

Effectiveness of Repeat and Speak Approach to The Performance of the Kindergarten Pupils in Reading

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Abstract This study aimed to determine the Effectiveness of repeat and speak strategy to the reading performance of kindergarten pupils. The findings of the study served as a basis of a proposed improvement plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and posttest reading performances of the kindergarten pupils before and after the integration of the repeat and speak strategy in the delivery of the most essential learning competencies in teaching Reading. Based on the findings of the study, there was a great improvement or positive effect on the integration of the intervention in learning the letter sounds. As the researcher glimpsed on the result of the pretest scores gained by the kindergarten pupils before the integration of Repeat and Speak Strategy is low compared to the scores gained by the Kindergarten pupils in the posttest or after the integration of the intervention and the increased on the score performance of the pretest and posttest resulted to the computed T value 0.992 which is greater than the critical t value of 0.265 which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the kindergarten pupils before and after the integration of the repeat and speak strategy in the delivery of the most essential learning competencies in reading is rejected.

The result of this study implied that integrating intervention such as the repeat and speak strategy in the development of the reading performances of the learners is a big help and there are tendencies that it could really enhance or improve their reading skills specially that they are started learning the basic words and how these words created from the letters in the alphabet and at the same time how these words are properly pronounced based on the norms or standard in teaching.

Keywords — Effectiveness Repeat and Speak Approach Performance Kindergarten Reading

I. Introduction

Talking or speaking is an important factor of every child's overall development. It is how they communicate in order to be understood, express their feelings and comprehend what is being said. Hence, it influences the child's interaction and relationship with peers, attitudes, intellectual and thinking abilities. Apart from these, the development of language is fundamental to a child's learning to read and write as they start schooling. As they enter into the classroom, language development is necessary in all facets of their education, that is why, the child's growth and development in later life sometimes depends on how their language skills are being developed.

In relation to language development is the literacy in reading especially to the five year old or the Kindergarten-aged children. The two goes hand in hand naturally, given that children develop the skills before they know how to read and identify symbols. Before the age of eight, children must have prepared the foundation for language and development to realize that success in reading at a later age depends greatly on good language development. To materialize this, parents must frequently talk to their children about different topics that interest them to support and improve the speech and language abilities. Furthermore, parents must maintain the communication lines open by responding to the child immediately and make conversation engaging. As soon as the child starts speaking, parents or caregiver must repeat what they are saying and then add to it.

Repetition helps in the language development of the child, provides emotional comfort and assists in concept attainment. By nature, children love to mimic their parents or any other mature person. Parents of young children read the same books, sing the same songs, do the same routines daily, and talk the same words are usual because small children can tolerate repetition quite well.

Repetition has power. It is also known as a memory-boosting technique for reading, writing and speaking the information repeatedly. It takes the notion of practice makes it perfect. It is an important learning device that will help the learners gain a simple approach to learning. Hence, in the Kindergarten, the teacher uses the approach of speak and repetition approach to develop the learner's literacy in reading.

Kindergarten is the transitional year from informal to formal literacy (Grades 1–12). For the child as well as to the parents, Kindergarten is really an exciting stage for everyone. Given that age five (5) is within the important years in which effective literacy development takes place. Numerous studies have indicated that this is the time of the most growth and development when the brain continues to develop at its fastest rate and is virtually fully developed. Additionally, this is the time when one's sense of self, worldview, and ethics and their ability to absorb information is at its peak, and foundations have been set.

Republic Act No. 10533 or otherwise known as Enhanced Basic Education Act of 2013 was enacted where the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values

for both life-long learning and employment through allowing every student or learner to receive the quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. With that, the Department of Education (DepEd) is continuously fulfilling its mandate ensures to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills as stated in DepEd Memorandum No. 173, s. 2019.

That is why, teachers, parents, caregiver, and other adults need to be sensitive on facilitating these young children's adventures in a fun, imaginative, and child-centered curriculum that is both developmentally appropriate and engulfs them in memorable encounters offering a diversified, play-based activities to achieve optimum development of emergent literacy and support their natural capability to gain the skills necessary for comprehensive development.

