

Original Research Article

Effectiveness of Do-It-Yourself (DIY) Vocabulary Notebook in Improving the Vocabulary of English Grade 10 Students

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Abstract: Vocabulary is the most important component of language knowledge; it is one of the best predictors of language performance. This descriptive one-group quasi-experimental action research aimed to determine the effectiveness of Do It Yourself (DIY) Word Notebook in improving the Vocabulary of Grade 10 students of a national high school in Zambales, Philippines. A total of 40 students served as the participants of the study. A pretest/posttest served as the main instrument in gathering data which involved the measurement of the students' vocabulary skills in terms of Definition, Spelling, Parts of Speech, Synonym, Antonym, and Word usage. Results revealed that before the intervention, the level of vocabulary of the students is Fairly Satisfactory. In particular, the students are Fairly Satisfactory in spelling, word usage and synonym while they Did Not Meet Expectations in parts of speech and definition. After exposure to the intervention, the class improved to Satisfactory based from the post-test mean score of 32.95. In particular, the students are Very Satisfactory in spelling and parts of speech, Satisfactory in definition and synonym, and Fairly Satisfactory in word usage and antonym. It can be concluded that there is a significant difference in the vocabulary of the students before and after the implementation of the DIY Vocabulary Notebook. Likewise, there is a significant difference in the students' vocabulary when grouped according to language use at home, ethnicity and mother's highest educational attainment. The use of DIY Vocabulary Notebook is hereby recommended to be used in English classes.

Keywords: Action research, do-it-yourself vocabulary notebook, English instruction, language teaching, Philippines vocabulary skills.

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INTRODUCTION

Vocabulary is the most important component of language knowledge; it is one of the best predictors of language performance. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want when speaking or writing. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002). It means that grammar will be useless if there are lack of vocabularies. The lack of vocabulary affects language proficiency, reading success and transfer of learning strategies. Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do. Many students nowadays get to twelfth

grade with a relatively small vocabulary, which prevents them from achieving their potential (Schmitt, 2008). There is a metaphor about the relationship of vocabulary and grammar: grammar is a string and vocabulary is the copper cash. The string is really necessary, however the coins can never be neglected. Without grammar, only limited information could be transferred, while if vocabulary is absent, nothing could pass by and then grammar is nobody. Grammar rules are limited but vocabulary is infinite (Wang, 2001). The role of vocabulary to a language determines the place of vocabulary teaching during the language learning process. Vocabulary learning is a complicated process, which consists of remembering the form, understanding the meaning and usage. It requires students not only can recognize, pronounce, understand meaning but also can use flexibly in any situation. What's more, vocabulary itself is a huge system, which is a complex relationship

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net. So if students deal with the task all by themselves, pleasant results could be rare.

In Grade 10 English Curriculum, there are variety of texts particularly in World Literature. There are literary pieces that have lots of unfamiliar words. Those unfamiliar words hinder the students to understand the text. So before the teacher will introduce the text, the teacher should first introduce difficult words that will be encountered in the given text and will do activities for the students to unlock those unfamiliar words. The students will be able to understand the literary piece after the given word activities. But many students do not know how to study English words apart from learning the meaning of the word. By the transcend of time, the students might forget those words because it is just introduced once and it is only during their discussion about the text. It tends for a teacher to explain again the meaning of the words that they have already unlocked in the previous lesson. So the teacher should encourage students to develop strategies for learning and remembering words so that they become more effective word learners. Teaching students how to learn vocabulary effectively and encouraging them to make better use of their dictionaries make them independent of teachers, dictionaries and text books (Waring, 2002). Because teachers do not have enough time to teach everything about a word, students have to become independent word learners. In traditional English teaching, grammar is the priority of the English teaching, thus vocabulary teaching is devalued to some degree and it is considered to be the students' own job, the most direct way to solve vocabulary problem is to memorize (Gang Li, 2015). However, memorizing is not an easy job; many students can not totally remember words. No matter in daily dictation or some tests, students always failed in vocabulary parts. Most of them have difficulty in distinguishing part of speech, collocation, synonym and polysemy. Besides, some teachers' inappropriate way to treat vocabulary mistakes always results in disappointing endings in English teaching.

