

Effectiveness of Vocabulary Applications in Enhancing the Performance of Students

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ABSTRACT

Vocabulary development is continuously taught in basic and higher education which plays a major role in the learning process. To help the educators who are teaching vocabulary, this study entitled “Effectiveness of Vocabulary Applications in Enhancing the Performance of Students” was conducted. This descriptive - experimental study highlighted the use of presentation materials like English Vocabulary Quiz, IELTS Speaking Assistant, PowerWord, Wordster, and the use of traditional vocabulary techniques like EASE Method, Relay for Words, World Wheel, and Semantic Maps in teaching the 3rd year evening class of Bachelor of Arts in English Language students of Pangasinan State University - Bayambang Campus. The researcher focused on the performance level of the respondents in terms of their vocabulary development in the use of presentation materials and traditional vocabulary techniques. The findings revealed that the majority of the respondents are fond of reading books such as storybooks and novels and that most of the students belong to the English proficiency ‘Intermediate Level’. The performance of the students before and after being exposed to the use of presentation materials and the use of vocabulary techniques showed that there is a difference between the two approaches when used. The results of the study implicate that the use of presentation materials in vocabulary teaching has significantly improved the English proficiency level of the students compared to traditional vocabulary techniques.

KEYWORDS

Presentation Materials, Traditional Vocabulary Techniques, Vocabulary Development, and Enhancement

CITE THIS ARTICLE AS:

Paglingayen, M. A. C (2021). Effectiveness of Vocabulary Applications in Enhancing the Performance of Students. *ASEAN Multidisciplinary Research Journal*, 9(1)

INTRODUCTION

Vocabulary is one of the most important aspects of language learning. A strong vocabulary in English helps an individual to easily understand English context and to communicate effectively. It is also the knowledge of words and their meanings. The knowledge of vocabulary implies how the word fits into the world (Stahl, 2005). People live in the world of words. There are roughly 100,000-word families in the English language and these are the common words used in communication. With the said total number of words, a person can speak a language fluently if he/she has 2,500 passive word families and 2,000-word families (Talk English, n.d.). Language has many characteristics, one of these is being flexible. It absorbs changes, meanings, and styles. The meanings of a word change as time passed by; others remain due to its usage. Words are born and meant to be flourished for it serves as the language of common people and those who are in the professional field. According to Voccoughi (2009), as cited by Fatimah and Faza (2017), vocabulary is an element of language that should be learned and taught since it is the primary tool for communication and expression.

Learning English vocabulary is a major challenge faced by students in an English-language classroom (Alghandi, A. and Ahmed, S., 2018). Similarly, learners encounter difficulties in expressing ideas, thoughts, and feelings without the use of adequate words (Siegel, 2020). There is also a fear of making mistakes especially in the choice and use of words in constructing sentences, use of vocabulary in a meaningless way, and incorrect use of spelling, pronunciation, and stress. Sari, S. and Wardani, N. (2019) suggested that English teachers should consider the own process of vocabulary learning by the learners to make learning effective. However, according to Hiebert and Kamil (2005) (as cited in Sari, S. and Wardani, N., 2019), there are issues in vocabulary teaching such as the number and particular words to be taught, and the role of independent reading in vocabulary development. These problems are common if the students lack knowledge of the language. Whereas, Dastjerdi and Amiryousefi (2010) (as cited in Sari, S. and Wardani, N., 2019) pointed out that students are frustrated in learning the words by guessing meaning from the given context.

The teacher, therefore, has to teach the students effectively particularly on vocabulary development. This is to produce dynamic and competent individuals who can meet the global standards in terms of English language learning. To develop vocabulary, there are many techniques and strategies. It may be through the use of a dictionary and a thesaurus, use of context clues, identifying word parts, learning the meaning through idioms, etc. These are just some ways on how to enrich the mind, stimulate the mind to accumulate meaning and origin of words, and introduce new ideas and concepts.

Unfortunately, English language learning is becoming much more difficult for the students. Some of these difficulties are the use of homonyms, poor study habits, how words are used in a context, and how to recognize words through sounds (Rotmatillah, 2014). It can be suggested that vocabulary development may be taught using the appropriate instructional material.

