

Sight Word Recognition Among Grade I Learners Through Interactive Games in Biga Elementary School, Lobo, Batangas

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Abstract

The research study investigated the effectiveness of interactive games in improving sight word recognition among Grade 1 students at Biga Elementary School, Lobo, Batangas. The study focused on enhancing learners' skills in three areas: sight word recognition of the first 100 Fry words, sight word usage in oral reading fluency, and sight word sentence writing. The researcher measured the effects of interactive games through pre-test and post-test evaluations of 40 Grade 1 students. Learners were assessed before and after the implementation of game-based interventions to determine their ability to recognize and apply sight words.

The preliminary test showed that most students struggled to recognize sight words, read them smoothly, and use them in writing. The majority of learners were categorized as "Not Recognized," "Not Fluent," and "Poor" during sentence writing assessments. The findings highlighted the need for an interactive and pupil-driven teaching method focused on sight words for students experiencing reading difficulties. Traditional repetition and drill techniques failed to keep learners engaged and motivated in the classroom.

The implementation of interactive games in classroom instruction resulted in significant improvement in post-test outcomes. Students demonstrated progress in identifying and reading sight words independently. Oral reading fluency improved as more learners received ratings of "Fluent" and "Very Fluent." Learners were also able to create simple sentences using sight words correctly and confidently. The classroom environment became more interactive as students showed enthusiasm toward game-based learning activities.

The study concluded that interactive games provide an innovative alternative to traditional teaching approaches and support literacy development among early learners. The findings emphasized that engaging and learner-focused methods are important in developing reading competencies and increasing student interest in learning.

Keywords: *interactive games, sight word recognition, Fry words, oral reading fluency, sentence writing, literacy development, Grade 1 learners, game-based learning*

Introduction

Reading is a foundation of all skills that will be acquired in education. It helps learners to understand the lessons, to follow instructions, and to acquire new knowledge. When learners know how to read well, they can do better in all the subject areas. Reading also helps learners grow their vocabulary and their writing skills.

In today's digital world, reading is not just about books; others read on their phones, computers, and tablets. It shows that reading is part of daily life. Because of this, learners need to develop their strong reading skills to perform well in school work and understand the information they see every day. Good reading habits can help learner boost their confidence and become successful in the future.

The researcher was driven to do this action research because many of the Grade 1 learners at Biga Elementary School in Lobo, Batangas, were struggling to recognize some basic sight words. These sight words are necessary for reading fluency; however, many learners at one distinct point would read too slowly and incorrectly. The researcher noted that learners sometimes would pause or even guess while reading simple words; this resulted in the meaning of the text being lost. This presented tension for the teacher as it related to their growth in reading and their collective confidence in class.

The study aims to enhance the use of interactive games in Grade I reading instruction to develop learning activities that will improve learners' sight word recognition skills.

Specifically, it seeks to answer the following questions:

1. What are the distinct features of interactive games as a strategy to amplify grade 1 learners' sight word recognition?
2. What is the level of the learner's sight word recognition as applied to:
 - 2.1 Recognizing and Reading the First 100 Fry Sight Words
 - 2.2 Using Sight Words in Oral Reading and Fluency
 - 2.3 Writing Simple Sentences Using Sight Words?
3. How effective are the interactive games in amplifying learners' sight word recognition as revealed in the post-test results?
4. Based on the findings of the study, what other collaborative games may be proposed?

Methodology

Research Design

This study employed a descriptive research design. The main goal of this type of research is to describe the data and characteristics of what is being studied. The idea behind this type of research is to study frequencies, averages, and other statistical measures. The truths about these activities may vary in form, such as increased quality of knowledge, a new generalization, and

discovery of new activities or formulation of the problem to be solved in a more accurate and specific manner.

Participants

The subjects of the study were the 40 Grade One learners from Biga Elementary School. As for the learners' participation, the researcher properly sought the permission of the parents and/or guardians as part of research ethics.

Instruments

The researcher used a pretest and post-test to gather the necessary data for the study.

Test. The evaluation of interactive games for sight word recognition improvement required pre-tests and post-tests to determine their effectiveness.

Construction of Test. The teacher administered assessments to evaluate students' ability to recognize sight words. The examination consisted of different question types, which tested students' ability to identify sight words and read them, and employ them properly.

Validation of Test. The research instrument received validation through feedback and recommendations from both the research adviser and educational experts.

Administration of Test. The pre-test and post-test were administered a few days after the scheduled class sessions for the first quarter, following the implementation of interactive games in the Reading and Literacy subject for Grade 1.

Data Collection Procedure

The researcher, with a hand-carried letter of request, asked permission from the office of the school head of Biga Elementary School to conduct the study. Upon approval, the researcher explained to the participants the purpose of the study and discussed important details.

