

Effectiveness Of Phonics Usage to The Fluency Skills as Reading Performance of The Grade 1 Pupils

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Abstract — This study aimed to determine the Effectiveness phonics usage to the fluency skills in reading performance of the Grade 1 pupils. The findings of the study served as a basis of a proposed enhancement plan. This study applied the Quasi-Experimental type of research design in determining the Effectiveness of the Phonics usage to the fluency skills in reading performance of the Grade 1 pupils. The researcher utilized Universal Sampling in identifying the respondents of the study. The Table 3 Presents The test of difference between the scores in the pre-test and posttest performances as well as shows also the computed t value and critical t value based from the performances that they have gained before and after the integration of the innovation in teaching reading through Phonics usage for 4 weeks implementation. The test of difference on the performance of the Grade 1 pupils is based on the skills presented or those things that the learners should be learned based on the skills listed for certain period of time that the intervention is implemented. Based from the table 3 presented which was definitely comes from the pretest and posttest performance of the Grade 1 pupils before and after experiencing the intervention in order to test whether the intervention is effective or not. The results shows that in the pretest performances gained by the identified respondents before they were engaged to the intervention given by the teacher in reading is lower in value compared to the posttest performance. Considering the big difference in the pretest and posttest performances of the Grade 1 pupils and resulted to the computed t value higher than the critical t value. So the hypothesis which is state that there is no significant difference between the pretest and posttest before and after the integration of the phonics usage to the fluency skills of the grade 1 pupils in reading in rejected.

The results in table 3 on the test of difference based on the given results made by the grade 1 pupils before and after the integration of the intervention is significantly effective considering that the computed t value is greater than the critical t value which we can make a verdict that the intervention is really effective in improving the performance of the Grade 1 pupils. The results also mean that that the respondents which are the grade 1 learners even though they have already gained skills specifically in fluency skills in reading before they enter into the next level and have already minute ideas about reading fluency after the utilization of the intervention, their learning was improved which means that the respondents have really enjoyed learning and improving their fluency skills in reading with the of the intervention It has been said that during this time in the full face to face as the teacher delivers the new learning embedding in the delivery of the most

essential learning competencies, really helps them and help them also to improve their motivation in learning the subject.

Keywords — Effectiveness, Phonics, Fluency Skills, Reading Performance

I. Introduction

Reading is a vital building block for the development of reason and problem-solving abilities. This study will examine the relationship between fluency and the use of phonics and how it affects the reading abilities of grade 1 pupils. Early literacy instruction will provide children the chance to grow intellectually, and a vital objective for learners is to develop precise, effective, and therefore fluent reading skills. Although reading quickly and automatically enables readers to focus on the meaning of texts, fluency by itself does not guarantee thorough comprehension. Phonemic awareness, phonics, and vocabulary skills are helpful ways for fluency. Fluent reading starts with techniques that integrate intentions, actions, and goals, and fluency improves with continued practice, as stated by Afflerbach, Pearson, and Paris (2008). (p.369).

According to Sonnenschein et al. (2010), early readers begin with letter sound knowledge and decoding strategies. As readers develop fluency, their understanding and comprehension follow.

The researcher as a teacher has always been to assist each learner in developing fluency in reading. Learning to read and gaining fluency takes time. Phonemic awareness, phonics, vocabulary, fluency, and understanding are the five reading parts that fit together like puzzle pieces. Each aspect is necessary to create a whole puzzle, or in this case, a fluent reader. Although there are many different approaches to teaching reading, She want to concentrate on how phonics as a tool aids students in developing their reading fluency and how fluency methods connect word identification and understanding. She's interested in finding out how to assess learners' fluency. Because, from what She has seen, some students can decode a word but not grasp it. Some can read simple sentences slowly yet cannot comprehend or get the meaning of what they read.

There are always pupils in the classroom who have reading difficulties. Several factors must be fulfilled for these students' reading skills to improve. Since the researcher has been teaching grade 1 for about 8 years, She has encountered a variety of reading-related issues. In the first week of class, almost all her students struggle to make the letter sounds. They are hardly able to write it accurately and are unable to recognize it. In these types of learners, reading fluency cannot be achieved. But these problems have different factors to consider. Many bright children have a processing delay that is holding back reading skills, impacting overall progress. This often causes frustration and behavioral issues. Younger children frequently experience reading difficulties, which is to be anticipated considering how difficult it is to learn to read. As a teacher, varied techniques in reading must be applied that should fit the needs of each learner.

