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PAIR SHARE APPROACH AND PHONEMIC AWARENESS OF GRADE 7 ENGLISH STUDENTS

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ABSTRACT

This study sought to determine the effect of Pair Share Approach and its effect on the Phonemic Awareness of Grade 7 English Students. Eventually, it also seeks to determine the magnitude of effect of the action initiated by the researcher on the Phonemic awareness of the research subjects. This study made used of the quasi-experimental research design which was a non-equivalent control group pretest-posttest design. Non-equivalent design was 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 intact group of learners. This study will be conducted in Padada National High School, Division of Davao Del Sur. The subjects of this study will be the 50 grade seven– 25 are from section A which will be the controlled group and 25 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study makes use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study. This study revealed that the utilization of pair share approach and phonemic awareness has increased the reading appreciation skills of grade seven students. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *Phonemic Awareness, Pair-Share Approach*

INTRODUCTION

Phonemic Awareness (PA) is the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992; see References).

Phonemic awareness is the understanding that spoken language words can be broken into individual phonemes—the smallest unit of spoken language. Phonemic awareness focuses on the individual sounds in spoken language.

As students begin to transition to phonics, they learn the relationship between a phoneme (sound) and grapheme (the letter(s) that represent the sound) in written language. To develop phonological awareness, kindergarten and first grade students must demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Phonemic awareness performance is a strong predictor of long-term reading and spelling success (Put Reading First, 1998). Students with strong phonological awareness are likely to become good readers, but students with weak phonological skills will likely become poor readers (Blachman, 2000). It is estimated that the vast majority—more than 90 percent—of students with significant reading problems have a core deficit in their ability to process phonological information (Blachman, 1995).

In fact, phonemic awareness performance can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status (Gillon, 2004). The good news is that phonological awareness is one of the few factors that teachers are able to influence significantly through instruction—unlike intelligence, vocabulary, and socioeconomic status (Lane and Pullen, 2004).

One factor why student tend to be hesitant in reading out loud in class is the lack of self- esteem or confidence. Teacher's factor and strategy is integral in this part. The Pair Share Reading Strategy can be one of the essential approaches that can be used in this kind of problem.

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Some students feel safer and more relaxed when talking in small groups, rather than having to speak in front of the entire class. The Pair-Share Reading activity gives them the opportunity to feel more comfortable reading and sharing their thoughts. In addition to fostering social skills, this strategy also improves students' speaking and listening skills. When pairs brainstorm together, each student learns from their partner. This can help students expand their vocabulary as they learn new words from their peers and build on their prior knowledge.

Pair-share Reading is a collaborative learning strategy where students work together to learn how to read a three to four syllabicated words. This strategy requires students to (1) learn how to read simple words individually; and (2) share her read words with his paired classmate.
Pair- Share Reading is a technique wherein one independent reader will be paired to a student with phonemic reading problem. The independent reader will gradually help his/her pair to develop the ability to hear and manipulate the sounds in spoken words.

This strategy might take some time for the independent student to teach her pair and so, the role of the teacher in this strategy is to move around and facilitate. The teacher must also be willing to add up ideas and to answer some questions.

As teachers, we must always remember that it is not only US who can teach a student, as the saying goes: “It takes a whole village to educate a child”- Nigerian Proverb.

In the Division of Davao del Sur particularly in Padada National High School, the problem on Phonemic Awareness is dominant. Students have the struggle to read and decode simple three to four letter words. This learning strategy promotes classroom participation by encouraging a high degree of student response, rather than using a basic recitation method. This strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. And so, the researcher, being a teacher in English venture in this study hoping that through this strategy, the students of Grade 7 students will dive into Phonemic Awareness.

This study sought to determine the effect of Pair Share Approach and its effect on the Phonemic Awareness of Grade 7 English Students. Eventually, it also sought to determine the magnitude of effect of the action initiated by the researcher on the Phonemic awareness of the research subjects. This study also sought to know whether the strategy can eventually help the students who have the difficulty in reading and decoding words and sounds. Pair Share fostered positive social interaction and collaboration, and built positive relationships with their peers. Moreover, it sought answer to the following sub-problems:

1. What are the pretest scores of the intermediate learners both controlled and experimental groups?
2. What are the posttest scores of the intermediate learners both controlled and experimental group?
3. Is there significant difference between the post scores of the controlled and experimental groups?
4. What is the magnitude of effect of Pair Share Approach and Phonemic Awareness of Grade 7 English Students?

