Vocabulary Development Thru Pangasinan Songs among Kindergarteners

Mariz Joy J. Viray[1], Raquel G. Larang[2]
Mendoza Memorial ES, DepEd Schools Division Office I Pangasinan[1]
Pangasinan State University, School of Advanced Studies[2]
marizjoy.viray002@deped.gov.ph.[1]

Abstract

This study was conducted to determine the effectiveness of Pangasinan songs in the development of vocabulary among kindergarteners of Mendoza Memorial Elementary School during the school year 2019-2020. The one-group pretest-posttest experimental design of research and a questionnaire checklist was used in data collection. Frequency count, percent, descriptive rating based on DepEd Order No. 73, s. 2012, t-test correlation/dependent variables and MANOVA were used in the treatment of data.

The study reveals that majority of the respondents are male, have high school graduate parents, mostly of the fathers are into blue-collar jobs while the mothers are mostly self-employed, and most of them have average monthly family income of Php 5,000.00. Majority of the respondents were mix Pangasinan, Ilokano and Tagalog speakers. All of them appeared to have available print and non-print reading materials at home. Prior to the experiment, it reveals that the pupils are all on the Beginning level of proficiency which only means that they do not possess the needed vocabulary to achieve a higher level of vocabulary development. It further reveals that the use of Pangasinan songs in developing pupils' vocabulary is effective and is proven by the number of the pupils placed under the Advanced level of proficiency right after the exposure in Pangasinan songs. The profile variables of the kindergarten pupils have no significant difference except on the highest educational attainment of the parents and the availability of print and non- print reading materials at home.

It is recommended that the use of Pangasinan songs should be made used as teaching strategy in improving pupils' vocabulary development among kindergarteners and primary level learners and enhancing teacher's professional development by attending LAC sessions on the new trends in teaching and other teaching strategies in teaching vocabulary and other skills and encourage them to develop Pangasinan songs.

INTRODUCTION

Communication is crucial for man to learn and understand the world around him. Through oral and written communication, man can express what is in his or her mind. Through it, he/she, too, will understand other people. It is, therefore, essential that man should be equipped with adequate vocabulary. When one has inadequate vocabulary, he/she could hardly communicate with others. In addition, he/she finds difficulty comprehending what he/she hears or reads.

In order to communicate with others, may it be written or oral, pupils should prepare themselves with vocabulary mastery. Vocabulary mastery, as one of the language components, will support both oral and written communication. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read and write [1]. These points of view are supported by Wilkins, [2] said that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

Vocabulary is generally defined as the knowledge of meanings of words. Knowledge of words [3], comes in at least two forms, receptive, that which we can understand or recognize (listening or reading) and productive, the vocabulary we use when we write or speak. It is a fact that cannot be denied that vocabulary plays a crucial role in supporting an individual's mastery of the four language skills which are: listening, reading, speaking and writing.

In order to communicate well in language, students should acquire an adequate number of words and should know how to use the accurately. The vocabularies that they develop or acquire support the children's learning. The words in their vocabulary are the building blocks for understanding and expressing ideas. As they are exposed to complex language, they begin to use more advantaged vocabulary. They also begin to use more complex words to explain concepts, describe their observations, and make predictions [4].

Aware of the importance of developing adequate vocabularies to children, it is essential that they be nurtured and are placed in an interacting learning experiences with supportive adults and peers. The acquisition of vocabulary among children depends much on the provisions and support he/she receives at home and in school.

The school, being the second home of the child, must exert extra effort to help the child acquire vocabularies which are vital in learning about the world he/she lives in. the teacher plays a crucial role in the acquisition of vocabularies of children. It is for her or for him to search for the strategies and/or modes of teaching that can be used effectively in developing vocabulary among children.

The National Reading Panel believes that there is no one best method for vocabulary instruction, and that vocabulary should be taught both directly and indirectly [5]. One of these methods that could be used by teachers in building vocabulary among young children is the use of songs.

