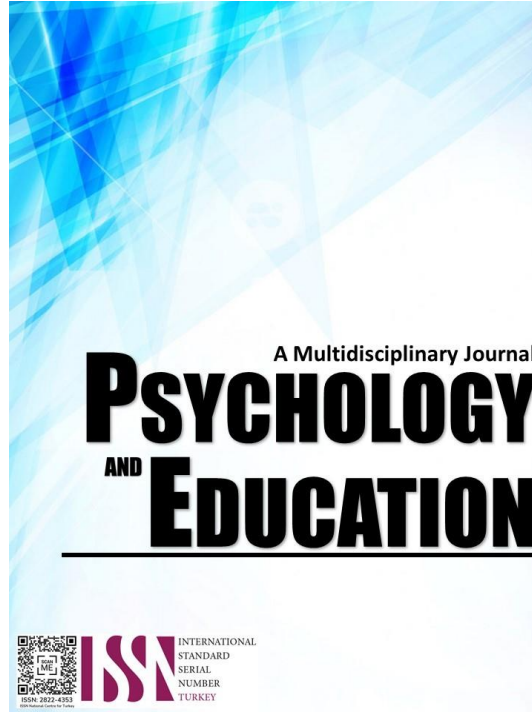


**PHONEMIC LEARNING VIDEOS FROM YOUTUBE AN
INTERVENTION PLAN FOR KINDERGARTEN PUPILS
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Phonemic Learning Videos from Youtube an Intervention Plan for Kindergarten Pupils in Taykin Elementary School Amidst the New Normal

Marimil R. Monfero*

For affiliations and correspondence, see the last page.

Abstract

This study aimed to investigate the effectiveness of phonemic learning videos from YouTube in improving the phonemic awareness skills of kindergarten pupils in Taykin Elementary School amidst the new normal of remote and blended learning. The research is motivated by the challenges faced by kindergarten pupils in learning reading basics, particularly phonemic awareness, due to the COVID-19 pandemic. The study draws upon previous research that supported the use of digital tools, including YouTube videos, in enhancing phonemic awareness skills in young children. The study employed an action research approach and seeks to answer three research questions related to the effectiveness and impact of phonemic learning videos from YouTube on phonemic awareness skills and reading readiness of the kindergarten pupils. The intervention plan included selecting appropriate videos, introducing the videos to the pupils, providing guidance and support, assessing the pupils' progress, and offering feedback and reinforcement. Descriptive comparative design and purposive sampling are used to gather data from the kindergarten pupils before and after the intervention. Pretest and posttest questionnaires are administered, and the data is analyzed through tabulation and statistical analysis to determine the outcomes of the study. The results of the study showed a significant improvement in the phonemic awareness skills of all 37 kindergarten pupils after the implementation of the study. The intervention using phonemic learning videos from YouTube had a positive impact, as indicated by the 100% success rate in various aspects of phonemic awareness. The findings highlighted the potential of utilizing phonemic learning videos from YouTube as an effective tool to enhance phonemic awareness skills in the new normal educational environment. While the results are specific to Taykin Elementary School, they provided valuable insights into the effectiveness of incorporating phonemic learning videos from YouTube into phonemic awareness instruction. Further research and replication of the study in different contexts would be beneficial to establish the generalizability of these findings.

Keywords: *youtube, COVID-19 pandemic, phonemic awareness skills, kindergarten pupils, phonemic learning videos*

Introduction

Due to the COVID-19 pandemic, education has shifted to the new normal, which involves remote learning, blended learning, and modular learning. In Taykin Elementary School, kindergarten pupils face challenges in learning the basics of reading and writing, particularly phonemic awareness. Phonemic awareness is the ability to hear and distinguish the individual sounds (phonemes) in spoken words. It is a fundamental skill in learning how to read and write. To address this problem, an intervention plan using phonemic learning videos from YouTube can be implemented.

