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Effectiveness Of Using Vocabulary-Based Activity-To the Performance of The Grade 3 And 4 Pupils In English

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Abstract — This study aimed to determine the Effectiveness of vocabulary-based activities to the performance of Grade 3 & 4 pupils in English. The findings of the study served as a basis of a proposed Intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. the test of difference between the scores in the pre-test and post-test of Grade 3 and 4 pupils in English before and after the integration of vocabulary based activity in teaching English. Based on the table 3, it shows that the Grade 3 & 4 pupils performance in English particularly in the pre-test is 16.38 which is below in the post-test result which is equal to 36.56. Every Teacher specially in the Key Stage 1 and 2 really find ways and means to create activity that could make their learners motivated and they will fell also comfortable and acceptable inside the classroom while learning the different learning competencies in the first Grading period of the Different topics in English Subject. If the teacher really find something that could make the learners not motivated to their learning, it really manifest that a particular learning competencies of the teachers are really not fit to the type of learners that they are teaching, thus they should find ways and means to make the teaching and learning process more meaningful on the part of the learners. it shows how the leaners reacted to the assessment given by the teacher before they will be experiencing the intervention that will be carefully chosen by the teacher that will be intended for the Grade 3 and 4 learners just to validate the performance of the respondents. As reflected in the table, it was revealed that among the 16 learners who took the pretest assessment, nobody got the level of excellent or meaning there was no learner from the Grade 3 and 4 pupils.

Based from the pre-test and post-test performance of the Grade 6 pupils after the integration of vocabulary-based activities in teaching English. A reflected in the pretest and posttest performances, it was resulted to a computed t value of equal to 1.218 which is greater than in terms of value of the critical t value of 0.365 level of significance after applying the specific statistical tool that was the bases whether the hypothesis will be rejected on a significance level of degree. Based from the results in table 3, the hypothesis which states that there is no significant difference

between the pre-test and post-test performance of the Grade 3 and 4 pupils in English before and after the integration of vocabulary-based activity in teaching English is rejected.

The results in table 3 regarding the test of difference of the pre-test and post-test performance in English of the Grade 3 and 4 pupils after the integration in vocabulary based activity implied that Grade 3 and 4 pupils are already exposed to the different vocabulary terms while embedding in the teaching and learning process, it was very notable that the intervention applied during the teaching and learning process for almost 1 month is really effective because the leaners made a significant progress in the pretest to the posttest performances, indicating that the teaching method or support to the learning. Moreover, the identified intervention really led to the substantial learning gains among the grade 3 and 4 learners that could lead to a more successful endeavor in the teaching and learning.

Since the intervention is very successful, it is very important to continue to monitor the learner's performances and adapt teaching strategies as needed as well as regular conduct of the assessments following the norms of this study will help maintain and build good relationship and positive results.

Keywords — Effectiveness Vocabulary-Based Activity Performance Grade 3 & 4 Learners English

I. Introduction

Early literacy instruction will provide children the chance to grow intellectually, and a vital objective for learners is to develop precise, effective, and therefore fluent reading skills. Although reading quickly and automatically enables readers to focus on the meaning of texts, fluency by itself does not guarantee thorough comprehension. Phonemic awareness, phonics, and vocabulary skills are helpful ways for fluency. Fluent reading starts with techniques that integrate intentions, actions, and goals, and fluency improves with continued practice, as stated by Afflerbach, Pearson, and Paris (2008). (p.369).

One of the key goals of teaching spelling is to support students to develop the knowledges as well as flexible and efficient strategies that they can draw upon when learning to spell unfamiliar words. While most students will develop some strategies for themselves, these are often not sufficient to meet all their spelling needs.

The researcher observed in our school that most of our pupils know how to read but they don't know how to spell correctly. That is why she conducted daily spelling before the class begin. Because she believes teaching spelling also supports reading and writing, and vice versa. Learning how words and language works contributes to vocabulary development. This, in turn, supports reading comprehension and enhances choices made when composing written texts. While it is

acknowledged that spelling ability is not related to intelligence, poor spelling can affect performance across all areas of the school curriculum.

The ability to spell does not develop naturally. Like reading and writing, it needs to be taught explicitly. Based on the assessment of children's writing and reading, teachers can build a profile of the knowledge and strategies being used by students. In modelled, shared, interactive and guided writing contexts, then, teachers can demonstrate ways to work out how to spell words, how to use various resources to help with spelling, and how to proofread or check spelling. Students can observe and listen to the teacher, as a model of a proficient writer, as she uses the knowledge and strategies necessary to problem solve the spelling of familiar and unfamiliar words. Learning to spell takes time.

