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Effectiveness Of Master of Basic Sight Words (MOBSW) Skills to The Reading Performance of Grade 1 Pupils

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Abstract — This study aimed to determine the Effectiveness of Master of Basic Sight Words to determine the reading of the Grade 1 pupils. The findings of the study served as a basis of a proposed intervention plan. This study applied the Quasi-Experimental type of research design in determining the Effectiveness of the MOBSW in in determining the reading performance of the Grade 1 pupils.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 performances of the Grade 1 pupils before and after the integration of the Master of Basic Sight Words in determining the reading performances of the identified respondents prior to the 4 weeks implementation. The test of difference on the reading performance of the pupils is based on the different strategies or discussions on how the learners know how to read and write the words or group of words or set of letters presented every day based from the timelines prepared by the teacher-researcher. The results shows that the pretest scores gained by the Grade 1 pupils before they were experienced the aforementioned intervention in teaching reading is lesser than the posttest score. This scores were based on the things that they gained before and after the implementation of the intervention. So the hypothesis which states that there is no significant difference in the pretest and posttest performance of the Grade 1 pupils before and after the integration of the master of Basic sight words is rejected. The results in table 3 on the test of difference on the results of the scores before and after the intervention implied that the MOBWS is significantly effective in improving the reading performance of the Grade 1 pupils because as we recall to the pretest performance which is equal to the good level of performance and that during the time the learners are purely have the ideas on the common words which they can easily be remembered or recognized based from the assessment tools given by the teacher-researcher. It also reveals that the learners or the beginning readers reach the point where they are already familiar with some of the letters only or group of letters while after conducting the intervention, majority of the learners have gained enough knowledge on the intervention given to them which was the Master of Basic sight Word. In other words, those common words that they have encountered from the discussions were already learned by them and remembered or recognized. They can easily Familiarized with some of the letters or group of letters even if the teacher will no longer reveal the sound of each of the letter being presented or discussed. Some reasons for the

very good result gained by the Grade 1 learners is that they can actually learned those things at hand during the discussions meaning, the more that they will be integrating ideas to the teachers, the more that they will be learning the discussions. The above citation reveals that the intervention is significantly effective in improving the reading performance of the Grade 1 pupils.

Keywords — Effectiveness, Master of Basic Sight Words, Reading Performance, Grade 1 Pupils

I. Introduction

A child who learns this skill quickly and easily is often considered as superior and is likely to experience academic success (Otaiba & Fuchs, 2002). On the other hand, poor reading skills led to a lower overall academic achievement.

Teaching Basic Sight Words is one of many strategies being implemented to help learners learn how to read and write. As a primary school teacher, it is my prime interest to determine the effectiveness of this strategy to my learners. Early Reading plays an important role in acquiring knowledge as it serves as a foundation for the pupils learning abilities in different learning areas. It is a building blocks of other skills that influences learner's confidence, interest and motivation to learn. Helping pupils become fluent readers is a central goal for a Grade 1 teacher like me. Basic sight word is regarded as an essential tool in developing early reading skills. Being a teacher in Grade 1 were pupils are expected to learn basic skills in reading is a big responsibility and a great challenge. Often times when the pupils struggle academically in the higher level it is connected to their poor reading abilities. The pupil's poor performance sometimes blamed to the kind of teaching teacher exposed these pupil's way back in their primary years specifically in Grade 1. Looking back in my college days we were introduced to different approaches and strategies to teach reading. One of which is Basic Sight Words or high frequency words for reading development. Words that are commonly used by people as they converse in everyday life. Teaching this reading strategy is not difficult. Once you introduce these words to the learner, make sure to make connections to their real life. Use these words in a sentence and make it meaningful to the learner by unlocking the words to them. Let the pupils create their own sentences using that particular word as a drill. Basic Sight Word teaching technique requires repetition and constant drill for mastery. I have been using this technique and I can attest to its efficiency and great help in teaching early reading among pupils. Being said that, I also noticed some weak points in strategy when not implemented carefully. Teachers continue to evolve every day, we make ourselves new every time to meet the demands of our client our learner. Basic Sight Words is effective as we carefully crafted a plan on how to carry out the activities in order for us to become successful in using the strategy to help our pupils read. Basic Sight Words Benefit such as: help build confidence in your readers, children don't have to put too much effort on understanding the word as its commonly used, it provides clues, lastly it builds as a foundation in reading more and complex words.

