



RECORDED TEACHER MODEL VIDEO LESSON IN DEVELOPING THE LETTER SOUND RECOGNITION SKILL OF KINDERGARTEN LEARNERS

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ABSTRACT: This action study was carried out to develop the letter sound identification abilities of kindergarten pupils using a Recorded Teacher Model Video Lesson. The research made use of pretest and posttest. The data was collected using an experimental design and processed and analyzed using mean, frequency, t- test, and Eta square. The findings of this research show how beneficial Recorded Video is in helping the kindergarten pupils at San Isidro Elementary School. The mean percentage score has increased significantly. There is a significant difference between the subjects' pretest and post-test mean scores, and the η^2 indicates that the Recorded Video is an effective intervention in developing kindergarten pupils' letter sound identification abilities. As a result, the researcher advised that the Kindergarten Teachers employ the intervention to help kindergarten pupils strengthen their letter sound identification abilities. Collaboration with administrators and educators is required for the implementation of the intervention, which should be prioritized to include and develop the usage of Recorded Teacher Model video. For the continuity and enhancement of this action research, the following suggestions and recommendations intended for this study must be done and put into action. As conclusion, the Recorded Teacher Model Video Lesson was an effective intervention in developing pupil's performance in letter sound recognition. Hence, it was recommended that this intervention be utilized in kindergarten classes and that teachers should master varying techniques through this intervention to better attain the learners' letter sound recognition skill.

Keywords: experimental design, Recorded Teacher Video Lesson, recognition skills

I. INTRODUCTION

Technology, particularly in this age of distant learning, must be successfully incorporated. Instructional films may be used to demonstrate a process, impart information, explain a concept, or demonstrate how to accomplish something. This is another example of a teacher using their ingenuity to share how they can help their students learn the best manner they can, even during a pandemic. Teachers use various intelligences to develop innovative techniques to fulfill the requirements of their students. And, via innovations, instructors may put their different intelligences to use. Now, a twenty-first-century teacher should develop an invention as a means of improving his or her ability to transmit information to students.

In relation to this, seminars and workshops are conducted in response to enhancing teacher's skills in making their innovations and this is supported by DepEd Order No. 8, s. 2013, which aims to help the participants plan an exemplary beginning reading and writing lesson and demonstrate or execute the same. This enables them to apply interactive reading and



writing strategies and help them to prepare instructional materials appropriate for an interactive reading and writing lesson.

DepEd announced the “Hamon: Bawa’t Bata Bumasa” (3Bs) initiative through Education Secretary Leonor Briones mandated in DepEd memorandum no. 173 s. of 2019 that the 3Bs initiative will help strengthen every Child a Reader Program (ECRAP) which primarily aims to “equip learners with reading skills to make them proficient and independent readers in their grade level.”

The researcher wanted to develop the letter sound recognition skills of kindergarten learners at San Isidro Elementary School using TMVI in an effort to strengthen the reading proficiency of every learner and help nurture a culture of reading that is considered a requisite skill in this new normal delivery of education (Teacher Model Video Instruction). According to DepEd Memorandum No. 158 s. 2019, the Department of Education will lead the countrywide celebration of 2019 National Reading Month under the theme "Magbasa't Umunlad" to encourage the love of reading. This is in line with the Department of Education's mission to providing basic education that is of high quality, accessible, relevant, and empowering for everyone, as well as to laying the groundwork for lifelong learning and service to the greater good. Furthermore, Memorandum No. 67 s. 2018, Enhancement Training on the Philippine Early Childhood Development (ECD) with SF5 Using Excel Application for Kindergarten Teachers, aimed to orient Kindergarten teachers on the Philippine Early Childhood Development (ECD) and train teachers in the use of the Excel application in the ECD checklist. Furthermore, Regional Memorandum No. 148, Section 2018, Training Workshop for Kindergarten Supervisors and Local Persons on Eliminating Learning Gaps in Early Childhood Education aims to provide Kindergarten Supervisors with techniques to support teachers in minimizing learning gaps in the classroom. It also improves technical support abilities and contextualizes observation monitoring tools for classroom activities in order to improve teaching and learning.

Furthermore, to address the need of kindergarten learners, the researcher conducted ECCD pre-test in October 2020 for Kindergarten learners of school year 2020-2021, 70% of the 29 learners have passed the actual test. And based on the passed collected SLMs, only few can correctly write the alphabet for some parents do the answering of their children’s modules. This study will be conducted at San Isidro Elementary School where the researcher is presently teaching.

