Enhancing Vocabulary towards Expressive Writing of Senior High School Students of Holy Rosary College Foundation

Crisna Mae T. Borromeo[1]*, Andrea B. Evangelista[1], Rossel D.C. Parungao[1], Shan Harley Ramizares[1], Dr. Cris Zita[2]*

[1]Universitas 1Holy Rosary College Foundation, Caloocan City, Philippines
[2]Dr. Juan A. Pastor Integrated National High School, Batangas, Philippines

ABSTRACT

Ineffective writing has come from the insufficient learning of words and their meaning. This problem has made students more vulnerable by preventing them from performing constructively through spoken or written endeavors. It makes them unfree to tell their own story of imaginative craft, thus holding back ideas that slow their passion for trying things liberally. Words really are, and they have the discrete power to make things less valuable and make some pieces endearing to one's ears. This problem has caused concern among the researchers; the observation was visibly intact over the students' daily course of action in class. The majority of the written works are uttered from words briefly comprehended, or if not, words taken from the first search on the internet—precisely used to meet up with the maximum of the outdated tasks. The researchers have gathered surveys and interviews from both senior high school students and teachers. The survey is done through a Google Form, which leads to the two sections of the questionnaires. On the other hand, teachers' interviews were done through recorded questioning and the transfer of answers from the question handouts. The researchers want to know what factors are interfering with effective writing. Furthermore, researchers wanted to find out the severity of the given factors, which can precede alternative routes towards expanding horizons in written works. According to the researchers' analysis of the data, senior high school students at Holy Rosary College Foundation reported experiencing "occasionally" about half of the aforementioned issues. As a result, children frequently learn insufficiently, which hinders the development of a deeper understanding of spoken and written language. The adjustments for a better vocabulary result in learning that is progressing. Opportunities are created for learning as well as for interacting with peers and supporting one another's future achievements. Participating in all elements of schooling will foster a balanced perspective on learning and teach students about the complexity of language.

INTRODUCTION

Vocabulary is the foundation of language (Greene & Coxhead, 2015; Lee & Lee, 2022). In a nutshell, vocabulary is essential because it is the basis of all languages (Alfadil, 2020). It's the raw primary structure that we can use to articulate our ideas and thoughts, share information, comprehend others, and grow personal relationships (Limon & Aydin, 2020). Having a large vocabulary in your target language develops and helps support all four language skills: reading, listening, speaking, and especially writing (Agustin & Ayu, 2021; Alahmadi & Foltz, 2020).

As Paul Nation (2015) noted in his paper on vocabulary learning, "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform (Agustin & Ayu, 2021; Öztürk & Çakıroğlu, 2021).". Paris (2005) identifies vocabulary as one of the unconstrained skills, meaning that it is a skill that we continue to develop over our lifetime (Madigan et al., 2020; Zainal & Rahmat, 2020). Konza (2016) notes the importance of explicit teaching of vocabulary to support students confidence in a word's meaning and use in context so that it will become part of their own repertoire (Mika & Pénzesné Kónya, 2021).

In writing skills, learners may effectively express their ideas or thoughts if they have a wide range of vocabulary (Schillings et al., 2023). As per our observations during our teaching internship, a lack of vocabulary knowledge makes writing a strenuous task for the learners. Though there, we are also considering other factors that could be the reason learners are having a hard time learning vocabulary, e.g., (1) the sheer number of words that learners must learn is overwhelming; (2) different grammatical forms of a word; (3) confusion in using the word based on the context; etc.

Based on the factors stated above, the teacher will use several teaching strategies to aid the respondents in enhancing their writing skills and gaining effectiveness in their writing during the class (Woolf, 2019). Both learners and teachers must be involved in this research, and an active learning process is demonstrated. As an outcome, it is critical to use differentiated activities to assist them in improving.

The rationale for doing this research was that the group believes that there was a huge impact on learners writing skills once they were exposed to a wide range of vocabulary (Schillings et al., 2023; Yeh et al., 2021). The strategy of the researcher is to conduct a survey questionnaire and interview among thirty-
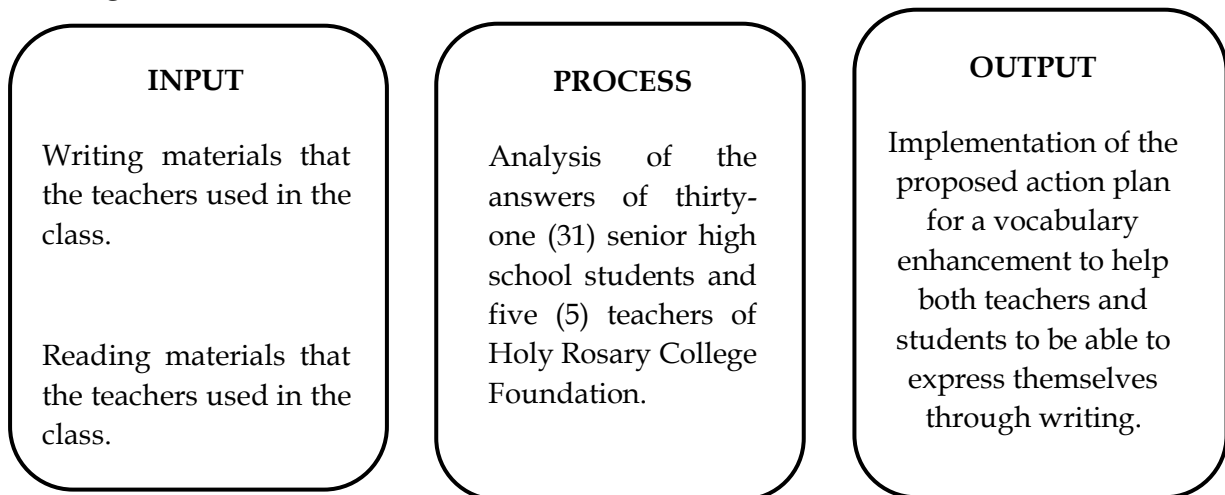
two (32) senior high school students and five (5) high school teachers at Holy Rosary College Foundation. During this research, interventions were made consistently. An action plan will be proposed to the school.

The researcher aims to seek ways on how to enhance the vocabulary of senior high school students towards expressive writing.

1. What are the vocabulary enhancement activities used by the teachers to expand the students learning towards expressive writing?
2. What are the factors affecting the lack of vocabulary skills among senior high school students?
3. What are the strategies for improving the vocabulary skills of senior high school students?
4. What are the proposals to help the teachers expand the vocabulary of the senior high school students?

