



SLMs: DEVELOPING WRITING COMPOSITION SKILLS OF GRADE 3 LEARNERS THROUGH VOCABULARY ENRICHMENT

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II. ABSTRACT

Writing skill is considered as one of the four (4) macro skills essential to the learning process. This research aimed to develop the basic writing composition skill of the learners through vocabulary enrichment. The combination of the digital and modular distance instructions through modified supplementary learning materials were used as an intervention on the conduct of the study. Designed congruently to meet the demands of the existing health crisis, five (5) grade 3 learners of Fishing Village Elementary School, Malita North District, Division of Davao Occidental were chosen as the participants of this study. The data collection involved three (3) major phases: the pre-test, intervention, and the post-test.

Results from pre-test and post-test were used to assess the efficiency of the intervention. Numerical transparency was made possible through writing rubric, hence, the study utilized quantitative method. Results showed that there was a significant increase on the performance of the participants after the implementation of the intervention. This suggested that with variety of intervention employed, the participants improved their proficiency in writing.

Keywords: *writing composition skill, vocabulary enrichment, modified interventions, supplementary learning materials*

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IV. CONTEXT AND RATIONALE

The global outbreak of COVID-19 on the first quarter of 2020 gave birth to the phrase “new normal”. All sectors which comprised the entirety of a certain society went to disarray during those trying times; one of the greatly affected was the educational system in most countries especially in the Philippines. To address the sustainability of

learning, the Department of Education (DepEd) intensified the widespread use of Modular Distance Learning (MDL) in the new normal classroom. However, the MDL alone cannot equate what physical teachers can. As observed, there were specific needs that the self-learning modules could not accommodate due to the absence of guidance given firsthand by the teachers. For instance, in English subject, learners find it difficult to compose even a simple sentence without a teacher supervising them. Consequently, they intentionally skip activities with writing composition in their modules.

This was a common scenario that parents returning English modules would often say, *“Teacher gilaktawan jud sa akong anak katong part nga naay diary kay wala jud daw siyay masulat.”* (Teacher, my child skipped the part when they should write a diary because my child doesn’t know how to write one) or *“Teacher gi-bisaya ra gud sa akong anak iyang diary kay wala siya kabalo unsa English ato nga mga pulong.”* (Teacher, my child just used the vernacular dialect in writing her diary as my child doesn’t know the English terms to use), as soon as they give back the outputs of their children. The lament of these parents and learners whenever there were activities which include writing composition was very alarming on my end. It was one of my fears that if they continue this behavior they would eventually normalize the concept that they didn’t have any idea what to write or it was too difficult for them to finish the task.

As a 3rd grade teacher in the new normal setting, I am concerned about how my learners will develop their basic writing skill, particularly in composing a story or even simple sentences in order for them to express their ideas clearly. This have been a recurring problem since then, but with the scarcity of resources due to the pandemic, it has worsened nowadays. In addition, the English module does not guarantee a higher chance of catching learners' interest in enhancing their writing skill for subsequent reasons: difficulty in choosing the right words to use, working independently with limited to no knowledge of English words, no immediate feedback from a teacher, and struggles in sentence construction. Nevertheless, it is important to note that writing is one of the four macro skills essential to the learning process. More so, this skill is not only applicable in English learning area, but also in other subject courses like in Mathematics and in Science. Hence, this ability should not be ignored just because we are now transitioning to the new normal classroom.

If literacy (reading and writing) is not taught rigorously in the early stages of education, it will be more difficult for students to acquire these skills in the latter part of their studies. As a matter of fact, for those people who want to extend their knowledge and experience, increase cognitive ability, sharpen logic, achieve success and self-improvement, reading and writing skills are important (Sukma, et.al., 2017).

Nalliveettil (2017) opined that writing is not an innate skill and is usually learned ability. Therefore, second language learners especially children from primary level, must put extra effort to study spellings, word structures, sentence structures, and higher-order skills to effectively convey the intended message in various situations and contexts.

Moreover, according to Hyland (2000) feedback from teachers is a vital element of the composition process and can play an important role in developing the writing skill among young learners. This is due to the fact that the second language learners face the complexity of learning an entirely different language from what they comfortably use daily in their native dialect. Thus, supervision of teachers, physically or through supplementary learning materials, plays an integral part in the holistic view of the language, particularly in the development of basic composition skill of the learners.

Furthermore, the previous experience allowed me to discover the urgent and most doable problem that I needed to focus on. My learners' poor vocabulary posed as the major contributing factor of the main problem. Resultantly, learners performed poorly in writing composition because they do not have enough English words stored in their mind that they could use later when composing literary piece such simple as letters or daily journals.

Vocabulary knowledge is important because it encompasses all the words, we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies (Sedita, 2005).

Unfortunately, in the Philippines, Filipino learners fared worst among 79 countries during the conduct of the Programme for International Student Assessment (PISA) by the Organization for Economic Cooperation and Development (OECD) dating back last 2018.

“It (English) is clearly a weakness of our learners and could possibly have an effect on [their] performance. Therefore, I direct the Curriculum and Instruction [Office] ... to look into this proficiency in English, particularly in science and mathematics”, Leonor M. Briones, the Secretary of the Department of Education on her interview in the Philippine Daily Inquirer newspaper.

Although the mentioned English subject did not directly pertain to the learning area but to the language used during the exam, this only posited that Filipino learners had low vocabulary in English. Consequently, affecting other subject areas as well like Mathematics and Science.

Additionally, during the 1st quarter of SY 2020-2021, in light of measuring the proficiency level of grade 3 learners in English, test scores in performance task and summative test were gathered. Unfortunately, the 3rd graders only got 79.56% as their Proficiency Level in English. As their teacher, it saddened me knowing that there could have been something more that I could help my learners improved their performance in this subject.

