

Powtoon as an Innovation in Improving Grade 4 Learners' Story Analysis and Reading Comprehension

Prof. Resty Samosa¹, Clariza Ilagan², Bria Clorris Ballaran³, Saira Margallo⁴, Rhona May Sunga⁵

¹Colegio de San Gabriel Arcangel & Graceville National High School

resty.samosa002@deped.gov.ph

²Colegio de San Gabriel Arcangel

clarizailagan930@gmail.com

³Colegio de San Gabriel Arcangel

briaballaran9787@gmail.com

⁴Colegio de San Gabriel Arcangel

sairamargallo019@gmail.com

⁵Colegio de San Gabriel Arcangel

rhonamay01052016@gmail.com

Abstract: This study is intended on the development of the learners' reading comprehension and story analysis skills under the implementation of PowToon as an innovative instructional material for learners' development in reading comprehension and story analysis skills. This study provided various evidence on how innovation can be a great step in developing the learners reading comprehension and story analysis skills. The purpose of this action research is to determine or evaluate the effectiveness of using PowToon as an innovative instructional material to improve and develop learners' reading comprehension and fluency. Various test and data gathering procedures showed promising data on the success of the implementation of the said instructional material where thirty (30) students assessed under the supervision of the chosen master teachers and grade 4 teachers with the use of learning materials evaluated by the teachers using LRMDS tool. The data that this study generated in terms of the success it shown over the development of the learners were significant in terms of their level of reading and analysis skills. Furthermore the information gained from this study will benefit English teachers by yielding information about the effectiveness of using PowToon as an innovative instructional material to develop learners' reading and analyzing skills.

Keywords—innovation, PowToon, reading comprehension, story analysis

CONTEXT AND RATIONALE

1. INTRODUCTION

Capability to read and analyze a story in terms of its elements is one of the skills a student should have especially when they turn to Grade 4. Critical and creative thinking literacy helps them to maximize their imaginations and understandings across literature.

Learners from Grade 4 to Grade 6 were taught to distinguish different elements of a story such as characters, plot, setting, point of view, tone, and etc. However, students find it difficult to distinguish these elements from the story when they cannot understand and comprehend the story itself.

In a study conducted by Program for International Student Assessment (PISA) and National Assessment of Educational Progress (NAEP) showed that 19% of students aged 15 scored below a Level 2 of 6 illustrating that they had difficulty with tasks requiring them to recognize main ideas of a text, locating stated information and in NAEP scores showed that 64% of eighth grade students can read at below a basic level. On the other hand, only 10% of students attained a Level 5 of 6 implying that they could specify and organize deeply encapsulated information.

In connection to this, technology is linked in almost every part of everyone's lives. It affects how we communicate, interact, play, socialize and specially learn. Now, technology is also taking a part in classrooms. We used technology for better access in learning. Smart-boards, PowerPoint Presentations, and Chromebooks are replacing chalkboards, notepads, and textbooks.

According to Rioseco, et. al, (2017), one of the electronic tools which can help students in learning is PowToon -- an online software, whose operation is similar to a PowerPoint, Impress, or even Prezi. This uses templates to which text and images can be added to, but it also allows animations and the incorporation of audio or music, available in the same application or through an external source. The result is a product that mixes the look or the appearance of a PowerPoint Presentation with a comic book. These online visual presentations are a fast and eye-catching way to deliver information to diverse audiences within a very short period of time. The advantages offered by PowToon include: 1) Allows individuals to display or present any topic of interest and be able to share it with others, 2) Immediately attracts the viewer if the presentation is well designed, 3) Requires learners, when assigned tasks connected to the presentations, to read and synthesize information so they can be able to present it later, 4) Achieves greater comprehension of the information being shown and makes it easier to remember, 5) Integrates different types of formats and media, increasing the

integration capabilities of the visual, auditory and motion resources, 6) Most of these tools in their basic version are free of charge or are offered at a very low cost, and 7) Resources are generally compatible with several operating systems.

