



Iloko Vocabulary Skills of Grade 3 Learners: Basis for a Vocabulary Enrichment Material

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Abstract: Years passed by when the Philippine education system was changed after the implementation of the K-12 curriculum which included the Mother Tongue with the aim to improve the quality of education. However, Filipino learners are still left behind as based in 2018 PISA report. The purpose of the study is to evaluate the Iloko vocabulary skills of Grade 3 learners during the school year 2021–2022. The respondents' knowledge of the Iloko language was evaluated using definitions, contextual cues, and direct translation. It covered the various elements influencing the respondents' Iloko language abilities. Learning resources, parental engagement, and learning styles were taken into consideration as result a vocabulary enrichment material was created. Teacher-made test was used as main instrument in gathering data on the vocabulary skills. Data on the vocabulary level, and significant relationships between components were computed using weighted mean, and simple correlation analysis. Findings revealed that the level of Iloko vocabulary skills of the learners is "Highly Proficient". Furthermore, the level of factors affecting Iloko vocabulary skills of the learners on learning styles and parental involvement is "Much Evident", while learning materials is only "Slightly Evident". Moreover, crafted Iloko vocabulary enrichment material is "Very High". As recommendation, learners must be exposed and be given the opportunity to study further the Iloko language to enhance their Iloko vocabulary skill. Creation of more learning materials in the development in Iloko vocabulary development must be done.

Keywords: Iloko, Vocabulary, Enrichment Material.

1. INTRODUCTION

Background of the Study

There have been concerns raised over the 2018 PISA report from the Organization for Economic Co-operation and Development (OECD), which revealed that Filipino students have the worst performance among 79 nations in the subjects of reading, mathematics, and science. The same survey also shows that more than 80% of pupils nationwide did not achieve the



required level of reading competence, which is the main cause of low performance across all study participants. The same research also highlights a noticeable decline in our students' academic performance from 2013 to 2019. From 358 in 2003 to 297 and 83 points now, there is a drop of 61 points (Besa, 2019).

The Basic Education K–12 curriculum was developed by the Department of Education with the goal of enhancing and improving the quality of education in the nation. The K–12 curriculum adaptation adds mother language instruction as a subject and a medium of instruction to several courses, especially in Kindergarten and Grades 1–3. Studies show that teaching in a student's mother tongue makes it much easier for them to read, expand their vocabulary, and comprehend the lesson's topics.

The present trend in educational systems around the world is a shift in language instruction. Such a program is being implemented in a singular way in the Philippines. In contrast to other nations, it is both a separate subject and a medium of instruction. This results in the rest of the area looking to the Philippines as an example for implementing Mother Tongue Based-Multilingual Education (MTB-MLE).

Several studies have shown that using students' mother tongue as the instruction medium, especially in the early grades, will improve their educational accomplishments. Contrarily, the use of a different language poses significant difficulties for schooling, including high drop-out rates, low educational performance, and a lack of classroom contact (Cruz, 2015).

According to the Department of Education's recognition of two important studies in DepEd Order No. 74 s. 2009 study titled "Institutionalizing Mother Tongue-Based Multilingual Education," students learn to read more quickly while doing so in their native tongue. Additionally, it has been observed that students who have mastered reading and writing in their native tongue pick up speaking, reading, and writing in their second and third languages more quickly than those who start out thinking in one of those languages. It has also been discovered that children who are taught to read and write in their first language do so more swiftly in terms of cognitive development and its impact on other academic areas.

These modifications to our educational system have been put into place over time. Having stated that, did the mother tongue adaptation in our educational system produce the desired results? Does it raise the standard of instruction? If so, does it represent the type of students that the teachers are now turning out? Do our students have sufficient vocabulary to help them comprehend the subjects being taught?

These inquiries led the researcher to analyze the Grade 3 learners as to their Iloko vocabulary skill.

Objectives

This study aimed to determine the Iloko vocabulary skills of Grade 3 pupils. It sought answers to determine the level of Iloko Vocabulary Skill of Grade 3 learners along definition, contextual clues, and direct translation. It also determined the level of factors affecting Iloko Vocabulary



Skill. Significant relationship between the level of Iloko Vocabulary Skills of Grade 3 learners and the level of factors affecting the vocabulary skills and to determine the level of validity of the proposed Vocabulary Enrichment Material.