The problems that she encountered during the conduct of spelling are some of the pupils cannot get a high score due to lack of study habit, without guidance/no motivation of parents/guardian at home. Overuse of gadgets at home is one also of the reason why they cannot study their spelling.

The researcher believes that through this study, it would help in improving the literacy performance as well as the spelling ability of the Grade 3 & 4 pupils as well as guide to them in ensuring they really learned every competencies to be taught.

The main purpose of this study is to evaluate the Effectiveness of Using Vocabulary-Based Activity to the performance of the Grade 3 & 4 Pupils in English. The findings of the study were the bases for the proposed intervention plan.

Specifically, this study sought to answers the following questions:

1. What is the performance of the Grade 3 and 4 pupils before the integration of the vocabulary-Based Activity?

2. What is the performance of the Grade 3 and 4 pupils after the integration of the vocabulary-based Activity?

3. Is there a significant difference in the performances of the Grade 3 and 4 pupils before and after the integration of the vocabulary Based Activity?

4. What improvement plan can be proposed based on the findings of the study?

HYPOTHESIS

There is no significant difference in the pre-test and post-test performance of the Grade 3 & 4 pupils before and after the integration of Vocabulary-Based Activity ..

II. Methodology

Design. This study used the Quasi-Experimental type of research design in determining the Effectiveness of the Vocabulary-Based Activity to the performance of the Grade 3 & 4 pupils in English. The main purpose of the study is to determine varied activities, reading materials to be used in order to address the respondents need in order to empower their reading to omit obstacles. In measuring the Literacy skills performances of the Grade 3 & 4 pupils, a particular test material will be given to the aforementioned respondents to read for them to identify and answer different questions to validate their learning in reading.. The findings of the study were the bases for an Intervention Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores   in Matam-is Elementary School in the Division of Baybay based from the different most essential learning competencies in first grading period delivered in English subject which purely focused on the different competencies. The main local of the study is in Matam-is Elementary School which is located under the in the Division of Baybay City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 3 & 4 learners which was identified based on their test performances prior to the integration of Vocabulary- based Activity in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 3 & 4 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of Vocabulary-based Activity to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 3 & 4 learners before the implementation of the Vocabulary-based Activity in identifying the performance of the respondents, The Posttest scores performance of the Grade 8 learners after the implementation of the Vocabulary-based Activity as well as the significant difference of the pretest and posttest performances before and after the implementation of the Vocabulary-based Activity in the delivery of the most essential learning competencies in teaching English for the first Grading Period. In the Quasi- experimental research design, the researcher prepared the different materials which integrating Vocabulary-based Activity. The focus of this study was the Grade 3 & 4 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention Plan was taken based on the findings of the study.

Sampling. There are 16 respondents who are included in the study. There are 8 Male and 8 Females with a 16 total number of respondents. The respondents or the grade 3 & 4 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where

the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different learning materials embedding the Vocabulary-based Activity based from the numeracy test given to the respondents . The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Baybay City Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for his awareness.

The researcher conducted the pretest before the integration of Explicit Reading Instruction in teaching English After conducting the pretest, the researcher now integrating the Explicit Reading Instruction to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Vocabulary-based Activity to the lesson, the posttest was conducted to validate the learning of the Grade 3 & 4 learners..

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated using the following statistical tools.

The Simple Percentage were employed to determine the reading performance of the Grade 3 & 4 pupils.

Weighted Mean. This was utilized to assess the Reading performance of the Grade 3 & 4 pupils.

T-Test For Mean Difference- This tool was used to calculate the test of Difference on the reading performances of the Grade 3 & 4 pupils before and after the implementation of the Activity-based Teaching-Learning.

III.   Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF THE GRADE 3 & 4 LEARNERS   IN ENGLISH

Score Range	Description	PRETEST	
		Frequency	**%**
33-40	Excellent	0	0
25-32	Very Good	2	13
17-24	Good	6	37
9-16	Fair	7	44
1-8	Poor	1	6
Total		16	100
Weighted Mean		**16.38**	**Good**

Table 1 presents the pre-test performance of Grade 3 & 4 pupils in English before the utilization or the teacher integrate the vocabulary-based activity. Every Teacher specially in the Key Stage 1 and 2 really find ways and means to create activity that could make their learners motivated and they will fell also comfortable and acceptable inside the classroom while learning the different learning competencies in the first Grading period of the Different topics in English Subject. If the teacher really find something that could make the learners not motivated to their learning, it really manifest that a particular learning competencies of the teachers are really not fit to the type of learners that they are teaching, thus they should find ways and means to make the teaching and learning process more meaningful on the part of the learners.

