

Effectiveness of Teaching Vocabulary and Use Of Flashcards to the Performance of the Grade 6 Pupils In English

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Abstract - This study aimed to determine the Effectiveness of Teaching Vocabulary and Use of Flash Cards to the performance of Grade 6 pupils in English. The findings of the study served as a basis of a proposed Intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and post-test of Grade 6 pupils in English before and after the integration of teaching vocabulary and using flashcards in teaching English. It shows that the Grade 6 pupils performance in English particularly in the pre-test is fair and the post-test result is very good. Based from the pre-test and post-test performance of the Grade 6 pupils after the integration of teaching vocabulary and using flashcards in teaching English. The level of significance after applying the specific statistical tool that was the bases whether the hypothesis will be rejected. The hypothesis which states that there is no significant difference between the pre-test and post-test performance of the Grade 6 pupils in English before and after the integration of teaching vocabulary and using flashcards in teaching English is rejected.

The test of difference of the pre-test and post-test performance in English of the Grade 6 pupils after the integration in teaching vocabulary and using flashcards in teaching English implied that Grade 6 pupils are already exposed to the different vocabulary, still this does not giving the assurance that they know all the words or vocabulary, they still need more vocabulary words by reading more English books in school or at home. Integrating the teaching vocabulary and using flashcards in teaching English is the major reason why their level of performance increases. In other words, if the teacher will continue exposing learners to vocabulary words and with daily routine in reading books, everything is possible.

Furthermore, the results on the performances of Grade 6 pupils are excellent because they can now participate with the discussions after exposing to different vocabulary.

Keywords — Effectiveness, Teaching Vocabulary, Flash Cards, Grade 6 Pupils, English

I. Introduction

Department of Education (DepEd) is continuously fulfilling its mandate ensures to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills as stated in DepEd Memorandum No. 173, s. 2019.

Learning English in elementary school is not easy. In fact, children still have difficulties in using English vocabularies both spoken and written because English vocabulary has different analysis between spelling and pronunciation. Teaching English to children is different and it cannot be compared with those in high level. So, teacher should realize that teaching English to children is not easy especially when it comes to reading and comprehension.

Vocabulary is the bridge for the children's skills to achieve a certain goal of learning a language such as in listening, speaking, reading, and writing. The teachers consider that the success of learning a language depends on how many vocabularies that the learners can master and how well they use it as well as how they understand and comprehend the text being read.

With that, there is a strong relationship between vocabulary knowledge and reading comprehension where learners need to understand the meaning of critical words they will be reading to promote comprehension. Vocabulary knowledge, along with background knowledge, provides learners a better chance of understanding the text they read. When you don't understand a word, or how it is connected or associated with other words, it is hard to comprehend.

In connection, as a teacher she needs to develop and broaden learner's vocabulary as early as elementary to increase their mastery and comprehension level. Aside from that, it will help to produce a more competitive and confident learner as they proceed to high school and college.

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. Thus, the success of learning a language depends on how many vocabularies they know and how well they use them. It means, if the students learn a new language, the student must know much about the vocabulary. It is the basic of communication, as every one cannot communicate easily without knowing the words they want to use. Therefore vocabulary is an important skill in learning a language.

In addition, the National Reading Panel of the National Institute of Child Health and Human Development (NICHD, 2000) identified vocabulary instruction as an essential skill that students need to improve reading performance. In fact, there is strong evidence to support providing vocabulary instruction not only to improve students' reading comprehension and writing

quality, but also their listening vocabulary and their speaking vocabulary (Joshi, 2006; Kame'enui & Baumann, 2012).

Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. With that, there is a strong relationship between vocabulary knowledge and reading comprehension thus students need to understand the meaning of critical words they will be reading to promote comprehension.

Apparently, vocabulary and reading comprehension is one of the problem I experienced while handling Grade 6 class. She has noticed that learners have difficulty in understanding the text because they did not know the meaning of the word. They tend to keep on asking what the word means and it saddens on my part that they are about to leave the school having limited vocabulary. Another is based on the Pre-test Phil-IRI result, most of the learners fall under frustration level in their reading comprehension even though their word recognition is instructional or independent. This is because they don't understand the word they read and it created a big impact on their reading performance. She must say maybe it is the effect of the pandemic that learners are not motivated to learn especially those who are slow learners and whose parents cannot able to teach them.