Considering the current problem in vocabulary teaching and learning, it's quite necessary to take actions to explore effective and useful ways to help students enhance the breadth and depth of their vocabulary knowledge, thus leading to effective and successful English learning. DIY (Do It Yourself) Vocabulary Notebook is chosen to increase the students' vocabulary. DIY Vocabulary Notebook enables student to be creative, independent thinkers and writers. It allows students to make their own compilation of words that they encounter in the literary texts that is given to them. Using vocabulary notebooks make learners more independent language learners by teaching them how to use strategies for learning words. Vocabulary notebook was effective in helping learners develop a number of word learning strategies and showed that 18 of 19 students wrote positive responses

about the learning experience (Fowle, 2002). Possible entries in vocabulary notebook includes L1 translation, keyword illustration, part of speech, pronunciation, example sentence, derivative information, and definition (Schmitt, 1995). For the students to master the words, they must know how the word is written, they need to know the various forms and derivations of the word, concept behind the word, and synonyms of the word. The students also need to know the grammatical functions of the word and constraints on the use of the word. For the students to improve their vocabulary the teachers should encourage them to record various information about a word, not just its meaning. Learning new words while having fun in designing their vocabulary notebook will help them improve their vocabularies independently. Vocabulary notebook will serve as a textbook for students. It is not only use for taking beneficial word notes, practicing and reflecting on the material, but they will also use it as they work on future word activities. Students will go back to review the prior pages repeatedly and will be able to build exposure to the material each time.

Students can also take ownership of their learning through color and creativity. One of the main things that helps students in the use of DIY vocabulary notebook is not the benefits they can see from it but the ability for it to be their own. When students know, and are allowed, to use color in their notebooks, it makes their notes come alive. Using colored paper, markers, colored pencils, etc. makes it easier to sort information and group words together. This creativity also sparks the visual learning when they are expected to remember and apply the acquired words at a later date. Vocabulary teacher believes that keeping a vocabulary notebook is an effective tool that promotes vocabulary acquisition. The researcher attempts to support to these claims. The purpose of this study is to know the effectiveness of the DIY Vocabulary Notebook in improving the vocabulary of students. It will also investigate if there is a significant relationship between the vocabulary of the students using DIY Vocabulary Notebook when grouped according to their profile.

Objective of the Study

This descriptive one-group quasi-experimental action research aimed to determine the effectiveness of Do It Yourself (DIY) Vocabulary Notebook in improving the Vocabulary of Grade 10 students of a secondary high school in Zambales, Philippines.

Vocabulary

Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002). Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Vocabulary is a set of lexeme, including single words, compound words, and idioms (Richards & Renandya,

2002). Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc. a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. Vocabulary is a knowledge of words and words meaning in both oral and print language and in productive and receptive forms. Vocabulary refers to “the kind of word that students must know to read increasingly demanding text with comprehension” (Kamil and Hiebert, 2005).

Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to „ know „, a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context. Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences (John 2000: 16). In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences (Chen and Li, 2009). The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby’s first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than

that of daily conversation. There are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb (Harmer 2001: 16).

Teaching English Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Vocabulary is a central of English language acquisition and vocabulary learning is a central to language acquisition whether the language is first, second, or foreign (Celce and Murcia 2001). “Teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. (Hornby 1995). Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. The challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words (Harmer 2002: 2). Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. The condition should help learners to acquire a critical mass of words to use in both understanding and producing language (Thornbury 2002: 2). Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

Implementation of Vocabulary Notebook

Previous research on the implementation of vocabulary notebook had been conducted by some researchers. Here the researcher highlighted some relevant research within the subject is young learners and adult. Here is the example of the research that was conducted by, Fowle (2002) entitled “Vocabulary Notebook: Implementation and outcome”. This study investigated how the implementation of vocabulary notebook acquisition in non-empirical study. The study was implemented to 300 learners aged between eleven and fourteen, from false-beginner to preintermediate level. Whereas this research was conducted for students in seventh grade of junior high school aged between thirteen and fourteen and investigated the effectiveness of the use of vocabulary notebook in improving students’ vocabulary mastery. Then, another research

that was conducted by, Uzun (2013) entitled "Promoting vocabulary learning through vocabulary notebooks: Teaching and learning strategies and gender." In study that conducted by Uzun, the study investigated whether there were any differences between the vocabulary acquisition and retention level of female and male students. The research considers with two conditions first, formal instruction and feedback on vocabulary notebook keeping and second the amount of information recorded in the vocabulary notebooks. The study was implemented for five groups of second years university students. Furthermore, the differences are the sample and the focus. This research is focus on the effectiveness of the use of vocabulary notebook for junior high school students but in the previous research the focus is to examine the different between male and female students after implementing vocabulary notebook in teaching vocabulary. In addition from the previous research, vocabulary notebook is applied in high school or college students.