Based from the results in table 1, it shows how the leaners reacted to the assessment given by the teacher before they will be experiencing the intervention that will be carefully chosen by the teacher that will be intended for the Grade 3 and 4 learners just to validate the performance of the respondents. As reflected in the table, it was revealed that among the 16 learners who took the pretest assessment, nobody got the level of excellent or meaning there was no learner from the Grade 3 and 4 pupils gained on the highest performance set by the teacher-researcher having the score ranging to 33-40 or simply 0 percent out of the total respondents who took the examination prior to the application of the intervention out of the 16 total number of respondents from the Grade 3 and 4 pupils. On the 2nd part of the level of performance which is happened to be the very good level of performance with a score ranging to 25-32, there were only 2 learners or 13 percent out of the 16 total number of respondents. It was resulted to the 13 total number of percentage from the 100 percent expected percentages gained during the pretest performances. On the other hand, From a good level of performance where majority of the respondents who are the Grade 4 and 3 learners have gained second to the majority of them on this pot of performance. This is where the score ranging from 17-24, which is said to be the average level among the different level of performance of learners in English, it was found out that among the 15 total number of respondents who took the pretest of assessment of their level of performance in English, there were 6 out of 15 learners or 37 percent who are said to be passed based on the acceptable level of performance of learners based on the guidelines set by the Department of Education under the Matatag Curriculum. Among all the 5 stages of level of performances in English of the Grad 3 and 4 learners and from the score ranging from 9-16 or fair level of performance, there were 7 total number of respondents who are considerably majority of all of the level of performances shown in table 1 which has an equivalent percentage of 44 percent out of the 100 presented being tested or validated. Lastly, on the last level of performance which is the Poor level of performance, there was only 1 respondent from the Grade 3 & 4 pupils or it has an equivalent percentage of 6 percent of learners who was able to achieve this level.

Based from the results in table 1, it implies that the Grade 3 and 4 learners really need an intervention that could guide and help them to be more proactive to the different lessons to be learned by them during the first Grading period of the delivery of the most essential learning competencies in English. In other words, since the respondents are scored in the good level of performance with a combined percentage of 81 percent, it has indicating generally that the performance is just satisfactorily gained within the grade 4 and 3 pupils. Since none from the respondents gained in the excellent level of performance, it just shown that the identified respondents really need to improve their performance in English such that they really need something new such as teaching methods that can elevate the performance of learners specially in English subject. The fact that there are only 13 percent combined in the very good level of performance, it only shown that not all learners really learned and grasp the past lessons they have had encountered, thus they need to have activity that could help the learners progress their academic performance and prevent from lowering their [performance to fair and poor level of performance. Moreover, the results manifest s that the Grade 3 an d 4 learners needs an

intervention to improve their performance in English specifically in vocabulary considering that they have a weighted mean of 16.38 out of the 40 total number of items being given as part of the assessment of learning to the learners.

Table 2
POST TESTPERFORMANCE OF GRADE 3 & 4 LEARNERS IN ENGLISH

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	14	81
25-32	Very Good	2	13
17-24	Good	1	6
9-16	Fair	0	0
1-8	Poor	0	0
Total		16	100
Weighted Mean		36.56	Excellent

Table 2 presents the posttest performance of Grade 3 & 4 pupils in English after the utilization of the vocabulary-based activity that was integrated by the teacher during the 1 month integration of the intervention in the delivery of the most essential learning competencies in English for the first grading period Based from the results in table 1, it shows how the leaners reacted to the assessment given by the teacher before they will be experiencing the intervention that will be carefully chosen by the teacher that will be intended for the Grade 3 and 4 learners just to validate the performance of the respondents. As reflected in the table, it was revealed that among the 16 learners who took the pretest assessment, nobody got the level of excellent or meaning there was no learner from the Grade 3 and 4 pupils

