#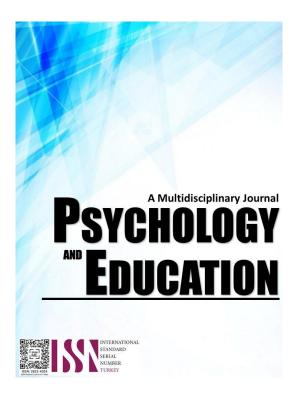 ENHANCING SPELLING PROFICIENCY IN ENGLISH AMONG GRADE SEVEN LEARNERS THROUGH THE IMPLEMENTATION OF THE COVER-COPY-COMPARE (CCC) STRATEGY

Enhancing Spelling Proficiency in English Among Grade Seven Learners Through the Implementation of the Cover-Copy-Compare (CCC) Strategy

Sheryl F. Magpatoc, * Novalyn Mosqueda, Gel Rhea Duerme, Rhean Vincent Calderon,

Niza Genita, Jonelson C. Escandallo, Deveyvon L. Espinosa, Conie B. Cerna,

Kristy Jane R. Muegna, Regine L. Generalao
For affiliations and correspondence, see the last page.

Abstract

This study, conducted at Doña Carmen Soriano National High School - Extension in Gabuyan, Kapalong, Davao del Norte, Philippines, examines the effectiveness of the Cover-Copy-Compare (CCC) strategy in enhancing spelling proficiency among Grade 7 learners. The CCC strategy, a method used to improve spelling, math, and sight word recognition, was implemented to address notable spelling difficulties observed among the students. The research objectives were to determine the level of spelling proficiency among Grade 7 learners before and after implementing the CCC strategy and to explore the impact of this strategy on their spelling proficiency. Additionally, the study sought to gather insights from teachers and students on the use of the CCC strategy in improving spelling proficiency. Employing a quantitative-descriptive method supplemented with interviews, the study provided a comprehensive understanding of the spelling proficiency challenges and the effectiveness of the CCC intervention. Thirty-seven Grade 7-Sampaguita students participated in pre-test, the CCC intervention, and post-test. Fourteen participants, including seven teachers and seven students, were selected for in-depth interviews and focus group discussions. Findings revealed that the initial spelling proficiency of students was very low across various areas, as measured by the Barnell-Loft Diagnostic Achievement Test. Post-intervention results showed a significant improvement in spelling proficiency, with students achieving high scores in the same areas. The impact of the CCC strategy was evident in improved recognition of word patterns, increased self-confidence, enhanced retention of word spellings, and a reduction in spelling mistakes. Teacher and student insights highlighted the effectiveness of the CCC strategy, its smooth integration into daily lessons, and its role in promoting self-monitoring and immediate feedback for self-correction. The study underscores the importance of research-based strategies like CCC in enhancing spelling proficiency, offering valuable implications for educational practices aimed at improving literacy skills.

Keywords: *Cover-Copy-Compare (CCC) strategy, barnell-loft diagnostic achievement test, quantitative-descriptive, spelling proficiency, philippines*

Introduction

Spelling is a complex written language skill, which requires a learner to possess a number of language abilities, including phonological, morphological, visual memory skills, semantic relationships as well as adequate knowledge of spelling rules. As such, learning to spell words correctly is considered an important activity for several reasons. One is this precise spelling makes the reader understand what is written, so that the message is clear and more when it is a second language. Therefore, a student must have good spelling proficiency to convey the written message without being distracted. It is emphasized that spelling is an essential ability to master a language, because it allows the clear expression of thought in any written text.

Among various difficulties faced by Arab learners of English, the most common error relates to the spelling of words in documents. Students, due to ineffective learning, continue to repeat the same spelling errors, even after they have completed high school or university or have started in their field of work, which can create obstacles to their progress and development. Consequently, spelling errors can handicap students in various ways. For instance, these errors can lead to misunderstandings in written communication, causing confusion and misinterpretation of the intended message. Additionally, spelling errors can also affect the overall impression of a student's competence and professionalism, potentially hindering their academic or career opportunities (Altamimi & Rashid, 2019).

In the Philippines, a study of the spelling difficulties of high school students in Iloilo City points out that one of the faults of students in their written work is the inability of the students to spell the most common English words. It states that the problem is as long as English is a poorly spelt language-that is, a language whose words are imperfectly and irregularly represented by its orthography—the process of learning to spell will remain difficult. The English language has borrowed and altered terms from various languages with which it has interacted. Many of these words are difficult to spell because they are not spelt exactly as they are spoken. The same sound can be spelt in a variety of ways, and the same letter or combination of characters can represent a variety of sounds. It is reasonable to assume that these challenges and inconsistencies add significantly to the difficulty of spelling (Sobrepeña, 2022).

