

Experience HAVEN (HANDS-on tagalog Vocabulary Engagement and Nurturing): An Instructional Material for the Enrichment of Learner's Vocabulary in Araling Panlipunan 2

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Abstract

This action research aimed to develop and implement an instructional material, "EXPERIENCE HAVEN," designed to enhance the vocabulary of Grade 2 learners in Araling Panlipunan. The study's sampling consists of Grade 2 learners. 13 learners participated in the study in the School Year 2023-2024. This study adopted fun hands-on vocabulary activities as instructional materials for the enrichment of learners' vocabulary in Araling Panlipunan. The material incorporated a hands-on approach using Tagalog vocabulary to make learning more engaging and effective. To assess its efficacy, a descriptive method research design was employed, utilizing a pretest and posttest to gather the mean scores of the learners alongside a survey questionnaire to capture the learner's perception on the implementation of the enhancement activities. After the implementation period, the results show that the significant improvement in mean vocabulary scores from the pretest to the posttest suggests that the implemented intervention was effective in enhancing Grade 2 learners' vocabulary knowledge. The learners perceived the vocabulary enhancement activities to be effective in promoting vocabulary acquisition within the AP lessons. The materials were easy to understand, the time allocation was sufficient, and active participation fostered learning. The findings of the study demonstrated a statistically significant difference in learner's perceptions and academic performance between the pre and post implementation of vocabulary enhancement activities in Araling Panlipunan subject. Thus, it can be concluded that through the use of developed vocabulary enhancement activities significantly improved the academic performance of the learners.

Keywords: Vocabulary; Instructional Materials; Learner's Enrichment; Araling Panlipunan

1. Context and Rationale

In the dynamic landscape of education, particularly in the Novaliches Elementary School, the continuous enhancement of teaching methodologies is crucial for fostering effective learning experiences. Recognizing the significance of language acquisition in the early stages of education, this action research is aligned with DepEd Memorandum Order No. 173, s. 2019 also known as the Department of Education's HAMON: Bawat Bata Bumabasa initiative, this study aimed to develop and implement vocabulary enhancement activities that cater to the diverse needs of learners. Inspired by the Schools Division of Laguna's Proyektong BUS, particularly the Batang Milyonaryo sa Bokabularyo approach, this

action research sought to create an enriched learning environment where learners actively engage with vocabulary in the context of Araling Panlipunan. Based on the test results last School Year 2023 - 2024, Araling Panlipunan 2 got a low MPS for two consecutive quarters, with an average score of 74.28%.

Araling Panlipunan plays a pivotal role in shaping a child's understanding of the Filipino culture, history, and society. In this context, this action research aimed to explore innovative ways to enrich Tagalog vocabulary learning experiences, leveraging hands-on activities tailored to the developmental needs and interests of Grade 2 learners.

The study was driven by the belief that a more interactive and experiential approach to teaching Tagalog vocabulary could enhance retention and comprehension, contributing to a more holistic learning experience. Vocabulary learning is crucial to listening, speaking, reading, and writing. It entails the ability to retrieve words with speed, clarity, and accuracy, understand and use more complex and low-frequency words, construct and use elaborate semantic networks to facilitate literacy and word retrieval, and understand, define, and use complex vocabulary (Joffe 2021). By infusing hands-on activities into Araling Panlipunan lessons, teachers could create an engaging and immersive environment that stimulated students' curiosity and promoted a deeper understanding of the language.

In the study conducted by Rahman et al., (2016), the data revealed that learners enjoyed participating in the activities conducted using e-Pictionary. Throughout the action research process, the researcher delved into the planning, implementation, and assessment phases, closely monitoring the impact of hands-on Tagalog vocabulary engagement on Grade 2 learners. The outcomes of this study aimed to not only inform classroom practices but also contribute valuable insights to the broader educational community seeking effective methods for language acquisition at the elementary level. As the study embarked on this journey of exploration, the researcher anticipated uncovering innovative strategies that not only elevated the quality of language education but also fostered a sense of cultural appreciation and identity among young learners.

Through collaborative efforts and a commitment to evidence-based teaching practices, this action research initiative sought to pave the way for a more vibrant and effective approach to teaching Tagalog vocabulary in the context of Araling Panlipunan for Grade 2 learners.

