



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

3'10s STRATEGY: EFFECTS OF A DAILY VOCABULARY DRILL ON THE READING SKILLS OF
GRADE 3 PUPILS IN PLATERO ELEMENTARY SCHOOL



MARIA ELENA B. HERNANDEZ, MAED
Master Teacher I
Lead Proponent



MARDYLETH T. ALORA
Teacher I
Member

ABSTRACT

This action research aimed to enhance reading skills in English of Grade Three Heneral Antonio Luna. This was done through an intensive reading vocabulary drill that composed of ten (10) words, ten (10) phrases, and ten (10) sentences. Pupil's reading exercises are lifted in reading textbooks and Phil-IRI to ensure reliability and aptness.

The research respondents are thirty-seven (37) Grade Three pupils from Heneral Antonio Luna of Platero Elementary School, Biñan City. The sample was purposely taken as the researchers anticipate that pupils in this level require attention for, they are transitioning to fourth grade. Acquiring reading skills may assist them in understanding new knowledge for academic success.

The quantitative method was used in this action research using a Wilcoxon signed-rank test in data gathering. The data collected were encoded and tallied. Based on the results, from four non-readers and eleven pupils who can only recognize letters in the pre-assessment, only one learner was left non-reader. The result shows the progress in the reading skills of Grade Three Heneral Luna.

Keywords: *intensive, academic success*

INTRODUCTION

Reading was an important part of the teaching-learning process for pupils. It will be difficult for learners to comprehend ideas and concepts if they lack reading skills. Through the many efforts of the school in reading enhancement programs, the Department of Education has placed a strong emphasis on the development of reading abilities among Filipino learners.

After the launch of the *MATATAG: Bansang Makabata, Batang Makabansa* of Secretary Sarah Duterte, and inclined with the DepEd Memorandum No. 173, s. 2019 Bawat Bata Bumabasa, as well as the City Schools Division of Biñan City program Project IRISH: Intensifying Reading Interventions in Schools and in Every Household, researchers developed a reading program called the 3'10s Strategy that can help learners will help in enhancing their reading skills.

METHODOLOGY

The study used quantitative research that focuses on numeric and unchanging data and detailed, convergent reasoning rather than divergent reasoning and Wilcoxon signed-rank test.

The purposive type of sampling technique will be applied to this study. This allows the researchers to provide relevant and useful information that can be used for the study. The researcher will conduct 10-word drill and use it in phrases and sentences to ensure mastery. The constant repetition of words is done weekly. Thus, 80 words are added to the vocabulary bank of the learners in each quarter these words will be used as a guide and practice for the quarterly progress report by means of the Functional Literacy Assessment Tool or FLAT.

The data collected will be evaluated by the researchers by using statistical analysis. The researchers will record the pupils' results in FLAT and interpret the data from the questionnaires using the range means and analyze the data through the quantitative method. The pre and post-assessment will be used to validate the effectiveness and efficiency of the strategy.

RESULTS

Table 1.

Effects of the 3'10s Strategy on the reading experiences of Grade 3 pupils

	Median	Negative Ranks	Positive Ranks	Ties	z	p
Pretest	3	0	21	15	-4.203	<0.001
Posttest	4					

Table 1 shows the comparison of the scores of the students before and after the use of 3-10s intervention. No student scored lower in the posttest while 21 students increased their scores and 15 students indicated no change in scores. The students performed better in the posttest ($Md=4$) than in the pretest ($Md=3$). The Wilcoxon signed rank test revealed that there is a significant difference ($z=-4.203$, $p<.001$) in the test scores before and after intervention. This indicates that there is a significant increase in reading literacy level as represented by the 21 students of this test group. Therefore, for this group of students, the 3-10s intervention may be deemed effective in increasing reading literacy.

Based on the gathered data in the Functional Literacy Assessment Tool or FLAT, routine exercises like the 3'10s Strategy affect the vocabulary words, speed in reading, and at the same time the comprehension of the learners.

Self-confidence also boosts the learners to read a selection or a story that is based on the Reading Strategy.

The 3'10s Strategy was able to enhance Grade Three (III) learners' reading levels through the cooperation of the parents and learners. The result proves an increase in the learner's reading skills.

The school may continue using the research in promoting reading habits and interventions of the pupils. Collaboration of the school and the parents as the primary stakeholders can intensify the advancement of the learner's reading skills.

DISCUSSION

Reading is essential for learning. Skills are developed at every level to achieve high proficiency in each key stage. Unfortunately, the pandemic disrupted the continuous training of schools in terms of literacy. To manage the gaps, different reading strategies are applied by different schools with standard assessment tools.

To assist these reading exercises and routines schools create avenues to enhance it through the collaboration of teachers and parents. Thus, the start of routines that will cater to the learners' needs in reading.

ACKNOWLEDGEMENTS

The proponents extend their gratitude to the City Schools Division of Biñan City and the Local Government Unit of Biñan City for their support in the conduct of the study.

Likewise, the result of the study is offered to the Division to serve as a basis for educational plans and further improvement of the delivery of quality education in the Division.

REFERENCES

GILLACO,M(2024)

<https://apjeas.apjmr.com/wp-content/uploads/2014/11/APJEAS-2014-1-088.pdf>

<https://www.teacherph.com/revised-phil-iri/>

<https://www.coursehero.com/file/128533612/FUNCTIONAL-LITERACY-ASSESSMENT-FLAT>