

Cartoon Cum Strategic Intervention Material to Improve Learner's Making Meaning of a Text

Prof. Resty Calo Samosa¹, Michelle DG. Deocampo², Katrina Jane B. Gregorio³, Mischelle Marie C. Mangayan⁴, Maecy G. Omlang⁵

¹Colegio de San Gabriel Arcangel & Graceville National High School

^{2,3,4,5}Colegio de San Gabriel Arcangel

resty.samosa002@deped.gov.ph¹, deocampomichelle9@gmail.com², gregoriokatrinajane@gmail.com³,

mischellemangayan@gmail.com⁴, omlangm1@gmail.com⁵

Abstract: *This study focuses on the effectiveness of employing Cartoon Cum Strategic Intervention Material as learning instructional techniques to improve Grade 5 learners' ability to make meaning from text. This intervention encourages students to focus on big ideas and to consider how specific details contribute to the big picture. Cartoons can be organized in non-linear way to emphasize the complexities of concepts. Learning, is an active process in which humans construct meaning and interpret circumstances based on their prior knowledge and experiences. The scope of this study includes thirty Grade 5 elementary students from Ateneo Casa Famiglia Servants of the Poor, Inc. prior to employing cartoon cum strategic intervention as teaching material, the researchers assessed the learners' grasp of making meaning from text acquisition. They also carefully evaluated and observed data from Grade 5 students based on pretest and posttest scores on instructional exemplars, as well as the attitudes of students who had been exposed to their logic and reasoning ability, visual and auditory processing, and sustained and selective attention. This study demonstrates that there is a significant difference between the pretest and posttest of Grade 5 students who were exposed to the Cartoon Cum Strategic Intervention Material. This paper assists the researchers in developing a lesson exemplar in English 5 based on the study's findings, as well as gaining a deeper understanding of the said learning technique and its efficacy with young learners. The use of cartoons in the creation of learning materials appeals to students' intrinsic motivation because they are more enjoyable to students to share and review.*

Keywords: cartoon, making meaning, strategic intervention material, text

Introduction

Making meaning is central to learners' emergent literacy development (Victoria State Government, 2020). It is at the heart of English language literacy and instruction. Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research. Meaning making includes literal comprehension but is not confined to it at any grade or with any student. Inference making and critical reading are given substantial and explicit attention in every discipline.

When learners are given a purpose for their reading, they are able to better comprehend and make meaning of the ideas in the text. (Facing History and Ourselves, n.d.) Reading literature with the learners may stimulate and encourage them to have the ability to create ideas, widen knowledge, and help to develop extracting meaning from a text. Providing learners options for expressing their knowledge of the topic is essential to meaning formation. Understanding and comprehension of the text result in the learner showing personalized learning in the manner that best suits him or her.

Cartoons can be easily detected by Grade 5 learners. In the process of signifying the cartoons, students concentrate on the lines in the cartoon, then think of the meaning of a text, make comments by establishing a connection and weave a

story in their minds by putting out ideas of a story. Thus, the students think in a creative and critical manner (Cheng 2015). Cartoons are mostly designed for children, it can be used as a teaching tool to encourage learners to express their thoughts and generate reasons for their ideas.

According to Erica Warren (2021), one of the most important problems encountered by learners who have difficulty in making meaning. Learners faced challenges with regards to semantic processing, vocabulary, inferences, text structure and grammar. Semantic Processing is a process of drawing meaning from text. Vocabulary is a term that refers to the words that we all must know in order to communicate successfully. Inferences is the ability to determine the meaning of a passage of writing without having all of the facts spelt out for you. Text Structure is for students to understand new, real texts that they come across throughout the curriculum and Grammar is a language's system and structure that defines how words are put together to form sentences.

Students may have difficulty with this task because they don't know what they do, or because they know but don't know how to explain, or both. Understanding these difficulties informs instruction and the teacher can and must use this information Qian Feng, Liping Chen (2016). Difficulties with Reading Multiple factors affect literacy lessons in children with mixed reading difficulties. It includes word decoding and comprehension difficulties. Kids Academy (2021).

At present, the researcher, as pre-service teachers, will provide information on what Cartoon Cum Strategic Intervention Material will be beneficial to the study's target individuals by participating them in an online learning platform.