Hypothesis

There is a significant relationship between the level of Iloko Vocabulary Skills of Grade 3 learners and the level of factors affecting the vocabulary skills.

Limitations of the Study

This study is focused on the assessment of the Iloko Vocabulary Skills of the Grade 3 learners as basis in formulating Vocabulary Enrichment Material. Moreover, this study determined the level of factors affecting the Iloko Vocabulary Skills in terms of learning style, parental involvement, and learning materials. In addition, significant relationship between the level of Iloko Vocabulary Skills of Grade 3 learners and the level of factors affecting the vocabulary skills was conducted. A Vocabulary Enrichment Material in Iloko Language created based on the findings of the study.

Framework of the Study

The Schema Theory is a significant theory that is relevant to this study. It discusses prior knowledge because it is interested in how the brain organizes knowledge. It draws from experience and is applied to comprehend current behavior.

Additionally, students with little schemas or past knowledge may struggle to acquire new terms. When deciding how to teach the students the proper vocabulary, it must be considered. It has been demonstrated that insufficient reading is frequently associated with the inability to learn new words (Price, 2009).

The Stanovich Theory's Matthew Effect premise, which is concerned with vocabulary acquisition, served as other guiding principle. It is stated that students who struggle with reading do so because there aren't enough vocabulary-building activities. The learners' spoken and written vocabulary suffers as a result. As a result, students with little exposure to words have low vocabulary levels (Price, 2009).

This study is also supported by the Jean Piaget-proposed Cognitive Learning Theory. This idea is mostly used to comprehend how humans learn languages, whether they are their first or second. It has also been built on the foundation that learning new ideas, developing cognitive skills, and creating one's own mental image are essential.

The B.F. Skinner theory of language learning is another foundation for this work. The environment has an impact on how people learn languages, according to Skinner. He continued by saying that youngsters can learn language via behaviorist reinforcement concepts. When a child learns the importance of words and phrases, positive reinforcement should be used to encourage learning.



Review of Related Literature

Vocabulary Skills

Calixihan (2007) as quoted by Tavera et al, (2020) vocabulary skills need to be honed because they are a tool that can be used to succeed, A person's capacity to comprehend and grasp the meaning of what is being read is strengthened by having a large vocabulary. Additionally, fewer times are needed to simply look up a word's definition in a dictionary to understand what is being read. Having said that, students who are exposed to a variety of learning opportunities have better environments in which to expand their vocabulary.

Mother Tongue in Vocabulary Skills

The DepEd Order No. 74 s. 2009 included the adaptation and implementation of mother tongue into the educational system. As a result, students who are taught to read and write in their native language do so more rapidly and readily acquire the desired abilities.

In fact, a diagnostic test on the vocabulary development of Grade 1 students in Mother Tongue reveals that overall, the students received an "average" rating, with 76 percent of respondents receiving a score of 5 to 9 out of 14 questions, indicating significant progress in the Mother Tongue implementation. Therefore, it was still advised that further efforts be made to increase learner vocabulary growth and demonstrate mastery of the necessary skills or competencies (Cruz, 2015).

Iloko Language Proficiency

Cruz (2015) claims that some dialects and languages are utilized to supplement learning one's native tongue. Accessories refers to a way to better understand topics in one's mother tongue. It is evident from this that roughly 20.54% of the respondents utilized Iloko as a supplemental tool to explain challenging ideas. In comparison to Filipino, this is used by roughly 54.79% of respondents. This could imply that some terms are difficult for learners to understand, which prompts the employment of other dialects to further clarify it.

According to Malana (2018) it has been discovered that Ilocanos have a larger propensity to transfer L1 rules to L2, especially in intonation. This demonstrates that the Iloko language has a clear influence on the acquisition of L2.

Enrichment Material

Ambat (2021) claims that strategic intervention or enrichment materials are useful in enhancing students' academic performance and vocabulary skills. The learners' academic performance has significantly improved, going from a pre-test score of 76.42% to a post-test score of 86.24%. Additionally, there is clear progress in the students' language skills thanks to the strategic intervention or enrichment materials, which enhances their academic performance and helps them master the course under discussion.

The findings corroborated Hogan (2000) and Woodward (2004), hypothesizes that intervention or enrichment materials significantly improve conceptual learning. Additionally, it has been suggested that intervention tools for other disciplines be developed to help students' language skills (Ambat, 2021).