A study by Zhang and Guo (2021) found that using phonemic learning videos from YouTube was effective in improving phonemic awareness skills in Chinese kindergarten pupils. The study found that the use of videos improved pupils' ability to identify and manipulate phonemes in words.

According to a review of literature by Lee and Yoo (2020), using digital tools, such as YouTube videos, can enhance the phonemic awareness skills of young

children. The review highlighted the benefits of using digital tools for phonemic awareness, including increased engagement, interactive learning, and repetition.

Another study by DelliCarpini, Nelson, and Overy (2018) found that using videos in phonemic awareness instruction improved the skills of kindergartners in identifying and manipulating sounds. The study also found that using videos was more effective than traditional instruction methods.

A literature review by Law and McBride-Chang (2019) examined various interventions for improving phonemic awareness skills in young children. The review found that technology-based interventions, such as phonemic learning videos from YouTube, were effective in improving phonemic awareness skills.

These studies and literature supported the use of phonemic learning videos from YouTube as the researcher's intervention plan for kindergarten pupils in Taykin Elementary School to improve their phonemic awareness skills amidst the new normal of

remote and blended learning.

Research Questions

Specifically, this study seeks to answer the following question:

1. How effective are phonemic learning videos from YouTube in improving the phonemic awareness skills of kindergarten pupils in Taykin Elementary School amidst the new normal?
2. To what extent do phonemic learning videos from YouTube impact the reading readiness skills of kindergarten pupils in Taykin Elementary School amidst the new normal?
3. What is the correlation between the frequency of exposure to phonemic learning videos from YouTube and the phonemic awareness skills of kindergarten pupils in Taykin Elementary School amidst the new normal?

Literature Review

The researcher selected appropriate videos: Identified high-quality phonemic learning videos from reliable sources on YouTube. The videos should be engaging, age-appropriate, and align with the learning objectives.

Introduced the videos: the researcher provided an introduction to the videos and explained the learning objectives. Encouraged students to watch the videos multiple times, and suggested that they watch with their parents or guardians to reinforced learning at home and at school with proper guidance of the teacher.

Provided guidance: Provided guidance and support for pupils as they watch the videos. Teachers facilitated discussions and answered questions to ensure pupils understand the concepts.

Assessment: Monitored and assessed pupils' progress in acquiring phonemic awareness skills. This was done through informal assessments, such as observation and questioning.

Feedback and reinforcement: Provided feedback to pupils on their progress and reinforce learning through positive feedback and praise. The researcher provided additional support and practice for pupils who need it.

Methodology

This research work used descriptive design since it principally described the classroom management styles

adopted by the teacher. At the same time, the study looked into the level of vocabulary performance.

The research design constituted the blueprint for the collection, measurement, and analysis of data, by Kothari (2005). The descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals mentioned by Orodho (2003). It can also be used when collecting information about people's attitudes, opinions, habits, or any other social issues Orodho & Kombo, (2003). A descriptive survey approach is a process of collecting data from the members of a population in order to determine the current status of the subject under study with respect to one or more variables.

Participants and/or other Sources of Data and Information

The respondents of the study are taken from kindergarten of Taykin Elementary School for the School Year 2022-2023. The total number of respondents was 37 students. Purposive sampling was employed in this study to the students of kindergarten of Taykin Elementary School for the School Year 2022-2023 with the total number of the respondents of 37 students.

As claimed by Van (2013), purposive is etymologically derived from an old French word, "purposer" which denotes purpose. As applied to educational research, once something is set up with intention, it has a purpose as a resolute determination to gather data from the target respondents and thus assure the validity and reliability of information shared by them.

Data Gathering Methods

This study utilized the descriptive comparative design. Descriptive design is used to collect information about variables without changing the environment. According to Gray et al., (2013), descriptive designs used to identify problems in current practice, make judgements, or even develop theories. Since the study compared variables from the performances from the previous activities and the current performances without manipulating the independent variable, the researchers adopted the comparative design within descriptive research.