Intervention, Innovation, and Strategy

Many people feel that the most natural way to introduce the alphabet and the letter sounds is to go straight from A to Z, but there is a more logical and systematic way that introduces letters based on the type of sounds that they make.

Teacher Model Recorded Video Lesson is the researcher's recommended intervention that follows the pattern of creating video lessons. The extra supplemental instructional resources for San Isidro learners would be digital learning materials in the form of moving visuals with audio that would be recorded. Audio. According to Alber (2019), the objective of utilizing videos is to provide background information about a subject. Learners learn best when they get knowledge in a variety of formats, such as reading, sketching, listening to the teacher's vocal explanations, and seeing visual media. Furthermore, Farah et al. (2019) proposed a 5-step method for creating your own instructional videos. First, there is chunk instruction.

Second, create slides that are video-ready. Third, make a record. Fourth, increase participation, and finally, be yourself. Of course, selecting a subject and a specific topic from the official Most Essential Learning Competencies (MELC) for this school year is equally critical. Then, depending on the concepts you gained from watching instructional videos, prepare your lesson plans. Following that, request quality assurance of the product from the School, District, and Division Technical Working Group. Finally, video recording is complete after quality assurance is completed! Remember that video production ethics should be prioritized.

The proponent made used video lessons created through the videos of the different competencies of kindergarten. And these videos are patterned or anchored from the Most Essential Learning Competencies and Self Learning Modules downloaded from the DepEd LRMDs portal. On these video lessons learners will also feel that they are part of the home school, that somebody cares for them, and they will discover new trends in learning through this innovative means of learning, and it will maintain their rapport with their virtual presence which eventually make the learners feel that they have somebody to guide them and ask enlightenment if needed.

Based on the result of LESF survey, most of the learners have their own TV, Smart Phone, Radio, Speakers at home but only few of them have an internet access. In this regard, the proponents will use 26 video lessons for kindergarten which are patterned from the competencies from MELC and SLM. These videos recorded lessons would be save into flash drive or On the Go drive provided by their parents and distributed 1:1 copy of each learners with internet connection these videos would be uploaded to the class group chat or any online flat forms. While viewing these video lessons the learner can easily understand the subject matter and answer their Self Learning Modules to that lesson distributed by their teachers with the help and support of the barangay officials and other person in authority to serve as the DepEd partners. Videos can be play anytime, anywhere and many times if they wish for mastery of the lesson.

The proponent would convene the learners during their virtual class and again during remedial time if any at 11:00-11:30 A.m. Same procedure will be undertaken all throughout the study until all learners be able to master the competencies needed to be developed. It must be noted again that the learner's materials would be used has been prepared aligned to the MELC with the modules downloaded from the LRMDs portal as the primary source hence it can be considered that they had already been quality assured although experts or Quality assurance team will be resorted.

Research Problem

This research study will use the following analysis test and eta squared.

1. What is the pre-test and the post-test score of the participants before and after the implementation of the Recorded Teacher Model Video Lesson?
2. Is there a significant difference on the pre-test and post-test score of the participants using the Recorded Teacher Model Video Lesson?
3. What is the effect size of using Recorded Teacher Model Video Lesson in developing the letter sound recognition skill of the participants?
4. What is the intervention plan that can be proposed to sustain the utilization of the innovation/intervention?"

II. Research Methodology

In this study, the researcher made use of the question experimental design particular one short pretest- posttest design in which the same group of participants received the same intervention.

Participants and or other Sources of Data and Information

The researcher conducted the study at San isidro elementary School, Buguey North District with 29 kindergarten pupils (10 male and 9 female) as participants using total enumeration.

Data Gathering Methods

Procedures in data gathering would take systematically following the IATF protocols. A letter of permission would address to the parents, the PTA and to the GPTA. A 20-item pre-test and post-test would be given to the Kindergarten participants as the main source of data to be gathered. And Recorded Teacher Model Video Lesson is the intervention and innovation tool in conducting this action research.

Ethical Issues

This study adheres to the ethical standards for protection of all participants. Results of the pre-test and post-test would be taken confidentially. In addition, a research proposal will be submitted and be reviewed by the research authorities for approval. The researcher as well would be conduct this research with a Memorandum of Agreement (MOA) and will follow the AITF protocols for safety precautions from the pandemic. Sources of information and review of related literature & studies used in this research would also be acknowledged.

III. Discussions of Result and Reflection

A. Result of Findings

Table 1. Overall result of Pretest and Posttest

	Pretest	Posttest
Mean	8.0769	24.88462
SD=2.54589	n=26	

It can be observed in table 1. That the mean of the posttest scores is greater compared to the mean pretest scores suggesting that developing the letter sound recognition skills of the kindergarten pupils improved after the using the intervention. This implies that the participants performed better in their posttest compared to their pretest results. This further implies that their engagement in numeracy had marked improvement in the posttest.

