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USING POWERPOINT SLIDE PRESENTATION IN ENHANCING THE ORAL READING SKILLS OF PRIMARY GRADES AT T.R. YANGCO MEMORIAL ELEMENTARY SCHOOL

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ABSTRACT

The study utilized an action research approach wherein the researcher used PowerPoint Slide Presentation in enhancing the oral reading skills of Filipino primary grade pupils at T.R. Yangco Memorial Elementary School. These pupils are non-readers or slow readers. The researcher facilitated the intervention through Google Meet. Purposive sampling was employed, using a pre-test, a post-test, an interview guide, an observation guide, and PowerPoint slides as instruments. Results showed that the oral reading skills of the pupils were fairly satisfactory to satisfactory before the use of PPT slide presentation and had improved after the intervention and were classified as very satisfactory to excellent level. The PPT slide presentation can be integrated into all parts of the lesson, from motivation to evaluation, which could improve pupils' oral reading skills. Further, the teacher exhibits knowledge of content and pedagogy using the PPT slide presentation as learners engage actively in class. The pupils encountered slow internet connectivity as a major difficulty during the application of the PPT slide presentation. Based on the findings, pupils' oral reading skills improved after the intervention. The PowerPoint Presentation proved effective in teaching oral reading. The study recommends that teachers use computer-assisted instruction, such as PPT, to further enhance learners' reading

Keywords: Oral reading skills, PowerPoint presentation, primary grade pupils.

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INTRODUCTION

Reading is universally recognized as a cornerstone of education, serving as the foundation for lifelong learning, critical thinking, and overall academic success. Globally, however, significant challenges in literacy persist. UNESCO (2017) reported that more than 600 million children and adolescents worldwide are unable to achieve minimum proficiency levels in reading and mathematics, underscoring the urgent need for effective interventions in early literacy. International large-scale assessments further highlight these gaps, with the Programme for International Student Assessment (PISA) in 2018 revealing that Filipino learners ranked last among 79 participating countries in reading comprehension, scoring 340 compared to the OECD average of 487 (Merez, 2019). These findings place the Philippines at the center of the global discourse on literacy development, emphasizing the necessity of systematic reforms and innovative instructional strategies. Nationally, the Department of Education (DepEd) has acknowledged these persistent gaps and has implemented several flagship programs such as Every Child a Reader Program (ECARP) and Hamon: Bawat Bata Bumabasa (3Bs Initiative), designed to ensure that every Filipino child becomes a reader at the earliest grade levels (DepEd, 2019). Despite these efforts, many Filipino learners continue to struggle with oral reading fluency and comprehension, particularly in the primary grades, due to factors such as limited access to quality resources, insufficient teacher training, and the shift to distance learning during the pandemic. Locally, studies conducted in Zambales provide encouraging evidence that integrating technology into instruction can address these barriers. Research by Reyes (2021), Cabrera (2022), and Mejala (2024) demonstrated that computer-assisted instruction (CAI) and the strategic use of digital platforms such as PowerPoint presentations enhanced learners' vocabulary, fluency, and comprehension, even in resource-constrained environments with unstable connectivity.

The literature from 2015 to 2025 highlights three major themes that frame the direction of this study. First, reading is consistently identified as a core academic competency, and poor comprehension limits learners' broader educational performance and participation (Akubuilo et al., 2015). Second, policy initiatives and educational programs emphasize the urgency of addressing literacy gaps, with technology-enhanced learning increasingly recognized as a viable solution (DepEd, 2019; Santos, 2021). Third, empirical studies on multimedia teaching approaches demonstrate that tools such as PowerPoint presentations, when integrated across different lesson phases, sustain learner attention, reduce cognitive load, and promote comprehension and fluency (Couzens et al., 2015; Dela Cruz, 2020). While these findings affirm the potential of computer-assisted instruction, most existing works examine technology use broadly and do not focus on PowerPoint as a structured intervention for oral reading. This creates a research gap that the present study addressed by investigating the effectiveness

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of PowerPoint slide presentations in enhancing the oral reading skills of primary grade pupils in Zambales.

This study aims to examine the effectiveness of using PowerPoint slide presentations in enhancing the oral reading and comprehension skills of Grade I to III pupils at T.R. Yangco Memorial Elementary School. Specifically, it seeks to assist teachers in determining whether the integration of multimedia tools can improve pupils' reading performance and engagement. In today's digital age, technology greatly influences how learners are motivated and supported in their academic growth. PowerPoint, as a simple yet flexible multimedia tool, has the potential to enrich classroom instruction and promote the development of essential reading skills among young learners.