Reading helps the pupil's door open to learn new things in a new horizon. It is a prerequisite in learning others skills such as solving word problem in Math, following a step by step procedure in Science and many more. A child's inability to read makes him/ her a frustrated child. It is important to make connection on the printed text because reading is not only calling out words but it accompanies meaning. Teachers must make sure to build these connections among learner and encourage to learn how to read with understanding. Basic Sight Words is a ladder which teacher can use to equipped learner to be proficient reader.

To be a teacher in the department of Education requires long holistic development. Holistic in a way that we were exposed to the different methods, strategies and approaches in teaching. To land a job as a teacher is also challenging. I spent 2 long years in private school to hone my teaching capabilities or even widen my knowledge as its now the time to put what I have learned to actions rather than imagining it. In short, teachers are capacitated to perform to their full potential on the field. Expectation is high, as for me I been teaching now for 3 years in Grade 1, two years in a private school and one year in the Department of Education. As per instruction and mandated to us every learner a reader. And I take it personal to help my learner read. Basic Sight Words is one of my strategies in reading literacy of my pupils. Words that are commonly used by people as they converse in everyday life. Teaching this reading strategy is not difficult. Once you introduce these words to the learner, make sure to make connections to their real life. Use these words in a sentence and make it meaningful to the learner by unlocking the words to them. Let the pupils create their own sentences using that particular word as a drill. Basic Sight Word teaching technique requires repetition and constant drill for mastery. I have been using this technique and I can attest to its efficiency and great help in teaching early reading among pupils. Basic Sight Words is effective as we carefully crafted a plan on how to carry out the activities in order for us to become successful in using the strategy to help our pupils read. Basic Sight Words Benefit such as: help build confidence in your readers, children don't have to put too much effort on understanding the word as its commonly used, it provides clues, lastly it builds as a foundation in reading more and complex words. As a teacher teaching Basic Sight Word is a technique, we can use to help our reader when properly done.

Learning to read Is not a simple task for all individuals. There are several challenges that bothers the child depending on their background. Some pupils come from a family of reader who read books at home, while other have little to none. Diversity is expected and embraced but it can be overwhelming when teachers expected to produce uniform outcomes for all, with no account taken of the initial range in abilities, experiences, interest, and personalities of individual learner. Basic Sight Words are often habitual which makes the pupils feel bored especially those who belong to the fast group since repetition is the key for mastery, Losing the context, letting the pupils memorized the words is one of the biggest mistakes ever done by a teacher. Memorization is just for a simple recall, we want to inculcate in the minds of the learner to make meaning and make connection to their lives for understanding to take place and for lifelong learning to happen.

The abovementioned premise serves as bases by the researcher to find out different strategies that could improve the reading performances of the Grade 1 learners. One of the strategies to be utilize is the Master of Basic Sight Words (MOBSW) as main intervention to help improve the reading skills of the Grade 1 learners as well as improving their academic performance as a whole.

This study evaluated the effectiveness of Master of Basic Sight Words (MOBSW) SKILLS to the Performance in Reading of the Grade 1 Pupils in Parasan Elementary School in the Division of Leyte. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the pretest reading performance of the Grade 1 pupils before the assessment of the Master of Sight Words skills?

2. What is the post test reading performance of the Grade 1 pupils after the assessment of the Master of Sight Words skills?

3. Is there a significant difference in the reading performances before and after the assessment of the Master of Sight Words skills of the Grade 1 pupils?

4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the reading performances before and after the assessment of the Master of Sight Words skills of the Grade 1 pupils.

