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Project RECAPS : READING ENHANCEMENT USING CLUSTER OF AUDIOVISUAL PHONICS TO PRINTED SHORT TALES FOR STRUGGLING READERS IN GRADE THREE



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ABSTRACT

Reading and writing effectively enable people to communicate effectively, understand global issues, and stay up to date on current events. Sadly, as a result of the pandemic, students' reading and comprehension skills are declining.

This study has done to determine the efficacy of the Project RECAPS: **R**eading **E**nancement **U**sing **C**luster of **A**udiovisual **P**honics to **P**rinted **S**hort Tales. A mixed-methods approach used in this study which are a quantitative and a qualitative approach. The quantitative approach is used to obtain the data in Pre-Test and Post-Test of PHIL-IRI. It is the source in getting the information on how far the pupil's proficiency level in oral reading fluency and reading comprehension after undergoing the Project. Qualitative approach is used to find out how the project impacted to the reading ability of the learners and what challenges they have faced in attaining the goal of this project during the implementation. Qualitative information collected through observation and documentation in every session, using observation checklist. There were 3 participants in this study coming from Grade Three-Magalang in the school year 2023-2024.

The result found that project RECAPS was able to develop the reading skills of the pupils. As stated in the result, pupil no.1 and pupil no.3 from "Non-Readers" become in category of "Frustration Reader" in the level of grade 2. Then, pupil number 2 from "Non-Reader" becomes "Frustration Reader" in the level of grade 1. It has shown also that the children no longer exhibit behaviors such as word-by-word reading, barely audible voice, employs little or no analysis, and pointing to each word with his finger while reading. In other words, they gain confidence in reading.

Keywords: *Audiovisual, Phonics, Short Tales, decoding, Systematic Phonics*

INTRODUCTION

In order to interact with the written word in daily life, learners need to be a reader. Individual's reading ability is necessary for reading signs, labels, text messages in the different technologies and any reading materials likewise with writing. Reading is essential for developing children into active members of society. Being able to read and write allows one to be informed about current affairs, communicate well, and comprehend the problems affecting our world. Unfortunately, due to the pandemic, pupils' reading ability and comprehension skills are getting worse nowadays.

As reported by World Bank, that 90 percent of the children aged 10 in our country are unable to read and can't understand simple text in the year 2021 wherein until now is still manifested. In fact, in Langkiwa Elementary school, it has been showed in the data gathered through Phil-IRI in Filipino subject in the school year 2023-2024 is that 10% of Grade 3 Magalang fall in Non-Reader category.

In relation to Sustainable Development Goal (SDGs) of united nation and one of the goals of the Department's Basic Education Development Plan 2030 (BEDP 2030) which is the education of the Philippines must improve and uphold education quality. Moreover, DepEd Order 50, S.2012 or ECARF has been issued to make every child a reader and writer at his/her grade level.

In respond to it, the teacher researcher finds a way or tool to cater this challenge. One strategy that she was using in addressing this issue or one strategy to help struggling readers is to employ project **Reading Enhancement Using Cluster of Audiovisual Phonics to Printed Short tales (RECAPS)** that can be done 30 minutes every day. In which according to Henry (2020) is that persistent treatment resisters respond positively to a systematic multisensory phonics intervention.

Thus, teacher researcher innovated reading materials called, the "Cluster of Audiovisual Phonics to printed Short tales (CAPS)" using Filipino language. It is a modified form of reading instructional material in Filipino in a scaffold approach. In other words, it is a systematic phonics which means the letter-sound relationship is taught in an organized and logical sequence. The instruction was generated by teachers who work closely with the students. To be exact the materials to be used are cluster of audiovisual of the alphabet, print materials for consonant and vowel pattern for four letter to eight letter words, phrases, and short stories with comprehension questions for each cluster of phonics. CAPS would be used as a tool to enhance pupils' reading skills. As stated by Togerson J. et.al (2006) Systematic phonics instruction within a broad literacy curriculum appears to have a greater effect on children's progress in reading than whole language or whole word approaches. This is also be introduced as a new material in developing reading ability of the pupils whether in the classroom or at home.

METHODOLOGY

This study uses a mixed-methods approach which are a quantitative and a qualitative approach. The quantitative approach is used to evaluate on how far the pupil's proficiency level in oral reading fluency and reading comprehension in tagalog after undergoing the project using mean.

The latter approach is used to find out how Project RECAPS impacted to the learners and to know the challenges have faced in attaining the goal of this project during the implementation. Qualitative information collected through observation and documentation in every session, using observation checklist.

The procedure for data collection were summarized below:

Phase I. Preparation Stage. Administering the Pre-test in Phil-Iri (Filipino). Identification

of probable respondents of the study. Crafting, checking and validation of the modified reading materials and other instruments to be utilized in the study. Informed and secured the permissions from the parents/guardians of the respondents about the program and research procedure.

Phase II. Data Gathering Stage.

Implementing reading remedial to identified respondents. It was conducted within 6 weeks. The instruments used for pre-test and post-test is taken from DO 14, S. 2018 Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory.