2. Innovation, Intervention, or Strategy

The researcher adapted meaningful hands-on vocabulary activities to be used for enrichment in teaching and learning Araling Panlipunan subject for Grade Two learners. This was to ensure that the words included were appropriate in a localized context. The instructional materials and activities that the

teacher-researcher prepared not only encouraged learners to love reading but also provided instruction and activities that promoted vocabulary development. Since learners need repeated exposure for words to be understood and used successfully, they required lots of practice interacting with words. The mechanics of fun hands-on vocabulary activities in Araling Panlipunan 2 were stated in the appendices of this action research proposal.

The instrument of the study was a two-part survey questionnaire. The first part was a matching type test that intended to gather the pre-test/post-test scores of respondents. On the other hand, the second part assessed the learner's perception on the utilization of vocabulary activity materials used in teaching and learning Araling Panlipunan 2. A monitoring tool was also used to record the progress of learners' performance.

3. Action Research Questions

This action research aimed to assess the effectiveness of developed hands-on vocabulary activity materials as learning vocabulary enrichment in Grade 2 learners.

Specifically, it sought to answer the following questions:

- 3.1 What is the mean score of the Grade Two learners in terms of pre – test scores?;
- 3.2 What is the mean score of the Grade Two learners in terms of post– test scores?;
- 3.3 Do hands – on vocabulary activities enhance learners' vocabulary skills?; and
- 3.4 Is there a significant difference between the learners' perception on vocabulary enhancement activities to their academic performance?

4. Action Research Methods

4.1 Participants and/or other Sources of Data and Information

The researcher selected all the learners enrolled in Grade Two Marangal, School Year 2023-2024, employing the purposive sampling technique. The flexibility of purposive sampling allowed the researcher to save time and money while collecting data. It offered a process that was adaptive as circumstances changed, even if it occurred in an unanticipated way. The researcher could meet multiple needs and interests while still maintaining the foundation of a singular focal point. That is why it became possible to produce a final logical outcome that was representative of a specific population. The researcher took a non-random approach to generate results that could then provide more information about future decisions that needed to be made.

4.2 Data Gathering Methods

The study employed a descriptive design and used a survey technique in gathering the needed data. Seeram (2019) defines descriptive correlational research as a type of non-experimental research that facilitates prediction and explanation of the relationship among variables. According to him, Cresswell and Guetterman provide a detailed description of correlative research characteristics, including the display of scores, association between scores, and multiple variable analysis.

The researcher prepared her action research title proposal after it was presented to her School Head and Master Teacher for approval and for some technical assistance for further improvement of her action research study. After the approval, the researcher constructed teacher-made questionnaires for the data gathering of the study.

When the proposal was approved, first, the researcher secured a written permit from the parents of respondents before the data needed was gathered. After the researcher received the approval from the parents, the researcher conducted the pretest. Finally, after implementing the enhancement vocabulary activities, a posttest was conducted with Grade Two learners, and the teacher-made questionnaire was answered.

After the questionnaires were retrieved, the results were tallied and tabulated. These data became the bases of analysis and interpretation for the final step, which was the discussion of results and reflections.

4.3 Data Analysis

A questionnaire checklist was used to supplement the gathering of data for the perceptions on the utilization and implementation of the teacher-made vocabulary enhancement activities. The survey or observation checklist was distributed to the respondents to find out their perceptions.

Mean Percentage Score (MPS) was used as a statistical tool to analyze and interpret the collected data from the pretest and posttest scores and survey or observation checklist. The Wilcoxon Signed Ranks Test was used as a statistical tool to identify the significant differences between the learners' perception on vocabulary enhancement activities and their academic performance.

5. Discussion of Results and Reflection

This part concludes this action research. A summary of the quantitative research is presented, and the findings of the study are discussed and interpreted. The significance of this research in the context of the utilization of instructional materials for the enrichment of learner's vocabulary in Araling Panlipunan 2 through pretest and posttest is examined.

Table 1. Pretest and Posttest Scores of Grade Two Learners in Araling Panlipunan 2

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	4.0769	13	2.69139	.74646
	Posttest	14.6154	13	.96077	.26647

Table 1 illustrates the mean scores of pretest and posttest administered to 13 Grade 2 learners in the context of Araling Panlipunan vocabulary activities. It further indicates that before exposure to vocabulary enhancement activities the mean pretest score is 4.0769 with a standard deviation of 2.69139 and a standard error of .74646, indicating a relatively low baseline level of vocabulary knowledge while after exposure to vocabulary enhancement activities the mean posttest score is 14.6154 with a standard deviation of .96077 and a standard error of .26647, showing a substantial increase in vocabulary scores following the intervention. The result shows that the significant improvement in mean vocabulary scores from pretest to posttest suggests that the implemented intervention was effective in enhancing Grade 2 learners' vocabulary knowledge in Araling Panlipunan.