To eradicate the problem, she is looking for solutions and strategies to improve their vocabulary as well as reading comprehension. By conducting this study, it will help me create a positive and productive result for my learner's literacy skills. Thus, this is one of the reasons why the researcher is trying to pursue her studies in finding new ways and means in help the learners improve their performance specially to those subjects which will be needed more time and effort to make the learners more versatile in learning and improve their academic performances.

This study was conducted to determine the Effectiveness of Teaching vocabulary and the use of flash cards to the performance of the Grade 6 pupils in English in New Balanac Elementary School, in Villaba South District in the Division of Leyte. The findings of the study were the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the performance of the grade 6 learners in English subject before the integration of vocabulary in teaching and the use of Flashcards in the delivery of the different learning competencies?
2. What is the performance of the grade 6 learners in English subject after the integration of vocabulary in teaching and the use of Flashcards in the delivery of the different learning competencies?

3. Is there a significant difference between the performances of the grade 6 learners in English subject before and after the integration of vocabulary in teaching and the use of Flashcards in the delivery of the different learning competencies?
4. What improved teaching plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the performances of the grade 6 learners in English subject before and after the integration of vocabulary in teaching and the use of Flashcards in the delivery of the different learning competencies.

II. Methodology

Effectiveness of Teaching vocabulary and the use of flashcards to the test performance of the Grade 6 learners in New Balanac Elementary School based from the different most essential learning competencies in 4th grading period delivered in English. The main locale of the study is the New Balanac Elementary School which is located in Villaba South District in the Schools Division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 6 learners prior to the inclusion of the Teaching vocabulary and the use of flashcards in the delivery of the most essential learning competencies and after the aforesaid intervention were done. The assessment given to the respondents was carefully validated by the teacher-researcher herself which are the pretest reading and posttest performance or skills and performances of the Grade 6 pupils, the different steps to conduct the approaches were undertaken in order to validate their performances before and after the implementation of the Intervention in reading performances of the respondents. This study is mainly focus on the results of the different reading validation to gather data: The pretest reading performance of the Grade 6 pupils before the implementation of the Teaching vocabulary and the use of flashcards, The Posttest reading performance of the Grade 6 pupils after the implementation of the Teaching vocabulary and the use of flashcards, as well as the significant difference of the pretest and posttest reading performances before and after the implementation of the Teaching vocabulary and the use of flashcards in the delivery of the most essential learning competencies in teaching English for the 4th Grading Period. In the Quasi- experimental research design, the researcher prepared the different reading materials in the implementation of the Teaching vocabulary and the use of flashcards. This research is a quasi-experimental study that will be used the pre-test - post- test experimental designs. The experimental part of the study will be the learners' performance (Scores) of the Grade 6 pupils in English. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores.

In this study, the researcher used the Summative Test Questionnaires in English to determine the least mastered competencies. Based from the identified least mastered competencies, a Teaching vocabulary and the use of flashcards were constructed. The study was conducted for

one month period which will be divided per week. The participants for this study will be the grade 6 pupils handled by the researcher it has the lowest Mean Percentage Score. Teaching vocabulary and the use of flashcards Material was given to the Grade 6 participants.

In this study, the selected participants were exposed to the entire content of Teaching vocabulary and the use of flashcards during the discussion for 1 month. The proposed intervention plan was taken based on the findings of the study.

Sampling. There are 15 who are included in the study. 10 respondents of the study were Males and 5 were Females and the primary means of reach is face to face implementation of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different Teaching vocabulary and the use of flashcards materials based from the validated materials such as the consolidated test items from the self-learning materials to utilize in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in reading from the Self Learning Modules that were focused on the different competencies in the 4th grading period. The researcher utilized the Summative Test Questionnaire to get the mean percentile scores and t-test to analyze data. It will be administered by the researcher to grade 6 pupils to measure if there is a significant difference between pre- exposure and post- exposure of Teaching vocabulary and the use of flashcards. In gathering the pre-test data, only the Assessment tool was given to the students. The Teaching vocabulary and the use of flashcards will be given as remediation tool aiming to give the learners clearer understanding of the competency. The result of the assessment card will be the post-test data. This research instrument will undergo validity measures. The 40 items test questions were used before the integration of the Teaching vocabulary and the use of flashcards who were given to the pupils. After one month of the intervention, posttest post validation to validate the performances was given to the Grade 6 pupils with the same test questionnaire that were given in the pre-test assessment. . Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the learning materials which were utilized in teaching English. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public Schools District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the