METHODS

This action research is a mixed method. The researchers gave a survey questionnaire to the students and conducted interviews with the teachers. The results were used to determine if the suggested teaching strategies are effective in enhancing the vocabulary of senior high school students for expressive writing.

INPUT	PROCESS	OUTPUT
Writing materials that the teachers used in the class. Reading materials that the teachers used in the class.	Analysis of the answers of thirty-one (31) senior high school students and five (5) teachers of Holy Rosary College Foundation.	Implementation of the proposed action plan for a vocabulary enhancement to help both teachers and students to be able to express themselves through writing.

Respondents

The respondents to this action research are thirty-one (31) senior high school students and five (5) high school teachers from Holy Rosary College Foundation. They were chosen through targeted and random sampling.

Data Gathering Procedure

The researchers underwent the following steps in conducting the action research: First, the researchers identified the exact number of senior high school students and teachers who would undergo a survey questionnaire and interview. Second, the researchers construct survey questionnaires and interview questions. Then, the researchers informed the high school principal and asked her permission with a letter to conduct the research. Senior high school teachers are also informed about the survey.

Subsequently, the survey questionnaire started on December 12, 2022, and was completed by December 13, 2022. Respondents' results and data were validated using descriptive statistics. It was done to propose efficient strategies for expanding the vocabulary and encouraging expressive writing among the senior high school students.

RESULT AND DISCUSSION

This section embodies the actual data of the study. This analyzes the data and interprets the findings of the study.
Survey

Factors Affecting The Vocabulary Skills

The graph shows that 19 out of 31 (61.3%) responses mention sometimes encountering difficulties in pronouncing words as a factor affecting their vocabulary skills. The 7 (22.6%)) rarely encounterg it. The othere 2 (6.5%) often encounter it,t and the other 2 (6.5%) never encounter it. The 1 (3.2%) always encounters it. The graph shows that 19 out of 31 (61.3%) responses mention sometimes encountering difficulties in pronouncing words as a factor affecting their vocabulary skills. The 7 (22.6%)) rarely encounterg it. The othere 2 (6.5%) often encounter it,t and the other 2 (6.5%) never encounter it. The 1 (3.2%) always encounters it.

Graphic 1: Difficulties in Pronouncing the Words
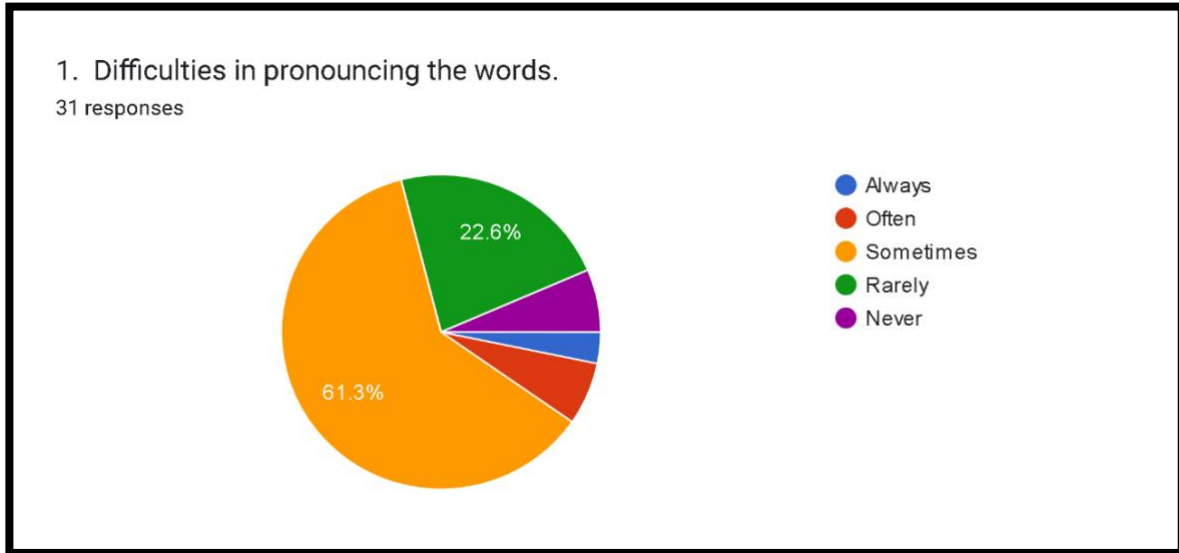
Graphic 2 shows that 16 out of 31 (51.6%) responses mention sometimes encountering difficulties in writing and spelling as a factor affecting the vocabulary enhancement of the students. The 8 (25.8%) often encountered it. The six (19.4%) rarely considered it, and the last response never considered it. The other 1 (3.2%) never encounter it

Graphic 2: Difficulties in Writing and Spelling
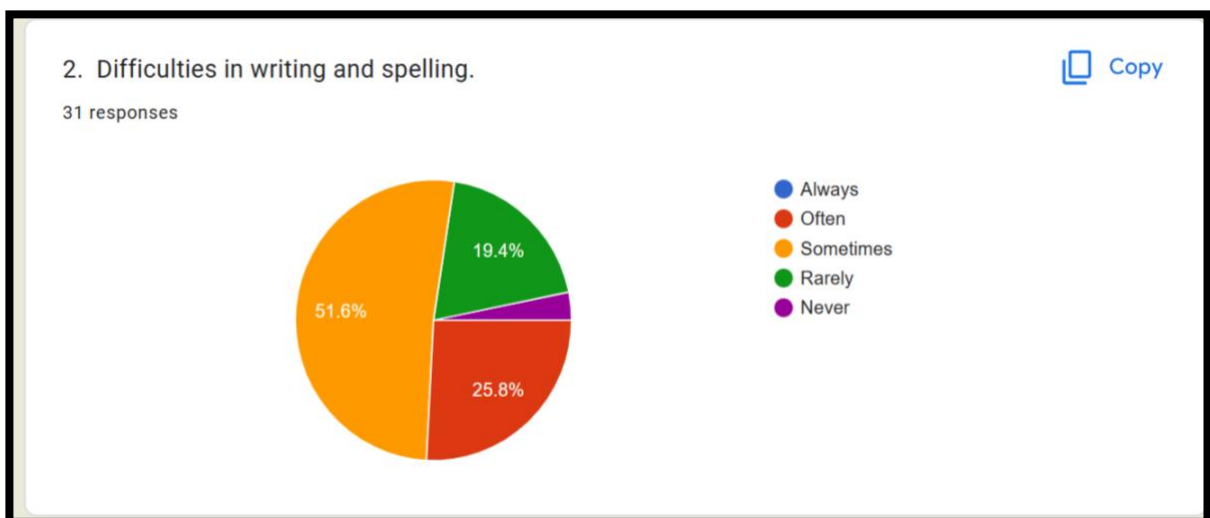
Graphic 3 shows that 16 out of 31 (51.6%) responses involve sometimes encountering different grammatical forms of a word as a factor affecting the students vocabulary enhancement. The 10 (32.3%) rarely encountered it. The three (9.7%) often encountered it. The one (3.2%) always encountered it, and the other one (3.2%) never encountered it.