The researcher believes that through this study, it would help in improving the reading skills of Grade 1 pupils as well as guide them in ensuring that their reading performances will be improved.

The main purpose of this study is to evaluate the EFFECTIVENESS OF PHONICS USAGE TO THE FLUENCY SKILLS AS READING PERFORMANCE OF THE GRADE 1 PUPILS in Ipil Central School, Ormoc City Division, Ormoc City. The findings of the study will be the bases for the proposed intervention plan.

Specifically, this study seeks to answer the following questions:

1. What is the pretest performance of the Grade 1 pupils before the integration of phonics usage to the fluency skills?
2. What is the posttest performance of the Grade 1 pupils after the integration of phonics usage to the fluency skills?
3. Is there a significant difference in the pre-test and post-test performance of the Grade 1 pupils before and after the integration of phonics usage to the fluency skills?
4. What intervention plan can be proposed based on the findings of the study?

HYPOTHESIS

There is no significant difference in the pre-test and post-test performance of the Grade 1 pupils before and after the integration of phonics usage to the fluency skills.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effect of Fluency and Phonics usage to the Reading Performance of the Grade 1 pupils in the delivery of the most essential learning competencies in the 2nd grading period in Reading. The main local of the study is the Ipil Central School which is located under the Ormoc City District 2 in the Schools Division of Ormoc City. In the aforementioned locale, the main respondents that was chosen by the teacher-researcher was the Grade 1 pupils which was under a series of evaluation prior to the inclusion of the intervention and after the aforesaid intervention was done. These particular assessments were carefully validated by the teacher-researcher herself which are the pretest and posttest performances. This is also the time that in between the pretest reading and posttest reading, the approaches were undertaken in order to validate their performances before and after the implementation of the Intervention. This study is mainly focused on the results of the different tests to gather data: The pretest reading performance of the Grade 1 pupils before the implementation of the fluency and Phonics Usage, The Posttest performance of the Grade 1 pupils before the implementation of the fluency and Phonics Usage, as well as the significant difference of the pretest reading performance and posttest reading before and after the implementation of

the fluency and Phonics Usage in the delivery of the most essential learning competencies in teaching Reading skills for the 2nd Grading Period. In the Quasi- experimental research design, the researcher prepared different reading materials in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention was taken based on the findings of the study as well as on the recommendations based on the different findings of the study.

Sampling. The research respondents in this study were the Grade 1 pupils in Ipil Central School were chosen through a universal sampling technique by the researcher and the one who are beneficiaries of the learning intervention. There were be 19-males and 12 females with a total of 31 respondents and the primary means of reach is through face to face meeting with the respondents.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools in validating the reading performances prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in English subject from the Self Learning Modules that were focused on the different competencies in the 2nd grading period. The test questions embedding with the different reading passages were used before the intervention were given to the pupils. After one month of the intervention, posttest was given to the grade 1 pupils with the same test questionnaire with the same test number of items which has a total of 20 items. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining the reading performances before and after the integration of the intervention together with the different 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 (SDRC) 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. 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 in coordination with the school head 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 Intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office of Ormoc City.

Orientation of the respondents both the learners. . In the orientation, the issue on, an Informed Consent Form from their parents was accomplished prior to the Orientation.

Treatment of Data. The data gathered will be scored, analyzed, and interpreted as: The quantitative responses were tallied and tabulated. The data were treated using the following statistical tools. The Simple Percentage were employed to determine the reading performance of the Grade 1 pupils. Weighted Mean. This was utilized to assess the Reading performance of the Grade 1 pupils. T-Test For Mean Difference- This tool were used to calculate the test of Difference on the reading performances of the Grade 1 pupils before and after the implementation of the fluency and phonics usage in teaching reading.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 1 Pupils

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	0	0
9-12	Good	6	18
5-8	Fair	12	35
1-4	Poor	16	47
Total		34	100
Weighted Mean		14.62	Good

The table 1 above shows the pretest performances of the Grade 1 pupils in fluency skills in reading. The reading skills of the Grade 1 learners are being learned based from the teachings given by the teachers during Kindergarten years. This is the time that they are really dependent to whatever things that they have learned from their kindergarten life in which majority of the learning competencies were focus on their skills in reading letter sounds & etc. Another consideration that the researcher is need to consider is that grade 1 learners also learning things specially in reading and writing based on the things that they learning and continue learning for almost 1 year being a kindergarten learners was in their respective homes in which learners learned from their kuya and ate as well as their parents or guardian. The results of this pretest performance of the Kindergarten learners particularly in reading will be the bases on how the researcher will be strategizing in order for her to deliver the intervention correctly which will not hamper the learning style of the learners thus, the researcher is that the learners will create changes when they will be starting learning the basic sounds and creating or pronouncing the letters or group of letters or syllables from the alphabet which is one of the main focus of the researcher in this study.

