

PHONICS VIDEO INSTRUCTION IN DEVELOPING THE SKILLS OF KINDERGARTEN PUPILS ON NAMING AND SOUNDING OF LETTERS

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Abstract

*This Action Research was conducted to determine the effectiveness of Phonics Video Instruction in Developing Skills of Kindergarten Pupils on Naming and Sounding of Letters in Mambacag Elementary School, Tuao East District for School Year 2020-2021. This research utilized the kindergarten pupils of which 18 were male and 13 were female. The researcher used total enumeration in choosing the participants of the study. Quasi-Experimental particularly One-Group Pretest and Posttest Research Design was administered to one group of participants utilizing the pretest and posttest scores as the main source of data. The results of the study showed that there is an increase in the posttest as compared with the pretest scores. This implies that the intervention used in this study had caused significant difference in the mean scores. The Cohen's *d* value also revealed that the intervention had caused huge effect in improving the reading skills of the participants. This only shows that the intervention is effective enough in effecting change in the performance of pupils as reflected by the significant difference in the mean posttest compared to that of mean pretest. It is therefore recommended that teachers may consider the implementation of Phonics Video Instruction in their respective classes to improve their pupils' performance on naming and sounding of letters. It is also highly recommended that School Heads may consider the findings of this study in crafting programs and projects in their respective schools.*

Keywords: Phonics Video Instruction, Pretest and Posttest, Sounds, Alphabet, Phoneme

Introduction

Children now a days can identify the alphabet especially the kindergarten pupils but doesn't know the correct sound of it. In order to read one word syllable, two or more, a child should master the correct sound of an alphabet. The advent of technology aids them to have an early exposure on the alphabets like kiddie movies and etc. gives them idea on the different letters of the alphabet. The confusion among children resulted on their improper pronunciation of alphabet sounds. Furthermore, pupils coming from different ethno-linguistic groups finds it even harder to learn the proper sounds of the alphabets for

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they do not have earlier exposure to media technology due to their geographical set up. Their language barriers due to their distinct dialect sound also hinders adjustment on the learning of the proper sounds of the alphabets. The learning of the correct sounds of alphabets is deemed important since it lays the very foundation of pupil's language on the proper usage of the alphabets that shall enable the learners to further their knowledge until word recognition in the higher grades.

Victorian State Government Department of Education and Training (2016), Victorian Early Years Learning and Development Framework (2016). Retrieved 3 March 2018, in this review, they found that numerous studies support the effectiveness of phonics for early reading skills. In particular, teaching practices in early Primary school that included an explicit focus on the sound-letter patterns (graphemes), and applied these to reading and writing experiences were most effective.

Furthermore, Chen (2018), August Results indicated that all students made significant growth in their phonics performance and maintained the intervention gains for 5 weeks following the intervention. The results of the social validity interview revealed that although participants expressed positive perceptions about the intervention overall, the VM sessions should not be lengthy for young students to engage them in learning. In particular, teaching practices in early Primary school that included an explicit focus on the sound-letter patterns (graphemes), and applied these to reading and writing experiences were most effective.

Pursuant to the "Kindergarten Education Act" (Republic Act No. 10157) and the "Enhanced Basic Education Act of 2013" (Republic Act No. 10533), mandatory and compulsory Kindergarten education that effectively promotes physical, social, cognitive, and emotional skills stimulation and values formation is offered to all five (5)-year old Filipino children to sufficiently prepare them for Grade One. The Kindergarten Education Act recognizes that Kindergarten education is vital to the development of the Filipino child "for it is the period when the young mind's absorptive capacity is at its sharpest" (Section 2, RA 10157). Moreover, it is also the policy of the state to make education responsive to the needs, circumstances and diversity of learners, schools and communities using developmentally-appropriate and culturally-sensitive practices.

