

Effectiveness of Supplemental Intervention Materials on The Reading Literacy Skills of The Kindergarten And Grade 1 Pupils

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Abstract — This study aimed to determine the Effectiveness of Supplemental Intervention Materials on the Reading Literacy Skills 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 pre-test and posttest reading literacy skills or performance of the Kindergarten and Grade 1 learners before and after the integration of the Supplemental Intervention Materials in the delivery of the most essential learning competencies in teaching Reading in the fourth grading period. Based on the findings of the study , there was a positive result brought about by the Supplemental Intervention Materials to the reading literacy skills of the Kindergarten and Grade 1 learners considering that the pretest scores gained by the learners before the integration of the Supplemental Intervention Materials is lowered compared to the scores gained by the respondents after the integration of Supplemental Intervention Materials which resulted to the computed T which is greater than the critical t value which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Kindergarten and Grade 1 pupils before and after the integration of the Supplemental Intervention Materials in the delivery of the most essential learning competencies in reading is rejected. Thus, the intervention is significantly effective in improving the reading literacy skills of the Kindergarten and Grade 1 learners.

The result implied that most of the Kindergarten and Grade 1 pupils who took the pre-reading literacy skills assessment prior to the giving of the new reading intervention to validate the reading literacy skills of the learners belong in the good level reading performances which means that there are learners who are really fun of reading text or passages, or they know already the different techniques how to read simple words or letters or CVC. The Kindergarten and Grade 1 pupils who took the post reading literacy skills assessment after giving of the new reading intervention to validate the reading literacy skills of the learners belong in the excellent level reading performances which means that they know already the different techniques on how to read

simple words or letters or CVC after the integration of the intervention. The majority of the Kindergarten and Grade 1 pupils are now at the very good and excellent level of performance. One of the reasons of having gained excellent level of performance is that learners are already eager to learn new things with their classmates considering that they know already some of the skills on how to improve their reading performance and the result is there would less bully that would happen inside the classroom and they would develop high level of self-confidence compared to those time that they have difficulties in reading words or even letters in the Alphabet.

Keywords — Effectiveness, Supplemental Intervention Materials, Performance, Grade 1 Learners, Kindergarten Pupils, Reading Literacy Skills

I. Introduction

Reading is a basic yet a very complex skill each learner must possess. It is an integral part in learning and developing the cognitive aspect of an individual. It is also a very meaningful and enjoyable activity that everyone must practice in developing one's vocabulary and comprehension skills. Through reading a lot, English language is enhanced and developed. For learning the English language is our passport to greater opportunities in life.

At an early age, reading must be introduced and taught to Kindergarten pupils. Letter names and phonetic awareness are two important factors that must be learned in the four corners of the Kindergarten classroom. These are the steppingstones to improve their reading skills and abilities and eventually develop their love for reading. It is the teacher's task to introduce to the learners the importance of reading. Inevitably, there are pupils who have difficulties in reading and have behavioral problems in terms of reading lessons. These learners are inattentive and misbehave during the reading activities given by the teacher. Therefore, as a teacher, I must use different strategies and interventions to cater to these issues and problems. One of these interventions is using supplemental reading. This will help the pupils improve and increase their reading skills, specifically in identifying letter names and sounds. This intervention must be done not only in school but also at home. Therefore, parents and teachers must work hand-in-hand to achieve one common goal, that all Kinder pupils must be a good reader.

DepEd Memorandum no. 173 s. 2019 states 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.

The Republic Act 10157 or "Kindergarten Education Act" made Kindergarten the compulsory and mandatory entry stage to basic education. It means that all five-year-old children must be enrolled in kindergarten class and must be given equal opportunities to learn and interact with other children in school. Kindergarten is often a child's first introduction to school. It is the phase wherein transition from informal to formal literacy (Grade 1 to 12) happens.

Every child enters Kindergarten at a different level; thus, a teacher must provide different learning activities to cater to their needs during the teaching-learning process. Varied activities/exercises help address the child's uniqueness or individual differences.

In introducing reading to these young learners, the teacher must understand the level of the child's reading readiness. Reading strategies must be considered to get their attention and elicit a positive response on the given reading materials.

Building the child's early literacy skills of English language plays an important role in preparing him/her to be a productive and holistic individual in the future.

One of the developmental/learning domains under the Kindergarten curriculum is Language, Literacy and Communication. This domain focuses on early literacy learning for self-expression through language using the mother tongue or the child's first language. Speaking the dialect at home and in school helps the child learn the lesson easily as they understand it way better than the English language. This scenario creates a major challenge on my part in introducing the English language to these Kinder learners.