With the above-mentioned statements, I was with firm belief that there was a dire need to conduct this research. More so, developing writing composition as early in the primary years by intensifying learners’ vocabulary, encouraged young Filipino learners to be well-versed in the demands of the fast-changing world.

V. INTERVENTION/INNOVATION/STRATEGY

In light of developing the writing composition skill of my learners in the middle of a pandemic, I was of the opinion that with different interventions combined together would pave the way for them to be more in-depth in expressing their ideas in written form. This

was the reason why I proposed supplementary learning materials (SLMs) that would be of big help for my learners to improve their vocabulary which would eventually enhance their skill in writing composition.

The supplementary learning materials (SLMs) such as writing kits (with concrete literary examples), learner-crafted dictionary, list of basic words with basic meaning, and a touch of ICT integrated materials were provided to Grade 3 learners from section Octopus who were identified as low performers in the class.

The remediation was categorized from the level of difficulty. For instance, a series of learning materials were provided to the respondents in a given time frame. As they progressed, the complexity of the SLMs would also heighten.

Furthermore, I monitored regularly the performance of the identified learners so as to be updated in their progress. The SLMs were distributed to the learners every Friday and were collected by the following Friday together with the new materials that were released until all essential key stages were completed. A suggested time, no specific time but should be on the first-hour of the day, was proposed for the learners to work with their SLMs since it was the best time to start brain activities especially in stimulating vocabulary enrichment.

In order to make sure that the identified participants were the ones answering all the activities in the SLMs, the researcher conducted a pre-orientation conference to all the parents of the said learners prior to implementation of the intervention so as to inform them to let their children work independently on the given tasks; that the scores from these SLMs were recorded for the sole purpose of measuring the progress with the remediation, and not for any grade related records. A letter was provided to the parents

by the researcher indicating that as parents, the only role was to guide their children when the situation asked for it, and made sure to let the learners finish the tasks in the SLMs on their own religiously.

Be that as it may, the intervention was conducted in four (4) essential key stages, leveling from simple to complex. One week was the suggested time frame for each essential key stage. The four (4) essential key stages were as follows:

- **Hello! Good day! Let's Learn English!** This is a 5-minute video presentation of basic sight words for grade 3 level. A minimum of 5 words per day were discussed according to each word's spelling, meaning, usage, and if possible, its corresponding picture. An interactive video presentation was made wherein respondents were asked from time-to-time to repeat how the word was pronounced and spelled. There's a portion as well where learners were given ample time to think and answer the questions raised from the video, answers were written in a different sheet of paper. A total of five different presentations were prepared for the entire week. Moreover, the video was transferrable through smart phone or flash drive (flash drive was provided by the researcher, if necessary). If the participants did not have any means to play the video, Adopt-a-Neighbor program was an alternative way to continue the remediation. (*First Week*)

Research shows that using authentic video in teaching and learning languages has positive effects on the development of overall communicative competence (*Tschirner, 2001; Mekheimer, 2011*), the development of vocabulary (*Schmitt, 2008; Seferoglu, 2008*), and the language skills of writing (*Čepon, 2011*).

- **Doraemon's Magic Pocket.** This intervention is inspired by the famous anime Doraemon and his magic pocket where you can find unusual gadgets inside.

However, instead of gadgets, strips of papers were found inside the teacher-made puppet. These strips of papers contained words and phrases with corresponding meaning. Attached at the back of the teacher-made Doraemon puppet was the worksheets in which participants would need to complete a story or a letter by providing the missing words or phrases. In the first two days of the week, the worksheets were only asked for words to complete the corresponding blanks. The remaining three days of the week were required phrases in order to sustain the blanks in the worksheets. It is important to note that each word or phrase on the strip of paper has child-friendly meaning that would allow learners to understand what it meant and helped them answer their worksheets. The researcher prepared five different sets of teacher-made Doraemon puppets for the entire week leveling from simple stories to complex ones. Each set of puppets was marked from day 1 to day 5 so as to assure that the level of the remediation started from simple to complex. There were 10 blanks to complete in every activity sheet and some of the words used were from the previous video presentations provided. This intervention also targeted learners' reading comprehension. (*Second Week*)

According to Grave's model (2009), an effective vocabulary must have important components such as: (a) teaching individual words and (b) teaching word-learning strategies. Additionally, the relevance of teaching word-learning strategies was well documented in the vocabulary literature (e.g., Blachowicz & Fisher, 2000; Nation, 2001, 2008). Some examples of these strategies included drawing on context clues, and analyzing word parts to unlock meaning.

- **Learner-Crafted Dictionary.** For 5 days, learners would write 3 English words a day. They needed to explain what each word means using their own

understanding and provide one example of how the word was used in a sentence. At the end of 5 days, the respondents were expected to list 15 English words in their own dictionary. The dictionary where students wrote the words was provided by the teacher. Concrete examples (from the teacher) of how the dictionary looked like were included inside the provided dictionary. Moreover, each word was checked according to: 2 points for the correct meaning, 2 points for how it is used in a sentence, 1 point for correct spelling, a total of 5pts in each word. *(Third Week)*

Teachers should direct their students to find suitable methods that help them develop and practice their vocabulary in situational contexts *(Pateşan, 2019)*.

- **Dear Diary.** For 5 days, learners recorded the highlights of their daily activities. A minimum of one paragraph having at least 5 sentences of daily journal was expected. Concrete example of how a diary was written was provided by the teacher in a sheet of paper and a notebook where learners can write their daily journals. *(Fourth Week)*

Langan (2008 & 2011) believes that as writing is an acquired skill, it only makes sense that the more effort they put into practicing this skill, the more competent they will be in writing. He also suggests that by keeping a daily journal/diary can be an excellent way to practice skills in writing.