school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool. Weighted Mean. This was utilized to assess the performance of the Grade 6 learners in English. T-Test For Mean Difference- This tool were used to calculate the performance of the Grade 6 learners in English.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 6 PUPILS
IN ENGLISH

| Score Range | Description | Experimental Group | |
|----------------------|-------------|--------------------|-------------|
| | | Frequency | % |
| 33-40 | Excellent | 0 | 0 |
| 25-32 | Very Good | 0 | 0 |
| 17-24 | Good | 7 | 47 |
| 9-16 | Fair | 8 | 53 |
| 1-8 | Poor | 0 | 0 |
| Total | | 15 | 100 |
| Weighted Mean | | 15.60 | Fair |

Table 1 presents the pre-test performance of Grade 6 pupils in English. Table 1 is giving us the idea on the performance of the Grade 6 learners before the integration of teaching vocabulary and use of flashcards to the performance of the Grade 6 pupils in English. It was revealed on the table that among the 15 learners nobody got the level of excellent with a score ranging to 33-40,

and none from very good level of performance with a score ranging to 25-32. From the level of performance of good with a score ranging from 17-24 only 7 out of 15 learners or 47% were able to achieved this level and from the score ranging from 9-16 or fair level of performance 53% or 8 out of 15 learners were able to achieved this level and none or zero percent from poor level of performance score ranging from 1-8. For table 1, only good and fair level of performance the learners belong. This is a manifestation that Grade 6 learners needs an intervention to improve their performance in English specifically in vocabulary. Learners must be exposed to different words or vocabulary at their level in preparation for the higher grade level. The weighted mean for table 1 is 15.60 interpreted as fair.

TABLE 2
POST-TEST PERFORMANCE OF GRADE 6 PUPILS
IN ENGLISH

| Score Range | Description | Experimental Group | |
|----------------------|-------------|--------------------|------------------|
| | | Frequency | % |
| 33-40 | Excellent | 7 | 47 |
| 25-32 | Very Good | 6 | 40 |
| 17-24 | Good | 2 | 13 |
| 9-16 | Fair | 0 | 0 |
| 1-8 | Poor | 0 | 0 |
| Total | | 15 | 100 |
| Weighted Mean | | 32.40 | Very Good |

Table 2 presents the post-test performance of Grade 6 pupils in English after the integration of vocabulary and use of flashcards in teaching English. The results in table 2 showed positive results after weeks of integration in which teacher use vocabulary and flashcards in teaching English. Based from the results in table 2, there were fifteen (15) learners as respondents. Among the 15 learners, 7 of them or 47% of the total population achieved the excellent level of performance with a score ranging from 33-40, 40% or 6 out of 15 learners were able to achieved good level of performance, 13% or 2 out of 15 learners achieved the good level of performance with a score ranging from 17-24, none or zero percent for fair and poor level of performance. The weighted mean of 32.40 interpreted as very good level of performance.

The results in table 2 which focuses on the post-test performance of Grade 6 pupils in validating the performance of the learners in English after integrating or teaching vocabulary and with the use of flashcards in teaching English. The results implied that there were a big difference in the level of performance of the grade 6 learners. Exposing learners to vocabulary and with the

use of flashcards in teaching English will help them to be motivated to listen and understand more the lesson in English. Learners will be guided by the words presented to them.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 6 PUPILS IN ENGLISH

| Groups | Test Scores | | Computed T | Critical T | Decision | Interpretation |
|-------------------------|-------------|-------|------------|------------|-----------|----------------|
| Grade 6 Learners | Pretest | 15.60 | 0.684 | 0.233 | Reject Ho | Significant |
| | Posttest | 32.40 | | | | |