2. METHODS

The research is quantitative and uses developmental, descriptive, and correlational designs. Calmorin (2003) asserts that the descriptive approach of research is effective for learning about the current situation. The level of Iloko vocabulary skills of Grade 3 learners and the level of factors affecting the vocabulary skills were correlated using the correlational method. The formulation of a vocabulary enrichment resource necessitated the usage of the developmental technique.

Population and Locale of the Study

The study was conducted in an elementary school in the Schools Division of Candon City which included 68 learners from the three sections of Grade 3 as the sample respondents during the S.Y. 2021-2022.

Data Gathering Procedure

A teacher made test was formulated and used as main instrument in gathering data on the vocabulary skills. Separate part dealt on the factors affecting the Iloko vocabulary skills. Mainly, it dealt with a) learning styles, b) parenting involvement and c) learning materials.

Treatment of Data/ Data Analysis

Data gathered were analyzed using the and percentage, weighted mean, and simple correlation analysis.

3. RESULTS AND DISCUSSION

Level of Iloko Vocabulary Skill of Grade 3 learners along definition, contextual clues, and direct translation.

Range of Scores	F		%
a. Definition			
9-10	13		19.12
7-8	29		42.65
5-6	19		27.94
3-4	7		10.29
1-2	0		0
Mean		6.91	
Descriptive Rating		HP	
b. Contextual Clues			
9-10	19		27.94
7-8	20		29.41
5-6	20		29.41
3-4	5		7.35
1-2	4		5.88



Mean		6.79	
Descriptive Rating		HP	
c. Direct Translation			
9-10	30		44.12
7-8	16		23.53
5-6	11		16.18
3-4	5		7.35
1-2	6		8.82
Mean		7.19	
Descriptive Rating		HP	

In Terms of Definition

29 respondents from grade 3 (42.6%) had a score between 7 and 8. 7.29%, or 7 students, received a score of 3 to 4. The grade 3 respondents are "Highly Proficient" when it comes to determining the meaning of an Iloko word using definition, according to the overall mean of 6.91.

According to research on vocabulary growth in learners, direct vocabulary learning has a substantial impact. For this reason, structured reviewing procedures and the use of mechanical techniques are useful tools for enhancing a learner's vocabulary skills (Naeini et al., 2015).

In Terms of Contextual Clues

There were 4 respondents (or 5.88%) who had scores between 1 and 2, and 5 (or 7.35%) who received scores between 3 and 5. It is also clear that 19 people, or 27.94%, received the highest score, which ranges from 9 to 10. This gives them a descriptive rating of "Highly Proficient" and an overall mean of 6.79. The respondents need to improve in this category as it is the lowest of the three.

Additionally, Ither (2015) pointed out in his article that students who have trouble understanding what they are reading would probably do better with the use of context cues. Having said that, a student's vocabulary determines their capacity to infer meaning from surrounding cues. Contextual inference is crucial to undo the harm caused by inadequate vocabulary knowledge.

In Terms of Direct Translation

Nearly half of the respondents (30 or 44.12%) received the highest score between 9 and 10 for the direct translation section. 16 people, or 23.53%, received a score between 7 and 8. Only 6 or 8.82% of respondents received a score between 3 and 4 as well.

The overall mean for this dimension is 7.19, the highest among the three dimensions, with a descriptor grade of "Highly Proficient." The respondents are performing well in straight translation, according to this. This shows that the students have a large vocabulary in both the Filipino and English that are spoken in class. Since they can translate it into other languages, this shows that the learners have a solid foundation in the language. This may be explained by



the prior statement that the learners' exposure to the language beginning in kindergarten helped them achieve notable results.

(Cruz, 2015) claims that some dialects and languages are utilized to supplement learning one's native tongue. Accessories refers to a way to better understand topics in one's mother tongue. This could imply that some terms are difficult for learners to understand, which prompts the employment of other dialects to further clarify it.

Level of Factors affecting Iloko Vocabulary Skill.

Learning Styles.

