



# DECO WALL ON DENOTATIVE AND CONNOTATIVE MEANINGS OF TEXTS AND IMAGES FOR GRADE 7 LEARNERS

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**DeCo Wall on Denotative and Connotative Meanings of Texts and Images**

**for Grade 7 Learners**

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## **Abstract**

Recognizing the interplay between denotation and connotation is crucial for effective communication and critical thinking. It allows us to decipher the intended meaning behind words, avoid misunderstandings, and wield language with precision and purpose. This research investigated the effectiveness of the DeCo Wall as an intervention for Grade 7 students in interpreting texts and images based on its Denotative and Connotative Meaning at Cudog National High School, Lagawe, Ifugao, during the academic year 2022-2023. The study employed a quasi-experimental design, utilizing pretest and posttest with 30 learners in the experimental group and 24 learners in the control group. There is a significant difference in the level of mastery of the learners between the pretest and posttest of both the control and experimental groups. Both groups made significant progress over the course of the implementation. Implementing the DeCo Wall teaching method significantly enhanced the performance of Grade 7 learners in interpreting the text and images based on Denotative and Connotative Meaning. Learners exhibited a notable improvement in mastery from pretest to posttest, as evidenced by both groups moving towards mastery in the posttest.

*Keywords:* denotative and connotative meaning, vocabulary, language, and visual aids

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**KENNY M. MONAYAO**

## **Context and Rationale**

It's crucial to comprehend the distinction between denotation and connotation in order to comprehend definitions and how ideas are employed. Unfortunately, it is made more difficult by the fact that these words can be employed in grammatical and logical contexts in various ways. Even worse, both meanings are important to remember and both uses are pertinent learning requiring rational and critical thought. Having a large vocabulary allows for effective teaching of denotation and connotation. When comparing the intensity of the connotation and denotation between several words, students may decide if a term has a good or bad connotation. Showing words in a phrase's context helps students understand how connotation and denotation impacts a sentence or ideas.

In connection to this study, Fauziyah and Ilm Nur (2020) cited Omar (2012) Knowing the denotative and connotative meanings of a word or phrase is crucial for grasping the fundamental aspects of defining and conceptualizing words in communication. Nonetheless, there are instances where effective communication falters because the recipient struggles to interpret the intended message accurately.

Grammar acts as the instruction manual, guiding us how to snap these pieces together to build meaningful structures – sentences. Just like following the instructions ensures a sturdy build, mastering grammar equips us to combine words into clear, impactful expressions that resonate within the language's accepted norms. In essence, understanding grammar empowers us to become skilled architects of our own thoughts and ideas, using the language's building blocks to construct them in a way that others can readily grasp and appreciate according to Chung (2015) as cited by Sioco & De Vera (2018).

The essence of vocabulary lies in the complex web of connections between words, known as lexical sense relations. Grasping these relationships becomes a powerful key to unlocking the true meaning of words. By analyzing these connections, we not only enhance our understanding of language, but also spark our imagination and ignite a passion for exploring the depths of language. This newfound fascination makes delving into the world of vocabulary an enriching and captivating journey. (Miao, 2020) In addition, words are not only

the meaning containers and role players but their relationship is the relationship between the linguistic element themselves. In other words, it is the linguistic relationship of sense or meaning. In sense relation meaning of a word can be related to various ways.

Denotation is the straightforward one, leading directly to a word's dictionary definition. It captures the basic, literal sense. Connotation, on the other hand, opens a hidden chamber, revealing a layer of associations and emotions triggered by the word. While understanding literal meaning is crucial, connotation adds depth and nuance, enriching our understanding beyond the surface. (Bamunusinghe & Bamunusinghe, 2021).

As early as 1843, philosopher John Stuart Mill introduced a crucial distinction within word meaning: denotation and connotation. He proposed that words possess two kinds of meaning. Denotation refers to the literal, dictionary definition, encompassing all things directly covered by the word. For example, the denotation of "white" includes snow, teeth, and paper, as they all share the quality of reflecting light in that specific way. This literal meaning forms the core of word understanding. By contrast, connotation delves deeper, capturing the additional associations and feelings evoked by a word. While "white" denotes its core meaning, it can also connote purity, innocence, or even emptiness, depending on the context and individual interpretations. These deeper layers of meaning contribute to the richness and nuance of language according to Wallin and Jaginder (2021). Khamidovna (2021), stated that while we often assume words have fixed meanings, understanding that their interpretation shifts across cultures is crucial. Beyond conveying mere information, words carry emotional weight, resonating differently depending on cultural context. This awareness allows us to appreciate the nuanced tapestry of meaning woven into language, and navigate the potential for miscommunication when interacting with diverse others. Moreover, Denotation is the plain, dictionary definition – the what-it-is. Connotation adds extra meaning, whispers feelings and associations like shadows around the word. These two works together to give words their full richness. (Rao, 2017).

