

Games For Teaching Hiligaynon Vocabulary On Grade 2 Learners

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Publication Date: April 21, 2025

Abstract

Games have universal appeal. They can be used for learners in all levels. Educational games are ideal for engaging learners with subject content since most of them think these games are fun and very helpful. In fact, faculty in the school of Nursing at the University of Michigan said that learners find games very helpful for studying. Games can test deeper levels of understanding than just knowledge repetition, as long as the questions or items require some application or synthesis (Derakshan, 2015).

Games are actually built to teach and to assert through performance. In additions, games demand mastery and continuous improvement in pursuit of winning the game. They can provide the context and action for content knowledge in a situated context. Moreover, fair competition in games can generate many good things: excitement, determination, independence and challenge. Children can learn the essence of true sportsmanship if they are always engaging in different game activities in school and their own families and friends. Game programs also promote the idea that game rules can be changed to fit the players' needs for fairness, harmony, and equality; thus, it is also possible to modify most

of the games so that learners practice the same skills but work cooperatively (Delgado, 2008).

One of the objectives of the vocabulary instruction is to help students to develop an appreciation for words and to experience enjoyment and satisfaction in their use. This could be attained by having fun with words. Learners play word games linked to content topics and those that may be done purely for entertainment and enjoyment (Baumann, Kame'enui and Ash, 2003).

Based on the result of district – reading assessment conducted last school year, and the pretest of the assessment test for vocabulary development in Hiligaynon of Grade 2 learners the result was low. Grade 2 learners got low in terms of their performance level in Hiligaynon vocabulary. Out of 54 learners, 36 or 67% are in the average level. Based on the interview, their adviser clarified that most of the learners find mother tongue a hard subject. This is the reason why researcher wants to conduct this study. It aims to address the needs of the learners and to find out if games can be beneficial in improving Hiligaynon vocabulary abilities.

Keywords: Vocabulary Development, games, Hiligaynon vocabulary

I. Introduction

Vocabulary development is the process whereby speakers of language enhance their working vocabularies with new words. It is one of the most essential of comprehension. It is the ability to attach meanings to words, which are the smallest units of thought in a language. Superior (1999) defines vocabulary as a term we generally use to describe the words used by a speaker or author and understood by listener or reader.

Vocabulary development begins when a parent responds to the sounds a child makes. A child responds immediately to the environment of a child's listening vocabulary. Children will imitate the language they hear, whether it is bad or regional dialect. From this, beginning, a child begins to develop a rich vocabulary.

Vocabulary development is a process by which people acquire words. In order to build their vocabularies, infants must learn about the meanings that words carry. The mapping problem asks how infants correctly learn to attach words to referents. Constraint's theories, domain-general views, social-pragmatic accounts, and an emergentist coalition model have been proposed to account for the mapping problem (Gartland, 2007).

Games can test deeper levels of understanding than just knowledge repetition, as long as the questions or items require some application or synthesis that the pupils need to supply. Games actually built to teach and to assess through performance. In addition, games demand mastery and continuous improvement in pursuit of winning the games. They can provide the context and action for content knowledge in a situated context (Hewitt, 1997).

II. Methods

This action research was experimental in nature. Bhat (2009) explained that experimental research is any research conducted with a scientific approach, where a set of variables are kept constant while the other set of variables are being measured as the subject of experiment. There are times when you don't have enough data to support your decisions. In such situations, you need to carry out experiments to discover the facts. Experimental research can gather a lot of data that can help you make better decisions.

To further enhance mastery and interest of learners to vocabulary test items, the researcher employed the use of vocabulary games patterned from some Research – Based Intervention tools. Since games proven in many researchers to be an effective method in facilitating learning, the researchers thought of vocabulary games as a possible effective means of facilitating vocabulary development of the subject.

III. Statement of the Problem

1. What is the performance level of Hiligaynon vocabulary of Grade 2 learners before and after the implementation of the intervention?
2. Is there a significant difference in the performance level in Hiligaynon vocabulary of Grade 2 learners before and after the intervention?
3. What actions are to be undertaken after the conduct of the study?

Participants and/or Other Sources of Data and Information

This study focused on the 36 frustrated Grade 2 learners of General Luna Elementary School, Schools District of Barotac Viejo. Participants were divided into two groups – Odd and Even Groups with 18 participants each. The control group (even group) used the traditional scheme on vocabulary remediation while the experimental group (odd group) utilized the research-based games for vocabulary development.

Data Gathering Methods

This was quantitative in nature. The design was quasi-experimental, specifically, pretest-posttest design.

The researcher-made Hiligaynon vocabulary development pretest and posttest was used to collect data of learner's performance to determine their vocabulary skills before and after the interventions. It consisted of forty-item test, divided into four (4) areas. a) Initial Sound Ability; b) Final Sound Ability; c) General Word Perception Ability; and, d) Decoding Skills.

The learners were given one (1) point for every correct answer.

After the pretest, the intervention to be used to develop the vocabulary levels of those who are average vocabulary learners were Research-Based Games.