Based on the Early Grade Reading Assessment (EGRA) result that she conducted on the first quarter of the school year, almost half of the class can't identify the letter names and sounds. Thus, the literacy skills of my pupils are very low or under the frustration level.

believe some of the contributing factors of these low performance on the literacy skills of her Kinder pupils are the behavioral problems like ADHD, inattentiveness and the short span of attention of the pupils during the teaching-learning process, the educational transition due to COVID-19 pandemic, lack of parental guidance in introducing the basic skills at home like introducing letter names and sounds, and more screentime on gadgets rather than playing or bonding with families/peers at home.

These problems and challenges are the main focus why she is conducting this study. She is optimistic that supplemental reading intervention will have a positive impact and result on the literacy skills of the English language of her Kindergarten pupils.

This study was conducted to determine the Effectiveness of the Supplemental Intervention Materials on the Reading literacy skills of the Kindergarten and Grade 1 Pupils in Jordan Elementary School in Villaba South District in the Schools Division of Leyte. The findings of the study were the basis for the proposed Reading Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the reading performance of the Kindergarten and Grade 1 pupils before the integration of the Supplemental Intervention materials?

2. What is the reading performance of the Kindergarten and Grade 1 pupils after the integration of the Supplemental Intervention Materials?
3. Is there a significant difference between the pretest and posttest reading performances of the Kindergarten and Grade 1 Pupils using the Supplemental Intervention Materials?
4. What Improved Reading Intervention 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 reading performances of the Kindergarten and Grade 1 Pupils before and after the integration of Supplemental Intervention Materials.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the effectiveness of Supplemental Intervention Materials to the Reading Literacy Skills of the Kindergarten and Grade 1 pupils based on the different most essential learning competencies for the 4th grading period in Jordan Elementary School. The findings of the study based on the comparative analysis are the basis for crafting Intervention Plan, particularly in the 4th grading period. The main locale of the study is the Jordan Elementary School which is under 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 and Grade 1 learners who experienced the Effectiveness of Supplemental Intervention Materials to the reading literacy skills of the Kindergarten and Grade 1 pupils specially in the fluency skills. The findings of the study based on the comparative analysis are the basis for crafting Intervention Plan. The different assessments were carefully done by the teacher-researcher herself which are the pretest and posttest performances in Reading Literacy Skills. This is also the time that in between the pretest and posttest, the delivery of the most essential learning competencies in the Reading Literacy Skills was then embedded with the Effectiveness of Supplemental Intervention Materials. This study is mainly focused on the results of the different tests to gather data: The pretest performance of the Kindergarten and Grade 1 learners before the implementation of the Effectiveness of Supplemental Intervention Materials; The posttest performance of the Kindergarten and Grade 1 learners after the implementation of the Effectiveness of Supplemental Intervention Materials; as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Effectiveness of Supplemental Intervention Materials. In the Quasi- experimental research design, the researcher prepared different effective Supplemental Intervention Materials 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 intervention plan was

crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher's findings from the results given by the Kindergarten and Grade 1 pupils.

Sampling. There are a total of 15 respondents who are included in the study, 7 respondents of the study were males and 8 were females. In gathering of data, the actual meeting of the respondents as well as the administering of the pretest and posttest assessment were given to the Kindergarten and Grade 1 learners inside the classroom. Another way of contacting them is through cell phones of their respective parents/guardians for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the Quasi-experimental research design that was used before and after the integration of the study. The Supplemental Intervention Materials in Reading as well as the test questionnaires are the tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Reading/English from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 4th grading period. The test questions that were used before the inclusion of the Effectiveness of Supplemental Intervention Materials to the performance of the Kindergarten and Grade 1 pupils in reading, particularly in the 4th grading period, were given to the learners. After one month of the intervention of the inclusion of the Effectiveness of Supplemental Intervention Materials to the reading literacy skills of the Kindergarten and Grade 1 learners, posttest was given to the Kindergarten and Grade 1 learners 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 different inclusion of the Effectiveness of Supplemental Intervention Materials to the reading literacy skills of the Kindergarten and Grade 1 learner particularly in the 4th grading period 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 to get full support on the conduct of the study as well as to also get approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released an 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 Intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal and 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 inclusion of the Effectiveness of Supplemental Intervention Materials to the reading literacy skills of the Kindergarten and Grade 1 learners particularly in the 4th grading period are 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-GRADE 1 PUPILS IN READING

Score Range	Description	Experimental Group	
		Frequency	%
25-30	Excellent	0	0
19-24	Very Good	1	7
13-18	Good	8	53
7-12	Fair	6	40
1-6	Poor	0	0
Total		15	100
Weighted Mean		13.33	Good

Table 1 above shows the pretest performances of the Kindergarten and Grade 1 pupils in Reading Literacy Skills. The result of the aforementioned respondents was merely gained from the things that they have learned from their teachers from 1st grading to 3rd grading period. They answer the pre assessment validation through the different strategies that they have gained in terms of how they should know how to read and how they should learn to improve their reading literacy skills which includes reading simple words and CVC. It was shown also in this table how the respondents reacted to the assessment that was given to them through the different level of performances they belong to. It indicates the level of performances vis a vis to the things that they have learned from the past learning experiences during the teaching and learning process. Based the results, it was found out that the Weighted Mean Score which is coming from the scores of the 15 total number of respondents is equal to 13.33 and based on the table it has an equivalent descriptive value of performance which is good level of performance.