In the Division of Davao del Norte, particularly in Doña Carmen Soriano National High School – Extension, the grade 7 learners are observed to be unable to spell the most common English words. It has been noticed that they have never learned to spell accurately as

they make a lot of spelling errors, also, they are incapable of performing even basic writing task. Some students may know a word well enough to even spell it correctly orally; but when they write it down, they may misspell it.

This alarming situation led the researchers to conduct this study. As future English students, it is crucial for them to seek intervention to issue regarding spelling difficulties of learners since it is one of the most important and most forgotten aspects of literacy development. This study holds significance since spelling is an important skill for English Language Learners (ELLs). Strong skills in spelling have been said to make both reading and writing easier, allowing the student to focus on ideas rather than on letters in a word. In relation to this, action research should be conducted to address spelling difficulties of the students by using a research-based strategy in improving spelling skills. Research-based strategies have proven to teach students to spell more accurately than students who are taught using traditional spelling instruction.

At present, a large number of papers focus on improving spelling difficulties using statistical data and qualitative data. In a multiple case study conducted by Figuigui (2019), it was revealed that one significant cause of spelling errors among students is their lack of awareness regarding spelling rules and patterns. Many students approach writing without a clear understanding of how words are spelled correctly. It was suggested that teachers should be more careful in planning strategies, and these should focus on students' ability, level and needs. Additionally, it was revealed in a study by Raheesh (2023), using a functional design, that practice and repetition can be used as effective measures to alleviate spelling errors among students. However, the study of using quantitative-descriptive data to address spelling difficulties remains relatively rare. Thus, all these premises led the researchers to conduct this study.

Research Questions

The research objectives and questions below are to test the effectiveness of implementing the Cover-Copy-Compare (CCC) strategy in improving spelling skills among grade 7 learners and their perception towards the new learning strategy.

1. To determine the level of spelling proficiency among grade 7 learners before the implementation of the Cover-Copy-Compare (CCC) strategy
2. To determine the level of spelling proficiency among grade 7 learners after the implementation of the Cover-Copy-Compare (CCC) strategy
3. How does the implementation of the Cover, Copy, Compare (CCC) strategy impact the spelling proficiency of Grade Seven learners?
4. What are the insights of the teachers and students about the use of Cover, Copy, Compare (CCC) strategy in improving spelling proficiency?

Methodology

Research Design

This study utilized a quantitative-descriptive method. This approach produces both qualitative and quantitative data that characterize the current state of a situation at a specific moment in time. By collecting detailed information, it helps to better understand the current issues or problems through systematic data collection which enables a more thorough description of the situation (Manjunatha, 2019). Using a quantitative-descriptive method along with interviews provides a well-rounded approach to research. The quantitative part lets the researchers objectively measure and analyze data on spelling proficiency. Meanwhile, the interviews offered insights into the experiences and feelings of students and teachers. By blending these methods, the researchers get a fuller, more reliable picture of the challenges and successes in improving spelling skills.

In connection, this study was conducted at Doña Carmen Soriano National High School - Extension, a secondary public school situated in Gabuyan, Kapalong, Davao del Norte, where many students face challenges with English spelling. Specifically, there was a notable prevalence of spelling difficulties among grade 7 learners. The pre-test, intervention, and post-test was participated by the thirty-seven (37) grade 7- Sampaguita students enrolled during the academic year 2023-2024 at Doña Carmen Soriano National High School – Extension Campus. The researchers employed purposive sampling in selecting the participants in order to deliberately select individuals who can best provide the necessary insights to meet the study's objectives.

In addition, fourteen (14) participants, both teachers and students, were selected for the interview in which there were seven (7) participants for the in-depth interview and seven (7) participants for the focus-group discussion.

In assessing spelling proficiency for the total score, the following criteria were used:

Table 1. *Range of Mean Percentage*

Range of Mean Percentage	Descriptive Level	Interpretation
91-100	Very High	If the measures described in the spelling proficiency of the students is outstanding.
76-90	High	If the measures described in the spelling proficiency of the students is very satisfactory.
61-75	Average	If the measures described in the spelling proficiency of the students is satisfactory.
51-60	Low	If the measures described in the spelling proficiency of the students is fairly satisfactory.

| 0-50 | Very Low | If the measures described in the spelling proficiency of the students did not meet the expectation. |

Data Collection

The researchers followed the subsequent procedures when collecting the data in order to get the information required for the investigation.

