

Effectiveness Of Fuller Approach Through The Use Of Big Books To The Performance Of Kindergarten Pupils

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Abstract — This study aimed to determine the Effectiveness of Fuller Approach using Big Books to the performance of the Kindergarten Pupils. The findings of the study served as a basis of a proposed Intervention 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 pretest performance and posttest performance of the kindergarten learners before and after the integration of the Fuller approach using the utilization of Big Books. This results shows how the intervention change the performance or skills of the respondents in terms of reading and writing or recognizing words or sounds of the different set of letters or words. Based from the results , it shows that the pretest performance of the kindergarten pupils is lower than the posttest performance of the respondents which was taken after the integration of the fuller approach using the big books which really showing big difference before and after the giving of assessment conducted by the researcher. The following results of the pretest and posttest performance resulted to the computed t value and happened to be lowered in terms of value compared to the critical t value which was statistically computed. This results in the computed t and critical t values which were produced by the respondents lead to the decision of the hypothesis which states that there is no significant difference of the pretest performance and the posttest performance before and after the integration of the fuller approach using the Big big books is rejected thus, the integration of the aforementioned intervention is significantly effective in improving the performance of the learners specially in reading.

The results on the test of significant between the pretest and posttest scores gained by the kindergarten implies that the integration of the fuller approach through the utilization of the Big Books in teaching the learners how to read the basic letter sounds, word recognition and dealing with cbc really helps the learners to gain confidence in learning. It can be justified further that through the early teaching of the learners through though the different supplementary reading materials such as big books which will be delivered through fuller approach will really help the teachers to measure their learners phonemics awareness that could lead them to have early literacy skills or they will be knowing already how to read and write before they will be entering to the next level. This is also a way of giving the learners to become more independent learners as well

as help those learners who are identified as struggling readers to become also an independent readers to the use of the fuller approach integrating the big books in teaching the young learners.

Keywords — Effectiveness, Fuller Approach, Bigbooks, Performance, Kindergarten

I. Introduction

Fuller approach is a combination of the alphabet, phonics and whole methods of teaching word recognition. The technique requires that the beginning reader should have first the ff: Mastery of the names and shapes of the letters of the alphabet. Adequate vocabulary so that the words used in the Fuller lessons will have meaning for the reader. The examples given should start with a single consonant (Roqueline D. Berdera et. Al., 2021)

The ability to create fuller approach through the use of big books and other contextualized teacher made learning tools for the performance of kindergarten are the skills through which children develop new combinations and relationship in organizing ideas, symbols, objects and words. And create curiosity for the learning disabled child who may seize this opportunity to explore and create often tend to increase the children's knowledge and cognitive development.

Children learn a lot from their teachers through the process of applying fuller approach through the use of big books and other contextualized teacher made learning tools is of the opinion that the provision and utilization of contextualized teacher made learnings tools and fuller approach will promote the intellectual ability of children. Probably, this is because this learning tools act as motivator to the children and will equally awaken their interest, more especially children with learning difficulties.

Effectiveness of fuller approach through the use o big books and other contextualized teacher-made learning tools for the performance of kindergarten is that in teaching fuller approach through the use of big books and other contextualized teacher-made learning tools that in teaching it is required that the environment, instructional materials, and interaction with learners be appropriate for teaching and learning. This is perceived as responding to the learner's interest and needs. In every classroom, some children lack pre-requisite skills and knowledge, which are appropriate for their aged\\$. such children are referred to as learning disabled children. Learning is an enduring change in behaviour due to environment and development influences.

Effectiveness of fuller approach through the use of big books and other contextualized teacher-made learning tools for the performance of kindergarten in teaching kids to read , you need to use the best method or approach in order to make and meaningful. Fuller approach through the use of big books and other contextualized teacher-made learning tools is considered as one of the best ways to introduce beginning reading. It has been proven and tested by many parents and teachers who claimed that their kids or learners were able to read faster using this approach.

We highly encourage as teachers to create simple yet effective reading materials like this your learners will have useful options to use for their reading and learning activities. You may also share your most effective reading/ learning materials with us so we can reach more and help more of our fellow teachers in their preparation and focus more on the learning process.