The mastery of vocabulary was described by Alqahtani (2015) as cited by Susanto (2017) as complete knowledge or complete skill. From that definition, mastery involves the state of knowing every detail of something or having great skills in a particular area making a master in that line. Moreover, when teaching young learners vocabulary using games, Bakshs (2016) suggests that teachers must be patient in finding new and interesting ways so that learners enjoy learning. Games can help young learners to learn their vocabulary effectively.

Table 2. Learners' Perception on Vocabulary Enhancement Activities in Araling Panlipunan 2

STATEMENT	M	SD	REMARKS
<i>Dahil sa mga inihandang kagamitang panturo ng aking guro sa pagtuturo ng Araling Panlipunan, masasabi ko na...</i> (Because of the teaching materials prepared by my teacher for our AP lessons, I can say that...)	4.46	0.52	Strongly Agree
<i>1. madaling unawain ang mga babasahin/gawain sa pag-aaral ng Araling Panlipunan.</i> (the readings and activities for studying AP are easy to understand.)			
<i>2. kasiya – siya kong natatapos ang mga gawain sa pagkatuto na inihanda ng aking guro.</i> (I am able to complete the learning tasks assigned by my teacher with satisfaction.)	5.00	0.00	Strongly Agree
<i>3. nagkaroon ako ng pagkakataong makilahok tuwing mayroon kaming talakayan sa klase.</i> (I have had the opportunity to participate actively in our class discussions.)	4.62	0.51	Strongly Agree
<i>4. nagging kapaki-pakinabang ang aking oras sa pakikilahok at natuto ako ng mga bagong salita.</i> (my time spent participating in class has been very beneficial and I have learned new words.)	4.62	0.51	Strongly Agree
<i>5. sapat ang oras na inilaan sa pagsasagawa ng mga gawaing pagkatuto.</i> (the time allotted for completing the learning tasks is sufficient.)	4.77	0.44	Strongly Agree
Weighted Mean		4.69	
Standard Deviation		0.39	
Verbal Interpretation		To a Very High Extent	

Table 2 shows learners' perceptions regarding the effectiveness of vocabulary enhancement activities within the context of Araling Panlipunan (AP) lessons. It further indicates that the statement, "Because of the teaching materials prepared by my teacher for our AP lessons, I can say that I am able to complete the learning tasks assigned by my teacher with satisfaction." has the highest mean score of 5.00 with a standard deviation of 0.00 with a remark of Strongly Agree. This indicates that learners had sufficient opportunities to engage with the vocabulary and activities.

Meanwhile, statements, "... I have had the opportunity to participate actively in our class discussions." and "...my time spent participating in class has been very beneficial and I have learned new words." have the same mean score of 4.62 and a standard deviation of 0.51 with a remark of Strongly Agree. The result indicates that learners had ample chances to participate in class discussions. This suggests that the learning environment encouraged vocabulary interaction and engagement. Time spent participating in class was beneficial and led to learning new words. This highlights the positive impact of active participation on

vocabulary acquisition.

Furthermore, the perceived level of the learners from the statement, "...the time allotted for completing the learning tasks is sufficient." attained a mean score of 4.77 and a standard deviation of 0.44 and was remarked as Strongly Agree. The time allocated for completing learning tasks was sufficient. This reinforces the idea that learners had adequate time to process and internalize the new vocabulary. On the other hand, the perceived level of the learners from the statement, "...the readings and activities for studying AP are easy to understand." yielded a mean score of 4.46 and a standard deviation of 0.52 and was remarked as Strongly Agree. The teaching materials used for AP lessons were easy to comprehend. This suggests that the vocabulary and language employed were accessible to the learners.

Validating learning materials is essential for enhancing learners' vocabulary skills. By ensuring that materials are appropriate for their age, interests, and language proficiency level, teachers can provide learners with the necessary tools to expand their vocabulary. Validated materials help learners acquire new words in meaningful contexts, improve their reading comprehension, and enhance their overall language skills. Moral & Cabigan (2022) recommends teachers to continue creating and developing learning materials that would manifest good learning objectives, quality content, engaging enhancement activities, and meaningful application.