Based from the results in table 2, it shows how the leaners reacted to the assessment given by the teacher after they had experiencing the intervention that wqs carefully chosen by the teacher that was intended for the Grade 3 and 4 learners just to validate the performance of the respondents. As reflected in the table, it was revealed that among the 16 learners who took the pretest assessment, nobody got the level of excellent or meaning there were 14 total number of learners from the Grade 3 and pupils gained on the highest performance set by the teacher-researcher having the score ranging to 33-40 or simply 81 percent out of the total respondents who took the examination after the application of the intervention has been applied to the 16 total number of respondents from the Grade 3 and 4 pupils. On the 2nd part of the level of performance which is happened to be the very good level of performance with a score ranging to 25-32, there were only 2 learners or 13 percent out of the 16 total number of respondents. It was resulted to the 13 total number of percentage from the 100 percent expected percentages gained during the

posttest performances. While from a good level of performance where majority of the respondents who are the Grade 4 and 3 learners have gained second to the majority of them on this pot of performance in the pretest it was already lowered. This is where the score ranging from 17-24, which is said to be the average level among the different level of performance of learners in English, it was found out that among the 16 total number of respondents who took the posttest performance of assessment of their level of performance in English, there were 1 out of 15 learners or 6 percent who are said to be passed based on the acceptable level of performance of learners based on the guidelines set by the Department of Education under the Matatag Curriculum. Among all the 5 stages of level of performances in English of the Grad 3 and 4 learners and from the score ranging from 9-16 or fair level of performance, there were none of the total number of respondents who are considerably nearest to fall of the learners performance of all of the level of performances shown in table 2 which has an equivalent percentage of 0 percent out of the 100 presented being tested or validated. Lastly, on the last level of performance which is the Poor level of performance, there was also none of the respondent from the Grade 3 & 4 pupils belong to this level of performance or it has an equivalent percentage of 0 percent of learners who was able to achieve this level.

Based from the results in table 1, it implies that the Grade 3 and 4 learners really shows an improved performance compared to the performance prior to the intervention integration. It was really a guide and help the learners and they are proactive to the different lessons to be learned by them during the first Grading period of the delivery of the most essential learning competencies in English. In other words, since the respondents are scored in the excellent level of performance with a combined percentage of 81 percent, it has indicating generally that the performance is an excellent level gained by the grade 4 and 3 pupils. Since none from the respondents gained in fair and poor l level of performances, it just shown that the identified respondents, they really improved their performance in English such that they happy and motivated to learn something new such as teaching methods that can elevate the performance of learners specially in English subject. The fact that there are 14 learners garnered high performance compared in the pretest which are in the excellent level of performance, it really showcasing the high achievement of learners as well as motivating and love to be engaged and learn to their peers. it only shown that not all learners really learned and grasp the past lessons they have had encountered, thus the right assessment and feedback to let them be fully understood. Furthermore, tailoring support to the remaining learners who are belong to the Good level of performance, can really further enhance the learning outcomes of the learners.

TABLE 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade 3 & 4 Learner in English

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 1-2 Pupils	Pre	16.38	1.218	0.365	Reject H$_o$	Significant
	Post	36.56				

Table 3 shows the test of difference between the scores in the pre-test and post-test of Grade 3 and 4 pupils in English before and after the integration of vocabulary based activity in teaching English. Based on the table 3, it shows that the Grade 3 & 4 pupils performance in English particularly in the pre-test is 16.38 which is below in the post-test result which is equal to 36.56. Every Teacher specially in the Key Stage 1 and 2 really find ways and means to create activity that could make their learners motivated and they will fell also comfortable and acceptable inside the classroom while learning the different learning competencies in the first Grading period of the Different topics in English Subject. If the teacher really find something that could make the learners not motivated to their learning, it really manifest that a particular learning competencies of the teachers are really not fit to the type of learners that they are teaching, thus they should find ways and means to make the teaching and learning process more meaningful on the part of the learners. it shows how the leaners reacted to the assessment given by the teacher before they will be experiencing the intervention that will be carefully chosen by the teacher that will be intended for the Grade 3 and 4 learners just to validate the performance of the respondents. As reflected in the table, it was revealed that among the 16 learners who took the pretest assessment, nobody got the level of excellent or meaning there was no learner from the Grade 3 and 4 pupils.