Based from the results gained by the Grade 1 pupils before they will be receiving the new intervention in teaching the fluency skills of the Grade 1 pupils in reading. Based on the result in table 1 which focus on the pretest performance of the Grade 1 pupils before the integration of the intervention in reading is that majority of the respondents are belong to the poor level of performance which has a score ranging from 1-4 having the frequency which is equal to 16 number of respondents or 47 percent out of the 34 total of respondents who took the pretest examination which was focus on the fluency skills in reading of the learners. The second level of performance in fluency skills is on the fair level of performance with a score ranging from 5-8 having the total number of respondents gained in this level is 35 percent or 12 total number of grade 1 pupils out of the 34 over all total number of respondents who were evaluated as to their fluency skills in reading. While in the good level of performance in which the researcher is expecting that in this level, the learners will be able to read the words or letters fluently as expected by both parents and teacher. In this level of performance, there were 6 total number of respondents or 18 percent out of the 34 total number of respondents who took the pretest examination. Moreover, from the last 2 level of performances namely the excellent level of performance having the score ranging from 17-20 and as well as to the very good level of performance having the scores ranging from 13-16 have gained the same results which in this case, none from the 34 total number of respondents gained in this level of performance.

The result in table 1 with the pretest performance scores gained by the Grade 1 pupils before the integration of the intervention is implemented implied that the respondents which are the grade 1 learners have already gained skills specifically in fluency skills in reading which means before the respondents enter into the next level they have already minute ideas about reading fluency. Moreover, it has been said that during the limited face to face last year in the delivery of the most essential learning competencies was really helpful because the learners have the chance to experience the actual learning and teaching process inside the classroom. Another point for validating the results is that their parents also have done their best in teaching their children to the basic writing and reading and exposing their children to the different tasks in which it can improve their fluency skills as well as in writing.

Table 2
Post-Test Performance of Grade 1 Pupils

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	34	100
13-16	Very Good	0	0
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		17	100
Weighted Mean		19.18	Very Good

The table 2 above shows the posttest performances of the Grade 1 pupils in fluency skills in reading. This time, the fluency reading skills of the Grade 1 learners through learning of the different letter sounds as well as writing those letters are now being learned based from the teachings given by the teachers during the delivery of the most essential learning competencies in reading using the identified intervention. This is the time that their learning are based from the discussion made by the teacher and the learners during the face to face learning class. They are really dependent in the sense that their learning now is based on the steps by step process or procedures made by the teachers based on the her timeline being set. They have learned from their new grading level in which majority of the learning competencies were focus on their skills in reading letter sounds & etc. Another point is that the researcher is need to consider is that grade 1 learners also learning things specially in reading and writing based on the things that they learning and continue learning for almost 1 year being a kindergarten learners was in their respective homes in which learners learned from their kuya and ate as well as their parents or guardian. The results of this posttest performance of the Grade 1 learners particularly in reading really has a great manifestation that the intervention made by the researcher is very effective.

Based from the results gained by the Grade 1 pupils after they were receiving the new intervention in teaching particularly on the fluency skills of the respondents in reading. Based on the result in table 2 which focus on the posttest performance of the Grade 1 pupils after the integration of the intervention in reading is that majority of the respondents are belong to the excellent level of performance having a score ranging from 17-20 having the frequency which is equal to 30 number of respondents or 88 percent out of the 34 total of respondents who took the posttest examination which was focus on the fluency skills in reading of the learners. The second level of performance in fluency skills is on the very good level of performance with a score ranging from 13-16 having the total percentage of respondents gained in this level is 12 percent or 4 total number of grade 1 pupils out of the 34 over all total number of respondents who were evaluated as to their fluency skills in reading. While in the good level of performance in which the researcher is expecting that in this level, majority of the learners will be able to read the words or letters fluently as expected by both parents and teacher. In this level of performance, there were none

from the respondents or zero percent out of the 34 total number of respondents who took the pretest examination. Moreover, from the last 2 level of performances namely the fair level of performance having the score ranging from 9-12 and as well as to the fair level of performance having the scores ranging from 5-8 have gained the same results which in this case, none from the 34 total number of respondents gained in this level of performance. The same that was happen to the poor level of performance of the Grade 1 pupils in reading having the score ranging from 1-4 from the total number of respondents who took the posttest examination.