VI. ACTION RESEARCH QUESTION

Over time, writing composition is slowly slipping away in the interest of most learners in the primary level. As a grade 3 teacher, I have found out that the lack thereof of English vocabulary of my learners impedes their ability to express ideas in written form. That is why, most of my learners often complain that writing composition is too difficult for their

age, when in fact, if not taught early, this skill would be more difficult and complicated as their level of education progresses.

With the negative manifestations in writing, the general objective of this research was to develop the writing composition skill of the Grade 3 learners through vocabulary enrichment with the aid of supplementary learning materials.

Henceforth, this research aimed to answer the specific question:

1. How does vocabulary enrichment develop the writing composition skill of the Grade 3 learners?

VII. ACTION RESEARCH METHODS

a. Participants and/or other Sources of Data and Information

The participants of this study were the five (5) learners of Grade 3 Section Octopus from Fishing Village Elementary School. The five (5) participants took the administered pre-test provided by the teacher-researcher. Their writing outputs were marked based on the teacher-made writing rubric. They were identified as participants since they got the lowest scores during their writing task. Aside from their poor performance, the teacher-researcher considered their attendance as a factor as well to avoid delay during the implementation. From an observation and based on the School Form 3 (SF3) or the Modules Issued and Returned (which was utilized by the teacher-researcher as attendance during the distribution of modules), the parents of these learners were very diligent and punctual on their scheduled day to receive the Self-Learning Modules (SLMs).

Moreover, the teacher-researcher determined that they were all readers. Since reading and writing go together most of the time, it was important to verify the participants' level in reading. It was through conducting the pre-test of Philippine Informal Reading

Inventory (Phil-IRI) that these learners were assessed. The pre-test in Phil-IRI was done through a combination of home visitation (for teachers) and school visitation (for learners – one at a time). Although it was mandated that grade 3 learners should be assessed in Filipino only, the teacher-researcher took the initiative to evaluate each of the participant's reading skill in English as well. The researcher found out that two (2) of the participants were struggling to read some unfamiliar English words, while the other three (3) were reading English stories/words in a fast-paced manner.

For this study, all personal information of the participants such as names and socio-economic background would be held confidentially and would not be used in any way that may compromise their identity.

b. Data Gathering Method

In this section, I, the researcher would explain how the data used in this study were collected.

A letter of communication was sent to the barangay LGU to seek permission in conducting the research in the school community. Another letter of communication was submitted to the office of the School Head to ask for consent in administering the study. Upon approval of the two parties, the study had undergone in three major phases: the pre-test, the intervention, and the post test.

Pre-test. The pre-test in English was administered to all the learners of Grade – 3 Section Octopus. Due to numerous restrictions brought by the pandemic, the pre-test was distributed in advance together with the modules and activity sheets. The parents were oriented one-by-one of what it was about to secure mutual understanding on both

ends. A letter of communication was also included in the booklet for further explanations and instructions to both the parents and the learners.

A very short story was provided to the learners. Out from this story, the learners were expected to write at least one paragraph with a minimum of 4 sentences describing one character from the story. A rubric in writing (*as shown below – table 2*) was used as a guide in grading the learners' written outputs. The five learners who performed poorly were chosen as the participants. The pretest was utilized to identify who had the lowest proficiency in writing composition and to determine the level of writing skill of every learner in the class without the use of any intervention.

After the five (5) participants were identified, a letter of consent was given to each learner indicating the approval of parents for their child to take part in the conduct of the research. A pre-orientation to the parents was also arranged through one-on-one meeting. In the event, the teacher-researcher explained in detailed manner the mechanics of the implementation of the study. When everything was settled, the intervention took place January 2022.

Intervention. One of the three phases was the intervention and it was divided into four essential key stages with one week each as the suggested time frame. Each SLM provided during the intervention had assessments and were recorded in the table below (*table 1*). This tool served as a monitoring sheet for any progress of the learners. The intervention did not only aim to develop the writing composition skill of the identified participants, but also to awaken their interest in writing which would eventually prepare them obtain higher order skills as early as possible in their education.

The four (4) Essential Key Stages were as follows: Hello! Good day! Let's Learn English! (*ESK 1 - Week 1*), Doremon's Magic Pocket (*ESK 2 – Week2*), Learner-Crafted Dictionary (*ESK 3 – Week 3*), and Dear Diary (*ESK 4 – Week 4*). The distribution and submission of the supplementary learning materials and outputs were done either through the same day of the scheduled release of modules or through home visitation. Monitoring existed through checking of outputs and actively communicating with parents.

Pupil	Day	Essential Key Stages			
		Essential Key Stage 1	Essential Key Stage 2	Essential Key Stage 3	Essential Key Stage 4
Learner 1	1				
	2				
	3				
	4				
	5				
Learner 2	1				
	2				
	3				
	4				
	5				
Learner 3	1				
	2				
	3				
	4				
	5				
Learner 4	1				
	2				
	3				
	4				
	5				
Learner 5	1				
	2				

	3				
	4				
	5				

Table 1. Monitoring sheet of the progress of the participants.

Post Test. The posttest was administered after all the interventions were completed. The test was distributed on the first week of February. The same process was done. The participants were tasked to write at least two-paragraph friendly letter with a minimum of 4 sentences in each paragraph. The same writing rubric were used in posttest to check any progress was evident. The posttest served as the determining factor as well if there were any significant changes after the interventions were given to the identified participants.

