CLAVERIA READING TECHNIQUES: ITS EFFECTIVENESS DURING THE DISTANCE LEARNING

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ABSTRACT

Reading abilities are required for a person to learn from texts and are crucial for lifelong learning. Using reading methods is an excellent technique to fully comprehend literature (McNamara, 2009). Students rarely pick up reading skills on their own; as a result, they must be explicitly taught. However, it is extremely difficult for students to study during this pandemic because there is restricted time for teachers and students in live online meetings, particularly among Grade One students. Since one of the key challenges in the first grade is non-readers, this study intends to determine the effectiveness of E.S Claveria strategies in teaching reading in the period of distant learning. Based on the quantitative findings, we can conclude that the ER Claveria method of teaching reading has a beneficial impact on students, except for the alphabetic principle, which the majority of students are still learning. On the qualitative side of the data, the researcher interviewed the participants' parents about their experiences teaching their children to read using the methodology and their views on their children's growth. Because of the picture, the parents agree that this technique piques their child's interest, and the material is simple to utilize. It is well-organized, and the exercises provided are quite beneficial.

Keywords: Claveria technique, Non-readers, Reading Assessment, Reading skills, Reading technique

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CONTEXT AND RATIONALE

Reading skills are necessary for a person to be able to learn from texts and are essential for lifelong learning. An effective way to understand texts thoroughly is to use reading strategies (McNamara, 2009). Students do not usually learn reading strategies incidentally; therefore, they must be taught directly. But in this time of the pandemic, it is very difficult for the students to learn because there is limited time for the teachers and students in live online meetings most especially in Grade one pupils.

Kline, Deshler, and Schumaker (1992) pointed out that teachers were more willing to implement a reading strategy program based on theories from educational psychology when they had experienced its effectiveness. Therefore, there is a need to provide teachers with information on psychological research, for example, regarding the effectiveness of reading strategies and the effective teaching of them.

Reading, according to Coltheart (2006), is not a single mental activity but rather a collection of mental subskills that include letter recognition, word recognition, understanding of letter-sound rules, and word understanding. It's also a difficult developmental task that's intertwined with a variety of other skills, including attention, memory, language, and motivation. As a result, children must have learned these skills at a young age; otherwise, learning to read will be difficult.

This study aims to determine the effectiveness of E.S Claveria techniques in teaching reading in the time of distance learning since one of the major problems in the first grade is the non-readers students.

The researcher conducted this research to help the student's in developing their reading skills during distance learning. The results in this research will be beneficial to teachers and students for it will help to develop student's reading skills. The E.S Claveria techniques will give a guide on how strategies in teaching reading impact their development.

RESEARCH QUESTIONS

This research to help the student's in developing their reading skills during distance learning specifically seeks to answer the following questions:
1. What is the score of the learners in terms of their reading skills before and after the implementation of the ES Claveria reading technique?
2. What are the experiences and observations of the learner's guardians in terms of their child's development in reading skills?

INNOVATION, INTERVENTION, AND STRATEGY

Text-marking is an instructional strategy that teachers can use to ensure student reading engagement and critical thinking during the reading process. The coding system used in text-marking establishes the purpose for reading a text. Students focus on a specific line of thinking represented by the symbols in the code that they mark on their text as they read.

This study used ES Claveria's reading technique as an example of a text-marking strategy developed by Erlinda S. Claveria. It consists of pictures that relatable to the students. Each picture is a resemblance of the symbol and sound of the syllable.

In the current situation, it is difficult to catch the student's attention due to different distractions that we cannot control at the same time lack of resources. So that the researcher provided a printed and digital copy of the said material.

SCOPE AND LIMITATION

This study is primarily focused on the effectiveness of ES Claveria as a teaching strategy in the beginning reading during the distance learning of non-readers Grade one learners of Francisco Benitez Elementary School. Each respondent was assessed by their teacher.

RESEARCH METHODOLOGY

A. Sampling/Participants

The participants of the study were the 12 non-reader grade-one students of Francisco Benitez Elementary School who are currently enrolled during SY 2020 – 2021. The researcher used the purposive sampling technique which an example of a non-probability technique since the researcher chose the nonreader students in her class.

