

**EFFECTS OF THE PHONOLOGICAL AWARENESS-BASED REMEDIAL READING
PROGRAM ON THE READING ABILITY OF THE GRADE TWO PUPILS**

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Abstract

This study attempted to probe the effect of the phonological awareness based remedial reading program on the reading ability of the grade two pupils. An experimental method was employed using the one group only pretest -posttest design and samples were determined by means of the purposive sampling technique. Fifteen grade two pupils from section G were selected as respondents. They were the ones who could hardly read a two or three letter word due to a very poor phonological awareness skills. They went through a 20-day remedial reading program aiming at the development of their phonological awareness skills. Statistical tools used were frequency, mean and paired t-test. Based from the data gathered, a significant improvement in their reading ability was exhibited on their posters with a mean difference of 81.06. It also registered a computed t-value of 15.74 which is greater than the critical t-value of 1.76. This suggested that having a well-developed phonological awareness skills significantly contributed to the improvement of the reading ability of the pupils. The researcher concluded that this intervention if genuinely taught, the pupils would possess the basic tools in reading that will make them successful readers. For this reason, teachers must be consistent in assessing the phonological awareness skills of their pupils.

INTRODUCTION

Background of the Study

The ability to read is an indispensable skill that all pupils must possess for them to be successful readers. Therefore, they should be taught the best way to read. However, it was found out that one of the reasons why the pupils have difficulty in reading was having poor phonological awareness skills. These are very important skills to possess to become good readers.

The researcher faced this difficulty with some of her grade two pupils. She found out that they struggle in using effectively the sound-letter knowledge which is the basic tool in reading. So, she opted to conduct an intensive remedial reading program emphasizing on the enrichment of their phonological awareness skills. Since having a rich phonological awareness skills will help them to become successful readers.

Boudreau (2008) stated that pupils who did not benefit from exposure to classroom instruction must be given an explicit intervention on phonological awareness. Since, grade two level is one of the critical years in the reading education of the pupils, it is important to give the

struggling readers the right intervention that helps them master the foundation of reading.

Schmitz (2011) confirmed that providing pupils with an early strong foundation of literacy has the potential to ensure a good future for them.

Statement of the Problem

This action research aims to determine the effect of the phonological awareness-based remedial reading program on the reading ability of the grade two pupils.

Specifically, it sought answers to the following questions.

1. What are the scores of the respondents in the pretest and posttest?
2. Is the phonological awareness-based remedial reading program an effective tool in improving the reading ability of the grade two pupils?

Hypothesis

There is no significant difference between the pretest and posttest of the respondents after the intervention.

Theoretical Framework

This study supports the theory of automatic information processing. It states that if a reader decode a word automatically, then there will be enough time for the reader to understand the text. Thus, it

results to improvement in the comprehension of the text. The enhancement of their phonological awareness skills gives them the basic tools necessary in decoding easily the words they encounter. Deepening their sound-letter knowledge would be the best way to acquire the basic tools in decoding.

Literature Review

According to Knoblauch (2008), phonological awareness skills play an important role in acquiring excellent reading skills. While children come to school with different level of phonological awareness, it is the role of the teachers to assess the pupils' level and give a quality teaching on the skills that were not mastered.

Wanzek (2007) revealed that providing intervention early yielded higher effects to the students' studies. It is imperative, then that while the pupils are in the primary grades, right intervention must be provided to pupils with reading difficulties.

METHODOLOGY

Research Design

An experimental method was employed using the one group only pretest-posttest design. This is generally used in educational research to investigate the effectiveness of a specific intervention.

Respondents of the Study

Fifteen (15) respondents from grade 2 – section G were involved in this study. These pupils have very low phonological awareness skills and considered non-readers during the pretest of the Philippine Informal Reading Inventory (Phil-IRI).

Sampling Plan

This study used the purposive sampling technique. Respondents were selected based on certain criteria. The researcher chose the pupils who could hardly read a two or three letter word and have a very low level of phonological awareness.

Instruments used

The main instrument used in this study is the Dolch basic sight words. Respondents were asked to read the pre-primer, primer and grade one basic sight words with a total of 133 words. Number of words read were recorded before and after the intervention.

Data Collection Process

The researcher conducted first the pretest on the Dolch basic sight words. Afterwards, the respondents undergone a 20-day remedial

reading focusing on the enrichment of the different phonological awareness skills. A posttest was given after the intervention.

Furthermore, an approval letter from the principal's office and at the division office to conduct the study was secured.

Statistical Test

The data gathered were statistically treated using frequency, mean and paired t-test for the test of significance in the result of the mean scores of the pretest and the posttest.

RESULTS AND DISCUSSION

Frequency of the Respondents Correct Responses on the Dolch Basic Sight Words

Table 1 presents the frequency of pupils' correct responses in the Dolch Basic Sight Words. It shows that the respondents got a mean of 10.87 in the pretest and 91.93 in the posttest with a mean difference of 81.06. It is evident that each respondent progresses much on the posttest. This means that phonological awareness-based reading program is effective in enhancing the reading accuracy of the pupils. Enriching their phonological awareness skills gives them more confidence in reading, thus, improving their reading abilities.

Table 1
Frequency of the Respondents Correct Responses on the Dolch Basic
Sight Words

Pupils' Number	Pretest	Posttest
1	6	92
2	14	86
3	5	126
4	57	101
5	3	54
6	15	87
7	2	75
8	17	127
9	6	91
10	8	102
11	2	86
12	12	87
13	4	100
14	9	93
15	3	72
Mean	10.87	91.93

Test of Significant Difference Between the Pretest and Posttest of the Respondents

Table 2 presents the test of significant difference between the pretest and posttest of the respondents. It exhibited that the computed t-value of 15.74 is greater than the critical t-value of 1.76. This means that there is a significant difference between the pretest and posttest of the respondents after the intervention. This implies further that having a well-rounded phonological awareness skills, most especially during their early grades, would definitely help the pupils to decode words

easily and become successful readers. Hence, it is important to give an explicit instruction on phonological awareness to the non-readers.

Table 2
Test of Significant Difference Between the Pretest and Post Test of the Respondents

	Pre-test	Post Test	Mean difference	Computed t-value	Critical t-value	Decision	Remark
DOLCH	10.87	91.93	81.06	15.74	1.76	Reject	Significant

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study is to prove that pupils with well-developed phonological awareness skills would give them the foundations in reading that will help them become effective readers later in their life.

It manifested, that after the intervention, the pupils were able to improve on their reading abilities as shown by the mean difference of 81.06 on the pretest and posttest. This validates further that the current research which focuses on the enrichment of phonological awareness skills indeed very beneficial, especially to non-readers in the primary grades.

Findings were also supported by the study of Rachmani (2011), which states that phonological awareness was an effective intervention in significantly raising the levels in identifying the upper-case letter-naming, letter-sound awareness and beginning sound awareness in the intervention group. These are the basic tools in decoding.

The researcher then recommends that primary teachers must be sensitive to assess regularly the phonological awareness skills of their pupils. This will help monitor those pupils who will have problems in reading and that need more attention to improve their reading ability. Moreover, administrators must ensure that teachers themselves have an extensive knowledge on how to teach the different phonological awareness skills in order that it will be conducted properly.

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