Criteria	Expert (5pts.)	Accomplished (4pts.)	Capable (3pts.)	Beginner (2pts.)	Frustration (1pt.)
Content or Quality of Writing	The output was written in an extraordinary style. The ideas were related to the topic and on point. There was a smooth flow in the transition of	The output was written in an interesting style. The ideas were clear, informative and well organized.	The output was written well. Give a lot of information and is organized.	The output had little style. Give ample information and poorly organized.	The output had no style. Give no information and very poorly organized.

	one idea to another.				
Grammar (Usage and Mechanics)	Virtually no spelling, punctuation or grammatical errors. Lower case and uppercase letters were used correctly.	Few spelling and punctuation errors. Minor grammatical errors. Few corrections in the use of lower case and uppercase letters.	A number of spelling, punctuation, and grammatical errors. A number of corrections in the use of lower case and uppercase letters.	So many spelling, punctuation, and grammatical errors that somehow interfered with the meaning. So may corrections in the use of lower case and uppercase letters.	Almost all words were incorrectly spelled. No use of punctuation marks. Grammatical errors interfered with the meaning. Either all lowercase or uppercase letters were used.
Vocabulary	At least five (10) content words were used correctly.	At least four (8) content words were used correctly.	At least three (6) content words were used correctly.	At least two (4) content words were used correctly.	At least one (2) content word was used correctly.

Table 2. Rubric in Writing

The rubric in writing as shown above was a teacher-made rubric. This was thoroughly checked beforehand by experienced teachers in the field. A copy of the

writing rubric was sent to the School Head and Master Teacher to validate its appropriateness.

This study involved a quantitative design to make the research reliable and valid. Results from pre-test and posttest were utilized in order to measure the efficiency of the proposed interventions. This method was suited in the study since analysis of assessment scores was possible through the writing rubric.

c. Data Analysis

Data from the results of the posttest among low-performing grade 3 learners after utilizing the supplementary learning materials as intervention and results scores from the pre-test without the remediation of supplementary learning materials were collected. These two assessment scores were compared and analyzed using the mean,

Mean = $\frac{\Sigma}{n}$ Where:

Σ - is the sum of all scores;

n - total number of scores

After gathering the mean, the data were interpreted. The mean score during the post-test showed a significant increase to which it meant that the supplementary learning materials were effective in remediating the development of writing composition skills of the participants.

As shown in the bar graph below on Table 3, the data were presented to clearly exhibit the raw scores of each participant on their pretest and posttest. A separate bar graph on Table 4 presented the mean scores of both pre-test and post-test for all the participants.

The mean, which was the average value of a group of scores from the tests, determined the participant's performance. It only proved that this tool was appropriate to

the study since it allowed numerical transparency of the result which was valid and reliable.

VIII. DISCUSSION OF RESULTS AND REFLECTION

As second language teacher, it is evident that English language as a medium of communication, be it in listening, reading, speaking or writing, is a difficult task especially for primary learners. Specifically, developing the basic writing composition skill among 3rd grade students to express ideas in English is really challenging. These group of learners are just freshly introduced in the wide range of vocabularies. Aside from learning unfamiliar words in English, they must also take into consideration some salient factors like sentence construction, correct usage of punctuation marks, grammar and spelling. Thereby, it is certainly a rigorous job not only for teachers, but for learners as well.

It is unfortunate that with the disturbance of COVID-19 Pandemic, some of the imperative lessons like this will no longer be prioritized. It is of great significance that in the development of the fundamental learning of such skill, the presence of a teacher for constant follow-up is necessary. However, with the existing Modular Distance Instruction, it is making it quite impossible for us teachers to fill in the gaps.

In the light of responding to the needs of my learners during these trying times, the supplementary learning materials were created in order to aid the absence of the physical supervision from the teacher in this type of lesson. The entire implementation of this study took three (3) major events: Pre-test, Intervention and the Post-test.

Conduct of the Pre-Test

The pre-test was administered in advance to determine the participants of the study. The booklet was distributed together with the Self-Learning Modules and activity sheets on the scheduled release. There was a one-on-one orientation for every parent of what was the content of the booklet. It was necessary to explain to them the instruction in order to secure credibility of the output. It was of paramount importance that they should let their child do the task in order to measure the learners' capability.

At first, some of the parents were having second thoughts of the activity. However, it was explained that whatever the result of the writing outputs, it would not affect the class standing of their child since the special performance task would not be recorded in any grade-related matter. There was also a letter of communication included in the booklet for the parents and the learners. The goal was to allow those parents who did not come in person to be oriented of the instructions and for further explanations. As for the part of the learners, a detailed instruction with examples were given to them to avoid any confusion.

After a week, the writing outputs were retrieved. It was then marked using writing rubric. There were three (3) criteria: content/quality, grammar and vocabulary with 5 points each as the highest score and 1 point as the lowest score – a total of 15 points for perfect score. Most of the learners got low remarks in the vocabulary criterion since they were just copying the words from the story. I could rarely see new words in English that were used in their writing outputs. Most of the words from the learners' work were already found in the provided story. Aside from their problem in vocabulary, learners tend to forget the use of punctuation marks like period and lower/uppercase letters in sentence construction. They often wrote without any consideration of technical factors.

Moreover, it was inevitable that some of the learners did not write anything at all because it was too difficult for them. In fact, there was one learner as well who submitted his writing output with the use of Filipino language. I could not provide any remarks since they indirectly withdrew their participation in the study, or they didn't follow the instruction at all. One of the parents said, *"Dili lang nako paapilon akong anak ma'am kay dili pud nako pugson kung asa lang siya kutob."* (Ma'am, I refuse to include my child in the activity as I will not force my child to go beyond limitations). Out of 29 learners in my section, five (5) of them confirmed that they didn't want to be part of the activity. It was alarming for my part that I tried to approach them in a positive way by visiting these learners personally. I thought that by talking to them in person I could change their behavior towards the activity. Nevertheless, they were also firm in their decision not to join the activity.