STATEMENT OF THE PROBLEM

The purpose of the study is to assess the effectiveness of Computer-Assisted Instruction using PowerPoint presentation in enhancing the reading skills of primary grade pupils. The researcher sought to answer the following questions:

1. What is the level of oral reading skills of pupils in the Primary Grades before and after using the PowerPoint Presentation in terms of:

a. Remembering;

b. Analyzing; and

c. Understanding?

2.What instructional materials were used in improving the oral reading skills of primary grade pupils?

3.How many times the PowerPoint Presentation had been used to improve the reading skills of the Primary Grade pupils?

4.What difficulties are encountered during the application of PowerPoint Presentation?

5.Is there a significant difference in the reading level of Primary Grade pupils before and after the strategy?

6.Which of the reading skills is best improved using the PowerPoint presentation?

METHODOLOGY

Research Design

The study is a quasi-experimental action research design. Action research is the best method to acquire because the researcher wants to address the identified difficulties of pupils through interventions to improve their oral reading skills. The researcher used an intervention software called PowerPoint Presentation under Computer Aided Instruction (CAI) in a classroom to test whether the said

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intervention is effective in enhancing the reading skills of Primary Grade pupils at T.R. Yangco Memorial Elementary School.

Instruments

The study utilized teacher-made pre- and post-tests, an interview guide, an observation guide, and a PowerPoint slide presentation as instruments for data collection. The 30-item pre/post-tests, validated by three experts and pilot-tested for reliability, measured pupils' vocabulary, passage reading, and comprehension. A structured interview with three questions gathered learner feedback on the strategy, while the observation guide monitored the use of PowerPoint in reading intervention. The PowerPoint presentations, created by the teacher and aligned with the DepEd curriculum, integrated multimedia elements and were delivered online via Google Meet.

Respondents and Location

The respondents of the study were 15 purposively selected Grade I, II, and III pupils of T.R. Yangco Memorial Elementary School in San Antonio, identified as non-readers and slow readers based on the municipal reading assessment conducted in October 2021. Due to the pandemic, the intervention was facilitated online at the pupils' homes, requiring them to have access to a stable internet connection or mobile data. The purposive sampling focused on learners needing support in oral reading skills in Filipino, with participants chosen for their accessibility and alignment with the study's objective of enhancing reading proficiency in the primary grades.

Data Collection

The study followed four phases: securing approval from the Schools Division of Zambales and the school principal; administering the pre-test through online and house-to-house sessions with strict health protocols; implementing the intervention via Google Meet using PowerPoint-based lessons with vocabulary, story reading, and comprehension activities; and finally, conducting the post-test, interviews, and observations online to gather data on the intervention's effectiveness.

Data Analysis

The study used frequency counts, percentages, and mean to assess pupils' pre-test and post-test scores, with qualitative descriptions from Poor to Excellent and responses ranked from Always to Never. Standard deviation measured score variability, thematic analysis identified patterns in interviews, and a t-test determined significant differences in reading skills before and after the intervention.

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RESULTS AND DISCUSSION

Level of oral reading skills of pupils in the Primary Grades before and after using the PowerPoint Presentation

Table 1

Descriptive Statistics of Pre-test and Post-test Scores

Level	Area	Pre-test				Post-test		
		n	Mean	SD	Qualitative Description	Mean	SD	Qualitative Description
Grade I	Remembering	10	5.40	1.18	FS	8.13	0.83	VS
	Understanding	10	5.27	0.70	S	8.60	0.63	E
	Analyzing	10	4.40	1.06	FS	7.73	1.03	VS
	Total	**30**	**15.07**	**2.19**	**S**	**24.47**	**2.00**	**VS**
Grade II	Remembering	10	4.47	0.74	FS	8.00	0.65	VS
	Understanding	10	5.20	0.56	FS	8.67	0.62	E
	Analyzing	10	3.07	1.03	FS	7.60	1.12	VS
	Total	**30**	**12.73**	**1.58**	**S**	**24.27**	**1.71**	**VS**
Grade III	Remembering	10	7.07	1.22	VS	9.20	0.86	E
	Understanding	10	5.27	0.80	S	9.40	0.63	E
	Analyzing	10	5.47	1.41	S	8.80	1.01	E
	Total	**30**	**17.80**	**2.11**	**S**	**27.40**	**1.84**	**E**

Legend: Sub-test: 0-2 (Poor), 3-4 (FS-Fairly Satisfactory), 5-6 (S-Satisfactory), 7-8 (VS-Very Satisfactory), 9-10 (E-Excellent). Total Score 0-6 (P-Poor), 7-12 (FS-Fairly Satisfactory), 13-18 (S-Satisfactory), 19-24 (VS-Very Satisfactory), 25-30 (E-Excellent).