Data Analysis

The researcher employed some statistical methods to properly evaluate and analyze the data that will be gathered. The results pertaining to the problems that the researcher stated will be given statistical treatment.

- Frequency
- Percentage
- Ranking

Results

Section 1: Distinct Features of Interactive Games

The findings from this action research study identified various characteristics in interactive games that substantially improved sight word recognition among Grade 1 students. Classroom observations, test data, and documented lesson activities showed that

learners participated more actively during lessons that included interactive games. Students showed greater interest and increased attention compared to traditional drills, which turned literacy practice into an enjoyable and stimulating activity.

Interactive games demonstrated engagement through physical activity. Activities such as Sight Word Relay and Sight Word Bingo required students to move around the learning environment while searching for and reading words. The kinesthetic learning approach encouraged all students, including those who struggled to maintain attention during traditional instruction, to become active participants.

The games also incorporated social learning elements through activities such as “Oral Reading Circle” and team-based relays, where students assisted one another and learned from peers. Cooperative learning methods developed stronger peer bonds and created a supportive learning environment.

Competition and rewards also served as motivational elements. Learners gained confidence through points, badges, applause, and verbal recognition, which encouraged continuous participation.

The multisensory approach of interactive games helped learners develop sight word recognition through visual, auditory, and tactile inputs. Learners saw words, heard pronunciation, and used words in oral and written activities.

Interactive games also provided immediate feedback, allowing learners to correct errors in real time. Shy and struggling readers became more confident during group activities because attention and pressure were shared. The games were adaptable to different learning styles and also functioned as effective formative assessment tools.

The study concluded that physical interaction, collaborative learning, motivational incentives, multisensory input, immediate feedback, learner confidence, adaptable learning preferences, and formative evaluation capabilities contributed to substantial improvements in Grade 1 learners’ sight word recognition and literacy development.

Section 2: Level of the Learner’s Sight Word Recognition

Table 1
Learner’s Level in Recognizing and Reading the First 100 Fry Sight Words

Score	Verbal Interpretation	Frequency (f)	Percentage (%)
4	Completely Recognize	6	15.00%
3	Somewhat Recognize	10	25.00%
2	Slightly Recognize	12	30.00%
1	Not Recognize	12	30.00%

Total (N = 40)			100%
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Table 2
Learner's Level in Using Sight Words in Oral Reading and Fluency

Score	Verbal Interpretation	Frequency (f)	Percentage (%)
4	Very Fluent	3	7.50%
3	Fluent	5	12.50%
2	Somewhat Fluent	14	35.00%
1	Not Fluent	18	45.00%
Total (N = 40)			100%

Table 3
Learner's Level in Writing Simple Sentences Using Sight Words

Score	Verbal Interpretation	Frequency (f)	Percentage (%)
4	Excellent	4	10.00%
3	Good	6	15.00%
2	Fair	13	32.50%
1	Poor	17	42.50%
Total (N = 40)			100%

Section 3: Effectiveness of the Interactive Games in Amplifying Learners' Sight Word Recognition as Revealed in the Post-Test Results

Table 4
Effectiveness of the Interactive Games in Recognizing and Reading the First 100 Fry Sight Words in the Post-Test

Score	Verbal Interpretation	Frequency (f)	Percentage (%)
4	Completely Recognize	21	52.50%
3	Somewhat Recognize	10	25.00%

2	Slightly Recognize	7	17.50%
1	Not Recognize	2	5.00%
Total (N = 40)			100%

Table 5

Effectiveness of the Interactive Games in Using Sight Words in Oral Reading and Fluency in the Post-Test

Score	Verbal Interpretation	Frequency (f)	Percentage (%)
4	Very Fluent	15	37.50%
3	Fluent	18	45.00%
2	Somewhat Fluent	5	12.50%
1	Not Fluent	2	5.00%
Total (N = 40)			100%

Table 6

Effectiveness of the Interactive Games in Writing Simple Sentences Using Sight Words in the Post-Test

Score	Verbal Interpretation	Frequency (f)	Percentage (%)
4	Excellent	17	42.50%
3	Good	14	35.00%
2	Fair	7	17.50%
1	Poor	2	5.00%
Total (N = 40)			100%

Section 4: Proposed Other Collaborative Games in Sight Word Recognition

The Proposed Activities to Enhance the Collaborative Games in Sight Word Recognition of Grade One Learners are the following:

- Word Relay Race
- Sight Word Bingo
- Sentence Builders
- Read and Pass
- Build-A-Word Tower

Discussion

The findings from this action research study identified various characteristics in interactive games that substantially improved sight word recognition among Grade 1 students. Learners participated more actively during lessons that included interactive games and showed greater interest and increased attention compared to traditional drills. Interactive games demonstrated engagement through physical activity, social learning elements, competition with rewards, multisensory approaches, and immediate feedback. These games also helped students develop confidence, supported diverse learning styles, and served as effective formative assessment tools. The study concluded that physical interaction, collaborative learning, motivational incentives, multisensory input, instant response, learner self-assurance, adaptable learning preferences, and formative evaluation capabilities produced substantial improvements in Grade 1 learners' sight word recognition and literacy development.