Children in their young age love to be sung. They find singing as an enjoyable activity. They make them move and sway their bodies with the rhythm. Without realizing it, they learn a lot through the songs they love to sing. It is believed that the young children are by nature inclined to hum or to sing a tune. Howard Gardner's Theory of Multiple Intelligences cites music as the first intelligence to emerge in young learners [6]. As such, it is vital to take advantage of their musical interest to enhance their literacy development and that includes vocabulary development.

The melody, strong rhythm, and simple vocabulary that songs use can arouse the interests and attention of young children. These songs may create a situation which may pave the way for children to learn unconsciously the target language or vocabulary. In addition, the songs they sing may make children to learn the lyrics with ease because the words and phrases they contain have a memorable rhythm, end with rhyming words, and with a musical effect.

Mother Tongue-Based Multilingual Education (MTB-MLE) is one of the programs implemented by the Department of Education. Schools, public or private, are ordered to implement he use of mother tongue as a mode of instruction and as a learning area in the preschool up to Grade 3. Mother Tongue as a subject is encouraged to develop among the learners the deep appreciation of their locality's language. In Pangasinan, most children do not already speak the language Pangasinan. They often use Filipino in communicating with their parents, other adults in the community, and their peers or classmates. Aware of the scenario, DepEd was then prompted to issue an order on the implementation of MTB-MLE.

Various modes of teaching Mother Tongue as a subject have been suggested by DepEd, one of which is the use of songs. It is in this regard, that the researcher was motivated to conduct a study whose findings may support concepts on the

effectiveness of songs as a mode of teaching. Moreover, the findings of the proposed study may prove of disapprove results of studies conducted along this line. The results of the study may serve as basis for teachers, especially those in the preschool and primary levels, to make use of songs in teaching the concepts and skills in the different learning areas.

OBJECTIVES OF THE STUDY

The main purpose of this study is to determine the effectiveness of Pangasinan songs in developing vocabulary of kindergarteners in Mendoza Memorial Elementary School, Malasiqui District II, Division of Pangasinan I during the school year 2019-2020.

1. To determine the profile of the kindergarten pupils in terms of sex, parents' highest educational attainment, parents' occupation, average monthly family income, language spoken at home and print and non-print reading materials available at home.
2. To determine the level of performance of kindergarteners in the sub-domain vocabulary development before the experiment.
3. To determine the level of performance of kindergarteners in the sub-domain vocabulary development when taught
4. using Pangasinan Songs.
5. To determine the significant difference in the kindergarteners' level of performance in the sub- domain vocabulary development before and after the experiment.
6. To determine the significant difference in the level of performance of kindergarteners in the sub-domain vocabulary development across their profile variables.

Research Hypotheses

The following hypotheses were tested in their null form at the 0.05 level of significance.

1. There is a significant difference between the level of performance in the sub-domain vocabulary development of kindergarteners before and after the experiment.
2. There is a significant difference in the kindergarteners' level of

performance in the sub- domain vocabulary development across their profile variables.

MATERIALS AND METHODS

The one-group pretest-posttest experimental design was used in this study since it aimed to determine the effectiveness of Pangasinan songs in developing vocabulary of kindergarteners. A one-group pretest–posttest design is a type of research design that is most often utilized by behavioral researchers to determine the effect of a treatment or intervention on a given sample. This research design is characterized by two features. The first feature is the use of a single group of participants (i.e., a one-group design). This feature denotes that all participants are part of a single condition—meaning all participants are given the same treatments and assessments. The second feature is a linear ordering that requires the assessment of a dependent variable before and after a treatment is implemented (i.e., a pretest–posttest design). Within pretest–posttest research designs, the effect of a treatment is determined by calculating the difference between the first assessment of the dependent variable [7].