Reading techniques such as compare and contrast, inference and prediction, summarizing, etc. are only used to increase comprehension of the material. Teaching reading skills is crucial because it demonstrates to kids how proficient readers think. Reading strategies are flexible tools designed to help facilitate text comprehension.

Hence, a good reading strategy must be developed to provide the learner with optimum learning development in reading literacy. These strategies would increase the readiness in kindergarten, improves the memory of a kindergartener, achieve better listening skills, develops stronger sense of curiosity, develops self- confidence and obtains higher academic gains.

Before parents like me could start teaching our own children at home, most of us or any individuals don't give reading instruction any thought. When, children should begin learning to read is one of the most contentious issues in early education. Others think that the earlier a child learns to read, the better, while some consider that imparting literacy skills to young children before kindergarten overstrains their brains. It can be difficult to determine which side is correct because both sides have ardent supporters.

Contrary to popular belief, learning to read is not a process that just happens naturally. It is a challenging task that calls for the effective instruction of several abilities and techniques, including phonics (understanding the correspondence between letters and sounds) and phonemic awareness.

That is why, parents send their children to school to have formal learning process. Reading will be at the forefront of the skills that kid seeks to develop as they start their academic journey. Unlocking the mysteries of books and the outside world for a youngster begins with teaching them how to recognize letter sounds and decode words. Develop interest in reading through books and print, comprehension, stories and videos. Building a strong literacy foundation throughout this period.

By the conclusion of kindergarten, the child is able to learn the sound of the alphabet and able to write the letters both uppercase and lowercase and will be able to read about the basic sight words and the four- letter words in MTB.

The good news is that while reading is a complex process, developing these skills is a rather easy and uncomplicated procedure. Though, reading development is a process that doesn't just happen, making reading fun for kids is the best approach to teach them to read. There are easy and tested methods for teaching youngsters to read to make it a fun and gratifying experience.

The child can review and repeat ideas as necessary while moving along at their own pace.

Based on the records gathered by the researcher, it is very challenging for her because kindergarten pupils really challenging specially in dealing with their reading skills in syllables. Thus, this is one of the reasons why the researcher is trying to pursue her study on finding strategies that could enhance the reading level of the learners specially in Kindergarten pupils.

This study was conducted to determine the Effectiveness of Repeat and Speak Strategy to the performance of the Kindergarten Pupils in Reading in Ormoc City Central School, in Ormoc City District 1. The findings of the study were the bases for the proposed Improvement Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test academic performance of the Kindergarten Pupils in Reading before the integration of Repeat and Speak Strategies for the 1st Grading?
2. What is the posttest academic performance of the Kindergarten Pupils in Reading before the integration of Repeat and Speak Strategies for the 1st Grading?
3. Is there a significant difference between the pretest and posttest performance of the Kindergarten pupils in reading before and after the integration of Repeat and Speak strategies for the 1st Grading?
4. What improvement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest performance of the Kindergarten pupils in reading before and after the integration of Repeat and Speak strategies for the 1st Grading.

