

TEACHING PHONEMES AND CONSONANT-VOWEL-CONSONANT TECHNIQUES: IT'S SIGNIFICANCE ON THE READING PERFORMANCE OF GRADE SCHOOL PUPILS OF TANDU BATO ELEMENTARY SCHOOL

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Abstract

This study was conducted to enlighten and investigate the teaching phonemes and consonant-vowel- consonant techniques: its significance on the reading performance of grade school pupils of Tandu Bato Elementary School. The following significant findings. The teachers agree that the teaching phonemes and consonant-vowel-consonant techniques is significance on the reading performance of the grade school pupils. The data indicates that the level of reading performance of the grade school pupils is high performance. The alternative hypothesis is accepted. "There **is significant relationship** of Teaching Phonemes and Consonant-Vowel-Consonant Techniques on the Reading Performance of the grade school pupils of Tandu Bato Elementary school. The study concludes that the teaching phonemes and consonant-vowel-consonant techniques is significant to improve the reading performance of the grade school pupils of Tandu Bato Elementary School Luuk District and the teachers agreed to it. Effective teaching, practices, strategies and techniques should be used to deliberately improve the reading ability of the grade school pupils. Moreover, there is a significant of teaching phonemes and consonant-vowel-consonant techniques on the reading performance of the grade school pupils. The following Recommendation were for worded : The study should be replicated in other school district, the teachers should improve the teaching strategies and techniques in teaching phonemes and consonant-vowel-consonant techniques to develop the reading performance of the grade school pupils, the school administrator should closely monitor the reading performance of the pupils, effective teaching, strategies and practices should deliberately improve the reading performance of the grade school pupils, the school administrator, PTA officers and the community should support the teachers in teaching phonemes and consonant-vowel-consonant techniques in teaching reading. The Department of Education should conduct seminar on teaching reading strategies and techniques, should monitor the reading performance and reading programs of the elementary schools, should update the strategies and techniques of teaching reading, should come up with a program to enhance the reading performance of the pupils should maintain finances to provide necessary teaching materials to improve good performance in reading.

Keywords: Teaching Phonemes; Consonant-Vowel-Consonant techniques; Reading Performance

BACKGROUND OF THE STUDY

The National Research Council re-examined the question of how best to teach reading to children (among other question of how best to teach reading to children (among other questions in education) and in 1998 published the results in the Prevention of Reading Difficulties in Young Children (Catherine Snow, et. al.). The National Research Council's findings largely

matched those of Adams. They concluded that phonics is a very effective way to teach to read at the world level, more effective than what is known as the “embedded phonics” approach of whole language ((where phonics was taught opportunistically in the context of reading materials). They found that phonics instruction must be systematic (following a sequence of increasingly challenging phonics patterns) and explicit (teaching students precisely how the patterns worked, e.g., “this is b, it stands for the /b/ sound”).

Phonological awareness and Phonics are two out of six elements of reading. Learning to read is the most important educational outcomes of primary education. The ability to read is fundamental to children’s learning, including their development of boarder literacy skills, and to their future successful participation in society, including the world force. (Department of Education Philippines Memorandum N0. 173s.2019).

Despite all our knowledge of teaching reading and massive efforts to increase reading proficiency. The reading ability of the pupils in Tandu Bato Elementary School and other school located in the provinces of Sulu have been of the problem of their teachers. The problem remains that there is gap in our understanding of which reading activity, teaching strategy and techniques are most effective.

All of the teachers of the Tandu Bato Elementary School are concerned to their learners who are used to complain about the promotion of the developing reader or non-independent readers to the next grade level until to secondary level. General promotion from one grade level to the next higher level has been already a tradition of the public elementary school in Sulu regardless of the performance of the pupils in reading.

Education has a rule that the teachers need to follow “No child left behind” and no child will be retained as along as the pupils is always present during school days. People having reading difficulties is not a new problem. According to Enfield (1976), half of the world’s adults were wholly illiterate in 1950’s, one-third of these adults where functionally illiterate when the standard of fourth grade reading level was used.

Reading is a skill that is necessary to lead a successful life. One way to improve reading skills and to impart knowledge to your developing readers or non-independent readers is to teach them know how to read through utilize the phonemic awareness, phonics instruction and consonant-vowel-consonant techniques in reading basic words.

ETHICAL CONSIDERATION

The respondents were informed through letters that they will provide data during the conduct of study. The information that they will give will be use as main data of the study and their identity will remain confidential. In the book of Dr. Hayudini, (2021), if a person tackles the basic principles in a man’s life as a member of society means he is valued in social ethics (p.9).

METHODOLOGY

This was the reason why the researcher was eager to conduct the study on Teaching Phonemes and Consonant-Vowel-Consonant: Its Significance to the Reading Performance of Grade School Pupils of Tandu Bato Elementary School. This study used quantitative research design. It quantitatively determined the significance of teaching phonemes and consonant-vowel-consonant techniques on the reading performance of the grade school pupils of Tandu Bato Elementary School. The quantitative research used data from the checklist Questionnaire, personally prepared by the researcher.

This research study was conducted in Tandu Bato Elementary School, and this study could be utilizing by the teachers in different grade level especially for the teachers who are handling a beginner readers and poor readers. This school located at Tandu Bato Luuk, Sulu and it's near to Tandu Bato High School and Tandu Bato Boulevard the new tourist spot of Lupah Sug. This school has complete elementary grade level, but most of the grade level has only one class adviser and only one section. The respondents of the study were the teachers particularly assigned in different grade level who are handling a lot of developing readers or non-independent readers. Since this school has only one class adviser in every grade level. To acquire and gather substantial data for the research study.