Crafting of Questionnaire - Pretest and Post-test Questionnaires: The researchers adopted the Barnell-Loft Diagnostic Achievement Test, which is a research-based standardized spelling test, for both pre-test and post-test assessments. The test questionnaire was a tool in gathering quantitative data about their level of spelling proficiency. There were two sets of test questionnaires administered, the pre-test and post-test questionnaires.

Questionnaire Validation: The researcher sought validation of the questionnaire from experts or a panel well-versed in questionnaire development to ensure its validity and reliability.

Seeking Permission to Conduct the Study. The researchers asked the school principal to distribute the questionnaires (pre-test) to the identified students. Also, the researcher asked permission to implement the intervention to the identified class group.

Pre-test Assessment Administration: Prior to implementing the intervention, the researcher administered a pre-test to the experimental group. This pretest aimed to gauge the students' baseline performance levels in English words spelling.

Intervention Implementation in Experimental Group: The implementation phase involved executing the Cover-Copy-Compare intervention in the experimental group. The researchers implemented the CCC intervention during every Friday in English. This implementation focused on providing training to follow these self-directed steps for each. The respondents studied the spelling or sight word (model words written by teacher) that appear in the left column of the CCC sheet. Fold the left side of the sheet over at the pre-folded vertical crease to hide the original word. This is the 'Cover' stage. Copy the word from memory writing it in the first response blank under the 'Student Response' section of the CCC sheet. This is the 'Copy' stage. Uncover the original correct model and compare it to the student response. This is the 'Compare' stage. If the student has written the spelling/sight word correctly, then the student will move to the next item on the list and repeats these procedures. If the student has written the word incorrectly, then the student draws a line through the incorrect response, studies the correct model again, copies the model again from memory, writes it again in the second response blank under the 'Student Response' section of the CCC sheet, and finally checks the correctness of the copied item. To aid in teaching, instructional materials such as whiteboards, PowerPoint presentations, and television resources will be utilized. Additionally, worksheets will be provided to students after comprehensive discussions to reinforce their learning.

Post-test Assessment Administration: After one month of the implementation in experimental group, a post-test was administered to assess the students' progress in English words spelling This test measured the students' enhanced spelling skills and proficiency after the intervention.

Data Tabulation and Evaluation: The gathered data from the pre-test and post-test underwent tabulation. The completed questionnaire was collected by the researchers and subsequently transferred into a Microsoft excel spreadsheet for data encoding. The statistician was granted confidential permission to perform calculations, create tables, and analyze the data with utmost discretion. The results of the tabulation served as the basis for evaluating the effectiveness of the intervention in enhancing students' spelling proficiency.

Statistical Tool

The computation of data involved the utilization of statistical tools. Thes tools were employed to ensure accurate analysis and interpretation of the data.

Mean. This refers to the average and is calculated by dividing the sum of a score of the students in pretest, as well as in the post test. This was used to determine the level of performance of the students before the intervention and after the intervention.

Paired t-test. Also known as a dependent or correlated t-test, is an effective analytical method used to evaluate the differences in means and standard deviations between two related groups (Gleichmann, 2020). This statistical test is particularly useful for studies where the relationship between two data sets is crucial, such as in pretest and post-test scenarios. In this research, the paired t-test was applied to determine if there was a statistically significant difference between the average scores of the pretest and post-test. This allowed the researcher to assess whether the changes in mean scores were significant or merely due to random variation. By comparing pretest and post-test data, the paired t-test proved to be an essential tool for identifying and measuring any changes or progress resulting from the research intervention.

Data Analysis

In analyzing the data, the researchers tabulated the raw scores of the students from both pre-test and post-test. Afterwards, the mean for each indicator and the overall mean were calculated to reveal the level of spelling proficiency of students before and after the implementation of the intervention.

In addition to quantitative analysis, qualitative data from in-depth interviews and focus group discussions were analyzed to provide a nuanced understanding of the intervention's impact. Thematic analysis of interview transcripts highlighted students' and teachers' perspectives on the CCC strategy, uncovering insights into its effectiveness, perceived benefits, and challenges faced during implementation.

Results and Discussion

Presented in this chapter are the results or data obtained in the study. The chapter presents the data on the level of performance in spelling proficiency among students in pre-test; the level of performance in in spelling proficiency among students in post-test; and significant difference of the pretest and post-test scores of the students.

Research Objective No.1: To determine the level of spelling proficiency among grade 7 learners before the implementation of the Cover-Copy-Compare (CCC) strategy.