The Philippine government, specifically, the Department of Education (DepEd) and Commission on Higher Education (CHED) believe that every Filipino citizen must be prepared with the necessary competencies, skills, and values to achieve quality education. To attain this goal, the DepEd in line with the K+12 Curriculum included Vocabulary Development (VC) as one of the competencies to be developed by the learners from Grade 1 to Grade 12 (Department of Education, 2019). This is part of the content and performance standard of the English Teacher's Guide and Learning Guide. The different General Education (GE) subjects and course syllabus created by instructors on the college level (Commission on Higher Education, 2013). It is stated in the course description that students must be equipped with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize

the importance of conveying messages. Also, under the GE Learning Outcomes, one of the learned skills is to present ideas persuasively using appropriate language registers tone, facial expressions, and gestures. In addition, the Course Outcomes (CO) and Learning Outcomes (LO) under the obedized syllabus of ABEL 107: Registers in English specified that the ABEL students must employ a wide vocabulary of idioms unique to a varying setting for more effective register use. This means that the process of enhancing vocabulary development is continuously taught to elementary students to college students. This shows that vocabulary development plays a major role in the learning process to accumulate meaning based on the words/information given.

The General Education (GE) subjects and K+12 curriculum of the Commission on Higher Education (CHED) recommend the creative use of instructional materials in the teaching and learning process. In line with the English subjects, the different learning objectives such as vocabulary development, reading comprehension, study strategies, etc. may be effectively attained through the help of instructional materials. This requires efforts on the use of 21st-century teaching skills, the application of technology, and instructional materials. In addition, DepEd Secretary highlighted in her speech during the 2018 Philippine Society for Public Administration (PSPA) International Conference the developments brought about by the Fourth Industrial Revolution where the advancement of technology in terms of the learning process is provided for the Filipino students.

As an instructor of English, the researcher observed that the AB English Language students of Pangasinan State University who are enrolled in ABEL 107: Registers in English for the 1st semester of the School Year 2019 – 2020 are having problems in using appropriate English words when writing and speaking or even in a particular situation. They experienced difficulties due to limited vocabulary knowledge. This is a result of using the inappropriate practice of vocabulary terms and learning strategies. Through this, the learners were able to increase vocabulary knowledge which is necessary for the development of comprehension skills and developed competencies with the use of the English language.

This study aimed to determine the learning techniques/strategies of the Third year Bachelor of Arts in English Language students in vocabulary development using presentation materials.

METHODOLOGY

The types of design used in the study are descriptive method and experimental method. As part of the respondent's profile, As defined by [Hale \(2018\)](#), descriptive research method is employed in getting the answers of the participants. Also, [Hopkins \(2008\)](#) defined single-blind design as a type of experimental method applied to mask the identity of the treatment which means that the researcher/teacher has the only knowledge on the experiment to be conducted. The subjects of the study were the 3rd year evening class of Bachelor of Arts in English Language students of Pangasinan State University – Bayambang Campus who are enrolled in ABEL 107: Registers in English for the Academic Year 2019 – 2020.

Context. This study is created for the AB English Language students of Pangasinan State University who are enrolled in ABEL 107: Registers in English for the 1st semester of the School Year 2019 – 2020. They are having problems in using appropriate English words when writing and speaking or even in a particular situation. They experienced difficulties due to limited vocabulary knowledge. This is a result of using the inappropriate practice of vocabulary terms and learning strategies.

Instrument. The instruments used in this study were the result of the online test for the English Proficiency Level and a 40-item Pre-test and Post-test covering the different idiomatic expressions which were low-frequency words. The said questionnaire was created by the researcher which was based on the course content of the syllabus to suit the needs of the present study. The tests were taken before and after the classes. The results of their tests helped in determining the variation of their performance prior to and after the conduct of the study. For their Grade Point Average, the registration method is employed in getting the grades of the students in Developmental Reading for the last semester.

The different vocabulary applications under presentation materials were IELTS Speaking Assistant, English Vocabulary Quiz, PowerWord, and Wordster. These applications were included in the teaching process. Likewise, traditional vocabulary techniques were used during the teaching and learning process namely: EASE method, Relay for Words, Word Wheel, and Semantic Maps. For the Pre-test and Post-test, low-frequency words such as idiomatic expressions were content of the tests. The pre-test and post-test questionnaires covered 30% easy, 60% average, and 10% difficult. The tests were validated by three licensed English teachers at PSU – Bayambang Campus who were at least Master of Arts Degree Holder / expert teachers, major in English.