Establishing a reading learning media can be an effort to increase students' reading comprehension. PowToon is a tool aimed at developing parenting textbooks but it was created as a video animation to enhance elementary students' analysis and reading comprehension (Inharjanto, Anselmus, and Lisnani, 2020).

In fact, as Swamy, et. al, (2020) stated in his study entitled Using PowToon in Learning English Language, PowToon as a tool came with positive results on the learners' level of engagement, comprehension and language acquisition. Moreover, the students were able to focus for the entire session when using PowToon videos. The learners showed enthusiasm and dedication concerning PowToon used in the classroom, suggested and emphasized its use in the learning process.

In consonance with this, most of the elementary teachers said that PowToon application-based learning media is a very good tool for teaching and learning process for the reason that it enhances and develops students' imagination, critical thinking and common sense in learning thus increasing their learning achievement (Pratiwi, et. al. 2021). However, people have different views on how digital technology can help and influence students at their very young age. For instance, students on elementary levels who use digital technology in studying increased enormously in just a single snap.

Students now experience online learning and spend about three hours online on weekdays and almost three and a half hours online on weekends. Nonetheless, with the strong digital future that lies ahead of us, it is only natural that schools are adopting the role of technology which can play an important role in improving the learning experience of the learners. For the younger generation, the digital world is becoming an extensive part of the real world (OECD, 2018). With all this information, the researchers were prompted to conduct this study since it was observed that the students are at risk in achieving the most essential learning competency. This research led to assess the abilities of the learners in analysis and reading comprehension skills with the use of PowToon as an innovation in improving the said skills. The researchers will then conduct a pretest and post test.

Action Research Questions

The researchers were prompted to conduct this study with the aim to determine how PowToon as an innovation improves the Grade 4 students' analyzing and reading comprehension skills in Colegio de San Gabriel Arcangel at San Jose Del Monte Bulacan.

Specifically, this research seeks to answer the following questions:

1. What is the learners levels of story analysis based on the following elements:

1.1. Characters

1.2. Settings

1.3. Plot

1.4 Theme

1.5. Conflict

1.6. Point of View

2. What is the learners reading comprehension level based on the pretest and post test ?

3. What is the pretest and post test mean score of the Grade 4 learner respondents in story analysis and reading comprehension?

4. Is there any significant difference between the pretest and post test mean score of the Grade 4 learner respondents in story analysis and reading comprehension?

5. What lesson exemplars may be developed based on the findings of the study?

Hypothesis

This study tested the null hypothesis, which was subject to a statistical test at α 0.05 level of significance, that there is no significant difference between the pretest and post test conducted in the Grade 4 learners in accordance to the story which was being taught to them using PowToon.

Significance of the Study

This study can be of significance to the different groups of people in the education of students:

Students. The results of the study, which are the Elementary students, could help them to perceive that using interactive textbooks with the use of PowToon will enable them to easily analyze a story and enhance their reading comprehension.

English Teachers. The information acquired from the study will motivate and encourage them to establish more innovative instructional materials which will help them to teach their learners with poor academic performance in reading and analyzing a story.

Master Teachers. In this study, the Master Teachers will guide the Future Teachers to develop their teaching practices and serve as a resource to other teachers.

School Head. By addressing the use of interactive textbooks or the innovative instructional material (e.g. PowToon) in enhancing Elementary students' ability in analyzing story and reading comprehension, the school by its teachers shall expand its learning capacity and its potential in making instructional materials.

Future Researchers. This study can be a useful reference for further research concerning appropriate instructional materials that can be used in analyzing a story and reading comprehension. Also, this could give an opportunity for future researchers to contribute ideas and recommendations for the further evaluation and assessment of the effectiveness of using an innovative instructional material just like PowToon.

Researchers. This study serves as one of their guides in presenting the most possible solutions and remedy to some of the issues regarding story analysis and reading

comprehension using a Strategic Intervention Material like PowToon.