The pre-test results showed that a significant number of Grade 1 learners lacked proficiency in recognizing and reading the first 100 Fry sight words. This uneven distribution reflected a classroom where most students had not yet acquired a strong foundation in sight word recognition, a core component of early literacy. The pre-intervention assessment highlighted the need for multisensory, game-based approaches to help bridge this gap by transforming word recognition into a fun, consistent, and meaningful part of classroom reading activities. A large portion of the learners were identified under the "Not Fluent" category during the pre-test and demonstrated difficulty in reading aloud sight words correctly and smoothly. The distribution revealed that a significant number of students struggled to read sight words fluidly, an essential skill for developing reading comprehension and overall literacy confidence. The pre-test results validated the need for alternative approaches, such as interactive oral activities, to address fluency gaps and build learners' confidence in using sight words during spoken reading tasks. The data in Table 3 reveal that many Grade 1 learners struggled significantly with writing simple sentences using sight words before the intervention. The majority were still in the stage of learning to express ideas using high-frequency words accurately and fluently. The pre-test performance shows that the traditional approach may not have provided enough meaningful interaction with sight words in writing contexts, and learners needed to manipulate, apply, and use these words creatively to develop sentence fluency and writing confidence.

Table 4 presents a significant improvement in learners' recognition and reading of the first 100 Fry sight words after implementing interactive games. Most students were able to decode and recognize high-frequency words quickly and independently following repeated, game-based exposure. The data validates the use of interactive strategies in fostering recognition skills that are critical for future reading fluency and comprehension. As shown in Table 5, the oral reading fluency of learners improved substantially after the intervention. The results indicate that students not only gained recognition of sight words but were also able to apply this knowledge to oral reading, thereby improving their fluency. The increase in fluency shows that the learners were not only reading words correctly but also reading them meaningfully, which is a foundational skill for developing comprehension and expressive reading. The results in Table 6 show a remarkable increase in learners' ability to write simple and correct sentences using sight

words after the integration of interactive games. Learners who once struggled to structure sentences and apply sight words meaningfully in writing improved significantly after being exposed to play-based literacy instruction. As learners manipulated, spoke, wrote, and shared their sentences during gameplay, they strengthened both their word retention and sentence construction skills in ways that traditional drills may not have achieved.

The study demonstrates that the five collaborative games effectively improved sight word recognition among Grade 1 students. The games integrated physical activities with peer interactions and contextual word usage to create an enjoyable reading experience. The findings support earlier research, which highlights the value of interactive and multisensory methods for teaching early literacy. Regular integration of collaborative games within reading curricula will produce enduring benefits for academic achievement and student motivation.

Conclusion

1. The interactive games used in this study demonstrated several distinct features that supported the learning of sight words. These included encouraging collaboration among learners, increasing their motivation, creating a fun and dynamic classroom environment, enhancing vocabulary development, and building learners' confidence in reading.
2. The pre-test results showed that most learners had not yet mastered sight word recognition. Their performance in recognizing the first 100 Fry sight words, using them in oral reading, and applying them in writing simple sentences was generally low before the use of interactive games.
3. Post-test results revealed a significant improvement in learners' sight word recognition after the implementation of interactive games. The increase in scores across all three skill areas confirmed the effectiveness of these games in improving reading fluency and word recall.
4. In addition to the games implemented, other collaborative and interactive games were proposed to further support learners' engagement and motivation in learning sight words. These additional strategies aim to address diverse learning needs and sustain interest in literacy activities.

The following recommendations were given to strengthen this action research.

1. Teachers may use collaborative and interactive games to enhance their Reading and Literacy instruction because these activities increase student engagement and help students better identify sight words. The suggested activities create reading lessons that become both enjoyable and more effective for young students.
2. School administrators may offer backing and encouragement to teachers who want to use game-based teaching methods by including interactive sight word games as part of their classroom routines to enhance student reading motivation.
3. Students may take part in the recommended interactive games and enhancement activities because these activities will help them become more motivated and confident sight word readers in both oral reading and writing.



4. Parents may collaborate with teachers to support their children in enjoying reading while practicing sight words at home which strengthens their school-based learning and develops their positive reading attitudes.
5. Future researchers may conduct additional investigations about the benefits of interactive games for improving various literacy aspects including reading comprehension and vocabulary development and writing fluency to expand this approach's influence.

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