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## ISKRAMBULANAY: AS A TOOL FOR VOCABULARY IMPROVEMENT OF GRADE 7 STUDENTS

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### ABSTRACT

This study was conducted to determine the significant difference between pre-test and post-test after utilizing iskrambulanay activities responded by seventy- four Grade 7 students of Pedro Guevara Memorial National High School. This action research follows the order of questions enumerated in the action research question namely: the level of mastery of the Grade 7 learners before and after using iskrambulanay activities; and the significant difference between the pre-test and post-test scores of the learners after utilizing iskrambulanay activities. Based on the data gathered, the level of mastery of Grade 7 learners before using the iskrambulanay activities rated as moving towards mastery; and the level of mastery of Grade 7 learners after using the iskrambulanay activities rated as Closely approximating mastery. Additionally, the results revealed that the pre-test scores of the learners had a significant difference from the post-test scores of the learners using iskrambulanay activities. As a result of the aforementioned findings and conclusion, the researcher recommended the student continue to cooperate and actively participate while the teacher discusses the lesson for them to do better in class and have a good grade. Teachers may help students realize how important different activities are to improving their vocabulary.

**Keywords:** Iskrambulanay; Vocabulary words; Learners; pre and post-test

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## INTRODUCTION

In every school, Filipino subject was one of the five core subjects in Junior high schools. In this subject, students are taught about the essence of Filipino language and make everyone appreciate the subject. It highlights the importance of learning the native language and the use of the language. Also, students are taught on how to improve their abilities when it comes to copious vocabulary, writing poems, songs, stories and other forms of literature using the language. Learning vocabulary is very important part of learning a language. Students learn Filipino in order to enable them to communicate and understand. Learning vocabulary is largely about remembering and generally need to see, say and write newly learn words many times before they can be said to have learned them (Carten, 2007)

The framework of the Filipino Curriculum was based on the philosophical, legal and psychological bases Theories of the nature of language teaching and learning, philosophies of education and educational theories. The intended outcome of the learning area/program standard– “Naipamalas ng mag-aaral ang kakayahang komunikatibo, replektibo/ mapanuring pag-iisip at pagpapahalagang pagpanitikan sa pamamagitan ng iba’t ibang babasahin at teknolohiya tungo sa pagkakaroon ng pambansang pagkakakilanlan, kultural na literasi at patuloy na pagkatuto upang makaagapay sa mabilis na pagbabagong nagaganap sa daigdig”. These are the intended outcome s of Filipino teaching at each key stage in the whole stretch of the k-12 Curriculum guide.

However, when pandemic hit us, many students no longer appreciate and gain understanding of the subject. Correspondingly, students need to have a rich vocabulary that continually grows through language and literacy experiences, in order to comprehend and construct increasingly complex texts, and engage in oral language for a variety of social purposes.

Results from 3rd Quarter Diagnostic test given last February 13, 2023 show that the students’ knowledge was low after the abrupt school closure brought on by COVID-19. Based on the results, Grade 7 Ageratum MPS was 41.06% and Grade 7 Allysum MPS was 37.90%. Both Sections got also 0.00% in terms of Percent of Mastery Level.

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Gains in these skills were stronger in the last quarter of the school year 2021 – 2022, but not enough to recoup the loss students experienced in the pandemic period. There are evidences that the pandemic’s impact on learning among students in the earliest grades, showing distinct changes in the growth of basic reading skills during different time periods over the past year. (Fries, C. C. 2021).

Moreover, D.O #173 s. 2019 Education Leonor Briones urged schools to respond to Hamon: Bawat Bata Bumabasa (3B's initiative) by intensifying their advocacy for reading and by pledging commitment to make ever learner a reader. Teachers from Pedro Guevara Memorial National High School have been utilizing teaching strategies to improve reading comprehension skills and vocabulary enhancement activities. Indeed, focusing on vocabulary was useful for developing knowledge and skills in multiple aspects of language and literacy. The researcher found out that poor reading skills and no comprehension for the lower MPS result of 3rd Quarter diagnostic test. Additionally, reading is kind of gateway to the development of academic skills across all disciplines (Dominguez, 2021). Teaching vocabulary through ISKRAMBULANAY (jumbled letters) makes the students easy to memorize the words that found. The researcher manifest that creating activities using ISKRAMBULANAY (jumbled letters) can help the students to improve their literacy level about vocabulary words.

