



ENHANCING VOCABULARY SKILLS TO IMPROVE READING COMPREHENSION OF GRADE 6 LEARNERS USING EDUCATIONAL VIDEO PRESENTATION (EVP)

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***“Enhancing Vocabulary Skills to Improve Reading Comprehension of Grade 6
Learners Using Educational Video Presentation (EVP)”***

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ABSTRACT

This study was conducted to find out the significant improvement in the vocabulary skills of 5 learners after using Educational Video Presentation (EVP). The 5 learners were purposively selected which consists of grade six learners of Bunawan Aplaya Elementary School. The participants were identified purposively through the Phil-Iri Assessment who had performed least among all other instructional reader. The study used classroom-based action research design. The data gathered were analyzed and presented in graphs. After conducting the intervention, the result shows that there was significant difference in the reading comprehension after enhancing the vocabulary skills of the learners using the Educational Video Presentation. The impact of using educational videos in this time of pandemic is undoubtedly helpful for both the teacher and the learners despite the distance. The videos served as a bridge to continue learning despite having no face-to-face classes. Indeed, adaptation of Educational Video Presentation Strategy as a learning intervention is recommended in improving the vocabulary skills of the learners.

Keywords: educational video, vocabulary skills, comprehension skill

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Last but not the least I would also like to thank all my friends, family members for encouraging and supporting me whenever I needed them. To the almighty Father for His grace and provisions.

CONTEXT AND RATIONALE

The outbreak of COVID-19 had caused many schools across the world to close. Despite the needs of the learners to attend school and learn they had been advised to stay at home. This disruption of classes had been concerning, as it will inevitably lead to negative effects that will impede the learners' growth and development.

From the data reported by UNICEF, due to school closures taken to control the spread of COVID'19, more than 1 billion students were at risk. This information resulted in education's sudden changes. The use of digital platforms in many parts of the globe had significantly surged. The use of technology such as Google Meet, Facebook, Messenger, Zoom, YouTube videos and all other platforms had been widely used in online classes as one of the alternatives to continuing education and enhancing vocabulary skills during the pandemic. In the study made in Jordan by (Al-Ameri, A.M., & Rababah, L.M., 2020) the results revealed that students' capacity to learn new vocabulary has improved while using YouTube videos, and that technology had a positive impact on learning development.

Developing vocabulary is very important. It is one of the factors in language that has a great impact on understanding a text. But, because of the pandemic, improving vocabulary becomes crucial as there was no face-to-face class. In the Philippines, since English is not our native language, teachers put extra effort into continuing vocabulary enhancement despite distance learning. Different trainings and webinars were conducted to introduce the teachers to the integration of technology into our classes. This innovation creates opportunities for all teachers to broaden their knowledge, abilities, and strategies in teaching. The training gained during webinars was useful in making videos and other presentations during the conduct of the lessons. Despite the challenges that teachers face, they continued to build up new teaching techniques to find new ways to connect with learners.

Since everything was changing so rapidly, everyone needed to improve their computer literacy. Though in my class we are using modules, I still used laptops and Android phones to send videos, disseminate information and keep track of learners' progress in our group chat.

As for me being a Grade VI adviser, I found that utilizing technology was really beneficial, especially now that learners and teachers don't see each other physically. But, even if there was

no face-to-face class, there was still a need to address the problems that I noticed during the process of learning.

During my observation, I was struck by how little these learners understood the text. I observed that they just simply read without paying attention to what they are reading. As a result, learners were unable to comprehend the text's content. Their inability to understand simple vocabulary made me anxious and upset.

In my curiosity, I found out that I have five learners who seriously need special attention. One is a male, while the other four are females. I conducted an investigation by checking their old records in English from form 137-e and even asked their previous teachers about their academic performances. I also took the initiative to set up interviews with these learners via messenger, video calls and home visitation and discovered that the majority of the words in the passage were unfamiliar to them, no matter how simple or common the words are. For that reason, I was challenged to improve the vocabulary skills of my five learners. Not all strategies were suited to my learners' needs. That is why a lot of differentiated instructions were applied to see good results, and one of these was sending educational videos to my learners.

