

Project RWT and the Word Recognition Skills of Grades 3 and 4 Learners of Gen. Aguinaldo Elementary School – Annex

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Abstract

Audio-visual materials play an important role in the development of reading skills of learners in distance learning modalities as it encompasses skills in listening, speaking and visual. This research aimed to enhance word recognition skills of Grades 3 and 4 learners of Gen. Aguinaldo Elementary School – Annex using the Project Reading Word Tutorial (RWT) as an intervention. Comparative design of research was used. The data were gathered using a 30-item teacher-made pre-test and post-test on word recognition that was administered before and after the utilization of Project RWT. The respondents of the study were the 30 grades 3 and 4 saffron learners using the total population sampling. Mean and Standard Deviation was used to answer the average score of respondents on word recognition while paired sample t-test was used to evaluate the differences of the pre-test and post-test, before and after using the intervention. Meanwhile, eta squared was used to compute the effect size of Project RWT and interpreted using the Cohen's D guidelines. The study revealed that there is a significant difference on the average scores of learners before and after using the intervention with pre-test mean of 11.43, standard deviation of 6.14 and post-test mean of 19.23, standard deviation of 6.69 respectively. The t value is 9.893 and $p < .001$ (two-tailed). It further revealed that the effect size computed is 0.77 interpreted as medium effect.

Key Words: word recognition skills, reading, sight words, comparative design, total population sampling, Philippines