Respondents of the study

The subjects of the study are the fourteen (14) kindergarteners of Mendoza Memorial Elementary School, Malasiqui District II, Division of Pangasinan I who enrolled during the school year 2019-2020. The pupils were taught by the researcher during the morning session.

Research Instrument

Data pertinent to this study were gathered through the use of a questionnaire checklist and a 30-item multiple choice type of test constructed by the researcher. The questionnaire checklist was used to determine the profile of the kindergarteners. The 30-item multiple choice type of test was used as pretest and posttest. The test was administered to the respondents to determine the level of performance of kindergarteners in the sub-domain vocabulary development before and after the experiment. To ensure that lessons covered by the experiment are proportionately represented in the test, a table of specification is

constructed. The test was submitted to a pool of evaluators to establish its content validity.

RESULTS AND DISCUSSION

Profile of Kindergarten Pupils

The profile of the respondents was summarized in Table 1 according to the different profile variables such as sex, parents' highest educational attainment, parents' occupation, average monthly family income, language spoken at home, and print and non-print reading materials available at home.

Sex

As what is shown from the table, out of the 14 respondents, there are more males, 8 or 57.1%, than females (6 or 42.9%). The Philippine Statistics Authority and as reflected in the Philippines Population Clock live-Countrymeters that males dominated the population.

Parents' Highest Educational Attainment

The table shows that 12 or 85.7% of the learners whose fathers are high school graduates. Only 2 or 14.7% have fathers who have completed vocational courses. Ten (10) pupils or 71.4% have mothers who completed high school. Three (3) of them or 21.4% have mothers who are college graduates. Only 1 or 7.1% have mothers who have completed vocational courses.

Parents' Occupation

The table shows that all the kindergarteners, 14 or 100%, have fathers who have blue collar jobs (construction workers, domestic helpers, laborer, handicraft maker, farmer etc.). As to their mothers, 10 or 71.4% indicated that they are self-employed. Only 4 or 28.6% of the mothers have blue collar jobs (domestic helpers, handicraft maker, farmer etc.). These findings are supported by the parents' highest educational attainment. Since most of the parents are high school graduates, the tendency is they will be hired as construction workers, laborers, farmers for the fathers or in other blue-collar jobs and are self-employed for the mothers.

Average Monthly Family Income

As shown on the table, half of the learners, 7 or 50%, whose average monthly family income is P5 000. The same number of learners, 2 or 14.3%, have families whose average monthly family income are P10 000 and P8 000, respectively. Also, the same number of learners (1 or 7.1%) have parents whose average monthly family income are P30 000, P15 000, and P2 000, respectively.

The findings of the study can be related to the parents' highest educational attainment. Since most of them are high school graduates and only a few have mothers who are college graduates, then they cannot land in white collar jobs. Most of the parents of the learners have blue collar jobs. This further means that most of the learners' families have income which is below the poverty line. The current official poverty threshold in the Philippines is PHP 10, 481, which is the minimum amount a family of five needs in a month to buy their food and other basic items. Therefore, based on the data from the Philippine Institute for Development Studies (PIDS), the monthly income of most parents which is Php 5 000 falls less than the official poverty threshold and they are classified as poor.

Language Spoken at Home

Most of the kindergarteners, 6 or 42.9%, are multilanguage speakers (Pangasinan, Ilokano, and Tagalog). There were 4 or 28.6% of them who speak in Tagalog. There were 3 or 21.4% of them who are bilingual speakers (Ilokano and Tagalog) speakers and 1 or 7.1% speaks pure Ilokano. The findings imply that most of the pupils were not taught by their parents with only one language. While it is true, that they live in barangay Lareg-Lareg, a barangay which is dominated by Ilokano speakers, parents taught their children to speak Tagalog and Pangasinan. Moreover, their exposure to media such as television and radio, could be a great factor why most of the children speak Tagalog.

Print and Non-Print Reading Materials Available at Home

The table shows that 14 or 100.0% of the kindergarteners have Story Books, Magazines/Brochures, Big Books, Newspaper, Software/Educational Applications, Bible, and other available resources like radio, TV stations for kids and android phones in their homes.