Hence, this study will be conducted to evaluate whether the fuller approach through the use of big books and other teacher made tools are effective in improving the performance of the kindergarten pupils.

This study was conducted to evaluate the Effectiveness of fuller approach through the use of Big Books to the Performance of the Kindergarten Pupils. The findings of the study were the bases for the proposed Improvement Plan.

Specifically, the study sought to answer the following questions:

1. What are the pre-test scores of the kindergarten pupils before the integration of fuller approach through the use of Big Books?
2. What are the post test scores of the kindergarten pupils after the integration of fuller approach through the use of Big Books?
3. Is there a significant difference between the pretest and posttest scores before and after the integration of fuller approach through the use of Big Books?
4. What improvement plan can be proposed based on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest scores before and after the integration of fuller approach through the use of Big Books and other contextualized-teacher-made learning tools.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of Fuller Approach through the use of Big Books and other contextualized teacher made learning tool To The Performance Of The Kindergarten Learners. This study was conducted during the 2nd grading period where the full Face To Face Class implementation is observable in the delivery of the most essential learning competencies on the different topics of the Kindergarten curriculum. The main local of the study is the Tagadtaran Elementary School which is located under the Bureau North District in the Schools Division of Leyte. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Kindergarten pupils who were already experienced the Fuller Approach through the use of Big Books and other contextualized teacher made learning tool in order To validate the

Performance Of the aforementioned respondents on the different topics based on the most essential learning competencies during The full Face To Face Class implementation. These 2 assessment were carefully conducted by the teacher-researcher herself using the validated assessment tool that was underwent the different assessment oi quality assurance in order to get the pretest and posttest performances on the different topics of the kindergarten subject. This is also the time that in between the pretest and posttest, during the teaching and learning process which lasted for 4 weeks or 1 month in the implementation of Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool were undertaken in order to validate their performances before and after the implementation of the inclusion of the Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 6 pupils before the implementation of Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool, The Posttest performance of the Grade 6 pupils after the implementation of the inclusion of the Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool, as well as the significant difference of the pretest and posttest before and after the implementation of the in Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool Materials 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 Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool that were focused on the learning competencies which are difficult to pass by the respondents 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; The proposed improvement plan was crafted and taken based on the findings of the study as well as crafted the different recommendations based on the findings to give more guidance to the future researcher to conduct the same study in order to test the effectiveness of the results.

Sampling. There are 7 who are included in the study. 12 respondents of the study were Males and 5 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Kindergarten pupils inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the conduct of the study.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design that was used through the conduct of the study until the completed data was gathered as well as the different tools in gathering of the data were utilized in the study such as but not limited to the use of Big Books and other conte textualized teacher made learning tool . The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Kindergarten subjects from the Self Learning Modules as well as to the Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool that were focused on the different competencies in the 2nd grading period. The test questions were

used before the inclusion of Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool were given to the pupils. After one month of the intervention of the Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool, posttest was given to the kindergarten pupils with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool 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 the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were 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 principal, approval of the Superintendent of the Schools Division Office. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The Effectiveness of Fuller Approach through the use of Big Books and other conte textualized teacher made learning tool which is the area of 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 Kindergarten Pupils

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	0	0
9-12	Good	10	59
5-8	Fair	7	41
1-4	Poor	0	0
Total		17	100
Weighted Mean		8.94	Good

The table 1 presents the pretest performance of the Grade 1 pupils before the teacher will be embedding the identified intervention which is the fuller approach through the use of Big books in the delivery of the most essential learning competencies of the different learning topics to be delivered by the teacher is not yet implemented in order to validate their different performances as well as their skills such as writing and reading. Fuller Approach is on the best method that was used by the teachers to teach them how to read and some findings says that this approach will help the learners especially to the kindergarten learners to read faster compared to those who were not exposed. This further explains also that the fuller approach is best also when the teacher will be utilizing another learning materials that could fit the characteristics if a certain strategy that will be utilized in order for them to recognized words or set of letters etc.