The National Reading Panel (NICHD, 2000) identified vocabulary as one of five major components of reading. Its importance to overall school success and more specifically to reading comprehension is widely documented (Baker, Simmons, & Kame'enui, 1998; Anderson & Nagy, 1991). The National Reading Panel (NRP) stated that vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean. "Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure" (Biemiller, 2005). The NRP's synthesis of vocabulary research identified seven findings that provide a scientifically based foundation for the design of rich, multifaceted vocabulary instruction. Provide direct instruction of vocabulary words for a specific text. Anderson and Nagy (1991) pointed out "there are precise words children may need to know in order to comprehend particular lessons or subject matter. "Repetition and multiple exposures to vocabulary items are important. Stahl (2005) cautioned against "mere repetition or drill of the word, "emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts. Vocabulary words should be those that the learner will find useful in many contexts. Instruction of high-frequency words known and used by mature language users can add productively to an individual's language ability (Beck, McKeown, & Kucan, 2002). Research suggests that vocabulary learning follows a developmental trajectory (Biemiller, 2001). Vocabulary tasks should be restructured as necessary. "Once students know what is expected of them in a vocabulary task, they often learn rapidly" (Kamil, 2004). Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge.

Stahl and Kapinus (2001) stated, "When children 'know' a word, they not only know the word's definition and its logical relationship with other words, they also know how the word functions in different contexts." Vocabulary can be acquired through incidental learning. Reading volume is very important in terms of long-term vocabulary development (Cunningham & Stanovich, 1998). In later work, Cunningham (2005) further recommended structured read-aloud, discussion sessions and independent reading experiences at school and home to encourage vocabulary growth in students. Dependence on a single vocabulary instruction method will not result in optimal learning (NICHD, 2000).

Stahl (2005) stated, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Consequently, researchers and practitioners alike seek to identify, clarify and understand what it means for students "to know what a word means." The sheer complexity of vocabulary acquisition, as evidenced by reviewing critical components such as receptive vocabulary versus productive vocabulary, oral vocabulary versus print vocabulary, and breadth of vocabulary versus depth of vocabulary (Kamil & Hiebert, 2005) raise questions worthy of further research. Other factors such as variations in students' vocabulary size (Anderson & Freebody, 1981; Nagy, 2005), levels of word knowledge (Dale, 1965; Graves & Watts-Taffe, 2002), as well as which words are taught (Beck *et al.*, 2002; Biemiller, 2005) and how word knowledge is measured (Biemiller, 2005) must all be considered in shaping our understanding of vocabulary acquisition. The studies examined in the NRP Report (NICHD, 2000) suggested that vocabulary instruction does lead to gains in comprehension, but methods must be appropriate to the reader's age and ability. The importance of vocabulary to success in reading is well known, but there continues to be little research that conclusively identifies the best methods or combinations of methods of vocabulary instruction.

METHODOLOGY

Research Design

In this study, the experimental research design was utilized. Experimental research design is concerned with examination of the effect of independent variable on the dependent variable, where the independent variable is manipulated through treatment or intervention, and the effect of those interventions is observed on the dependent variable. In this research, the profile of the students in terms of age, gender, parent's educational attainment, ethnicity and language used at home; and the level of vocabulary of students in terms of definition, spelling, parts of speech, synonym, antonym and word usage served as the independent variables. Effectiveness of DIY Vocabulary Notebook and the enhanced students vocabulary served as the dependent variables. The intervening variable in this

study was the DIY Vocabulary Notebook which was used to improve the vocabulary of the Grade 10 students of Buhawen National High School. A pretest was utilized before the implementation of the intervening variable to the students, the intervening variable was administered, and the posttest was carried out to assess the effect of the DIY Vocabulary Notebook in improving the vocabulary of the students.

Respondents and Location

The study was conducted among Grade 10 English students of a national high school IN Zambales, Philippines which is composed of 20 girls and 20 boys for a total of 40 students who were residents within the vicinity of the locale. Table 1 shows the frequency distribution of the population as to gender.

Instruments

The data that used in the study are the raw data obtained from the Survey Questionnaire on the profile of the students in terms of: age, gender, parent’s educational attainment, ethnicity and language use at home. This was used in answering the research question regarding the significant difference between the vocabulary of Grade 10 students using DIY Vocabulary Notebook when grouped according to their profile. To gather the needed data in determining the effectiveness of DIY Vocabulary Notebook among grade 10 students, a diagnostic test (pre-test) / achievement test (post-test) was used. It is a 60-item test that contains the vocabulary aspects such as word meaning, synonym, antonym, parts of speech word usage and spelling. The unfamiliar words used in the test items are taken from the different reading materials used during second and third grading period.