Expanding vocabulary is often a challenging aspect of language learning. This is because languages are dynamic systems, constantly evolving and generating new words.

This ongoing proliferation of terms can feel overwhelming for learners, who must not only grasp existing vocabulary but also stay abreast of new additions. In essence, mastering a language becomes a continuous journey of navigating both established and emerging lexicon. (Naeem, 2019). Alqahtani (2015) cited Nation (2001) that rich vocabulary unlocks the ability to express yourself clearly and creatively, while actively using language exposes you to new words and strengthens existing ones. It's a two-way street: knowing more words opens doors to expressing yourself better, and using language regularly broadens your word arsenal. In essence, they fuel each other in a virtuous cycle, making you a more confident and effective communicator.

In the Philippines, the statement of policy is hereby declared by RA 9155 to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level. Such education shall also include alternative learning systems for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens. Moreover, K to 12 Basic Education Curriculum of the Department of Education (2015), the ultimate goal of the Language Arts and Multiliteracies Curriculum is to produce graduate who apply the language conventions, principles, strategies and skill in interacting with others, understanding and learning other content areas, and fending themselves in whatever field or endeavor they may engage in. As Ella (2018) cited Radwan (2011); Green and Oxford (1995) that likewise, using specific learning strategies can significantly boost both a learner's understanding of literal and implied meanings in a language. Notably, this improvement isn't just steady; it increases at a faster rate as learners apply more strategies. Put another way, the more actively learners engage with their language learning, the quicker their comprehension deepens. Through a number of Department of Education Orders (DO 43, s. 2015, DO 39, s. 2016, DO 16, s. 2017, DO 26, s. 2021, RM 093 s. 2023 & DM 28 s. 2022), DepEd developed

standards for doing research in order to offer direction and management guidelines, address issues that may arise, and foster a culture of research.

The Cordillera Administrative Region was able to issue Regional Memorandum No. 70 s, 2019, which instructed all schools in the region to administer the Philippine Informal Reading Inventory (Phil Iri) test, which focused on the department's flagship program, the *"Every Child A Reader Program"*. The results were published in the Zigzag Newsletter on November 18, 2019. A total of 9, 090 students in all were categorized as frustrated readers. This number of students demonstrates a major issue with modern schooling.

Based on the researcher's Phil-IRI result, item analysis, diagnostic result and quizzes of the First Quarter of School Year 2022-2023, students are hard-up in comprehending and interpreting the difficult words based on the denotative and connotative meaning.

Choy (2016) discovered that students with lower pre-test scores were more inclined to gain advantages from extra tutoring. Moreover, Azevedo and Taub (2018) observed that students with extremely limited prior knowledge faced challenges in benefiting from conventional instruction, necessitating more focused interventions to achieve substantial improvements.

This is usually may be due to some parts of the methods are traditional type of teaching. Aligned with this, Nurutdinova et al. (2016) discovered that students exhibited reduced critical thinking skills when traditional lectures were the primary method of instruction, as opposed to alternative teaching approaches. Contrarily, traditional teaching methods gain significance in situations where learning resources are scarce, as emphasized by Balliu (2017) and Alaagib et al. (2019). Saira, Zafar, Hafeez (2021) cited Zlotskaya's (2016) that traditional lectures thrive in expansive group environments, efficiently catering to a multitude of students simultaneously. This underscores the versatility and ongoing applicability of traditional methods within specific contexts. The researcher observed that 30 out of 54 were hard up to give and interpret meaning. Integration of connotative and denotative lesson during some discussions was done, yet still they can't give and recognize the given examples. In addition, the researcher gave a picture and let the learners give an



interpretation based on the connotative and denotative meaning but the learners keep on asking some words in Filipino term connected to the picture.

If the learners fail to achieve this necessary competence, they might be hard-up in text-analysis and interpreting lesson like *Noli Me Tangere*. This crucial part of failure might affect their daily communication. It's better understand that words are not limited to one single meaning. Most of the words do not simply express a thought, but also express feelings beyond the word's literal meaning (Khamidovna, 2021).