Based on the study conducted by HP Inc. entitled HP New Asian: Earning Experience Study it shows that majority of parents in the Philippines are willing to spend a part of the family's income on activities to give their children an edge. They believe that a combination of print materials and digital tool (in the study falls under non-print reading materials) are the best approach, and delivers the most benefit, [8]. The greater number of kindergarteners who are exposed to print and non- print reading materials could be attributed to the fact that parents are ready to invest in their children's education. Furthermore, in an interview conducted by the researcher to the parents, learners' family are eager afford print and non-print materials to support their children's learning despite the fact that most of them are earning below poverty line. The reasons given by the parents were the availability of private lending institutions, extended family members who works abroad and render support, most of them have only one child to support, they expose their children to print and non-print materials more often to pacify their children's tantrums and make more time for earning when children are busy with print and non- prints and lastly with the age bracket of the parents, they are more into spending for print and non-print materials specially TV and android phones.

Level of Performance of the Kindergarteners in the Sub-Domain Vocabulary Development Before the Experiment (Pre-Test)

Table 2 (found in the original article) presents the summary of the computations on the level of performance of the kindergarteners in vocabulary development before the experiment. As seen in Table 2, all of the kindergarteners, 14 or 100% are classified as **Beginning** learners in terms of vocabulary development. The computed standard deviation which is 0.000 indicates that the scores of the kindergarteners are not widely dispersed around the mean which is 1. Furthermore, the value of the computed skewness value which is 0.597 indicates that the score distribution is positively skewed. This means that there are more kindergarteners who scored lower than the mean during the pretest. The computed kurtosis value is 1.154 is lower than 3.00 (the kurtosis value for a normal distribution) indicates that the scores of the pupils is platykurtic.

This indicates further that only a few of the kindergarteners' scores in the pretest fall in the extremes of the distribution. The findings of the study goes to

show that before the experiment, the kindergarteners are not yet adequately equipped with the required vocabulary to understand and comprehend the questions they have answered based from the selection they listened to. The result is supported by the idea of Anderson and Freebody [9], that the size of person's vocabulary is the best predictor of how well that person can understand text.

Level of Performance of the Kindergarteners in the Sub-Domain Vocabulary Development When Taught Using Pangasinan Songs (Posttest)

Table 3 presents the summary of the computations on the level of performance of kindergarteners in the sub-domain vocabulary development when taught using Pangasinan songs. The table reveals that majority of the kindergarteners (8 or 57.1%) were classified as Advanced in vocabulary development. There are 3 or 21.4% which are classified as Approaching Proficiency. Two (2) or 14.3% remains to be Beginning level 1 or 7.1% is in the Developing level. Further, the mean of the scores of the kindergarteners (3.79) in the posttest increased when compared to their pretest mean score which is

1. The scores of the pupils in the posttest is more widely scattered around the mean than in the pretest as evidenced by the computed standard deviation of 1.578. The computed skewness value which is - 0.824 indicates the scores of the kindergarteners in the posttest are negatively skewed. This means that there are more pupils who scored higher than the mean. The computed kurtosis value which is -0.895 indicates that the scores of the kindergarteners in the posttest are platykurtic, meaning there are few scores in the extremes of the distribution.

It is worthy to note from the findings that majority of the pupils improved in their performance in vocabulary development when taught using Pangasinan songs. However, there are still two kindergarteners who are still classified to be in the Beginning level. This implies that these kindergarteners are quite slow. Had the experiment been conducted in a much longer period, they may have improved, too.

The findings of the study conform to the findings of the study of Ortiz [10], which found out that the use of songs promotes vocabulary development. Songs have been a common feature of young learner classroom for decades, and numerous publications describe how songs should be employed in order to

improve motivation and facilitate the acquisition of various aspects of language, including vocabulary, grammar, pronunciation, and listening skills [11].