To satisfy the first objective, the study adopted the Barnell-Loft Diagnostic Achievement Test, which was used to determine students' level of spelling proficiency before the implementation of the Cover-Copy-Compare (CCC) strategy. Shown in Table 1 are the mean average of the scores of the students before the implementation of the intervention.

Table 2. *Mean Average of the Scores in Pre-test*

Pre-Test Scores	Frequency	Percentage
19	1	2.70%
20	5	13.51%
25	1	2.70%
29	1	2.70%
30	2	5.41%
32	1	2.70%
33	1	2.70%
34	2	5.41%
35	6	16.22%
38	1	2.70%
39	3	8.11%
41	1	2.70%
42	1	2.70%
43	1	2.70%
45	2	5.41%
48	1	2.70%
50	1	2.70%
53	1	2.70%
55	2	5.41%
57	1	2.70%
66	1	2.70%
69	1	2.70%
Total	37	100%
Overall Mean		37.86
Description		Very Low

Presented in Table 1 are the results of the pre-test, indicating the spelling proficiency levels of 37 students before the implementation of the intervention. The overall mean score is 37.86, reflecting very low performance by the students in the pre-test. The highest score is 69, achieved by 1 student, while the lowest score is 19, also achieved by 1 student. The most frequent score is 35, with a frequency of 6. In the pre-test, no one passed. In connection, the same diagnostic achievement test identified five spelling areas as the weakest. It was found that students struggled with the following spelling areas: final y, contractions, ie-ei, silent consonants, and common endings. The table presents the mean scores and corresponding descriptions for various spelling proficiency indicators as identified by the Barnell-Loft Diagnostic Achievement Test.

Table 3. *Summary Table on the Mean Scores and Descriptions for Spelling Proficiency Indicators before the Implementation of the Cover-Copy-Compare (CCC) Strategy*

Indicator	Mean	Description
Final Y	1.43	Very Low
Contractions	1.38	Very Low
ie-ei	1.38	Very Low
Silent Consonant	1.51	Very Low
Common Endings	1.43	Very Low

Overall	1.43	Very Low

The table presents mean scores for various spelling proficiency indicators, all described as "Very Low." The mean score for contractions and ie-ei are both 1.38, indicating that students perform very poorly in these areas and face significant difficulties. The mean scores for final 'Y' and common endings are both 1.43, which shows that students struggle similarly with these spelling aspects. The silent consonant indicator has a slightly higher mean score of 1.51 but still falls within the very low range, demonstrating that students find this area challenging as well. The overall mean score is 1.43, reflecting a consistent and pervasive issue with spelling proficiency across all the evaluated areas. This data underscores the need for targeted interventions to address these weaknesses and improve students' spelling skills.

This arising issue is supported by Fitria (2020) who analyzed spelling errors in student compositions. The study identified four main types of spelling errors: omission, substitution, transposition, and insertion/addition. Omission errors, where necessary letters are missing, were the most common, accounting for 40% of errors and significantly affecting readability and comprehension. Substitution errors, involving incorrect letters, made up 28% of the errors, indicating misunderstandings of phonetic or orthographic rules. Insertion/addition errors, where extra letters are added unnecessarily, constituted 20% of the errors, often due to overgeneralization of spelling rules. Transposition errors, where letters are incorrectly ordered, were the least frequent at 12%, suggesting occasional lapses in sequential letter processing. In another study by Altamimi and Rashid (2019), Arab learners of English frequently encounter challenges with spelling, often making consistent errors in their written work. These mistakes persist despite years of education, continuing into their professional lives and posing significant barriers to their progress and development. As a result, spelling inaccuracies can hinder students in multiple ways, including causing misunderstandings in written communication that lead to confusion and misinterpretation of their intended messages.

Given the prevalence and persistence of these spelling errors, a targeted spelling intervention is crucial. Such an intervention would address the root causes of these errors, improve readability and comprehension, and enhance overall communication skills. This, in turn, would help learners overcome the barriers posed by spelling inaccuracies, supporting their educational and professional development.

Research Objective No.2: To determine the level of spelling proficiency among grade 7 learners after the implementation of the Cover-Copy-Compare (CCC) strategy

To satisfy the second objective, the researcher administered a post-test adopted from the Barnel-Loft Diagnostic Achievement Test. Shown in Table 2 are the mean average of the scores of the students after the implementation of the Cover-Copy-Compare (CCC) strategy.