For these reasons, the researcher intends to carry out a study on how to deal with the problem on interpreting difficult words from the lesson based on denotative and connotative meaning through DeCo Wall. The learners of the researcher in Grade 7 struggling in giving the meaning of the difficult word from the selection based on its denotative and connotative meaning as shown in the item analysis after the First Quarter Examination for School Year 2022-2023. Wherein, the competency was the least learned in Filipino Subject. Evaluated Learning Resources are needed as source of pictures, words and passages to be employed as an instruction. The goal of this is to help them to enhance the skill that is essential to their daily life.

The findings of this study will assist other teachers in implementing and adapting the study, particularly high school and Filipino teachers, in developing their own strategies to enhance learners' ability in interpreting difficult words from the lesson based on denotative and connotative meaning. The findings of this study may be used by subject coordinators, administrators, and policymakers as they create action plans and guidelines for remediation and intervention programs.

### **Action Research Questions**

This research aims to find out if the intervention “DeCo Wall” would help enrich the mastery of the Grade 7 learners in interpreting Denotative and Connotative meanings of texts and images. Specifically, it seeks to answer the following questions:

1. What is the level of mastery of the learners in the pretest and posttest of the control and experimental group?
2. Is there a significant difference in the level of mastery of the learners between the pretest and posttest of the control and experimental group?

H<sub>0</sub>: There is no significant difference in the level of mastery of the learners in the pretest and posttest of the control and experimental group.

3. Is there a significant difference in the level of mastery of the learners in the pretest and posttest between the control and experimental group?

H<sub>0</sub>: There is no significant difference in the level of mastery of the learners in the pretest and posttest between the control and experimental group.

### **Innovation, Intervention and Strategy**

#### **DeCo Wall**

DeCo Wall is a tool to be applied in interpreting meaning of unfamiliar words from the text (F7PT-IVc-d-19). Sugiarti, F. and Ariyanto S. (2013) cited Levie and Lentz in Arsyad (1996:16) that there are four functions of visual media, including the pocket chart just like DeCo Wall. They are attention function, affection function, cognitive function and compensation function. In addition, Sugiarti, and Ariyanto (2013) also mentioned Ken and Karen (2010) states that a chart is a clever way to display letters, words, sentences as well as using pictures and other items where the cards can be placed and it is an easy way to make a portable and interactive display.

Moreover, Peranila (2014) also agreed Pocket Chart helps students to overcome students' difficulty in spelling, makes students easy to remember it, helps students to understand the patterns of grammar is easier for exercise such as arrange the jumbled words,

matching letters, picture-word recognition. The DeCo wall is similar with pocket chart only that it is designed to Denotative and Connotative aspect.

On that fact, the researcher's interest in conducting the research to know the development of teaching and learning in Filipino Language context using innovative DeCo Wall. The wall is made out of plywood with tarpaulin cover on it with hard plastic cover that served as its pocket. The pockets were used to insert details like pictures, phrases and word.

According to Piaget (1964), learning is modeling, transforming, and understanding the way in which an object is constructed. Through interactions with the environment, we change our internalized view of the world. Views on separate constructs can be changed in different ways.

The learners read short stories that serve as the springboard of the lesson. They listed all the difficult words based from the story using meta cards and they put it on the DeCo Wall. The learners tried to give the meaning of the words based on the situation of the story. The researcher designed and chose this tool because it will attract the students since it is more engaging than the chalk and board only.

### **Administering the Intervention**

The Activity for the first and second week was called *Picphrase-Deno Match*, the researcher prepared images and put them into the pockets of the deco wall. The experimental group's students matched the corresponding phrase or words to its denotative meaning. The researcher presented two images a day from Wednesday to Friday. The correctly matched images with phrases and words were used in constructing sentences by the learners.

For the third and fourth week the activity, called as *Picphrase- Cono Match*, the researcher prepared images and put them into the pockets of the DeCo Wall. The learners from the experimental group matched the corresponding phrase or words to their connotative meaning. The researcher presented two images a day from Wednesday to

Friday. The correctly matched images with phrases and words were used in constructing sentences by the learners.