Based the results in table 1 focuses on the pretest performance of the Kindergarten pupils it was found out that the out from the 17 total number of kindergarten learners who were the respondents of the study, majority of them are belong to the good level of performance having the score ranging from 9-12 which has an equivalent percentage of 59 percent out from the 100 percent respondents who took the pretest assessment. It can be gleaned also based from the results that this level has the greatest in terms of the number of respondents. On the other hand, another level having respondents are presents , are in the fair level of performance having the scores ranging from 5-8. In this level, it is composed of seven (7) total number of respondents or 41 forty one (41) percent out of the 17 total number of respondents presents and took the pre-assessment which somehow the results prior to the utilization of the identified intervention while on the other three such as the excellent level of performance having the scores ranging from 17-20, very good level of performance with the scores ranging from 13-16 as well as the poor level of performance with the scores ranging from 1-4 has the same results when it comes to the frequency of the respondents who were belong to those abovementioned levels respectively. Based from the results given, it was shown that none from the respondents tested or zero (0) percent out of the 17 total of respondents

who took the pre-assessment which was done to measure their different skills as well as their level of learning development.

The result implied that most of the kindergarten pupils who took the pre- assessment are in the good level of performance which means that some of them are already familiar with the different phonics in the alphabet as well as word recognition even if they are not still experiencing the fuller approach using the big books in the teaching and learning process. Some of them also knew already how to name the different shapes based on the corresponding letter sounds or simply identifying letters. One of the reasons for this positive results given by the kindergarten pupils is that, for the past 2 years on the implementation of the different learning competencies including some of the discussion in Day care are focus on the child development maybe because some of the teachers have no other things to do than to teach the children. The parents also are capable of teaching their young how to read and write even their child during the hit of the pandemic are still not in the normal education. Another Moreover, those learners having in the fair level of performance, having experiencing difficult times in learning on some of the learning competencies because of some of the reasons such as some of them are not really capable of reading consonant sounds, not really familiar on the beginning sounds of the letters or simply consonant vowel consonant sequence of words. Some of the reasons the parents are not capable of leading the child to learn due to lack of learning, learners are not really familiar with the lessons. Based from the reasons, they need to have proper guidance on how to improve learning skills in reading of the learners.

Table 2
Post Test Performance Of The Kindergarten Pupils

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	9	53
13-16	Very Good	7	41
9-12	Good	1	6
5-8	Fair	0	0
1-4	Poor	0	0
Total		17	100
Weighted Mean		16.18	Very Good

The table 2 presents the posttest performance of the Kindergarten pupils after the kindergarten teacher embedded the identified intervention in teaching different lessons which was lasted for a month or 4 weeks in the implementation which is the fuller approach through the use of Big books in the delivery delivered by the teacher in order to validate their different performances as well as their skills such as writing and reading. Based on the different readings experience by the teacher-researcher as kindergarten teacher, one of the best strategies to make the learners stable in their reading skills is the Fuller Approach which was used by the teachers to teach them how to read and some findings says that this approach will help the learners especially

to the kindergarten learners to read faster and better. This table really justify whether the fuller approach brought about best output when it comes to learning through utilizing the learning materials which is big books.

Based the results in table 2 focuses on the posttest performance of the Kindergarten pupils it was found out that the out from the 17 total number of kindergarten learners who were the respondents of the study, majority of them are belong to the excellent level of performance having the score ranging from 17-20 which has an equivalent percentage of 53 or 9 respondents out from the 100 percent respondents who took the posttest assessment. It can be gleaned also based from the results that this level has the greatest in terms of the number of respondents. On the other hand, another level having the 2nd to the highest number respondents presents are in the very good level of performance having the scores ranging from 13-16. In this level, This level composed of seven (7) total number of respondents or 41 forty one (41) percent out of the 17 total number of respondents presents and took the posttest assessment which resulted after the utilization of the identified intervention which is the integration of the fuller approach using the big books. While in the good level of performance which has scores ranging from 9-12, there was only 1 respondent present in this level or has an equivalent percentage of 6 percent. On the last 2 levels such as the fair level of performance which scores ranging from 5-8, as well as the poor level of performance with the scores ranging from 1-4 respectively, have the same results when it comes to the frequency of the respondents. Based from the results given, it was shown that none from the respondents tested or zero (0) percent out of the 17 total of respondents who took the posttest assessment which was done to validate their skills or performance as well as to measure their level of learning development in terms of reading and writing.

