# PLAY-BASED INSTRUCTION, VOCABULARY DEVELOPMENT AND

# READING COMPREHENSION OF A MULTI-GRADE CLASS

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# ABSTRACT

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This study tried to determine the effect of play-based instruction on vocabulary development and reading comprehension of Grades I and II multi-grade class in Laki-Laki Elementary School for the SY 2009-2010. Specifically this study seeks answers to the following question: 1) What is the performance level of Grades I and II Multi-grade class in vocabulary development and reading comprehension? 2) Is there a significant difference between the pupils pre-test and posttest scores on the use of play-based instruction for vocabulary development and

reading comprehension? 3) What vocabulary and comprehension skills were enhanced by the use of play?

The respondents of the study were thirty-seven (37) grade I and Grade II pupils combined together as a multi-grade class.

This study was deemed important among pupils, teachers, curriculum planners, school officials, parents and other researchers. This study used the pre-experimental design specifically the "One Group Pretest-Posttest Design." This design includes a pretest measure followed by a treatment and a posttest. The mean and proficiency level were computed. To determine the effect of play-based instruction to pupils' performance in vocabulary development and reading comprehension, t-test for correlated samples was used.

The following findings were revealed in this study:

1. The pupil-respondents had better academic performance in vocabulary development than that of their reading comprehension as indicated by a result of the proficiency level. The results in the proficiency level of pupils in the posttest for both the vocabulary development and reading comprehension yielded a verbal interpretation of moderately mastered.

2. The test hypothesis which was done to determine if there is a significant difference between the pupils pre-test and posttest scores on the use of play-based instruction for vocabulary development and reading comprehension yielded significant findings for both skills, hence, the use of play-based instruction had positive effect on pupils' performance for the aforementioned skills.

3. The children enhanced the vocabulary skills in recognizing root words, synonyms and antonyms .through functional play, the children's cognitive and cooperative

learning skills were developed. Play also enhances children's physical, social, emotional and creative growth. There are Ten (10) proposed games to address the vocabulary development and reading comprehension of pupils, five individual games and five group games were constructed.