Data Collection. The researcher asked the permission of the Pangasinan State University – Bayambang Campus’s Campus Executive Director, College Dean of CAST, and Department Chair of ABEL Department in allowing the conduct of the study on the said campus. The said permission was granted, and the researcher created a Pre-test and Post-test focusing on the different idiomatic expressions and vocabulary words taught using the presentation materials and the traditional vocabulary techniques. Also, a 4A lesson plan was adapted and modified to serve as a blueprint of the teaching process. Since there is only one section for the third-year evening ABEL students, the teacher equally divided the class into two groups having 25 members each. They were heterogeneously grouped based on the result of their English proficiency level test. The first group was given exposure to the presentation materials by using the different vocabulary applications like IELTS Speaking Assistant, English Vocabulary Quiz, PowerWord, and Wordster. The second group was taught using the different traditional vocabulary techniques namely: EASE method, Relay for Words, Word Wheel, and Semantic Maps. In addition to the procedure, before and after the discussion both groups took the same set of Pre-test and Post-test. The respondents’ scores were monitored from the beginning and end of the discussion. The researcher herself was the one who taught and administered the given tests. The students were arranged one seat apart and were given thirty minutes to answer the test. The process ran for 2-3 weeks, twice a week covering three hours per session. Through this, the development of vocabulary was measured. For the teaching process of traditional vocabulary techniques, the researcher exposed the students to the following techniques:

- (a) Semantic Maps - The teacher chose a word and display it for the class on the whiteboard. Students read the word and then thought of words that came to their minds when they saw the said word. A list was created of all of the words that were categorized. Students then created a “map” using a graphic organizer and discussed it;
- (b) Word Wheel - The teacher posted a spinner containing the task done by the students. She assigned a number to each student. This served as their name for their activity. The teacher called a number and let the student spun the word wheel. After spinning the wheel, the student was given a word and let his/her classmates guessed it using the result of the word wheel;

(c) Relay for Words – The teacher printed out words on one set of cards and definitions, context, or sentences in which they used (fill-in-the-blank) on another set. Then, jumbled up the words in a pile in the middle of the floor, and jumbled up the definitions, context, and sentences. The students were grouped and called out the definition/context/sentence and gave students some think time (8 – 10 seconds) to talk about what word it might be. One member from the team ran to the center and tried to find the word in the pile. The teacher checked the word/s to make sure they are correct, and then discussed it briefly before the next round, and

(d) EASE METHOD - Enunciated new words syllable-by-syllable and then blend the word. Associated the word with definitions and examples that students already knew. Synthesized the words with other words and concepts that they have studied and they demonstrated it with a deep knowledge of the new word. Emphasized new words in classroom discussion. The teacher gave a word and the students enunciated and synthesized it. The students associated the word to come up with a word connection. To check if the students have mastered the word, the word was repeated for emphasis.

The following were the presentation materials used for the discussion and activity.

(a) PowerWord – The students were given a hint to read and they rearranged the tiles to spell out a word. The game included over 2,600 built-in words and hints. It contained seven difficulty levels – Easy (4 to 5 letter words), Medium (6 to 7 letter words), Hard (8 to 9 letter words), Extreme (12 to 13 letter words), Formidable (14 to 15 letter words), and ALL (all difficulty levels played at once).

(b) English Vocabulary Quiz – The students' vocabulary knowledge was tested by answering endless multiple-choice questions having five levels of difficulty. The game was played for 20 seconds.

(c) Wordster – This was played by making crosswords and spelling, and creating a word streak. This contained different levels of difficulty and can be played up to 20 games at once.

(d) IELTS Speaking Assistant – This application contained 175 real exams IELTS speaking topics for 2019 – 2020; 1500+ idiomatic expressions, colloquial expressions, and topical phrases; 12000+ ideas to make relevant and extended answers, and 700+ ready-made answers to all the questions. Students picked up some good topical vocabulary.

For the measurement of their English Proficiency Level, the students were asked to take the free online quiz of ILS English. The quiz was standard on which most of the second language learners were using it and it is accredited by the British Council of United Kingdom.

Analysis. After the conduct of teaching and administering the pre-test and post-test, the data had been computed, analyzed, and interpreted. The statistical tools employed in the analysis were frequency count, mean, standard deviation, coefficient of variation, skewness, and kurtosis, and two-way analysis of variance.