Overall, the table indicates that the learners perceived the vocabulary enhancement activities to be effective in promoting vocabulary acquisition within the AP lessons. The materials were easy to understand, the time allocation was sufficient, and active participation fostered learning.

Table 3. Difference Between the Grade 2 Learners' Perception on Vocabulary Enhancement Activities and their Academic Performance

		N	Mean Rank	Sum of Ranks
FinalGradeInAP-Perceptions of Learners	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	13 ^b	7.00	91.00
	Ties	0 ^c		
	Total	13		

- a. FinalGradeInAP<PerceptionsOfLearners
- b. FinalGradeInAP>PerceptionsOfLearners
- c. FinalGradeInAP=PerceptionsOfLearners

Test Statistics	
	FinalGradeInAP- PerceptionsOfLearners
Z	-3.181 ^b
Asymp. Sig. (2 - tailed)	.001

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

Table 3 presented the results of a Wilcoxon signed – rank test, comparing the perceptions and academic performance of Grade 2 learners before and after the utilization of vocabulary enhancement activities. The table reveals that all the Grade 2 learners increased their academic performance after the implementation of enhancement activities, with a mean rank of 7.00. Moreover, the test statistics (Z) value is -3.181, and the Asymptotic Significance (2 tailed) value is .001, which is less than the conventional alpha level of 0.05. The results demonstrated a statistically significant difference in learner’s perceptions and academic performance between the pre and post implementation of vocabulary enhancement activities in Araling Panlipunan subject. Thus, it can be concluded that through the use of developed vocabulary enhancement activities significantly improved the academic performance of the learners (Wilcoxon signed rank – test, $Z = -3.181$, $p < 0.001$).

In addition, Lorbis (2019) conducted his study in finding out significant difference in the mastery of the learning competencies in AP before and after utilizing Contextualized Teaching and Learning Approach. The findings revealed that the (CTL) Approach is useful to increase the mastery in learning competencies in Araling Panlipunan. Additionally, Problem-Based Learning was found to be a suitable approach for enhancing vocabulary development within the context of Araling Panlipunan. This is strengthened by the study of Ardizone (2023), the findings have shown that the integration and implementation of problem-based learning in teaching social science classroom to the 21st century learners are effective.

Furthermore, Bavi (2018) inferred that incorporating fun activities into vocabulary learning can significantly enhance the effectiveness of education. By engaging learners in enjoyable and interactive experiences, teachers can create a more motivating and memorable learning environment. These activities can help learners build stronger connections between new words and their meanings, leading to better retention and understanding.

5.1 Researcher's Reflection

The implementation of the EXPERIENCE HAVEN instructional material in Araling Panlipunan 2 has been a truly enriching and rewarding experience. As a researcher, I have witnessed firsthand the positive impact of hands-on Tagalog vocabulary engagement strategies on the learning outcomes of Grade 2 learners. One of the most significant takeaways from this action research is the undeniable power of experiential learning. By providing learners with opportunities to actively participate in vocabulary-building activities, I observed a marked increase in their engagement, motivation, and overall understanding of the subject matter. The hands-on approach not only made learning more enjoyable but also facilitated deeper connections between the words and their real-world applications.

Moreover, I was delighted to see how EXPERIENCE HAVEN fostered a love for the Tagalog language among the learners. Through engaging activities and culturally relevant content, the learners developed a greater appreciation for their mother tongue and a sense of pride in their Filipino heritage. While the action research was successful in achieving its goals, there are areas for further improvement. One challenge I encountered was ensuring that all learners, regardless of their learning styles or abilities, benefited equally from the hands-on activities. In future implementations, I would focus on developing more inclusive strategies to cater to the diverse needs of the classroom.

Overall, the EXPERIENCE HAVEN instructional material has proven to be an effective tool for enhancing Tagalog vocabulary learning in Araling Panlipunan 2. The positive outcomes of this action research highlight the importance of incorporating experiential learning into the classroom and underscore the potential for fostering a love of language and culture among young learners.

6. Action Plan

Based on the findings of the action research the researcher intends to disseminate and utilize the research findings in the following ways:

- The research findings will be shared with the school's administration, teachers, and staff through detailed reports and presentations. This will include a comprehensive analysis of performance data, highlighting areas of improvement and successful strategies.
- Organize workshops and seminars to discuss the findings with the teaching staff. These sessions will focus on sharing best practices, successful interventions, and innovative strategies that contributed to the improved performance scores.
- Publish the findings in the school's newsletters and bulletins to keep all stakeholders informed. This will help in building a culture of transparency and continuous improvement.