Scope and Delimitation

This study focuses on examining how PowToon affects the Elementary students' ability in analyzing and reading a story. This study will be limited only to thirty (30) selected Grade 4 learners in Colegio de San Gabriel Arcangel at City of San Jose Del Monte Bulacan who were enrolled during the S.Y. 2021-2022. The evaluators are two (2) Master teachers and two (2) Subject teachers. In addition, the data which will be gathered by the researchers will be limited only to the information gathered from the pretest-post test conducted.

LITERATURE REVIEW

This chapter presents the different literature and studies that the researcher finds relevant in strengthening the framework of the present study. This includes articles from books, journals, thesis, dissertation, the internet, and other reliable sources from local and foreign authors.

Story Analysis and its Elements

According to Caulfield (2021), literary analysis signifies studying a text, interpreting its meanings, and examining why the author made certain choices. It can be applied to novels, short stories, plays, poems, or any other form of literary writing. When analyzing a story, you will need to study the different elements such as the setting, characters, plot, point of view, and themes. Interconnectedly, the elements of the story includes: 1) Characters are the person, animals, and things which participate in a story, 2) Setting, it is "where and when" the story happens It is the time and place during which the story takes place, 3) Plot is the organized pattern or sequence of events that make up a story. Plot is the literary element that describes the structure of a story. It shows the arrangement of events and actions within a story, 4) The theme is the central, general message, the main idea, the controlling topic about life or people the author wants to get across through a literary work, 5) Conflict is the dramatic struggle between two forces in a story, without conflict, there is no plot, and 6) The First Person Point of View is a character from the story who is telling the story; uses the pronouns "I" and "me" and Third Person Point of View- an outside narrator is telling the story; uses the pronouns "he", "she", "they", Remember that a literary analysis is not merely a summary or review, but rather an interpretation or explanation of the work and an argument about it based on the content of a text (The University Writing Center, Texas A&M University, 2021).

As Donnchaidh (2021) stated in her book entitled *Teaching the Five Story Elements: A Complete Guide for Teachers and Students*, it is significant for elementary learners to acquire the need to know and understand the basic elements of a story. Identifying a story's characters, plot, setting, theme and conflict can help learners gain more

comprehension of the said story. With that, Donnchaidh identified the most common and effective tool in teaching story elements -- using Graphic organizers like Story Maps. It can enhance learners' ability to recall who, when, and what happened in the story. It can also clarify the problems encountered by the learners during reading and comprehending the story itself.

Effects of Reading Comprehension in Story Analysis

Reading comprehension enables a student to understand what is going on in the story. Sometimes, even learners who have already learned how to read can experience struggles in understanding what is happening in the story.

Moreover, reading comprehension is the capability to understand a written passage of text. It is the bridge between the passive reader and active reader, and the crucial link to effective reading – essential for a rich academic, professional and personal life.

According to Keyser (2021) reading comprehension is composed of several different processes, such as imagining what the words describe, understanding the context of the book and being able to answer questions related to a text. Think about a book you've read before, and then try to summarize what the book was about. If your child can answer questions about a book or text, explain important events that happened in a story and have an opinion about why the events may have occurred, they are displaying comprehension skills. Without reading and comprehension skills, students will struggle to grow academically, as reading is the foundation to all academic subjects such as History, Mathematics and Science. It also influences your child's ability to write.

Reading fluency is also a very important part of reading comprehension, as readers who spend their time decoding words often lose the understanding of what is being read. If your child is still decoding at a Grade 3 level, it's vital to focus on the basics to give them a strong reading comprehension foundation. This can include paying more attention, auditory analysis, sound blending, memory, processing speed and visual perception. A lack of strong reading comprehension skills affects a child's success at school, as academic progress depends on understanding, analyzing and applying information gathered through reading (Keyser, 2021).

For instance, an article entitled *A Daily Experience, A Lifelong Benefit* (2021) linked the connection between children's reading with their parents at their very young age. It is said that parents are 2.5 times more likely to read with their children to help them understand a story. In fact, more than 80% of children's brains develop in their early stage, and whatever happens in that stage will remain and affect how they grow.