II. Methodology

Design. This study utilized Quasi-Experimental research design to determine the Effectiveness of Repeat and Speak Strategies to the performance of the Kindergarten Pupils in Reading. The output of this study is to provide help to the teachers to deliver the different learning competencies in the aforementioned subject and help the kindergarten learners improved their reading skills and performances. This study used the quasi-experimental method of research to evaluate the Repeat and Speak Strategies to the performance of the Kindergarten Pupils in Reading. In the Quasi- experimental research design, the researcher prepared the different reading learning materials of the kindergarten pupils for them to read that focuses on the Repeat and Speak Strategies to validate their literacy skills. Some of the skills focus in this study are the least learned learning competencies as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study. This is to determine how effective is the Repeat and Speak Strategies or approach that were crafted and validated by the different level of expert personnel from the school, district and to the Schools Division Office particularly to the Learning Resource section which was validated by gathering Performance of the kindergarten pupils in the delivery of the most essential learning competencies in 1st grading period. In the Quasi- experimental research design, the researcher prepared different validated different reading materials such home-based reading materials, materials coming from the PHIL-IRI, Big books and small books and other reading materials that could augment in the delivery of the identified reading intervention. Which also of course based on Learners Activity sheets, teacher-made learning materials based on the self-learning modules that were utilized in the implementation of the Repeat and Speak Strategies based on the prepared activity matrix prepared by the teacher and later those results were subjected whether the intervention is significant in the study or if will need revision. The main local of the study is in the biggest elementary school in the Division. The school comprises of the 29 districts which is located in the heart of the city in the School District 1 under the schools Division Office of Ormoc City. , the main respondents that was chosen by the teacher-researcher was the Kindergarten pupils which were underwent series of evaluation prior to the implementation of the different Repeat and Speak Strategies in reading that was based on the approved activity matrix. This study is mainly focus on the results of the different tests to be given to the Kindergarten learners to gather data: The pretest performance of the Kindergarten learners before the giving of the different validated reading materials based on the Repeat and Speak Strategies Approach which most probably crafted based on the different needs of the Kindergarten learners. The Posttest performance of the Kindergarten pupils after the implementation of Repeat and Speak Strategies Approach, as well as the significant difference of the pretest and posttest before and after the implementation of the Repeat and Speak Strategies Learning Approach in the delivery of the most essential learning competencies in teaching reading for the First Grading Period. The researcher prepared different validated reading that were validated by the different experts from the school such as but not limited to the Mater Teacher, Department Head or the School head, then the crafted reading materials were forwarded

to the office of the Schools District Supervisor for possible refinement of the materials and if the materials followed the norms or standard in crafting reading materials those were forwarded to the School Division office for possible approval from the Learning Resource management Team and those materials being approved were utilized in the implementation of the intervention based on the prepared activity matrix prepared by the teacher as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that were subjected for decision making whether the results are significant in the study. The proposed Improvement was taken based on the findings of the study.

Sampling. The respondents of the study are the Kindergarten learners of the Ormoc City Central School in the Ormoc City District 1. The respondents of this study was the 50 kindergarten pupils in which 24 of them are females and 26 are males. The primary means of reach is through Facebook account of their parents if there are times that during the gathering of data. Second way of contacting them are through cell phones of their respective parents as well as during limited face to face.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the researcher were the ff: validated Summative Test Questionnaire in reading in the Kindergarten level particularly on the Key Stage 1 from the Self Learning Modules that were focused on the different competencies in the 1st grading period based on the approved activity matrix that covers 4 weeks or 1 month which is usually composed of 20 items. The test questions that were approved by the Learning resource experts such as the school head and the school Principal or Administrator were being used before the utilization of the Repeat and Speak Strategies through the use of different contextualized reading materials such home-based reading materials, materials coming from the PHIL-IRI, Big books and small books and other reading materials that could augment in the delivery of the identified reading intervention as the chosen Intervention to be given to the Kindergarten learners in the delivery of the most essential learning competencies. The 20 test item test questionnaires was prepared to validate the performance level of the Kindergarten respondents. After one month in the implementation of the Repeat and Speak Strategies, posttest was given to the Kindergarten learners with the same test questionnaire including the Table of Specification that follows the norms or standard in crafting the learning assessment. Prior to the preparation of all validation tools which were used by the teacher-researcher in determining their performances before and after the integration of the Repeat and Speak Strategies together with the different contextualized reading materials which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the

study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and or School Heads and in coordination with the Learning Area coordinator was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study was conducted. Orientation of the respondents both the learners and the teachers including the School Principal were done. In the orientation, specially to the parents and or guardian, the process of the study were being discuss in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the kindergarten learners. The need for other data that were needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have to writer pseudonym instead.