Another problem occurred was when the five (5) participants were identified but two (2) of these possible candidates backed out as I was explaining to them what would happen in the duration of the study. They were hesitant for two reasons: (1) some of the family members were not vaccinated and they didn't want to spend extra time with others and going outside; (2) the child didn't want to engage in such activities.

Fortunately, there were other two possible candidates and they were very eager to be part of the study. After securing approval from the parents, the intervention took place.

Conduct of the Intervention

The modified interventions were divided into four (4) essential key stages. Each of which was designed to target vocabulary meaning, spelling, grammar and sentence construction. I also made sure that the supplementary learning materials were crafted

from simple to complex. It aimed to challenge the participants as they progress from the basic to a quite difficult task.

a. Essential Key Stage 1

The teacher-made video lesson presentation with the name “Hello! Good day! Let’s learn English!” was the first supplementary learning materials released to the participants. It was a minimum of 5-minute video presentation. At the end every presentation, there was a 5-item quiz. It allowed the participants to be assessed through correct spelling, filling out of missing words and phrases, and identifying meaning through pictures. Most of them got high scores in every assessment from the presentation.

b. Essential Key Stage 2

The second supplementary learning material was a teacher-made puppet inspired by a Japanese anime “Doremon”. In front of the puppet was where you can find the strips of words and phrases with the corresponding meaning and pictures. Attached at the back of the puppet were the activity sheets. The participants were tasked to fill out the missing words or phrases from the incomplete letters and stories. At the end of this intervention, I discovered that most of the participants did not have any problems when they were asked to provide the words since the meaning from each word were accompanied by pictures. However, when they were asked to give the phrases, I found out that a few of them were only giving out one word instead of using the entire phrases that were initially provided to them. They were able to score almost perfect when asked with words only but got low to average scores when tasked to supply the missing phrases.

c. Essential Key Stage 3

The third modified intervention was the “Learner-Crafted Dictionary”. The goal of this supplementary leaning material was to provide authentic learning to the participants. They were asked to list English vocabularies that were familiar due to their previous learning encounter or experience. In doing so, they could be able to decipher the meaning of the words independently using their own understanding through expressing what they want to convey in writing. It was like hitting two birds with one stone; developing their writing skill and at the same time enriching their vocabulary.

I knew for a fact the activities were now transitioning from simple to a bit difficult task. So, it was not a surprise when few of the participants did not fully accomplish what had been asked from them. One of the parents told me that her son could only provide words but not the meaning and the example of how it would be used in a sentence. Another parent said, *“Teacher, wala na nahuman sa akong anak kay wala na daw siya maisip na English word.”* (Teacher, my child didn’t finish the task as my child can’t think of the right English word to use). I could only check what I could get from their output.

Be that as it may, three (3) of the participants gave positive feedback. There were two parents who confirmed that their children were very enthusiastic in the activity. *“Samok kay teacher kay sige lang ug pangutana unsay English ani, unsay English ana. Bisan nagluto ko, sige gihapon ko niya sunod-sunoron mangutana.”* (Even when I am cooking, my child kept on asking me), one of the parents informed me that she got annoyed because of the non-stop questions from her daughter.

Another parent told me as well that her child sometimes used the internet to translate some words from Bisaya dialect to their English equivalent.

Overall, the participants' behavior towards the intervention was evident on their outputs. 3 out of 5 participants got high to almost perfect scores, while the other 2 got a fair remark.

d. Essential Key Stage 4

The final supplementary learning material distributed was the daily journal. "Dear Diary" was the application of everything that the participants learned from their previous activities. They were able to write the highlights of their everyday life. Initially, I thought that the participants would back out from this task. From the last intervention, they were already manifesting difficulty in completing the task independently. But to my surprise, they were actually more participative in recording their daily routines on their journal.

As I was checking their works, I found it interesting that most of them had a lot of things to say in their diary. One particular participant caught my attention as he/she was writing in her diary twice a day, one journal for the morning and another one for the afternoon. There were also some outputs where the combination of Filipino and English language were used in one journal. *"Teacher gi-Tagalog na sa akong anak ang uban kay nahutdan na daw siya ug English."* (Teacher, my child used Tagalog as she couldn't anymore express her ideas in English), one of the parents said while I was skimming on the participant's work.

In general, I discovered that most of the participants were still struggling with the use of punctuation marks, small and big letters, spelling, vocabularies and sentence

construction. There would always be room for improvement especially that they were already introduced to this kind of study.

Conduct of the Post-Test

The same process in Pre-test was done in the Post-test. A booklet which was tagged as “Special Performance Task” was released to the participants. As much as I want to personally conduct the test, I was stopped for the reason that an Executive Order No. 003 series of 2022 Guidelines for the fight against COVID-19 was released in our province indicating that Davao Occidental was under alert level 3 and we were advised by our School Head to limit our interaction with the parents especially the learners. Hence, the booklet with detailed instructions and explanations was the alternative way. The parents were also reminded again that whatever the result of the test it would not affect the class standing of their child so they should let them work independently. The participants were told to write at least two-paragraph friendly letter with a minimum of 4 sentences in each paragraph. The writing output was marked through the same teacher-made rubric used in pre-test. Presented in the graph below would be the raw scores of each participant from pre-test and pos-test.