	ITEMS	Mean	DE
1	I remember best by listening to a lecture that includes information, explanations, and discussions.	4.46	VME
2	I prefer to see information written on the board and supplemented by visual aids and assigned readings.	4.01	ME
3	I prefer obtaining information about an interesting subject by reading about it.	3.75	ME
4	I like to write things down or take notes for visual review.	3.53	ME
5	I prefer obtaining information about the subject by reading about it on my own.	3.37	MDE
	OVERALL RATING	3.82	ME

Legend: 4.20 – 5.00 Very Much Evident (VME)

3.40 – 4.19 Much Evident (ME)

2.60 - 3.39 Moderately Evident (MDE)

Students generally rate their learning styles at a 3. "Much Evident" would apply to test result 82. It is obvious that item 1 has the highest mean of 4.46 and the adjective "Very Much Evident" to describe it. This indicates that most students retain material best when they attend a lecture that incorporates facts, explanations, and discussions. Additionally, it was discovered that students prefer other methods of information acquisition less than reading alone because the subject has a mean of 3.37, which is "Much Evident."

This suggests that the respondents are a mix of visual and audio learners. Every learner has a different learning style, and teachers need to be aware of this because it's important for motivating and engaging students. Additionally, the teacher's supervision is still essential. Furthermore, the teaching strategy that is employed affects the learners' vocabulary growth. The learner's preferred method of learning must be taken into account in order to speed up vocabulary word acquisition. Having stated that, educators and others concerned with a child's vocabulary development must pay attention to the learner's chosen learning method and build a strategy based on it (Fu, 2009).



Parental Involvement.

	ITEMS	Mean	DE
1	My parents collaborate with my teacher in my Iloko vocabulary development.	4.16	ME
2	My parents apply practices and routines at home that show enrich vocabulary skills.	3.96	ME
3	My parents devote time to collaborate with my teacher regarding important things that can affect my learning and progress particularly on Mother Tongue.	3.82	ME
4	My parents have open and clear communication with my teacher regarding the learning expectations and outcomes.	3.82	ME
5	My parents assure that I have comfortable place to learn at home.	4.18	ME
	OVERALL RATING	3.99	ME

Legend: 3.40 – 4.19 Much Evident (ME)

3.99 mean, which is classified as "Much Evident" in terms of parental participation, may be noticed. This indicates that parents actively contribute to their children's Iloko vocabulary growth. Parents ensure that their kids have a comfortable learning environment at home, as can be observed in item 5 with a mean of 4.18 and a "Much Evident" response. The parents work along with the teacher to help their child increase his or her Iloko vocabulary, as can be seen in item 1's mean score of 4.16, which has been labeled as "Much Evident".

This shows that the respondents' parents are involved in their children's education. This is a good indication that parents invest significant time in their children's education, and it can therefore be claimed that Filipino parents value education.

According to a study by Sommer (2007), children of authoritative parents are more likely to have positive results. This is predicated on the idea that they receive more support than other students, which promotes the development of deep connections. Children who have good relationships with their parents consequently learn to handle problems and perform better cognitively.

Learning Materials

	ITEMS	Mean	DE
1	I have enough number of textbooks on Mother Tongue.	3.18	MDE
2	I have available worksheets for Iloko language.	2.91	MDE
3	I have updated computer software for reading instructions (CD, flash drives,)	2.06	SE
4	I use online reading materials.	2.44	SE



5	I use charts, diagrams, graphs, posters that support Iloko vocabulary skills.	2.13	SE
OVERALL RATING		2.54	SE

Legend: 2.60 - 3.39 Moderately Evident (MDE)

1.80 – 2.59 Slightly Evident (SE)

The descriptive rating for the overall mean of 2.54 is "Slightly Evident". This may indicate a lack of learning resources for Iloko vocabulary development. Looking at the table, Item 2 has the smallest mean, only 2.06 (which is "Slightly Evident"). This indicates that only a small number of learner-respondents have access to modern computer programs for reading instructions that can be utilized to help them expand their Iloko vocabulary. The use of graphs, charts, diagrams, and posters to illustrate their usage of the Iloko language is similarly deficient, as can be seen in item 5, which has a mean of 2.13 and a descriptive rating of "Slightly Evident". This indicates that more materials must be developed so that learners can develop their Iloko language skills.

Numerous studies have demonstrated the value of having an adequate supply of educational materials for students to use in developing their vocabulary as well as other learning facets. A research claim that the value of having access to educational resources in the teaching and learning process has been acknowledged. Learning materials have a direct impact on students' ability to read and write correctly, encourage active involvement, and improve their vocabulary (Abel et al.)

Significant relationship between the level of Iloko Vocabulary Skills of Grade 3 learners and the level of factors affecting the vocabulary skills.

