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Shades of Meaning (SAME): Using Flipchart to Develop Skills in Expanding Word Clines among 2nd Graders

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Abstract
Vocabulary learning is required to gain a good command of English as a second language. But acquiring enough variety of words has been a challenge to Filipino learners such as those in the provinces where reading materials complementary to the printed modules under the distance learning modality are scarce. Hence, I developed Shades of Meaning (SAME), a flipchart of word clines. To establish the effectiveness of this intervention in enhancing the pupils' skills in expanding word cline, this practical and reactive action research employed a mixed methods concurrent embedded research design. The purposively sampled 28 2nd graders from Napotiocan Elementary School, Laoang IV District underwent instruction on word cline using illustrated flip charts. To gather quantitative and qualitative data, pretest and posttest along with the semi-structured interview sessions were conducted. Descriptive statistics, Wilcoxon Signed Rank Test, effect size, and thematic analysis were utilized to analyze the collected data. Results revealed a large significant increment in the pupils' score from the pretest to the posttest which means that using the flipchart made the difference in understanding words with differing degrees of meaning. To corroborate these quantitative results, the learners' accounts of their experiences indicated that SAME flip chart augmented their interest in the lesson, thus, enhanced their skill in expanding word cline.

Keywords: word cline, flip chart, vocabulary building, English language

Introduction
The significance of vocabulary building at an early age cannot be overstated if the ultimate goal is reading comprehension. With a wide range of vocabulary, areas of communication such as listening, speaking, reading, and writing can be improved. Better school achievement, improved ability to read and enhanced understanding of the events of the world are among the benefits of possessing expanded vocabulary.

However, the English language has been a challenge to Filipino learners, in general. Based on the report of the Organization for Economic Cooperation and Development (OECD) (2018), its Programme for International Student Assessment (PISA) 2018 revealed that for 15 year-olds living in middle-income countries, over ten million students were not able to complete even the most basic reading tasks. In Southeast Asia, the Philippines only managed to reach level 1 (OECD, 2018). At this level, the students demonstrate low levels of skills and knowledge and their proficiency is too low for effective and productive life (p. 3). Specifically, the report showed the Filipino students obtained an average score of 340 points in Overall Reading Literacy, which was significantly lower than the OECD average of 487 points. The report found only 1 out of 5 Filipino students (19.4%) achieved at least the minimum proficiency level (Level 2) in Overall Reading Literacy. In like manner, students fell under the "low mastery" in major subjects like English based on the 2018 National Achievement Test (The Manila Times, 2019).

Reflective of the aforementioned dilemma, my Grade 2 pupils struggle in their reading comprehension due to insufficient vocabulary. And the modular distance learning made matters even difficult due to insufficient reading materials and mentors at home. While other educators made use of word mapping (Hakim, 2019), crossword puzzle (Profita et al., 2012),

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and interactive video singing (Lutviana & Mafulah, 2018), to name a few, to address this problem, I chose to create flipchart that shows various word clines coupled with indigenized images which the students could relate to easily. The aim was to enable them to expand word clines, subsequently widen their vocabulary.

I chose a flip chart because it is a medium to deliver learning messages (Hardiyanti, 2018). According to Purnamasari (2009), among the purposes of the flip chart are: 1) To Simplify the message, 2) To overcome, space, time energy, and sense power, 3) To arouse learning, 4) Enable children to learn independently according to their talents and abilities, and 5) To provide stimulation. In my intervention, SAME, I added pictures to every word because elementary students need visualization of ideas or concepts to facilitate comprehension. The pictures and words in the word clines were presented in a diagram.

2. Research Questions

In general, this study sought to uncover the efficacy of Shades of Meaning, a flip chart, in developing skills in expanding word clines among Grade 2 pupils in Napotiocan Elementary School.

Specifically, it answered the following:

1. What is the pupil's level of skills in expanding word clines during the pretest?
2. What is the pupil's level of skills in expanding word clines during the posttest?
3. Is there a significant difference in the pupil's level of skills in expanding word clines between the pretest and posttest?
4. How can the SAME develop the pupil's level of skills in expanding word clines during the posttest?