For the fifth to eighth week, also called *Upgrade Me*. The researcher put a list of the titles of the stories in each pocket on the wall. The teacher chose a learner to select a title. The researcher let the learners read the selected story. After reading the text, the learners and the teacher discussed the content of the selected story. After the discussion, the learners listed down at least five difficult words or phrases they read from the story. After listing it on a metacard, the learners inserted it into the pocket of the DeCo Wall. The given words and phrases were interpreted based on their denotative and connotative meanings. Their answer was inserted in the pocket of the DeCo Wall. After completing the task, the researcher and the learners assessed the given answers. This activity was done from Wednesday to Friday. Through this, the skill of the learners in the experimental group in interpreting difficult words from the lesson based on denotative and connotative meaning were addressed.

The intervention started on May 2023, fourth quarter for the school year 2022-2023. It was administered to the 30 Grade 7 learners in the experimental group.

The researcher monitored the activities of the learners by guiding them in interpreting difficult words from the lesson based on denotative and connotative meaning. Evaluation was done through a post-test after eight weeks. The teacher-made questionnaire was administered in the conduct of pre and post-test.

## **Action Research Methods**

### **Research Design**

This study used of a quasi-experimental design. The design is viewed as an 'intervention' in which a treatment – comprising the elements of the programme/policy being evaluated – is tested for how well it achieves its objectives, as measured by a prespecified set of indicators (White & Sabarwal, 2014). The DeCo Wall as the intervention, seeks to quantify the causal effects of the DeCo Wall on the population it is intended to affect. It needs a control group and an experimental group, both of which will receive pre-test and

post-test, but where the experimental group and the control group won't be equivalent before the experiment.

### **Participants and/or Other Sources of Data and Information**

The target participants were 54 learners of Grade 7. The 30 learners in the experimental group and the 24 learners in the control group. The sampling used was the purposive random sampling since the researcher purposely choose the 30 participants and randomly assigned them to the control and experimental group. This study was conducted at Cudog National High School located at Natuwolan, Cudog, Lagawe, Ifugao from May-October, 2023.

### **Data Gathering Methods**

Data was gathered through a teacher-made pre-test and post-test that was validated before administering. Validated Learning Materials was used by the researcher to create and collect words, phrases, and images. Then researcher put these on a meta-card and place it in the pocket of the DeCo Wall. For the Pre-test, the Part 1 consists of 10 items wherein the learners analyzed the sentences with the underlined word and write in the space before the number whether it was used denotatively or connotatively based on its use in the sentence. Part 2 comprises of 10 items. The learners gave the denotative and connotative meaning of the underlined words in each sentence. They will choose the correct answers from the box. The Part 3 of the Pre-test contains 20 items. The learners wrote a sentence based on the denotation and connotation interpretation of the words provided.

For the Part 1 of the Post-test, it consists 10 items. The learners read the given words in each item and choose their denotative and connotative meanings from the given box. For the Part 2, it covers 10 Items. The learners read the given words in column A and choose the denotative or connotative meaning in column B. Lastly for the Part 3, it made up of 20 Items. The learners gave the denotation and connotation interpretation of the given pictures in each item.

To sum up, both Pre-test and Post-test composed of 40 items that focused on particular skill. Before being used, the tool was tested for reliability and validity. Prior to the

intervention's utilization during the fourth week of January, the control and experimental groups responded to the teacher-made questionnaire. Following that, the experimental group undergone intervention for eight weeks. Both groups took the post-test.

## Data Analysis

Mean and standard deviation were used to describe the level of performance of the learners in interpreting difficult words from the lesson based on denotative and connotative meaning before and after the implementation of DeCo Wall. Independent samples t-test was used to determine difference in the level of performance of the learners before and after the implementation of the intervention. Eta-squared were used to identify the effect size of the intervention.

Based from National Education testing and Research Center, a scoring scale (Table 1) and mean were used to describe the level of performance of the learners of the control and experimental group on the result of their pre-test and post-test.

Mean Percentage Score (MPS)	Descriptive Equivalent	Description
96% - 100%	Mastered	The learner exceeds the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks.
86% - 95%	Closely Approximating Mastery	The learner has developed the fundamental knowledge and skills and core understandings and can transfer them independently through authentic performance tasks.
66% - 85%	Moving Towards Mastery	The learner has developed the fundamental knowledge and skills and core understandings and, with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.
35% - 65%	Average Mastery	The learner possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks.
15% - 34%	Low Mastery	The learner struggles with his/her understanding; prerequisites and fundamental knowledge and his/her skills have not been acquired or developed adequately to aid understanding.