- Submit the research findings to academic conferences and educational journals. This will allow for broader dissemination within the educational community and contribute to the body of knowledge on a wider perspective.
- Present the findings in community meetings to engage parents and community members, ensuring they are aware of the school's efforts and achievements in enhancing learners' outcomes.

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Appendix A.

Mechanics of Suggested Effective and Fun Hands-on Vocabulary Activities in Araling Panlipunan 2
<p>Roll the Dice Students choose a word (from a list, from the board, from a card) and the first student rolls a dice. The student who rolls does one of the following based on the roll: 1 = Define the word. 2 = Use it in a sentence. 3 = Say a synonym for the word. 4 = Say an antonym for the word. 5 = Draw a picture example (on scratch paper or whiteboards). 6 = Act it out.</p>
<p>Concentration Use two different colored paper/cards. Write definitions on one color and words on the other. Place all cards face down. The first student selects a definition card and a word card. If they match, he/she takes an additional turn. If not, the cards are returned to their places and the next person takes a turn until all cards have been matched. The person with the most cards wins.</p>
<p>Posters These work especially well with content area vocabulary. Students write the word in large bold or bubble letters, define the word using their own words, and add several pictures that illustrate the word.</p>
<p>Pictionary This game is played exactly like charades except students draw an example of the word on an easel or on the board while the whole class or that person's team tries to guess the vocabulary word.</p>
<p>Matching Words Write a word on a card and its definition on the other card. Hand out a card to each student. Students walk around the room until they find their matching card. Once all have found their match, the cards may be re-shuffled and the game played again.</p>
<p>Word Wall Rather than having a static word wall, add new vocabulary words and take them down once you feel most students have mastered the words. Not only is this a good reference point for students, it is great for transition times when you have a few spare minutes. You can play a quick game of "I'm thinking of a word that...means lucky, rhymes with towel, is the opposite of chaotic, is how you feel when you spill your drink..."</p>
<p>Word Association This teacher-led activity helps students connect new words to familiar ones to build connections in their brains. Place vocabulary words on the board. Ask students questions using more familiar vocabulary. Get all students involved by having them write their initial answers on whiteboards. You could call on volunteers for the follow-up question.</p>
<p>Bingo Give students a blank Bingo template with 9, 16, or 25 squares and have them write a vocabulary word (from the board or a printed list) on each square. Instead of saying each word, give students a clue (definition, example, synonym or antonym) for each word. The first person to have an entire row vertically, horizontally, or diagonally wins.</p>
<p>Roll a Word This vocabulary activity is anything but boring! The Roll a Word vocabulary sheet can be used with any vocabulary word and any age level. Students will enjoy rolling a die. The vocabulary activity depends on the number the student rolls.</p>
<p>Ice Cream Scoops</p>

<p>This creative activity focuses on multiple-word meanings. This activity is an efficient method for helping students understand that some words have different meanings based on how they are used in spoken or written language. Once students understand this, they will have an increase in vocabulary retention and expansion.</p>
<p>Multi-Syllable Words This hands-on activity allows struggling students to effectively move from decoding individual syllables to multi-syllable/consecutive syllable words. This will assist students in improving their reading fluency and overall vocabulary.</p>
<p>Vocabulary Word Search Create a word search puzzle on a familiar topic and have them scour the letter grid to locate the words.</p>
<p>Storytelling Vocabulary Relay Take your students on a linguistic adventure with this storytelling activity! Have them collectively weave a story by taking turns to add to the narrative; each one incorporating a new word. This not only encourages creativity in your little ones but also improves their understanding of the contextual usage of new words.</p>
<p>Vocabulary Crossword Puzzle If your little ones are puzzle enthusiasts, a vocabulary-themed crossword is just the thing to up their word-count stores! Help them recall definitions and spellings by using clues to unveil the all words in the puzzle.</p>
<p>Vocab Memory Game Foster a deeper understanding of words with this twist on the classic memory game! Simply invite your students to match vocabulary words with their definitions.</p>
<p>Vocabulary Skit Divide your class into small groups- instructing them to write and perform a short skit that incorporates all their newly acquired vocabulary correctly. This theatrical adventure provides the perfect creative outlet while consolidating your pupils' vocabulary knowledge.</p>
<p>Vocabulary Hangman In this classic guessing game, challenge your students to guess letters to unveil a hidden word. This will help you reinforce spelling and vocabulary knowledge in an engaging way!</p>

Appendix B. Pre-Test and Post-Test

Pangalan: _____

Iskor: _____

Baitang at Seksyon: _____

Guro: _____

Pauna/Panapos na Pagtataya

- I. Panuto:** Basahin ang mga salita sa Hanay A. Piliin mula sa Hanay B ang angkop na kahulugan ng salita sa bawat bilang. Isulat ang titik ng tamang sagot sa patlang.