Hypothesis

Ho: There is no significant difference in the pupil's level of skills in expanding word clines between the pretest and posttest.

3. Methodology

The practical (Grundy, 1982) and reactive (Craig, 2009) action research categories were embodied in this study since the researcher-made intervention aimed to address a least learned competency. The iterative action research cycle of Froilan and Adarayan-Morallos (2019) involved the following stages: (1) design intervention, (2) implement, (3) assess, and (4) reflect for the first cycle and refine intervention at the beginning of the succeeding cycles were used. Through mixed methods concurrent embedded research design (Creswell & Plano Clarke, 2011), the test and semi-structured interviews followed by data analysis were conducted simultaneously and the results were then combined before crafting the conclusion. Descriptive statistics such as frequency, percentage, mean, and standard deviation, and Wilcoxon Signed Rank test were used to analyze the test. Statistical Package for Social Sciences (SPSS) v.24 were used in all computations. Meanwhile, interview responses were analyzed through the thematic analysis model of Saldaña (2015). Further, the total population purposive sampling technique (Froilan & Adarayan-Morallos, 2020) was used to identify and select the research participants.

The ethical standards in conducting research were strictly observed. The parents were handed the informed consent form (Froilan & Adarayan-Morallos, 2020) detailing the objectives and limitations of the study. The observance of confidentiality and anonymity were achieved through the avoidance of mentioning the real names of the pupils and not divulging their responses.

On the other hand, the intervention, SAME, underwent validation. It was examined by the Division Program Specialist in English and the Division Research Coordinator. They ensured that it followed the standards of the Department of Education and appropriate to the participants.

4. Results and Discussion

4.1 Level of skills in expanding word clines during the pretest

Table 1 presents the pupils' level of skills in expanding word clines during the pretest. It exhibited that almost all of them did not meet expectations (24 or 86%) and only a few (3 or 11%) obtained a fairly satisfactory and a pupil (1 or 4%) got satisfactory skills in expanding word clines. This means that most of them lacked the basic skills in expanding word clines implying their poor vocabulary on words of differing degrees. This poor performance reflects the dismal performance of Filipino learners in the 2018 PISA (Manaog, 2020).

Table 1: Level of skills in expanding word clines during the pretest.

	Frequency	Percentage
80 – 84	1	4%
75 – 79	3	11%
74 and below	24	86%
Total	**28**	**100%**

4.2 Level of skills in expanding word clines during the posttest

Table 2 displays the pupils' level of skills in expanding word clines during the posttest. It revealed that the majority of them (15 or 54%) improved to an outstanding level, some (9 or 32%) went up to a very satisfactory performance, while others (4 or 14%) garnered a satisfactory performance level. This implies that the pupils can widen their grasp of word clines through the use of flip charts that contain enough examples. On top of that, the various exercises further stretched the breadth of cline words that they come to understand. According to Hardiyanti (2018), the flip chart can be used as a medium to deliver learning messages.

Table 2: Level of skills in expanding word clines during the posttest.

	Frequency	Percentage
90 & above	15	54%
85 - 89	9	32%
80 - 84	4	14%
Total	**28**	**100%**

4.3 Test of difference between the pretest and posttest

Wilcoxon Signed-Rank test was used to test the hypothesis that there is no significant difference in the pupil's level of skills in expanding word clines between the pretest and posttest. It indicated that there was a large (ES = .88) significant difference between the pretest (m = 3.82, SD = 1.67) and the posttest (m = 8.54, SD = 0.92) scores of the pupils, z = - 4.65, p = .001. Hence, the hypothesis was not

accepted. It can be opined that the pupils enormously gained substantial understanding of the cline words which enabled them to expand those sets of words. This implies that the use of flip charts containing the cline words presented with creativity and pictures assisted the pupils' ability to understand those words. Coinciding this, flip charts elicit significant positive changes in the performance of the students from time to time-based on the study of Thulasi et al. (2019).