One of the benefits of using video in class was its ability to excite learners. Many students found watching a video was similar to trying a new flavor while learning a lesson. It created a sense of curiosity and excitement that anyone could easily hook their attention. According to (Grathia, 2017) students could be motivated to learn more words by watching English videos. It also made the learning process more engaging, created a fresh environment, and inspired kids to want to learn English.

Learning a foreign language is undeniably not an easy task. My students struggled to understand the paragraphs no matter how many times they read them. When I tried to reflect on it, I realized that they don't have any urge to learn a foreign language because they think it is not useful to them since they are not using it at home. This has a negative impact on a learner's capacity to succeed because text comprehension is required in all subjects, especially when taking tests and exams.

INNOVATIONS, INTERVENTIONS AND STRATEGY

To assess the problem with my learners, I used an intervention that encouraged them to keep looking for new terms to add to their vocabulary. This intervention was done by sending different educational videos that introduce new words. The video also provided different sets of examples in sentence construction to demonstrate proper usage of new vocabulary. This intervention is ideal in our situation since we did not have a face-to-face class.

The process of enhancing the vocabulary skills of the learners was done through the following steps: First, know the target learners for this intervention. To identify the respondents of this study, the researcher must first conduct a reading assessment in PHIL-IRI. Those learners at independent and frustration level were excluded from the choices of respondents. Independent readers were also excluded from becoming respondents because they had already developed an understanding of the text. On the other hand, the readers at the frustration level were also not selected because they did not fit the intervention. They had different needs that require another teaching strategy since they were still struggling to read. This intervention was only appropriate for readers at the instructional level. From this, I picked out five learners who performed the least in their academic performances and had gadgets to view the videos. The presence of gadgets was essential in this study since the intervention used technology to enhance vocabulary skills.

Second, I used a reading material from PHIL-IRI and presented it to the parents, asking them to allow the learners to encircle the terms that were most unfamiliar to them. The purpose of allowing learners to select unfamiliar words on their own was to let learners learn how to recognize unfamiliar words and become word-aware. On the researcher's perspective, this process also avoided biases in choosing the word because it was the learners who chose the word. Not all terms that were simple to us are likewise simple to the learners; what we considered to be simple might have been difficult for them.

After the respondents had completed their work, the returned materials were gathered to determine the top ten most unfamiliar words. The words collected were the basis for making a pretest tool. The pretest tool was done before applying the intervention, and the respondents were the five selected learners.

After conducting the pretest, the researcher could now proceed to the implementation of the intervention, which was the Educational Video Presentation (EVP). The video contained unfamiliar words and their definitions. This video showed examples of how words were used in a sentence. The video also contained activities for them to interact with and practice what they had learned. There were three custom-made videos. The first two videos introduced three new words per video, and the third video introduced four new words to round out the ten new words that learners identified as unfamiliar. This process was done in three sessions, with one video per session. At the end of every session, the videos were posted on our Facebook page and group chat messenger. Learners were urged to keep watching the videos until they gained mastery of the words. As stated by (Cox, 2019), learners required multiple exposures to a term before fully comprehending it. The more times learners hear a word, the more likely they were to recall it.

Lastly, when all the sessions were done and they had already understood the meaning and proper usage of the words, the researcher administered the posttest. The result of the posttest was used to determine the outcome of the intervention being conducted.