Graphic 3: Different Grammatical Form of a Word
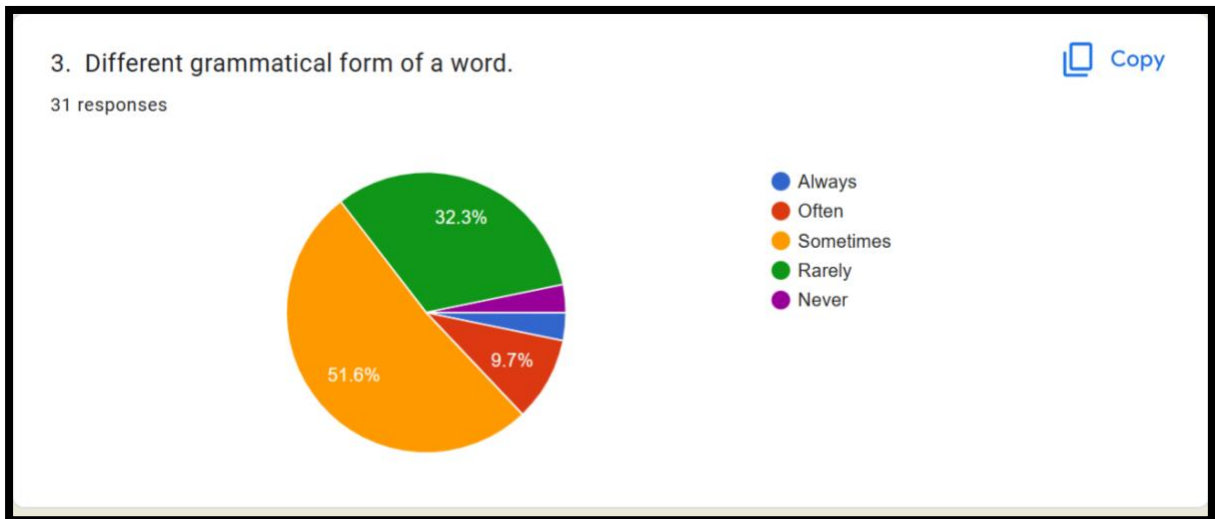
Graphic 4 shows that 15 out of 31 (48.4%) responses sometimes encounter difficulties in choosing the appropriate meaning of the words. The 8 (25.8%) rarely encounter it. The three (9.7%) often encountered it, while the other three (9.7%) always encountered it. The 2 (6.5) never encountered it.

Graphic 4: Difficulties in Choosing the Appropriate Meanng of the Words
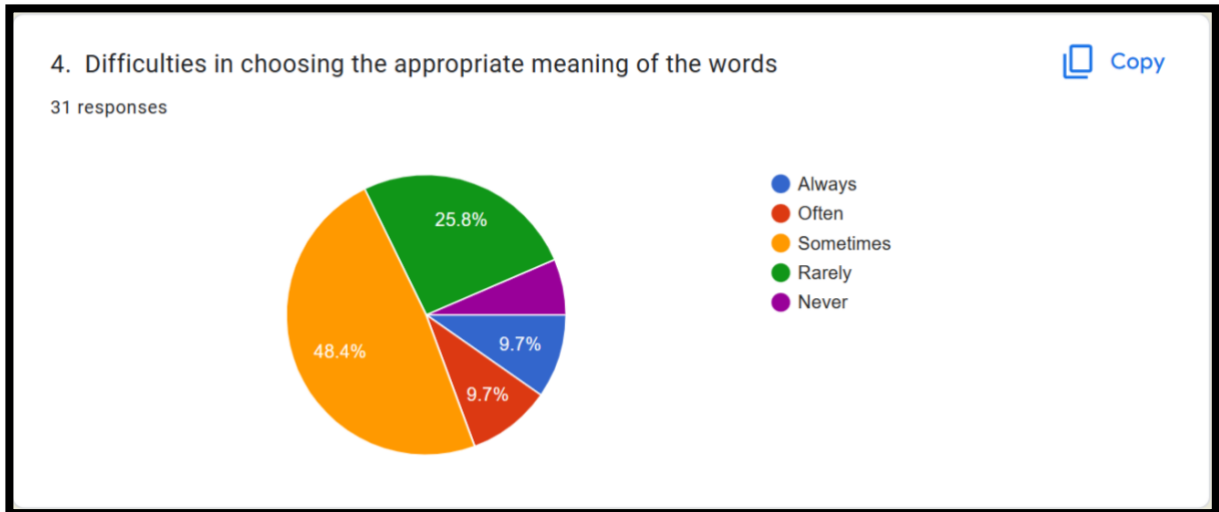
Graphic 5 shows that 15 out of 31 responses are sometimes confusing when using the word based on the context. The six (19.4%) are often encountering it, and the other six (19.4%) are rarely encountering it. Two (6.5%) have always encountered it, while the other two (6.5%) have never.