Hanay A

- _____ 1. likas
- _____ 2. polusyon
- _____ 3. serbisyo
- _____ 4. karapatan
- _____ 5. kasapi
- _____ 6. epekto
- _____ 7. tungkulin
- _____ 8. namamahala
- _____ 9. kaunlaran
- _____ 10. mamamayan

Hanay B

- a. paglilingkod
- b. resulta
- c. miyembro
- d. natural
- e. kalayaan
- f. taong nakatira sa isang komunidad
- g. marumi
- h. pagkakaroon ng pag-asenso
- j. namumuno
- k. inaasahang magagawa

- II. Panuto:** Basahin ang mga salita sa bawat bilang. Piliin sa loob ng kahon ang angkop na kahulugan nito. Isulat ang titik ng tamang sagot sa patlang.

- _____ 11. munisipalidad
- _____ 12. organisasyon
- _____ 13. Kaminero
- _____ 14. ordinansa
- _____ 15. climate change

- | |
|---|
| <ul style="list-style-type: none"> a. Pagbabago ng klima b. Batas c. pangkat o grupong panlipunan ng mga tao d. lokal na pamahalaan e. Naglilinis ng kalsada at daan |
|---|

Susi sa Pagwawasto

- 1. D. natural
- 2. G. marumi
- 3. A. paglilingkod
- 4. E. kalayaan
- 5. C. miyembro
- 6. B. resulta
- 7. K. inaasahang magagawa
- 8. J. namumuno
- 9. H. pagkakaroon ng pag-asenso
- 10. F. taong nakatira sa isang komunidad
- 11. D. lokal na pamahalaan
- 12. C. pangkat o grupong panlipunan ng mga tao
- 13. E. Naglilinis ng kalsada at daan
- 14. B. Batas
- 15. A. Pagbabago ng klima

Appendix C. Learners’ Perception on Vocabulary Enhancement Activities in Araling Panlipunan 2

Pangalan (opsyonal): _____

Baitang at Seksyon: _____ Kasarian: Babae Lalaki

Panuto: Lagyan ng tsek (✓) ang hanay na tumutugma sa iyong damdamin sa pamamagitan ng emoticon patungkol sa paggamit ng mga kagamitang panturo. Gawing batayan ang mga sumusunod na pananda sa pagsasagot.



Lubos na sumasang - ayon



Sumasang – ayon



Walang kinikilingan



Hindi sumasang - ayon



Lubos na hindi sumasang - ayon

<p><i>Dahil sa mga inihandang kagamitang panturo ng aking guro sa pagtuturo ng Araling Panlipunan, masasabi ko na... (Because of the teaching materials prepared by my teacher for our AP lessons, I can say that...)</i></p>					
<p>1. madaling unawain ang mga babasahin/gawain sa pag-aaral ng Araling Panlipunan. <i>(the readings and activities for studying AP are easy to understand.)</i></p>					
<p>2. kasiya – siya kong natatapos ang mga gawain sa pagkatuto na inihanda ng aking guro. <i>(I am able to complete the learning tasks assigned by my teacher with satisfaction.)</i></p>					
<p>3. nagkaroon ako ng pagkakataong makilahok tuwing mayroon kaming talakayan sa klase. <i>(I have had the opportunity to participate actively in our class discussions.)</i></p>					
<p>4. naging kapaki-pakinabang ang aking oras sa pakikilahok at natuto ako ng mga bagong salita. <i>(my time spent participating in class has been very beneficial and I have learned new words.)</i></p>					
<p>5. sapat ang oras na inilaan sa pagsasagawa ng mga gawaing pagkatuto. <i>(the time allotted for completing the learning tasks is sufficient.)</i></p>					

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- <https://usq.pressbooks.pub/statisticsforresearchstudents/chapter/paired-samples-wilcoxon-sign-rank-test/>