The use of educational videos as a medium in building learners' vocabulary skills was very ideal and doable in the current situation. The use of this Educational Video Presentation (EVP) was anchored to the study of Ellyah Grathia, which recommends English video to improve students' vocabulary. Despite having distance learning, we could keep in touch with our learners by sending videos to them. We could continue to keep track of our learners and monitor their progress. The process of enhancing their vocabulary never stops. By sending videos, learners could watch them more often at anytime and anywhere they were. (Umayam, 2018) Students could view a video as many times as they need in order to absorb and remember information. Video also enabled the spread of educational knowledge to classrooms all over the world. Indeed, showing videos to my learners were more effective than using conventional methods in improving learners' ability to accumulate new vocabulary. The meanings of the unfamiliar words were clearly presented because of the educational videos. The educational video also motivated learners to actively engage in the lesson. According to study made by (Almuslamani, H.A.I, Nassar, I.A., & Mahdi, O.R., 2020) the findings showed that using educational videos in the classroom had a direct and beneficial impact on learners' involvement. The videos caused learners to be inspired to participate passively by taking notes, sitting quietly, and paying attention to the teacher.

According to (Kenny, 2017) readers will not be able to understand what they were reading if they don't know the meaning of the word. Therefore, we need a lot of vocabulary to fully absorb the text and be able to speak clearly without having trouble expressing ourselves, and this Educational Video Presentation is one way to help learners.

Despite the distance caused by the pandemic, teachers were impressed and grateful for the advancement of technology. It gave a great deal of support and comfort to many teachers and learners. It enabled teachers to communicate with the learners and disseminate information easily. Even in this study, I can come up with a solution despite the distance. It was incredible to be able to use technology to connect with my learners' vocabulary issues. Others would also agree that increasing vocabulary abilities is important for improving reading comprehension, and the rise of technology was one big factor to achieve it.

ACTION RESEARCH QUESTION

The problem of this action research is stated as follows:

How can I enhance the vocabulary skills of my Grade VI learners in order to improve their reading comprehension?

The problem was at my utmost consideration because if it remains untreated, it can affect learners' performance in school. Also, if poor vocabulary skills were not enhanced, performance at the next grade level will also be affected.

After having conducted our baseline vocabulary assessment, I found out that there were five learners, composed of a male and four females, having difficulty with reading comprehension. As a result, their learning and academic performance were greatly affected because they could hardly understand the text. Among the five specified learners, there was a need to develop vocabulary skills to improve reading comprehension.

ACTION RESEARCH METHOD:

I utilized action research in my study to help me understand what is happening in my classroom and identify changes that improve teaching and learning. Action research will help me

answer specific instructional strategies to utilize in my teaching, to improve the performance of my students, and to improve my classroom management techniques.

A. PARTICIPANTS AND/OR OTHER SOURCES OF DATA AND INFORMATION

This action research was conducted mainly to enhance the vocabulary skills of the five learners to improve their reading comprehension. The purpose of addressing this problem was to help learners understand the text. In theory, if all learners were to build good vocabulary skills, then understanding the text will not be as hard as it is. However, since there is pandemic crisis, this study utilized the use of technology to display and disseminate an educational video presentation. The five learners were carefully selected using purposive sampling. The criteria of respondents are the following:

Reader at instructional level during the assessment in PHIL-IRI. This intervention is appropriate for learners at the instructional level because independent reader have developed an understanding of the text while the reader at frustration level needs a different strategy since they are struggling to read.

Performed least among other instructional reader. Learners who performed poorly in English and in other academic subjects were the appropriate participants of this study.

Has a gadget to use. The presence of gadgets was essential in this study since the intervention used different video presentations. It could only be accessible if the respondents had android phones, laptops or computers.

In this regard, only the learner described as the research participants were involved. However, the intervention was applied to all learners in the class, but the focus of this action research was only the five Grade Six learners who qualified in the criteria. I also utilized a teacher-made test, background checking from their previous teachers and as well as digging up the learners' records like DepEd form 137-E. Lastly, the study was conducted at the period of first and second quarter.

