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EFFECT OF CLAVERIA READING APPROACH ON THE LETTER SOUND RECOGNITION SKILLS OF PRESCHOOL LEARNERS

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ABSTRACT

This study described the effect of the Claveria Reading Approach on the letter sound recognition skills of the 50 preschool learners – 25 are from section Tulip as the controlled group and 25 from section Headstart as the experimental group of Pedro V. Basalan Elementary School where the composition of these two sections is homogenous and having identical grades. Further, it utilized the non-random assignment of subjects where all learners of both sections were involved as subjects of the study. The study used the quasi-experimental research design which is a non-equivalent control group pretest-posttest design with Mean and Eta square as the statistical tools used in the analysis and interpretation of the responses of this study. The study revealed that the application of the Claveria Reading Approach has developed the letter sound recognition skills of kindergarten learners. It also revealed that there is a magnitude of difference between the post-test scores of the controlled and experimental groups. This outcome may be beneficial to the school, school administrators, teachers, parents, future researchers, and kindergarten learners. If learners take part in the learning process by experiencing the unfolding of the lesson, then they will appreciate the concept being developed, thus, they are learning.

KEYWORDS: *Claveria Reading Approach, Quasi-experimental research design, letter sound recognition skills, Pedro V. Basalan Elementary School, Kindergarten Learners*

INTRODUCTION

Teaching and learning furnish leadership, service, and support in the development, implementation, and dissemination of learning standards in the curriculum area. In ensuring that learners attain high levels of quality education, teachers are continually finding the best techniques to give effective teaching and make learning fun and interactive. Clearness of communication, collaboration, and coordination of work together with passion and commitment and the core values embedded are the guide of the tasks which it is the essential role of the school with the mentors to achieve quality delivery of learning especially in this time of pandemic.

Reading is very important in the lives of many for it is an activity that is very beneficial and will place us into achieving success in our undertakings. It is considered as the key tool in the institutions to make every learner gain and achieve knowledge which becomes the goal of the teachers to make every child a reader. Reading programs and interventions are being manifested to help eradicate nonreaders in every school (Preast, 2019).

Further, “The more you read, the more things you know. The more that you learn, the more places you’ll go.” This is a famous quote by Dr Suess. And it’s 100% accurate. The essence of reading skills cannot be stressed enough. As a teacher, I often see that when I embody my issues about a child’s reading ability and comprehension to parents, particularly at around the age of 5 to 6 on the letter sound recognition, parents are quite taken aback and would say that they do not have enough skills to help their children to recognize letter sounds. When a teacher shows concern in this area, it is with due cause. Reading is basic in helping us find and convey information. It’s an important skill that’s developed at a very young age. (Keyser 2021)

It is a fulfilling success for a teacher if all his/her learners become readers, but it would be of great challenge if some of his/her learners are nonreaders. Several factors are identified that affect the reading ability of a learner, so teachers aim to find a way to motivate struggling readers to learn to love reading. Teachers must gird themselves with knowledge on teaching reading techniques upon also remembering that learners have different styles and abilities, and to ignite their interests in reading, varied approaches should be manifested. With this, the Preschool

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learners of Pedro V. Basalan Elementary School of the Digos Occidental District of the Schools Division of Digos City as respondents were conducted with pretest and posttests in both the controlled and experimental groups. Also, the significant difference between the post scores of the controlled group was looked into. Additionally, the magnitude of the effect of Claveria Reading Approach on the letter sound recognition skills.

This study has aimed to determine the effect of the Claveria reading approach on the letter sound recognition skills of preschool learners of Pedro V. Basalan Elementary School. Accordingly, in this study, it sought to answer the following questions.

1. What are the pretest scores of the pre-school learners both controlled and experimental groups?
2. What are the posttest scores of the pre-school learners in both controlled and experimental groups?
3. Is there a significant difference between the post-scores of the controlled and experimental groups?
4. What is the magnitude of the effect of Claveria Approach on

METHODOLOGY

Research Design

This study made use of the quasi-experimental research design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher had access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners. This design is represented as follows:

01 X 02
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03 X 04

Where:

01 – Pretest of the experimental group
02 – Posttest of the experimental group
03 – Pretest of the controlled group
04 – Posttest of the controlled group
--- - Non-random assignment of subjects
X – Treatment applied in the experimental group

Research Respondents

This study was conducted in Pedro V. Basalan Elementary School, Tres de Mayo, Occidental District, Division of Digos City. The subjects of this study were the 50 pre-school pupils – 25 were from section Tulip which will be the controlled group and 25 were from section Headstart which was the experimental group. The composition of these two sections is homogeneous. Both learners from sections Tulip and Headstart had identical grades. This study made use of the non-random assignment of subjects where all learners of both sections Tulip and Headstart were involved as subjects of the study.