To determine the effectiveness of using Cartoon Cum Strategic Intervention Material which will result in learner's meaning-making from the text in English 5.

Action Research Questions

This study aims to determine the effectiveness of Cartoon Cum Strategic Intervention Material as learning instructional tools to improve learner's meaning from the text in English 5.

Specifically, it sought answers to the following specific questions:

1. What kind of text in Grade 5 English can be the basis for the development of Cartoon Cum Strategic Intervention Material as learning instructional tools?
2. What is the level of acceptability of the developed Cartoon Cum Strategic Intervention Material as learning instructional tools as assessed by master teachers and subject teachers based on the LRMDS evaluation tools in non-printed materials in terms of:
 - 2.1 Content,
 - 2.2 Format
 - 2.3 Presentation and Organization, and
 - 2.4 Accuracy and Up-to-datedness?
3. Is there significant difference in the assessment of the two groups of respondents on the level of acceptability of the developed Cartoon Cum Strategic Intervention Material as learning instructional tools?
4. How effective is the developed Cartoon Cum Strategic Intervention Material as learning instructional tools in improving learner's making meaning from the text as revealed by their pretest and posttest mean scores?
5. Is there a significant difference between the pretest and posttest mean scores of the learners?
6. What are the challenges encountered in the utilization of Cartoon Cum Strategic Intervention as learning instructional tools to improve learner's making meaning from the text?
7. What lesson exemplar in Cartoon Cum Strategic Intervention Material may be developed based on the findings of the study?

METHODS

This study aims to determine the effectiveness of Cartoon Cum Strategic Intervention Material as learning instructional tools to improve learner's meaning from the text in English 5 in pretest-posttest design. The study determines how this intervention helps the learners improve their meaning making from a text. More specifically, this study investigated the significant difference between the pretest and posttest on the effectiveness of Cartoon Cum Strategic Intervention Material as learning instructional tools to improve learner's meaning from the text. The respondents of this study is composed of thirty (30) Grade 5 learners in Ateneo Casa Famiglia Servants of the Poor, Inc. during the school year 2021-2022.

The researcher used purposive sampling technique in this study. It is a sampling method that allows researchers to be more adaptable in their designs, allowing specific techniques to be used as needed to work toward the ultimate result and giving researchers the opportunity to gain as much information as possible into whatever essential point is being observed or examined.

Cartoon Cum Strategic Intervention Material as learning instructional tools to improve learner's meaning from the text in English 5. Cartoon Cum Strategic Intervention Material is best suited for learners who want to feel more involved in achieving more meaningful learning experiences. Learners will gain a strong sense of improving the meaning of a text and independence as they work toward their objectives. The said strategy will help develop independent learners by extracting meaning from a text.

Students' perceptions toward the employment of cartoons as a learning instructional tool were measured by administering a pretest prior to treatment and a posttest after treatment on the same measure. A pretest-posttest experiment is developed to assess whether the manipulation, or the thing we're looking at, has created a change in the students.

In gathering the data, the researcher carried out a request letter to conduct the study noted by the School Principal and researcher coordinator was sent to the Schools for approval and permits to undertake the said study in Ateneo Casa Famiglia Servants of the Poor, Inc.

After the permission was granted, the researcher sent the Informed Consent Form to all learners' parents/guardians for the conduct of the study. They were informed about the main role of the researcher in the achievement of their children through the Cartoon Cum Strategic Intervention Material to improve Learner's Making Meaning of a text. After the retrieval of the Informed Consent Form, the researcher personally administered the achievement test through a pretest to the respondents of the study. Another letter of request was personally delivered by the researcher to the specified school's principal in order to officially carry out the study. The researcher followed ethical principles and

issues relating to data collection procedures to ensure the confidentiality of the results.

In order to protect the respondents' welfare, data privacy and proper consent will be fully considered. Data will be treated with the utmost confidentiality and used solely to ensure the validity of this study's conduct. Communication with the authorized person will be possible, and the documents' transparency will be guaranteed.