II.   Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of Master of Basic Sight Words skills to the Performance of the Grade 1 pupils in reading. The focus of this study was during the delivery of the most essential learning competencies in 2nd grading period in English subject. The main local of the study is the Parasan Elementary School which is located under the Calubian District in the Division of Leyte. In the aforementioned locale, the main respondents that was chosen by the teacher-researcher was the Grade 1 pupils which was usually validated in terms of their performances in reading or skills in reading prior to the inclusion of the intervention was done. These particular examinations such the assessment in the pre- reading and posttest reading were carefully validated by the teacher-researcher. This is also the time that in between the pretest and posttest conduct of the reading assessment, the different materials that were validated for the inclusion of the intervention which is the Master of basic Sight Words was undertaken in order to validate their reading skills or performances before and after the implementation of the Intervention which is the Master of Basic Sight Words. This study is mainly focus on the results of the different reading tests to gather data:

The pretest reading performance of the Grade 1 pupils before the implementation of the Master of Basic Sight Words, The Posttest performance of the Grade 1 pupils before the implementation of Master of Basic Sight Words, as well as the significant difference of the pretest reading performance and posttest reading performances before and after the implementation of the Master of Basic Sight Words in the delivery of the most essential learning competencies in teaching English for the Second Grading Period. In the Quasi- experimental research design, the researcher prepared different reading materials that were focus on the identified struggling readers in 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; The proposed Intervention was taken based on the findings of the study.

Sampling. There are 18 who are included in the study. 9 respondents of the study were Males and 9 were Females and the primary means of reach the identified respondents is during the actual contact during the teaching and learning process inside the classroom. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the quasi-experimental research design and also prepared the tools which are the different reading materials using the MOBSW to be utilized in the study. The different tools 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 were used before the intervention which is the Master of Basic Sight Words were given to the pupils. After one month on the implementation of the intervention, posttest reading assessment was given to the grade 1 pupils with the same test questionnaire. Prior to the preparation of all validated tools which will be used by the teacher-researcher in determining their reading performances before and after the integration of the Master of Basic Sight Words 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 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 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 Schools Division Superintendent, Assistant Schools Division Superintendent- the Chairman of the Schools Division Research Committee, Public Schools District Supervisor and to the principal approval. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The Effectiveness of Master of Basic Sight Words to the Performance of the Grade 1 pupils in Reading on the area focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

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	8	44
9-12	Good	7	39
5-8	Fair	3	17
1-4	Poor	0	0
Total		18	100
Weighted Mean		11.72	Good

The table 1 above shows the pretest performances of the Grade 1 learners in determining the reading skills. In this study, the teacher-adviser is conducting pre assessment regarding the level or skills of the learners in reading, how fast they will pronounce the letters correctly. The bases for assessment of their skills are based on the things that they have learned during their kindergarten period in which learners are already experience to learn the basic concepts of reading, to know the basic in writing as well as how to draw or manipulates shapes and more. This time also were learners have already the idea about the basic language for literacy where the basic math and science will also be introduced. That is why this study is purely focus on how the learners learn the basic sight words or if they really identify the letters in the alphabet, able to read short words and write short words or their names.

Based from the results in table 1 which usually gained or produced by the respondents and as identified as the Grade 1 learners. This results are just based from their own ideas or learning based from the things that they always done during their recent years while they are learning in other words they haven't received any intervention from any of their teachers from the past or they still not receiving the identified intervention carefully chosen by the teacher-researcher which is the Master of Basic Sight Words. Based on the result in table 1 majority of the respondents have gained the very good level of performance which has a score ranging from 13-16 with a number

of respondents equal to eight (8) or simply having a 44 percent out of the overall total of respondents and equal to 18 or 100 percent of respondents who were evaluated. On the other hand, the 2nd highest level of performance in which the identified respondents are currently gaining is on the good level of performance in which there seven (7) total number of respondents gaining in this level of performance having the score ranging from 5-8 scores and with an equivalent percentage of thirty Nine (39) percent out of the 18 total number of respondents who were validated prior to the implementation of the identified intervention. While in the fair level of performance which is composed of scores ranging from 5-8. . In this level of performance, there were three (3) total number of respondents who were gaining almost below average of the performance based from the assessment conducted by the teacher-researcher. Which is just equal to 17 percent from the 100 percent who took the assessment. Moreover, from the last 2 level of performances namely the excellent level of performance having the score ranging from 17-20, there were none of the respondents gained in this highest level of performance the same happens with the lowest class limits with the score ranging from 1-4 and considered to be the lowest level of performance.