The result in table 2 with the posttest performance scores gained by the Grade 1 pupils after the integration of the intervention is implemented by the teacher for a given period of time which not exceed for 4 months in the implementation of the new intervention applied by the teacher to the teacher during the actual application of the intervention implied that the respondents which are the grade 1 learners have already gained skills specifically the fluency skills in reading which means that the respondents have really enjoyed learning the intervention as they will be entering into the next level and rest assured that they have already great ideas about reading fluency. Moreover, it has been said that during this time in the full face to face as the teacher delivers the new learning embedding in the delivery of the most essential learning competencies was really helpful and motivating on the part of the learners because the learners have the chance to experience the actual learning and teaching process inside the classroom.

Table 3
Test Of Difference Between the Scores in The Pre-Test and Post-Test of Grade 1 Pupils

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Experimental	4.62	19.18	6.223	0.733	Reject Ho	Significant

The Table 3 Presents The test of difference between the scores in the pre-test and posttest performances as well as shows also the computed t value and critical t value based from the performances that they have gained before and after the integration of the innovation in teaching reading through the use of Phonics usage for 4 weeks implementation. The test of difference on the performance of the Grade 1 pupils is based on the skills presented or those things that the learners should be learned based on the skills listed for certain period of time that the intervention is implemented. Based from the table 3 presented which was definitely comes from the pretest and posttest performance of the Grade 1 pupils before and after experiencing the intervention in order to test whether the intervention is effective or not. The results shows that in the pretest performances gained by the identified respondents before they were engaged to the intervention given by the teacher in reading is equal to 4.62 which is identified as lower in value compared to the posttest performance which is equal to 19.18. Considering the big different in the pretest and posttest performances of the Grade 1 pupils, it was resulted to the computed t value of 6.223 and

it is higher than the critical t value of 0.733. So the hypothesis which is state that there is no significant difference between the pretest and posttest before and after the integration of the phonics usage to the fluency skills of the grade 1 pupils in reading in rejected.

The results in table 3 on the test of difference based from the given results made by the grade 1 pupils before and after the integration of the intervention is significantly effective considering that the computed t value is greater than the critical t value which we can make a verdict that the intervention is really effective in improving the performance of the Grade 1 pupils. The results also means that that the respondents which are the grade 1 learners even though they have already gained skills specifically in fluency skills in reading before they enter into the next level and have already minute ideas about reading fluency after the utilization of the intervention, their learning was improved which means that the respondents have really enjoyed learning and improving their fluency skills in reading with the of the intervention It has been said that during this time in the full face to face as the teacher delivers the new learning embedding in the delivery of the most essential learning competencies, really helps them and help them also to improve their motivation in learning the subject.

IV. Conclusion

Based from the findings of the study, the integration of phonics usage will help improve to the fluency skills in reading of the Grade 1 pupils thus, the intervention is significantly effective in improving their reading performance. Furthermore, the continued utilization of the reading intervention is very helpful to increase the level of motivation of the learners as well as their love in reading including the writing.

V. Recommendations

1. The proposed enhancement plan should be utilized.
2. The teachers specially those who are handling Grade 1 learners should integrate the different learning activities which focus on the reading particularly on the fluency skills of the Grade 1 in order for them to familiarize the content.
3. The school head should initiate activities that focus on improving the reading skills of the GRADE 1 pupils as well as to those learners who are belong to the key stage 1 specially those struggling readers and help them improve their reading skills.
4. The School Head should closely monitor the teacher's activities in reading using the mandated tool of DepEd in order to create intervention if necessary as mandated based on the DepEd order no. 34 s. 2022 specially during the 11 week of every grading period.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the effectiveness of the intervention in

improving pupils reading performance specially in increasing the fluency skills of the Grade 1 pupils.

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She is currently a Teacher III in the Department of Education and a Grade 1 Teacher in Ipil Central School, Ormoc City, Leyte, Philippines. The author has been teaching Grade 1 for 8 years now. She attended a variety of national and local training sessions and seminars during the course of her eight years that focused on various reading techniques and programs.

Currently, the researcher is the reading coordinator for 3 years in the school she is assigned to. Her extended experience working with key stage 1 learners gave her the chance to fully comprehend learners through the course of this research, particularly in terms of their reading abilities.