In analyzing the effectiveness of Cartoon Cum Strategic Intervention Material as a strategy, the experimental group's pretest scores were compared using the independent means t-test. A t-test is a statistical test for comparing the means of two groups. It's frequently used in hypothesis testing to see if a method or procedure has an effect on the population of interest, or if two groups differ from one another. More so, after the pretest, the intervention was presented in the experimental group. After the intervention, a posttest will be utilized to assess if there is a significant change between the experimental group's pretest and posttest results

Cartoon Cum Strategic Intervention Material as learning instructional tools aims to develop learners' ability to extract meaning from a text. By producing instructional material and disseminating them to the target audience of 30

df	t-test	T-test critical value	Probability level	Decision	Interpretation
29	7.9395	2.0452	P < 0.0001	Ho is rejected	Highly significant

Grade 5 students at Ateneo Casa Famiglia Servants of the Poor, Inc. in the school year 2021-2022. The researcher's initiative made sure that it is informative and enjoyable for pupils, and that no sensitive topics will be discussed. This will benefit the learners, especially now when schools are closed due to the pandemic, and the only opportunity for them to learn is through an online course.

RESULTS AND DISCUSSIONS

This part discusses the data obtained based on the research instruments employed in the study. Furthermore, this part interprets and analyzes data gathered to describe the effectiveness of Cartoon Cum Strategic Intervention Material to improve learner's Making meaning of a text in Grade 5 Learners of Ateneo Casa Famiglia Servants of the Poor, Inc., the Findings of the study were:

Table 1: Level of acceptability of the developed Cartoon Cum Strategic Intervention Material.

Indicators	Weighted Mean	Description
Content	3.7	Very Satisfactory
Format	4	Very Satisfactory
Presentation and Organization	3.7	Very Satisfactory
Accuracy and Up-to-dateness	4	Very Satisfactory
OVERALL	3.8	Very Satisfactory

Legend: Very satisfactory (3.26-4.00), Satisfactory (2.51-3.25), Dissatisfactory (1.76-2.50), Very dissatisfactory (1.00-1.75)

Table 1 shows the level of acceptability of the developed Cartoon Cum Strategic Intervention Material as learning instructional tools as assessed by master teachers and subject teachers based on the LRMSD evaluation tool is very satisfactory based on the computed weighted mean of 3.8. More so, the teachers assess the content of the Strategic Intervention Material was X = 3.7; Format X = 4; Presentation and Organization X = 3.7; Accuracy and up-to-dateness X = 4 which all denoted as very satisfactory.

This shows that the instructional material passed the LRMSD evaluation assessed by master teachers and subject teachers as the content of the developed instructional material is applicable to grade 5 students with the format and presentation and organization that is suitable for their current skill level with accuracy and up-to-dateness that is reliable source for the learners.

Table 2: Pretest and Posttest Scores of Grade 5 learners.

	Pretest score	Posttest score	Gain Score
Mean	7.43	9.33	1.9

Presented on table 2 was the pretest-posttest of Grade 5 learners on making meaning from a text. As gleaned on the tabulated data, it indicates that before the utilization of the Cartoon Cum Strategic Material, learners' achievement in pretest were 7.43, then in posttest were 9.33. Hence, the learners' gain mean score of 1.9. In addition, it can be concluded that Cartoon Cum as Strategic Material had a positive effect on the learners' achievement, as evidenced by the significantly greater mean in the posttest than in the pretest.

Table 3: Test of Significant difference between the Pretest and Posttest mean scores of the Grade 5 learners.

Upon computing the data, it appeared that the t-value is 7.9395 was exceeds in the t-test critical value of 2.0452 at

the degree of freedom of 29. The results are significant at 0.0001. Therefore, the null hypothesis is thereby, rejected. There is significant difference in the pretest and posttest score of the learners in the Cartoon Cum Strategic Intervention Material in improving the learner's making meaning of a text.

In aligned with the interpretation above, Samson (2016) stated that the strategic intervention material was effective in mastering the competency based -skills based on the mean gain scores in the post-tests of the pull-out session students.

Conclusion

The research results of and discussion on Cartoon Cum Strategic Intervention Material to improve learner's Making meaning of a text in Grade 5 Learners of Ateneo Casa Famiglia Servants of the Poor, Inc. draw several conclusions.