The pre-test showed pupils' oral reading skills at a satisfactory level, with Grade III performing highest and remembering as the strongest sub-skill, while analyzing was weakest. Post-test results revealed significant gains, with pupils reaching very satisfactory to excellent levels and understanding emerging as the strongest skill. These findings align with Couzens et al. (2015), who noted that PowerPoint reduces cognitive load, and Sadik & Badr (2012), who emphasized its role in making lessons engaging and meaningful. Overall, the study confirms PowerPoint's effectiveness in improving comprehension and oral reading skills.

Instructional Materials Used in Improving the Reading Skills of Primary Grade Pupils

In this study, teachers used PowerPoint slides with pictures, graphics, and videos to engage pupils in oral reading. Research highlights that early exposure to technology supports self-development (Astini, 2020; Puspitarini & Hanif, 2019), and well-prepared multimedia enhances learning and attitudes, though poorly designed presentations may hinder it (Lauc et al., 2020).

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Table 2

Descriptive Statistics of Observation Results

Statements	Grade I			Grade II			Grade III		
	Mean	SD	VD	Mean	SD	VD	Mean	SD	VD
A. Appropriateness & Alignment									
1. The teacher provides reading lessons using PowerPoint Presentations suited to the abilities of the learners	1.00	0.00	AL	1.00	0.00	AL	1.00	0.00	AL
2. …aligns the reading intervention from MELC	1.00	0.00	AL	1.00	0.00	AL	1.00	0.00	AL
3. …establishes routines and procedures to maximize instructional time	1.60	0.51	SO	1.73	0.46	SO	1.67	0.49	SO
4. …ask question relevant to the activities	1.80	0.41	SO	1.73	0.46	SO	1.67	0.49	SO
5. …follow routines and procedure to maximize instructional time of intervention	1.60	0.51	SO	1.33	0.49	AL	1.47	0.52	AL
Mean	1.40	0.36	AL	1.36	0.37	AL	1.36	0.35	AL
B. Student Engagement & Collaboration									
6. …engages and sustains learners' interest by making learning tasks fun and easy to understand	1.53	0.52	SO	1.33	0.49	AL	1.53	0.52	SO
7. …creates situations that encourage learners' cooperation	1.47	0.52	AL	1.53	0.52	SO	1.40	0.51	AL
8. The learners participate actively in the intervention	1.13	0.35	AL	1.00	0.00	AL	1.00	0.00	AL
9. …sustain interest in the learning tasks	1.80	0.41	SO	1.67	0.49	SO	1.67	0.49	SO

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10.…demonstrate cooperation during the intervention process	1.27	0.46	AL	1.33	0.49	AL	1.07	0.26	AL
Mean	1.44	0.26	AL	1.37	0.25	AL	1.33	0.29	AL
Overall	**1.42**	**0.30**	**AL**	**1.37**	**0.30**	**AL**	**1.35**	**0.30**	**AL**

Legend: 1.00-1.49 (Always), 1.50-2.49 (Sometimes), 2.50-3.49 (Rarely), 3.50-4.00 (Never)

Observations and interviews showed that PowerPoint presentations aligned with MELCs, maximized instructional time, and encouraged cooperation. Pupils were highly engaged, likened slides to books, and reported improved reading skills. These results support studies showing that multimedia enhances motivation, engagement, and literacy development (Sahadevan & Mohamad, 2020; Karthigesu & Mohamad, 2020), confirming that digital tools can effectively improve oral reading, especially for struggling readers.

Difficulties encountered during the application of PowerPoint Presentation

Table 3

Difficulties Encountered during the PPT Application

Difficulty	Sample Statement	Frequency		
		Grade I	Grade II	Grade III
Slow internet connectivity	"Mabagal/ Mahina po ang internet connection"	8	9	8
No difficulty	"Wala po."	5	5	5
Inappropriate gadget	"Mahirap po mabasa sa cellphone kasi maliit po."	1	0	1
Environmental noise	" Maingay po minsan ang mga alagang hayop, naririnig po namin habang nag-aaral."	1	1	1

The main challenge faced by pupils was slow internet connectivity, though many reported no difficulty since PPT could be accessed offline. Only a few encountered issues with gadgets or environmental noise. While PPT alone may not fully develop critical thinking or communication skills, it supports motivation, attention, and independent practice when combined with teacher guidance and scaffolding (Solanki & Phil, 2016; Meyer & Bouck, 2014; Stetter & Hughes, 2010).