In conclusion, reading as early as possible will have a lasting effect on the children. It can help them better recognize sounds and letters, widen their vocabulary knowledge, and provide deeper understanding on how stories are made.

Technology in Education

Afah, et. al., (2018) stated that technology in on-line studying may be termed as a device that could 6 Journal of Educational Technology Systems that deals with systems in which technology and education interface and it is designed to inform educators who are interested in making optimum use of the technology.(1) make the teaching -studying procedure extra student-centered, extra innovative, or even extra flexible. Online studying is described as "studying reports in synchronous or asynchronous environments using specific devices (e.g., cell phones, laptops, etc.). They also said that technology is now developing and becoming one of the most important things for everyone. Learners must use technology as an important part of their learning process. The teacher must demonstrate the use of technology to support the curriculum so that students can increase the use of actual technology in learning their language skills. Importantly, Merriam-Webster dictionary defines technology as "the practical application of knowledge especially in a particular area", which means that technology provides knowledge or is positive in certain respects. At this time, teachers must make more use of technology because students at this time are already addicted to technology. In doing assignments, they use technology with the help of Google. Technology becomes their daily lifestyle, as teachers we can make students' habits in the learning process, we can use technology such as computers, cellular phones, or other technologies.

Journal of Educational Technology System, (2020), the synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes; it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment.

PowToon and Its Features

PowToon is an animation and presentation program that can be used to make more interactive and engaging content. It offers a variety of animation styles including cartoons, infographics, and whiteboards. The program is web-based, so anyone can access a project from any computer with an internet connection. It is complete with a media library, a variety of features, and a clean interface. PowToon might be a great tool if you are looking to create marketing or educational content. It uses a subscription-based access plan although it does offer a free plan that allows everyone to try everything out first (Pav, 2021).

Pav (2021) stated that PowToon is a safe program with a good reputation. It has been around since about 2011, and in that time many well known tech sites have reviewed its services and found them safe to use. Additionally, when you visit the PowToon site you will notice that it uses an "HTTPS" connection, which is a secure, protected and safer version of "HTTP". This means that any sensitive data, such as credit card info, is protected and private when passed through the site.

In line with this, Rogowski (2018) reviewed the PowToon application in teaching her learners. She mentioned that PowToon is a powerful tool which brings any lesson into life. It provides both teachers and students the capability to be entertained and to be educated at the same time. However, PowToon has some disadvantages. One of which is that learners may come across unwanted and inappropriate content. But fortunately, with the help and supervision of parents and teachers, this problem would be settled immediately.

Effectiveness of Using PowToon in an English Class

In a study entitled PowToon for Third Graders: An Implementation showed that the digital media which was PowToon was categorized as a good media which could motivate the students to learn English. The teacher also felt that PowToon was really helpful and easy-to-use to teach students of grade three in elementary school. It is suggested that other researchers could implement this media to better understand the effect of using PowToon animation based-videos to teach English for students in elementary schools (Putra, 2021).

In addition, a study conducted by Semaan and Ismail (2018) presented clearly that there was less disrupted behavior seen from the learners after they have taught English language using PowToon. It also showed how learners improved their assessments and interests towards studying the English language. The learners then describe PowToon as an engaging and entertaining tool in introducing courses.

In correlation to this, edutainment or a combination of entertainment in the form of animation video and education, in this case, English comprehension of young EFL students is effective. Animated video PowToon gives a significant difference in English comprehension of fifth-grade English as Foreign Language students. The use of PowToon makes students more interested in learning English and motivated to be active in the learning process. They enjoy learning, can understand the information displayed, and master the vocabularies (Adnyani, Suprianti, Marsakawati and Deby, 2021).