Graphic 5: Confuse in Using the Word Based on The Context
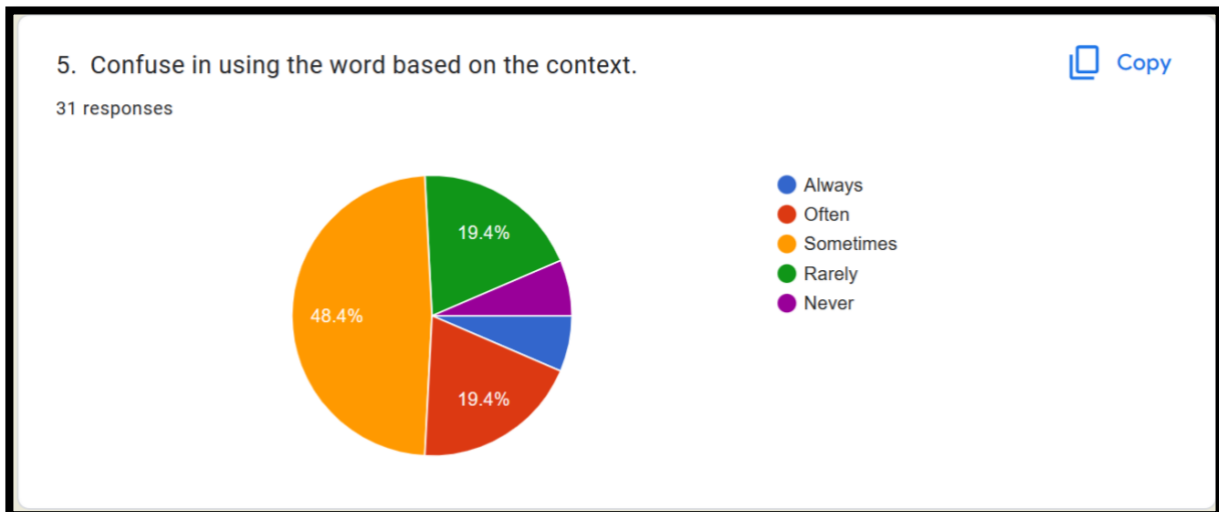
Graphic 6 shows that 21 out of 31 (67.7%) respondents encountered confusion when they found words or expressions that were idiomatic. The 5 (16.1%) often encountered it. The three (9.7%) rarely encountered it. The other 1 (3.2%) never encounters it, and the other 1 (3.2%) always encounters it.

Graphic 6: Confuse When They Found Words or Expression that Were Idiomatic
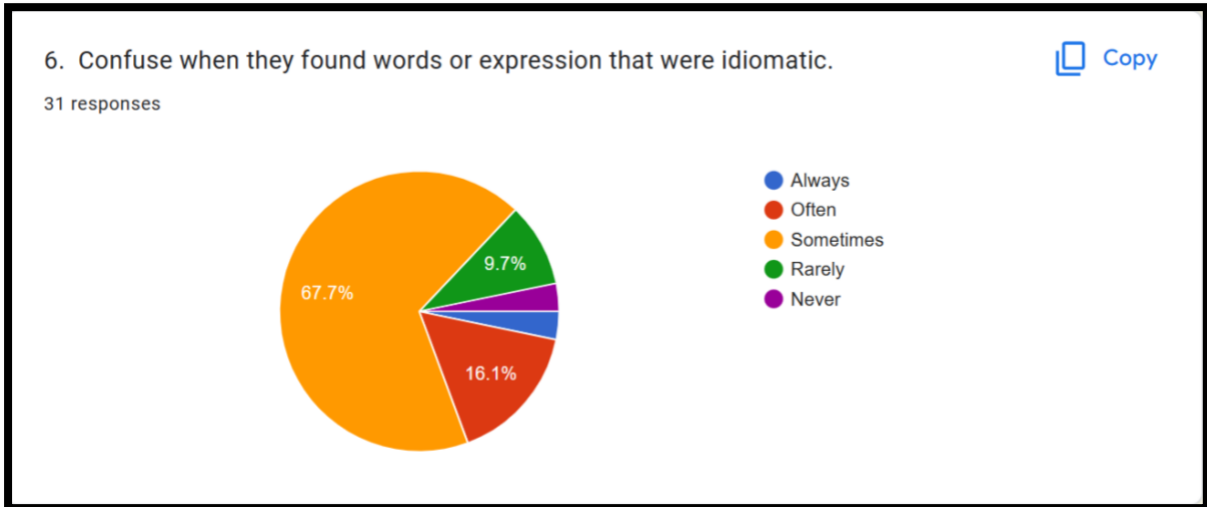
Graphic 7 reveals that 15 out of 31 (48.4%) respondents sometimes encountered written forms that are different from the spoken forms in English. The 8 (25.8%) rarely encounter it. The 4 (12.9%) often encounter it. The three (9.7) never encounter it. The 1 (3.2%) always encountered it.

Graphic 7: Confuse When They Found Words or Expression that Were Idiomatic
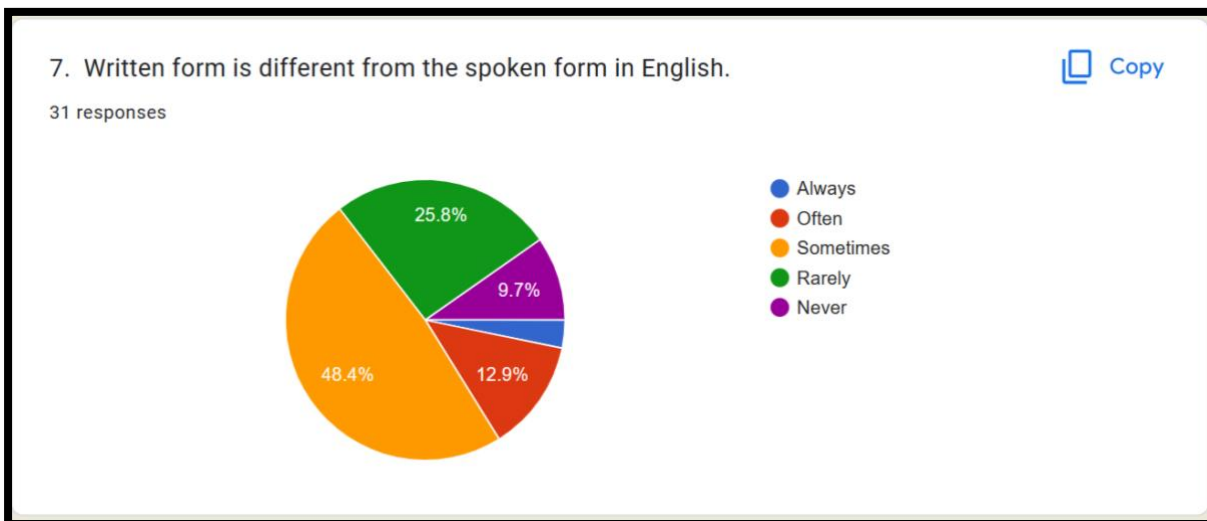
Graphic 8 shows that 15 out of 31 (48.4%) students sometimes encounter a large number of words that they need to learn. The 8 (25.9%) often encounter it. The four (12.9%) rarely encounter it. The two (6.5%) always encounter it, and the other two (6.5%) never encounter it. In the context of education, the
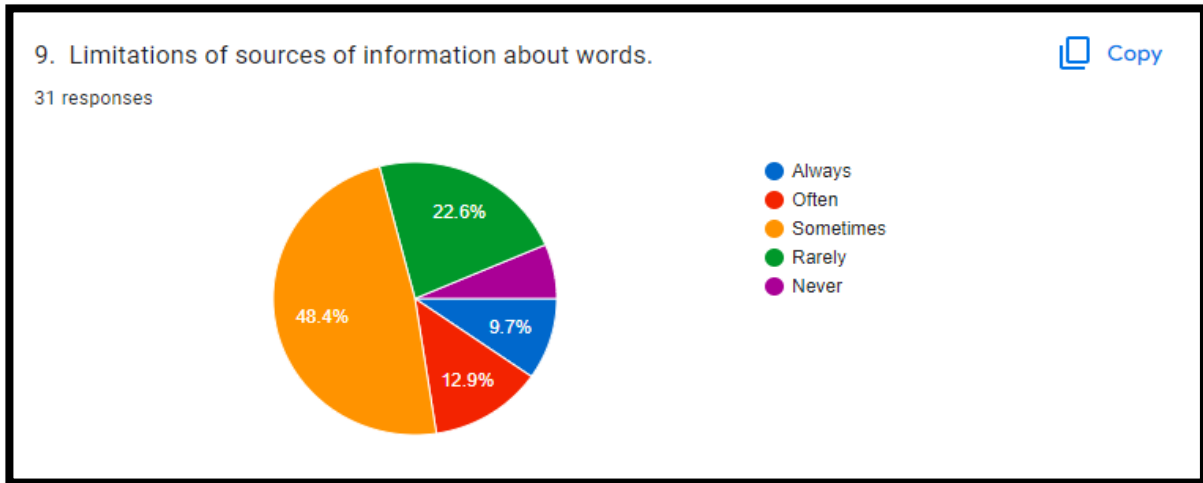
statement "students sometimes encounter knowing a word that involves much more than knowing its dictionary definition" highlights the need for a deeper understanding of words beyond their dictionary definitions. Students must consider connotations, cultural implications, and contextual usage to fully grasp a word's meaning. This includes recognizing associations, idiomatic expressions, and figurative uses. Similarly, students often face the challenge of learning a large number of words. Effective strategies such as mnemonic devices, contextual learning, and regular practice can aid vocabulary acquisition. Educators play a crucial role in providing guidance and implementing structured activities to enhance students' vocabulary knowledge. Acknowledging the multifaceted nature of word understanding and addressing the volume of words students encounter promotes comprehensive vocabulary development in education.

