



# PROJECT SAVE: AS A STRATEGY IN IMPROVING LITERACY THROUGH VOCABULARY INTEGRATION AMONG GRADE 8 LEARNERS

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## ABSTRACT

*This study aimed to investigate if the vocabulary integration before discussion will be effective in improving literacy level of Grade 8 learners. Specifically, it answered the following research questions: (1) What is the level of the participants' performance in the pre-test? (2) What is the level of the participants' performance in the post test? (3) Is there a significant difference between the pre-test and post-test of the participants before and after the implementation of the vocabulary integration? (4) Based on the findings, what actions can be planned and implemented to improve the participants' literacy level.*

*The participants were 2 groups of Grade 8 learners. They were selected through purposive sampling which entails that the following criteria were met: (1) Grade 8 group of students with the least average in MPS in MELC number one which is "Determine the meaning of words and expressions that reflect the local culture by noting context clues." (2) Most members of the class are struggling reader based on Phil-Iri result S.Y 2022-2023. A teacher-made pre-test was administered before presenting this proposed strategy, followed by a posttest after its utilization. Mean (M) and Standard Deviation (SD) were utilized to determine the level of students' performance in scaling before and after applying Project SAVE. To determine the significant difference of students' literacy level before and after applying Project SAVE, T- test for two dependent means (paired t-test) was used.*

*The results showed that out of 83 students no one got excellent score, 14 very satisfactory and 34 satisfactory score on pretest as compared to posttest, 34 learners achieved excellent score, 35 very satisfactory and 13 satisfactory. The mean score increased significantly from satisfactory to very satisfactory, as well as the standard deviation. Therefore, it can be concluded that the implementation of Project SAVE using SIM has a positive impact on the learners' literacy level. Thus, it is recommended for other Grade 8 learners and or other Grade levels.*

**KEYWORDS:** *Project SAVE; Strategy for Learners Literacy Improvement.*

## CONTEXT AND RATIONALE

Vocabulary development is a process of acquiring new words to use in daily life, and more specifically, the basis for learning any language. Vocabulary improvement focuses on helping students understand the meaning of new words and concepts in numerous situations and across all academic core areas. Giving learners explicit instruction on key terms from texts and demonstrating independent learning techniques are two key components of vocabulary development training. For students to be able to comprehend texts that are more complex and at grade level as they get older, both oral and written vocabulary development must improve (Kamil et al., 2008; Loftus & Coyne, 2013).

Vocabulary instruction has been designated by the National Institute of Child Health and Human Development's National Reading Panel as a crucial ability that children must master to improve their reading performance (NICHD, 2000). In fact, there is compelling evidence that vocabulary education helps students' speaking and listening vocabulary as well as their reading comprehension and writing quality (Joshi, 2006; Kame'enui & Baumann, 2012). For a child to succeed in school, having a strong vocabulary, including both oral and written vocabulary, is essential (Kamil et al., 2008).

In the 2018 Programme for International Student Assessment (PISA), the Philippines received the lowest reading comprehension score out of 79 participating nations and economies. (Philippine Star, December 3, 2019)

According to World Bank, (July 2022) Philippines' literacy rate declines, from 97.95 percent to 96.28 percent. Nash and Snowling (2006) study shows that students struggle with reading comprehension because they lack the spoken vocabulary necessary for comprehending and remembering texts in their subject areas. Lack of vocabulary knowledge can hinder a student's ability to build reading comprehension skills. Reading comprehension and vocabulary knowledge are closely related; to improve understanding,



students must be able to define the key terms they will be reading. Vocabulary knowledge, along with background knowledge, provides students a better chance of understanding the text they read. In addition, to improve reading comprehension and fluency, vocabulary knowledge helps readers connect their existing background information to the content they are reading.

Thus, the purpose of this study is to improve the literacy level of Grade 8 learners through vocabulary integration.