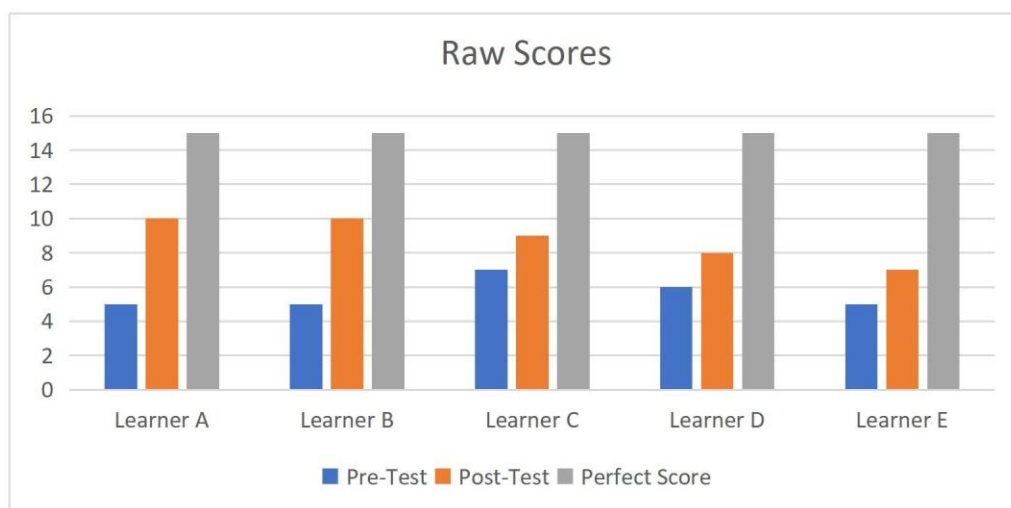


Table 3. Raw Scores from Pre-Test and Post-Test

It was clearly exhibited that all the participants had increased their scores after the implementation of the various interventions. As a matter of fact, two of the participants had doubled their scores after going through the different supplementary learning materials. The other three participants had a substantial improvement as their scores went up as well.

After gathering the raw scores from pre-test and post-test, I was able to finally come up with mean score. Using the formula: $\text{Mean} = \frac{\Sigma}{n}$, table 4 below presented the mean scores of pre- and post-test.

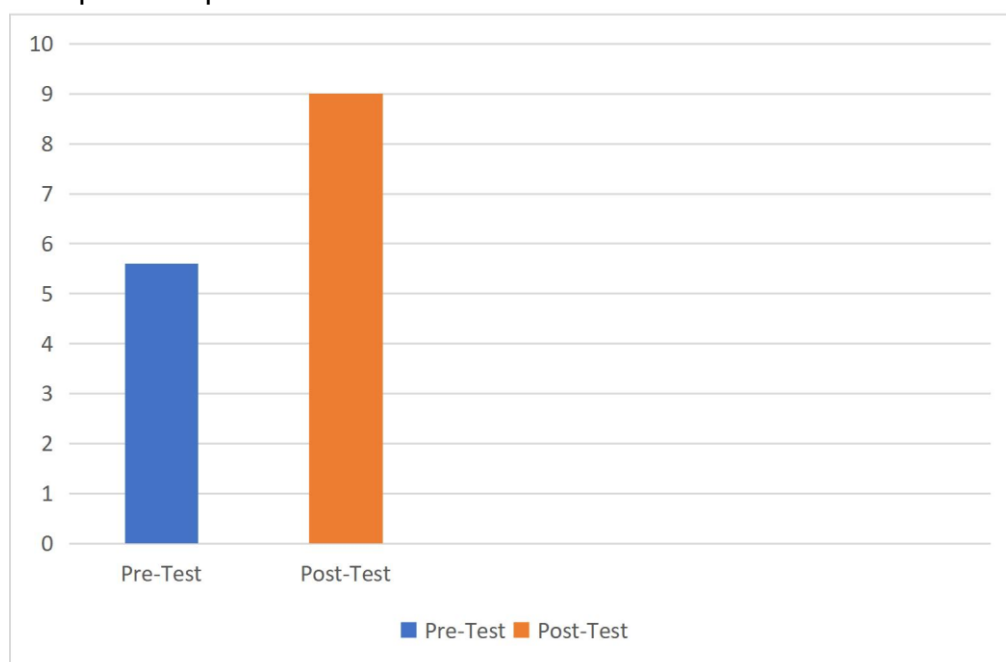


Table 4. Mean Score of Pre-Test and Post-Test

With the number of the participants as my independent variable and the test scores as my dependent variable, the mean score in the pre-test was 5.6 while the mean score in the post-test was 9. Thus, the use of supplementary learning materials in developing

the writing composition of the participants had contributed to the improvement of their scores.

Reflection

Learning to know an entirely different language as young as 8 to 9 years old is not really a walk in the park. There are a lot to consider in using this new language which is far different from what these children are used to. Although with the birth of the digitalized generation where learning is within grasp by using technologies like television, cellphones and laptops, it cannot guarantee that there will really be a learning process. For instance, a lot of children today know how to speak in English quite fluently just by watching videos in Youtube or in TV shows. Yes, they know how to communicate in English through speaking, but the problem occurs when they are asked to convey their ideas in written form.

As an advocate of education, I cannot just ignore writing skill and move on to the next one. What we have is a spiral learning endeavor. What we learn from the basic education will definitely reflect our higher education on the later part. Writing skill is not only categorized in knowing how to write letters, but also how to communicate ideas in written form.

