

INFLUENCE OF READ AND DASH MATERIAL IN DIGRAPH LESSON IN ENGLISH GRADE 3 AT SAN AGUSTIN ELEMENTARY SCHOOL

ABSTRACT

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DISCIPLINE

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KEYWORDS

*read and dash; student
engagement; word
recognition; reading; fun;
pronunciation*

ARTICLE ID

AASGBCPJMRA-B16861

This study examines the influence of Read and Dash, an interactive and gamified instructional tool, on enhancing reading skills and engagement among Grade 3 students. The research focuses on its influence on key areas such as fun, student engagement, word recognition, and pronunciation. The study evaluates the performance of students utilizing Read and Dash compared to those taught through traditional methods. This study used a quasi-experimental design that resembled experimental designs. The chosen respondents were Grade 3 students in San Agustin Elementary School, with a total of one hundred twenty-eight (128) participants. The researcher administered a pre-test and post-test to measure the influence of Read and Dash in the Digraph Lesson for Grade 3, and the researcher-made survey questionnaire was viewed as the most common data-collecting instrument in this study. Data were collected and analyzed through statistical treatments, including frequency, percentage ranking, weighted mean, and z-test, which also tested the null hypothesis to determine the material's effect on learning outcomes. The results revealed significant improvements in reading performance. In the pre-test, the Home Group demonstrated high proficiency, with mean scores of 9.53 in word recognition and 9.20 in pronunciation, while the Experimental Group was rated low proficient, with mean scores of 5.50 in word recognition and 4.41 in pronunciation. In the post-test, both groups achieved high proficiency, with the Home Group averaging 9.12 in word recognition and 9.16 in pronunciation, and the Experimental Group achieving 9.28 in word recognition and 9.68 in pronunciation. A significant relationship was found between the pre-test and post-test results, consistent with the theory of Duke, N. K., et al., Active View of Reading. The study recommends continued integration of Read and Dash materials in classrooms to enhance reading skills. In conclusion, this research emphasizes the positive influence of utilizing the Read and Dash gamification strategy for enhancing reading performance in third grade students. The findings indicate that incorporating Read and Dash into reading activities allows educators to foster more engaging and effective learning experiences that aid in students' literacy growth. This approach improves essential reading skills, including word recognition and pronunciation, by providing a fun and participatory environment.

RECOMMENDED CITATION

Aggabao Jr., R., Besana, R., Laurito, M. J., Unabia, J. A., & Zipagan, D. (2025). Influence of Read and Dash Material in Digraph Lesson in English Grade 3 at San Agustin Elementary School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 22.