Graphic 8: Number of Words that Students need to Learn is Exceedingly Large
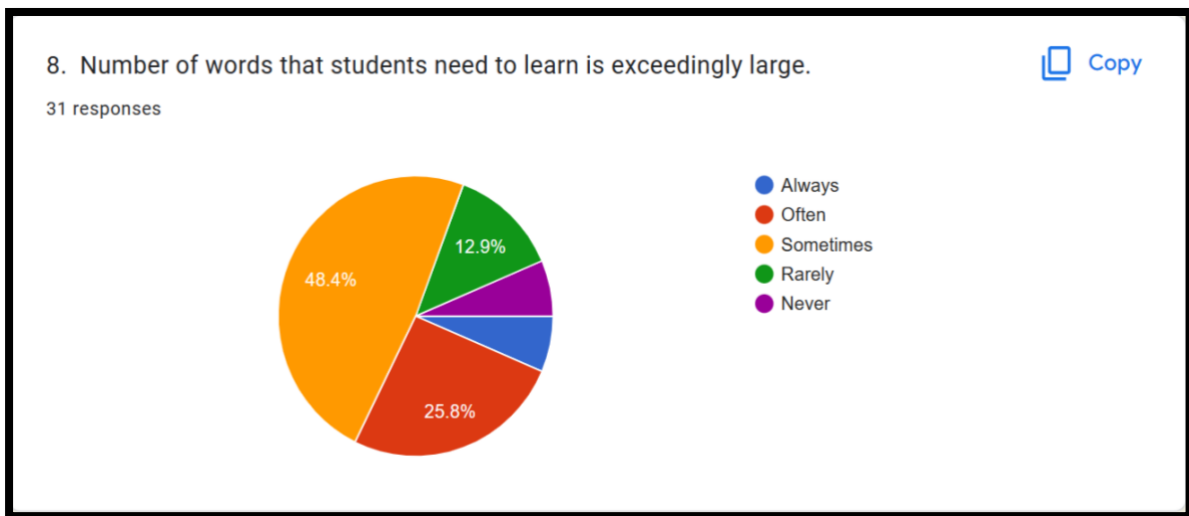

Graphic 9 shows that 15 out of 31 (48.4%) students have encountered limitations in the sources of information about words. The 7 (22.6%) rarely encounter it. The 4 (12.9%) often encounter it. The three (9.7%) always encounter it, and the other two (6.5%) never encounter it.

Graphic 9: Limitations of Sources of Information about words

The graph shows that 14 out of 31 (45.2%) students sometimes encounter complexity in their word knowledge. The 6 (19.4.9%) rarely encounter it. The 5 (16.1%) often encounter it. The four (12.9%) always encounter it, and the other two (6.5%) never encounter it.

Graphic 10: Complexity of Word Knowledge
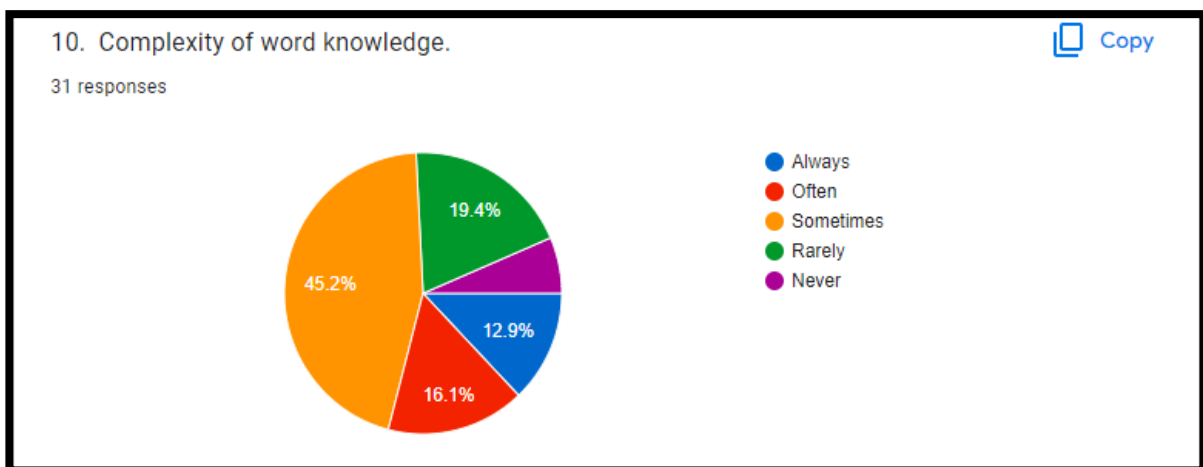
Graphic 11 shows that 17 out of 31 (58.8%) students sometimes encounter knowing a word that involves much more than knowing its dictionary definition. The 7 (22.6%) rarely encounter it. The three (9.7%) often encounter it, and the other three (9.7%) always encounter it. The other 1 (3.2%) never encounter it. The statement emphasizes that understanding a word goes beyond its dictionary definition, highlighting the importance of grasping its broader aspects in education. Students must consider connotations, nuances,