B. Data Collection

The objective of the study is to determine the effectiveness of the ES Claveria technique in teaching learners how to read. The researcher adopted Early Grade Reading Assessment (EGRA) and used descriptive statistics specifically mean percentage scores to determine the reading skills of the learners after the implementation of the material. At the same time, the parents' experiences and observations of their children will be explored using qualitative interviews online. The reason for combining both quantitative and qualitative data is to better understand the research problem by converging quantitative and qualitative data.

C. Ethical Issues

Parents of students participating in the study were given a parent consent form to complete, indicating that they willingly allow their child to participate in the study. The results did not include the pupils' names, ensuring that their information remained confidential.

DISCUSSION OF FINDINGS/RESULTS AND RECOMMENDATIONS

A. Presentation and Discussion of Findings/Results

This study focused on the effectiveness of the ES Claveria technique in teaching non-readers how to read during distance learning.

Table 1 shows the result of the Early Grade Reading Assessment of Grade One learners after the implementation of the ES Claveria technique. After the implementation isf the technique, 25% of the learners are sufficiently developed and 75% of them are already developed in terms of phonemic awareness. All the learners (100%), after the implementation of the technique, can

point parts of the body or objects in the room and provide the name of upper- and lowercase letters presented in random order.

Table 1. Early Grade Reading Assessment of Grade One Learners

| Early Reading Skill | Skill demonstrated | Scores | | | | | |
| | | Developing (1) | | Sufficient Developed (2) | | Developed (3) | |
		f	%	f	%	f	%
Phonemic awareness	Identify initial or final sounds of words or segment words into phonemes (words are read aloud to the student by the assessor) (not timed)			3	25	9	75
Knowledge of Vocabulary	Point to parts of the body or objects in the room to indicate an understanding of basic oral vocabulary					12	100
Letter recognition	Provide the name of upper- and lowercase letters presented in random order (1 minute)					12	100
Letter-sound correspondence	Provide the sound of upper- and lowercase letters presented in random order (1 minute)			3	25	9	75
Alphabetic principle	Identify legal syllables in random order			4	33.33	8	66.66
Automatic word reading	Read simple and common words (1 minute)			4	33.33	8	66.66
Comprehension	Respond correctly to literal and inferential questions about a text read to the student (not timed)	3	25	7	58.33	2	16.66
Alphabetic principle	Use knowledge of letter-sound correspondence to write a sentence that was read by the assessor (grammar can be assessed but should not be a focus) (not timed)	8	66.66			4	33.33

In terms of providing sounds of upper- and lowercase letters presented in random order there are still 3 (25%) learners in the sufficient developed and 9 (75%) of them are already this skill. In identifying legal syllables in random order and reading simple and common words, 4 learners are under sufficient development and 8 are already developed this skill.

3 (25%) of the learners are under developing, 7 (58%), and only 2 (17%) are already developed in responding correctly to literal and inferential questions about a text read to the student. And lastly, in terms of using knowledge of letter-sound correspondence to write a sentence that was read by the assessor, 8 (67%) of the learners are developing and only 4 (33%) developed this skill. Based on the quantitative result, we can say that ER Claveria technique in teaching reading has a positive impact on the learners except in the alphabetic principle which the majority of the learners are developing this skill.

On the qualitative side of the data, the researcher had an interview with the parents of the participants about their experiences in using the technique in teaching reading to their child and observations on their child's development. The parents agree that this technique catches their child's interest because of the picture, and it is not hard to use the material. It is organized and the given exercises are very helpful.

B. Reflections

Based on the results the following recommendation was given by the researcher:

1. For school administrators: Provide proper training to teachers on how to use this technique efficiently and effectively through LAC Sessions and In-Service training.

2. For teachers: Give proper orientation to the parents on how they will use this technique in teaching our learners how to read.
3. For Parents: Provide ample time to teach the learners to develop their reading abilities since the parents serve as teachers during the distance learning.

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