

Perceived Impact of Mother Tongue-Based Instructions on the Reading Comprehension of Grade 3 Learners of Angel Villarica Central Elementary School

Ruby Ann M. Ates, Lezel R. Eliseo, Stephanie J. Otero, Marynel C. Comidoy

Teacher Education, UM Peñaplata College, Island Garden City of Samal, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2023.70870>

Received: 11 July 2023; Revised: 23 July 2023; Accepted: 27 July 2023; Published: 25 August 2023

ABSTRACT

This study titled “Perceived Impact of Mother Tongue-Based Instruction on the Reading Comprehension of Grade 3 Learners of Angel Villarica Central Elementary School” was conducted to determine the significant relationship in perceived impact of mother tongue-based instruction on the reading comprehension of Grade 3 learners. The data for the study conducted with the participation of 128 Grade 3 students from Angel Villarica Central Elementary School was collected, evaluated, and organized by the researchers using the Random Sampling Technique. This study used a quantitative descriptive correlational research design to investigate the relationship between variables, employing mean and Pearson Product Moment Correlation statistical tools. The researchers found that the Mother Tongue-Based instruction had a high mean score regarding perceived effects. The reading comprehension of Grade 3 learners at AVCES generated a high mean score. Based on the data collected, the study also concluded a significant relationship between Mother Tongue-Based Instruction and Reading Comprehension of Grade 3 learners at Angel Villarica Central Elementary School. The descriptive method measured variables as they exist naturally and described them.

Keywords: mother tongue-based, reading comprehension, Grade 3 learners, Angel Villarica Central Elementary School

INTRODUCTION

Mother tongue is the first language a person learns when he or she is a baby. A mother tongue-based bilingual program uses the learner’s first language, or L1, to teach essential reading and writing skills along with academic content, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which supports the use of mother tongues as the medium of instruction (Cruz et al., 2015). Additionally, by issuing an order mandating the inclusion of mother-tongue-based multilingual education (MTB-MLE), the Department of Education (DepEd) challenged the Bilingual Education Policy. The decree mandates that all subjects from kindergarten through grade three be taught in the learner’s first language. Furthermore, as a teacher in Region XI’s Davao City, children can become more familiar with their native language. They can also express their thoughts during discussions in class, even at a young age. (Education_South 2021). On the other hand, reading comprehension is the process of understanding the texts we read. It is a crucial skill that helps learners decode, analyze, explain, and express their ideas about written materials. Reading comprehension is essential for academic tasks, and learners must develop this ability to succeed in their studies (Kirby,2007). The main goal of reading comprehension is to improve 2 learners’ skills and understanding of texts to become skilled readers (Gilakjani et al., 2016).

According to data from the World Bank and Walter et al. (2011), students who study in their mother tongue perform better academically than those using their second or third language. In contrast, pupils’ listening, speaking, reading, and writing skills are at risk of underdevelopment in nations like Indonesia and the Philippines, where there are few educational materials written in the mother tongue as a result of the presence of numerous local languages (Alberto et al., 2016). In addition, Pricilla Eliseo, a teacher at Angel

Villarica Central Elementary School, expressed concerns about using mother tongue as a medium of instruction as some students prefer English. To address this, she switches between the two languages and translates the lessons into English when necessary to ensure all students participate. The study was conducted to determine other significant relationships between the perceived effects of mother-tongue-based and reading comprehension of Grade 3 learners of Angel Villarica Central Elementary School.

The study enabled the researchers to systematically analyze, evaluate, organize, and gather the data in an orderly manner. The study aimed at establishing whether if using the mother tongue as a medium of instruction would impact students' reading comprehension.

Statement of the Problem

The study aimed at establishing whether there was a relationship between Specifically, it sought to answer the following questions:

1. What is the level of perceived effects of mother-tongue based on Grade 3 learners of Angel Villarica Central Elementary School in terms of:

Student Perception (Pang Lantaw sa mga estudyante)

2. What is the reading comprehension level of Grade 3 learners of Angel Villarica Central Elementary School?
3. Is there a significant relationship between Mother-Tongue Based Instruction and Reading Comprehension in Grade 3 Learners of Angel Villarica Central Elementary School?

Hypothesis

Ho: There is no significant relationship between Mother-Tongue Based Instruction and Reading Comprehension of Grade 3 learners of Angel Villarica Central Elementary School.

REVIEW OF RELATED LITERATURE

The Review of Related Literature section presents significant scholarly literature on a particular topic. This section contains readings and relevant information that create a framework for exploring ideas, values, and variables. The related literature in this section was gathered from various studies.

Mother-Tongue Based

Mother Tongue-Based Multilingual Education (MTB-MLE) is an educational form that emphasizes using the home language as a medium of instruction (Rumenapp, 2014). MTB-MLE desires to foster the development of competent and well-rounded individuals. It sustains that teachers must start where the students are and construct new knowledge from what they already know. Students think more effectively when taught in their mother tongue and perform finer (Medilo, 2016).

