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Research article

An Action Research on: Reading Enhancement through Shooting (RETS) Strategy for Grade III Pupils

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ABSTRACT

In order to captivate the attention of children in the lesson, teachers must employ gaming strategies in their teaching. Hence, this action research was conducted aiming at knowing their pretest and posttest scores. A descriptive research was used using a quasi-experimental method. This study was conducted among the 13 Grade 3 pupils in Primitivo R. Quimpo Memorial School, Hindang, Iligan City. In this study, results showed that there was a significant increase of mean responses of the respondents based on the 10 indicator questions based on their pretest and posttest mean scores. For instance, from 13 mean pretest score, it incurred an increase to 24 mean score during posttest. Therefore, this study is cleared in improving the reading skills and capabilities of the pupils using this particular reading technique. This is supported by their eagerness and collaborativeness to each other in reading various materials. This study did not only improve their reading skills but also enhanced intellectual and emotional quotient through cooperativeness and appreciation of various reading enhancement sessions. P-values obtained using paired t-test were all significantly different. This means that each reading indicator has significant increase of their scores upon using this reading strategy. Therefore, it would be better if this reading strategy be used as an innovative strategy that would be applied to other grades as well should reading enhancement skills be used in their classes.

Keywords: reading strategy, elementary pupils, educational research, Iligan City

INTRODUCTION

The foundation of this action research centered on the Multiple Intelligences Theory of Gardner (1983) such that it stressed that intelligence has many dimensions. This theory states that every individual has an innate and unique intelligence that can develop and progress through training and consistent effort. Henceforth, it is assumed that children have their own innate potentials, creativity, power to learn, ability to learn languages, and potential to use brain (Ikiz*et al*., 2010). This is supported by the study of Pour *et al*., (2016) that students with more intelligences opt to excel academically and in extra-curricular activities than those with only one intelligence.

While it is true that intelligence tend to develop at most during adolescents, it is better that pupils in their lower grades must be developed especially in their reading skills. It is developing their true potentials, their inherent interests, habits, and talents that are honed by their environment and in their respective homes. While at home, it is also essential to have a good school environment as well since this serves as their learning hub, especially in reading aspect. These environmental measures would enhance the significant involvement oftheirgenetic influence as well (Plomin, 1994; Plomin*et al*., 2013; Vinkhuyzen*et al*., 2010).
Many children have inborn potentials and gifts but only those who can afford schooling and further trainings can progress and cultivate their talent. Human beings are by nature passionate, curious, and intrigued. Hence, it is right to connect, find, pattern, and make sense of things especially for pupils at their younger stage. There are many ways in which teachers can help children develop an interest in reading according to Heilman (1967). One way to make reading attractive to children is to read to them. Teachers must be prepared to guide children in selecting a material which they are capable of reading and which they enjoy. To guide the children toward wide reading is to have a worthy objective. In some situation, it may be necessary to use extrinsic motivation.

In order to captivate the attention of children in the lesson, teachers must employ gaming strategies in their teaching. Thus, children's boredom inside the classroom will be replaced by a fun-filled experiential learning. In the same way, reading can be also learned through games. In fact, according to White (2012), pretend play allows children to practice creating symbols as they mentally transform objects within a play scenario. As such, pretending contributes to children's understanding of symbols and their meaning, which is essential for counterfactual thinking, empathy, and formal learning (consider using numerals in math or diagrams to represent atomic structures in chemistry).

As observed in the daily classroom scenarios, the most common problem in the classroom is the reading ability of the pupils. Some pupils cannot read. To lessen this problem that our school children are facing today, teachers should monitor the slow readers through teaching them how to read in their vacant time or in their remedial lesson. However, employing the enhancement of reading through shooting can help the pupils especially the struggling readers improve their reading abilities because from time to time there are many varied activities that teacher presents so that reading will be enjoyable and exciting to the pupils. Hence, this action research is developed to assess if indeed using a new reading strategy could help pupils in enhancing their reading capabilities through acquiring an improved reading scores as an assessment tool. Specifically, it seeks to answer the following questions: (1) What is the pretest scores of the respondents in terms of word recognition in Grade-3 basic sight words set 1 t0 10? (2) What is the posttest scores of the respondents using the reading enhancement through shooting strategy in terms of word recognition in Grade 3 basic sight words set 1 to 10? (3) Is there a significant difference between the pretest and posttest scores of the respondents in terms of word recognition in Grade 3 basic sight words set 1 to 10?

MATERIALS AND METHODS

This study selected the total population of the sections determined as heterogeneous one section at Primitivo R. Quimpo Memorial School, Hindang, Iligan City. To this, there were 13 pupils in this section, of which there were 7 males and 6 females.A letter of request and consent was formulated indicating the intent of the conduct of the action research to the School Principal. Once approved, pre-test materials relevant to the study were given to the parents or guardians for their perusal before employing to their children. The study is a descriptive research wherein it described the specific response of the pupils to certain questions asked. This is collaborative in nature since responses were drawn from the pupils with the help of the teacher-researcher. The research was administered in one

quarter approximately 2 to 3 months. The data were analyzed using inferential statistics which is concerned with the analysis of a subset of data leading to predictions or inferences about the entire set of data (Walpole, 1998).