In the context of Mambacag Elementary School, it has been observed for the past three years that reading is one among the least mastered skill of kindergarten pupils. Based on the Mean Percentage Scores (MPS) of kindergarten pupils for the past three years, they obtained the following: 16 pupils out of 35 (45.71%), 19 pupils out of 33 (57%), and 18 pupils out of 32 (54%) for school year 2017-2018, 2018-2019, and 2019-2020 respectively vis-à-vis reading skill is concerned. This means that the reading skill of the pupils is relatively low in the three consecutive years. The discrepancy displayed in the statistics evidently showed that a large number of the participants cannot perform well in reading. Moreover, in the previous assessment on reading development conducted by the teacher among the kindergarten pupils of Mambacag Elementary School for School Year 2020-2021 through home visitation, the following composite mean scores were obtained: 8 out of 31 pupils (or 25.8%) obtained no accuracy, 9 pupils under low accuracy (or 29%), 9 pupils (or 29%) obtained moderate accuracy, and 5 pupils have high accuracy (or 16%). It was also revealed in that assessment conducted that the letters with zero accuracy are X, W, J, U, V, Y, and Z while those with low accuracy are letters Q, P,

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G, I, K, T, and C, those with moderate accuracy are letters H, B, S, M, R, and E, and those with high accuracy are F, O, D, L, and N,

Given the citations above, the proponent looked for possible ways to develop the reading skill of kindergarten pupils at Mambacag Elementary School on Naming and Sounding of letters using Phonics Video Instruction. As to the Learners Enrolment Survey conducted last June, 2020, it came out that all 31 Kindergarten pupils of Mambacag Elementary School have a touch screen Android cell phone.

Innovation, Intervention, And Strategy

From the initial findings presented above, the proponent endeavored in adopting a material that may possibly help the kindergarten pupils of Mambacag Elementary School in increasing their mastery in phonemes and eventually in developing their reading skills. Hence, a material called Phonics Video Instruction (PVI) was then adopted by the proponent and incorporated in her instruction. The PVI material was downloaded from you tube channel of MS. Levin Pabriaga -“Tunog ng Letrang A-Z |Alpabetong Filipino Compilation . This you tube video was utilized by the researcher as the intervention in this study. To conform to the ethical standards and abstain from any copyright infringement issues, the researcher of this study sought the permission and approval of the owner of the material and was granted by the latter. The adopted PVI is an instructional material that aimed to facilitate the reading accuracy of kindergarten pupils of Mambacag Elementary School. The utilization of this material served as an intervention to the difficulties experienced by kindergarten pupils in acquiring the alphabetic principle wherein the letters (graphemes) have associated sounds (phonemes) that could not be provided by the recorded video. The said material uses a modelling mechanism whereby the pupil watches a video on how the letters in the alphabet sounds like, and then the pupil shall imitate how it is being done which shall be facilitated by the parent or any person responsible for the education of the child. Upon watching the video instruction, the pupil is expected to acquire greater retention on the subject matter and eventually reach his level of mastery. Given this presumption, the material is deemed to be a useful tool in developing the students’ reading skills.

The Phonics Video Instruction was prepared by the proponent (Levin Pabriaga – You Tube content creator) in accordance with the Most Essential Learning Competency (MELC) released by the Central office and ADM Learning Resource Standards which was reviewed and quality assured by the Master teacher and School Head. This is a supplementary tool to enhance their learning and leads them to mastery of the subject following the lessons provided by the Kindergarten Curriculum. The teacher presented the texts in visual format (grapheme) with the corresponding sounds (morpheme) using PowerPoint slides and adopted video. The videos were integrated in the PowerPoint and saved in video files. These materials were distributed to the parents of each Kindergarten pupil to properly facilitate them from watching and learning.

To augment the absence of the teacher, parents or any responsible person acting as guardian of the pupil served as the model of reading accuracy in conformance to the alphabetic principle. This is to be done by providing the Phonics Video Instruction where they watched and learned the skill prior to teaching their own children. With this strategy, parents were able to acquire the lesson and may properly re-echo and assist the

pupil in learning. The parents/guardians were tasked to let participants watch the intervention. The researcher allotted five weeks for the participants to watch and master the sounds of the letters in the alphabet through the aid of the Phonics Video Presentation. The researcher monitored the participants through phone calls, text message and messenger.

The Phonics Video Instruction was distributed and the recorded video of their child was retrieved through messenger/Bluetooth every Friday. For efficient distribution of the PVI, the researcher opted to send the video to the parents along with the distribution and retrieval of modules following the proper protocol and health standards set by the Inter-Agency (AITF) and department of Health (DOH), observing the social distancing, wearing of facemask and applying alcohol before the implementation of the pretest and posttest. Monitoring was done through phone calls and messenger through the use of group chats or any form of social media.