1. The level of acceptability of the Cartoon Cum Strategic Intervention Material to improve the learner's Making meaning of a text that was assessed by the researchers to the grade V learners was very satisfactory.
2. As shown by the significantly higher mean in the posttest than in the pretest, the Cartoon Cum Strategic Intervention Material as innovation had positive impact on the learners' achievement.
3. The learners exposed to Cartoon Cum Strategic Intervention Material as innovation are significantly differ in pretest and posttest results.

Recommendations

Taking into account teachers' and students' feedback on the aspects they like best and the areas they would want to see improved, the following recommendations for the design and deployment of learning materials for higher learning advantages were summarized.

1. Further research is needed on Cartoon Cum Strategic Intervention Material to improve learner's making meaning of a text. This study should be conducted in public and private school to improve the learner's making meaning of a text.
 2. Let the learners know the significance of cartoons in making meaning of a text. It should expose them to a variety of languages and foster creative thinking. To have a well-managed classroom, the teacher must be skilled at listening to their students as well as explaining things effectively in order to present the material with clarity of understanding.
- Explanations should be rich and clear, using simple words, so that it can serve as self-sufficient learning materials.
 - A good balance of clear presentation and an attractive interface, suitable functionality, and appropriate content should be present.

3. Further studies on the same area of concentration may be undertaken for the improvement of education where the learners will benefit for a more thorough finding.

4. College of Education students should value their education and make sure to implement what they've learnt in the course.

REFERENCES

- [1] Feng, Q., & Chen, L. (2016). A Study on Teaching Methods of Reading Comprehension Strategies by Comparison between TEM-4 Reading Comprehension and IELTS Academic Reading Comprehension. *Journal of Language Teaching and Research*, 7(6), 1174. <https://doi.org/10.17507/jltr.0706.15>
- [2] Jamal, S. N. B. (2019). [PDF] Concept cartoon in problem-based learning: A systematic literature review analysis | Semantic Scholar. *Concept Cartoon in Problem-Based Learning: A Systematic Literature Review Analysis | Semantic Scholar*. <https://www.semanticscholar.org/paper/Concept-cartoon-in-problem-based-learning:-A-review-Jamal-Ibrahim/c222c7235d5cdb6b6fb9e14cb241ed9c2765001a>
- [3] KidsAcademy.mobi. (2021, May 19). Reading Problems: Types, Best Strategies & Solutions for Struggling Readers. <https://www.kidsacademy.mobi/storytime/reading-problems/>
- [4] Muamber, Y. (2020). Impact of instruction with concept cartoons on students academic achievement in science lessons. *Educational Research and Reviews*, 15(3), 95–103. <https://academicjournals.org/journal/ERR/article-abstract/ACD69CA63219>
- [5] Munir, F. (2016, April 17). The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students | Munir | *Journal of English Language Teaching and Linguistics*. THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING CARTOON FILM TOWARD VOCABULARY MASTERY OF EFL STUDENTS. <http://jeltl.org/index.php/jeltl/article/view/20>
- [6] Myhill, D. (2018). Grammar as a meaning-making resource for improving writing. *Contribution to a special issue Working on Grammar at School in L1-Education: Empirical Research across Linguistic Regions*. *L1-Educational Studies in Language and Literature*, 18, pp. 1-21. <https://doi.org/10.17239/LIESLL-2018.18.04.04>
- [7] Samosa, Resty. (2021). Understanding the End-to-End Praxis of Science Action Research From Scratch to Paper Presentation.
- [8] Samson, R. (2016, November 13). CoSIM (Comics cum SIM): An Innovative Material in Teaching Genetics Concept. *CoSIM Comics Cum SIM An Innovative Material in Teaching Genetics Concept*. https://www.academia.edu/29816640/CoSIM_Comics_cum_SIM_An_Innovative_Material_in_Teaching_Genetics_Concept

- [9] Text-to-Text, Text-to-Self, Text-to-World. (n.d.). Facing History and Ourselves. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/text-text-text-self-text-world>
- [10] Victoria State Government (2020). Making meaning and expressing ideas: emergent literacy. Retrieved from Making meaning and expressing ideas (emergent literacy)