

**Word Wide Web (WWW) Project: A Learning Intervention in
Improving the Vocabulary Skills of Grade 7 Students Using
Facebook Word Wall**



**REIZEL O. DELOS SANTOS, LPT
TEACHER I
MAMPLASAN NATIONAL HIGH SCHOOL**

ABSTRACT

Word Wide Web (WWW) Project is a proposed learning intervention which goal was to improve the vocabulary skills of Grade 7 Students using Facebook Word Wall. A total of forty Grade 7 students from the two sections were randomly selected as participants of the study. Moreover, this research used quasi-experimental study wherein the participating students were assessed based on the self-made pretest and posttest that focused on the assessment of vocabulary skills of the students. Using the self-made vocabulary test, the results showed that there were significant improvements on the posttest mean scores of the students after using Facebook Word Wall. Thus, this indicates the effectiveness of the learning intervention in improving the students' vocabulary skills.

Keywords: *learning intervention*

INTRODUCTION

English is considered as the world's Lingua Franca which simply means that it is the most universal language. Aside from that, it serves as the medium of instruction in the Philippines in accordance with the Department of Education Memorandum No. 189 s. 2003.

Along with that, the department aims to help the learners acquire highly developed literacy skills that enable them to understand that English language is the most widely used medium of communication in Trade and the Arts, Sciences, Mathematics, and in world economy based on the K to 12 English Curriculum Guide May 2016. Moreover, the main goal of the teaching and learning process in English subject is for the students to acquire the basic language skills or the five macro skills. But, in order to attain that goal, a student should have a wide vocabulary which is at the core of literacy. A robust vocabulary improves all areas of communication (Miller, 2022). Reading, writing, speaking, viewing and listening are anchored in the formation and understanding of written and verbal messages.

Hebert and Kamil (2005: 3) define vocabulary as the knowledge of

meanings of words. In reality, it plays a vital role in the reading process, and contributes substantially to a student's comprehension. A student cannot easily understand a text without knowing what most of the words mean. Undoubtedly,

vocabulary is the fuel of language, without which nothing meaningful can be understood or communicated (Gardner, 2003).

As a matter of fact, several studies have shown that the students with a low vocabulary knowledge show weak academic performance. A limited vocabulary hinders a student's ability to be successful in comprehending grade level texts as well as instructions when accomplishing their tasks (Weiser, 2013). This problem is getting worse during the pandemic. There is growing evidence that the past years of lockdowns have had an impact on student's vocabulary skills, according to research.

In relation to that, the researcher thought of one of the creative ways regarding this problem. For instance, that was the Facebook Word Wall or Word Wide Web project. This study aimed to use this learning intervention in improving the vocabulary skills of the Grade seven students at Mamplasan National High School.

METHODOLOGY

This action research had proposed the use of Facebook Word Wall in improving the students' vocabulary skills. In traditional word wall, the unfamiliar words to unlock and their meanings are posted on a specific area in the classroom but since Mamplasan National High School is still implementing the Modular Distance Learning as modality, the unfamiliar words

that they have encountered in their Learning Packets or Self Learning Modules were posted on a Facebook group exclusive only for the select grade 7 students as research participants. Thus, through this learning intervention, the vocabulary skills of the students have improved. In that way, they are now able to comprehend the instructions more easily and understand the lessons better.

This research followed this simple diagram below:

Figure 1

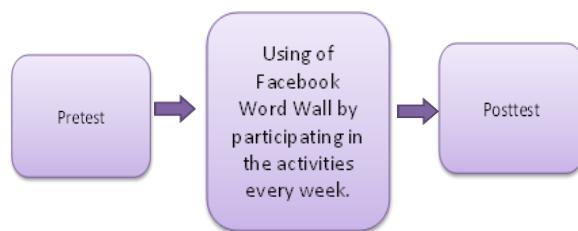


Figure 1 was utilized as a guide on how this research was conducted. The process started when the researcher sought the approval of the School Head in conducting the research. After the approval, the researcher used cluster random sampling in a purposive manner to form his specialized class with 40 participating students from the two sections that the researcher has handled. Then, the researcher asked for parents' permission through a waiver to utilize their children as research participants. After the parents' approval, the researcher began gathering his students through Google Meet or a note/a short letter to those who weren't be able to join the online meeting then explained the mechanics of the action research.

Eventually, the experiment officially commenced. The students were asked to join the Facebook group.