Table 3 shows the test of difference between the scores in the pre-test and post-test of Grade 6 pupils in English before and after the integration of teaching vocabulary and using flashcards in teaching English. Based on the table 3, it shows that the Grade 6 pupils performance in English particularly in the pre-test is 15.60 which below is the post-test result which is equal to 32.40. Based from the pre-test and post-test performance of the Grade 6 pupils after the integration of teaching vocabulary and using flashcards inn teaching English. It boils down to the result of the computed t value of equal to 0.684 and critical t value at0.233 level of significance after applying the specific statistical tool that was the bases whether the hypothesis will be rejected on a significance level of degree of error which is equal to 0.233. Based from the results in table 3, the hypothesis which states that there is no significant difference between the pre-test and post-test performance of the Grade 6 pupils in English before and after the integration of teaching vocabulary and using flashcards in teaching English is rejected.

The results in table 3 regarding the test of difference of the pre-test and post-test performance in English of the Grade 6 pupils after the integration in teaching vocabulary and using flashcards inn teaching English implied that Grade 6 pupils are already exposed to the different vocabulary, still this does not giving the assurance that they know all the words or vocabulary, they still need more vocabulary words by reading more English books in school or at home. Integrating the teaching vocabulary and using flashcards in teaching English is the major reason why their level of performance increases. In other words, if the teacher will continue exposing learners to vocabulary words and with daily routine in reading books, everything is possible.

Furthermore, the results on the performances of Grade 6 pupils are excellent because they can now participate with the discussions after exposing to different vocabulary.

IV. Conclusion

Based from the findings of this research, it can be concluded that there is a significant difference between the pre and post-test scores of grade 6 pupils in English. Therefore; teaching vocabulary and teaching using flashcards is an effective learning material for teaching skills in English.

V. Recommendations

1. The proposed intervention plan should be used.
2. Give the pupils an activity that will develop their vocabulary skills, through reading with the supervision of SELG Officers.
3. School Heads should encourage teachers in all subject areas to develop or strengthen vocabulary in their subjects handled in every competency that were not mastered by the learners.
4. English Teachers should develop instructional materials to be used by the learners during remedial time.
5. Based from the results of the study having the excellent and good performances level, teachers should continue to adopt the activities to maintain the performance of Grade 6 pupils.
6. Sufficient number of text books must be provided.
7. Require the teachers to conduct library activity.
8. Furthermore, the author encourages future researchers to conduct the same study in order to test the effectiveness of the result of the study.

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AUTHOR’S PROFILE**BRENJA LUCERO TIBON**

The author was born on April 3, 1992 at Palompon, Leyte, Philippines. She is the youngest among the six children of Nonito G. Lucero and Susan C. Lucero. She is residing at Brgy. Balite, Villaba, Leyte. She is married to Bernardo R. Tibon III and has two lovely daughters. She took her elementary education at her beloved school Brgy. and graduated in the year 2015. During her high school days, unexpected thing happened that made her life changed. She got pregnant at the very young age during her fourth year in high school. But that situation doesn’t stop her in fulfilling her dreams to become a teacher. She enrolled college in the year 2011 after two years of rest. Finally, all her hard works and dedication have been paid off when she finished her Bachelor’s degree in Elementary Education major in General Education at Palompon Institute of Technology – Palompon Campus year 2015 with flying colors. She also passed the board examination for Professional Teacher in the same year. She was very blessed and thankful that on the following year, 2016 she got a permanent job in DepEd. She was assigned in Calubian North District for 6 years. To grow personally and professionally, she is now finishing her Masters of Education major in Administration and Supervision at Western Leyte College of Ormoc.

After 6 years being away with her family, she is now back to her hometown. Currently, she is a Teacher III at New Balanac Elementary School, Brgy. New Balanac, Villaba, Leyte, Philippines. She is handling Grade 6 and Kinder. She is the Disbursing Officer, ASP, MAPEH, Brigada Eskwela, English and Filipino Coordinator of their school. She is more motivated and

passionate to serve and promote harmonious relationship among the learners, colleagues and community. She always believed in the saying by the great leader “Teacher should be part of the solution, not part of the problem”. No matter what the situation is, make the best of yourself and be the catalyst of change.