Data Collection

For the appropriateness of the questionnaire, the researcher presented it to the experts for technical assistance. The researcher made a request letter signed for the Division Superintendent to approve and give

their permission to conduct the survey questionnaire. Moreover, permission from the school guidance counselor was asked by the researcher to have access to the students’ records of the students involved in the study. During the actual survey, questions regarding the details and objectives of the study was explained before the respondents answer the questionnaire to clarify misconceptions on the contents presented in the instrument. The questionnaires was retrieved soon as the respondents have completed answering it (Libiran, 2017). A diagnostic test (Pre-test) was used to identify the performance level of the students before the application of the technique. It is a 60-item test which is categorized according to vocabulary aspects such as word meaning, spelling, word usage, antonym, synonym and parts of speech. It was constructed by the researcher. After the application of DIY Vocabulary Notebook, the researcher will administer summative test (Post-Test). The result of this was compared to the result of the pre-test. This is one of the ways use to determine the effectiveness of the technique.

Data Analysis

The data gathered were analyzed and interpreted using statistical methods such as the item analysis, the frequency and percentage distribution, the mean, standard deviation and correlated t-test computation.

FINDINGS AND DISCUSSION

This chapter encompasses the results and discussion of the study. It presents valuable data in the effectiveness of the Do It Yourself (DIY) Word Notebook in improving the Vocabulary of Grade 10 students.

Profile of the Student-Respondents

The profile of the student-respondents is shown in Table 1.

Table 1: Student Respondents’ Profile

Profile	Frequency	Percent
Age		
14	2	5.00
15	9	22.50
16	15	37.50
17 and above	14	35.00
Total	40	100.0
Sex		
Male	20	50.00
Female	20	50.00
Total	40	100.0
Language Use at Home*		
Ilocano	13	32.50
Zambal	7	17.50
Bisaya	2	5.00
Tagalog	40	100.00
Total	40	100.0

Profile	Frequency	Percent
Ethnicity		
No ethnicity	33	82.50
Aeta	6	15.00
Igorot	1	2.50
Total	40	100.0
Mother's Highest Educational Attainment		
Elementary Undergraduate	6	15.00
Elementary Graduate	2	5.00
High School Undergraduate	8	20.00
High School Graduate	14	35.00
College Undergraduate	8	20.00
College Graduate	2	5.00
Total	40	100.0
Father's Highest Educational Attainment		
Elementary Undergraduate	11	27.50
Elementary Graduate	3	7.50
High School Undergraduate	4	10.00
High School Graduate	7	17.50
College Undergraduate	7	17.50
College Graduate	8	20.00
Total	40	100.0

Note: *multiple response

Age: Majority of the respondents are aged 16 with 15 (37.50%) followed by 17 years old and above with 14 (35.00%), and 15 years old with 9 (22.50%). Only few are 14 years old with only two students (5.00%). This means that the most of the students are in the age bracket of 16-17 years old which is a usual age for a Grade 10.

Sex: As shown in the table, there are equal number of female (20, 50.00%) and male (20, 50.00%) students who involved in this study. This implies that there is an equal distribution of respondents in terms of sex.

Language Use at Home: All of the respondents (40, 100.0%) use Tagalog at home as a major medium of communication. Some speak Ilocano (13, 32.50%) and few of the respondents speak Zambal (7, 17.50%) and Bisaya (2, 5.00%). It implies that most of the millennial students now are well-versed in Tagalog or formally, the Filipino language compared to the use of the local languages such as Zambal and Ilocano. Most of the parents now converse with their children using the Filipino language rather than their mother-tongue.

Ethnicity: Based from the table, almost all of the respondents have no identified ethnicity or social or

tribal group. There are 6 students (15.00%) who belong to Aeta ethnicity and 1 student (2.50%) belong to Igorot ethnicity. It implies that majority of the students do not belong to any indigenous people's groups.

Mother's Highest Educational Attainment: Based from the table, majority of the respondents have mothers who graduated from high school (14, 35.00%). Only few are graduates of elementary level (2, 5.00%) and college level (2, 5.00%). It implies that most of the mothers only finished their secondary education.

Father's Highest Educational Attainment: As shown from the table, majority of the respondents have fathers who are elementary undergraduate (11, 27.50%). Only few are graduates of elementary level (3, 7.50%). This means that the father of the respondents received only low education.

Level of Vocabulary of Grade 10 students before the Application of DIY Vocabulary Notebook

Pre-test results determined the level of students' vocabulary prior to the application of the Do It Yourself (DIY) Vocabulary Notebook (Table 2).