Pais, et. al, (2017) conducted a survey research study presenting the findings on incorporating PowToon as a learning activity into a course on technological innovations. It

was found that the features of the program that showed the highest degree of agreement are related to the fact that PowToon allows the use of new abilities (72% fully agrees and 25,5% agrees), suitable to learn new contents (57,4% fully agrees and 29,8% agrees), and motivating (51,1% fully agrees and 38,8% agrees). Barely 14,9% fully agree that working with PowToon is easy, while 34% agree with this statement. On the contrary, more than half of the students (51,1%) have a neutral view, 25,5% disagree, and 17% fully disagree with the statement that working with the program is easy. In the rest of the items, answers in agreement that are neutral are quite few: 12,8% neither agrees or disagrees with the idea that PowToon is suitable to learn new contents, 6,4% agrees that it is motivating and 2,1% agrees that it is effective in the use of new abilities; 4,3% agrees with the statement that PowToon is motivating, while no student disagrees that it is suitable to learn new contents as well as to use new abilities; finally, no student fully disagrees that PowToon is motivating and suitable to learn new contents and useful in developing new skills.

Theoretical Framework

The study focuses on the effectiveness of PowToon in reading skills and story analysis of the Elementary students. At the core of the theoretical principles which lay at the foundation of the reading comprehension and story analysis into digital learning, the proposed action research manual are the schema theory of Bartlett in 1932 and further developed in the '70s by Richard Anderson and connectivism by Siemens.

The function of background knowledge in the reading process is formalized in schema theory. According to schema theory, the reader brings previously acquired background knowledge organized into interrelated patterns, or schemata, to the reading process. Then the reader creates meaning by relating the text to this background knowledge, including knowledge of customs and beliefs from his or her own experiences. Three are three types of schemata that have an impact on reading comprehension: 1) Formal schemata: prior knowledge of rhetorical structures and conventions (e.g. different types of expository organizational patterns: cause and effect, comparison and contrast, problem and solution, and chronological order, etc.). 2) Content schemata: background knowledge of the subject of the text, which is often culture-bound. 3) Linguistic schemata: decoding knowledge used to recognize words and determine their syntax in a sentence; that is, prior knowledge of a particular vocabulary and grammar rules.

Connectivism is a theoretical framework driven by the understanding that information is a network continually being acquired and updated and touted as "a learning theory for the digital age" (Siemens, 2004). According to the theory of connectivism, learning is derived from forming connections. Educators must help students connect previous knowledge to new knowledge, and students must be able to

recognize gaps in their knowledge as well. With technology, students have an increased ability to independently seek the most current information on any topic. This type of exploration and self-motivated learning should be encouraged. Connectivism embraces the idea that learning is no longer a completely internal process. Students should have opportunities to connect knowledge and ideas, independently seek understanding, and connect with others to share knowledge via technology (Lynch, 2018).

Conceptual Framework

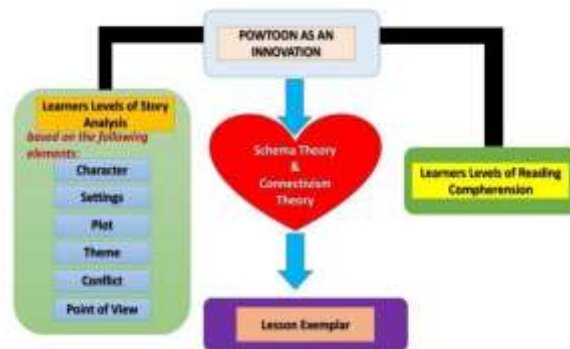


Figure 1 Research Paradigm of the Study

In doing this study, the researchers undertook some phases. In the first phase, it deals with the learner's level of story analysis the researchers wanted to discern based on the elements which are the characters, settings, plot, theme, conflict and point of view.

In the second phase is the learner's level of reading comprehension the researchers wanted to perceive by pretest and post test.

In the third and last phase are the theories and lesson exemplar the researchers will use to conduct this study and interpret the said variables.

Definition of Terms

For an accurate understanding of the terminologies used in this study, the following terms were defined operationally.