I have been teaching grade 3 for almost 5 years now. I did not gain any experience in teaching another grade level. I also know that I do not have a wide range of comparison as to the level of difficulty and multitude of topics existing in the English subject area. But one thing I am quite certain of, developing the fundamental of writing skill is really a challenging task with or without the pandemic. Initially, I was hesitant to pursue this study since I was uncertain if the intervention would be effective. However,

as I was able to start taking one step at a time, I could gradually visualize the purpose of this study.

I was able to face a number of challenges while conducting this endeavor. Some of the parents were not enthusiastic about the idea of an additional work task for their child. I actually had to convince some of them to be optimistic of this intervention. One thing that I immediately realized was that the parents were not really cooperative in new activities or changes in our routine activities. However, there were also parents who were very diligent in pushing their children to learn something new.

Furthermore, those circumstances were only the tip of the problems I had on my plate. Some of the major difficulties I encountered were the preparation of my supplementary learning materials and monitoring of the participants. During the intervention, it was really a struggle for me to be updated on the progress of the participants. I rarely knew them in person and sometimes I could not get a hold of them since their parents were either working or doing another business. I could not visit them as often as I want since I had other duties in the school. Whenever I had the chance to go to them, the participant would sometimes say that the activities were becoming more and more difficult. At first, they were excited because the videos were interactive, and the puppet was attracting their attention. Another participant said “Teacher ipadayon nako akong diary para mas mohawod ko mag English.” There was also one learner who was very shy that every time I visited her, she would only answer me in one word and would not give any reaction afterwards. Aside from that, there were also problems in delivering of instructions. *“Teacher ma-late ug pasa akong anak kay nakalimot ko unsaon to pagbuhat.”* (Teacher, my child will be late in submitting the activity as my child forgot

how to do it). When in fact, the instruction was written in the activity sheets. To cut it short, conducting the intervention without my physical supervision was really challenging. I had to make adjustments and alterations in the middle of the implementation.

The post-test was a lesser hassle compared to the previous activities. The parents were already used to the set up so all I did was to remind them the do's and don'ts. It was unavoidable that some of the participants were still performing poorly despite of the implementation. However, as observed, some of the words that were previously encountered from the intervention were actually utilized on their pos-test. Generally, they were able to construct simple sentence and spelled the word correctly. Even the use of the articles and prepositions were also present on their outputs.

Be that as it may, I still look forward in improving my modified interventions. Hopefully, it would be of help to those who are open to new ideas in developing the skills of the learners.

IX. Action Research Work Plan and Timelines

ACTIVITIES	PHYSICAL TARGET	PERSONS INVOLVED	TIMELINE												
			1 st Quarter			2 nd Quarter				3 rd Quarter			4 th Quarter		
			S	O	N	N	D	J	F	F	M	A	M	J	J
Preparation of Research Proposal (Chapters 1 and 2)	1	Researcher													
Preparation of Research Instrument	1	Researcher													
Seeking Permission for the conduct of Pre-Test	Letter of permission	Researcher / School Head/Brgy. Captain													
Data Collection (Conduct of the Pre-Test)	30	Researcher / Parent/ Participants													

ACTIVITIES	TIME FRAME	PERSONS INVOLVED	SUCCESS INDICATOR
Secure permission from Barangay LGU, District and Division Offices	2 nd – 3 rd week of April 2022	Barangay Captain, PSDS, SDS	Approval from the signatories have been obtained.
Conduct information dissemination on findings of the study to the participants and other significant stakeholders.	1 st – 2 nd week of May 2022	English Coordinators/ English Subject Teachers, Class Advisers	Target clienteles have been able to attend and participate in the activity.
Conduct relevant trainings/seminars on preparing and administering the SLM Intervention			

X. References

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XI. FINANCIAL REPORT

First Tranche

Title: SLMs: DEVELOPING WRITING COMPOSITION SKILLS OF GRADE 3 LEARNERS THROUGH VOCABULARY ENRICHMENT

Name of Researcher: Rhea Socelle N. Solitana

Item No.	Date	Reference (OR #)	Payee/ Particular	Unit of Issue	Item Description	Price	Quantity	Total
1	09/21/21	AR	Jonathan G. Suansing	Head s	Transportation Expense	Php 4	1	Php 4,000.00
2	11/04/21	0633	JK Office and School	Ream	Short Bond Paper	Php 220.00	5	Php 1,100.00

			Supplies		(substance 20)			0
3	11/04/2 1	0633	JK Office and School Supplies	Ream	Long Bond Paper (substance 20)	Php 230.00	3	Php 690.00
4	11/04/2 1	0633	JK Office and School Supplies	Ream	A4 Bond Paper (substance 20)	Php 220.00	2	Php 440.00
5	11/04/2 1	0633	JK Office and School Supplies	Ream	Long Construction Paper	Php 300.00	2	Php 600.00
6	11/04/2 1	0633	JK Office and School Supplies	Bottle	Epson Printer Ink (EP 664 - B)	Php 370.00	7	Php 2,590.0 0
7	11/04/2 1	0633	JK Office and School Supplies	Bottle	Epson Printer Ink (EP 664 - M)	Php 370.00	5	Php 1,850.0 0
8	11/04/2 1	0633	JK Office and School Supplies	Bottle	Epson Printer Ink (EP 664 - C)	Php 370.00	5	Php 1,850.0 0

9	11/04/2 1	0633	JK Office and School Supplies	Bottle	Epson Printer Ink (EP 664 - Y)	Php 370.00	5	Php 1,850.0 0
10	11/04/2 1	0633	JK Office and School Supplies	Roll	Scotch Tape (2 inches)	Php 60.00	5	Php 300.00
11	11/04/2 1	0633	JK Office and School Supplies	Box	Sign Pen	Php 300.00	1	Php 300.00
12	11/04/2 1	0633	JK Office and School Supplies	Bottle	Glue	Php 70.00	3	Php 210.00
13	11/04/2 1	0633	JK Office and School Supplies	Piece	Long Envelope	Php 12.00	25	Php 300.00
14	12/16/2 1	0460	Shaira's Lechon House		Catering Service	Php 6,000.0 0	1	Php 6,000.0 0
15	01/04/2 2	2116 9	TRI CELL Care Center & Accessorie	Cell Card	Load	Php 1,000.0 0	2	Php 2,000.0 0

