

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**PROJECT SONGS AND GAMES (SG): A LETTER SOUND RECOGNITION LEARNING IN
KINDERGARTEN IN LANGKIWA ELEMENTARY SCHOOL**



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ABSTRACT

Kindergarten pupils have difficulty in identifying letter sounds based on the results of the Kindergarten pre-literacy assessment. This school year 2023-2024 seventy-five (75) or 91% of the pupils fall under the *Beginning* or none of the letters of the alphabet were sounded out. As a result, the researchers devised an intervention to help Kindergarten pupils learn the letter sounds and improve their reading skills. The researchers composed creative/localized songs and lyrics that are appropriate for our learners' characteristics, language mastery, and interest. Project Songs and Games is a learning activity that will assist kindergarten pupils at Langkiwa Elementary School in learning to recognize letter sounds and learn to read. Localized songs and games will be used to motivate kindergarten pupils to learn the letter sounds. The researchers concentrate on five (5) first letters in the second quarter.

This study used a descriptive method. It was made to make an accurate formulation of data needed for this research through the use of questionnaires and tests as the main tool of the study. The respondents were twenty (20) Kindergarten pupils of Langkiwa Elementary School for school year 2023-2024 who were selected purposively.

A questionnaire was created in order to assess the Projects Songs and Games' validity. It was confirmed by three (3) specialists. The t-test for dependent samples was used to ascertain whether there is a significant difference between the pre- and post-test means. The Songs and Games weighted mean was employed to interpret the Projects' acceptance level.

The findings in this study was that Project SG is developed to help the Kindergarten pupils to recognize the letter sounds.

The mean scores of the learners in pre-test and post test are 0.60 and 3.15 with a mean difference of 2.55. It can be seen that the learners performed better during the post test that marked a positive increase in the mean score they have obtained.

The computed t-value of 7.97 is greater than the tabular value of 2.093 at 0.05 level of significance which means that there is a significant difference between the pre-test and post-test scores.

The grand mean in the level of acceptability of songs and games are both 4.93 with a descriptive rating of highly acceptable was obtained from the validators. It can be seen that songs and games can be useful and significant tools for children who are learning about letter sounds.

Based on the findings, we conclude that the Project SG is an effective tool in recognizing the letter sounds and commendable to use by Kindergarten learners.

Keywords: Project Songs and Games (SG), localized songs

INTRODUCTION

DepEd Order No. 024 s. 2022 Basic Education Development Plan (BEDP) aims to address the immediate impact of the pandemic on learning and participation, addressing learning loss while deepening learning gains; confront the issue of education quality; anticipate the future of Education and introduce innovation in fostering resiliency and embedding the rights of children and the youth in Education. In accordance with this, Kindergarten Teachers in Langkiwa Elementary School created an innovation called Project Songs and Games to address the needs of pupils in kindergarten with difficulty in recognizing letter sounds.

Children need a strong foundation in learning phonics to be proficient readers. Songs can be used to help pupils learn the alphabet, and the sounds of letters, develop phonemic awareness, and build phonics skills and vocabulary. Fountas and Pinnell once wrote that our pupils should "sing songs of such delight that the lyrics remain in the memory forever."

Ellis (2019) states that songs teach basic reading skills in an enjoyable and memorable way. The children do not forget the songs, as they repeat them hundreds of times during their primary years.

There are many ways to teach letter recognition, but one of the best is through fun games. Games are not only exciting for kids but also help to keep them engaged and interested in learning. It is an effective way for kids to remember the letters' sounds and a good precursor to writing words.

It is difficult to teach reading to kindergarten pupils. Teachers must come up with new ideas for motivating students to enjoy learning. Songs and games undoubtedly fall within the category of enjoyable activities that function as effective teaching aids. Songs and games are crucial components of development and education. Children enjoy singing and playing games, so it makes sense that teachers would utilize songs and games to engage pupils in language and concept learning. Songs and games can be useful and significant tools for children who are learning about letter sounds.