B. DATA GATHERING METHODS

Prior to the conduct of the study, the researcher had conducted the following steps to gather data:

First, **letter to the principal**. The researcher had submitted a formal letter to the office of the school principal asking permission to conduct a classroom-based action research. Second, **Orientation to parents and teachers**. Parents were informed to give access on personal information of the learners during the study and teachers to give feedbacks on learners' performances and academic result for references. Next, **Conduct interviews**. The individual assessment scores of learners were observed during the study to see the mood of the learners towards the lesson and conducted interviews to know their sentiments and problems in understanding the text and other academic performances. Then, **Survey questionnaire**. Prior to the conduct of pretest assessment, the researcher had undergone home visit and disseminated a survey tool using reading material from Phil-Iri to collect the most unfamiliar words found in the observation tool. Lastly, **Administer Pretest and Posttest**. To determine if there was a significant difference in the study, the pretest tool was conducted before the implementation of the intervention to see level of understanding of the learners then after the implementation, posttest was administered then to see if the variables had made a difference.

In this action research, the researcher made sure that the intervention did not cause any harm to anybody in the classroom. An informed consent was secured at the onset and the data and information gathered was treated with utmost confidentiality.

C. DATA ANALYSIS

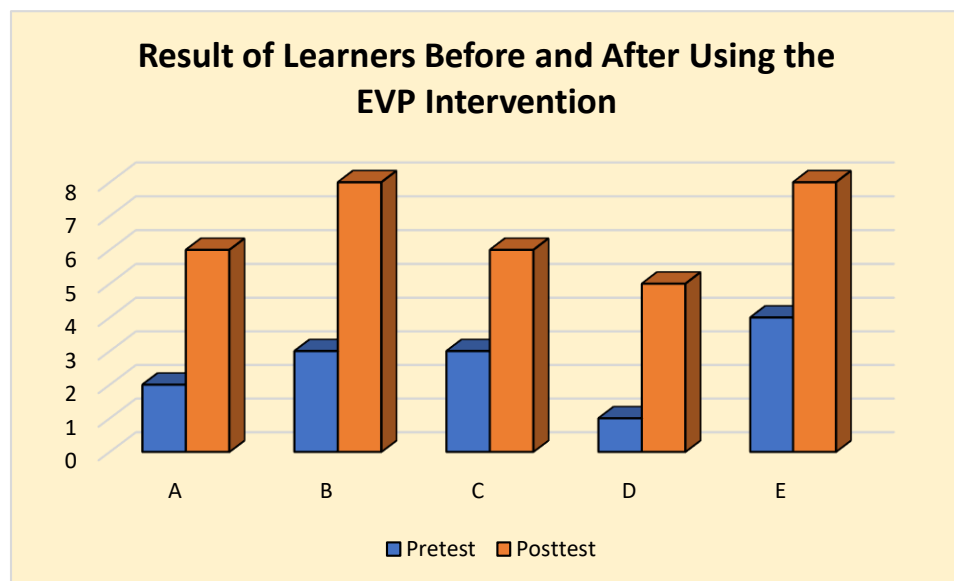
The information gathered was initially sorted and organized. The information was then summarized and interpreted in both text and graphic form. To display the pretest and posttest results, the data was presented in graphical format. The data for

the pretest and posttest was obtained from the same group of respondents and was compared and examined to see if there was a significant difference in the pretest and posttest scores. If the posttest data indicates a considerable increase over the pretest result, then the intervention was successful; however, if the data show no difference, then the intervention was unsuccessful.

DISCUSSION OF RESULTS AND REFLECTION

This section presents the data gathered after applying the research-based intervention using Educational Video Presentation (EVP) in English class. The researcher used a descriptive quantitative method. It aims to describe the effectiveness of using Educational Video Presentation in addressing the poor vocabulary skills of learners in English language.

Table 1.1 Result of Learners Before and After Using the EVP Intervention



Key Findings:

Table 1.1 shows that learner A scored four (4) points higher than his pretest score, learner B scored five (5) points higher after being exposed to the intervention, student C scored three (3) points greater than his pretest, student D has four (4) points increase in his posttest and student E

had increased four (4) points higher than the pretest score. Based on the result all learners showed significant increase in their posttests scores after exposing them to the Educational Video Presentation Strategy.