			S					
TOTAL								Php 24,080

Second Tranche

Title: SLMs: DEVELOPING WRITING COMPOSITION SKILLS OF GRADE 3 LEARNERS
THROUGH VOCABULARY ENRICHMENT

Name of Researcher: Rhea Socelle N. Solitana

Item No.	Date	Reference (OR #)	Payee/ Particular	Issue	Descripti o n	Price	Quantity	Total
1	02/04/22	9058	DNS STORE	Sack	Rice	Php 2,000.00	2	Php 4,000.00
2	02/04/22	9058	DNS STORE	Tray	Egg	Php 200.00	5	Php 1,000.00
3	02/04/22	9058	DNS STORE	Tin	Corned Beef	Php 30.00	25	Php 750.00
4	02/04/22	9058	DNS STORE	Kilo	Sugar	Php 50.00	5	Php 250.00
TOTAL								Php 6,000.00

SUM OF FIRST TRANCHE AND SECOND TRANCHE

ITEM NO.	ITEM DESCRIPTION	TOTAL
1	First Tranche	24,080.00
2	Second Tranche	6,000.00
TOTAL		30,080.00

Prepared by:


RHEA SOCELLE N. SOLITANA
Researcher

APPENDICES

MONITORING SHEET OF THE PARTICIPANTS' SCORE IN INTERVENTION


Pupil	Day	Essential Key Stages			
		Essential Key Stage 1 (out of 5)	Essential Key Stage 2 (out of 5)	Essential Key Stage 3 (out of 15)	Essential Key Stage 4 (out of 15)
Learner 1	1	5	4	12	8
	2	5	5	12	8
	3	5	4	12	10
	4	4	4	12	9
	5	4	5	12	9
Learner 2	1	5	4	12	9
	2	5	4	12	11
	3	4	4	12	9
	4	4	5	9	11
	5	5	4	9	8
Learner 3	1	5	5	6	9
	2	4	4	6	8
	3	4	3	3	7
	4	3	3	3	7
	5	5	3	3	8
Learner 4	1	5	5	9	8
	2	5	5	6	9
	3	3	4	9	8

	4	3	3	9	7
	5	4	3	9	7
Learner 5	1	5	3	3	6
	2	4	4	3	7
	3	3	4	3	6
	4	3	3	-	7
	5	4	2	-	-

LEGEND:

- = refused to submit output

Monitored by:


RHEA SOELLE N. SOLITANA
 Researcher



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO OCCIDENTAL
FISHING VILLAGE COMPREHENSIVE NATIONAL HIGH SCHOOL
FISHING VILLAGE, MALITA, DAVAO OCCIDENTAL

PARENTAL CONSENT

PART I: INFORMATION SHEET

Dear Maam/Sir,

I am **RHEA SOCELLE N. SOLITANA**, a Public Elementary School Teacher of Fishing Village Elementary School. Currently, I am doing my action research entitled "**SLMs: DEVELOPING WRITING COMPOSITION SKILLS OF GRADE 3 LEARNERS THROUGH VOCABULARY ENRICHMENT**". The General Objective of this study is to develop the basic writing composition of the Grade 3 learners through enriching them with English vocabularies. Specifically, the study has the following specific objectives:

1. to measure the level of proficiency of every learner in using English vocabularies through writing composition;
2. to determine if the use of combined interventions can effectively harness the grade 3 learners' vocabulary knowledge as evident in their pre-test and post-test scores.

PURPOSE OF THE RESEARCH

The study aims to develop the writing composition skill of grade 3 learners as early as their primary education begin. The result of the study would provide us concrete evidence on the effectiveness of using varied vocabulary enrichment activities as a remediation to enhance the target specific skill of the learners. Not only will this research main goal is to improve your writing ability, but also it unlocks passion for you to discover interest in acquiring such skill. The study would possibly obtain strategies and techniques for language teachers to produce ideas in teaching writing composition in new normal setting in lieu of the conventional teacher-presence instruction.

TYPE OF RESEARCH INTERVENTION

The research provides intervention through the use of varied/combined vocabulary enrichment activities. To facilitate Modular Distance Instruction, differentiated supplementary learning materials will be distributed every week for you to master a multitude of vocabularies in English. You will be guided with definitions and sentence examples provided, and your progress will be assessed through the outcome of your performance. A pre-test and posttest will be given to determine if improvement is achieved.

PARTICIPANT SELECTION

The participants are the five (5) learners of Grade 3 Section Octopus from Fishing Village Elementary School. Out of the 20% of the population of the class, you were chosen as one of the participants through the administration of pre-test. Your writing output, which was utilized during the pre-test, were graded based on a teacher-made writing rubric. With three criteria used (content/quality, grammar and vocabulary), you were marked as one of the most potential candidates to participate in this study. Another factor that was considered during the selection was your attendance. The on-time submission of modules was one of the essential keys that manifested active participation of your parents during the Modular Distance Learning despite of other circumstantial matter. Additionally, your level of proficiency in reading through the administered pre-test in Phil-IRI was given high regards as well. It was found out that all five (5) participants were readers despite of some struggles in reading some unfamiliar words in English.



TURNING YOUR VISIONS INTO REALITIES
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