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

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--- - Non-random assignment of subjects
X – Treatment applied in the experimental group

Research Respondents

This study was conducted in Padada National High School. The subjects of this study were the 50 grade seven– 25 were from section A which was the controlled group and 25 were from section B which was the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B have identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

Table 1. Distribution of Respondents

	Subjects	No. of Pupils
1	Section A	25
2	Section B	25
	Total	50

Research Instrument

This study utilized the face-to-face learning modality. The researcher administered classes in both groups but employed the think-pare and share approach in the experimental group. The researcher taught the same competencies to both classes during the experimentation period. A posttest at the end of the conduct of the experiment had done to measure how far the learners in both groups have gone in their phonemic awareness.

The pre and post-performance test consisted of a 25 –item test was eventually determined the phonemic awareness of the research subjects. The pretest was administered to all subjects prior to the treatment. The pretest was very helpful to assessed the phonemic awareness of the grade seven learners. On the other hand, post test was administered to measure the effect of the treatment.

TABLE 2. EXPERIMENTAL MATRIX

Experimental Group	Control Group
Lesson 1 Objective: Infer thoughts and feelings expressed in the text listened to Class Proficiency Level: 80% Strategy: Pair-Share Approach	Lesson 1 Objective: Infer thoughts and feelings expressed in the text listened to Class Proficiency Level: 78%
Lesson 2 Objective: critique/evaluate the authenticity of the material viewed; Class Proficiency Level: 82% Strategy: Pair-Share Approach	Lesson 2 Objective: critique/evaluate the authenticity of the material viewed; Class Proficiency Level: 80%
Lesson 3 Objective: Distinguish features of academic writing Class Proficiency Level: 86% Strategy: Pair-Share Approach	Lesson 3 Objective: Distinguish features of academic writing Class Proficiency Level: 80%

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Lesson 4 Objective: Use appropriate responses to complete a conversation or dialogue Class Proficiency Level: 84%Strategy: Pair-Share Approach	Lesson 4 Objective: Use appropriate responses to complete a conversation or dialogue Class Proficiency Level: 80%
Lesson 5 Objective: Distinguish strategies used in the interview Class Proficiency Level: 87% Strategy: Pair-Share Approach	Lesson 5 Objective: Distinguish strategies used in the interview Class Proficiency Level: 85%
Lesson 6 Objective: Infer thoughts, feelings, and intentions in the material to be listened to Class Proficiency Level: 84% Strategy: Pair-Share Approach	Lesson 6 Objective: Infer thoughts, feelings, and intentions in the material to be listened to Class Proficiency Level: 80%
Lesson 7 Objective: Classify different types of multimedia resources Class Proficiency Level: 87% Strategy: Pair-Share Approach	Lesson 7 Objective: Classify different types of multimedia resources Class Proficiency Level: 83%
Lesson 8 Objective: Use the Pair Share approach to enhance comprehension and critical thinking Class Proficiency Level: 84% Strategy: Pair-Share Approach	Lesson 8 Objective: Use the Pair Share approach to enhance comprehension and critical thinking Class Proficiency Level: 82%
Lesson 9 Objective: To encourage collaborative learning and effective communication. Class Proficiency Level: 87% Strategy: Pair-Share Approach	Lesson 9 Objective: To encourage collaborative learning and effective communication. Class Proficiency Level: 85%
Lesson 10 Objective: Enhance speaking and listening skills through pair share activities. Class Proficiency Level: 87% Strategy: Pair-Share Approach	Lesson 10 Objective: Enhance speaking and listening skills through pair share activities. Class Proficiency Level: 85%