The findings indicate that students comprehend well after being exposed to Educational Video Presentation. It is an attestation of the study conducted by (Haslida, 2019) that English video can improve students' vocabulary mastery and that the students also have positive opinion on how helpful and interesting this technique is to learn vocabulary.

REFLECTION

In this study, the researcher found that using Educational Video Presentation (EVP) the learners who were having trouble in understanding the text due to poor vocabulary skills may be improved. Also, learners were found to be interested, interactive and focused while watching and listening to the presented videos. The active participation of the learners showed positive effect on their performances in class, indicating that the contents were helpful for them. This research had shown that learners became motivated to gain new vocabularies with English language because of the clear and comprehensive representations of educational videos. The anxiety of building vocabulary skills had been found to be reduced using educational videos.

Moreover, the use of EVP was not just a strategy to enhance vocabulary skills but also an intervention to keep track on learners despite having no face-to-face classes. The EVP served as a tool to guide learners on better understanding the text as if they were still having a class with their teacher. They could freely watch the videos multiple times to regain mastery of the lesson anytime and anywhere they were. Indeed, with EVP learning never stops.

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PLANS FOR DISSEMINATION AND UTILIZATION (ACTION PLAN)

This action research was mainly conducted to improve the vocabulary skills of the learners through the Educational Video Presentation in relation to their poor performance in reading comprehension. Following the approval of this action research, the results and findings of the study will be presented to the school head, teachers, parents, learners, and other stakeholders at a parent-teacher meeting to gather more thoughts and ideas for the improvement of the learner's educative process.

Also, the researcher will then get permission from the district supervisor and the school principal to hold a training or SLAC session to instruct teachers on how to apply the recommended intervention in order to institutionalize the implementation of the study. This training will help teachers to overcome the problem with reading comprehension by increasing the learner's vocabulary. For the learners, they will be able to develop their vocabulary and become word-conscious as they motivate themselves to acquire more vocabulary.

Thus, the results and findings of this study will also be included in the School Improvement Plan (SIP) to be part of the practices of the school. The allocation of the budget will also help in the mobilization of the intervention.

Furthermore, the effectiveness of the intervention, Educational Video Presentation, may also be used and adapted by the teachers in other subject areas innovatively for further result and study.

APPENDIX A: PHIL IRI TOOL

OBSERVATION TOOL
Grade 6 – Reading Material
S.Y. 2021 -2022

NAME: _____ Grade Level: _____
SCHOOL: _____

INSTRUCTION: Read the following short passages and encircle the unfamiliar words that you encountered while reading the passages taken from the PHIL-IRI.

Passage 1

The Philippine Eagle

I The Philippine Eagle has replaced the maya as our national bird. It is one of the three largest and strongest eagles in the world. But it is in danger of extinction. Hunting and deforestation have caused the number of Philippine Eagles to dwindle. Scientists have tried to increase their number by breeding them in captivity. The first eagle to be bred in captivity is ~~Pag-asa~~. At 25 years old, ~~Pag-asa~~ is not yet suited to be released to the wild as she has developed dependency on her human keeper.

Passage 2

Home to Millions of Fish

Coral reefs are found in shallow areas of tropical ocean waters. They are like beautiful underground gardens that grow in salty waters. Millions of fish and sea plants make their home in the reefs as these provide a safe sanctuary for them. They allow small fish to hide from large predator fish.

But many coral reefs are in trouble. Water pollution is destroying many reefs. Tourism likewise harms them. If reefs are damaged, we will lose many of our most beautiful fish.

Passage 3

Chameleons

Chameleons are extraordinary animals. They are one of the few animals that can change their color. This is their way of hiding themselves. Chameleons that live in trees are often green. Those that live in desert lands are usually brown.

It is also their way of keeping warm. Turning a darker shade helps them absorb more heat. They also change colors to send messages to other chameleons. Their bright colors may attract another chameleon or warn enemies.

