Research Article

Instructional Material Development for Vocabulary Enhancement of Grade 9 Students of Botolan National High School

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ABSTRACT

This study aimed to determine the level of vocabulary skills of Grade 9 students of Botolan National High. This was identified by using the DepEd E-class Record transmutation table and descriptive rating. The study which used descriptive analysis research was also utilized to know the level of vocabulary of 155 Grade 9 respondents of Botolan National High School SY 2019- 2020. Results and findings of the study led to the development of the supplementary instructional materials to enhance the level of vocabulary of Grade 9 students.

The findings revealed that the level of vocabulary skills of the students before exposure to context clues was Fairly Satisfactory, while the level of the vocabulary skills of the students after exposure to context clues was Satisfactory. The level of vocabulary skills of the students before exposure to visual association was Fairly Satisfactory while the level of the vocabulary skills of the students after exposure to visual association was also Fairly Satisfactory.

There was significant relationship on the level of vocabulary skills of the students before and after exposure to context clue and visual association strategies. It is recommended therefore that appropriate supplementary instructional materials be devised and utilized in order to enhance the level of vocabulary skills of Grade 9 students.

Keywords: *Level of Vocabulary Skills, Grade 9 students, Context Clues, Visual Association, Supplementary Instructional Materials*

Background

Learning English vocabulary is an ongoing process that takes time and practice. Nakata (2006) acknowledged that "Vocabulary acquisition requires continual repetition in order for effective vocabulary learning."

Continuous reinforcement on enhancing vocabulary skills is of importance for a student to maintain retention of what has been learned, thus it requires enough knowledge of a teacher on strategies to supplement the needs of every students.

Mukoroli (2011) suggested that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

In this regard, vocabulary is not just knowing the specific meaning of words but analyzing how the word is used in different context and how it should be used in a sentence or in the communication process.

Word meanings tend to change as time passes by, depending on how the community or majority of the society is using it. Therefore, continuous reinforcement on the vocabulary competence should be observed for better comprehension and communication.

Graves (2007) emphasized the fundamental and decisive role that vocabulary plays in schooling for all students including English language learners (ELL): "Learning English vocabulary is one of the most crucial tasks for English learners", for without knowledge of words specific to the domain, they may experience school failure.

This means that the first step in learning English language is to have the basic foremost which is the acquisition of word meanings and how it should be used in context.

Alavi and Akbarian (2012) cited that vocabulary knowledge appears to have a crucial role in almost all aspects of language education.

In addition Cromley and Azevedo (2007) emphasize that vocabulary is one indicator of a learner's background knowledge. If a learner understands a word, he or she probably has an understanding of the concepts related to the word. A study of reading comprehension found that background knowledge and vocabulary were the strongest predictors of comprehension and indirectly influenced whether a student would apply problem-solving strategies when meaning breaks down.

This means that in teaching or facilitating a student's learning, it is a must that background information must be given first to guide the students in understanding the reading or listening material at hand.

Furthermore Klauda and Guthrie (2008) believe that vocabulary and background knowledge also indirectly affect reading comprehension.

Objectives of the Study

This study was conducted to determine the level of vocabulary of Grade 9 students of Botolan National High School for the school year 2019-2020 using context clue and visual association strategies. Specifically, it stated the students' level of vocabulary skills before and after exposure to the different strategies in terms of context clues and visual association; tested significant difference on the level of vocabulary skills of the respondents before and after exposure to the different strategies; devised instructional material to enhance vocabulary skills; and described the usefulness of instructional material by Grade 9 English teachers.

How do English teachers describe the usefulness of the Instructional Material?

Methodology

The study used a descriptive type of research specifically the descriptive survey design utilizing a questionnaire for pre-test and post-test as a data-gathering instrument.

Descriptive method is defined in the book of Best and Khan (2003), as what is describing, examining and understanding conditions that exist. It also involves some type of and attempts to discover relationship between existing non-manipulated variables.

The researcher considered two sets of respondents. First set was the Grade 9 students of Botolan National High School. The second set was the 10 English teachers from Botolan District who evaluated the usefulness of the

devised instructional materials. The researcher applied stratified sampling to the first set of respondents to represent the six sections of grade 9. The respondents were chosen through random sampling.

A researcher's made pre-test and post-test using different strategies in enhancing vocabulary skills were used as the data gathering tool to assess the vocabulary level of the respondents. They were given time to read the literary texts where they could encounter all the words that were included in the researcher's made pre-test and post-test.

After the validation and approval of the questionnaire by the researcher's adviser and panel, it was administered to the Grade 9 students of Botolan National High School. This examination was conducted by the researcher, and to be assisted by other English teachers for verification.

The researcher sought the permission of Schools Division Superintendent of Zambales. After the permission was approved by the Schools Division Superintendent of the Division, the researcher asked the District Supervisor for approval of the conduct to the school respondents. Permission for the conduct of the pre-test and post-test to gather the needed data was likewise sought from the school head of the school respondents.