RESULTS AND DISCUSSION

In this study, results showed that there was a significant increase of mean responses of the respondents based on the 10 indicator questions based on their pretest and posttest mean scores (Table 1). For instance, from 13 mean pretest score, it incurred an increase to 24 mean score during posttest (Table 2). Therefore, this study is cleared in improving the reading skills and capabilities of the pupils using this particular reading technique. This is supported by their eagerness and collaborativeness to each other in reading various materials. This study did not only improve their reading skills but also enhanced intellectual and emotional quotient through cooperativeness and appreciation of various reading enhancement sessions.

Table 1A. Pretestscores obtained by the pupils using RETS strategy in reading.

Pupils	Scores SETS										Total 300	%
	1	2	3	4	5	6	7	8	9	10		
Pupil 1	5	3	1	1	1	0	0	0	0	0	11	3.67
Pupil 2	6	3	1	1	1	0	0	0	0	0	12	4.00
Pupil 3	26	14	15	17	11	14	15	20	17	14	163	54.33
Pupil 4	25	15	21	18	12	15	16	22	18	15	177	59.00
Pupil 5	29	26	27	27	26	24	25	26	24	25	259	86.33
Pupil 6	24	21	14	15	16	14	14	19	16	13	166	55.33
Pupil 7	26	25	16	23	24	16	18	23	19	16	206	68.67
Pupil 8	28	26	24	25	26	23	26	27	21	18	244	81.33
Pupil 9	25	21	20	20	21	18	21	21	18	14	199	66.33
Pupil 10	15	10	8	13	5	3	5	12	6	4	81	27.00
Pupil 11	25	22	20	21	18	16	19	20	18	12	191	63.67
Pupil 12	24	21	22	22	20	19	20	22	17	13	200	66.67
Pupil 13	28	26	27	28	26	26	27	26	24	26	264	88.00
Total	**286**	**233**	**216**	**231**	**207**	**188**	**206**	**238**	**198**	**170**	**2173**	**55.72**

Table 1B. Posttest scores obtained by the pupils using RETS strategy in reading.

Pupils	Scores Sets										Total	%
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**		
Pupil 1	16	16	12	10	9	8	7	11	8	6	103	**34.33**
Pupil 2	15	16	12	10	8	8	7	10	6	6	98	**32.67**
Pupil 3	30	30	29	28	27	26	25	30	27	26	278	**92.67**
Pupil 4	30	30	29	28	28	28	26	30	28	30	287	**95.67**
Pupil 5	30	30	30	29	30	30	30	30	30	30	299	**99.67**
Pupil 6	28	29	28	28	26	27	24	29	26	26	271	**90.33**
Pupil 7	30	30	30	29	28	29	28	30	29	29	292	**97.33**
Pupil 8	30	30	30	29	30	30	30	30	30	30	299	**99.67**
Pupil 9	29	28	29	26	27	28	29	29	28	26	279	**93.00**
Pupil 10	26	23	20	21	15	23	25	24	20	24	221	**73.67**
Pupil 11	30	29	28	28	28	29	29	30	28	28	287	**95.67**
Pupil 12	30	29	28	29	29	29	30	30	27	28	289	**96.33**
Pupil 13	30	30	29	29	30	30	30	30	30	30	298	**99.33**
Total	**354**	**350**	**334**	**324**	**315**	**325**	**320**	**343**	**317**	**319**	**3301**	**84.64**

P-values obtained using paired t-test were all significantly different. This means that each reading indicator has significant increase of their scores upon using this reading strategy. Therefore, it would be better if this reading strategy be used as an innovative strategy that would be applied to other grades as well should reading enhancement skills be used in their classes.

Table 1. Pre and post test scores obtained by the pupils using RETS strategy in reading.

Indicators	Pretest mean score	Posttest mean score	Standard Deviation	P-value	Interpretation
1	22	27	0.91	0.01	Significant
2	18	27	0.21	0.01	Significant
3	16	26	0.34	0.02	Significant
4	17	25	0.45	0.01	Significant
5	16	24	0.78	0.01	Significant
6	14	25	0.47	0.02	Significant
7	16	24	0.34	0.01	Significant
8	18	26	0.23	0.01	Significant
9	15	24	0.81	0.02	Significant
10	13	24	0.12	0.01	Significant

Significant difference at α 0.05

CONCLUSION AND RECOMMENDATION

Findings of this study showed that shooting as a reading enhancement strategy helped the pupils increased their scores during post test. This means that pupils had appreciated the said strategy as introduced to them. This is signified by a significant difference between their mean scores. Therefore, it is recommended that this reading strategy be used as an innovative strategy that would be applied to other grades as well should reading enhancement skills be used in their classes.

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