Table 4. *Mean Average of the Scores in Post-test*

Pre-Test Scores	Frequency	Percentage
61	1	2.70%
65	1	2.70%
66	3	8.11%
67	1	2.70%
68	2	5.41%
71	1	2.70%
73	1	2.70%
75	1	2.70%
76	3	8.11%
77	3	8.11%
78	2	5.41%
79	1	2.70%
80	3	8.11%
82	2	5.41%
86	1	2.70%
87	5	13.51%
88	1	2.70%
89	4	10.81%
90	1	2.70%
Total	37	100%
Overall Mean		78.35
Description		High

Presented in Table 2 are the results of the post-test, indicating the spelling proficiency levels of 37 students after the implementation of the intervention. The overall mean score is 78.35, reflecting high performance by the students in the post-test. The highest score is 90, achieved by 1 student, while the lowest score is 61, also achieved by 1 student. The most frequent score is 87 with a frequency of 5. In the post-test, 27 students passed.

In relation, the following table presents the mean scores and corresponding descriptions for various spelling proficiency indicators as identified by the Barnell-Loft Diagnostic Achievement Test after the implementation of the Cover-Copy-Compare (CCC) Strategy.

Table 5. *Summary Table on the Mean Scores and Descriptions for Spelling Proficiency Indicators after the Implementation of the Cover-Copy-Compare (CCC) Strategy*

Indicator	Mean	Description
Final Y	3.91	High
Contractions	3.77	High
ie-ei	4	High
Silent Consonant	4.03	High
Common Endings	3.78	High
Overall	3.90	High

The data from the initial table reveals consistently high mean scores across various spelling proficiency indicators, indicating strong performance among learners. For instance, students exhibit a solid understanding of contractions and common word endings, scoring 3.77 and 3.78 respectively. They also demonstrate proficiency in identifying words ending in 'y' with a mean score of 3.91. Moreover, learners excel in distinguishing between 'ie' and 'ei' (4.00) and recognizing silent consonants (4.03), highlighting their competence in these areas. The overall mean score of 3.90 underscores their overall strength in spelling proficiency. This significant improvement from the "Very Low" category prior to the intervention suggests that the CCC strategy was highly effective in enhancing the learners' spelling skills.

This is supported by Drivas and Drevon (2019) who emphasized that this method has been shown to teach students to spell more accurately than traditional spelling instruction. This approach ensures that the student's final attempt is accurate, reinforcing correct responses and preventing incorrect ones. Thus, CCC is highly effective in improving spelling proficiency. In addition, it is highlighted by Chakkalathy and Mahamuni (2022) that activity-based teaching methods are effective in enhancing retention power among learners. Hattie's meta-analysis highlights that active learning strategies, where students engage directly in constructing their own knowledge through activities which lead to deeper understanding and improved retention compared to passive learning approaches.

Significance Difference Between the Pre-test and Post-test Scores

Table 6. *Significant Difference Between the Pre-test and Post-test Scores*

Type of Test	N	df	Mean	SD	t-value	P-value	Decision $\alpha = 0.05$
Pre-Test	37	36	37.86	12.70	-22.32	< .001	Significant
Post-Test	37		78.35	8.41			

A total of 37 students participated in this study, where their spelling proficiency was measured both before and after using the CCC strategy. As presented in Table 6, the pre-test and post-test scores were compared to determine the effectiveness of this intervention. The mean score for the pre-test was 37.86 with a standard deviation of 12.70. This indicates a moderate level of variability in the students' spelling proficiency before the intervention. After the application of the CCC strategy, the mean score increased substantially to 78.35 with a standard deviation of 8.41, showing not only an increase in scores but also a decrease in variability, suggesting a more consistent improvement among the students.

The t-test for dependent samples was employed to compare the pre-test and post-test scores. The calculated t-value was -22.32. With 36 degrees of freedom (df = 36), the p-value was found to be less than 0.001. Since the p-value is significantly lower than the alpha level of 0.05 (α = 0.05), we reject the null hypothesis that there is no difference between the pre-test and post-test scores.

The statistical analysis concludes that there is a significant difference between the pre-test and post-test scores. This significant improvement in scores post-intervention indicates that the CCC strategy effectively enhances students' spelling proficiency.

In summary, the results from this study clearly indicate that the Cover-Copy-Compare strategy has a substantial positive impact on improving students' spelling proficiency. The significant increase in mean scores from the pre-test to the post-test, coupled with the high t-value and low p-value, strongly supports the effectiveness of this instructional approach. Educators may consider adopting the CCC strategy as a part of their teaching methods to facilitate better spelling skills among their students.