The pre-test and post-test were given personally to the respondents of the study. Assistance was also sought from the school head in the administration of the pre-test and post-test to respondents.

The questionnaire was adopted by the researcher. Upon administration, the accomplished questionnaires and the result to determine if there is a significant difference on the level of vocabulary skills of the students before and after exposure to the different strategies were brought to the University Statistician for statistical computations in accordance with the statement of the problem.

The statistical computations made by the statistician served as the basis in the analysis and interpretation of data. The data was transcribed into a manuscript and it would be presented to the dissertation committee for evaluation and approval. The manuscript would be revised and presented to the Director of the Graduate School for acceptance.

Results and Discussion

Table 1 presents the mean result on the level of vocabulary skills of the students before and after exposure to the context clue strategy as revealed by the pre-test and post-test scores.

Table 1. Distribution of Pre-test and Post-test Vocabulary Skills Scores Using Context Clues

Context Clues	Pre-test		Post-test	
	Frequency	Percent	Frequency	Percent
Outstanding (90-100)	5	3.20	39	25.20
Very Satisfactory (85-89)	11	7.10	19	12.30
Satisfactory (80-84)	21	13.50	16	10.30
Fairly Satisfactory (75-79)	18	11.60	13	8.40
Did not meet expectation (below 75)	100	64.50	68	43.90
Total	155	100.00	155	100.00
Mean	75.74 (Fairly Satisfactory)		81.08 (Satisfactory)	

As shown in the table, the level of vocabulary skills of the students before exposure to context clues obtained a mean of 75.74, interpreted as Fairly Satisfactory while the level of the vocabulary skills of the students after exposure to context clues obtained a mean of 81.08, interpreted as Satisfactory.

The table shows that there was a remarkable increase of mean scores in the post-test,

which implies that the vocabulary of the students improved.

Table 2 presents the mean result on the level of vocabulary skills of the students before and after exposure to the visual association strategy as revealed by the pre-test and post-test scores.

Table 2. Distribution of Pre-test and Post-test Vocabulary Skills Scores Using Visual Association

Visual Association	Pre-test		Post-test	
	Frequency	Percent	Frequency	Percent
Outstanding (90-100)	5	3.20	22	14.20
Very Satisfactory (85-89)	6	3.90	26	16.80
Satisfactory (80-84)	15	9.70	19	12.30
Fairly Satisfactory (75-79)	8	5.20	14	9.00
Did not meet expectation (below 75)	121	78.10	74	47.70
Total	155	100.00	155	100.00
Mean	74.55 (Fairly Satisfactory)		79.46 (Fairly Satisfactory)	

It can be seen from the table that the level of vocabulary skills of the students before exposure to visual association obtained a mean of 74.55, interpreted as Fairly Satisfactory while the level of the vocabulary skills of the students after exposure to visual association obtained a mean of 79.46, interpreted as Fairly Satisfactory.

The table shows that there was an increase of mean scores in the post-test. It only implies that the exposure to visual association strategy contributed to the increase of mean scores of the students in the post- test.

Table 3 presents the significant difference on the level of vocabulary skills of the respondents before and after exposure to Context Clues.

Table 3. Difference in the Pre-test and Post-test Vocabulary Skills Scores Using Context Clues

Mean Difference (Pre-test-Post-test)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
-0.935	1.143	0.092	-1.117	-0.754	-10.185	154	0.000

The table shows that the students obtained a mean difference of -0.935 in the pre-test and post-test with a total standard deviation of 1.143 and for the t- test, it is -10.185.

The table clearly shows that the computed significant value of (0.000) is lower than (<) 0.05 Alpha Level of Significance; therefore, the Null Hypothesis is Rejected; hence, it can be derived that there is significant difference on the results of pre-test and post-test scores of the respondents in dealing with Context Clues.

It only implies that the exposure to context clues strategy contributed to the significant gain on the level of vocabulary skills of the respondents.

Table 4 presents the significant difference on the level of vocabulary skills of the respondents before and after exposure to Visual Association.

Table 4. Difference in the Pre-test and Post-test Vocabulary Skills Scores Using Visual Association

Mean Difference (Pre-test-Post-test)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
-0.916	1.259	0.101	-1.116	-0.716	-9.063	154	0.000

The table shows that the students obtained a mean difference of – 0.916 in pre-test and post- test with a total standard deviation of 1.259 and for the t-test, it is -9.063.

The table clearly shows that the computed significant value of (0.000) is lower than (<) 0.05 Alpha Level of Significance; therefore, the Null Hypothesis is Rejected.

Thus, there is a significant difference on the results of pre-test and post-test scores of the respondents in dealing with Visual Association.

It only implies that the exposure to visual association strategy contributed to the significant gain on the level of vocabulary skills of the respondents.