Based from the pre-test and post-test performance of the Grade 6 pupils after the integration of vocabulary-based activities in teaching English. A reflected in the pretest and posttest performances, it was resulted to a computed t value of equal to 1.218 which is greater than in terms of value of the critical t value of 0.365 level of significance after applying the specific statistical tool that was the bases whether the hypothesis will be rejected on a significance level of degree. Based from the results in table 3, the hypothesis which states that there is no significant difference between the pre-test and post-test performance of the Grade 3 and 4 pupils in English before and after the integration of vocabulary-based activity in teaching English is rejected.

The results in table 3 regarding the test of difference of the pre-test and post-test performance in English of the Grade 3 and 4 pupils after the integration in vocabulary based activity implied that Grade 3 and 4 pupils are already exposed to the different vocabulary terms while embedding in the teaching and learning process, it was very notable that the intervention applied during the teaching and learning process for almost 1 month is really effective because the leaners made a significant progress in the pretest to the posttest performances, indicating that the teaching method or support to the learning. Moreover, the identified intervention really led to the

substantial learning gains among the grade 3 and 4 learners that could lead to a more successful endeavor in the teaching and learning.

Since the intervention is very successful, it is very important to continue to monitor the learner's performances and adapt teaching strategies as needed as well as regular conduct of the assessments following the norms of this study will help maintain and build good relationship and positive results.

IV. Conclusion

Based from the findings of this research, it can be concluded that there is a significant difference between the pre and post-test scores of grade 3 and 4 pupils in English. Therefore; teaching vocabulary based activities is an effective learning materials for teaching skills in English. It really highlights the potential focused intervention that could lead to substantial improvement in learners' outcome and can further enhance the overall educational experience of the learners.

V. Recommendations

1. The proposed intervention plan should be utilized in order for the School Head and Teachers will be guided on what to do to address if there are learning gaps identified.

2. School Head should always find ways and means to encourage teachers to continue employing effective teaching practices and strategies that will contribute to the success of the endeavor as well as supporting the different professional development initiatives created by the teachers while doing their different key result areas.

3. School Heads should encourage teachers to develop or strengthen vocabulary during the teaching and learning process in order for the leaners to be more familiar to the different words given by the teachers during the delivery of the lessons.

4. School Head should conduct events or ceremonies focusing on giving of certificates to the teachers as way of thanking them in giving their best as well as celebrating the achievements of both teachers and learners. Positive reinforcement can motivate both teachers and learners to excel and give their best always.

5. English Teachers should develop instructional materials to be used by the learners during remedial time.

6. Teachers should know how to reflect on the teaching methods and techniques used during the period between the pretest and posttest and identify what type of approaches that proved to be effective and consider integrating them into regular teaching practices.

7. Teachers should encourage collaborative learning among learners. Group activities is encourage during the teaching and learning process in order for the learners to be more active in learning the different competencies learned. As well as identify learners who still require additional support despite the improvement and provide necessary enrichment in needed.

8. Parents should encourage their children to engage in educational activities at home especially in developing their vocabulary skills to support their learning journey by providing access to books, educational games, and a conducive study environment.

9. Supervisors should continue to monitor the implementation of effective teaching strategies and provide feedback and support to teachers, ensuring they are equipped to maintain the positive impact to the learners learning endeavor. Moreover, encourage school heads and teachers the use of data-driven decision-making processes.

10. Stakeholders should recognize the value of investing in education by Supporting and giving different initiatives that could help enhance the quality of teaching and learning in schools.

11. Furthermore, the author encourages future researchers to conduct the same study in order to test the effectiveness of the result of the study.

enriched the quality and depth of the findings. Without their cooperation, this research would not have been possible.

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The wisdom and strength that the researcher have drawn from her faith have been a constant source of inspiration and resilience during the challenges and uncertainties of this research. It is with deep humility that the researcher recognize the divine hand that has guided her through this process.

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AUTHOR'S PROFILE

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The author is born on March 26, 1984 at Balud Masbate, Philippines. She finished her Bachelor's degree in Elementary Education at Visayas State University – Main Campus. In her high school and college days, she was really into the supervision field. She was an active member in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher III in the Department of Education and a Grade – III & IV Teacher at Matam-is Elementary School at Barangay Matam-is Baybay City, Leyte, Philippines. She is a coordinator in school organizations namely: School-Based Feeding Program, Child Protection Program and the Boy Scouts of the Philippines. She believes that supervising the young is encapsulates the vital role that responsible adults play in nurturing and guiding the next generation. It's about much more than just keeping an on them; it involves actively shaping their character, abilities, and potential, helping them become well-rounded individuals capable of making valuable contributions to society.