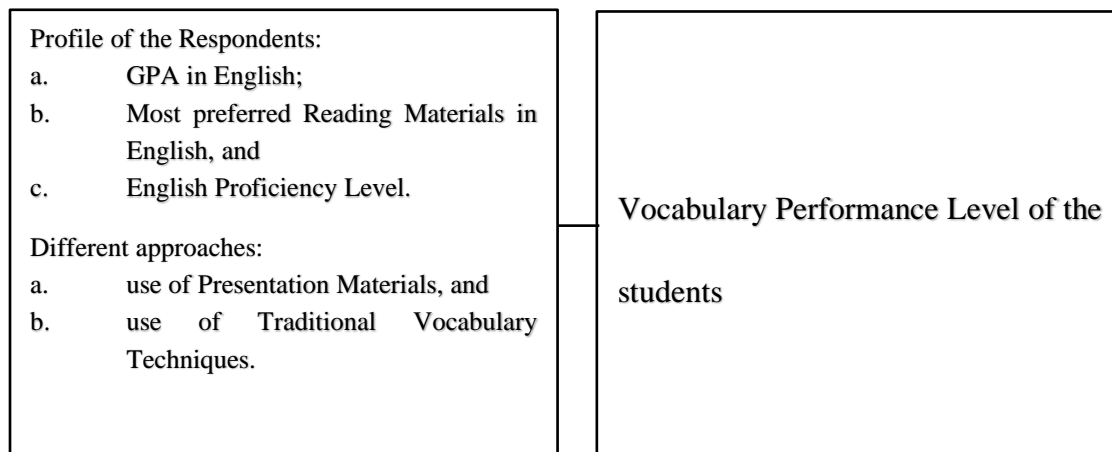


Figure 1. Research Design

RESULTS AND DISCUSSIONS

Table 1.a. Profile of the Respondents According to their Grade Point Average (GPA) in English

	Controlled		Experimental		Over-all	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1.50	2	8.0	1	4.0	3	6.0
1.75	0	0.0	1	4.0	1	2.0
2.00	3	12.0	1	4.0	4	8.0
2.25	1	4.0	2	8.0	3	6.0
2.50	8	32.0	8	32.0	16	32.0
2.75	6	24.0	8	32.0	14	28.0
3.00	5	20.0	4	16.0	9	18.0
Total	25	100.0	25	100.0	50	100.0
	Mean GPA= 2.40		Mean GPA= 2.55		Over-all GPA (2.475)	

From the table given, it can be gleaned that the majority of the respondents from both groups have a GPA of 2.50. From the grading system of Pangasinan State University garnering the said grade is equivalent to a numerical value of 79 – 81 and a descriptive rating of ‘Fair.’ The controlled group and experimental group have a comparable mean GPA as shown in table 1.a where the mean GPA of the controlled group is 2.40 and the mean GPA of the experimental group is 2.55. The respondents’ overall GPA is 2.475 and it supports the result of the English proficiency level test which was used as a basis in grouping the respondents. The study of [Masrai and Milton \(2018\)](#) demonstrated that the grade point average (GPA) of the student depends on the overall vocabulary size acquired. Through this, the data gathered showed that the grade point average (GPA) of the students also depends on their vocabulary performance and development. Also, [Milton, J. and Alsager, R. \(2016\)](#), high scores of intelligent learners are more likely to possess an extensive vocabulary than the scores of low intelligent learners.

Table 1.b. Profile of the Respondents According to their Most Preferred Reading Materials in English

Most Preferred Reading Material	Controlled		Experimental		Over-all	
	F	%	F	%	F	%
Books (Storybook, Novel)	14	56	15	60.0	29	58.0
Newspaper/Article	4	16	5	20.0	9	18.0
Dictionary	1	4	3	12.0	4	8.0
Magazine	5	20	5	20.0	10	20.0
Comics (Anime/Manga)	2	8	0	0.0	2	4.0
Pocketbook	0	0.0	1	4.0	1	2.0
Wattpad	5	20.0	5	20.0	10	20.0
Facebook Page	1	4.0	0	0.0	1	2.0

As can be observed in Table 1.b, the majority of the students from the controlled group prefer to read books such as storybooks and novels with an equivalent rating of 56% rather than the other reading materials. This is followed by the use of magazine or 20%, Wattpad or 20%, and newspaper/article or 16%. The least employed reading materials in vocabulary development are dictionary or 4%, Facebook page or 4%, and pocketbook or 0%. On the other hand, the respondents from the experimental group favor more on the usage of books with an equivalent rating of 60%. It is followed by the newspaper or 20%, magazine or 20%, and Wattpad with an equivalent rating of 20%. At the least, comics and Facebook page or 0%.