and contextual usage. This involves recognizing associations, variations in meaning, collocations, idiomatic expressions, and figurative uses. To communicate effectively, students should explore a word's usage, relationships with other words, and implications in different scenarios. Educators play a crucial role in guiding students to explore the multifaceted nature of words through activities like reading, discussions, and analyzing language use. Acknowledging this helps students develop a comprehensive understanding of vocabulary for effective communication and language proficiency.

Graphic 11: Knowing a Word Involves much More Than Knowing its Dictionary Definition
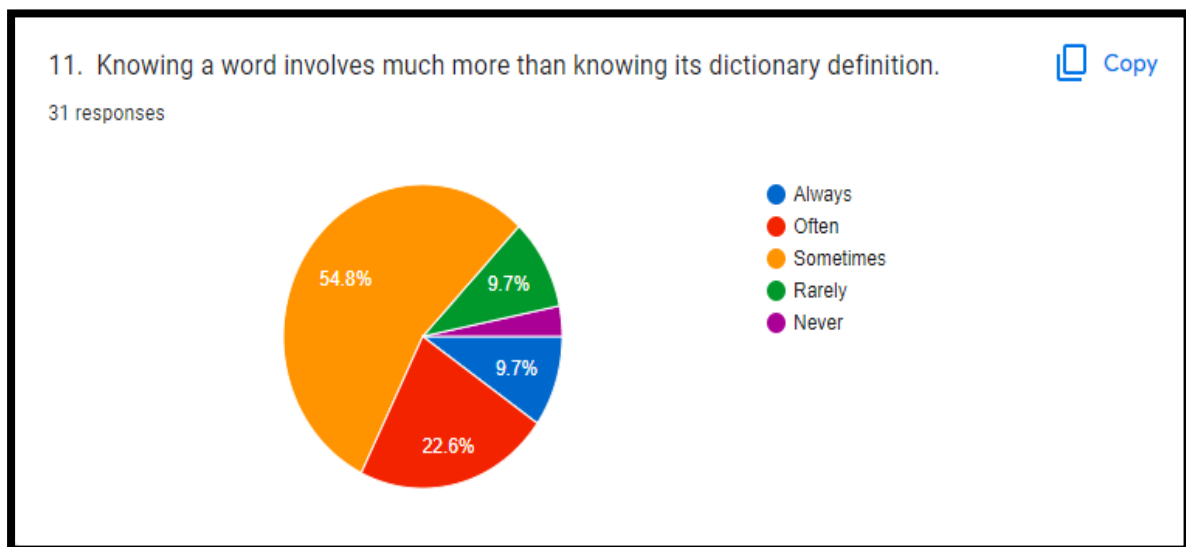
The graph shows that 17 out of 31 (54.8%) students sometimes encounter a lack of understanding of the grammar of the words. The 7 (22.6%) rarely encounter it. The other three (9.7%) never encounter it. The two (6.5%) often encounter it, and the other two (6.5%) always encounter it.

Graphic 12: Lack of Understanding of Grammatical of the Words
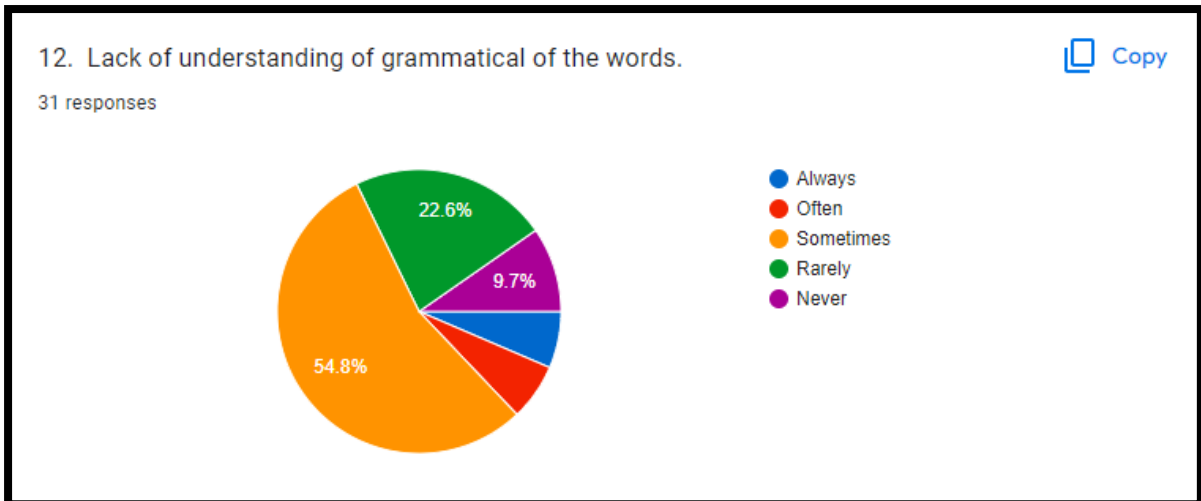
The graph shows that 15 out of 31 (48.4%) students sometimes encounter incorrect pronunciation, which is often caused by the lack of sound similarity between English and the students' native language. The six (19.4%) often encounter it, and the other six (19.4%) rarely encounter it. The two (6.5%) always encounter it, and the other two (6.5%) rarely encounter it.

