

EFFECTIVENESS OF PARASOL IN TEACHING SINGULAR AND PLURAL NOUNS

ABSTRACT

AUTHORS

Annie May Concepcion
Genesis Lopez
Kelsey Ann Manset
Grace Anne Joy Medenilla
Clarissa Villanueva

RESEARCH ADVISER

Justine Lyn T. Fernandez,
LPT

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Education

KEYWORDS

*singular nouns; plural nouns;
parasol strategy; sentence
construction; second-grade
pupils; language learning*

ARTICLE ID

AASGBCPJMRA-B51670

This study investigates the effectiveness of the Parasol strategy in teaching singular and plural nouns to second-grade pupils at San Bartolome Elementary School. A total of 45 pupils participated, with 20 from Section Saging and 25 from Section Mangga. The researchers utilize pre-tests and post-tests to assess vocabulary acquisition and sentence construction skills. The primary aim is to evaluate how effectively the Parasol method supports the learning of singular and plural nouns while enhancing students' vocabulary and grammatical usage. This study seeks to provide insight into the pedagogical impact of using Parasol as a teaching tool for improving foundational grammar skills among young learners. This study adopts a causal-comparative research design. Forty-five students from San Bartolome Elementary School are selected through random sampling. To collect the necessary data, the researchers administer both a pre-test and a post-test focused on vocabulary and sentence construction. Data are analyzed using statistical tools, including percentage, weighted mean, and Z-test, to determine the effectiveness of the Parasol teaching strategy. The results indicate that 53% of the respondents were aged 9 to 10 years, and 58% were female. Among the vocabulary items, Vocabulary No. 2 obtained the highest weighted mean of 3.8 during both the pre-test and post-test, while Vocabulary No. 3 had the lowest at 3.6. In sentence construction, Vocabulary No. 1 achieved the highest mean at 3.53, while again, Vocabulary No. 3 showed the lowest at 3.6. These findings highlight that integrating vocabulary and sentence construction activities proved beneficial for student understanding. The significant improvement in post-test scores suggests that the use of engaging and structured instructional materials such as the Parasol strategy effectively supports academic achievement in language learning. In conclusion, the use of the Parasol teaching strategy has been found effective in improving the vocabulary and sentence construction abilities of second-grade learners. This method promotes not only stronger reading and grammar skills but also cultivates a foundation for lifelong learning and intellectual development. Addressing individual learning difficulties through this strategy supports more meaningful learning experiences and better retention of concepts related to grammar and vocabulary.

RECOMMENDED CITATION

Concepcion, A. M., Lopez, G., Manset, K. A., Medenilla, G. A. J., & Villanueva, C. (2025). Effectiveness of Parasol in Teaching Singular and Plural Nouns. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 53.