As shown on the data, the respondents used books such as novels and storybooks as their reading preferences where it is supported by the statement of [Webb \(2005\)](#) and [Nagy, Anderson & Herman \(1987\)](#) where learners easily know and understand the message of a text they have read. It is acquired when reading a text or listening to the text, this is where receptive vocabulary knowledge takes place. Hence, the development of receptive vocabulary knowledge plays an important role in developing one's vocabulary. Also, in line with [Webb \(2013\)](#), the result highlighted the importance of reading where vocabulary development may improve learners' language skills.

Table 1.c. Profile of the Respondents According to their English Proficiency Level

	Controlled		Experimental		Over-all	
	f	%	f	%	F	%
16.67% - 33.33%	3	12.0	3	12.0	6	12.0
33.34% - 50%	12	48.0	13	52.0	25	50.0
50.01% - 66.67%	9	36.0	6	24.0	15	30.0
66.68% - 83.34%	0	0.0	3	12.0	3	6.0
83.35% - 100%	1	4.0	0	0.0	1	2.0
Total	25	100.0	25	100.0	50	100.0
	Mean = 49.04		Mean = 50.16		Mean = 49.60	

The results of the English proficiency level of the respondents were used in dividing the class into two groups where it is also supported by the Grade Point Average (GPA) of the students. The data of both groups identified that most of the respondents have a score ranging from 33.34% to 50%. Hence, students are in the 'Intermediate Level.' As for the least number of students, the result showed that one person from the class earned a score categorized from 83.35% to 100% with an equivalent rating of 2%.

The two groups are comparable to each other since their mean is uppermost equal. Generally, the overall mean is 49.60 with a descriptive rating of 'Intermediate Level.'

According to the different researchers, the learners of the English language according to [Alharbi \(2015\)](#) are classified as 'proficient' for they apply different learning strategies in building vocabulary knowledge. While, [Fan \(2000\)](#), [Golberg, Paradis, and Crago \(2008\)](#) stated that proficiency level depends on the number of words the learners know and the exposure to foreign language. [Lai \(2011\)](#) described more proficient students are good in speaking, pronunciation, analytical, and reasoning skills whereas less proficient students prefer social and memory strategies. This means that proficiency level does not just depend on the cognitive skill of the student. There are also different skills to consider in measuring the proficiency level of a learner.

Table 2.a. Performance Level of ABEL Students in Developing Vocabulary Before the Exposure to the Presentation Materials and Traditional Vocabulary Techniques

	f	\bar{x}	s	cv	Skewness			Kurtosis		
					Value	Se	DE	Value	Se	DE
0-8	0 ^b 2 ^a	16.56 ^b	3.73 ^b	22.52 ^b	-.057 ^b	.464 ^b	ND	-.065 ^b	.902 ^b	ND
9-16	11 ^b 9 ^a									
17-24	14 ^b 14 ^a	15.88 ^a	4.81 ^a	30.29 ^a	-.326 ^a	.464 ^a	ND	-.872 ^a	.902 ^a	ND
Total	25 ^b 25 ^a									
^a Use of presentation materials				$f =$	$Stdv = Standard\ deviation$			$Se = Standard\ Error$		
^b Use of traditional vocabulary techniques				$\bar{x} = mean$	$CV = Coefficient\ of\ Variation$			$DE = Descriptive\ Equivalent$		
$ND = Normally\ Distributed$					$NND = Not\ Normally\ Distributed$					

As can be gleaned from Table 2.a, the mean of the experimental group is 15.88 which has a qualitative description of 'developing' while the controlled group has a mean of 16.56 and is slightly ahead in terms of its numerical value. It has a qualitative description of 'developing'.

In terms of variability, the dispersion of data of the score of the experimental group is greater than the controlled group. It is supported by the coefficient of variation (CV). The data revealed that the skewness and kurtosis have a descriptive equivalence of normal distribution.

The result of the students' pre-test can be supported by [Webb \(2008\)](#). According to Webb, the total receptive vocabulary size is larger than productive vocabulary which means words are likely to know by the students productively. This implies that learners learned more when they can produce a word when writing or speaking. In addition, learners acquire words through communicative tasks and can use them productively ([Zhou, 2010](#)).