Table 2: Descriptive Statistics of Students' Pre-test Scores

Pretest Scores	Frequency	Percent	VD
25-36	2	5.00	DNM
13-24	26	65	O
1-12	12	30	S
Total	40	100.0	
M = 15.55^{FS}; SD = 4.90			

Legend: 49-60 (O-Outstanding); 37-48 (VS-Very Satisfactory); 25-36 (S-Satisfactory); 13-24 (FS-Fairly Satisfactory); 1-12 (DNM-Did Not Meet Expectations)

The results of the pre-test of students in showed that the class belonged to the Fairly Satisfactory level in terms of vocabulary as revealed by the weighted mean of 15.55 (SD=4.90). The test scores came majority from the bracket of 13 to 14 out of the 60-item vocabulary test. Before the intervention, the vocabulary skills of the class is very low. Hence, the researcher used an intervention in order to enhance the vocabulary skills of the students. According to Atasheneh and Naeimi (2015), vocabulary mastery is one of the significant components in acquiring a second or foreign language and also is required to be learned in order to command of four important abilities, that is to say, reading, listening, writing and speaking, which cause to successful contact. In order to have successful communication, having acceptable knowledge of

vocabulary is an inseparable portion of that communication. Thus, without having good and acceptable knowledge, no effective contact can manage and successful communication relies massively on vocabulary knowledge. In the study of Walters and Bozkurt (2009), they emphasized that effective vocabulary learning strategies are particularly interesting. Their described the effectiveness of one particular vocabulary learning strategy, that of keeping a vocabulary notebook. This is similar to the present study with exception of the nature of the notebook which is do-it-yourself (DIY). To determine the level of vocabulary in terms of the different sub-skills, the sub-skill means and standard deviations were computed (Table 3).

Table 3: Descriptive Statistics of Students’ Pre-test Scores per Sub-Skill

Sub-Skill	Items	Mean Score	SD	VD
Spelling	10	3.95	1.77	FS
Word Usage	10	3.13	1.83	FS
Synonym	10	2.90	1.59	FS
Antonym	10	2.40	1.43	DNM
Parts of Speech	10	2.00	1.38	DNM
Definition	10	1.18	0.95	DNM

Legend: 9-10 (O-Outstanding); 7-8 (VS-Very Satisfactory); 5-6 (S-Satisfactory); 3-4 (FS-Fairly Satisfactory); 1-2 (DNM-Did Not Meet Expectations)

As gleaned from the table, the students are “Fairly Satisfactory” in terms of spelling (M=3.95, SD=1.77), word usage (M=3.13, SD=1.83) and synonym (M=2.90, SD=1.59). Meanwhile, the students “Did Not Meet Expectations” in parts of speech (M=2.00; SD=1.38) and definition (M=1.18, SD=0.95).

The data reveals that before the intervention the students are performing low in the different vocabulary sub-skills most specifically on parts of speech and definition. Fauziati (2005) stressed that lack of enough vocabulary, one cannot transfer his/her message successfully or represent his/her views in both written and oral forms. One significant determinant is the amount of lexical a person possesses and can

remember (Atasheneh & Naeimi, 2015). In the study of Taveggia (2013), it is stressed that learners need to increase vocabulary significantly while simultaneously using their vocabulary to make meaning of academic text; therefore the strategy’s usefulness and effectiveness was evaluated as a potential independent vocabulary learning strategy for learners when they matriculate into academic study.

Level of Vocabulary of Grade 10 students after the Application of DIY Vocabulary Notebook

The level of vocabulary was determined after the treatment. Table 4 shows the descriptive statistics of students’ scores in posttest.

Table 4: Descriptive Statistics of Students’ Post-test Scores

Post-test Scores	Frequency	Percent	VD
49-60	1	2.50	DNM
37-48	14	35.00	S
25-36	18	45.00	S
13-24	7	17.5	FS
Total	40	100.0	
M = 32.95^s; SD = 8.98			

Legend: 49-60 (O-Outstanding); 37-48 (VS-Very Satisfactory); 25-36 (S-Satisfactory); 13-24 (FS-Fairly Satisfactory); 1-12 (DNM-Did Not Meet Expectations)

The results of the post-test of students in the showed that the group still belonged to the Satisfactory level in terms of vocabulary as revealed by the weighted mean of 32.95 (SD=8.98). The test scores came majority from the bracket of 25 to 36 out of the

60-item vocabulary test. It can be noted that the class has improved from Fairly Satisfactory to Satisfactory level. To determine the level of vocabulary in terms of the different sub-skills, the sub-skill means and standard deviations were computed (Table 5). Kitajima (2001)

observes that vocabulary constitutes an essential component of vocabulary acquisition and adds that without words, a speaker cannot express intended meanings. Gass & Selinker (2001) point out that there are numerous reasons for believing that lexis is important in second language acquisition. In fact, the lexicon may be the most important language component for learners. These comments illustrate the importance of vocabulary in language acquisition either in an L2 or a foreign language (FL). Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning (Ledbury, n.d.; McCarthy, 1990; Nation, 1990; Schmitt and Schmitt, 1995; Lewis, 2000;

Fowle, 2002). Schmitt and Schmitt (1995) offer suggestions for the design of a vocabulary notebook, as well as a sample program for incorporating vocabulary notebooks into class work. In the study of Fowle (2002), he found out that that learners may use multiple determination strategies to discover meaning and other aspects of unknown words: they may use monolingual or bilingual dictionaries, guess from context, or seek the help of teachers or classmates. In spite of the fact that keeping a vocabulary notebook is listed as a single vocabulary learning strategy in Schmitt's (1997) taxonomy, it seems clear that the very act of keeping a vocabulary notebook will involve the practice of a variety of different vocabulary learning strategies.