Treatment of Data. The Effectiveness of Repeat and Speak Strategies to the performance of the Kindergarten Pupils in Reading which focuses on the pretest and posttest performances gained by the Kindergarten pupils in Reading and were treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF KINDERGARTEN PUPILS IN READING

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	15	30
13-16	Very Good	16	32
9-12	Good	16	32
5-8	Fair	3	6
1-4	Poor	0	0
Total		50	100
Weighted Mean		13.72	Very Good

The Repeat and Speak Approach is one of the things that the teachers should undergo. This is where the learners are teaching gradually how to speak the words or letters correctly. It creates avenue for the learners and teachers to maximize the time to learn the different letters in the alphabet and later give their best shot by creating words or pronouncing the words correctly.

The table 1 above shows the pretest performances of the Kindergarten pupils in Reading. Before the intervention will be given to the respondents, the teacher-researcher get or evaluate first the reading skills of the pupils whether they have gained or learned from the past modalities applied by the school during the time of pandemic. Based the results, it was found out that the Weighted Mean Score from the takers or respondents of the study having 23 total number of respondents who took the pretest reading performance validation have 13.72 which has a very good level of performance.

Based on the result in table 1 which focuses on the pretest reading performance of the Kindergarten pupils it was revealed that from the score ranging from 17-20 in the excellent level performance, there were 15 total number of respondents or 30 percent out from the 50 total number of respondents tested in this study. In the score ranging from 13-16 which is said to be the very good level performance, there were 16 respondents and considered or 32 percent that is similar to the results in the good level of performance with a score ranging from 9-12. From the fair level of performance which are ranging from the score of 5-8, there were 3 total number of respondents out from the 50 total number of respondents who took the pretest reading performance. And lastly, in the poor level of performance having composed of scores from 1-4, none from the respondents belong to this level of performance.

The result implied that majority of the kindergarten pupils have very good reading skills considering that their performance is literally very good even though they are not still receiving

the intervention coming from the teacher-researcher. The 50 learners have prior knowledge on how to properly pronounce and speak the words correctly, maybe there are some words that needs to be improved thus, they still need to be introduced a certain intervention to help them improved their reading skills specially those learners who are belong in the fair level of performance very good and excellent level.

Table 2
POST-TEST PERFORMANCE OF KINDERGARTEN PUPILS IN READING

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	44	88
13-16	Very Good	6	12
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		50	100
Weighted Mean		18.82	Excellent

The table 2 above shows the posttest performance of the Kindergarten pupils in Reading after they have received the Repeat and Speak Strategy in teaching them the proper way of learning the letters in the alphabet with their corresponding sounds so that proper pronunciation will be created by the learners themselves. After the intervention was given to the respondents, the teacher-researcher evaluated their reading skills to see whether they have gained or learned from the intervention applied by the teacher-researcher during the delivery of the learning competencies in reading. Based the results, it was found out that the Weighted Mean Score from the 50 respondents who took the posttest reading performance validation have increased already compared to the pretest which only equal to 13.72 with an equivalent performance to very good level. The weighted Mean now is equal to 18.82 which is equivalent to the excellent level of performance.

Based on the result in table 2 which focuses on the posttest reading performance of the Kindergarten pupils it was revealed that from the score ranging from 17-20 in the excellent level performance, there were 44 total number of respondents or 88 percent out from the 50 total number of respondents tested in this study. This level also is dominantly occupied by the learners. In the score ranging from 13-16 which is said to be the very good level performance, there were 6 respondents or 12 percent out from the 50 total number of respondents who took the posttest validation in order to see whether there is a positive effect of the intervention to their reading performance. The remaining level of performances which have 9-12, 5-8, and 1-4 have similar results in which none from the respondents belong to this level of performance.