After that, they were tasked to take the researcher-made vocabulary pretest that was given during the distribution and retrieval day. Subsequently, for the whole quarter, the students utilized the Facebook Word Wall by visiting the Facebook group and by participating in the activities that were posted there. By utilizing this learning intervention, the students were expected to visit the FB page weekly before answering their learning tasks on their Self-Learning module in English. It served as their guide in understanding the instructions as well as in answering their activities. Weeks after, the students took the researcher-made vocabulary posttest that was given during the distribution and retrieval day.

RESULTS

After gathering the necessary data, the researcher statistically analyzed their pretest and posttest results through the help of his statistician. They transcribed the scores of the students and used the appropriate scale to verbally interpret the data. This was conducted to prove the effectiveness of utilizing the WWW project as learning intervention in improving the vocabulary skills of the select grade 7 students.

After the thorough analysis, the following results are discussed below:

1. Participating students' mean scores in their Pretest and Posttest.

Table 1

TESTS	MEAN SCORES
PRETEST	11.05
POSTTEST	16.33

This table shows the mean scores of the participating students in their pretest or before they undergo learning intervention which can be interpreted as Satisfactory and during posttest or after they have undergone a learning intervention in which they have utilized the Facebook Word Wall before answering their activities in their English Self-Learning Module wherein the result can be described as Very Satisfactory. Both interpretations were based on the 25-item researcher-made rating scale validated by experts.

2. Test of Significance Testing

Table 2

	PRETEST	POSTTEST
Mean	11.05	16.33
Variance	6.42	20.54
Observations	39.00	39.00
Pearson Correlation	0.54	
Hypothesized Mean Difference	0.00	
df	38.00	
t Stat	-8.640	
P(T<=t) one-tail	0.000	
t Critical one-tail	1.686	

P(T<=t) two-tail	0.000	
t Critical two-tail	2.024	

Table 2 shows the result of the T-Test: Paired Two Sample for Means using Microsoft Excel. Based on the details above, the value of p is 0.000 at 0.05 level of significance. Therefore, the decision is to reject the hypothesis. In addition, the observed difference between the sample means (16.33-11.05=5.28) which means that the mean score of posttests is higher than the mean score of pretests. Thus, it can be interpreted that there was a significant improvement on the vocabulary skills of the participating students after utilizing the Facebook Word Wall as learning intervention.

DISCUSSION

As the researcher consistently mentioned, Word Wide Web (WWW) Project was a proposed learning intervention which goal was to improve the vocabulary skills of Grade 7 Students using Facebook Word Wall. Although there are many ways on how to improve the vocabulary skills of the students, the researcher believes that this is one of the creative ways on how they can have fun while learning.

In fact, the result of this research proves that learning materials in improving the vocabulary skills of the students are more effective when they are innovated or upgraded. And that was one of the reasons

why this study was conducted and that was to improve the teaching and learning process not just in English class but for all subject areas. Most importantly, this is for the benefit of all the students who want to improve their vocabulary skills as well as for all the teachers who are also aiming for the same goal as the researcher.

ACKNOWLEDGEMENT

This paper and the research behind it would not have been possible without the following:

Almighty God, her major source of everything. She is forever thankful for His faithfulness in her life.

Ezekiel Delos Santos, her husband, for always believing in her capabilities.

Mr. Jonar C. Olicia, her School Head, for his untiring support in all aspects.

Mr. Jayson Carl C. Esmasin, her School Research Coordinator, for his unconditional generosity.

Ms. Syrine R. Delos Santos, her statistician for her mathematical expertise in interpreting the gathered data.

Mr. Edward R. Manuel, SEPS for Planning and Research, for his steadfast advocacy in strengthening evidence-based environment towards the schools in Biñan City;

Last but not the least, **to her family and friends** for their all-out support and encouragement as well as to **her co teachers**, special mention to **Mr. Marwin**

Andam and **Ms. Kristela Hortal** for the assistance they have given.

REFERENCES

Brummit, J. Great Word Wall Strategies for Classrooms, 2012, (Online), <http://www.k12reader.com/10-great-word-wall-strategies-for-classrooms>, on 20 July 2014.

IPL.org(2022).<https://www.ipl.org/essay/Importance-Of-English-As-The-Medium-Of-P39SMQ7ESCF6>

Khurma,M.
(2022).CueMath.<https://www.cuemath.com/t-test-formula/>

Cronberry, Jennifer. "Word Walls: A Support For Literacy In Secondary School Classrooms." United Kingdom: Cambridge University Press, 2004: 7.

Baran, B. (2010). Facebook as a formal instructional environment. British Journal of Educational Technology,41(6), E146-E149