Characters are the person, animals, and things participating in a story.

Conflict is the dramatic struggle between two forces in a story. Without conflict, there is no plot.

Plot is the organized pattern or sequence of events that make up a story. Plot is the literary element that describes the structure of a story. It shows the arrangement of events and actions within a story.

Point of View is the position of the narrator in relation to the story. First Person Point of View is when a character from the

story is telling the story; uses the pronouns “I” and “me”. Third Person Point of View means an outside narrator is telling the story; uses the pronouns “he”, “she” and “they”.

PowToon is an e-Tool that creates animated videos for personal, educational, or business/professional use.

Post-test is a test given to training participants after the instruction is presented or completed.

Pretest is a non-graded assessment tool used to determine preexisting subject knowledge.

Reading Comprehension is the understanding and interpretation of what is read.

Settings is the “where and when” of a story. It is the time and place during which the story takes place.

Story Analysis is an interpretation about what the story shows you or how the author gives you some insight.

Theme is the central, general message, the main idea, the controlling topic about life or people the author wants to get across through a literary w“I”.

METHODS

The study examines the effectiveness of PowToon in improving the least mastered competencies in English IV using one-group pretest-post test experimental design. More specifically, this study investigated the significant difference between the pretest and post test on the implementation of an instructional material using PowToon. This research is conducted on thirty (30) Grade IV learners in Colegio De San Gabriel Arcangel at City of San Jose del Monte, Bulacan who were enrolled during the school year 2020-2021, the number of respondents was predetermined by the researchers and was selected using a purposive sampling technique. There are also two (2) Public Master Teachers and two (2) Subject Teachers who will evaluate the innovative instructional material.

Type of Research

This study utilized one-group pretest and post test experimental design to determine the effectiveness of PowToon as an innovation in improving the least mastered competencies in English IV.

The first day of the implementation was focused on the pretest, which was given by the researcher. After the administration of the pretest to learner-respondents, the researcher immediately conducted the classes using PowToon, wherein the researcher itself created stories using that. Further, the researcher tested the hypothesis to determine the significant difference between the scores of pretest and post test of the learners-respondents.

Respondents of the study

The study involved thirty (30) Grade IV learners who enrolled in K to 12 Curriculum S.Y. 2021-2022 at Colegio De San Gabriel Arcangel in City of San Jose del Monte, Bulacan were purposely selected as members of the research study and there are also two (2) Public Master Teachers in Department of Education who will evaluate the proposed innovative instructional material.

Sample and Sampling Technique

The researcher will utilize the Purposive sampling technique. A purposive sample is a non- probability sample that is selected based on the characteristics of a population and the objective of the study (Crossman, 2020). The study involved thirty (30) Grade 4 Elementary students and two (2) Masters public teachers.

Proposed Innovation, Intervention and Strategy

DepEd Commons is an online and offline delivery platform for public school learners and teachers that can support distance learning modalities. It was launched to continue teaching and learning in basic education while our Government is stressing that the most effective way to combat devastating viruses is by staying at home. Undoubtedly, one of the biggest impacts of the global crisis is on education which is affecting the delivery of instruction. Then, based on phenomena against COVID19, PowToon can be an option to help the teacher to make a learning media for teaching while school from home (SFH). PowToon is an e-Tool which creates animated videos for personal, educational, and business or professional use. It is a free, web-based (with options to upgrade), user-friendly software that creates presentations via three simple and easy steps: writing a script, recording a voice over, and adding visuals.

Besides, teachers can make videos using PowToon and it can be more creative and it is possible to help the learners in story analysis and also improve their reading comprehension. The lessons or videos created using PowToon can be downloaded and watched wherever they are, it can be used offline or online. In short, it is ideally designed for learners who could feel their involvement in attaining more meaningful learning experiences. Learners may improve a strong sense of learning responsibility and independence in attaining the desired goals. The said strategy will help develop independent learners by the provision of different learning activities and assessment that each pupil may use depending on their grade level particularly their story analysis and reading comprehension skills. The pupils are directed to the link which is prescribed to them and will input some information for verification and monitoring of utilization.