Distribution of Respondents

	Subjects	No. of Pupils
1	Section Tulip	25
2	Section Headstart	25
	Total	50

Research Instrument

This study utilized the new normal learning modality. It was a blended learning where the teacher gave modules at the same time met the learners online while adhering to the protocols of the Inter-agency Task Force (IATF). The researcher had to meet the learners online for a follow-up session on what had been printed in the module.

The pre and post-performance tests consisted of a 25–item test was eventually determined the reading skills of the research subjects. The pretest was administered to all subjects before the treatment. The pretest was be very helpful to assess the letter sound recognition skills of the pre-school learners. On the other hand, a post-test was administered to measure the effect of the treatment.

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Data Gathering

At the outset of the gathering procedure, the researcher made a letter seeking permission for this research study to be conducted were sent to the Schools Division Superintendent of Dr. Melanie Estacio, CESO VI, and the school principal of Pedro V. Basalan Elementary School.

While letters seeking for permission were delivered to the Schools Division Superintendent and the School Principal concerned, the researcher constructed a questionnaire and had it validated by the experts preferably the experts of the study.

After permission had been granted that this study be conducted in Pedro V. Basalan Elementary School and after the research questionnaire had been thoroughly examined by the expert validators, the researcher administered a pretest to both the controlled and experimental class and eventually commenced her experiment. After three weeks of experimentation, the researcher administered a posttest to both sections. Scores of the subjects were submitted to the statistician for statistical computation after which the researcher made the analysis and interpretation of the data gathered.

Data Analysis

The following statistical tools were used in the analysis and interpretation of the responses in this study.
Mean will be used to describe the letter sound recognition skills of the preschool learners in both pretest and posttest scores.
Eta square was used to measure the magnitude of the effect of Claveria approach on the letter sound recognition skills of the preschool learners.

RESULTS AND DISCUSSION

This study has aimed to determine the effect of the Claveria reading approach on the letter sound recognition skills of preschool learners of Pedro V. Basalan Elementary School.

This study made use of a quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are an intact group of learners.
This study was conducted in Pedro V. Basalan Elementary School, Tres de Mayo, District Division of Digos City. The subjects of this study were the 50 preschool pupils – 25 were from section Tulip which was the control group and 25 were from section Headstart which was the experimental group. The composition of these two sections was homogeneous. Both learners from sections Tulip and Headstart had identical grades. This study utilized the non-random assignment of subjects where all learners of both sections Tulip and Headstart were involved as subjects of the study.

This study revealed that the application of Claveria approach has developed the letter sound recognition skills of kindergarten learners. It also revealed that there is a magnitude of difference between the post-test scores of the controlled and experimental groups.

Conclusions

Based on the collective findings of this study, the following conclusions are drawn:
The pre-test scores of the kindergarten learners in both the controlled and experimental groups are at the Beginning. The post-test scores of the control group are Approaching proficiency while the post-test scores of the experimental group the Approaching proficiency.

With this, it is concluded that the findings of this study show that using the Claveria reading strategy resulted in considerable increases in kindergarten learners' letter sound recognition skills. Furthermore, comparing the post-test scores of the controlled and experimental groups reveals a significant difference, supporting the usefulness of adapting the Claveria reading strategy in improving these skills.

Finally, the findings highlight the need to use novel teaching methods, such as the Claveria reading approach, to promote early literacy development among kindergarten kids. Educators can effectively assist the learning of

essential reading skills by implementing tactics that actively engage learners and capitalize on their cognitive strengths, providing a solid basis for future academic achievement.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: It is recommended that teachers teaching letter sound recognition skills to kindergarten learners should use the Claveria reading approach as a strategy that would further develop the letter sound recognition skills of the kindergarten learners to develop the skills of learners in recognizing letter sounds. If learners take part in the learning process by experiencing the unfolding of the lesson, then they will appreciate the concept being developed, thus, they are learning.

The school heads should promote the use of the Claveria reading approach as a strategy that would engage the child actively in the learning process, particularly in the development of their letter sound recognition skills. A school policy about the utilization of the Claveria reading approach can be issued. Besides, he/she can invite the teacher-researcher to demo teach during the LAC session using Claveria reading as a strategy in teaching beginning reading.

For future researchers, it is strongly recommended that a relative study on the use of Claveria reading as a strategy in teaching will be conducted. Another dimension in teaching can serve as another indicator.

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