Table 5: Descriptive Statistics of Students' Post-test Scores per Sub-Skill

Sub-Skill	Items	Mean Score	SD	VD
Spelling	10	6.98	1.67	VS
Word Usage	10	4.28	2.12	FS
Synonym	10	5.70	1.86	S
Antonym	10	3.15	2.53	FS
Parts of Speech	10	6.70	2.72	VS
Definition	10	6.15	2.61	S

Legend: 9-10 (O-Outstanding); 7-8 (VS-Very Satisfactory); 5-6 (S-Satisfactory); 3-4 (FS-Fairly Satisfactory); 1-2 (DNM-Did Not Meet Expectations)

As gleaned from the table, the students are "Very Satisfactory" in spelling (M=6.98, SD=1.67) and parts of speech (M=6.70, SD=2.72). The students perform "Satisfactory" in definition (M=6.15, SD=2.61) and synonym (M=5.70, SD=1.86). The sub-skill on word usage (M=4.28, SD=2.12) and antonym (M=3.15, SD=2.53) were performed "Fairly Satisfactory." The data reveals that after the intervention the students have improved in the different sub-skills of vocabulary. Effective strategies for language learning are of concern to researchers and teachers alike, as language practitioners turn their attention to promoting learner autonomy through strategy instruction. At a time when the area of vocabulary is experiencing a resurgence of interest, effective vocabulary learning strategies are particularly interesting (Walters & Bozkurt, 2009). The study of Walters and Bozkurt (2009) likewise found out that consolidation strategies are also used when adding to the information in the notebook, and when studying

new words in the notebook. Use of the notebook in class work also supports the use of consolidation strategies, as students return to the notebook to retrieve words, use the words in classroom activities, and share their words with their classmates. Thus, vocabulary notebooks offer learners the chance to expand their repertoire of vocabulary learning strategies, and they have the potential to enhance vocabulary learning, perhaps more than any other single vocabulary learning strategy used on its own.

Difference in the Vocabulary of Grade 10 Students before and after the application of DIY Vocabulary Notebook

To measure the significant difference in the vocabulary of the students using the DIY Vocabulary Notebook, a t-test for paired samples is presented in Table 6.

Table 6: Paired Samples T-test of the Posttest and Pretest Mean Gain in the Vocabulary Test

Subskill	Posttest Mean	Pretest Mean	Gain Score	t-value	p-value	Decision
Spelling	6.98	3.95	3.06	8.881	0.000	Significant
Word Usage	4.28	3.13	1.15	3.219	0.003	Significant
Synonym	5.70	2.90	2.80	7.483	0.000	Significant
Antonym	3.15	2.40	0.75	1.741	0.090	Not Significant
Parts of Speech	6.70	2.00	4.70	10.819	0.000	Significant
Definition	6.15	1.18	4.98	11.764	0.000	Significant
Overall	32.95	15.55	17.40	14.094	0.000	Significant

p<0.05 *equal variances assumed

Using the t-test for paired samples, the class obtained an overall gain score of 17.40 from the 32.95

and 15.55 mean scores of the posttest and pretest, respectively. The t-value obtained was 14.094 and the

p-value was 0.000. This means that there is a significant difference in the vocabulary of the students before and after the intervention. In particular, the class registered the highest gain score of 4.98 in definition. This gain score is considered significant based on the t-test results. The computed t-value and p-value are 11.674 and 0.000, respectively. The p-value is less than the level of significance set in the study, therefore there is a significant difference between the pretest and posttest scores of the students exposed with the DIY Vocabulary Notebook. Likewise, there exist significant differences between the post-test and pretest mean scores in parts of speech (t-value=10.819; p-value=0.000), spelling (t-value=8.881; p-value=0.000), synonyms (t-value=7.483; p-value=0.000) and word usage (t-value=3.219; p-value=0.003). It can be noted that all the vocabulary sub-skills showed significant differences except in the antonym. There was a big improvement in students' sub-skills in definition (gain score=4.98), parts of speech (gain score=4.70) and spelling (gain score=3.06). This implies that students are able to identify the definition of a certain word, classify its parts of speech and are able to spell them correctly. However, slight changes have been noted in the subskill antonym with a gain score of 0.75. It can be deduced that students are still not very proficient in identifying the opposite meanings of words. Regarding language learning, vocabulary acquisition is basic to language and of greater attention to typical language learner (Zimmerman, 1998). Moreover, it carries a significant role in English language skills. The more words learners acquire, the better they accomplish their language (Atasheneh & Naeimi, 2015). Learners needed an enormous amount of input teachers in all facets of keeping a vocabulary notebook and learning words (McCrostie, 2007; Schmitt & Schmitt, 1995; Walters & Bozkurt, 2009). Students seemed to have very few