The researcher allotted a time frame of two weeks for the implementation of the method in data gathering. After having been evaluated the results, the researcher distributed the kindergarten pupils of Mambacag Elementary School during the Fourth Quarter of the school Year 2020-2021.

The researcher distributed PVI material to the parents which they were tasked to utilized for their children to learn the subject matter. After which, the researcher went back to the pupils and conducted the posttest to measure whether the PVI became useful to them in mastering the subject matter. This was conducted on the second week of the data gathering.

Research Questions

This study aimed to develop the skills of the participants on naming and sounding of letters through Phonics Video Instruction

Specifically, it answered the following questions:

1. What are the pretest and posttest mean scores of the participants?
2. Is there a significant difference between the pretest and posttest mean scores of the participants?
3. What is the effect size of Phonics Video Instruction in improving the reading skills of the participants?
4. What activity plan should be done to improve, develop and sustain the utilization of the intervention?

Action Research Methods

This study employed Quasi-Experimental particularly One-Group Pretest-Posttest Research Design to look into the effectiveness of the intervention on one group of participants.

Participants and /or Other Sources of Data Information

The participants of this study were the kindergarten pupils of Mambacag Elementary School for the School Year 2020-2021. Total enumeration was used in

choosing the participants. A total of 31 pupils, of which were 18 males and 13 females were the participants of the study.

Data Gathering Methods

Identifying letter of the alphabets were used to gather data from the participants. This study made use of the 10 letter of the alphabet pretest-posttest particularly on letter recognition test to look into the effectiveness of Phonics Video Instructions (PVI) in naming and soundings letters.

A pretest was administered to the pupils at their respective homes following the protocol and health standards set by IATF and DOH (wearing of face mask and face shield and observing social distancing) before the implementation of the intervention and posttest was administered after the implementation of the intervention, to measure if there is a significant difference in the academic performance of Kindergarten pupils particularly in the use of Phonics Video Instruction at Mambacag Elementary School.

The result of the pretest and posttest were recorded, analyzed, compared and interpreted. A monitoring tool was utilized to track the academic progress of the pupils.

Ethical Issues

Upon the approval of the proper authorities, the proponent adopted videos with proper documents. Drafted a letter calling for parent-meeting. The proponent sought permission from parents indicating their child as participant of the study through a Memorandum of Agreement (MOA). The principle of integrity and honesty in the conduct of research was assured to the parents during the parent-meeting. Authors of journals, publishing as well as websites from the internet which were used as reference in the conduct of the study were properly acknowledged and cited.

Discussion of Findings and Result

This chapter presented the data gathered, analyzed, interpreted, and are presented in tables with corresponding interpretations following the sequenced as indicated in the statements of the problem.

Table1. Pretest and Posttest Result

Tests	N	Mean	Standard Deviation
Pretest	31	2.097	2.612
Posttest	31	11.774	2.432

Mean and Standard Deviation were used to describe the Pretest and Posttest mean scores of the participants. Results showed that there is an increase on their pretest mean score of 2.097 with standard deviation of 2.612 to their posttest mean score of with a standard deviation of 2.432 showing the score of the participants in the pretest are scattered while their scores in the posttest are close with each other. Thus, implies that the

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participants' scores are homogenous in the posttest and heterogenous in the pretest. A similar study conducted by Maryline (2021) that students result of tests conducted in posttest were homogeneous and pretest result were heterogeneous. This results explains that prior to the test administration students have different outlook in the tests that administered to them, hence heterogenous result took place. And when they learned a lot from the topic given or being fed to them, and took another bout of exam hence result were heterogenous.

Table2. Test of Difference between the Pretest and Posttest

Tests	N	Mean	df	t-value	p-value	Level of Significance	Remarks
Pretest	31	2.097	30	18.94	3.07E-18	0.05	Significant
Posttest	31	11.774	30				

Paired samples t-test was used to identify the significant difference in the pretest and posttest mean scores of the participants. Apparently, there exist a significant difference between the pretest and posttest mean score of the participants which is manifested by the obtained probability value of 3.07E-18 that is less than 0.05 level of significance. This implies that the performance of the participants has increased after they have been exposed to the intervention.