Mother tongue, commonly called the native language, is the first language a person learns when he or she is a baby. A mother tongue-based bilingual program uses the learner's first language, or L1, to teach essential reading and writing skills along with academic content, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which supports the use of mother tongues as the medium of instruction (Cruz et al., 2015). Additionally, by issuing an order mandating the inclusion of mother-tongue-based multilingual education (MTB-MLE), the Department of Education (DepEd) challenged the Bilingual 5 Education Policy. The decree mandates that all subjects from kindergarten through grade three be taught in the learner's first language. Furthermore, as a teacher in Region XI's Davao

City, children can become more familiar with their native language. They can also voice their thoughts during discussions in class, even at a young age. (Education_South 2021).

According to data from the World Bank, pupils who study in their mother tongue retain information better, do better academically, attend school longer, and apply prior knowledge and experience to comprehend the lessons (Vietnam Ministry of Education and Training, 2011). In addition, results from a study carried out in the Philippines by Walter and Dekker (2011) produced comparable findings that student performance who are taught using their first language perform better academically compared to those using their second or third language. This proves that having a solid foundation in one's native language aids in cognitive development and comprehension of the subject matter.

Benson (2005) said students feel better about school when their mother tongue is spoken. This suggests that when students feel positive about school, they will feel optimistic about the teacher and finally show up for class. Although the students may have had a favorable opinion of their teachers, the language used in the classroom may not have made them feel at home because it was not a language, they were more familiar with. It was still mainly in English. Krishnaji (1990) argues that numerous experiments in psychology, social science, and education have demonstrated that learning in the native language is more comprehensive, productive, and influential. When teachers use the mother tongue to teach content, students' cognitive abilities are enhanced (Dumatog & Dekker, 2003). If students are taught concepts in their mother tongue, they will receive comprehensible input and be better equipped to develop these concepts.

Mother tongue affects learning a new language, both positively and negatively. First, the mother tongue helps students develop personally by helping them control their emotions and cognitive processes. Several psychological and educational studies have shown that learning in one's mother tongue is more thorough, quick, and efficient (Yusuf, 2009). When kids study in their mother tongues, they gain intellectual abilities and ideas that are just as significant as their potential to use the language's functions throughout their lives. This helps the student's cognitive skills grow more readily (Noormohamadi, 2008).

In contrast, Alberto (2016) stated that the disadvantage of teaching their mother tongue-based is that some learners rely on their mother tongue. They could be prone to forgetting and losing some of their ability to acquire new languages, especially English. Since English is regarded as the universal language, it might not be necessary to teach the mother tongue in the future.

In addition, pupils' listening, speaking, reading, and writing skills are at risk of underdevelopment in nations like Indonesia and the Philippines, where there are few educational materials written in the mother tongue as a result of the presence of numerous local languages (Alberto et al., 2016). As Mashiya (2014) found, this study reveals that students struggled with comprehending instructions and could not spell words accurately when presenting their opinions in a test or exam written in their first language.

Furthermore, based on the input from all the primary sources, they identified that the significant issue in teaching Hiligaynon reading was that the students needed help comprehending specific terminologies, especially words they needed to be more familiar with. The student's inability to understand such words hindered their reading comprehension, which is in line with Lynch's (1996) observation that a lack of familiarity with the necessary background information often obstructs our ability to understand something rather than a lack of language proficiency.

Student Perception

Schunk et al. (1992) state that, as per their study, student perceptions are their opinions, attitudes, and emotions regarding people, circumstances, and incidents. Such perceptions include a student's self-perceptions, encompassing their beliefs, values, interests, objectives, effort, competencies, skills, attitudes, and emotions. Social perceptions include students' assessments of their peers' skills, goals, and other

characteristics and their perceptions of their teachers' attitudes, competence, and aims. How students view their assignments and other 8 classroom variables are also crucial (e.g., task difficulty, effective learning strategies, environmental factors that help and hinder learning).

According to the concept, the term "perception" has its origins in the Latin word's perception and percipio, which denote the act of "receiving, gathering, taking possession, and comprehending through the senses or the mind" (Qiong, 2017, p. 18). In layman's terms, perception is defined as one's way of thinking, taking in information through their senses of hearing and seeing, and their innate capacity for understanding or noticing things quickly. Therefore, understanding other people's viewpoints on the objects in their environment will be helpful. Additionally, people perceive what is known as people's attitudes and character based on how they judge or evaluate others and things (Resmini, 2019).

According to a 1999 UNICEF statement, comprehensive studies demonstrate that the acquisition of reading and other academic abilities is accelerated when students are initially instructed in their mother tongue or native language. (UNICEF, 1999). Similar to the study conducted by Bolado & Palestina (2021), when learners are provided with the mother tongue as a medium of instruction, they can quickly and better understand the message of the parables. Furthermore, most tools used to determine the student's comprehension level produced scores that showed a beneficial correlation. Krishnaji's (1990) study also stated that numerous psychologies, social science, and education experiments have demonstrated that learning in one's mother tongue is more thorough, efficient, and impactful. When teachers use the mother tongue to teach content, students' 9 cognitive abilities are enhanced (Dumatog & Dekker, 2003). If students are taught concepts in their mother tongue, they will receive comprehensible input and be better equipped to develop these concepts.