Instruments

The researcher employed pretest and post test. The researcher used the Table of Specification (TOS); it was necessary to ensure its reliability and validity aligned to the Curriculum Guide given by the Department of Education. It consists of twenty (20) items in higher-order thinking skills

(HOTS) where: 10% knowledge; 30% comprehension; 20% application, 30% analysis and 10% evaluation. In this study, the researcher employed a researcher-made pretest and post test which was submitted to proficient or experts in the field of English like Master Teachers for content and face validations. The validators were tasked to give their suggestions and recommendations for the improvements of the instrument, where they may analyze the congruence of the test items to the learning competencies.

Data Collection Procedure

In gathering the data, the researcher carried out a request letter to conduct the study noted by the Research Adviser, School Dean and Vice President of the school which was sent to the Research Coordinator, teacher in charges for approval and permits her to undertake the said study in Colegio De San Gabriel Arcangel at City of San Jose del Monte , Bulacan.

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 objective and the main role of the researcher in the achievement of their children through the implementation of an innovative instructional material with the use of PowToon in improving the analysis and comprehension of the learners. After the retrieval of the Informed Consent Form, the researcher personally administered the achievement test through a pretest and post test to the respondents of the study.

Another letter of request personally hand carried by the researcher to the school principal of the said school to officially execute the study. To ensure the confidentiality of the results, the researcher adhered to the ethical guidelines and issues related to gathering data. Upon the completion of the relevant data, the researcher manually checked the achievement test in the form of pretest and post test answers by the respondents. The spreadsheet in Excel was used in tabulating and tallying the test results. After the tabulation, the collected and tabulated data was computed and processed using Statistical Packages for Social Science (SPSS).

Ethical Consideration

To ensure that the study was conducted in an ethical way, the respondents for this study are acutely aware of the topic. Their identification and answers remain confidential and all devices used in the pretest and post-test are known by the respondents and researchers only. Data privacy and proper consent will be considered in order to protect the welfare of the respondents. Proper communication to the authorized person will be made possible and secure the transparency of the documents.

Data Analysis

In analyzing the achievement of the subjects, pretest and post test scores of the experimental group were compared using the t-test of the independent means. After the given

intervention, a post test was administered to see if there is a significant difference between the pretest and post test results of the experimental group. Weighted means were utilized. Critical value and computed t value, as well as value and an alpha level of 0.05, were statistically considered to determine the academic achievement of the learner respondents.

Plan for Dissemination and Utilization

The results of this study will be disseminated to the internal and external stakeholders of the school during the parents- teachers meeting; school learning action cell sessions (SLACS); district, division and regional research conferences, and school governing council conferences..

In addition, through proper dissemination to varied training and seminars, it can be utilized and could be helpful to teachers particularly to those who did remediation, the teachers of different grade levels, and to the advisers as well who engage with the same problems in their classroom. Any amendment or improvement to the intervention and strategy will be of no issue. It can be revised according to the level and needs of the learners.

RESULTS AND DISCUSSION

This part discusses the result and data obtain based on the research instruments employed in the study. Furthermore, this part interprets and analyzes the data gathered to describe the effectiveness of PowToon as an innovation to improve Grade 4 learners’ reading comprehension and story analysis skills in Colegio de San Gabriel Arcangel. Moreover, the findings of the study were:

Table no. 1: Level of acceptability of PowToon as assessed by the Master Teachers and Subject Teachers.