Comparison of the Kindergarteners' Levels of Performance in the Sub-Domain Vocabulary Development Before and After the Experiment

Table 4 presents the summary of the computations on the significance of the difference between the levels of performance of the kindergarteners in vocabulary development before and after the experiment. It could be gleaned on the table that the computed t-value is -14.508 with a p-value of

0.000 which is less than 0.05. These values indicate the rejection of the null hypothesis which states that the levels of performance of the kindergarteners in vocabulary development before and after the experiment do not differ significantly. This goes to show that the kindergarteners showed a significant improvement in their levels of performance in vocabulary development after they were taught using Pangasinan songs. The findings of this study affirm the statements made by Coyle and Gomez [12], that teaching new language through song can lead to the development of children's receptive knowledge of vocabulary. Songs is one effective way of teaching vocabulary to children since songs are said to be the language of children. Learning and understanding new words is easier for children if introduce in an enjoyable way. Comparison of the Levels of Performance of Kindergarteners in the Sub-Domain Vocabulary Development across their Profile Variables

Table 5 presents the summary of the MANOVA computations used to test the significance of the difference of the kindergarteners' levels of performance in vocabulary development across their profile variables.bThe table reveals that among the kindergarteners' profile variables, only the variable parents' educational attainment and print and non-print reading materials available at home that their levels of performance differed significantly. This is evidenced by their computed F-values and p-values which are less than 0.05. Their levels of performance in vocabulary development on the other profile variables do not differ significantly.

The findings affirm Ahmed et. al. [13] statements that a parent with good educational background would be in good position to be second teachers to their

child. Thus, as found out at the start of the experiment, the kindergarteners were just beginning to acquire vocabulary which they need in comprehending a selection listened to. They may not have been assisted by their parents while at home due to lack of time. Their parents may have been busy in their work in order to earn a living. However, after, being taught by the teacher through songs, they have acquired vocabulary that helped them comprehend selections they heard. In addition, the findings of this study affirms Heinich, Molenda & Russel's [14] argument that media (print and non-print materials) can improve student's level of activity and effect on improving the quality of learning. These only prove that having an educated parent paired with available print and non-print materials for children to work and manipulate with has a great impact on their learning.

CONCLUSIONS AND RECOMMENDATIONS CONCLUSIONS

Based from the findings of the study, the following conclusions were derived:

1. The Kindergarten class is male-dominated, most of whom have parents who are high school graduates, their fathers have blue-collar jobs and mothers who are self-employed, with an average monthly family income which is below the poverty line, engage in mix languages and readily available print and non- print reading materials at home. The level of performance of pupils before the experiment is beginning but most of them improved after the experiment.
2. The levels of performance of pupils in vocabulary development improved when exposed to Pangasinan songs.
3. Kindergarteners' level of performance in vocabulary development is influenced by parents' educational attainment and availability of print and non-print reading materials at home.

RECOMMENDATIONS

Based on the abovementioned, the following recommendations are hereby presented:

1. Teachers are encouraged to make use of Pangasinan songs in teaching vocabulary skills among the kindergarteners or learners in the primary levels.

2. The school shall conduct regular parent conferences where the role of the parents in vocabulary and in other aspects of development be emphasized.

3. Parents should be encouraged to continuously provide their children with print and non-print reading materials at home and find time to communicate and read with them.

4. School administrators should encourage their teachers to develop Pangasinan songs which they can use to teach vocabulary skills to kindergarteners and primary level learners.

5. Teachers should be encouraged to regularly attend LAC sessions to equip themselves on the new trends in teaching and other teaching strategies in teaching vocabulary and other skills.

6. Parents should be encouraged to communicate with their children in Pangasinan language.

7. A similar study be conducted in another setting, randomly selecting the subjects of the study, to be conducted in a longer period of time, and include other profile variables which the researcher deems it vital to his/her study.

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