Table 2.b. Performance Level of ABEL Students in Developing Vocabulary After the Exposure to the Presentation Materials and Traditional Vocabulary Techniques

	f	\bar{x}	s	cv	Skewness			Kurtosis		
					Value	Se	DE	Value	Se	DE
9-16	6 ^b									
	2 ^a	21.4 ^b	5.07 ^b	23.69 ^b	.155 ^b	.464 ^b	ND	-.920 ^b	.902 ^b	
17-24	11 ^b									ND
	5 ^a	25.40 ^a	4.88 ^a	19.21 ^a	-.346 ^a	.464 ^a	ND	-.079 ^a	.902 ^a	
25 – 32	8 ^b									ND
	16 ^a									
33 – 40	0 ^b									
	2 ^a									
Total	25 ^b									
	25 ^a									
^a Use of presentation materials			<i>f</i> = frequency		<i>Stdv</i> = Standard deviation			<i>Se</i> = Standard Error		
^b Use of traditional vocabulary techniques			\bar{x} = <i>mean</i>		<i>CV</i> = Coefficient of Variation			<i>DE</i> = Descriptive Equivalent		
<i>ND</i> =Normally Distributed					<i>NND</i> = Not Normally Distributed					

As revealed by the table above, the respondents from the experimental group improved significantly compared to the controlled group. It has a mean of 25.40 having the equivalent description of ‘proficient’ while the respondents exposed to the use of vocabulary techniques have a mean of 21.4. This implies that students under the controlled group have an equivalent description of ‘approaching proficiency.’

In terms of variability, the dispersion of data of the score of the experimental group is greater than the controlled group. It is supported by the coefficient of variation (CV). The data revealed that the skewness and kurtosis have a descriptive equivalence of normal distribution.

Since the experimental group uses presentation materials in developing vocabulary, different vocabulary mobile applications are used where it is indicated in the studies of [Basoglu and Akdemir \(2010\)](#) and [Deng and Trainin \(2015\)](#) that vocabulary learning through the use of different mobile applications is more effective than the use of vocabulary learning tool. [Anil \(2017\)](#) emphasized that using innovative methodologies in teaching English in the classroom paved a way to students to learn the language meaningfully. Also, [Esra \(2018\)](#) suggested that the use of games is an efficient way in learning English vocabulary.

Table 3.a. Difference Between the Performance of the Students Exposed to the Different Approaches Based on Their Profile Variables

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Teaching Strategy	122.089	1	122.089	6.393	.015
Grade Point Average	355.101	3	118.367	6.198	.001
English Proficiency	413.106	4	103.277	5.675	.001
Reading Materials	276.839	5	55.368	2.274	.060
TS * GPA	31.709	3	10.570	.553	.649
TS * EPL	18.945	2	9.473	.521	.598
TR * RM	29.681	4	7.420	.305	.873

a. R Squared = .275 (Adjusted R Squared = .138)

Table 3.a revealed the sources of comparisons, the main effects of teaching strategies, and the profile variables in terms of grade point average, English proficiency, reading materials, and the interaction (denoted by *) between the factors on the posttest vocabulary performance. Also, the table showed the computed F – values (see column 5) for each source of comparisons and the corresponding significant values (see column 6). Looking at column six of the table illustrated that the teaching strategy garnered a significant value of 0.015 which is less than 0.05. This implied that the null hypothesis “there is no main effects of teaching strategies on the posttest performance of the students” must be rejected. This means that the posttest performance of the students ignoring their grade point average is different when they are grouped according to the teaching strategies. Based on table 3.a, the computed mean performance of the students exposed to the use of presentation material is greater than the mean performance of the students exposed to traditional vocabulary techniques. Therefore, the teaching strategy presentation material is significantly better than the traditional vocabulary techniques in developing the vocabulary of the students. As stated by [Tella \(2007\)](#), the use of different learning materials and other instructional devices which are manipulated like the use of laptops and interactive boards are also needed to make instruction interesting, active, investigative, and adventurous. Moreover, studies show that engaging in online discussions and teaching strategies are effective ways to develop vocabulary in a second language ([Polat et al., 2013](#)).