Research Question No.1: Impact of the implementation of the Cover, Copy, Compare (CCC) strategy on the spelling proficiency of grade 7 learners.

To answer this research question, in-depth interviews and focus group discussion were conducted with the informants and participants. Probing questions were asked to elicit their responses regarding their observation and experiences with the impact of the Cover-Copy-Compare (CCC) strategy in improving spelling proficiency among grade 7 students. The major themes and sample statements for research question number 1 are presented in Table 3. Participants shared their responses about their own experiences and observation

of the intervention. From the answers of the participants, four major themes emerged: (1) improved recognition of word patterns; (2) increased self-confidence; and (3) improved retention on word spellings; and (4) enhance spelling accuracy and reduction of mistakes.

In the interview, it was revealed that the intervention has impacted students in various ways. First, it was found that their recognition of word patterns has significantly improved. This is supported by the study of Drivas and Drevon (2019) in which they explored how incorporating a sounding-out step into the Cover-Copy-Compare (CCC) strategy influenced the acquisition of spelling words. Using an alternating-treatments design, they evaluated the effectiveness of traditional CCC versus CCC with sounding-out in helping 2nd and 3rd graders acquire spelling words.

Table 7. *Themes and Sample Statements on the Impact of Cover-Copy-Compare (CCC) Strategy in Improving Spelling Proficiency among Grade 7 Students*

Emerging Themes	Sample Statements
Improved Recognition of Word Patterns	"Since practicing with the CCC strategy, I've noticed that I can recognize familiar word patterns more easily. It's like my brain has become trained to spot them." (IDI-1)
	"The CCC strategy has helped my students break down words into smaller parts, making it easier for them to identify patterns and spell them correctly." (FGD-1)
	"I used to struggle with spelling irregular words, but after using the CCC strategy, I'm getting better at recognizing common spelling patterns in them." (IDI-2)
	"By comparing words side by side during the CCC activity, my students have become more aware of the similarities and differences in their spelling patterns." (FGD-2)
	"The CCC strategy encourages me to analyze words closely, which has improved my ability to recognize and apply spelling patterns in my writing." (IDI-3)
Increased Self-confidence	"I feel much more confident in my spelling abilities now that I've been using the CCC strategy. I used to doubt myself, but now I trust that I can spell words correctly." (IDI-3)
	"The CCC strategy has boosted my students' confidence in spelling tests. They no longer second-guess themselves because they know they've practiced and improved." (FGD-3)
	"Before, I was afraid of making spelling mistakes in front of my classmates. But now, I'm more confident because I've seen how much progress I've made with the CCC strategy." (IDI-7)
	"My students' self-confidence has grown as they've become more proficient in spelling. The CCC strategy has shown them that they're capable of mastering difficult words." (FGD-6)
	"The CCC strategy has given me the confidence to tackle new words. Even if I'm unsure at first, I trust that I can figure it out by using the strategies I've learned." (IDI-5)
Improved Retention on Word Spelling	"After using the CCC strategy, I find that I can remember how to spell words I've practiced for longer periods. It's like the correct spellings stick in my memory better." (IDI-6)
	"The CCC strategy helps my students commit spelling patterns to memory. Even if they don't practice a word for a while, they still remember how to spell it correctly." (FGD-6)
	"Before, I would forget how to spell words I had learned after a short while. But with the CCC strategy, I retain the spellings much better." (IDI-7)
	"My students used to rely on memorization alone, but now with the CCC strategy, they are able to retain the spellings of words more effectively through practice and comparison. " (FGD-7)
	"The CCC strategy has improved my ability to retain spellings because it engages me actively in the learning process. I'm not just memorizing; I'm understanding and applying." (IDI-1)
Enhanced Spelling Accuracy and Reduction of Mistakes	"Since incorporating the CCC strategy into my study routine, I've noticed a significant decrease in the number of spelling mistakes I make in my writing." (IDI-2)
	"The CCC strategy has helped my students catch spelling errors before they become permanent. They can compare their attempt with the correct spelling and correct mistakes immediately." (FGD-3)
	"I used to rush writing words and make careless spelling mistakes. Now, with the CCC strategy, I take my time and double-check my spellings, leading to greater accuracy." (IDI-4)
	"The CCC strategy has made my students more mindful of spelling errors. They are more diligent in checking their spellings and making corrections as needed." (FGD-4)
	"By practicing with the CCC strategy regularly, I've become more accurate in my spelling. I'm confident that I'm making fewer mistakes overall." (IDI-5)

This study offers valuable insights into enhancing CCC strategies to boost word recognition in spelling activities. Second, their self-confidence was increased. It was emphasized in the study of Williams and Smith (2019) that incorporating such activities in the classroom routines can boost the self-confidence and self-efficacy of students. Their study revealed the potential effects of integrating innovative activities as means to improve self-confidence in academic environments.

