



UTILIZATION OF DIGITAL INTERACTIVE READ-ALoud STRATEGY TO IMPROVE THE READING COMPREHENSION OF KEY STAGE 2 LEARNERS

EDNALYN N. MENDOZA
Master of Arts in Education
Major in Educational Administration
Rizal College of Taal, Inc.
ednaly.n.mendoza005@deped.gov.ph

ABSTRACT

The study investigated the effectiveness of the Digital Interactive Read-Aloud (DIRA) strategy in improving the reading comprehension levels of Key Stage 2 pupils at Banoyo Elementary School, San Luis Sub-office. It aimed to determine whether there was a significant difference in the reading comprehension levels of learners based on the Philippine Informal Reading Inventory (Phil-IRI) results before and after the implementation of the DIRA strategy. A quasi-experimental design was employed, involving two groups of learners. The experimental group was exposed to digital interactive read-aloud sessions using Vooks videos and Canva-created PowerPoint stories, while the control group continued with the traditional read-aloud method. Both groups took Phil-IRI pretests and posttests to assess their reading comprehension progress.

The findings revealed that the DIRA strategy significantly improved the reading comprehension levels of pupils, as indicated by higher posttest scores compared to pretest results. The number of learners at the frustration level in reading comprehension was notably

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

April 2026

Available online at <https://www.instabrightgazette.com>



reduced after the intervention. Teachers' reflections indicated that although minor challenges such as time constraints and multitasking were encountered, these did not substantially affect the success of the strategy. The study concluded that the DIRA strategy effectively enhanced pupils' engagement and comprehension, demonstrating that technology-driven reading instruction could serve as a valuable tool in literacy development. Overall, the implementation of the DIRA strategy proved to be an effective approach in improving reading comprehension among Key Stage 2 learners and contributed to the advancement of innovative literacy instruction in elementary education.

Keywords: *Digital Interactive Read-Aloud (DIRA) Strategy, Comprehension, technology-driven, innovative literacy instruction*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