### **INNOVATION, INTERVENTION, AND STRATEGY**

This Action Research proposed to implement Project SAVE: (Strategic Activities for Vocabulary Enhancement) to ensure the improvement of learners' literacy level through vocabulary integration among the identified Grade 8 learners with the least MPS result of MELC 1 and with the most identified struggling readers based on Phil-IRI results. The researcher thought of a strategic instructional materials and teaching approach of using word wall and in which unlocking of unfamiliar words or vocabulary found in the lesson will be discussed by the teacher before the start of the lesson so that learners will easily comprehend the content of the topic.

The researcher developed Strategic Instructional Material that contains unfamiliar words per topic. According to Impas, 2021, interactive strategic instructional materials is an effective learning material to improve the performance of the learners.

### **ACTION RESEARCH QUESTIONS**

The present study seeks to investigate if integrating vocabulary before discussion will be effective in improving literacy level of learners.

Specifically, it seeks to answer the following question:

1. What is the level of the participants' performance in the pretest?
2. What is the level of the participants' performance in the posttest?
3. Is there a significant difference between the pre-test and posttest of the participants before and after the implementation of the vocabulary integration?
4. Based on the findings, what actions can be planned and implemented to improve the participants' literacy level.

### **CONCEPTUAL FRAMEWORK**

The researcher considered the idea that through the application of the proposed strategy the Project SAVE, through using of SIM, the literacy level of identified Grade 8 learners was developed.

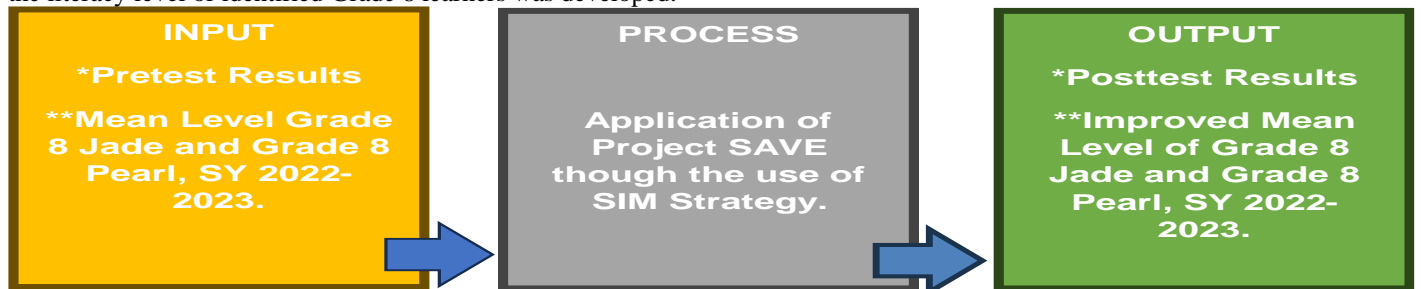


Figure 1. It shows the process of how the study was conducted. After the administration of pretest, Project SAVE through SIM was used. Post-test results showed that all learners got improved scores.

### **ACTION RESEARCH METHODS**

#### **a. Participants and/or other Sources of Data and Information**

The participants of this study will include 2 groups of Grade 8 learners. They will be selected through purposive sampling which entails that the following criteria are met:

1. Grade 8 group of students with the least average in MPS in MELC number one which is "Determine the meaning of words and expressions that reflect the local culture by noting context clues."
2. Most members of the class are struggling reader based on Phil-Iri result S.Y 2022-2023

#### **b. Data Gathering Methods**

To describe the literacy progress of learners throughout the implementation of the suggested intervention material and strategy, data will be collected through a series of pen-and-paper and pre-tests and post-test about the target Most Essential Learning Competency.

### **DISCUSSION OF RESULTS AND REFLECTION**

This chapter shows the presentation, analysis and interpretation of the data based of the research questions.