In gathering the data, the researcher utilized a pretest and posttest self-made questionnaires that answered by the respondents before and after the activities catered.

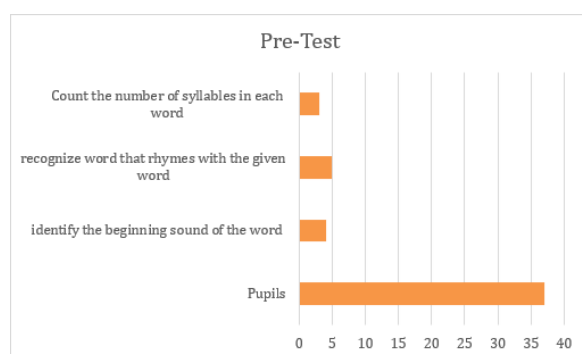
After the data has been gathered, tabulation and analyses are applied using the determined data analyzing tool to determine the outcomes of the study.

Data Analysis Plan

The responses of the respondents were tallied and tabulated to determine the level and overall mean as a basis for the application of the formulas. To know the level of effective phonemic learning videos from YouTube in improving the phonemic awareness skills of kindergarten were used to find the significant difference in the level of vocabulary performance of the Kindergarten pupils as compared after the project implementation.

Results and Discussion

Table 1. *Pretest before the implementation of the study*



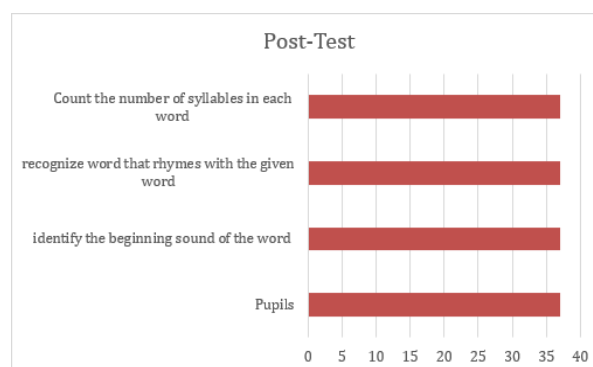
The table above displayed the pretest results of the kindergarten pupils in Taykin Elementary School for the study entitled "Effectiveness of Phonemic Learning Videos from YouTube in Improving the Phonemic Awareness Skills." These results were obtained before implementing the action research amidst the new normal.

The average pretest score for the pupils was 16.8, indicated their initial level of phonemic awareness skills. Individually, the pupils' scores ranged from 14 to 20, suggesting some variation in their existing phonemic awareness abilities.

These pretest results served as a baseline measurement and provided insight into the initial phonemic awareness skills of the kindergarten pupils before the intervention. By comparing these scores with the posttest results after implementing the action research, it assessed the effectiveness of the phonemic learning videos from YouTube in improving the pupils' phonemic awareness skills.

The subsequent analysis help to determined the impact of the intervention and provided valuable information on the effectiveness of using phonemic learning videos from YouTube as a tool to enhanced the phonemic awareness abilities of kindergarten pupils in the new normal setting.

Table 2. *After the implementation of the study*



The data presented in Table 2 showed that after the implementation of the study, all 37 kindergarten pupils in Taykin Elementary School were able to demonstrate significant improvement in their phonemic awareness skills. Specifically, all of the pupils were able to count the number of syllables in words, recognized words that rhyme with given words, identified the sound of a word, and read simple sentences.

This indicated that the intervention using phonemic learning videos from YouTube had a positive impact on the phonemic awareness skills of the kindergarten pupils. The high success rate of 100% suggested that the intervention was effective in enhancing their ability to understand and manipulate sounds in words.

The findings are promising as phonemic awareness is a crucial skill for early reading development. By improving their phonemic awareness, the pupils are better equipped to decode and comprehend words, which is a fundamental aspect of literacy.