Another theme emerged from the study was the improved retention of students. This is supported by the study of Sangston (2019) which revealed that innovation in methods was more effective than the traditional methods. Furthermore, they highlighted the importance of considering different instructional approaches in spelling instruction to enhance retention and learning outcomes. Lastly, it was also revealed that the spelling accuracy of students enhanced, and their spelling mistakes were reduced. According to McLaughlin and Dougherty (2019) they looked into how using the CCC strategy can help first graders improve their spelling and make fewer mistakes. They compared CCC to the usual practice method and discovered that CCC resulted in bigger improvements in spelling

accuracy and fewer errors. This shows that using the CCC strategy has the potential to boost spelling skills and reduce mistakes for young learners. Lastly, the findings relate to the study of Escandallo and Baradillo (2024) that interactive activities enhance the English speaking skills of the students which include word recognition and vocabulary enrichment.

Research Question No.2: Insights of teachers and students about the use of Cover, Copy, Compare (CCC) strategy in improving spelling proficiency

To answer this research question, in-depth interviews and focus group discussion were conducted with the informants and participants. Probing questions were asked to elicit their responses regarding their observation and experiences with the impact of the Cover-Copy-Compare (CCC) strategy in improving spelling proficiency among grade 7 students. The major themes and sample statements for research question number 2 are presented in Table 4. Participants shared their responses about their own experiences and observation of the intervention. From the answers of the participants, four major themes emerged: (1) effectiveness of CCC strategy; (2) practical implementation; and (3) self-monitoring opportunities; and (4) immediate feedback and self-correction.

Table 8. *Themes and Sample Statements on the Insights of Teachers and Students in the Use of Cover-Copy-Compare (CCC) Strategy in Improving Spelling Proficiency*

Emerging Themes	Sample Statements
Effectiveness of CCC Strategy	"Since we started using the CCC strategy, I've seen my students' spelling improve dramatically. They're making fewer errors and their confidence during spelling tests has increased noticeably." (FGD-1) "After practicing with the CCC method, I can remember how to spell words for much longer. It feels like the correct spellings just stick in my mind." (IDI-6) "The CCC method really helps me focus on each word. Writing it down several times makes it much easier to remember." (IDI-2) "I've noticed a big improvement in my students' spelling scores since we began using CCC. They pay more attention to spelling details now." (FGD-3) "Using the CCC strategy has helped me make fewer spelling mistakes in my essays. I feel like a much better speller now." (IDI-5)
Practical Implementation	"Implementing CCC into our catch-up Fridays has been pretty smooth. The students quickly understood the steps and adapted well to the routine." (FGD-2) "It's easy to add CCC to our classroom activity. It doesn't take much extra time and it's really effective for practicing spelling." (IDI-1) "The CCC strategy is simple to implement. Once the students grasp the concept, it becomes a natural part of our class activities." (FGD-4) "I appreciate how CCC fits seamlessly into our catch-up Fridays with minimal preparation required." (FGD-7) "As a student, I like how straightforward the CCC steps are. It makes practicing spelling manageable and not overwhelming." (IDI-3)
Self-Monitoring Opportunities	"CCC has encouraged my students to take more responsibility for their learning. They actively monitor their progress and correct their mistakes." (FGD-5) "When I use CCC, I feel more in control of my learning. I can see where I'm making mistakes and fix them myself." (IDI-4) "The self-monitoring aspect of CCC is great. My students can track their own improvement and feel proud of their progress." (FGD-3) "I like how CCC allows me to check my work. It helps me catch errors that I might have missed otherwise." (IDI-6) "CCC has made my students more aware of their spelling abilities. They are better at identifying and correcting their own errors." (FGD-1)
Immediate Feedback and Self-Correction	"The immediate feedback in CCC is invaluable. My students get to see and correct their mistakes right away, which reinforces learning." (FGD-4) "I love how CCC lets me correct my mistakes immediately. It helps me learn the correct spelling faster." (IDI-2) "The instant feedback provided by CCC helps my students understand their mistakes and learn from them on the spot." (FGD-2) "Correcting my own work with CCC has helped me remember the right spellings better. It's like learning from my mistakes in real-time." (IDI-5) "The immediate self-correction in CCC ensures that mistakes are addressed right away, which helps in retaining the correct spelling." (FGD-6)