Based on the results in table 1 which focuses on the pre-reading literacy performance of the Kindergarten and Grade 1 pupils before the integration of the Supplemental Intervention Materials as identified as one of the strategies in testing the reading literacy performance or skills of the respondents. Based on the results shown in table 1, it was revealed that from the score ranging from 25-30 which is considered as in the excellent level, there were none of the respondents or 0 percent gained in the highest level of performance out of the 15 total number of respondents who were tested in the study. In the very good level of performance having the class limit with the lower limit or 19 and having the upper limit of 24, or simply having the scores ranging from 19-24, there was only 1 respondent or 7 percent out of the 15 total number or respondents being tested. On the other hand, in the score ranging from 13-18 which is said to be in a good level performance, there were 8 respondents and considered to be the dominant number of students in testing the reading performances with an equivalent percentage of 53 percent out of the 100 percent or 15 total of respondents being tested. From the fair level of performances which has the scores ranging from 7-12, there were 6 total number of respondents presents in this level or 40 percent out of the total number of respondents who took the pre assessment equal to 15 learners. Lastly, in the poor level of performance with the scores ranging from 1-6, none of the respondents belong to this level of performance which resulted to the weighted mean of 13.33 percent.

The result implied that most of the Kindergarten and Grade 1 pupils who took the pre-reading literacy skills assessment prior to the giving of the new reading intervention to validate the reading literacy skills of the learners are belong in the good level reading performances which means that there are learners who are really fun of reading text or passages or they know already the different techniques on how to read simple words or letters or CVC. One of the reasons of having gained good level is that some of the parents or guardians have known already some of the techniques in teaching their children during the time that their children are in their respective homes, thus, some of the learners have the idea on how to improve their reading skills. Another reason for being in good performance is that learners already have the time to interact with their classmates and peers as well as to their teachers if they have something to clarify or ask. On the other notes, we should also consider the other page of the story where there are learners who are struggling in their reading skills, thus, they really experiencing difficulties when it comes to reading literacy skills performances. Thus, it is right and fitting to help them to improve their reading performance through giving them the new taste of learning reading and guiding them to a better way where they will be familiar and fun while experiencing the new reading intervention.

TABLE 2
POST-TEST PERFORMANCE OF KINDERGARTEN-GRADE 1 PUPILS IN READING

Score Range	Description	Experimental Group	
		Frequency	%
25-30	Excellent	10	67
19-24	Very Good	4	26
13-18	Good	1	7
7-12	Fair	0	0
1-6	Poor	0	0
Total		15	100
Weighted Mean		25.20	Excellent

Table 2 above shows the posttest performances of the Kindergarten and Grade 1 pupils in Reading Literacy Skills. The result of the respondents was merely gained from the new learning experiences they have gained from the 4 weeks of the implementation of the supplemental intervention materials integration in the delivery of the most essential learning competencies in English which was focused on reading. They answer the post assessment validation through the identified learning strategies focused on reading literacy skills of the kindergarten and grade 1 pupils that they have gained and learned to improve their reading literacy skills which includes reading simple words and CVC. It was shown also in this table how the respondents reacted to the assessment that was given to them through the different level of performances they belong to. It indicates the level of performances vis a vis to the things that they have learned from the things that they have learned from the new intervention. Based on the results, it was found out that the Weighted Mean Score which is coming from the scores of the 15 total number of respondents is equal to 25.20 and based on the table it has an equivalent descriptive value of performance which is excellent level of performance.

Based on the results in table 2 which focuses on the posttest reading literacy performance of the Kindergarten and Grade 1 pupils after the integration of the Supplemental Intervention Materials as identified one of the strategies in testing the reading literacy performance or skills of the respondents. Based on the results shown in table 2, it was revealed that from the score ranging from 25-30 which is considered as in the excellent level, there were 10 of the respondents or 67 percent gained in the highest level of performance out of the 15 total number of respondents who were tested in the study. In the very good level of performance having the class limit with the lower limit or 19 and having the upper limit of 24, or simply having the scores ranging from 19-24, there was 4 respondent or 26 percent out of the 15 total number or respondents being tested. On the other hand, in the score ranging from 13-18 which is said to be in a good level performance, there was 1 respondent and considered to be the least number of students in testing the reading

performances with an equivalent percentage of 7 percent out of the 100 percent or 15 total of respondents being tested. From the fair level of performances which has the scores ranging from 7-12, there were none total number of respondents presents in this level or 0 percent out of the total number of respondents who took the pre assessment equal to 15 learners. Lastly, in the poor level of performance with the scores ranging from 1-6, none of the respondents belong to this level of performance which resulted to the weighted mean of 25.20 percent.