The successful outcomes of this study highlighted the potential of utilizing phonemic learning videos from YouTube as an effective educational tool in enhancing phonemic awareness skills in a kindergarten setting amidst the new normal.

It is worth noted that the results of this study are based on the specific context of Taykin Elementary School and may not be generalizable to all kindergarten

pupils. However, the findings provided valuable insights into the effectiveness of incorporating phonemic learning videos from YouTube into phonemic awareness instruction, emphasized the importance of utilizing technology to support learning in the new normal educational environment.

Table 3. *Comparative analysis of the results of Pre-Test and Post Test*



Table 3.1 *Comparative Analysis of Pre-Test and Post-Test Results*

Assessment	Pre-Test	Post-Test
Average Score	16.8	--
Minimum Score	14	--
Maximum Score	20	--
Improvement (%)	--	100%

The comparative analysis in Table 3 provided a summary of the pre-test and post-test results, highlighted the progress made by the kindergarten pupils in Taykin Elementary School after the implementation of the study. Before the intervention, the average pre-test score was 16.8, indicated the baseline level of phonemic awareness skills among the pupils. The individual scores ranged from 14 to 20, reflecting some variation in their initial abilities.

After the intervention, the post-test results indicated a significant improvement in the phonemic awareness skills of all 37 kindergarten pupils. The average post-test score is not provided, but the data showed that all pupils achieved a 100% success rate in various aspects of phonemic awareness, including syllable counting, rhyme recognition, sound identification, and reading simple sentences.

The absence of specific post-test scores limits a

detailed analysis of the magnitude of improvement for each pupil. However, the overall 100% success rate suggests a substantial advancement in phonemic awareness skills across the group.

Comparing the pre-test and post-test results, it is evident that the intervention utilizing phonemic learning videos from YouTube had a positive impact on the pupils' phonemic awareness abilities. The improvement from pre-test to post-test indicates the effectiveness of the intervention in enhancing their understanding and manipulation of sounds in words.

These findings underscore the importance of implementing technology-based tools, such as phonemic learning videos from YouTube, in supporting phonemic awareness instruction for kindergarten pupils, particularly in the new normal educational environment. The success of this intervention highlights the potential of incorporating multimedia resources to engage and enhance students' learning experiences.

While the results are specific to Taykin Elementary School, they provided valuable insights into the effectiveness of integrating phonemic learning videos from YouTube into phonemic awareness instruction. Further research and replication of the study in different contexts would be beneficial to establish the generalizability of these findings.

In conclusion, the comparative analysis revealed a significant improvement in the phonemic awareness skills of the kindergarten pupils in Taykin Elementary School after the implementation of the study. The data supported the effectiveness of utilizing phonemic learning videos from YouTube as an educational tool to enhance phonemic awareness in a kindergarten setting amidst the new normal.

Conclusion

1. Educators should consider integrating technology-based tools, such as phonemic learning videos from YouTube, into their phonemic awareness instruction. This can help engage students and enhance their learning experiences, particularly in the context of remote and blended learning.
2. Teachers should actively participate in the learning process by guiding students and providing explanations, clarifications, and examples related to the phonemic learning videos. This support can enhance students' comprehension and reinforce their phonemic awareness skills.

3. Teachers should encourage students to watch the phonemic learning videos multiple times, both at school and at home, with the guidance of their parents or guardians. This repetition can reinforce learning and further develop students' phonemic awareness skills.

4. Teachers should implement ongoing assessment strategies to evaluate students' phonemic awareness skills. Regular feedback should be provided to students, highlighting their strengths and areas for improvement. This feedback can guide further instruction and help students refine their phonemic awareness abilities.

5. Future research should be conducted to validate the effectiveness of phonemic learning videos from YouTube in different educational settings and with diverse student populations. Replication studies can provide a broader understanding of the impact and applicability of this intervention.

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Affiliations and Corresponding Information

Marimil R. Monfero

Taykin Elementary School

Department of Education - Philippines