The result implied that utilizing the chosen intervention which is the fuller approach using the big books in the delivery of the topics for 4 weeks' time to the kindergarten pupils is given them positive outcome or having a significant effect to the performance of the kindergarten pupils specially in teaching word recognition in such a way that there was a mastery of the names as well as on the shapes of the letters in the alphabet which somehow given additional emphases while the teacher is utilizing different Big Books which the cvc of the set of letters or words are being given or written in the big books which could motivate the learners to think and learn the different letters in the alphabet as well as recognizing the sounds of each letter. This results really gave the learners the chance to learn and re learn the content of the topics and have gained motivation to develop their skills specially they started to learn things from their own. This reason also supported by the parents function to give learning to their children as they will be helping the teacher to assist their child to be able to read and write and familiar set of letters. After the intervention, the parents are already capable of teaching their children how to read and write. Considering that the learners having gained in the fair level of performance, it was improved and they already have the chance to learn new things because they overcome the difficult times in learning on some of the learning competencies such not really familiar on the beginning sounds of the letters or simply consonant vowel consonant sequence of words.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of the
KINDERGARTEN PUPILS

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Experimental	8.94	16.18	3.992	0.942	Reject Ho	Significant

The Table 3 Presents the test of difference between the scores in the pretest performance and posttest performance of the kindergarten learners before and after the integration of the Fuller approach using the utilization of Big Books. This results shows how the intervention change the performance or skills of the respondents in terms of reading and writing or recognizing words or sounds of the different set of letters or words. Based from the results , it shows that the pretest performance of the kindergarten pupils has an equivalent frequency of 8.94 which is lower than the posttest performance of the respondents which was taken after the integration of the fuller approach using the big books which is equal to 16.18 which really showing big difference before and after the giving of assessment conducted by the researcher. The following results of the pretest and posttest performance resulted to the computed t value which is equal to 3.992 and happened to be lowered in terms of value compared to the critical t value which was statistically computed and has an equivalent value of 0.942. This results in the computed t and critical t values which were produced by the respondents lead to the decision of the hypothesis which states that there is no significant difference of the pretest performance and the posttest performance before and after the integration of the fuller approach using the Big big books is rejected thus, the integration of the aforementioned intervention is significantly effective in improving the performance of the learners specially in reading.

The results on the test of significant between the pretest and posttest scores gained by the kindergarten implies that the integration of the fuller approach through the utilization of the Big Books in teaching the learners how to read the basic letter sounds, word recognition and dealing with cbc really helps the learners to gain confidence in learning. It can be justified further that through the early teaching of the learners through though the different supplementary reading materials such as big books which will be delivered through fuller approach will really help the teachers to measure their learners phonemics awareness that could lead them to have early literacy skills or they will be knowing already how to read and write before they will be entering to the next level. This is also a way of giving the learners to become more independent learners as well as help those learners who are identified as struggling readers to become also an independent readers to the use of the fuller approach integrating the big books in teaching the young learners.

IV. Conclusion

Based from the findings of the study on the integration of Fuller approach using the Big books is significantly effective in improving the performance of the Kindergarten pupils specially on the reading skills and it helps also to the struggling readers to become an independent readers in which they can already Recognized letters and words and also could create faster readers.

V. Recommendations

1. The proposed intervention plan which is the Fuller approach using the Big books should be utilized by the Kindergarten Teachers in order for them to be guided on what to do to answer the different challenges on how to teach the learners the beginning reading and recognized sound of each of the letters in the alphabet specially those learners who are considered as struggling readers and cannot make themselves available for independent reading activities.
2. The Education Program Supervisors in-charge on the reading literacy should monitor on the utilization of the different reading strategic options in the field to create policy recommendation on what particular reading strategies should be applied for unified reading strategies throughout the regions.
3. The school head should conduct INSET which are related on the integration of the Fuller approach using the Big books which focus on the literacy skills of the kindergarten learners before they will be upgraded to another level.
4. The teachers should integrate the different reading strategies specially to the fuller approach using big books to measure their reading performances as well as validate their literacy skills once they already experience some of the reading strategies as they were expose during the teaching and learning process.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct a true experimental design (where there is an experimental and control groups) be conducted to assess the effectiveness of the fuller approach using big books to validate their performances in reading skills.

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