APPENDIX B: FINANCIAL REPORT

		KAGAWARAN NG EDUKASION REHIYON XI SANGAY NG LUNGSOD NG DABAW LUNGSOD NG DABAW				
		BUNAWAN DISTRICT BUNAWAN APLAYA ELEMENTARY SCHOOL				
		REPORT OF DISBURSEMENTS				
Description/ Purpose	Date	Reference Number	Payee	Nature of Payment	Amount	
MOA Signing and Submission	21/09/2021	2252	IRA C. CALATRAYA	Notarized Fee	350	
	21/09/2021	RER 1	Arnel L. Ybanez	Transportation (Bunawan to Division)		
				Transportation to the Attorneys Office	1000	
	21/09/2021	000001	Marg Grace Flores	Transportation (Davao to Panabo)		
	21/09/2021	2258	Krista Mae C. Balino	Snacks	300	
Orientation to Teachers and Parent		RER 2	Vinnessa D. Lincaro	Meals	500	
	04/10/2021	RER 3	Manuela A. Magayon	Communication Load (SUN)	500	
	04/10/2021	000014	Arnel S. Lebante	Snacks	1,000.00	
	12/10/2021	RER 4	Vinnessa D. Lincaro	Paper, Folder and Pen	772.00	
	15/10/2021	RER 5	Arnel L. Ybanez	Load for learners	500.00	
Preparation and Reproduction of Materials				Transportation for Home Visitation	500	
				(Distribution of Survey Tool)		
	18/10/2021	RER 6	Arnel L. Ybanez	Transportation for Home Visitation	500.00	
				(Distribution of Pretest Tool)		
	20/10/2021	RER 7	Vinnessa D. Lincaro	Load for learners	500.00	
The Conduct of the Intervention	17/11/2021	RER 8	Vinnessa D. Lincaro	Load for learners	500.00	
	19/11/2021	385100	Octagon Computer Superstore	ink (Brother J100)	1,560.00	
	19/11/2021	2268	Krista Mae C. Balino	meals	500.00	
	19/11/2021	000025	John Dale S. Yap	transportation	500.00	
	01/12/2021	RER 9	Vinnessa D. Lincaro	Load for learners	500.00	
Data Gathering and Encoding	02/12/2021	RER 10	Arnel L. Ybanez	Transportation for Home Visitation	600.00	
				(Distribution of Posttest Tool)		
	03/12/2021	RER 11	Manuela A. Magayon	Snacks	600.00	
	12/12/2021	079537	EZ GAB CORPORATION	Meals	1,026.00	
	12/12/2021	000030	John Dale S. Yap	Transportation	500.00	
Data Analysis	12/12/2021	RER 12	Vinnessa D. Lincaro	Communication Load	500.00	
	18/12/2021	000442	PAYPAY'S FOOD HOUSE	Meals & Snacks	4,500.00	
	26/12/2021	000691	GREAT BLESSINGS STORE	Bondpapers, Envelope	495.00	
	26/12/2021	2270	Manuela A. Magayon	Snacks	250.00	
	26/12/2021	2271	Manuela A. Magayon	Meals	450.00	
Packaging of the full Blown Research Paper	26/12/2021	000631	BENKING SPACE RENTAL AND PHOTOCOPIER	Rewritable DVDs & Case	600.00	
	26/12/2021	81707	ULTRIUM CORPORATION	ink (Brother J100)	3,360.00	
	26/12/2021	2273	John Dale S. Yap	Purchase Transportation (Panabo to Davao)	600.00	
	27/12/2021	00023203	Idjamin Abutazil	Transportation (Panabo to Davao)	643.00	
	27/12/2021	0452	SND FOODS INTERNATIONAL, INC.	Snacks	256.00	
	27/12/2021	000252	X-TINE'S PRINTING SERVICES	Hardbound, Softbound & Printing	2,050.00	
	27/12/2021	00014251	ACLA'S ILLY TAXI	TRANSPORTATION TO REGION OFFICE	63.5	
	27/12/2021	0011353	HAPPY THOUGHTS DINER	Meals & Snacks	3682	
					P 30,157.50	