The result in table 2 with the pretest performance scores gained by the Grade 1 pupils before the integration of the Master of Sight Words implied that the respondents who took the pre-assessment of the different words or performance of the learners in reading. The results explains that since the overall weighted mean is equal to 11.72 with an equivalent description of performance of Good level of performance, this means that some of the learners have already some idea or ideas on the common words which they can easily be remembered or recognized based from the assessment tools given by the teacher-researcher. This validation of learning or examination prior to the implementation of the intervention also reveals that the learners or the beginning readers reach the point where they are already familiar with some of the letters or group of letters even if the teacher will no longer reveal the sound of each of the letter being presented or discussed. One of the factors of the good result gained by the Grade 1 learners is that their teachers in the kindergarten level have thought the subject specially on presenting the different letters or group of letters with their sounds correctly where it came to the point that they cannot forgot those letters or group of letters that they have learned from the past.

Table 2
Post Test Performance of Grade 1 Pupils In

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	13	72
13-16	Very Good	4	22
9-12	Good	0	0
5-8	Fair	1	0
1-4	Poor	0	6
Total		18	100
Weighted Mean		16.61	Very Good

The table 2 above shows the posttest performances of the Grade 1 learners in determining the reading performance after they have received the intervention from the teacher-researcher meaning, the teacher-adviser was already conducted or shared to the grade 1 learners the different strategies in delivering the intervention in order to help increase the reading performance of the pupils or learners before the teacher-researcher was conducted the post assessment in order to validate the performance regarding the level or skills of the learners in reading such as how fast they will pronounce the letters correctly as well as how far they can remember the different set of letters or words from the set of timelines prepared by the teacher-researcher. The bases for the assessment of their skills are based on the things that they have learned during their 4 weeks of learning of the MOBSW were they are expected to learn the basic concepts of reading, writing as well as how to draw or manipulates shapes and more. This table also identify their performance if and only if they can blend letters and can do sounds together.

Based from the results in table 2 which usually gained or produced by the respondents which are the Grade 1 learners. This results are already based from their new set of ideas or learning/skills done during the face to face discussion between the teacher and the learners beginning from 1st week of the implementation of the intervention up to the 4th week while they are learning. Based on the result in table 2 majority of the respondents have already gained at the excellent level of performance which has a score ranging from 17-20 which is composed of number of respondents equal to thirteen (13) or 72 percent out of the overall total of respondents and equal to 18 or 100 percent of respondents who were evaluated after the chosen intervention was integrated in conducting reading assessment to the learners. On the other hand, the 2nd highest level of performance in which the identified respondents are currently gaining is on the very good level of performance in which there four (4) total number of respondents gaining in this level of performance with the the score ranging from 13-16. In this particular. Class limit, it gains 22 percent out from the 100 percent of learners who were tested from the intervention they have experience for 1 month or weeks of the implementation. While in the fair level of performance which is composed of scores ranging from 5-8. In this level of performance, there was one (1) total number of respondents who were gaining almost below average of the performance based

from the assessment conducted by the teacher-researcher with six (6) percent from the 100 percent who took the assessment. Moreover, from the last 2 level of performances namely the good level of performance having the score ranging from 9-12, there were none of the respondents gained in this mid- level of performance in which the same happens with the lowest class limit with the score ranging from 1-4 and considered to be the lowest level of performance.

The result in table 2 with the posttest performance scores gained by the Grade 1 pupils after the integration of the Master of Sight Words implied that the respondents who took the post assessment conducted by the teacher and merely focus on the skills of learners in reading. The results revealed that the intervention that was identified by the teacher-researcher is significantly effective in improving the reading skills of the grade 1 learners considering that the results have shown overall weighted mean of 16.61 which is higher or have increased from the results in the pretest and have an equivalent level of performance of very good level. The result further explain that majority of the learners have gained enough knowledge on the intervention given to them which was the Master of Basic sight Word. In other words, those common words that they have encountered from the discussions were already learned by them and remembered or recognized. They can easily Familiarized with some of the letters or group of letters even if the teacher will no longer reveal the sound of each of the letter being presented or discussed. Some reasons for the very good result gained by the Grade 1 learners is that they can actually learned those things at hand during the discussions meaning, the more that they will be integrating ideas to the teachers, the more that they will be learning the discussions.