Posttest revealed that both interventions have significant impact as to the vocabulary development of the learners but the use of Research-Based Games for Vocabulary Development ensures a better and effective strategy inside the classroom.

Ethical Issues

The participants were informed of the purpose, benefits and immediate circumstances of the study. The researcher obtained approval from the parents and the identified learners with low vocabulary skills. Afterwards, they were requested to sign in the consent form. Prevailing ethical responsibility related to the conduct was complied.

Data Analysis Plan

The seven-week intervention period had a thrice-a-week met up with the participants during the vacant period. The average vocabulary learners were given Research-Based Game like activities that were found effective in the Development of vocabulary level.

At the end of the seven-week intervention, learners took the posttest. A comparison of the percentage and its equivalent level on the vocabulary level was taken into consideration. The data gathered were subjected to statistical treatments: mean and standard deviation for descriptive statistics; and, Wilcoxon Signed Rank and Mann-Whitney tests for inferential statistics. The data collected by the researcher were accurately encoded and analyzed using the Statistical Package for Social Sciences (SPSS), software.

IV. Discussion of Results and Reflection

This part presents the findings of the study which probed the used of the games in teaching Hiligaynon vocabulary to Grade 2 learners.

Table 1

Pre and Post Test Performance

Group	Test Scores		
	M	Description	SD
Pretest			
Controlled	21.75	Average	1.997
Experimental	21.80	Average	1.881
Posttest			
Controlled	25.30	High	2.155
Experimental	33.75	Very High	2.447

Note. 32.01 – 40.00 = Very High; 24.01 – 32.00 = High; 16.01 – 24.00 = Average;
8.01 – 16.00 = Low; 0 – 8.00 Very Low.

Table 1 shows the performance level of Grade 2 learners in Hiligaynon vocabulary before and after the conduct of the intervention. It revealed that during the pretest, an average level of performance was observed in both groups: controlled (M=21.75, SD=1.997); and, experimental (M=21.80, SD=1.881). However, during the posttest, it was found out that there was an increase in level of performance of learners in vocabulary words. A high level of performance was obtained by the use of traditional scheme for vocabulary remediation (M=25, SD=2.155) while a very high level of performance was achieved by the utilization of Research-Based Games for Vocabulary Development (M=33.75, SD=2.447). This means that both interventions can be applied for vocabulary development of the learners but the latter

ensures a better and effective strategy in providing learners opportunity towards learning improvements and exemplary academic performance inside the classroom.

This finding of the study conformed to the study of Akdogan (2011) which proved that games are effective strategy in vocabulary teaching and learning because generally games develop learner's interpersonal skills and their vocabulary. Learners are encouraged to speak confidently in the target language. And also, one way to improve learning ability is that to make learners see pictures or actions. This will enable to develop their vocabulary as well as they will enjoy the use of games, game activities, and materials.

Table 2

Wilcoxon Signed Ranked Test for the Significant Differences of the Pre and Posttest Performance of Grade 2 Learners Before and After the Conduct of the Intervention.

Group	Test Scores		
	Mean Rank	Z	p
Posttest-Pretest			
Controlled	10.44	-3.752 ^b	.000
Experimental	10.50	-3.940 ^b	.000

Note. Significant at $p < 0.05$.

To find out the significant differences in the performance level in Hiligaynon vocabulary of the learners before and after the intervention. *Wilcoxon Signed Ranked Test* was utilized. This test is used to determine the significant differences of the two related groups.

The test results revealed that there were significant differences before and after the conduct of the intervention both in controlled ($Z = -3.752$, $p = .000$) and experimental ($Z = -3.940$, $p = .000$) groups. This implies that the performance level of the learners differs before and after the use of the interventions-traditional scheme for vocabulary remediation and Research-Based Games for Vocabulary Development, and an increase of scores can be observed in their performance towards improvements of the learners in Hiligaynon vocabulary level.

Table 3

Mann-Whitney U Test for the Significant Differences of the Performance of the Scores of Controlled and Experimental Groups Before and After the Conduct of Intervention

		Test Scores	
Group	Mean Rank	U	p
Pretest			
Controlled	20.15	193.000	.847
Experimental	20.85		
Posttest			
Controlled	10.53	.500	.000
Experimental	30.48		
Change			
Controlled	10.70	4.000	.000
Experimental	30.30		

Note. Significant at $p < 0.05$.

To find out the significant differences of the performance of the scores of controlled and experimental groups before and after the conduct of the intervention, Mann-Whitney U Test was Utilized. This test is used to determine the significant differences of the two independent groups.

The test results revealed that during the pretest, there was no significant difference in controlled and experimental groups ($U=193.000$, $p=.847$). This entailed evidence that if a teacher did not use any of the intervention for learning developments, performance level of the learners is the same and there was no learning improvement to occur. However, posttest results found out that there was a high significant difference existed in controlled and experimental groups ($U=.500$ $p=.000$). This inferred the effectiveness of using the traditional scheme and Research-Based Games for the Vocabulary Development and improvement of the learners. As shown from Table 1, the use of Research-Based Games for Vocabulary Development are more effective as evidence of the increase of level of performance of the learners in Hiligaynon vocabulary. The same findings were determined by the change of scores of the learners which reflected a high significant difference in the performance of the learners ($U=4.000$, $p=.000$).

