developing a positive attitude towards reading and cultivating a better reading habit (<http://iteslj.org/Articles/Chow-SSR.html>).