The result implied that most of the Kindergarten and Grade 1 pupils who took the post reading literacy skills assessment after giving of the new reading intervention to validate the reading literacy skills of the learners belong in the excellent level reading performances which means that they know already the different techniques on how to read simple words or letters or CVC after the integration of the intervention. Because the majority of Kindergarten and Grade 1 pupils are now at a very good and excellent level of performance. One of the reasons of having gained excellent level of performance is that learners are already eager to learn new things with their classmates considering that they know already some of the skills on how to improve their reading performance and the result there would less bully that would happen inside the classroom and the result us that they are already high in self-confidence compared to those time that they have difficulties in reading words or even letters in the Alphabet. Another reason is that parents or guardians who have observed the development of their children also have the eagerness to learn and share this learning with their children. As a result, they already know some of the techniques in teaching their children during the time that their children are in their respective homes, thus, some of the learners have an idea on how to improve their reading skills.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF KINDERGARTEN-GRADE 1 PUPILS IN READING

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Kindergarten-Grade 1 Pupils Experimental	Pre Post	13.33 25.20	1.056	0.564	Reject Ho	Significant

The Table 3 presents the test of difference between the scores in the pre-test and posttest reading literacy skills or performance of the Kindergarten and Grade 1 learners before and after the integration of the Supplemental Intervention Materials in the delivery of the most essential learning competencies in teaching reading in the fourth grading period. Based on the findings of the study , there was a positive result brought about by the Supplemental Intervention Materials to the reading literacy skills of the Kindergarten and Grade 1 learners considering that the pretest scores gained by the learners before the integration of the Supplemental Intervention Materials is

equal to 13.33 which is lowered compared to the scores gained by the respondents after the integration of Supplemental Intervention Materials which is equal to 25.20 which resulted to the computed T value 1.056 which is greater than the critical t value of 0.564 which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Kindergarten and Grade 1 pupils before and after the integration of the Supplemental Intervention Materials in the delivery of the most essential learning competencies in reading is rejected which means that the intervention is significantly effective in improving the reading literacy skills of the Kindergarten and Grade 1 learners.

The result implied that most of the Kindergarten and Grade 1 pupils who took the pre-reading literacy skills assessment prior to the giving of the new reading intervention to validate the reading literacy skills of the learners are belong in the good level reading performances which means that there are learners who are really fun of reading text or passages or they know already the different techniques how to read simple words or letters or CVC and after the Kindergarten and Grade 1 pupils who took the post reading literacy skills assessment after giving of the new reading intervention to validate the reading literacy skills of the learners are belong in the excellent level reading performances which means that know already the different techniques how to read simple words or letters or CVC after the integration of the intervention. Because most of the Kindergarten and Grade 1 pupils are now at a very good and excellent level of performance. One of the reasons of having gained excellent level of performance is that learners are already eager to learn new things with their classmates considering that they know already some of the skills on how to improve their reading performance and the result there would less bully that would happen inside the classroom and the result us that they are already high in self-confidence compared to those time that they have difficulties in reading words or even letters in the Alphabet.

IV. Conclusion

Based on the findings of this study, the integration of Supplemental Intervention Materials is significantly effective in improving the reading literacy skills or performance of the Kindergarten and Grade 1 learners. Furthermore, Supplemental Intervention Materials could be a bridge in filling up the gap in improving the teaching strategies, as well as learners are already eager to learn new things with their classmates considering that they know already some of the skills on how to improve their reading performance and the result there would less bully that would happen inside the classroom and the result is that they are already high in self-confidence compared to those time that they have difficulties in reading words or even letters in the Alphabet.

V. Recommendations

1. The proposed intervention plan should be utilized by the Kindergarten and Grade 1 Teachers so that they will be guided on how to teach lessons using the integration of Supplemental Intervention Materials.
2. The teachers in reading should integrate and practice the use of Supplemental Intervention Materials and they should let other teachers witness the new intervention for future improvement of the chosen intervention.
3. The school head should conduct INSET which are related to the integration of Supplemental Intervention Materials so that teachers will get some best idea or practice in teaching the Key Stage 1 as well as they will be guided on how to deliver or teach to the learners and improve their reading literacy skills.
4. The School Head should closely monitor the teacher's performance on the integration of Supplemental Intervention Materials to test the effectiveness of the strategies vis a vis to the reading performance of the learners.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results using the Supplemental Intervention Materials.

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AUTHOR'S PROFILE



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