5% - 14%	Very Low Mastery	The learner very much struggles with his/her understanding and he/she could hardly remember the knowledge learned.
0% - 4%	Absolutely No Mastery	The learner did not acquire the basic knowledge and skills.

The Cohen's d value of association and interpretation shall be used for the effect of the size in the performance of the learners. The scale is showed below:

Eta square	Interpretation
0.70 and above	Large effect
0.50-0.69	Medium effect
0.01-0.49	Small effect

### **Ethical Issues**

The researcher adhered to the policy of confidentiality and privacy of participants, especially about their academic achievement, in order to properly execute the research and ensure that no data acquired compromised. The researcher asked approval from the principal to carry out the study. Additionally, in order to use the participants' academic records in this study. The parents of the participants were asked to sign a form requesting their approval. Additionally, an assent form was provided to the experimental group for them to complete if they agree to take part in the study. Relative to this study, the implementation took 30 minutes after class hour after dismissal. In connection with this, the learner has the right to withdraw his/her participation.

The researcher provided the participants snacks. With the highest secrecy of the researcher, plagiarism and some ethical concerns that may come up before, during, or after the conduct of the research treated seriously.

## **Discussion of Results and Reflection**

The table 1 shows the level of mastery in the pretest and post-test of a control group. All learners in the control group showed improvement in their scores from the pretest to the post-test. The Pre-test Mean score indicates 68.65% and 81.88 for Post-test and an increase of 13. 23%. Both corresponds to "Moving Towards Mastery.

The improvement in scores from pre-test to post-test shows that the Traditional Teaching is still effective in improving the knowledge and skills of the learners in the control group. This could be due to a number of factors, such as the quality of the instruction, the engagement of the learners. In the study of Nurutdinova et al. (2016) found that relying on traditional lectures resulted in lower critical thinking skills among students compared to other teaching methods."

In contrary, the importance of traditional teaching methods surfaces when learning materials are limited (Balliu, 2017; Alaagib et al., 2019). Zlotskaya's (2016) research further reinforces this, suggesting traditional lectures excel in large group settings, effectively reaching many students at once. This highlights the adaptability and continued relevance of traditional methods under specific conditions.



**Table 1***Level of Mastery in the Pretest and Post-test of the Control Group*

Learner	Pre-test			Post-test		
	Score	%	Description	Score	%	Description
1	15	37.50	Average Mastery	32	80.00	Moving Towards Mastery
2	20	50.00	Average Mastery	33	82.50	Moving Towards Mastery
3	21	52.50	Average Mastery	32	80.00	Moving Towards Mastery
4	27	67.50	Moving Towards Mastery	31	77.50	Moving Towards Mastery
5	28	70.00	Moving Towards Mastery	32	80.00	Moving Towards Mastery
6	30	75.00	Moving Towards Mastery	33	82.50	Moving Towards Mastery
7	32	80.00	Moving Towards Mastery	34	85.00	Moving Towards Mastery
8	34	85.00	Moving Towards Mastery	30	75.00	Moving Towards Mastery
9	30	75.00	Moving Towards Mastery	31	77.50	Moving Towards Mastery
10	31	77.50	Moving Towards Mastery	30	75.00	Moving Towards Mastery
11	29	72.50	Moving Towards Mastery	30	75.00	Moving Towards Mastery
12	27	67.50	Moving Towards Mastery	34	85.00	Moving Towards Mastery
13	29	72.50	Moving Towards Mastery	30	75.00	Moving Towards Mastery
41	31	77.50	Moving Towards Mastery	30	75.00	Moving Towards Mastery
15	29	72.50	Moving Towards Mastery	34	85.00	Moving Towards Mastery
16	28	70.00	Moving Towards Mastery	36	90.00	Closely Approximating Mastery
17	27	67.50	Moving Towards Mastery	34	85.00	Moving Towards Mastery
18	25	62.50	Average Mastery	34	85.00	Moving Towards Mastery
19	26	65.00	Average Mastery	30	75.00	Moving Towards Mastery
20	25	62.50	Average Mastery	33	82.50	Moving Towards Mastery
21	26	65.00	Average Mastery	34	85.00	Moving Towards Mastery
22	29	72.50	Moving Towards Mastery	35	87.50	Moving Towards Mastery
23	30	75.00	Moving Towards Mastery	36	90.00	Closely Approximating Mastery
24	30	75.00	Moving Towards Mastery	38	95.00	Closely Approximating Mastery
<b>Mean/MPS</b>	<b>68.65</b>		<b>Moving Towards Mastery</b>	<b>81.88</b>		<b>Moving Towards Mastery</b>