**Table 1: Level of the participants' performance in the pre-test.**

Score Range	PRETEST		Verbal interpretation
	f	Percentage	
41 - 50	0	0.00%	Excellent
31 - 40	14	16.87%	Very Satisfactory
21 - 30	34	40.96%	Satisfactory
11 - 20	29	34.94%	Fairly Satisfactory
0 - 10	6	7.23%	Poor
Total	83	100.00%	
Mean: <b>22.36</b>		SD: <b>8.15</b>	
Verbal Interpretation: <b>Satisfactory</b>			

Table 1 shows the literacy level of Grade 8 learners before the implementation of Project SAVE using Strategic Instructional Materials. And the result shows that the Mean is 22.36 percent and standard deviation is 8.15 percent which is interpreted as satisfactory performance of 83 Grade 8 learners. Moreover, none of the learners got excellent score, 14 very satisfactory score, 34 satisfactory, 29 fairly satisfactory and 6 garnered poor score.

Table 2 shows the literacy level of Grade 8 learners after the implementation of Project SAVE using Strategic Instructional Materials. And the result shows that the Mean is 37.43 percent and Standard Deviation is 6.92 percent which is interpreted as Very Satisfactory performance of 83 Grade 8 learners. Moreover, 34 learners garnered excellent score, 35 garnered very satisfactory score, 13 garnered satisfactory, 1 garnered fairly satisfactory score and 0 garnered poor score.

**Table 2: Level of the participants' performance in the posttest.**

Score Range	POSTTEST		Verbal interpretation
	f	Percentage	
41 - 50	34	40.96%	Excellent
31 - 40	35	42.17%	Very Satisfactory
21 - 30	13	15.66%	Satisfactory
11 - 20	1	1.20%	Fairly Satisfactory
0 - 10	0	0.00%	Poor
Total	83	100.00%	
Mean: <b>37.43</b>		SD: <b>6.92</b>	
Verbal Interpretation: <b>Very Satisfactory</b>			

**Table 3: Significant Difference between the Pretest and Posttest of the Participants Before and After the Implementation of the Vocabulary Integration using Strategic Instructional Materials.**

PRETEST	POSTTEST	df	Computed t-value	P-value	Interpretation
Mean	Mean				
22.36	37.43	82	63.3251	<0.00001	Significant
*p<0.05					

The result shows the significant difference between students'

literacy level before and after the implementation of Project SAVE using SIM at  $p < 0.05$ . The students' performance garnered a mean of 22.36 before the implementation of Project SAVE using SIM which is lower than the mean of 37.43 with the aid of Project SAVE using SIM. There is a 15.07 increase in mean with the implementation of Project SAVE using SIM which proved that vocabulary integration improved the literacy level of learners. The computed t-value of 63.3251 exceeded the critical t-value of 2.00 at this level of significance using the degrees of freedom equal to 60.

From the findings, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant difference between the literacy level of Grade 8 learners before and after the implementation of the Project SAVE using SIM" is rejected. Thus, the alternative should be accepted which incites that there is a **significant difference** between them.



### RECOMMENDATIONS

The findings led to the following recommendations:

1. For other G 8 learners to have a better understanding of the topics, the researcher highly recommends to conduct vocabulary integration before discussion. It would be a big help for the retention of the topics among learners.
2. This printed instructional materials may be used in remedial classes, and different learning modalities.
3. This strategy may be adapted in different learning areas. It will be significant in the teaching and learning process if students can unlock difficulties or unfamiliar words before discussion.

### REFLECTION

Action research provides the researcher the chance to apply what the researcher has learned the way she teaches. Additionally, action research allows her the ability to evaluate his own methods and learner's skills in order to determine what works and what doesn't. The researcher's knowledge and teaching and learning skills have improved through action research.

Both the process and the results of our own action research will teach us a lot. We can obtain a better understanding of our own teaching, the students' learning, and their confidence in our work by conducting our own action research.

### ACTION PLAN

The result of this research will be disseminated and utilized following the activities below.

<b>DISSEMINATION ACTIVITIES</b>	<b>July 2023</b>	<b>Aug. 2023</b>	<b>Sept. 2023</b>	<b>Oct. 2023</b>	<b>Nov. 2023</b>
1. Reporting and Sharing the Result through LAC Session					
2. Rolling Out the Result to other Grade Levels or Section					
3. Publishing and continuous sharing with other educators.					

### FINANCIAL REPORT

There was no financial statement since this is a “low-cost strategy”. The printing of a few materials was shouldered by the researcher.

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