

DEVELOPMENT AND VALIDATION OF VOCAB-EYE TWIST: FOR VOCABULARY SKILLS ENHANCEMENT OF GRADE IV PUPILS IN USANT MONTESSORI GRADE SCHOOL S/Y 2019-2020

Meabelle Amor C. Agao
Rhulan R. Atutubo
Reynalyn L. Balaguer
Christian O. Carascal
Helen B. Navales
Carmelli Louise Benedicta S. Porcalla
Teresita Quenn L. Rubianes
Mauriel Rose P. Sarit
Researchers

Introduction

English as a language has a great impact to learning, adapting, and creating relationship with the people around us. It is known since comprehension is the ultimate goal of reading, the importance of vocabulary development cannot be overestimated. A robust vocabulary improves all areas of communication — listening, speaking, reading and writing. In developing certain identity and overcome the crisis of vocabulary, younger learners should be helped to improve and master the necessary skill.

Teaching English effectively has a major impact to reading development of students. Hence, listening, speaking, reading, and writing are inseparable yet achievable to certain extent. Likewise, these otherwise promote the idea of enhancing the well-driven curiosity of comprehension, vocabulary, spelling, grammar, and pronunciation. The researchers realize that language skill will not be developed without good grasp of vocabulary since it is the basic and foundation for the pupils to learn English.

According to Jody B. Miller¹, Vocabulary is critical to a child's success for these reasons: Vocabulary growth is directly related to school

achievement, the size of a child's vocabulary in kindergarten predicts the ability to learn to read, vocabulary helps children to think and learn about the word, and expanding a child's knowledge of words provides unlimited access to new information.

Teaching vocabulary can be done through some techniques and one of which is by using games in teaching. Text twist game is one way to improve students' vocabulary. Indirectly, students can create warm and exciting atmosphere where teacher and students enjoy working together. Students can also share their knowledge and experience to others. Students can express their understanding of concepts and develop their vocabulary. In this game, students can find the word, which has the same meaning with the main word. They can work collectively or individually. They can learn to share information about targeted contents and willingly do this because it is naturally following part of the class activity. In order to develop the students' mastery in vocabulary, through use of text twist game.

Many educators have questions about how to support this standard. Hiebert² provides answers to these questions about text complexity, especially those pertaining to how struggling readers' capacity with complex texts can be increased. These answers are developed through three topics: the distribution of vocabulary in texts, students' performances with core vocabulary, and scaffolding that supports students' reading of texts.

The field notes and interview transcripts were analyzed and coded based on recurring themes, patterns, and ideas. Open and focused codes were applied to the field notes.⁴

According to Mrs. Mendoza⁵, all the students in the pilot section were able to read and had no problems in decoding, which indicated that students in the pilot section were comfortable as code breakers, processing text automatically and being skilled at reading. Mrs. Mendoza also said that most of the students were able to comprehend what they read.

Philippine literacy scholars have commented on the emphasis on performance and reading aloud. Maminta (1982)⁶ discusses how reading as a subject was relegated to the background as the curriculum emphasized speech improvement with most of the class time being spent on pattern drills, mimicry, and memorization. Even though Maminta's article focuses on speech improvement as being the emphasis three decades ago, it seems that it still characterizes classroom practices in the Philippines today.

Statement of the Problem

The study aims to develop and validate Vocab-Eye Twist for vocabulary skills enhancement of Grade IV pupils in USANT Montessori Grade School S/Y 2019-2020. Specifically, it seeks answers to the following questions:

1. What is the result of the pretest in Vocab eye twist Worksheet of selected Grade IV pupils of USANT Montessori Grade School?
2. What Vocab Eye Twist Worksheets in Grade IV Level can be developed based from the result of the pretest?
3. Is the prepared Vocab Eye Twist Worksheets curricularly valid?
4. What are the posttest results of the control and experimental groups?
5. Is there a significant difference in the posttest result of the control and experiment groups?
6. What enrichment can be made in the Vocab Eye Twist of selected Grade IV pupils?

Research Methodology

This research made use of the experimental research design to improve the vocabulary skills of selected grade IV pupils.

Experimental Research is a method that there is a need for an output that will surely help the learners to solve their problems. This design also helps in finding the answers to the questions that are associated with the specific research study. Through this, the data collected is measurable to produce a description of the variables.

The researcher considered ethics into account to preserve the anonymity of the respondents.

Findings

The following were the major findings of the study:

1. The result of the pretest control group had a mean of 13.65 while the experimental group had a mean of 13.75. Based on the pretest given, it shows that the experimental group already had a higher mean as compared to the other groups.

2. A supplemental material in English 4 named Vocab Eye-Twist was developed.

3. The validation was composed of 5 criteria, namely: objectives, readability, utility, cognition, and physical characteristics. Each criterion has its own sub-criteria. From the sub-criteria, it shows that the majority were highly acceptable and only three of those criteria were very acceptable namely: under the readability, the activities are clearly printed (5.) and the exercises are within the capacity of the pupils (5.0); and under physical characteristics, the material/ paper used is of high quality (4.66). There were also comments and suggestions given by those who validated the materials and some of those were the following: includes the rephrasing of direction, and adding of objectives aligned in the content standard given in the K12 Curriculum guide in

Grade 4. General weighted mean shows that it is highly acceptable with a weighted mean of 4.42.

4. Posttest results show that control group had a mean of 13.85 while the experimental group had a mean of 19.85. From the data gathered, it shows that the two groups both improved, comparing both the mean of the pre- test, it shows that experimental group had improved much as compared to the control group and it is because of the supplemental material given to the experimental group.

5. To test whether the supplemental material is useful and effective t- test was used. The computed tabular value for control group was – 0.089 and – 5.83 for experimental group are both lower than the tabular value of 1. 734, which means to reject the null hypothesis.

6. In teaching English, students need more drills and practice to let them appreciate the value of repetition. One of the highlights of the Vocab Eye-Twist is the differentiated activities that will enable the learners to answer different activities and to learn and enrich their vocabulary skill.

Conclusions

Based from the findings, the study concludes that:

1. The pretest result in English 4 for control group is lower compared to experimental group.

2. Vocab Eye-Twist was developed.

3. The Vocab-Eye Twist in English 4 is curricularly valid.

4. The posttest result of the control group is higher than the post test result of the experimental group.

5. There is a significance difference in the posttest result of the control and experimental group.

6. Through drill and practice, it can help the learners to develop and appreciate the love for repetition which is one of the philosophy of Montessori learning.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are provided:

1. The pretest of the pupils should always be used in order to test what learning content the teachers should focus.

2. The supplemental material named Vocab Eye-Twist should be used in order to help the learners develop and improve more their vocabulary skills.

3. The supplemental material developed can improve the vocabulary skills and other learning & skills of the pupils.

4. The posttest result should always be conducted in order to test whether or not the supplemental material made is effective.

5. Since there is a significance difference between the pretest and posttests of the two groups, it is recommended that the Vocab-Eye Twist should really be used.

6. The Vocab-Eye Twist be adopted.

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