comprehensive and coherent strategies in place for learning vocabulary, and needed to understand what words to invest in as well as how to learn vocabulary (Folse, 2004; Fowle, 2002).

Walters and Bozkurt's (2009) research indicates that students who liked the vocabulary notebook would not continue the hard work of maintaining one if it did not count for a grade. Hence, for students who would only keep a notebook with minimal word data, a more pragmatic goal was teaching them principles for good vocabulary learning and strategies for applying those principles. Vocabulary notebooks are frequently advocated as a way for students to take control of their vocabulary learning (Fowle, 2002), with the added benefit of improvements in vocabulary learning (Schmitt and Schmitt, 1995; Laufer and Nation, 1999). The study of Walters and Bozkurt (2009) attempted to lend empirical support to these claims, by investigating the effect of vocabulary notebooks on EFL students' vocabulary acquisition. In their study, a vocabulary notebook program was implemented in one class over a 4-week period, with the remaining two classes acting as control groups, following the same curriculum with the same materials but without keeping vocabulary notebooks. Receptive and controlled productive vocabulary tests revealed significantly greater learning of the target words in the treatment group.

Difference between the Vocabulary of Grade 10 Students using the DIY Vocabulary Notebook when Grouped According to Profile Variables

Table 7 shows the difference in the vocabulary of Grade 10 students when grouped according to profile variables.

Table 7: One-Way Analysis of Variance of Students' Vocabulary by Profile Variables

Source	DF	SS	MS	F	p-value	Decision
Age						
Between Groups	3	486.083	162.028	2.196	0.105	Not Significant
Within Groups	36	2655.817	73.773			
Total	39	3141.900				
Sex						
Between Groups	1	270.400	270.400	3.578	0.066	Not Significant
Within Groups	38	2871.500	75.566			
Total	39	3141.900				
Language						
Between Groups	2	1126.653	563.327	10.343	0.000*	Significant
Within Groups	37	2015.247	54.466			
Total	39	3141.900				
Ethnicity						
Between Groups	2	836.097	418.048	6.708	0.003*	Significant
Within Groups	37	2305.803	62.319			
Total	39	3141.900				
Mother's Educational Attainment						
Between Groups	5	1050.388	210.078	3.415	0.013*	Significant
Within Groups	34	2091.512	61.515			
Total	39	3141.900				

Source	DF	SS	MS	F	p-value	Decision
Father's Educational Attainment						
Between Groups	5	519.264	103.853	1.346	0.269	Not Significant
Within Groups	34	2622.636	77.136			
Total	39	3141.900				

*Significant at $p < 0.050$ *equal variances assumed

Age: A one-way between groups analysis of variance was conducted to explore the impact of age on the vocabulary mean scores of the students. Participants were divided into four groups according to their age. As gleaned from the table, there is no statistically significant difference at the 0.05 level of significance in the vocabulary mean scores for the four age groups $F(3, 36) = 2.196$ $p > 0.05$.

Sex: A one-way between groups analysis of variance was conducted to explore the impact of sex on the vocabulary mean scores of the students. Participants were divided into two groups according to their sex. As gleaned from the table, there is no statistically significant difference at the 0.05 level of significance in the vocabulary mean scores for the two sex groups $F(1, 38) = 3.578$ $p > 0.066$.

Language Use: A one-way between groups analysis of variance was conducted to explore the impact of language use at home on the vocabulary mean scores of the students. Participants were divided into four groups according to their language use. As gleaned from the table, there is a statistically significant difference at the 0.05 level of significance in the vocabulary mean scores for the four language groups $F(2, 37) = 10.343$ $p < 0.05$. Post-hoc comparisons using the Scheffe Test indicated that significant differences were found in the vocabulary skill between Tagalog speakers ($M=36.19$, $SD=6.32$) and Ilocano speakers ($M=22.63$, $SD=7.76$). This indicates that Tagalog speakers tend to have higher vocabulary than Ilocano speakers. Vocabulary acquisition strategies have been studied extensively in the last 25 to 30 years. Researchers have looked at indirect and direct teaching of vocabulary. Some researchers have looked at strategies to help vocabulary learning, including mnemonic devices, vocabulary notebooks, dictionary use, grids, and diagrams (Seesink, 2007).

