

THE EFFECTIVENESS OF "STOP AT A VOWEL SOUND" STRATEGY ON THE READING FLUENCY OF STRUGGLING GRADE 3 PUPILS IN AN ELEMENTARY SCHOOL IN MANDALUYONG

Lydia A. Leoncio
Elementary School Division

This study dealt with the effectiveness of the "Stop at a Vowel Sound Strategy" in improving the reading fluency of the struggling grade 3 pupils in reading. The respondents of this study were identified as struggling readers by their teachers and advisers because of their inability to read simple to complex words. For these young readers, the letter sounds, words, or phrases never seem to fit together correctly. The sentences said aloud come out choppy or robotic. Far from fluid, the process is a series of hiccups.

This situation motivated the researcher to identify factors that affect the struggling pupils on their reading fluency and aimed at finding a solution to the problem. Twenty five pupils were used as the respondents. A comparison of their reading level before and after the intervention made by teachers was done through pre- test and post- test. It was found that the reading fluency of the struggling grade 3 pupils was affected by their behavior towards reading since the value of reading was not truly clear in their minds. The results of the pre- test and the post- test showed a significant difference before and after the implementation of the intervention classes. The strategy used in the study was effective as described in the results of the surveys and assessments made.