Furthermore, the subsequent clarification illustrates an evaluation of attitudes towards utilizing the mother tongue or primary language. In a study conducted in Turkey by Cudi et al. (2014), most pupils also have positive impressions and attitudes regarding the teacher's mother tongue. The students' perceptions toward utilizing their mother tongue were also examined in this study. The participants in their study showed a significant inclination, which, when employed sparingly and exclusively under specific circumstances, had good impacts on language learning.

Resmini (2019) countered that using the mother tongue in general English classes had a negative impact on the pupils. It is evident from the more significant participant responses that her study instruments need to be better received. The students prefer the teachers' use of English to explain English content over their mother tongue. The students acknowledged the benefits of using one's mother tongue in the classroom despite the research's indications to the contrary. For instance, it assisted them in communicating grammar concepts and defining foreign languages.

Nonetheless, using the mother tongue in English as a foreign language (EFL) classroom may also have negative implications. It can hinder learning, 10 reducing interactions and communication in the target language context (Sharma, 2006). This can limit students' exposure to the target language and impede their ability to comprehend authentic materials. Moreover, mother tongue transference can pose challenges in writing well in the target language, particularly in the early stages of the writing process (Yusuf et al., 2021).

Reading Comprehension

Reading Comprehension is one of the pillars of reading. In addition, reading comprehension also shows how well one understands a text or message. This information is derived from the interaction between written words and how they cause knowledge to be activated outside of the text or message. Because it is a difficult skill to master without practice, reading comprehension is essential for everyone, not just students. Without comprehension, reading is nothing more than moving words from left to right on a page and saying

them out. In other words, there is no sense in the words on the page. For learners to become effective readers, they must have strong reading comprehension abilities. These abilities enable us to read appropriately, learn and perform (Grabe & Stoller, 2002).

According to Kintsch et al. (1998), reading comprehension involves understanding the written text, focusing on grasping the text's complete meaning rather than interpreting individual words or sentences in isolation. Reading comprehension results in the mental representation of the text's meaning, which is merged with the reader's previous knowledge. Additionally, Kirby (2007) stated that most reading comprehension difficulties occur in the initial stages of elementary education, specifically among students in kindergarten to Grade 3.

On the other hand, reading comprehension is the process of understanding the texts we read. It is a crucial skill that helps learners decode, analyze, explain, and express their ideas about written materials. Reading comprehension is essential for academic tasks, and learners must develop this ability to succeed in their studies (Kirby, 2007). The main goal of reading comprehension is to improve learners' skills and understanding of texts to become skilled readers (Gilakjani et al., 2016).

Klinger et al. (2007) also define reading comprehension as the interaction process between readers and what they contribute to the text, such as their previous knowledge or background and use of strategies. This process also includes text-related variables, such as readers' interest in the text and their understanding of the genre of the text. This means that what the reader learns and how he reacts to and understands the text is individualistic.

Khoiriyah (2010) states that reading comprehension can be defined as the thought process in which the reader becomes aware of an idea, understands the background of their experience, and interprets it for their own needs and goals. The process of reading comprehension is the act of merging details from a written piece with one's existing knowledge to form an understanding. Additionally, this process involves the reader's ability to comprehend a concept, interpret it based on their background and experiences, and apply it to their requirements and objectives.

Correlation Between Mother Tongue Based Instruction and Reading Comprehension

Bolado & Palestina (2021) revealed that the learners' comprehension level in the Mother Tongue significantly related to academic performance. Learners comprehend the literary genres very satisfactorily because they are written and presented in their mother tongue. The students gained a very satisfactory level of achievement in terms of poems, short stories, riddles, parables, and legends and a satisfactory level of comprehension in fables.

Furthermore, 1999 UNICEF research shows that using Mother Tongue in the classroom can increase students' learning participation and eagerness. Teachers noted that 80% of the students demonstrated these positive behaviors when using their Mother Tongue, which enhanced their comprehension of other subjects. Overall, using the Mother Tongue can significantly benefit students' reading comprehension and engagement in the classroom (Benson, 2000).

Theoretical Framework

The theoretical framework adopted in this study is derived from the linguistic intelligence of Howard Gardner. Linguistic intelligence pertains to the ability to perceive and understand spoken and written language, aptitude in acquiring languages, and proficiency in utilizing these languages to achieve particular objectives. Furthermore, it comprises the capacity to recall facts quickly and express oneself rhetorically or poetically using the language (Smith, 2008). Adopting this hypothesis was motivated by the

fact that children in every society start speaking a language at home that differs from the language they encounter in their social environment. According to Chukwu (2011), a child going through a learning process must use the language of his surroundings. The success of a learner in all fields of knowledge can be impacted by the native language that is spoken around him as a backdrop for learning (Lieberman & Hoody, 1998). Recardo et al. conducted an on-Mother tongue-based multilingual education (MTBMLE), cited in Bala (2014), which led to the student's active engagement. A teacher who participated in the study further explained that MTB- MLE quickly eliminates inhibition and fear in many pupils, especially the younger ones.

The theory of Linguistic Intelligence also supports the Schemata Theory. Schemata Theory explicitly focuses on reading comprehension. According to this hypothesis, to understand a text, they must blend it with their prior knowledge. It plays a vital role in achieving this study. He also defined schemas as mental representations of generic knowledge stored in memory. However, he also stated that schemas could represent all knowledge, including objects, events, and sequences of events and actions (Rumelhart, 1980).