Since the use of Research-Based Games for Vocabulary Development was found out to be an effective in developing one's vocabulary, this may be the answer to the alarming high numbers of our problems learners. The school should encourage teachers to use games in dealing with beginning readers or problems readers.

V. Summary

1. A high percentage of learners, even though they passed their First Grade of schooling and now in the 3rd Quarter of their Second Grade, were not yet fully mastered their vocabulary skills especially their own native language. They were on the instructional level thus; they were identified as average learners in terms of their Hiligaynon vocabulary skills. But a greater increase on the vocabulary skills of the average learners as they upturned from high to very high levels after using the Research-Based Games for Vocabulary Development,
2. Based on the result, after the conduct the intervention, the performance level of the participants improved. They became "very high" which means that games have an impact to the children most especially in developing their Hiligaynon vocabulary level.
3. Since the study revealed that games are effective strategy in developing one's vocabulary, it should be given consideration and be part of the teaching strategy or remediation programs in schools. Games present to the learners a vivid impression, intense motivation, frequent, lively practice at ever – widening intervals, and a feeling of satisfaction to accompany achievement, making it effective in the learning sets of habits needed in the vocabulary improvement.

VI. Conclusion

In view of the result of the study, the following conclusions were inferred:

1. As shown in the result of pretest and posttest there is greater increase on the vocabulary skills of the learners after using the Research-Based Games for Vocabulary Development. It can be concluded that something new and well-matched remediation strategy can help the poor learners make progress on their vocabulary level. The learners found it more interesting and appealing as they think that they are just playing without knowing that they are learning. A rich understanding of the words learned through games provided during the intervention program, might have also been caused by experiences and memories learners had which associated with the senses and emotions.
2. Based on the significant difference in the pretest and posttest results, it can be inferred that the intervention of Research-Based Games on the Vocabulary Development as a new vocabulary development remediation is tested and proven to be effective. Hiligaynon language as our native language has a more significant role to play in developing one's vocabulary. This may be due to the fact that in order for us to understand other languages, we should have to understand and be expert first with our own native language.

3. In using games in the classroom, teachers need to be updated with recent and popular games familiar to learners, for the game to draw more excitement and interest from the learners. For games to be effective, a clear purpose or objective why games are used in the class is made clear to the learners, so more than just enjoying the activity, they will become aware of the learning process that goes with being active participants of the activity.

VII. Recommendation

1. The teacher in the pre – elementary, most especially Kindergarten, Grade 1 and 2 teachers are challenged to introduce some innovations in their class when it comes to the development of the mother-tongue language of the learners. They can also make use of the games in the teaching-learning process more lively, interactive and fun. The school heads are encouraged to lead in designing classroom environment to include games in promoting vocabulary development not just in Hiligaynon but in all subject areas.
2. Since the study confirmed the usefulness of games in Hiligaynon vocabulary development, curriculum developers need to consider the use of games complementary to the curriculum; include games of various types when constructing instructional materials for elementary, high school or even in the college level. Since they are considered experts in this field, they also need to lead in training teacher – practitioners, in the use of these innovations in the classroom.
3. Similar study may be made to strengthen results of this study especially here in the Division of Iloilo as we deal Hiligaynon as our language, for them to confirm that games really strengthen the Hiligaynon vocabulary performance of the learners.

VIII. Reflection

The teacher-researcher as he went deeper on the campaign of the Department of Education that states “No Child will be left behind” he realized that there are different problems in school. He needs to be keen enough to hit the target and determine the much-needed educational issue in school. To do so, there must be focus on the much pressing problem within ones’ grasp.

Teachers know the strengths and weaknesses of their learners and it is up for them to find remedies such as effective supervision and remediation. As the “second parents”, they have the obligation to motivate the so called “left behind learners” that they may strive hard and improve their vocabulary level. Only then that the frustrated learners can move up to the instructional and even independent levels in no time at all.

The utilization of Hiligaynon as a language in the learning process is not that difficult because we are using it in our daily conversation. Although there are some words that are

difficult to understand because of its deep meaning, it is up for the teachers to unlock for the meaning and present it to the class.

The present investigation also proved that learners can easily develop its vocabulary level if they are ready and have better understanding with the language. Since this research was found to be effective this should be taken consideration as part of the remedial instruction of the school or district. But the teachers can't do it alone. There is a great need of a strong partnership and commitment among stakeholders. It takes a mutual agreement of the importance of one's role in uplifting the learners with vocabulary problems.

We teachers can make a big difference in the lives of our learners. We are molding them to become better individuals or citizens of this country.

IX. Acknowledgement

I would like to express my heartfelt gratitude to my family and friends for their unwavering encouragement throughout this study. To my DepEd-Barotac Viejo family, thank you for granting me the opportunity to conduct my research. Above all, I am deeply grateful to the Almighty Father for His guidance, wisdom, grace, and strength, which made this study possible and successful.

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