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Lesson 11 Objective: Students will practice effective communication and collaboration with their peers Class Proficiency Level: 84% Strategy: Pair-Share Approach	Lesson 11 Objective: Students will practice effective communication and collaboration with their peers Class Proficiency Level: 82%
Lesson 12 Objective: Students will be able to identify themes in a given literary text Class Proficiency Level: 84% Strategy: Pair-Share Approach	Lesson 12 Objective: Students will be able to identify themes in a given literary text. Class Proficiency Level: 80%
Lesson 13 Objective: Students will practice and enhance their grammar skills through collaboration. Class Proficiency Level: 84% Strategy: Pair-Share Approach	Lesson 13 Objective: Students will practice and enhance their grammar skills through collaboration. Class Proficiency Level: 81%
Lesson 14 Objective: Students will be able to use new vocabulary words in sentences and paragraph and share their learning with peers Class Proficiency Level: 87% Strategy: Pair-Share Approach	Lesson 14 Objective: Students will be able to use new vocabulary words in sentences and paragraph and share their learning with peers. Class Proficiency Level: 85%
Lesson 15 Objective: Students will collaborate with a partner to discuss and share ideas about the new vocabulary. Class Proficiency Level: 88% Strategy: Pair-Share Approach	Lesson 15 Objective: Students will collaborate with a partner to discuss and share ideas about the new vocabulary Class Proficiency Level: 85%

Data Gathering

At the outset of data gathering procedure, the researcher drafted a letter for permission that this research study be conducted and were sent to the Schools Division Superintendent of Davao Sur, Dr. Nelson Lopez, CESO V and the school principal of Padada National High School.

While letters seeking permission were delivered to the Schools Division Superintendent and the school principal concerned, the researcher constructed a questionnaire, have it validated by experts of the study.

After permission has been granted that the study was conducted in Padada National High School and after the research questionnaire had been examined, the researcher administered pretest to both controlled and experimental class and commences her experiment. After three weeks of in-depth experimentation, the researcher administered posttest to both sections. Scores of the subjects was submitted to the statistician for computation then researcher made an analysis and interpretation on the data.

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Data Analysis
The following statistical tools was used in the analysis and interpretation the responses in this study.
Mean was used to describe the level of the phonemic awareness of the learners in both pretest and posttest scores.

Eta square was used to measure the magnitude of think-pair and share strategy on the phonemic awareness of the grade seven students.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of pair share approach and phonemic awareness of grade 7 English students.

This study made use of 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 intact group of learners.

This study was conducted in Padada National High School, Division of Davao Del Sur. The subjects of this study were the 50 grade seven students – 25 are from section A which comprised the controlled group and 25 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

This study revealed that the utilization of pair share approach and phonemic awareness has increased the reading appreciation skills of grade seven students. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusion
Based on the collective findings on this study, the following conclusions are drawn:
The pre-test scores of the grade seven students both the controlled and experimental groups is at the Beginning level. The post-test scores of the controlled group are at the Developing level while the post test scores of the experimental group is at the Advanced level.

Recommendations
In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:
It is recommended as teachers, Paired students can help one another with both drill-and-practice types of learning and more conceptual based undertakings and we must always remember that it is not only US who can teach a student, as the saying goes: “It takes a whole village to educate a child”- Nigerian Proverb. Pair-share Reading is a collaborative learning strategy where students work together to learn how to read a three to four syllabicated words. This strategy requires students to (1) learn how to read simple words individually; and (2) share her read words with his paired classmate.

If students take part in the learning process by experiencing the unfolding of the lesson, then he will appreciate the concept being develop, thus, he is learning.

The school heads should promote the use pair-share reading as a collaborative learning strategy where students work together to learn how to read a three to four syllabicated words. A school policy about the utilization of pair share approach and phonemic awareness can be issued. Besides, learning to read is difficult and does not happen naturally. It requires explicit and systematic instruction, which is especially important for struggling readers. Learning to read involves many different skills that must be taught to your child. Instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension will help your child learn to read. Thus, the school head can invite the teacher-researcher to demo teaching during LAC session using pair share approach and phonemic awareness as a strategy in teaching.

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For future researchers, it is strongly recommended that a relative study on the use of pair share approach and phonemic awareness as a strategy in teaching will be conducted. Another dimension in teaching can serve as another indicator.

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