Graphic 13: Incorrect Pronunciation is Often
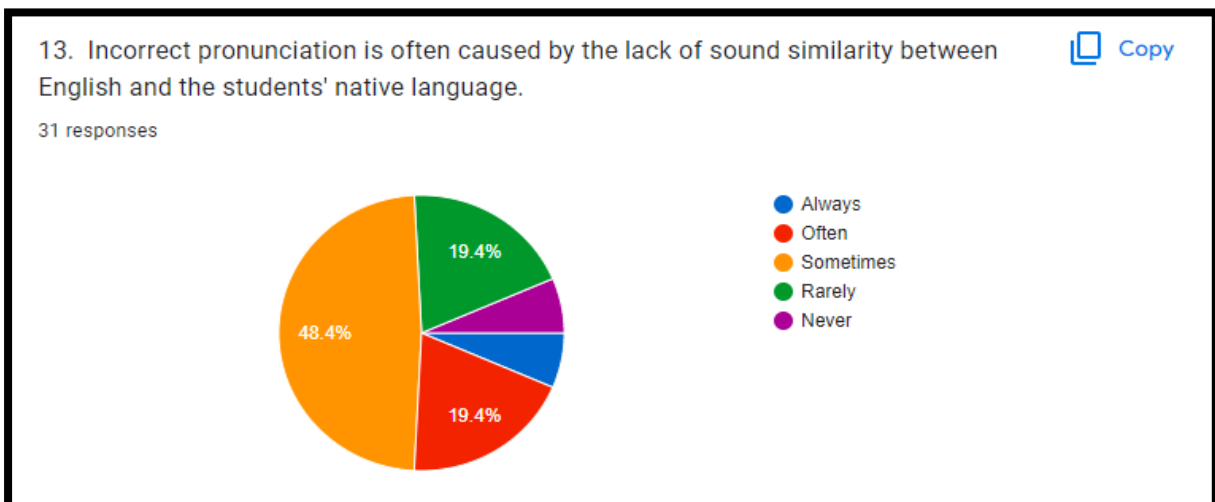
Strategies Improving The Vocabulary Skills
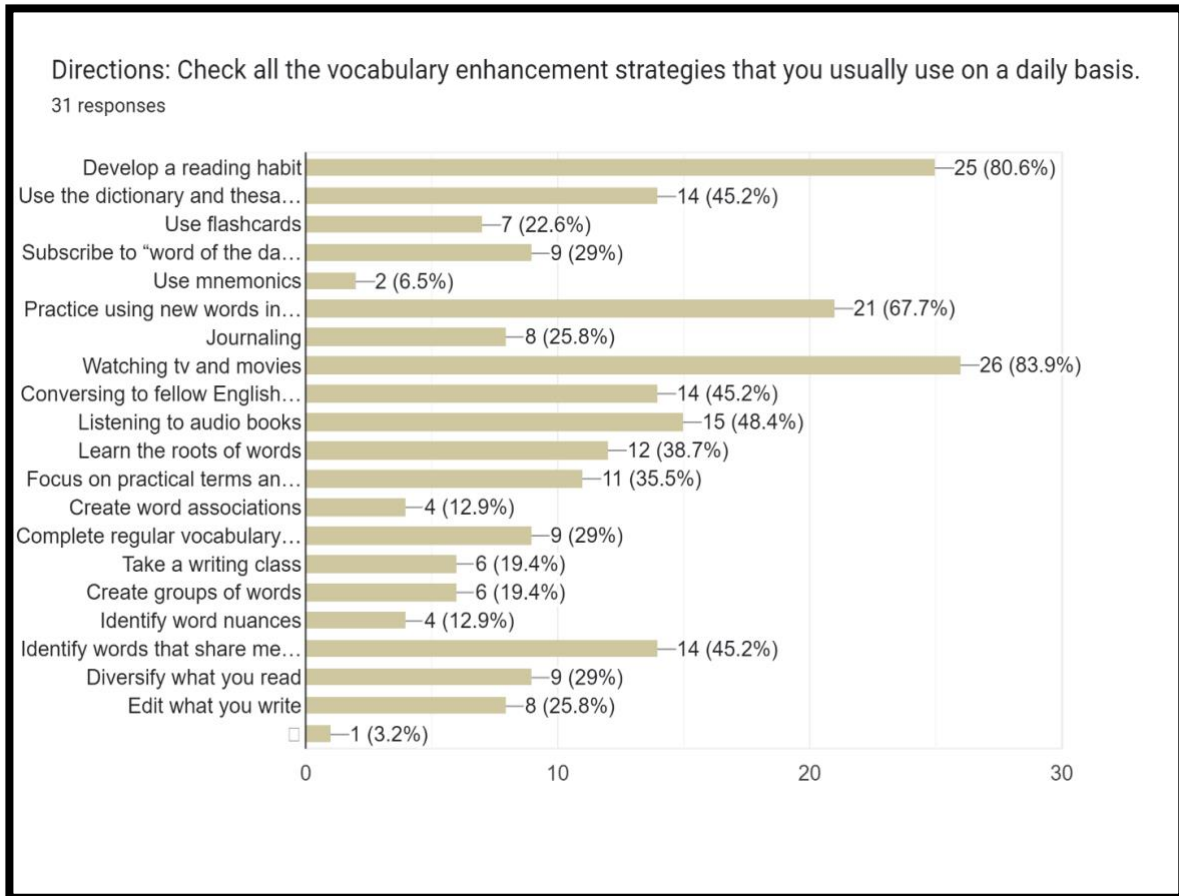
Chart 1: Incorrect Pronunciation is Often

Chart 1 shows that there are 83.9 percent that use the strategy of watching TV and movies: (1) students tend to be more indulgent in activities with visual implication; (2) they develop a reading habit; (3) they practice using new words in a conversation; words are easily remembered when they are spoken directly to peers. It was revealed that the top 3 most used classroom management strategies in the class were: watching TV and movies (83.9%), developing a reading habit (80.6%), and practicing using words in conversation (67.7%).