Conceptual Framework

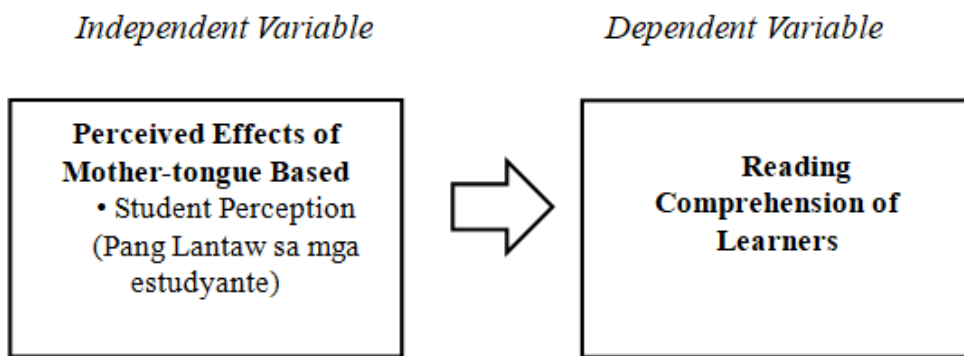


Fig. 1. Conceptual Framework Showing the Variables of the Study

Significance of the Study

The study on mother tongue-based, and reading comprehension may be of paramount importance to the learners of Angel Villarica Central Elementary School to provide them with the most salient results. Additionally, the study's results may benefit learners at Angel Villarica Central Elementary School, as they will receive the most favorable outcomes from the survey.

The following entities shall benefit from the results of this study:

- 1) *Learners.* As a result, learning in one's mother tongue can help learners to develop more vital communication skills in their native language. Learners can understand what they read more effectively using mother tongue-based instruction.
- 2) *Teachers.* Findings from this study can help educators develop effective strategies and techniques to improve reading comprehension among Grade 3 learners. The information can be used to improve instructional materials and methodologies that incorporate mother tongue-based teaching.
- 3) *Future researchers.* We may also research the exact nature. The study will be a valuable resource for future researchers and readers by providing them with information, guidance, and a reference for conducting similar studies.

Definition of Terms

The subsequent terms are defined operationally for a better understanding of the study.

1) *Mother Tongue*. Grade 3 learners in Angel Villarica Central Elementary School learned the Cebuano language from birth. Also called a first language, dominant language, home language, and native tongue (although these terms are not necessarily synonymous).

2) *Mother-Tongue Based*. The teaching and learning method involves using the Cebuano language spoken by Grade 3 learners in Angel Villarica Central Elementary School's primary language for instruction in the classroom.

3) *Reading Comprehension*. Pertains to comprehend and interpret written language utilizing the Cebuano language.

Scope and Limitations of the Study

The focus of this study was to find out the perceived effects of mother-tongue-based reading comprehension in Grade 3 Learners of Angel Villarica Central Elementary School, which has a total number of 256 learners. The data collection was conducted on the 128 respondents using Random Sampling. Moreover, in educational research, the sample size required to draw valid conclusions usually depends on the size of the population being studied (Creswell, 2014). In this case, if the total number of learners was 256, then a sample size of 128 represents 50% of the total population, which is a reasonably large proportion. According to Kothari (2004), a sample size representing at least 30% of the population is considered adequate in most cases. Therefore, a sample size of 128 used in this study is considered appropriate for drawing valid conclusions and generalizations about the population of learners. This study only surveyed Angel Villarica Central Elementary School, specifically the Grade 3 Learners. The study was done by using questionnaires for the learners and gathering data. Through this study, the researchers discover the perceived effects of mother tongue-based and reading comprehension on Grade 3 Learners of Angel Villarica Central Elementary School.

METHOD

This chapter provides an overview of the various methods employed in this study, which includes the research design, research respondents, research instrument, research procedure, and statistical treatment.

Research Design

Borwankar (1995) defined research design as a plan, structure, strategy, and investigation that guides researchers in conducting their research. This study used the quantitative descriptive-correlational research design to determine the perceived effects of mother-tongue-based instruction on reading comprehension among learners. As described by Voxco (2021), descriptive research design is a method used to describe the characteristics of variables in a study. This was the most suitable method for this study, allowing the researchers to obtain necessary information and easily explain the effects of their variables. The researchers utilized the survey method, one of the three primary types of descriptive research design, and the observational and case study methods.

Additionally, the correlational design was used to determine the relationship between the variables, as Creswell (2002) explained. The survey questionnaire was the primary instrument used to gather data and assess the respondents' perceptions. Quantitative research was employed to determine the effects of the variables, which involves collecting and analyzing data. The researchers used a survey questionnaire to collect data. Statistical tools such as mean and two-way analysis of variance were used to interpret the data collected, as described by Bhandari et al. (2017).