Kindergartens are asked to recognize the letters and letter sounds to read. Mark (2019) stated that letter identification is one of the most important precursors to reading, followed by the ability to discriminate the smallest units of sound called phonemes. For the pupils to succeed in reading, two components must be placed in our early childhood classrooms: a focus on letters of

the alphabet and systematic phonics instruction.

According to Ara (2019), in order to appeal to young learners' learning styles, songs, rhymes, and games can be very effective tools for teaching children a foreign language. These tools can be used in children's classes to utilize their natural ability to learn a language.

Pursuant to DepEd Order No. 12 (2015) or the Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development Component, the Department is strengthening Every Child is a Reader Program, through the Early Language, Literacy and Numeracy Program from Kindergarten to Grade 3 pupils. Kindergarten pupils need to recognize all the letter sounds so that they can read syllables, words, and simple sentences. It is really important to learn the basic steps of reading.

According to "Omnibus Policy on Kindergarten Education" (DepEd Order No. 47, s. 2016) children learn best through play and active involvement in concrete and meaningful experiences. Play is essential to healthy and holistic child development as it gives children opportunities to learn about and understand their world and practice newly acquired skills.

Playing games is also essential in building children's self-confidence, problem-solving, and cooperative learning skills that prepare them for lifelong learning. The varied play-based activities and games in kindergarten lead the learners to become emergent literates and help them to acquire naturally the competencies to develop holistically. This also leads them to become willing risk-takers, and ready to tackle formal schoolwork.

Localized songs and games for Kindergarten pupils in Langkiwa Elementary

School will help them to remember the letter sound for them to be a reader. The presentation of activities like songs and games must suit young learners' characteristics, their mastery of language, and their interests.

METHODOLOGY

The study made use of a localized assessment tool in gathering the data. The songs were originally made by the researcher and tuned by Sir Jeffrey E. Arimado. The validators, which are the school principal, master teacher, and EPS of Kindergarten will check the validity and reliability of the songs/videos and games.

After localized songs have been validated, they will be used as instructional materials in teaching phonics or letter sounds in kindergarten. It will be followed by a game that is the same as the letter in the song presented.

The teacher researchers conduct a pre-test during the planning stage to determine which letter is the least learned so that the appropriate songs and games may be created. To help the pupils remember the letters, we will develop locally relevant songs and games.

The pupils will play the songs/video that the researchers have composed during the implementation phase, and then they will play a game using that letter. Then the pupils will be given a post-test to know the impact of Project SG.

In collecting and analyzing the data, the teacher-researcher will use quantitative research in an experimental method. The data will be gathered through the pre-test and post-test in literacy.

To determine the significance difference in the performance before and after the use of Project Songs and Games (SG), t-test was used.

The acceptability level of the Project SG was measured using the scale for acceptability rating.

Post-implementation phase, after the conclusion and recommendation, the teacher researchers will suggest making their own localized songs and games that will be suited to the needs of their pupils.

RESULTS

This study aims to determine the effect of Project Songs and Games (SG) as a learning activity in recognizing the letter sound of Kindergarten Pupils in Langkiwa Elementary School.

Specifically, it sought to answer the following questions:

Table 1
MEAN DIFFERENCE BETWEEN PRETEST AND POST TEST SCORES

N	X of Pretest	X of Post Test	X Difference	t-value
20	0.60	3.15	2.55	7.97

$df = 20-1 = 19$

$CV 0.05 = 2.093$

1. What is the mean percentage of pupil respondents before and after using the Project SG?

The mean scores of the learners in pre-test and post test are 0.60 and 3.15 with a mean difference of 2.55. It can be seen that the learners performed better during the post test that marked a positive increase in the mean score they have obtained.

2. Is there a significant difference between the pre-test and post-test scores before and after the use of Project SG?

The computed t-value of 7.97 is greater than the tabular value of 2.093 at 0.05 level of significance which means that there is a significant difference between the pre-test and post-test scores.