In the study, it was found that the intervention was effective in terms of improving the spelling proficiency of students. This is supported by Drivas and Drevon (2019) who emphasized that this method has been shown to teach students to spell more accurately than traditional spelling instruction. This approach ensures that the student's final attempt is accurate, reinforcing correct responses and preventing incorrect ones. Thus, CCC is highly effective in improving spelling proficiency. It was also revealed that the intervention was practical in terms of its implementation. Recent studies have highlighted the practical implementation and effectiveness of the

Cover-Copy-Compare (CCC) strategy in improving spelling skills among students. For instance, Brown, C. D., et al. (2020) explored the use of CCC as a self-regulated learning tool for elementary students, showing enhanced spelling performance and increased student engagement.

Moreover, it revealed the practicality and positive outcomes of incorporating CCC into educational settings to enhance spelling proficiency. In addition, Cover-Copy-Compare (CCC) strategy allowed learners to monitor their own improvement in spelling. This was supported by a study of Adams and Garcia (2018) which revealed that self-monitoring strategies could improve spelling accuracy, self-regulation, and task engagement during spelling activities. By encouraging students to observe and assess their own behavior systematically, it likely emphasized the significance of metacognitive approaches in enhancing academic achievement. Lastly, it was found that the intervention gave the students the opportunity for immediate feedback and self-correction. This was supported by the study of Lee and Johnson (2017) which stated that Cover-Copy-Compare (CCC) strategy indicated a significant improvement in spelling among students who actively engaged in self-correction through immediate feedback.

Conclusion

The research study aimed to enhance spelling proficiency among Grade 7 learners through the implementation of the Cover-Copy-Compare (CCC) strategy. Before the intervention, the students exhibited very low spelling proficiency, as indicated by their pre-test scores ranging from 19 to 69, with an overall mean of 37.86. They struggled particularly with final 'Y', contractions, 'ie-ei', silent consonants, and common endings. Following the CCC strategy implementation, significant improvement was observed in their spelling skills. Post-test scores showed a marked increase, with scores ranging from 61 to 90 and an overall mean of 78.35, indicating high proficiency. The students demonstrated substantial growth across all previously challenging areas, achieving mean scores categorized as 'High' in final 'Y', contractions, 'ie-ei', silent consonants, and common endings. Statistical analysis using a paired t-test confirmed a significant difference between pre-test and post-test scores (t = -22.32, p < 0.001), highlighting the effectiveness of the CCC strategy in enhancing spelling proficiency.

Qualitative insights from interviews and focus group discussions further supported these findings, revealing that students benefited from improved recognition of word patterns, increased self-confidence, enhanced retention of spellings, and reduced spelling errors. Teachers and students alike acknowledged the CCC strategy's effectiveness in improving spelling skills, emphasizing its practical implementation and the opportunities it provided for self-monitoring, immediate feedback, and self-correction.

Based on the findings of the study, it is recommended that educators consider implementing the Cover-Copy-Compare (CCC) strategy to enhance spelling proficiency among Grade 7 students. The significant improvement in spelling scores following the strategy's implementation underscores its effectiveness in addressing specific areas of difficulty such as final 'Y', contractions, 'ie-ei', silent consonants, and common endings. The strategy not only improved students' ability to recognize word patterns but also boosted their self-confidence, retention of spellings, and overall accuracy in spelling. Teachers should integrate the CCC strategy into their teaching methodologies to provide students with regular opportunities for self-monitoring, immediate feedback, and self-correction, thereby fostering a more engaging and effective learning environment for spelling development.

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Affiliations and Corresponding Information

Sheryl F. Magpatoc
Kapalong College of Agriculture, Sciences and Technology – Philippines

Novalyn Mosqueda
Kapalong College of Agriculture, Sciences and Technology – Philippines

Gel Rhea Duerme
Kapalong College of Agriculture, Sciences and Technology – Philippines

Rhean Vincent Calderon
Kapalong College of Agriculture, Sciences and Technology – Philippines

Niza Genita
Kapalong College of Agriculture, Sciences and Technology – Philippines

Jonelson C. Escandallo
Kapalong College of Agriculture, Sciences and Technology – Philippines

Deveyvon L. Espinosa
Kapalong College of Agriculture, Sciences and Technology – Philippines

Conie B. Cerna
Kapalong College of Agriculture, Sciences and Technology – Philippines

Kristy Jane R. Muegna
Kapalong College of Agriculture, Sciences and Technology – Philippines

Regine L. Generalao
Kapalong College of Agriculture, Sciences and Technology – Philippines