## **ACTION RESEARCH METHODS**

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

The study will utilize quantitative method research to find out the effectiveness of iskrambulanay activity as a strategy in reducing vocabulary learning difficulties of students. The respondents of the study will be the selected two sections from Grade 7 of Pedro Guevara Memorial National High School, in the school year 2022-2023. The researcher decided to choose the locale and the said institution as an immediate environment where access of data was greatly possible and observable. The random sampling technique will be used wherein it is a type of probability sampling where the researcher randomly selects a subset of participants

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from a population or subjects for addition in a study so as to make sure that the elements will have certain characteristics pertinent to the study.

## B. Data Gathering Methods

The researcher will randomly select the students who will get the low mastery in specific MELC competency. Also, the researcher will employ a pre-test and post-test to determine the effectiveness of the iskrambulanay activity as a strategy towards the improvement of vocabulary learning of the students. The iskrambulanay activity will be utilized as the main learning material to determine the effectiveness as prepared by the researcher. A letter will be secured from the school head, parents and respondents that will be conducted on the participants monitoring on MPS in Filipino 7 for Academic and Professional Purposes. Upon the approval of the concerned entities, the researchers will proceed to the post-test to evaluate their MPS through giving the summative test after undergoing the Iskrambulanay Activities; the researcher will conduct the summative test. The learners will read the instructions carefully then write the letter of their choice in the test paper. The learner submits the test paper with completed answer. The teacher checks the learners' answers and records their scores. This process goes on for a week. The data will then be analyzed and interpreted.

## C. Data Analysis Plan

The scores will be treated as the numerical representation of the pupils' mastery level. In order to determine their mastery level, the mean percentage score will be computed and the mastery level will be determined by where their mean percentage score fall using this scale provided by the DepEd Memorandum Order 160 series of 2012 (Department of Education, 2012):

Mean Percentage Score	Descriptive Equivalent
96-100%	Mastered
86-95%	Closely Approximating Mastery
66-85%	Moving Towards Mastery
35-65%	Average

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<b>15-34%</b>	Low
<b>5-14%</b>	Very Low
<b>0-4%</b>	Absolutely No Mastery

Furthermore, to determine if a significant difference existed, a paired t-test, also called t-test for two dependent samples, will be used.

A paired t-test compares two groups of data from the same sample. Commonly, paired t-test is used when there is a measurement taken at two different times (e.g., pre-test and post-test score with an intervention administered between the two time points), a measurement taken under two different conditions (e.g., completing a test under a “control” condition and an “experimental” condition) or measurements taken from two halves or sides of a subject or experimental unit (e.g., measuring hearing loss in a subject’s left and right ears) (Kent State University, n.d.). This statistical test was used to determine whether or not a significant difference between the pre-test and post-test after the intervention of iskrambulanay activities exists.

The following tables shows the pre-test and post-test scores of the pupils which will be used for the paired t-test.

<b>Student Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	5	8
2	5	8
3	6	10
4	4	9
5	6	8
6	7	10
7	8	10
8	3	10

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47	3	8
48	9	10
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## DISCUSSION OF RESULTS

Table 1. Level of mastery of the Grade 7 learners before and after using the iskrambulanay activities

Mean Percentage Score	Pre-test	%	Posttest	%	Descriptive Equivalent
96-100%	1	1.35	40	54.05	Mastered
86-95%	24	32.43	18	24.32	Closely Approximating Mastery
66-85%	24	32.43	16	21.62	Moving Towards Mastery
35-65%	20	27.03	0	0.00	Average
15-34%	4	5.41	0	0.00	Low
5-14%	1	1.35	0	0.00	Very Low
0-4%	0	0.00	0	0.00	Absolutely No Mastery
<b>Total</b>	<b>74</b>	<b>100</b>	<b>74</b>	<b>100</b>	
<b>Weighted Mean</b>	<b>7.04</b>			<b>9.32</b>	
<b>Lowest Score</b>	<b>1</b>			<b>8</b>	
<b>Highest Score</b>	<b>10</b>			<b>10</b>	
<b>Standard Deviation</b>	<b>2.064</b>			<b>0.813</b>	

Table 1 shows the level of mastery of the Grade 7 learners before and after using the iskrambulanay activities, for Pre-test, with a total of seventy-four respondents, the mean percentage score “86 to 95” and “66 to 85” receive the highest frequency of twenty-four (24) or 32.43% of the total respondents with descriptive equivalent of Closely Approximating Mastery and Moving Towards Mastery respectively. While, the mean percentage score “96 to 100” and “5 to 14” receive the lowest frequency of one (1) or 1.35% of the total respondents with descriptive equivalent of Mastered and Very Low respectively.