Pre-Test, Post-Test, modified reading materials, and observation checklist were the main instruments of the study. These are the source in getting the information on how far the pupil's proficiency level in oral reading fluency and reading comprehension, and how Project RECAPS impacted to the reading ability of the learners after undergoing the Project. As well as what challenges have faced in attaining the goal of this project during the implementation.

Phase III. Data Analysis Stage. Retrieval of all gathered data from the respondents. Then based the data gathered, the researcher performed discussion, reflection and analyzation .

Phase IV. Summary and Interpretation Stage. Generating a research summary based on the study's significant fields of investigation.

Phase V. Reporting. Crafting the final paper including the results and recommendations of the study. Present the result of the study.

RESULTS

The implementation of Project RECAPS is expected to develop the reading skills of the pupils who undergo this project. The mean average of the pre-test, post-test, and documented observation during the procedures were used to analyze the data.

Question 1 and 2. What is the pupils' proficiency level in oral reading fluency and reading comprehension in Filipino prior and after projects RECAPS?

Based on the data gathered, the results have shown that after attending the project RECAPS pupil no.1 and pupil no.3 from "non-readers" become "independent" reader but in the level of grade 1. While pupil number 2 from "Non-Reader" become "Frustration" in the passage for grade 1.

Question 3. How Project RECAPS impacted to the reading ability in Filipino of the Grade 3 pupils?

Project RECAPS have helped in developing the reading ability of the participants in Filipino. The data have shown that eventually they gain confidence in reading, as the program approaching to finish, the children is no longer able to manifest the behavior like; Does word-by-word reading, voice is hardly audible, pays little or no methods of analysis, and points to each word with his finger.

However, there were still negative behavior that the participants have manifested in reading. Such as disregards punctuation, distracted with the noise in the environment, and struggling in the word with consonant blend whether in the beginning, middle, or end.

Question 4. What are the challenges in attaining the goal of Project RECAPS?

Inconsistency of participation into the program due to absenteeism. It revealed that the participant who attended only 23 days out of 30 days in the program was not able to master the target skills in syllabus of the program compared to the participant who is consistent.

The noise and inconducive environment for reading remedial distracts pupil's focus.

The timeframe provided for the program is not enough to tackles all the details mentioned in the program.

DISCUSSION

Reading skills of learners are essential. It allows them to be informed about current affairs, communicate well, and comprehend the problems affecting our world.

Thus, this study is conducted to unfold a strategy, a reading material, and a reading program that could improve an individual's reading ability in Filipino Language.

A researcher modified an efficient reading instructional materials called Cluster of Audiovisual Phonics to Printed Short Tales (CAPS.) In other words, the researcher employed a reading instruction called systematic phonics which focus on the relationships between letters and sounds (Torgerson J. et.al 2006). Specifically, the reading materials are cluster of audiovisual of the alphabet, print materials for consonant and vowel pattern like CVCV pattern or four-letter words to eight-letter words, phrases, and short stories with comprehension questions for each cluster of phonics.

The result of the study has shown that Project RECAPS was able to develop the reading skills of the pupils. As stated in the result, pupil no.1 and pupil no.3 from "Non-Readers" become in category of "Frustration Reader" in the level of grade 2. Then, pupil number 2 from "Non-Reader" becomes "Frustration Reader" in the level of grade 1.

It means that the participants are not able to reach the passage for grade 3. Specifically, the domains that they improved after the program are barely alphabet knowledge, phonics and word recognition or decoding of CVCV words as stated in the syllabus of the program. This is simple and has little improvement but still it is important according to Torgerson J. et.al (2006).

As the researcher went deeper into the investigation through reviewing the observation and documentation, it was found out that the miscues they got are the words that have consonant blend in the beginning, middle, and end. Those patterns are not included yet in the syllabus of the program. In addition, after undergoing this program the children were no longer exhibit behaviors such as word-by-word reading, barely audible voice, little to no analysis, and pointing to each word with his finger. In other words, they gain confidence in reading.

Thus, as a teacher with the demand of providing quality education to our learners, we must be compassionate in employing appropriate reading remedial to the learners who need it. Because reading skills is essential to each individual's life. It determines the success of the learners in the succeeding years of school as well as in their years of adult life.

However, challenges are also inevitable in conducting a reading remedial program. In this study, the issues that the researcher have faced are a place where remedial reading was conducted is not free from noise or uncondusive. It distracts pupils from focusing. Inconsistency of the attendance of the participants. Lastly, a short period of time provided for the program. The participants were not able to do more practice reading due to time constraints.

Therefore, for the teachers who will conduct a remedial reading, it is recommended that:

A reading remedial program must have a long period of time or long enough to tackles or master the skills that would help the learners to improve not only the fluency in oral reading but also to internalize or comprehend what they have read all about.

In teaching reading, provide an environment that is free from noise or unnecessary distraction.

Ensure that the participants attend daily in the program.

Project RECAPS has evidently shown the great effect in developing the pupil's reading accuracy so the systematic phonics or reading instruction being used in this project, should also be used of every literacy teacher.

Teachers who already use this reading instruction in their teaching or reading remedial should continue to do so.

Teachers who do not use systematic phonics in their reading remedial, may now start to use it or include it to their reading remedial practices.

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