Table 5 shows the summary of the instructional materials which is composed of the title of the text, type of activity, purpose of activity, level, preparation, teacher's role, learner's role and setting.

Table 5. Summary Table of Instructional Materials

Title of Text	Type of Activity	Purpose of the Activity	Level	Time	Preparation	Teacher's Role	Learner's Role	Setting
The Seven Ages of Man; The Battle with Grendel from Beowulf; A Psalm of Life; The Man with the Hoe; The Lottery; I Have a Dream	Individual Activity	To improve students' vocabulary through context clues and visual association	Grade 9	10 minutes per activity	On the spot	*Giving brief explanation about context clues and visual association *Motivation by appreciation	*Give the meaning of unfamiliar words *Try to ponder more words	Classroom
Procedure: Before reading each text, students will answer the vocabulary activities using context clue and visual association strategies.								

The instructional material consists of six literary texts taken from the Department of Education Grade 9 English module. Before reading each selection, there are vocabulary activities to be answered by the students individually using context clue and visual association strategies. The activity should be answered for 10 minutes on the spot inside the classroom.

This material could be of great help for a teacher as well as for the students who wants to enhance their vocabulary skills. This will serve as supplementary materials to present lessons to help students develop their vocabulary skills.

Table 6 shows the perception of English Teachers on the usefulness of the instructional materials. It has an overall weighted mean of 3.95 interpreted as strongly agree in the usefulness of instructional material.

Table 6. Usefulness of Instructional Material as Perceived by the Teachers

Indicators of Usefulness	Weighted Mean	Qualitative Interpretation	Rank
1. The instructional material contains activities that will enhance the cognitive development of the learners	4.00	Strongly Agree	3
2. The instructional material contains activities that are useful to improve the vocabulary skills of the learners.	3.90	Strongly Agree	8
3. The vocabulary tasks are useful for the students to develop their skill in answering questions when choosing items.	4.00	Strongly Agree	3
4. The activities allow the students to express their preference correctly.	3.90	Strongly Agree	8
5. The instructional material makes teaching and learning to be more effective.	4.00	Strongly Agree	3
6. Effective class control and management are guaranteed by teacher's effective use of instructional material.	4.00	Strongly Agree	3
7. The instructional material arouses the learning interest of the learners.	4.00	Strongly Agree	3
8. The class is more interesting when instructional material is used in teaching.	3.90	Strongly Agree	8
9. The instructional material fits to the grade level of the learners.	3.90	Strongly Agree	8
10. The learners can give details and explanations based on analyzing the sentences which have unfamiliar words.	3.90	Strongly Agree	8
Overall Weighted Mean	3.95	Strongly Agree	

English teachers rated each indicator by indicating 4- strongly agree, 3- agree, 2- disagree, and 1- strongly disagree.

The respondents Strongly Agree in indicator 1, The instructional material contains activities that will enhance the cognitive development of the learners (4.0); indicator 2, The instructional material contains activities that are useful to improve the vocabulary skills of the learners (3.90); indicator 3, The vocabulary tasks are useful for the students to develop their skill in answering questions when choosing items (4.00); indicator 4, The activities allow the students to express their preference correctly (3.90); indicator 5, The instructional material makes teaching and learning to be more effective (4.00); indicator 6, Effective class control and management are guaranteed by teacher's effective use of instructional material (4.00); indicator 7, The instructional material arouses the learning interest of the learners (4.00); indicator 8, The class is more interesting when instructional material is used in teaching (3.90); indicator 9, The instructional material fits to the grade level of the learners (3.90) and indicator 10, The learners can give details and explanations based on analyzing the sentences which have unfamiliar words (3.90).

As shown in Table 6, the overall weighted mean is 3.95 perceived as strongly agree. This implies that English teachers could adopt the materials to improve level of vocabulary of the students. This further indicates that students with the same needs for enhancement of vocabulary skills should be given more meaningful activities in order to enhance their vocabulary skills.

Conclusion and Recomendations
The level of vocabulary of the Grade 9 students of Botolan National High School before exposure to context clue is Fairly Satisfactory while the level of vocabulary of the students after exposure to context clue strategy is Satisfactory. The level of vocabulary of the students before and after exposure to visual association is

both Fairly Satisfactory.There is a significant difference on the level of vocabulary of the respondents before and after exposure to context clue and visual association strategies.Workbook for Vocabulary Enhancement is an efficient tool in improving the level of vocabulary skills of the students. The evaluation of the instructional materials on usefulness is significant tool to match the knowledge of lessons content in K-12 module with the real world target task using English language. Further research can be conducted on other areas of vocabulary development which are not included in this study, testing in correlating the effectiveness of instructional materials.

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European Journal of Research and Reflection in Educational Sciences Vol. 2 No. 4, 2014   ISSN 2056-5852

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