Research Respondents

The respondents were the Grade 3 learners of Angel Villarica Central Elementary School. The Grade 3

learners of Angel Villarica Central Elementary School have 256 students. The sample size was determined using the Raosoft sample size calculator. The Raosoft sample size calculator was developed by Catherine McDolein in 1991 and takes into consideration factors in determining sample size. It also determines the number of participants required to detect a significant clinical treatment effect. The minimum recommended sample sizes for Grade 3 learners of Angel Villarica Central Elementary School were 128 respondents.

Table A. Distribution of Respondents

Respondents: Grade 3 Learners	Total respondents:
Sections	No. of Respondents
1. Mahogany	16
2. Molave	16
3. Narra	16
4. Narek	16
5. Apitong	16
6. Mangrove	16
7. Lauan	16
8. Guijo	16

Research Instrument

The study has two research instruments. The questionnaire on Mother-Tongue Based Instruction is adopted from the study by Ton (2018). Also, the questionnaire on Reading comprehension is adopted from the study of Gulla (2019).

In describing the level mother-tongue based, it will be analyzed based on the following matrices.

ANALYSIS AND INTERPRETATION OF LEVEL OF MOTHER-TONGUE BASED

Scale	Range of Means	Description Level	Interpretation
5	4.20 - 5.0	Strongly Agree	This means that the items on a mother tongue based are always manifested.
4	3.40 - 4.19	Agree	This means that the items on a mother tongue based are often manifested.
3	2.60- 3.39	Somewhat Agree	This means that the items on a mother tongue based are sometimes manifested.
2	1.80 - 2.59	Disagree	This means that the items on a mother tongue based are seldom manifested.
1	1.0 - 1.79	Strongly Disagree	This means that the items on a mother tongue based are never manifested.

The scale of 5 indicates a firm agreement with a range of means from 4.20 to 5.0, meaning that the items related to mother-tongue-based instruction are consistently observed. An agreement with a scale of 4 is represented by a range of means from 3.40 to 4.19, indicating that the items on mother-tongue-based instruction are frequently observed. A range of means from 2.60 to 3.39 indicates a somewhat agreement with a scale of 3, implying that the items on mother tongue-based instruction are occasionally observed. A range of means from 1.80 to 2.59 represents a disagreement with a scale of 2, indicating that the items on mother-tongue-based instruction are seldom observed. Finally, a range of means from 1.0 to 1.79 reflects a strong disagreement with a scale of 1, suggesting that the items on mother-tongue-based instruction are never observed.

The table below is the scale used to determine the level of reading comprehension of Grade 3 learners in Angel Villarica Central School.

ANALYSIS AND INTERPRETATION OF LEVEL OF READING COMPREHENSION

Scale	Range of Means	Description Level	Interpretation
5	4.20 - 5.0	Extremely characteristic or true of me	This indicates that learners' reading comprehension is always manifested.
4	3.40 - 4.19	Very characteristic or true	This indicates that Learners' reading comprehension is frequently manifested
3	2.60- 3.39	Moderately characteristic or true	This indicates that learners reading comprehension is sometimes manifested
2	1.80 - 2.59	Slightly characteristics or true	This indicates that learners reading comprehension is seldom manifest
1	1.0 – 1.79	Not at all characteristics or true of me	This indicates that learners' reading comprehension has yet to be manifested.

Different mean scores were used to describe the perceived manifestation of learners' reading comprehension. A mean score of 4.20 – 5.0 is highly characteristic or authentic of the learners, indicating that their reading comprehension is always manifested. A mean score of 3.40 – 4.19 is also characteristic or authentic of the learners to a great extent, indicating that their reading comprehension is often manifested. A mean score of 2.60 – 3.39 is moderately characteristic or true of the learners, indicating that their reading comprehension is sometimes manifested. A mean score of 1.80 – 2.59 is slightly characteristic or true of the learners, indicating that their reading comprehension is seldom manifested. Finally, a mean score of 1.0 – 1.79 is not characteristic or true of the learners, indicating that their reading comprehension is never manifested.

Research Procedure

A research procedure is a scientific procedure that follows a step-by-step process for carrying out specific task-linked research and achieving the research goal.

1) *Asking Permission to conduct the study.* The researchers secured a permission letter from the Director of UM Peñaplata College to conduct the survey outside the campus and to the school head of Angel Villarica Central Elementary School.

2) *Questionnaire.* The researchers adopted a questionnaire well developed by the study of Ton (2018) and

Gulla (2019) to serve as a guide to determine the Perceived Effects of Mother-Tongue Based and Reading Comprehension. Questionnaires are distributed, and data is retrieved through their school/adviser. To follow the IATF safety protocols, during data gathering, the researchers will follow the guidelines of social distancing and wearing face masks to ensure the safety of everyone.

3) *Validation of questionnaire.* The researchers presented questionnaires to the panel members for the validation and approval of the questionnaire, and the experts will validate the questionnaire.

4) *Coordination with the Respondents.* The researchers will communicate with the identified respondents to seek permission to participate in the study.

5) *Distribution of questionnaire.* The researchers distributed the questionnaires to their respondents face-to-face.

6) *Questionnaire retrieval.* After conducting the survey, the researchers gathered the questionnaire from the Grade 3 learners of Angel Villarica Central Elementary School.