Level of Acceptability in terms of:	TEACHERS	
	Weighted Mean	Verbal Interpretation
Content	3.36	Satisfactory
Format	3.70	Very Satisfactory
Presentation and Organization	3.6	Satisfactory
Accuracy and Timeliness	3.38	Satisfactory
OVERALL	3.51	Satisfactory

SCALE

Very Satisfactory	3.66-4.00
Satisfactory	2.60-3.65
Poor	1.80-2.59
Not Satisfactory	1.00-1.79

The table 1 shows the level of acceptability of the PowToon as assessed by two (2) master teachers and two (2) subject teachers. In finding the result for the level of acceptability of the said innovation assessed by master teachers and subject teachers, the researchers used the Likert scale. The weighted mean of content is 3.64. This indicates that the level of acceptability of PowToon as a learning tool is satisfactory. The weighted mean of format is 3.70 this illustrate that the level of acceptability is very satisfactory. The weighted mean of presentation and organization is 3.6, this indicates implies that the level of acceptability is satisfactory. The weighted mean of accuracy and timeliness is 3.38, this specify that the level of acceptability of PowToon as a learning tool is satisfactory and the overall weighted mean is 3.51, this illustrates satisfactory.

Table 2: Level of the learners reading comprehension and story skills analysis skills in PowToon.

Variables	Pretest Mean Score	Post-test Mean Score	Gain Score
Reading Comprehension	5.67	8.8	0.72=72%
Story Analysis	5.33	9.33	0.86= 86%

The researchers pretest and post-test is consist of only ten (10) items. Moreover, looking at the Table 2, where the learners performance before and after the utilization of Innovative instructional material which is PowToon, specifies that before the utilization of innovation learners’ achievement in pretest under Reading Comprehension is 5.67 and post-test mean score is 8.8. On the other hand, in Story Analysis pretest mean score is 5.33 and the post-test mean score is 9.33. Hence the learners gain score on Reading Comprehension is 72% and on Story Analysis the learners gain score is 86%. It is there by concluded, that the used of PowToon as an innovative tool to improve the learners’ Reading Comprehension and Story Analysis had a positive effect on the learners skills as evidence by significantly greater mean in the post-test than the pretest.

It was also supported by D Swamy, and T Metpally (2020) that the utilization of PowToon in enhancing learners’ Reading Comprehension and Story Analysis skills is efficient.

TABLE 3: Test of significant difference between the pretest and post-test in English 4 that was exposed to PowToon.

df	t-test	t-test critical	Probability level	Decision	Interpretation
29	11.26	2.05	P > 0.05	Ho is rejected	Highly Significant

29	11.26	2.05	P > 0.05	Ho is rejected	Highly Significant
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Upon computing the data, it shows that t-value is 11.26 which exceeds to the t-test critical value of 2.05 at the degree of freedom of 29. The result are significant at 0.05 so therefore, the null hypothesis is rejected. Hence, there is significant difference in the pretest and post-test score of the learners in the utilization of PowToon as an instructional materials in improving learners’ reading comprehension and story analysis. It was also evident in the study of Puspitarini, et., al’ (2018) that using PowToon in English class is effective in improving learners reading comprehension and story analysis.

Conclusion

The research results and discussion on PowToon as an innovation to improve grade 4 learners reading comprehension and story analysis of Colegio de San Gabriel Arcangel draw several conclusions:

- 1.It is evident that the utilization of PowToon as an innovation in teaching English had a positive on learners performance, as evidenced by significantly greater means in the post-test.
- 2.The learners have positive attitudes towards the implementation of PowToon as innovative instructional material.
- 3.There is significant difference in the pretest and post-test score of the learners application of PowToon as an innovation in teaching English.

Recommendations

Based on the findings of the study and conclusion drawn from the results, the following are recommended:

- 1.English teachers must employ PowToon as an innovation in learning English. The needed skills or competency-based outcome is a must for the learners to become adept in their chosen careers as prescribed by the k to 12 programs.
- 2.Educators in any field should try to apply an integrate PowToon as an innovation in teaching any subjects because it shows a positive effect in the performance of the learners and it is an effective means on imparting lifelong learning outcomes.
- 3.English teachers should create learning strategies will cater to different learning abilities in improving learners’ performance.
- 4.PowToon as an innovation in teaching English can be proposed to enhance the English performance of the learners and further study on Reading Comprehension and Story Analysis skills.

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