The result implied that majority of the kindergarten pupils have already gained or increased their reading performances from very good level of performances to excellent level of performances reading skills. Which means that the kindergarten pupils really learn the intervention on how to properly learn the letters in the alphabet. considering that there performance is literally excellent even. The 50 learners have added reading skills or knowledge on how to properly pronounce and speak the words correctly after they experience the new intervention introduced by the teacher-researcher.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Kindergarten Pupils in Reading

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Kindergarten Pupils in Reading	Pre	13.72	0.992	0.265	Reject H ₀	Significant
	Post	18.82				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the kindergarten pupils before and after the integration of the repeat and speak strategy in the delivery of the most essential learning competencies in teaching Reading. Based on the findings of the study , there was a great improvement or positive effect on the integration of the intervention in learning the letter sounds. As the researcher glimpsed on the result of the pretest scores gained by the kindergarten pupils before the integration of Repeat and Speak Strategy is only 13.72 compared to the scores gained by the Kindergarten pupils in the posttest or after the integration of the intervention which is equal to 18.82 and the increased on the score performance of the pretest and posttest resulted to the computed T value 0.992 which is greater than the critical t value of 0.265 which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the kindergarten pupils before and after the integration of the repeat and speak strategy in the delivery of the most essential learning competencies in reading is rejected.

The result of this study implied that integrating intervention such as the repeat and speak strategy in the development of the reading performances of the learners is a big help and there are tendencies that it could really enhance or improve their reading skills specially that they are started learning the basic words and how these words created from the letters in the alphabet and at the same time how these words are properly pronounced based on the norms or standard in teaching.

IV. Conclusion

Based from the findings this study the integrating intervention such as the repeat and speak strategy in the development of the reading performances of the learners is a big help and there are tendencies that it could really enhance or improve their reading skills specially that they are started learning the basic words and how these words created from the letters in the alphabet and at the same time how these words are properly pronounced based on the norms or standard in teaching.

V. Recommendations

1. The proposed improvement plan should be utilized by the kindergarten Teachers in order for them to be aware on the other intervention that could them and to the learners learn the basic writing skills using the basic letters in the alphabet.
2. The teachers in reading should integrate the repeat and speak approach during teaching on how to write the letters and it will be correctly pronounce to bridge the gap between the learners lacking learned competencies from the past implementation of modular distance learning.
3. The school head should conduct Learning Action Cell during Friday afternoon or during the integration of co-curricular activities so that teachers will be guided on how to deliver the repeat and speak strategy.
4. The School Head should closely monitor the teacher's performance on the integration of Repeat and Speak strategy in order to test the effectiveness of the intervention as well as to test how the learners react based on their reading performances after every validation of learning.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test effectiveness of the repeat and speak approach that merely focus on the learning of the kindergarten pupils on the letter sounds of the alphabet.

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The author is is a Kindergarten Teacher at the Ormoc City Central School in Ormoc City. Not really her profession, she finished Agribusiness in 1988 at the Visayas State College of Agriculture, in Baybay, Leyte for she wanted to be an entrepreneur. When she got married and have kids, she became a full-time mom. As a mom of 6 kids, she was hands on with their education, thus, inspired and motivated to take up education to be capable in teaching her children. She took Bachelor in Elementary Education in Western Leyte College in 2002 as her second course. Born in 1968, she was 45 years old when she joined the Department of Education in 2013 and been teaching for almost 10 years now as Teacher II. Fortunately, a good news for her promotion to Teacher III is in the process.

As a Kindergarten teacher, she had served three terms as grade chairman. She led the Kindergarten in the Year 2020 when the world was in the middle of the pandemic and successfully implemented the Distance Learning Modalities as an urgent response to provide continuity of education to the learners. She crafted and designed different Self-Learning Modules based on MELQ that can be utilized by the learners at home. Apart from print modules, Online class were also administered.

She is a committed and dedicated teacher who wants to perform her work at par, thus, pursue her studies to gain a Masteral Degree in Western Leyte College on January 2020.

She was awarded as an Outstanding Kindergarten Teacher in her school during the SY 2020 -2021, and subsequently as an Outstanding Kindergarten Teacher in her District during the GARBO sa Distrito 1 Awarding ceremony.