7) *Collection and data tabulation.* The information collected was exhibited through tables, graphs, figures, and explanatory notes. These details will be assessed and examined using various appropriate statistical methods.

Statistical Tools

The researcher collected and analyzed the responses to all research related questions in the survey, considering the research objectives as a guide for interpreting the results. It applies a statistical approach to a data set, transforming it from a collection of meaningless numbers to a meaningful output.

The statistical tools that the researchers used in this study are the following:

Mean– It was used to determine the relationship between perceived effects of mother-tongue-based and reading comprehension of Grade 3 learners of Angel Villarica Central Elementary School, in answer to objectives one and;

Pearson r – determines the relationship between mother-tongue-based and reading comprehension of Grade 3 learners of Angel Villarica Central Elementary School.

RESULTS AND DISCUSSION

This chapter reveals the results of the data collection. The data was evaluated using a statistical tool based on its specific meaning. The presentation includes an explanation and interpretation of the tables, which provides insight into the significance of the data. Furthermore, the information was organized following the issue's precise formulation. Each discussion is given an analysis and implication.

Level of Perceived Impact of Mother Tongue-Based

This study's primary purpose is to determine the effects of using the mother tongue as a medium of instruction among Grade 3 learners. After all, the 128 Grade 3 learners had completed answering the survey questionnaire through face-to-face interaction. The researchers calculated the mean, standard deviation, descriptive level, and interpretation in Tables 1, 2, and 3.

Table 1 reflects the Perceived Effects of Mother Tongue-Based of the Grade 3 learners in Angel Villarica Central Elementary School. The table reveals the overall mean score of 4.49 with a standard deviation of

.62. The mean is described as Strongly Agree and shows that items in the study are always manifested.

With a mean score of 4.49, we discovered that in terms of the student’s perception (pang lantaw sa mga estudyante) of mother tongue as a medium of instruction is at Strongly Agree, indicating that the items on mother-tongue based are always manifested.

TABLE 1.
LEVEL OF PERCEIVED EFFECTS OF MOTHER TONGUE-BASED

Indicator	Standard Deviation	Mean	Descriptive Level
<i>Student Perception</i> <i>(Pang Lantaw sa mga estudyante)</i>	.62	4.49	Strongly Agree

Note: N = 126, M = Mean, SD = Standard Deviation

According to a study by Yusuf (2009), several psychological and educational studies have shown that learning in one’s mother tongue is more thorough, quick, and efficient. When kids study in their mother tongues, they acquire ideas and intellectual abilities that are equally important to their capacity to use the language’s functions throughout their lives. This helps the student’s cognitive skills grow more readily (Noormohamadi, 2008). In a study conducted in Turkey by Cudi et al. (2014), most pupils also have positive impressions and attitudes regarding the mother tongue. The students’ perceptions toward utilizing their mother tongue were also examined in this study. The participants in their study showed a significant inclination, which, when employed sparingly and exclusively under specific circumstances, had good impacts on language learning.

Level of Reading Comprehension

The study’s second goal was to evaluate the learners’ reading

comprehension. Table 2 shows the mean, standard deviation, and brief discussion of the data acquired regarding the learners’ reading comprehension.

The statistics showed that the learners were at a respectable level with a mean score of 3.91 with a standard deviation of .62. The mean described as very characteristic or true of me, and it indicates that learners’ reading comprehension is often manifested.

TABLE 2
LEVEL OF READING COMPREHENSION

Indicator	Standard Deviation	Mean	Descriptive Level
<i>Level of Reading Comprehension</i>	.62	3.91	Very characteristic or true of me

Note: N = 126, M = Mean, SD = Standard Deviation

According to a 1999 UNICEF statement, “Ample research shows that students learn to read and acquire other academic skills faster when they are first taught in their mother tongue (UNICEF, 1999). Similar to the

study conducted by Bolado & Palestina (2021), when learners are provided with the mother tongue, they can easily and better understand the message of the parables. Furthermore, most tools used to determine the student’s comprehension level produced scores that showed a beneficial correlation. Similar to the study by Krishnaji (1990), numerous psychologies, social science, and education experiments have demonstrated that learning in one’s mother tongue is more thorough, efficient, and impactful. When teachers use the mother tongue to teach content, students’ cognitive abilities are enhanced (Dumatog & Dekker, 2003). If students are taught concepts in their mother tongue, they will receive comprehensible input and be better equipped to develop these concepts.

Significance of the Relationship between Perceived Effects of Mother Tongue-Based and Reading Comprehension

Table 3 shows the correlation between the perceived effects of mother tongue-based and reading comprehension. The confidence level for this investigation was set at $p < .05$, indicating a significant relationship between the variables. Consequently, the researchers rejected the hypothesis of no significant relationship between the perceived effects of mother tongue-based and reading comprehension.

It indicates that the two variables have a p-value of .001 and an r-value of 0.282 and fall within the range of Correlation in a descriptive correlation. This indicates that there is little correlation between the dependent and independent variables. The null hypothesis is therefore rejected. Researchers can assess a significant relationship between the perceived effects of mother tongue-based and reading comprehension using this study’s Pearson- R statistical approach.