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Difference on the Reading Level of Primary Grade Pupils Before and After the Strategy

Table 4

Difference between Pretest and Posttest Scores

Grade	Paired Differences			t	df	Sig.	Decision
	Mean	SD	Std. Error				
I	9.40	1.72	0.45	21.12	14	p < .01	Reject Ho
II	11.53	1.19	0.31	37.62	14	p < .01	Reject Ho
III	9.60	1.18	0.31	31.42	14	p < .01	Reject Ho

**significant at 1% level*

The paired t-test results revealed significant improvements in pupils' reading levels across Grades I–III after using PPT, with Grade II showing the highest gain score, followed by Grades III and I. This confirms that PPT is an effective technology-based intervention (Chai et al., 2015; Svensson et al., 2019) that enhances oral reading fluency and engages learners through multimedia features, consistent with studies showing its effectiveness compared to other tools like Kahoot! (Stoyanova et al., 2017; Uzun & Kilis, 2019).

Reading Skills Best Improved Using the PowerPoint Slide Presentation

Table 5

Rate of Improvement across Reading Skills

Grade	Area	Paired Differences			t	df	Sig.	Decision
		Mean	SD	Std. Error				
I	Remembering	2.73	0.96	0.25	11.01	14	p < .01	Reject Ho
	Analyzing	3.73	0.88	0.23	16.36	14	p < .01	Reject Ho
	Understanding	3.33	0.82	0.21	15.81	14	p < .01	Reject Ho
II	Remembering	3.53	0.74	0.19	18.41	14	p < .01	Reject Ho
	Analyzing	4.93	0.96	0.25	19.88	14	p < .01	Reject Ho
	Understanding	3.47	0.74	0.19	18.07	14	p < .01	Reject Ho
III	Remembering	2.13	0.64	0.17	12.91	14	p < .01	Reject Ho
	Analyzing	3.73	1.03	0.27	14.00	14	p < .01	Reject Ho
	Understanding	4.13	0.99	0.26	16.16	14	p < .01	Reject Ho

**significant at 1% level*

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The t-test results showed significant gains in reading sub-skills, with Grade I and II pupils improving most in analyzing, while Grade III excelled in understanding. These improvements highlight how PPT enhances comprehension and critical thinking through visual aids and interactive discussions (Hopper & Waugh, 2014; Sahadevan & Mohamad, 2020). As a simple, accessible tool, PPT supports technology-assisted instruction and effectively improves reading skills, including phoneme blending (Uzun & Kilis, 2019; Coleman et al., 2020).

CONCLUSION AND RECOMMENDATION

This study aimed to determine the effectiveness of PowerPoint slide presentations in enhancing the oral reading skills of primary pupils. Results revealed significant improvements in reading performance, particularly in analyzing and understanding skills, moving from fairly satisfactory to very satisfactory and excellent levels. These findings fill an important gap in the literature by demonstrating that simple technology-assisted instruction can effectively support early literacy development.

PowerPoint slide presentations significantly improved the oral reading skills of Grade I to III pupils. Analyzing skills showed the greatest improvement in Grades I and II, while understanding improved most in Grade III. These outcomes align with constructivist learning theory, emphasizing active knowledge building through engaging and meaningful activities. Multimedia presentations provided an interactive platform that enhanced motivation, participation, and cognitive development.

The findings highlight that accessible technologies like PPT can support struggling readers effectively. Well-designed multimedia encourages active learning and engagement even amid challenges such as internet connectivity and environmental distractions, demonstrating that instructional impact relies on design and interactivity rather than technological complexity.

PowerPoint presentations serve as a practical, flexible tool for improving oral reading fluency and comprehension. By integrating pedagogy and technology, PPT enables interactive, meaningful lessons, offering a replicable model for early grade reading instruction and reinforcing the role of multimedia in foundational literacy development.

The study was limited by a small sample, focus on a single school, and reliance on online delivery during the pandemic, which posed connectivity and environmental challenges. These factors may affect generalizability, highlighting the need for studies with larger, more diverse populations and varied instructional settings.

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Future studies may explore integrating additional digital tools, such as interactive or gamified applications, to further enhance reading engagement and comprehension. Long-term effects of technology-assisted instruction on literacy, including fluency, comprehension, and critical thinking, should be examined, alongside comparative studies across schools and grade levels to optimize multimedia strategies in reading instruction.

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