Table 3: Test of difference between the pretest and posttest.

| Group | N | Mean | SD | Z | *p*-value | Interpretation | Estimate for Effect size | |
							r	Description
Pretest	28	3.82	1.67	- 4.648	.000	Significant	.88	Large
Posttest	28	8.54	0.92					
.05 Level of Significance								

4.4 The SAME Effect

Table 4 presents the impact of SAME in terms of how the intervention helps the pupils develop their skills in expanding word cline. The personal accounts of the pupils revealed that the SAME facilitated their thought process and amplify their interest in the lesson.

Facilitate thought process. The pupils claimed that through the flipchart, they learned different levels of words, learned to sequence words and learned various word meanings. As they shared,

"*I learned the different words whose meaning are almost the same*" (Transcript 17, line 96, p. 3).

"*I learned how to arrange word clines because of the pictures*" (Transcript 10, line 58, p. 2).

"*I learned to think of the meaning of related words*" (Transcript 4, line 26, p. 1).

"*I always read the flipchart given by the teacher that contains pictures in it*" (Transcript 11, line 64, p. 2).

"*I learned the meaning of other words in English*" (Transcript 16, line 91, p. 3).

It can be said that the use of the flipchart helped the pupils process their understanding of the differing level of meaning of a certain group of words. This is significant since it implies that the use of illustrations and pictures to present a conceptually difficult lesson enables the pupils to get interested at the same time learn from them. These findings correspond well with Salim (2017) who posited that learners need visualization of difficult ideas or concepts in the form of pictures, charts, and diagrams.

Amplify interest. The pupils' accounts of their experience with the SAME flipchart showed that it gave them delight with the acquisition of new words and happiness for the use of the mother tongue. Their responses manifested these claims,

"*I'm happy because I learned new things in this lesson*" (Transcript 13, line 76, p. 2).

"*I'm elated because I learned many new words with pictures*" (Transcript 16, line 94, p. 3).

"*I'm happy because it's easy to answer the activities*" (Transcript 17, line 99, p. 3).

It can be deduced that the flip chart boosted interests due to its use of illustrations and pictures. Aligned with these findings, Thulasi et al. (2019) explain that the flip book approach helps the weak students who faced problems in understanding the meaning of the vocabulary.

Table 4: The SAME Effect.

Themes	Organizing themes	Noteworthy Statements
Facilitate thought process	• Learn different levels of words. • Learn to sequence words. • Learn various word meaning.	"*I learned the different words whose meaning are almost the same*" (Transcript 17, line 96, p. 3). "*I learned how to arrange word clines because of the pictures*" (Transcript 10, line 58, p. 2). "*I learned to think of the meaning of related words*" (Transcript 4, line 26, p. 1). "*I always read the flipchart given by the teacher that contains pictures in it*" (Transcript 11, line 64, p. 2). "*I learned the meaning of other words in English*" (Transcript 16, line 91, p. 3).
Amplify interest	• Delighted with the acquisition of new words. • Happy for using mother tongue.	"*I'm happy because I learned new things in this lesson*" (Transcript 13, line 76, p. 2). "*I'm elated because I learned many new words with pictures*" (Transcript 16, line 94, p. 3). "*I'm happy because it's easy to answer the activities*" (Transcript 17, line 99, p. 3).

Conclusion

The intervention, SAME, succeeded in developing the students' ability to expand word clines thereby contributing to the breadth of their vocabulary. Words presented in diagrams coupled with pictures indeed facilitate learning. Generally, the whole action research process was enjoyable and satisfying. I realized that modules alone are not enough. As I truly saw in the eyes of my pupils the drive and interest to learn because, at last, the modules are complemented with a flip chart that made use of illustrations and pictures. But to further enhance the instructional material, I will include definitions in Nenorte-Samarnon in the flip chart. This is because of the pupils' affirmation that they can comprehend the word meaning without my explanation as long as the definitions in the mother tongue are provided.

Recommendation

The use of flipchart in teaching word clines has been proven to be effective. I recommend the use of my SAME flipchart to public school teachers who handle 2nd grade English. The idea of incorporating audio material containing the words found in the flipchart to help students on how to properly read the words is also forwarded.

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