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
Experimental	Pre Post	11.72 16.61	2.642	2.113	Reject Ho	Significant

The Table 3 Presents The test of difference between the scores in the pre-test and posttest performances of the Grade 1 pupils before and after the integration of the Master of Basic Sight Words in determining the reading performances of the identified respondents prior to the 4 weeks implementation. The test of difference on the reading performance of the pupils is based on the different strategies or discussions on how the learners know how to read and write the words or group of words or set of letters presented every day based from the timelines prepared by the teacher-researcher. The results shows that the pretest scores gained by the Grade 1 pupils before they were experienced the aforementioned intervention in teaching reading is equal to 11.72 which is lesser than the posttest score which is equal to 16.61. This scores were based on the things that they gained before and after the implementation of the intervention. The pretest and posttest scores gained by the learners have resulted to the computed T value of 2.642 and based from the results

it shows that it is greater than the critical t value of 2.113. So the hypothesis which states that there is no significant difference in the pretest and posttest performance of the Grade 1 pupils before and after the integration of the master of Basic sight words is rejected.

The results in table 3 on the test of difference on the results of the scores before and after the intervention implied that the MOBWS is significantly effective in improving the reading performance of the Grade 1 pupils because as we recall to the pretest performance which is equal to the good level of performance and that during the time the learners are purely have the ideas on the common words which they can easily be remembered or recognized based from the assessment tools given by the teacher-researcher. It also reveals that the learners or the beginning readers reach the point where they are already familiar with some of the letters only or group of letters while after conducting the intervention, majority of the learners have gained enough knowledge on the intervention given to them which was the Master of Basic sight Word. In other words, those common words that they have encountered from the discussions were already learned by them and remembered or recognized. They can easily Familiarized with some of the letters or group of letters even if the teacher will no longer reveal the sound of each of the letter being presented or discussed. Some reasons for the very good result gained by the Grade 1 learners is that they can actually learned those things at hand during the discussions meaning, the more that they will be integrating ideas to the teachers, the more that they will be learning the discussions. The above citation reveals that the intervention is significantly effective in improving the reading performance of the Grade 1 pupils.

IV.   Conclusion

Based from the findings of the study, the integration of Master of Basic Sight Words in teaching reading to the Grade 1 pupils is significantly effective in improving the reading skills of the Grade 1 pupils considering that after the implementation of the intervention there was a big difference between the pretest performance and the posttest performance of the respondents. Furthermore, the utilization of the identified intervention is positively relevant to improve the reading performance of the Grade 1 learners thus, increase their motivation to familiarize the words or set of letters even without revealing the sounds of each of the letter or word being discussed by the teacher.

V.   Recommendations

1. Based from the results of the study on the integration of the Master of Basic Sight Words in improving the reading performance of the Grade 1 learners, The proposed intervention plan crafted by the researcher should be utilized not only to the identified grade level but also to those teachers who have identified struggling readers in their respective classes.

2. The Grade 1 teachers should always integrate the MOBSW in teaching or introducing the letters or set of words to the Grade 1 learners particularly on letters and the corresponding

sounds of the letters in the alphabet to help the learners easy to familiarize the letters or words being taught.

3. During the 11 week of every grading period based on the DepEd order no. 34 s. 2022, the Master Teachers and school head should initiate activities that focus on improving or increasing the reading performance of the pupils specially those struggling learners in return, they will be more motivating to learn the basic things to learn as expected being in the first level of learning.

4. During the first week to 10th week in the delivery of the most essential learning competencies, the School Head should closely monitor the different activities to be given by the teachers to their respective learners in order to validate whether they follow the suggested plan being crafted.

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 the Grade 1 pupils reading skills particularly on the utilization of the MOBSW.

To the Grade I – Venus pupils for their cooperation and willingness that helped me prosper in my endeavor for professional growth and development. Thank you so much my dear pupils.

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