Table 3. Significance Of the Relationship Between Perceived Effects of Mother Tongue- Based And Reading Comprehension

	<i>Overall</i>
<i>Overall</i>	.282* (.001)

* $p < .05$ – Significant

Perceived Effects of Mother Tongue – Based and Reading Comprehension

This was similar to the research done by Bolado & Palestina (2021) that revealed the level of comprehension of the learners expressed in their Mother Tongue significantly related to academic performance. Learners comprehend at a satisfactory level the literary genres because they are written and presented in their mother tongue. The students gained a very satisfactory level of achievement in terms of poems, short stories, riddles, parables, and legends and a satisfactory level of comprehension in fables. Furthermore, 1999 UNICEF research shows that using Mother Tongue in the classroom can increase students’ participation and eagerness to learn. Teachers noted that 80% of the students demonstrated these positive behaviors when using their Mother Tongue, which enhanced their comprehension of other subjects. Overall, using the Mother Tongue can significantly benefit students’ reading comprehension and engagement in the classroom (Benson, 2000).

CONCLUSIONS

The following are the researchers’ key findings after thoroughly studying and investigating the data and information gathered:

The study found that the level of Perceived Effects of Mother Tongue-Based of Grade 3 learners of Angel Villarica Central Elementary School got an overall mean score of 4.49 and a standard deviation of 0.62 with a strongly agree descriptive level. It indicates that items in the study are always manifested. It shows that learners are eager to learn as they understand when the mother-tongue tongue is used as a medium of instruction.

The study found that the level of Reading Comprehension of Grade 3 learners of Angel Villarica Central Elementary School got an overall mean of 3.91 and a standard deviation of .62 with very characteristic or true of me descriptive level it indicates that learners' reading comprehension is often manifested. This statement implies that learners only read the text without reading comprehension. Therefore, discussing the instructions thoroughly with your learners before assigning the reading task is essential because they may simply be skimming through the text without genuinely comprehending it.

The study found that the relationship between Perceived Effects of Mother Tongue- Based Reading Comprehension of Grade 3 learners of Angel Villarica Central Elementary School got an overall p-value of .01 and an R-value of 0.282. This means that there is a significant relationship between the two variables. Therefore, the researchers pointed out that the null hypothesis was rejected.

ACKNOWLEDGMENT

We the researchers desire to thank the following individuals from the bottom of our hearts especially for their constructive criticism, help, and support in the completion of this research work.

First and foremost, to our source of all knowledge and wisdom, to our **Almighty God**, for providing us with the direction, enlightenment, courage, and strength that enabled us to carry out this study.

Prof. Cornelio Monteroso, the chairman, and **Prof. Ruben Cordero** members of the panel of examineers who contributed their brilliant critics, suggestions and much extensive improvement of the thesis.

Angel Villarica Elementary School of Babak District for allowing us to collect data at their school and conduct our research study at their educational establishments.

Lastly, sincere thanks to our family, friends, classmates, and other more knowledgeable individuals who provided ideas and a helping hand along the process.

Rubyann, Lezel,Stephanie

REFERENCES

1. Abbas Pourhosein Gilakjani, N. B. (2016, September 23). A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement. *International Journal of English Linguistics*, pp. 180-181.
2. Alberto, R. P., Gabinete, S., & Rañola V. S. (2016). Issues and challenges in teaching mother tongue-based multilingual education in grades II and III: The Philippine experience. Retrieved from <https://goo.gl/y17x1S>
3. Bala, J. R. (2014). Language-in-education policies as a framework for assessing multilingual education programs in the Philippines. *Language Problems and Language Planning*, 38(1), 38-59.
4. Benson, C. (2005). A lexical syllabus for language learning. Peter Lang.
5. Benson, C. (2000). Classroom response to globalization: English as a challenge to identity in Hong Kong. *Journal of Asian Pacific Communication*, 10(1), 123-140.

