THE USE OF RECORDED AUDIO IN IMPROVING THE LETTER NAMES AND SOUNDS RECOGNITION OF KINDER-STRAWBERRY PU PILS

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ABSTRACT

This study aimed to improve the alphabet knowledge of Kinder-Strawberry by using recorded audio. A PreTest Posttest design was utilized in this study. Given the data from the Alphabet Knowledge Checklist (pre-test) the target pupils were identified. The class received instruction using recorded audio made by the teacher. Audios were sent to parent's messenger or messenger group chat of Kinder-Strawberry Parents and Guardians. Weekly assessment and online monitoring were used in determining pupil's performance in terms of Alphabet knowledge. After two months of implementation, post test was administered to determine the improvement in Alphabet Knowledge of the target pupils.

Based on the result of the post test, the score of the 12 out of 15 pupils has increased. The role of ICT-based instructional materials positively influenced the improvement of learners' skills. Thus, the use of recorded audio can help in improving pupil's Alphabet Knowledge.

Key Concepts: Recorded audio, Alphabet Knowledge, letter sound recognition, Kindergarten

INTRODUCTION

One of the important skills for every learner to develop in their early school year experience is relation of letters and sounds. The recognition of letter sounds is important for a beginning reader. Having the ability to match letters and sounds helps learners develop their reading skills and understanding of words and spelling patterns. The learners' knowledge of recognizing letter names and sounds is the analyst of their later reading abilities and spelling skills. Letter name and letter sound knowledge predict subsequent literacy skills independently of other important predictors including phonological awareness and oral language. Learners with poor knowledge of letter names and sounds are more likely to struggle with learning to read and be classified as struggling readers. or non-readers. These children tend to fall further behind their peers in reading acquisition, leading to gaps in spelling, reading fluency, vocabulary, and comprehension skills (Piasta and Wagner, 2010).

In connection with the point previously mentioned, recorded audio was utilized in improving the alphabet knowledge of Kinder-Strawberry pupils. As per record, 15 pupils out of 15 pupils or 100% of Kinder-Strawberry scored lower in matching letters and letter sound which focuses on the Alphabet Knowledge under the pre-test. The researcher believes that recorded audio of letter sounds can help develop learners' prereading skills.

In the study "Role of Multimedia in Early Childhood Education" conducted by Shilpa and Sunita in 2013, showed that the role of different types of multimedia devices and their positive influence are highly significant on children's academic performances. Since ICT has an effect on young children's learning it is timely for the role and potential of this technology to be explored in the classroom.

The researcher will use recorded audio materials in improving the alphabet knowledge of Kinder-Strawberry Pupils.

STATEMENT OF THE PROBLEM

The primary aim of the study was to improve the letter sound recognition of identified 15 pupils from Kinder-Strawberry by using recorded audio.

Specifically, this study sought to answer How effective is the use of recorded audio in improving the letter names and sounds recognition of kindergarten pupils.

METHODOLOGY

There were fifteen (15) pupils identified for the research through Alphabet Knowledge Checklist pre-test given by the teacher. The pupils were chosen from Kinder-Strawberry pupils who scored lower in matching letters and letter sound which focuses on the Alphabet Knowledge. To help them, recorded audio of letter sound was made by the teacher as materials in improving their letter sound recognition / alphabet knowledge.

Regular monitoring of their progress will be done through weekly assessment and online kumustahan. Post-test was conducted to determine learners' improvement in the alphabet knowledge.

RESULTS AND DISCUSSIONS

Names	Letter Sound Recognition	
	Nakikilala ang mga tunog ng bawat letra o titik at Natutukoy ang unang tunog ng salitang sinabi ng guro / magulang / taga-pag-agalaga (M, A, S, I, O, B)	
	Pre-Test	Post-Test
BOYS		
1. Dan Carlo L. Cupino	-	✓
2. Nash Edray D. Dacillo	-	✓
3. Zach Lucas F. Del Mundo	-	✓
4. Clyde Cedrick C. Martin	-	-
5. Anjelo Louie Panlasigue	-	✓
6. Enrique Zayne J. Parma	-	✓
7. John Emmanuel B. Pascual	-	-
8. Boy D. F. Quizon	-	-
GIRLS		
1. Yanica M. Albiento	-	✓
2. Alyssa Arriola	-	✓
3. Keona Elise M. Butial	-	✓
4. Daniella F. Garcia	-	✓
5. Darlene Joi A. Principe	-	✓
6. Uelanda G. Rondina	-	✓
7. Precious Chelsea C. Santos	-	✓

Based on the results, it can be concluded that the use of recorded audio as instructional materials helped improved the - alphabet knowledge and prereading skills of the learners. Out of the 15 target learners, 12 learners improved in matching letters and letter sound which focuses on the Alphabet Knowledge.

CONCLUSION

The use of recorded audio as instructional materials in improving Alphabet Knowledge was found effective as it increased the learners engagement in reading.

RECOMMENDATIONS

- Kindergarten teachers are encouraged to use recorded audio as instructional materials.
- The school should support the kindergarten teachers by providing materials that can be used in recording audio.
- Appropriate training should be provided by the school to enhance ICT competence of teachers.
- For the future researcher to conduct same study targeting competencies scheduled on the second quarter since that will be the beginning of most of the activities on alphabet.

REFLECTION

The researcher realized that ICT-based materials has the potential to create high quality learning environments. The use of recorded audio as instructional materials contributed in the improvement of learners prereading skills. As a commitment, the researcher will continue this intervention in improving the alphabet of the learners in the teaching and learning process.

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