In this review, found that numerous studies support the effectiveness of phonics for early reading skills. In particular, teaching practices in early Primary school that included an explicit focus on the sound-letter patterns (graphemes) and applied these to reading and writing experiences were most effective. Gert shul (2021) further proved the efficacy of using video tutorial. The evidence from laboratory studies is very supportive, the student can and do learn from watching videos.

Table 3. Test of Effect Size

Tests	N	Mean	Standard Deviation	Cohen's d Value	Scale	Remarks
Pretest	31	2.097	2.612	3.835	Above 2.0-Huge 1.20-2.0- Very Large 0.8-1.19-Large 0.5-0.79-Medium 0.2-0.49- Small 0.01-0.19-Very Small	Huge Effect
Posttest	31	11.774	2.432			

Cohen's d was used to determine the effect size of Phonics Video Instruction in developing the reading skills of the participants. Data show that the computed Cohen's d value is 3.835 with a remark of huge effect. This implies that Phonics Video Instruction is an effective intervention in developing the skills of the participants in naming and soundings of letters.

This finding is in line with the study of Torrington (2018) that Video-based learning allows mastery of skills through self-paced learning, reduces distractions for <https://ijase.org>

learners, engages them through the use of technology and it is simple and effective method of instruction. A parallel study was conducted by Olivera (2021) which showed that watching video was beneficial for gaining clinical skills, changing attitudes, encouraging cognitive learning and retaining knowledge in case of nursing student.

Summary of Findings

Based on the results of the discussion in this study, the following findings were derived:

1. There is an increased on the performance of the participants from their pretest mean score of 2.097 to their posttest mean score of 11.774
2. There is a significant difference between the pretest and posttest scores of the participants since probability value $3.07E-18$ is less than 0.05 level of significance.
3. Phonics Video Instruction has huge effect in developing the skills of the participants on naming and soundings of letters.
4. A sustainability plan in SPATRES format is crafted to sustain the utilization of the intervention Phonics Video Instruction.

Conclusion

Based on the findings and results of the study, it is concluded that there is an increase in the mean scores of the participants in favor of the posttest. Apparently, there exists a significant difference between the pretest and posttest scores of the participants in favor of posttest. And in the computed Cohen's d value with a remark of huge effect showed that Phonics Video Instruction is an effective intervention in developing the skills of the participants in naming and sounding of letters.

Recommendations

Based on the results of the study, the following are hereby recommended.

1. Kindergarten teachers may adopt Phonics Video Instruction in Developing the Skills of Kindergarten pupils on naming and familiarizing the sounds of letters.
2. Kindergarten teacher teachers may conduct Focused-Group Discussion activities for the crafting of a uniform effective instructional tool with the adoption of PVI as the main tool and mode of delivery.
3. Kindergarten teachers may engage in meaningful discussion in relation to their insights and points of view with regards to the use of PVI in instruction for the expansion of their professional growth opportunities, to learn from one another and harness their teaching skills.
4. Other subject-teachers may consider this material in realizing their teaching duties given these trying times of pandemic;
5. School Heads may consider the result of the study subject to recommendation to other subject teachers as bases for crafting of enhanced material for learners and eventually, for the improvement of instructions.

Reflection

Teaching language to learners in the classroom is one of the most difficult and challenging things to do in school that most teachers experienced like the researcher. This is one of the challenges that the proponent of this study had encountered in her teaching career that paved the way for her to look for alternative strategy apart from using the lecture and chalkboard method. In her desire to improve the reading skill of her learners effectively and efficiently, the researcher introduced Phonics Video Instruction as an intervention.

The used of Phonics Video Instruction as an intervention was proved to be very effective in this study in improving the reading skill of learners. Through their experiences which are artistically and creatively incorporated in the reading materials can suffice and explain further the meaning of the terms that they encounter in the process of learning the subject. A teacher's role in today's concept of education is no longer confined with the traditional manner of conveying the knowledge, but rather, it demands them sufficient degree of critical thinking, innovation and artistry in making the craft of teaching truly meaningful.

One thing more in the conduct of this study is challenging one, given this situation the researcher was able to elicit the needed data for the study. Parents were cooperative and pupils' availability of smartphones/ mobile phones among them. On the other hand, health protocols strictly implemented by the government threat of getting infected by Covid-19 though underwent the proper procedure in this endeavor the threat is still great to consider.

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