6. Borwankar, S. (1995). *Research design: Structure, strategy, and investigation*. Sage Publications.
7. Bhandari, G., Pandey, R., & Singh, R. (2017). Study on Physicochemical properties and Microbial population in Soil amended with organic and inorganic fertilizers under maize cultivation. *International Journal of Current Microbiology and Applied Sciences*, 6(8), 2205-2215.
8. Bolado, M. A. S., & Palestina, F. B. (2021). Mother Tongue and Academic Performance: Evidence from the Philippines. *International Journal of Education and Research*, 9(1), 151-160.
9. Creswell, J. W. (2002). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, NJ: Prentice-Hall, Inc.
10. Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage publications
11. Cruz, M. F. S., Millan, S. S., & Soliven, G. B. (2015). The impact of mother-tongue based multilingual education on the academic development of Filipino children: An assessment of the first three years of the Mother Tongue-Based Multilingual Education Program. In *Proceedings of the Global Summit on Education* (pp. 124-131).
12. Chukwu, M. N., (2011). Importance Of Language In The Education Of A Child And Literacy Art. *Knowledge Review*. 23(2): 155 – 158 from <https://globusedujournal.in/wp-content/uploads/2020/05/Juliet-Trujillo-GPEJJ20.pdf>
13. Cudi, B., Kiliç, M. E., et al (2014). Teachers' and learners' perceptions about using L1 in English language classrooms. Retrieved from https://www.academia.edu/11939407/TEACHERS_AND_LEARNERS_PERCEPTIONS_ABOUT_USING_L1_IN_ENGLISH_LANGUAGE_CLASSROOMS.
14. Dumatog, J. D., & Dekker, D. (2003). *The Importance of Mother Tongue-Based Schooling for Educational Quality*. Santa Rosa, CA: Asia-Pacific Economic Cooperation.
15. Education_South. (2021). *Mother Tongue-Based Multilingual Education in the Philippines : Its success and struggle*. Office, National Statistical, none. From <https://varlyproject.blog/mother-tongue-based-multilingual-education-in-the-philippines-its-success-and-struggle/>
16. Grabe, W. & Stoller, F.L. (2002). *Teaching and researching reading* (2nd ed.). Pearson Education.
17. Gulla, F. (2019). *Questionnaire English Reading Comprehension* from <https://www.scribd.com/document/431922738/>
18. Khoiriyah, U. (2010). Teaching Reading Comprehension Using Collaborative Strategic Reading (CSR) and Graphic Organizers at SMAN 2 Balikpapan. *Jurnal Pendidikan dan Pembelajaran*, 18(1), 1-11.
19. Kirby, J. R. (2007, January 1). *Reading Comprehension: Its Nature and Development*. pp.18, from <https://www.researchgate.net/publication/242598620>
20. Kintsch, W., Mangalath, P. J., & Kintsch, E. (1998). *The construction of meaning*. Cambridge, MA: MIT Press.
21. Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York, NY: From The Guilford Press.
22. Kothari, C. R. (2004). *Research methodology: methods and techniques*. New Age International.
23. Krishnaji, N. (1990). The mother tongue in the classroom: A neglected resource? *ELT Journal*, 44(4), 274-281.
24. Lynch, T. (1996). *Communication in the language classroom*. Oxford: Oxford University Press.
25. Medilo, Jr., C. G. (2016). The Experience of Mother Tongue-Based Multilingual Education Teachers in Southern Leyte, Philippines. *International Forum Journal*, 19(2), 64-79.
26. Ministry of Education and Training. (2011). *Program brief: Action research on mother tongue-based bilingual education: Achieving quality, equitable education*. Hanoi: UNICEF Viet Nam. Retrieved from http://www.unicef.org/vietnam/brief_TA.pdf
27. Noormohamadi, R. (2008). Mother tongue, a necessary step to intellectual development. *Journal of Pan-Pacific Association of Applied Linguistics*, 12(2), 25-36.
28. Philippines Department of Education. (2009). DepEd Order No. 74, s. 2009 – *Implementing Guidelines on the Utilization of the Mother Tongue-Based Multilingual Education (MTB-MLE)*

- Approach. Retrieved from http://www.deped.gov.ph/sites/default/files/order/2009/DO_s2009_074.pdf
29. Qiong, O. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18-28. from <https://doi.org/10.3968/1005>
 30. Resmini, S. (2019). EFL students' perception towards the use of Bahasa Indonesia in an English classroom. *ELTIN Journal*, 7(1), 12-22. <https://doi.org/10.22460/eltin.v7i1.p12-22>
 31. Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension* (pp. 33-58). Hillsdale, NJ: Lawrence Erlbaum Associates.
 32. Rumenapp, J. C. (2014). Mother-Tongue-Based Multilingual Education. In S. Thompson (ed.), *The Encyclopedia of Diversity and Social Justice* (pp. 532-233). Lanham, MD: Rowman and Littlefield.
 33. Schunk, D. H., & Meece, J. L. (Eds.). (1992). *Student perceptions in the classroom*. Lawrence Erlbaum Associates, Inc., from Database: APA PsycInfo
 34. Sharma, B. K. (2006). Mother tongue use in English Classroom. *Journal of Nelta*, 11(1-2), 80-87.
 35. Smith, Mark K. (2008) 'Howard Gardner and multiple intelligences,' the encyclopedia of informal education, <http://www.infed.org/mobi/howard-gardner-multipleintelligences-and-education>.
 36. Sipra, M. A. (2007). Bilingualism as teaching aid in a language class: L1 as a facilitator in teaching/learning process of L2 at intermediate/certificate level. [Unpublished dissertation]. National University of Modern Languages
 37. Ton, M. K. (2018). Survey Questionnaire Cebuano. Scribd, 2.
 38. UNICEF, (1999). *Mother Tongue-Based Multilingual Education in the Philippines: Studying Top-Down Policy Implementation from the Bottom Up*. The state of the world's children. New York: Author
 39. Voxco. (2021). What is Descriptive Research Design? Retrieved from <https://www.voxco.com/blog/what-is-descriptive-research-design/>
 40. Walter, S., & Dekker, D. (2011). Mother tongue instruction in Lubuagan: A case study from the Philippines. *International Review of Education*, 57(5-6), 667-683.
 41. Yusuf, Y.Q., Mustafa, F., & Iqbal, R. M. (2021). An inquiry into grammatical errors in writing committed by high achieving EFL students. *International Journal of Language Studies*, 15(2), 1-22.