- Legend:

96% - 100%	Mastered
86% - 95%	Closely Approximating Mastery
66% - 85%	Moving Towards Mastery
35% - 65%	Average Mastery
15% - 34%	Low Mastery
5% - 14%	Very Low Mastery
0% - 4%	Absolutely No Mastery

The Table 2 shows the Level of Mastery in the Pretest and Post-test of the Experimental Group. It shows in the Pre-test and Post-test scores of 30 learners. The Mean scores 33.08, indicating “Low Mastery” before the intervention. Six learners fall in “Very Low Mastery” showing that they are very much struggles with their understanding and they could hardly remember the knowledge learned. The presence of overall Mean as Low Mastery indicates that learners entered the intervention with significant gaps in their knowledge or skills. This due to various factors, such as prior academic performance, learning styles, or lack of access to resources. This implicates that the findings highlight the importance of pre-assessments in identifying learners' needs and tailoring interventions accordingly. Moreover, learners with very low mastery, additional needed beyond the general intervention to help them catch up with their peers. Studies have shown that pre-testing can help to identify students who are at risk for academic failure and provide them with early intervention Choy and Lai (2016) found that students who scored low on a pre-test were more likely to benefit from additional tutoring. In addition, Azevedo (2018) found that students with very low prior knowledge struggled to benefit from traditional instruction and required more targeted interventions to make significant gains.

**Table 2***Level of Mastery in the Pretest and Post-test of the Experimental Group*

Learner	Pre-test	%	Description	Post-test	%	Description
	Score			Score		
1	5	12.50	Very Low Mastery	30	75.00	Moving Towards Mastery
2	2	5.00	Very Low Mastery	31	77.50	Moving Towards Mastery
3	8	20.00	Low Mastery	32	80.00	Moving Towards Mastery
4	9	22.50	Low Mastery	29	72.50	Moving Towards Mastery
5	7	17.50	Low Mastery	28	70.00	Moving Towards Mastery
6	10	25.00	Low Mastery	30	75.00	Moving Towards Mastery
7	15	37.50	Average Mastery	29	72.50	Moving Towards Mastery
8	15	37.50	Average Mastery	30	75.00	Moving Towards Mastery
9	20	50.00	Average Mastery	31	77.50	Moving Towards Mastery
10	10	25.00	Low Mastery	31	77.50	Moving Towards Mastery
11	12	30.00	Low Mastery	28	70.00	Moving Towards Mastery
12	15	37.50	Average Mastery	29	72.50	Moving Towards Mastery
13	18	45.00	Average Mastery	29	72.50	Moving Towards Mastery
14	10	25.00	Low Mastery	30	75.00	Moving Towards Mastery
15	18	45.00	Average Mastery	31	77.50	Moving Towards Mastery
16	17	42.50	Average Mastery	32	80.00	Moving Towards Mastery
17	16	40.00	Average Mastery	30	75.00	Moving Towards Mastery
18	25	62.50	Average Mastery	32	80.00	Moving Towards Mastery
19	21	52.50	Average Mastery	33	82.50	Moving Towards Mastery
20	20	50.00	Average Mastery	29	72.50	Moving Towards Mastery
21	11	27.50	Low Mastery	28	70.00	Moving Towards Mastery
22	12	30.00	Low Mastery	29	72.50	Moving Towards Mastery
23	11	27.50	Low Mastery	30	75.00	Moving Towards Mastery
24	12	30.00	Low Mastery	31	77.50	Moving Towards Mastery
25	14	35.00	Average Mastery	35	87.50	Closely Approximating Mastery
26	13	32.50	Low Mastery	31	77.50	Moving Towards Mastery
27	16	40.00	Average Mastery	30	75.00	Moving Towards Mastery
28	5	12.50	Average Mastery	31	77.50	Moving Towards Mastery
29	18	45.00	Average Mastery	30	75.00	Moving Towards Mastery
30	12	30.00	Very Low Mastery	27	67.50	Moving Towards Mastery
<b>Mean/MPS</b>		<b>33.08</b>	<b>Low Mastery</b>		<b>75.50</b>	<b>Moving Towards Mastery</b>

- Legend:

96% - 100%	<i>Mastered</i>
86% - 95%	<i>Closely Approximating Mastery</i>
66% - 85%	<i>Moving Towards Mastery</i>
35% - 65%	<i>Average Mastery</i>
15% - 34%	<i>Low Mastery</i>
5% - 14%	<i>Very Low Mastery</i>
0% - 4%	<i>Absolutely No Mastery</i>

Table 3 reveals the paired samples t-test result of the difference on the level of mastery of students in the control and experimental group where their pre-test and post-test score results are compared. It is shown in the table that there was a significant difference in the mean scores in the pre-test and posttest of the control group ( $t\text{-value} = -5.447$ ,  $p\text{-value} < 0.001$ ). The findings of this study suggest that the teaching process on how to deal with the problem on interpreting difficult words from the lesson based on denotative and connotative using the traditional method where no intervention is used is effective. Learners are likely to demonstrate increased knowledge after having the opportunity to engage in learning activities between the pretest and posttest. The increase is likely due to the intervening learning opportunities that has occurred in the interim period.

Moreover, there is a significant difference in the mean scores in the pre-test and posttest of the experimental group ( $t\text{-value} = -18.36$ ,  $p < 0.001$ ). The findings of this study suggest that the teaching process on how to deal with the problem on interpreting difficult words from the lesson based on denotative and connotative using the DeCo wall used is effective. DeCo Wall emphasizes the use of pictures in enhancing the interpretation of difficult words. This view was supported by Sugiarti, and Ariyanto (2013) from the study of Ken and Karen (2010) that portable tool for displaying letters, words, sentences, pictures, and other items. The pockets allow for easy manipulation and organization, making them ideal for interactive learning activities.

**Table 3**

*Significant difference in the level of mastery of the learners between the pretest and posttest of the control and experimental group*

Group	Test	Mean	SD	t-computed	df	p-value	Decision
Control	Pre-test	27.46	4.12	-5.447	23	<.001	Reject the Null
	Post-test	32.75	2.25				
Experimental	Pre-test	13.23	5.22	-18.00	29	<.001	Reject the Null
	Post-test	30.20	1.65				

The results on the pre-test between groups as shown in table 4 implies that the Level of Mastery of the participants in each group is significant (t-value = 10.88, p-value < 0.001). This result is supported by table 1 which states that the control group is Moving Towards Mastery while the experimental group is at Low Mastery. There are different factors that may have affected this result such as: prior knowledge, motivation and interest, learning style, and classroom environment.

The results on the posttest between groups imply that the Level of Mastery of the participants in each group is significant (t-value = 4.81, p-value < 0.001). However, significantly different, the level of mastery of both groups are similar which is Moving Towards Mastery as shown in table 3. This result indicates that both traditional teaching without the use of an intervention and a teaching strategy with an intervention which is in this case is the use of Deco Wall in comprehending the distinction between denotation and connotation in order to comprehend definitions and to employ ideas are both effective.

In line with this, Khamidovna (2021) pointed out the dynamic nature of word meanings across cultures. Words transcend their literal definitions, carrying nuances and emotions that differ based on the context and cultural background. They are not mere vessels of thought, but rather complex expressions that paint a richer picture beyond the surface level. This understanding is crucial for effective communication and bridging cultural divides.

**Table 4**

*Significant difference in the level of mastery of the learners in the pretest and posttest between the control and experimental group (research question no. 3)*

Test	Group	MPS	SD	t-computed	df	p-value	Decision
Pre-test	Control	27.46	4.14	10.88	52	<.001	Reject the Null
	Experimental	13.23	5.22				
Post-test	Control	32.75	2.25	4.81	52	<.001	Reject the Null
	Experimental	30.20	1.65				

### Reflection

The research revealed insights into a profound comprehension of learners' context and reading abilities. The action research shed light on learners' underlying issues, fostering innovation and creativity in devising solutions. Enhancing the mastery of interpreting Denotative and Connotative meanings in texts and images, within the context of learners, proved to be a crucial element for improvement.

This research serves as a gateway to addressing and resolving underlying problems, ultimately contributing to the prosperity and progress of the targeted beneficiaries. The success of the research hinges largely on the active participation and cooperation of the participants who provided raw data within the allotted timeframe. The support from the school administration and parents facilitated the smooth execution of activities related to the research.

Parents' willingness to allow their children to extend their school hours for participation in this endeavor underscores the collaborative effort. To enhance future interventions, integrating intervention materials into the lesson plan is recommended. This integration ensures that learners perceive the connection between their actions and the implementation, avoiding separation of activities beyond class hours.