It could be gleaned also from the result that English proficiency significantly influences the vocabulary of the students. This is manifested by the computed significant value 0.01 which is less than 0.05. This implied that the null hypothesis “there is no main effects of English proficiency on the vocabulary of the students” must be rejected. Table 3.a showed the group of students significantly higher with the other group according to their English proficiency. As stated by [Miller \(2021\)](#), vocabulary is critical to a child’s success. A robust vocabulary improves all areas of communication – listening, speaking, reading, and writing.

Lastly, the entries in the interaction rows and significant columns are greater than 0.05. This implied that the null hypothesis “there is no significant difference between the vocabulary performances of the students when they are grouped according to the type of teaching strategies based on their profile variables” must be accepted. This means that the teaching strategies and the specified profile of the students do not significantly interact with their vocabulary performance. This is supported by [Anil \(2017\)](#) that there are no sidesteps in improving education. Hence, relevant and required teaching methods are important to test the level of understanding of the students in learning English as a second language.

Table 3.b. Multiple Comparison on the Vocabulary Performance based on the GPA

GPA (I)	GPA (J)	Mean Difference (I-J)	Sig.
1.5 and Below	1.51 - 2.0	3.3333	.780
	2.1-2.5	4.5965	.423
	2.51-3.0	8.3768*	.031
1.51 - 2.0	2.1-2.5	1.2632	.954
	2.51-3.0	5.0435	.158
2.1-2.5	2.51-3.0	3.7803	.065

* Significant level at 0.05 level

Table 3.b showed that the mean difference between the vocabulary performance of the students with a grade point average of 1.5 and below and 2.51 – 3.0 is 8.3768 with a corresponding significant value of 0.031. The significant value is smaller than the prescribed alpha value of 0.05. This means that the vocabulary performance of the students with a 1.5 and below-grade point average is significantly higher than the students with a grade point average of 2.51 – 3.0.

Based on the study of [Masrai and Milton \(2018\)](#), grade point average (GPA) scores influenced the overall vocabulary size and performance of the students. This implied that students who have a higher GPA performed better in terms of vocabulary performance than those who have a lower GPA. The multiple comparisons on the vocabulary performance of the students based on their English Proficiency Level are presented in Table 3.c.

Table 3.c. Multiple Comparison on the Vocabulary Performance based on the English Proficiency Level

(I) English Proficiency Level	(J) English Proficiency Level	Mean Difference (I-J)	Sig.
33.34% - 50%	50.01% - 66.67%	-1.8800	.816
	66.68% - 83.34%	-5.1333	.119
	83.35% - 100%	-11.5000*	.002
50.01% - 66.67%	66.68% - 83.34%	-3.2533	.159
	83.35% - 100%	-9.6200*	.002
66.68% - 83.34%	83.35% - 100%	-6.3667	.087

* Significant level at 0.05 level

Table 3.c elicited those students with an English proficiency level of 33.34% - 50% and 50.01% - 66.67% are significantly lower than the students with an English proficiency level of 83.35% - 100%. This is supported by the computed mean difference of -11.500 and -9.6200 both with a significant value of 0.02. This means that the students with an English proficiency level of 83.35% - 100% significantly have higher performance than the students with English proficiency level of 33.34% - 50% and 50.01% - 66.67%

In support of the results of the data, Blake (2013) stated that words are more likely to be remembered by the students through pictures or video. Moreover, blogs, social networks, video or computer games, and e-learning platforms are useful and helpful materials in vocabulary learning as studied by Blake (2013).

To be successful teachers, Pollock (2007) believed that different learning tools or materials are also needed to have an effective teaching method. Additionally, appropriate teaching methods are important to test and improve students' vocabulary levels. Through these, students learn vocabulary in an easier way (Alqahtani, 2015).

CONCLUSION

One of the important factors to consider in different language skills is vocabulary development. It takes part in language learning. Also, a teacher plays a vital role in helping the students to develop and improve their vocabulary, and to enhance their academic performance. Based on the findings of the study, aside from the role of the teacher, the use of presentation materials contributes to increasing vocabulary knowledge which is necessary for the development of comprehension skills and developed competencies in using the English language. Recommendations are included for the teachers to incorporate the use of different presentation materials in teaching English particularly on learning literacy skills in the development and enhancement of student's vocabulary using receptive knowledge. Likewise, the administrators should establish an instructional material development center to address the academic needs of the students, particularly on vocabulary development. Future research is highly recommended by considering other variables that are related to the utilization and development of other presentation materials in teaching other disciplines.

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