Questionnaire was used in this study. Set of questions self-made was given to the respondents in order to collect the facts and ideas of the respondent about the research. This research study used check list questionnaire in gathering data. The checklist are answered by the teachers in Tandu Bato Elementary School and Camp Andres Central Elementary School. The researcher asked permission from the principal of Tandu Bato Elementary School and Camp Andres Central Elementary School to conduct a research study, the questionnaires were distributed and answered by the Tandu Bato Elementary School Teachers and Camp Andres Central Elementary School.

RESULTS AND DISCUSSIONS

The statistical tools that the researcher utilize to gather all the data are weighted mean and Chi Square Test.

Careful analysis and interpretation of data revealed the following significant findings.

- 1) The teachers agreed that teaching phonemes and consonant-vowel-consonant techniques is significant.
- 2) The data indicates that the reading performance of the pupils is high.
- 3) The data indicates that the teaching strategies and practices is used often in reading classes.
- 4) The alternative hypothesis is accepted. There is a significant relationship of teaching phonemes and consonant-vowel-consonant techniques with the reading performance of the grades school pupils of Tandu Bato Elementary School.

Other approaches in reading;

- **Phonics Approach** – This is a well-known and one of the best methods of teaching reading. In this method, children are taught the alphabet first. And learning the alphabets involves learning not only the names of the letters but also the sounds they make. Children can make blend two or three letters together to make words only when they have learnt letter sounds. Among the methods of teaching reading, it is thought to be the most effective.
- **Sight Word Approach** – Focuses on a learner’s ability to recognize whole words. It is better to use flashcards with pictures will help your child understand the meaning of the words. Without the use of pictures, this method is not very effective, but it can be one of the best methods of teaching reading if applied properly.
- **Language-Experiential Approach** – this approach is more effective when it is combined with other methods of teaching reading. It involves a shared experiences such as common school experiences. Every child learns different words, they offend find this method very easy because they learn words they are already familiar with.

Teaching Phonemes is significant to the reading performance of the pupils because learning to read start from recognition of alphabetical symbols, sounds of each letters (phonemic awareness). And followed by teaching consonant-vowel-consonant techniques through Segmenting and decoding words.

Example of Phonemes;

Rat /r/æ/t/, pen /p/ɛ/n/, big /b/ɪ/g/, hop /h/ɒ/p/, bus /b/ʌ/s/

The Consonant-Vowel-Consonant Techniques is significant to the reading performance of the pupils because learning to read would start from easy to hard. C-V-C is a three-letter word that follows the spelling pattern of a consonant, then a vowel, and then another consonant. If you can recognize a C-V-C word, you can almost certainly pronounce it, even if it’s a new word for you! That’s because in C-V-C words the vowel is almost always “short sound “or short vowel.

Example of Consonant-Vowel-Consonant Word

rat,	pen,	big,	hop,	bus,
cvc	cvc	cvc	cvc	cvc

In England, as in many other countries, much of the debate has been over the use of phonics, which helps children understand how sounds – “phonemes” – are represent by letters. Supporters of synthetic phonics teaching have argue that teaching of phonemes and letters should be first and foremost. On the other side have been supporters of whole language instruction, who think that reading whole texts-books for example – should come first and foremost. Dominic Wyse, Alice Bradbury, UCL (January 19, 2022). Learning Consonant-Vowel-Consonant Techniques is very vital for young readers. CVC words are basic, three-letter words that begin with a consonant, have a single letter short vowel sound, and end with

a consonant. They are simple to sound out because they don't include any of tricky blends or diphthongs commonly found in the English language. When young readers or non-dependent readers are ready to tackle putting together their very first words, the simplest way to begin is with Consonant-Vowel-Consonant words. It's an exciting time when pupils make the transition from recognizing and identifying letters and associating those letters with unique sounds to sounding out simple words. The Printable Princess (2022).

CONCLUSION

Based on the finding of the study concluded that the teaching phonemes and consonant-vowel-consonant techniques is significant to improve the reading performance of the grade school pupils of Tandu Bato Elementary School Luuk District and the teachers agree to it. Effective teaching, practices, strategies and techniques should be used to deliberately improve the reading ability of the grade school pupils. Moreover, there is a significant of teaching phonemes and consonant-vowel-consonant techniques on the reading performance of the grade school pupils. In the light of the findings and conclusion of the study, the following recommendations are forwarded. Five (5) for Research Agenda, five (5) for policy, five (5) for Policy and five (5) for Research Program.

A. Research Agenda:

- 1) The study may be replicated in other school district.
- 2) The teachers might improve the teaching strategies and techniques in teaching phonemes and consonant-vowel-consonant techniques to develop the reading performance of the grade school pupils.
- 3) The school administrator may closely monitor the reading performance of the pupils.
- 4) Effective teaching, strategies and practices may deliberately improve the reading performance of the grade school pupils.
- 5) The school administrator, PTA officers and the community may support the teachers in teaching phonemes and consonant-vowel-consonant techniques in teaching reading.

B. Research Policies:

- 1) The Department of Education may conduct seminar of teaching reading using teaching phonemes and consonant-vowel-consonant techniques.
- 2) The Department of Education may monitor the reading performance and reading programs of the elementary schools.
- 3) The Department of Education may update the strategies and techniques of teaching reading.
- 4) The Department of Education might come up with a program to enhance the reading performance of the pupils.

- 5) The Department of Education may maintain finances to provide necessary teaching materials to improve good performance in reading.

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