Iloko Vocabulary Skills	Learning Styles		Parental Involvement		Learning Materials	
	Computed "r"	P-value	Computed "r"	P-value	Computed "r"	P-value
Definition	0.333**	0.006	0.362**	0.002	0.360**	0.003
Contextual Clues	0.367**	0.002	0.500**	0.000	0.220	0.220
Direct Translation	0.319**	0.008	0.517**	0.000	0.238	0.051

Legend:

** Correlation is significant @ .01 level

There is a strong association between the parental participation and the Grade 3 students' Iloko vocabulary skills in all the variables considered. It can be claimed that parents' active involvement and participation can have a big impact on how well students' vocabulary develops. To maintain their child's overall vocabulary growth, parents must continue to support and communicate clearly with the teacher.

This supports the assertion that children of authoritative parents are more likely to experience diverse results. Based on the idea that they receive more support than other students, they are



more likely to build meaningful relationships, which makes children with good parent-child relationships more capable of solving problems and performing better cognitively (Sommer, 2007).

It is also possible to state that there is a considerable relationship between the learning materials and the definition section in terms of the learners' Iloko vocabulary skills. As a result, learning materials play a critical role in the vocabulary growth of students since they allow for the direct transcription of a word's description. Additionally, it may be seen that there are no meaningful links between contextual clues and a direct translation of the learning materials.

Additionally, learning materials containing pictorial annotations for visually impaired students and written comments for verbally gifted students lead to higher vocabulary development. As a result, the learner's capacity to optimize results determines the effectiveness of any given learning materials (Saeed et al., 2011).

Level of Validity of the Proposed Vocabulary Enrichment Material.

Criteria	Mean	Verbal Interpretation
I. Face	4.75	Very High
II. Content		
a. Functionality	5	Very High
b. Acceptability	5	Very High
c. Timeliness	4.75	Very High
d. Appropriateness	4.75	Very High
e. Implementability	4.75	Very High
f. Sustainability	4.5	Very High
Average	4.79	Very High

Legend: 5 – Very High, 4 – High, 3 – Moderate, 2 – Slight, 1 – Poor

The vocabulary enrichment materials' acceptability and functionality received a score of 5, with "Very High" validity. The mean of 4.75 was correctly classified as "Very High" in terms of face, timeliness, appropriateness, and implementability. The lowest mean score was 4.5 for sustainability, although it was nevertheless interpreted verbally as "Very High".

Vocabulary enrichment materials are excellent resources for helping learners expand their vocabulary. Having said that, the vocabulary enrichment material's validation improves on these aspects, which helps to make the material engaging and easy for students to use. This indicates that new vocabulary-enrichment materials must be developed so that students can use them. Of course, it is essential to take the learning preferences of the users into account.

As previously indicated, strategic intervention or enrichment material is an efficient method for raising students' academic achievement and vocabulary skills, according to Ambat (2021). Furthermore, the data supported Hogan's (2000) and Woodward's (2004) hypotheses that intervention or enrichment materials significantly improve conceptual learning. Additionally,



it has been suggested that intervention tools for other disciplines be developed to help students' language skills (Ambat, 2021).

4. CONCLUSIONS

From the findings, it can be concluded that those pupils in grade 3 exhibit high levels of competence in definition, contextual cues, and direct translation. It can also be concluded that factors that affect the Iloko Vocabulary Skill on learning styles and parental involvement are evident. The level of Iloko vocabulary skill along definition, context clues and direct translation and the level of factors affecting the vocabulary skills along learning styles and parental involvement have significant relationship, whereas there is a significant relationship on learning materials and in definition part only. It is however needed that a vocabulary enrichment material in Iloko language supplements the knowledge and skill of the Grade 3 learners and helps them in vocabulary development and the results display a very high validity of the Iloko vocabulary enrichment material.

Recommendations

Based on the conclusions of the study, it is further recommended that Grade 3 learners may continue to enrich the Iloko vocabulary skill to build a rich vocabulary and for better understanding of the language. Learners must be exposed and be given opportunity for them to study further the Iloko language to enhance more their Iloko vocabulary skill. The active participation of the parents must continue and or must be intensified for the wholistic development of the learners on Iloko vocabulary. Learner's vocabulary skills in Iloko must be further assessed. The creation of more learning materials in the development of Iloko vocabulary development must be done. Developed Iloko vocabulary enrichment material can be used, and amendments can be made if needed. Another study will be conducted relative to Iloko vocabulary skill.

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