Table 2
Computation on Weighted Mean on the Acceptability of the Project Songs in Kindergarten in Langkiwa Elementary School

Criteria/Statement	Number of Validator			Total	Mean	Descriptive Rating
	1	2	3			
Songs						
1. The video has no copyright violation.	5	5	5	15	5.00	HA
2. Suitable to the learners level of development.	5	5	5	15	5.00	HA
3. Contributes to the achievement of specific objectives in recognizing the letter sound.	5	5	5	15	5.00	HA
4. Engaging, interesting, and understandable.	5	5	4	14	4.67	HA
5. The length of the presentation is appropriate to the attention span of the target learner	5	5	5	15	5.00	HA
Grand Mean					4.93	HA

Legend: 4.21-5.00 Highly Acceptable; 3.41-4.20 Moderately Acceptable; 2.61-3.40 Acceptable; 1.80-2.60 Fairly Acceptable; 1-1.79 Not Acceptable

Table 3
Computation on Weighted Mean on the Acceptability of the Project Games in Kindergarten in Langkiwa Elementary School

Criteria/Statement	Number of Validator			Total	Mean	Descriptive Rating
	1	2	3			
Games						
1. The games has no copyright violation.	5	5	5	15	5.00	HA
2. Suitable to the learners level of development	5	5	5	15	5.00	HA
3. Contributes to the achievement of specific objectives in recognizing the letter sound.	5	5	5	15	5.00	HA
4. Engaging, interesting, and understandable.	5	5	5	15	5.00	HA
5. The length of the game is appropriate to the attention span of the target learner.	5	5	4	14	4.67	HA
Grand Mean					4.93	HA

Legend: 4.21-5.00 Highly Acceptable; 3.41-4.20 Moderately Acceptable; 2.61-3.40 Acceptable; 1.80-2.60 Fairly Acceptable; 1-1.79 Not Acceptable

3. What is the level of acceptability of the songs and games?

The grand mean in the level of acceptability of songs and games are both 4.93 with a descriptive rating of highly acceptable was obtained from the validators. It can be seen that songs and games can be useful and significant tools for children who are learning about letter sounds.

DISCUSSION

Children need a strong foundation in learning phonics to be proficient readers. Songs can be used to help pupils learn the alphabet, and the sounds of letters, develop phonemic awareness, and build phonics skills and vocabulary. Fountas and Pinnell once wrote that our pupils should "sing songs of such delight that the lyrics remain in the memory forever."

This study aimed to develop and validate songs and games as a learning activity in Kindergarten to recognize letter sound to help them to read. The study used the descriptive method. It was made to make an accurate formulation of the data needed for this research through the use of Pre and post Literacy Assessment as the main tool of the study. The respondents were composed of 10 males and 10 females and a total of 20 Kindergarten Pupils in Langkiwa Elementary Schools for the SY 2023-2024 who were selected purposively.

To determine the validity of the songs and games we ask the help of three experts in the department.

To determine whether there is a significant difference between the means of the pre-test and post-test.

ACKNOWLEDGEMENTS

The researchers wish to extend their deepest appreciation and gratitude to the people who helped and shared their wholehearted cooperation to make this study possible. Special recognition of the following persons:

Dr. Manuela S. Tolentino, Schools Division Superintendent in DepEd Binan City for granting to conduct this research.

Mrs. Grace, PSDS of District VIII for her kindness in allowing researchers to administer this study;

Mr. Edward, our adviser for giving his time and effort in providing direction for this study;

Mrs. Ana Alma G. Ricafort, Principal I of Langkiwa Elementary School for her kindness and support during the administration of the study.

Mr. Jeffrey E. Arimado, our co-teacher that composed the tune of our songs

Mrs. Belinda G. Marcaida, School Research Coordinator and Langkiwa Elementary School Teaching Staff for endless support to the researchers;

Mrs. Rhea D. Bilbes, Mrs. Ana Alma G. Ricafort, Ms. Concepcion Bederico for validating the songs and games;

Selected Kindergarten Pupils of Langkiwa Elementary School who served as respondents of this study;

Family and friends of the researchers for giving their needed encouragement, inspiration, and support;

Above all, to Almighty God for gracing the researchers with the determination to finish this work and for providing them the strength and good health to make this study.

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