## **Summary of Findings**

Based on the discussions and results, the following are the findings of the study:

1. The level of mastery of the learners in the control group falls in “Moving Towards,” while “Low Mastery” in the experimental group. The level of mastery in the post-test is “Moving Towards Mastery” for both control and experimental group.
2. There is a significant difference in the level of mastery of the learners between the pretest and posttest of the control and experimental group.
3. There is a significant difference in the level of mastery of the learners in the pretest and posttest between the control and experimental group.

## **Conclusion and Recommendation**

### **Conclusion**

Based on the findings presented, the following are concluded:

1. The use of DeCo Wall in teaching denotative and connotative in interpreting meaning of text and images improved the performance of the Grade 7 learners.
2. Learners exhibited a notable improvement in mastery from the pretest to the posttest. In contrast, the posttest demonstrated a significant enhancement as both Groups falls in Moving Towards Mastery.
3. The DeCo Wall is effective in interpreting meaning of text and images for Grade 7 learners.

### **Recommendations**

The following recommendations are hereby established based on the conclusions of the study:

1. The teacher is encouraged to use the “DeCo Wall” based on the level of pre-test and posttest in the reading comprehension skill of noting details;
2. The “DeCo Wall” could be used not only in the Filipino subject but also to other subject areas;

3. Other subject teachers may replicate the study for future researches using the DeCo Wall as the intervention.

### **Action Plan**

Indeed, it is essential that the study's findings be shared as part of the researcher's professional development. The learners will be made aware of the results in their leisure time. In order for the instructors and school head to make use of the study.

It will also be presented to them at School Learning Action Cell. In addition, this study will be presented in open research fora for dissemination purposes. Parents will be informed during the HPTA meeting as well. For the teachers in the district and division, respectively, to get information about the findings of this study, this also be distributed through a district and conference. A copy also will be furnished to the DepEd Regional Office. for the purpose of formulating policy, a copy will be sent to the Superintendent of the Schools Division, the Assistant Superintendent of the Schools Division, the Human Resource Development Unit, the Chief Education Supervisors of the Curriculum Development Division, and the Schools Governance Division.

As a result, the researcher will use the DeCo Wall for the next lessons aligned to the other learning competency. Moreover, modification of the intervention will take place regarding to its size and color. This is thought vital to assist the school's administrators in developing intervention and remediation plans, which may benefit the school's performance metrics.

Additionally, sharing the study's findings through publishing is a successful strategy. The researcher also intends to share the intervention material and to help other teachers who wants to begin their own action researches with technical assistance.



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## Financial Report

<b>A. Supplies and Materials</b>						
Activity	Item	Unit	Quantity	Estimated Cost	Total	ACTUAL COST
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	250.00	2,500.00	2,500.00
	A4 Folder Tag Board with Fastener	Pc	20	10.00	200.00	200.00
	Printer Ink Black	bottle	5	300.00	1,500.00	1,500.00
	Printer Ink Cyan	bottle	2	300.00	600.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00	600.00
	USB Flash Drive	Pc	1	1,000.00	1,000.00	1,000.00
	Plastic cover (Gauge 3)	Roll	1	1,200.00	1,200.00	1,200.00
	Plywood (4x8)	Pcs	1	650.00	650.00	650.00
	Tarpaulin (4x8)	Roll	1	600.00	600.00	600.00
<b>B. Domestic Travel Expenses</b>						
Submission of deliverables- First Tranche with wet signatures	Courier		1	300.00	300.00	300.00
<b>C. Food and other incurred expenses during the conduct of research</b>						
Validation of Pretest and Posttest Materials	Meal and snacks of Evaluation Team	pax	5	500	2,500.00	2,500.00
Implementation of the intervention	Snack of Learners/Participants (Control and Experimental Group)	pax	54	100	5,400.00	5,400.00
<b>D. Reproduction, Printing, and Binding Cost</b>						
<b>E. Communication Expenses for the Implementation / Conduct of the Study</b>						
Implementation of the Study – Data Gathering/Collection, Preparation and Submission of Research Papers and other documents.	Cellphone and Internet Load	Card	6	1,000.00	6,000.00	6,000.00
<b>F. Other Expenses</b>						
					<b>23,650.00</b>	<b>23,650.00</b>

Prepared by:

**KENNY M. MONAYAO**  
Grantee