Technology can improve reading comprehension and numeracy skills of the learners according to the study of Maan et al, 2008.

Table 2. Results on the Test on the Difference between the Pretest and Posttest Scores of the Respondents

t- computed	p-value	Level of Significance	Statistical Inference
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Pre-test	-33.663	0.000	0.05	Significant
Post Test				

The t- computed value of the learners' pretest and posttest scores (Table 2) is -33.663 which is beyond the p- value of 0.000 (two-tailed) at 0.05 level of significance with 25 degrees of freedom. These data clearly show that there is a significant difference between the pretest and posttest scores of the learners in developing the letter sound recognition skills.

Therefore, it can be concluded that the intervention was effective in the performance of Kindergarten Pupils.

This implies that the intervention used has contributed to the enhancement of the participants literacy skills. "There is no difference between the pretest and posttest scores of the learners" is rejected

This is proven by Allen 2021 as he concluded that learners exposed to interactive learning has been proven to increase learners' performances and help them develop more autonomy.

It is also attested by the study of Erece 2021 that instructional model videos recorded lessons of kinder teachers findings, showed that significantly increased the learners' literacy.

Furthermore, with its utilization in the study, it was found out that this intervention is really effective.

Table 3. Eta Squared Analysis on the Effect size of the intervention to the performance of kindergarten learners.

t- Computed	Computed eta ²	Adjectival Rating
-33.663	-6.6019	Large Effect

The result of the statistical computation using eta² is 6.6019. This shows that there is a large impact of effectiveness of the intervention to the level of performance in Developing the letter sound recognition skill of Kindergarten learners.

It implies that the recorded video teacher model lessons improved the numeracy ability of the kindergarten learners. Therefore, instructional materials like this is really helpful in the learning

The findings were supported by the Team Workplan of Malabag, Unabia, Abelle, and Dacumos entitled Project Dream (2020) Digitized Recorded and Enhanced Audio instructional materials.

Miller 2018 recorded this statement suggesting that using technology in the Kindergarten classroom enhances learning mathematics.

Conclusion

This study was reflective of how Recorded Teacher Model Video Lesson affects in advancing the pupils performance in letter sound recognition as shown in the results. A significant increase was very clear in the Mean Percentage Score of pupils in the pretest as compared from the posttest. It further shows the retention rate of the respondents was relatively high with the used of Recorded Teacher Model Video Lesson as an intervention. The test of difference also points out significant difference between the pretest mean and the posttest mean scores of the respondents. The eta² which measured the effect-size of the intervention suggests



that the Recorded Teacher Model Video Lesson is an effective intervention in developing pupil's performance in letter sound recognition.

It was concluded that Recorded Teacher Model Video Lesson was effectived intervention in developing pupil's performance in letter sound recognition. Hence, it was recommended that this intervention was utilized in kindergarten classes and that teachers should master varying techniques such Recorded Teacher Model Video Lesson to better attain the learners letter sound recognition skill.

Recommendation

Based on the result of the study, the following are recommended.

1. The researcher also recommends that further studies may be conducted on the effectiveness of Recorded Video in Kindergarten classes and in a large population to have a wider utilization and scope.
2. The researcher also recommends that the kindergarten teachers may be used Recorded Video as an intervention to improve the skills of the Kindergarten pupils.
3. The researcher also recommends that the Kindergarten teachers may develop an assesment tool to evaluate the used of Recorded Video for proper execution and learning delivery among pupils and for the purpose of innovation and improvement.
4. Teachers may use recorded Teacher Model Video Lesson in other Grade levels grades 1-3 to test its effectiveness.
5. Parents and other stakeholders may also encourage to guide their children in using the Recorded Teacher Model Video lesson to boost their potential.
6. The result of the study may be dessiminated to other teachers within the district parents and other stakeholders through LAC sessiond and may be used for benchmarking is designing another interactive intervention.

Reflection

Recorded videos create a more engaging sensory experience than using print materials alone that most teachers experienced like the researcher. This is one of the challenges that the proponent of this study used encounteres in her teaching that paved the way for her to look for alternative strategy apart from using the lecture and chalkboard method. In her desire to develop the letter sound recognition skill of Kindergarten learners. Though her experience which are creatively incorporated in the computer based and generated instructional materials in the form of videos can be enough explain further the sounds of the letter. Thus, developing their performance in the letter sound recognition particulary in ideveloping their skills in the lesson.



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