Chart 2: The Vocabulary Enhancement Activities

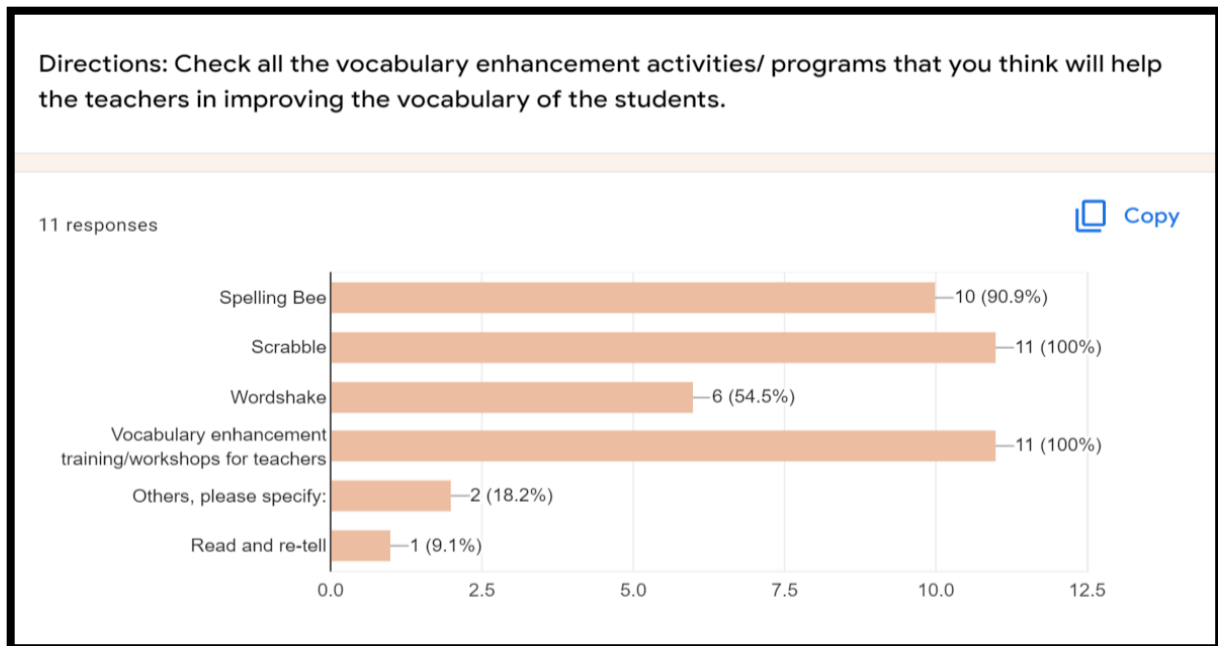Chart 2 shows that there are (100%) that use vocabulary enhancement activities and programs of both scrabble and vocabulary workshops for teachers. It was revealed that the following got the most reasonable response according to the totality of the respondents; the list goes from the highest to the lowest. Scrabble and vocabulary enhancement training workshops for teachers (100%), spelling bee (90.9%), Wordshake (54.5%), and others, please specify: Read and Re-tell (18.2%).

Vocabulary enhancement activities provide learners with active experiences in acquiring vocabulary. These activities offer learners opportunities to directly use, understand, interact with, and apply new vocabulary in context. This is known to be a crucial factor in vocabulary acquisition. Vocabulary enhancement activities promote learner engagement and involvement. These activities can be designed in the form of games, discussions, group activities, etc., creating an enjoyable environment for learners to participate in. This helps increase learning motivation and focus learners' attention.

Vocabulary enhancement activities aid learners' vocabulary retention and recall. These activities utilize various strategies that evoke word meanings,

understanding word associations, etc. This helps learners remember new vocabulary for a longer time and utilize it appropriately.

Vocabulary enhancement activities boost learners' linguistic confidence. These activities provide opportunities for learners to actively use vocabulary and demonstrate their vocabulary skills. This enhances learners' linguistic confidence and improves their language communication abilities.

The Vocabulary Enhancement Activities offer active vocabulary acquisition experiences, promote learner engagement, aid vocabulary retention and recall, and enhance linguistic confidence. These activities have noteworthy advantages in fostering effective vocabulary acquisition when compared to other educational techniques.

CONCLUSION

A brief overview of the problem, a summary of the topic, a conclusion based on the summary of findings, and a recommendation based on the findings and conclusions reached in the research study are listed below:

Factors affecting the vocabulary skills as listed and chosen by the respondents and the most that greatly affect the learners are (1) confuse when they found words or expression that were idiomatic, (2) difficulties in pronouncing the words, (3) knowing a word involves much more than knowing its dictionary definition, (4) lack of understanding of grammatical of the words, (5) difficulties in writing and spelling and different grammatical form of a word (6) difficulties in choosing the appropriate meaning of the words, confuse in using the word based on the context, written form is different from the spoken form in English, number of words that students need to learn is exceedingly large, limitations of sources of information about words and incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language and, (7) complexity of word knowledge. Furthermore, each respondent was also able to select their preferred strategies to enhance their own vocabulary, and it showed 83.9%, which was 21 out of 31 respondents, that 'watching TV and movies' in English would like to increase their vocabulary since this strategy can be easily included as a part of their daily routine.

Teachers must create sets of activities with the full participation of the students for them to be committed to learning new vocabulary. Likewise, the study aims to see the ways of enhancing the vocabulary skills of the senior high

school students at Holy Rosary College Foundation to effect writing. Senior high school students will be able to expand their skills in using different vocabularies for effective writing, but it only depends on the strategy that the teacher will be using. Finally, this study will look at ways to expand vocabulary skills for effective writing.

Recommendation

1. Conducting a seminar about vocabulary enhancement for teachers every once in a while will help teachers develop and be innovative in creating effective strategies to enhance learners vocabulary skills.

2. Being consistent in making a routine for learners retention of the foreign words that enable students' skills for effective writing

3. Using technologies like interactive games, applications, and sites will be able to keep the students engaged in learning effective words that can be used in writing an evidential piece.

4. Teachers will continue to utilize those strategies to encourage students to learn more. They have to make such effective strategies themselves so that they know if they are effective or really improving.

Proposed Action Plan

Objectives	Strategies/ Activity	Persons Involved/ Target Audience	Time Frame	Expected Outcome
To develop the vocabulary enhancement activities and motivate the teachers to innovate their strategies in teaching vocabulary.	Vocabulary Enhancement Seminar for the Teachers (Training for the teachers about strategies in enhancing vocabulary)	HRCF Teachers (from Elementary to High School teachers)	JULY 2023	The teachers are able to innovate and develop strategies to improve the vocabulary skills of their students.
To recognize the words and be familiar with it.	Spelling Activity	High School Students from HRCF.	AUGUST 2023- MAY 2024	The students will be able to recognize the words itself.

To recognize unfamiliar words and deepened vocabulary which enable students to discover their full potential in complexity of writing.	Word Board Games Competition (Scrabble)	High School Students from HRCF	NOVEMBER 2023 (English Month)	The students are able to widen their vocabulary and create an exquisite writing output.
To utilize technology and adequately use words of different level of mastery.	Vocabulary games, Apps and Sites	High School Students from HRCF	AUGUST 2023- MAY 2024	The students are able to use technology profoundly and pursue effective words crucial in writing an evident piece.

Plan for Dissemination And Advocacy

In the context of the current study, the researcher has proposed the dissemination and advocacy of this study through the following mode:

1. School-based Research Seminar
2. Submission to National and/or International Research Conferences
3. National and/or International Research Journal Publication
4. Utilization of the Action Plan as stated in the Research Paper

Through the District of Caloocan and the Division Office of NCR, the researcher will coordinate for the utilization and dissemination of this research according to the following modes mentioned above, in terms of schedule and venue, and to forward to intend national and/or international research presentations and publications.

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