Ethnicity: A one-way between groups analysis of variance was conducted to explore the impact of ethnicity on the vocabulary mean scores of the students. Participants were divided into three groups according to their ethnicity. As gleaned from the table, there is a statistically significant difference at the 0.05 level of significance in the vocabulary mean scores for the three ethnicity groups $F(2, 37) = 6.708$ $p < 0.05$. Post-hoc comparisons using the Scheffe Test indicated that significant differences were found in the vocabulary skill between no ethnicity ($M=34.97$, $SD=7.87$) and aeta ethnicity ($M=22.17$, $SD=7.99$). This indicates that those with no ethnicity have higher vocabulary skill

than those with Aeta ethnicity. According to Khan (2011), there is a tendency of people of all ethnic groups to have lower vocabulary scores if they are from the South or Midwest. This tendency is in many cases outside of the 95 percent confidence interval. It's especially striking in the three groups with huge samples sizes in all regions: Germans, Irish, and British. Irish here includes both Scots-Irish and those of Irish Catholic background.

Mother's Educational Attainment: A one-way between groups analysis of variance was conducted to explore the impact of mother's on the vocabulary mean scores of the students. Participants were divided into six groups according to their educational attainment. As gleaned from the table, there is a statistically significant difference at the 0.05 level of significance in the vocabulary mean scores for the six educational attainment groups $F(5, 34) = 3.415$ $p < 0.05$. Post-hoc comparisons using the Scheffe Test indicated that significant differences were found in the vocabulary skill between College graduate ($M=37.50$, $SD=9.19$) and Elementary graduate ($M=23.00$, $SD=8.49$). This indicates that those with collegiate degree have higher vocabulary than those who graduated in elementary. This corroborates the findings of Froiland, Powell, and Diamond (2014) that there is reason to believe the beginning of vocabulary success is found in the verbal interactions between parents or caregivers and children or in conversations between children because a child's neighborhood social networks and home literacy environment play an important role in the child's vocabulary development. In particular, parents' or caregivers' engagement in narrative-based conversations with their children can support vocabulary development (Peterson, Jesso, McCabe, 1999). Vocabulary notebooks are frequently advocated as a way for students to take control of their vocabulary learning (Fowle, 2002), with the added benefit of improvements in vocabulary learning (Schmitt and Schmitt, 1995; Laufer and Nation, 1999). In a study conducted to test the Involvement Load Hypothesis, Hulstijn and Laufer (2001) compared the vocabulary retention of EFL learners exposed to tasks with different involvement loads; they found that the tasks for which the involvement load was higher resulted in better retention of vocabulary words encountered in the tasks. While the involvement load of the tasks in which students were involved in the present study cannot be calculated, it would seem logical to assume that the involvement load of vocabulary notebook tasks was higher than that of the more traditional vocabulary instruction activities.

CONCLUSION

The study concludes that a student-respondent is aged 16, either male or female, uses Tagalog at home as a language of communication, has no ethnicity, with mothers who are high school graduate and a father who is an elementary undergraduate. Before the intervention, the level of vocabulary of the students is fairly satisfactory. The students are fairly satisfactory in spelling, word usage and synonym. After the intervention, the class improved to Satisfactory in terms of vocabulary. The students are very satisfactory in spelling and parts of speech; and satisfactory in definition and synonym. There is a significant difference in the vocabulary of the students before and after the implementation of the DIY Vocabulary Notebook. There is a significant difference in the students' vocabulary when grouped according to language use at home, ethnicity and mother's highest educational attainment. The study recommends that the inclusion of GPA in English as one profile variable may be considered in future study to see its relationship in the students' level of vocabulary. The teacher shall be careful in monitoring and giving feedback on the words being included in the DIY Vocabulary Notebook of the students so it can fully address the least mastered vocabulary sub-skills and can be used appropriately for its purpose. The English teachers may use the DIY Vocabulary notebook not only to enhance the vocabulary skill of the students but also to improve their written communication skills specifically their skill in identifying opposite meanings of certain words. Since the students are constantly updating the DIY Vocabulary Notebook, a standardized rubrics in assessing this product-based formative assessment tool must be constructed by the teacher. The use of language at home can be a predictor of a good vocabulary, hence, parents are encouraged to guide and assist their children in both speaking and oral communication. They can be partners of the teacher in implementing the DIY Vocabulary notebook. Further studies may be conducted to validate the findings of the present study.

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