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With a (Weighted Mean = 7.04, SD = 2.064) at (Highest Score = 10, Lowest Score = 1) reveal that the level of mastery of the Grade 7 learners before using the iskrambulanay activities is Moving Towards Mastery.

For Post-test, with a total of seventy-four respondents, the mean percentage score "96 to 100" receive the highest frequency of forty (40) or 54.05% of the total respondents with descriptive equivalent of Mastered. While, the mean percentage score "66 to 85" receive the lowest frequency of sixteen (16) or 21.62% of the total respondents with descriptive equivalent of Moving Towards Mastery.

With a (Weighted Mean = 9.32, SD = 0.813) at (Highest Score = 10, Lowest Score = 8) reveal that the level of mastery of the Grade 7 learners after using the iskrambulanay activities is Closely Approximating Mastery. Similar to this "Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behaviour to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly." (Martinson and Chu 2008: 478)

**Table 2. Significant difference between the pre-test and post-test scores of the learners after utilizing iskrambulanay activities**

Test	Mean Score	Mean Difference	Computed t	Tabular t	p-value	Conclusion
Pre-Test	7.04	2.28	10.4291	1.6659	0.0000	Significant
Post-Test	9,32					

Table 2 presents the significant difference between the pre-test and post-test scores of the learners after utilizing iskrambulanay activities. The Pre-test scores of the learners was observed to have significant difference to the post-test scores of the learners after utilizing iskrambulanay activities. Furthermore, the computed t value of 10.4291 is greater than the

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critical t value of 1.6659 and the p-value obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant difference between the pre-test and post-test scores of the learners after utilizing iskrambulanay activities" is rejected, there is a difference between the pre-test and post-test scores after utilizing iskrambulanay activities. In parallel, Shivaraju et al. (2017) "Pre-test and post-test designs are widely used in behavioural research. The measurement of change provides a vehicle for assessing the impact of interventions". The use of a pre- and post-test instrument aided in the achievement of learning objectives with a better understanding, allowing students to begin to focus on the major themes that will be addressed.

## Summary and Conclusion

The purpose of this study was to determine the difference between the pre-test and post-test scores of the learners after utilizing iskrambulanay activities.

Specifically, this research paper follows the order of the questions enumerated in the action research problem, namely: the level of mastery of the Grade 7 learners before and after using the iskrambulanay activities; and the significant difference between the pre-test and post- test scores of the learners after utilizing iskrambulanay activities.

This study subjectively selected two sections from Grade 7 Pedro Guevara Memorial National High School. The research used quantitative method with the pre- test and post- test as a instrument in order to gather data together with the source of information for a specific interpretation of findings. The iskrambulanay activity will be utilized as the main learning material as prepared by the researcher.

To determine the level of mastery of Grade 7 learners before and after using the iskrambulanay activities, mean and standard deviation was used. However, to determine if a

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significant difference existed, a paired t-test will be used. Based on the data presented, analyzed, and interpreted, the following were the findings: The level of mastery of Grade 7 learners before using the iskrambulay activities has a (Weighted mean = 7.04, SD = 2.064) at (highest score – 10, Lowest Score = 1) and verbally interpreted as Moving Towards Mastery; The level of mastery of Grade 7 learners after using the iskrambulanay activities ha a (Weighted Mean = 9.32, SD = 0.813) at (Highest Score = 10, Lowest Score = 8) and verbally interpreted as Closely Approximating Mastery.

Additionally, the results revealed that the pre-test scores of the learners was observed to have significant difference to the post-test scores of the learners after using the iskrambulanay activities. Furthermore, the computed t value of 10.4291 is greater than the critical t value of 1.6659 and the p-value obtained were less than the significance alpha 0.05, hence there is a significance. Based on the summary of findings presented and data computed, the researcher formulated the conclusion to serve as the answer in their research problem and in order to decide whether to accept or reject the null hypothesis.

The research hypothesis which are indicates that "There is no significant difference between the pre-test and post-test scores of the learners after utilizing iskrambulanay activities" is rejected in this study. Therefore, there is a difference between the pre-test and post-test scores of the learners after utilizing iskrambulanay activities.

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