WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

CLUEING FOR STUDENTS' VOCABULARY COMPETENCE

A Thesis Presented to the

Faculty of the Graduate School

College of Education

West Visayas State University

La Paz, Iloilo City

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

(Language Teaching in English)

by

Aira P. Peñora

April 2018

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

APPROVAL SHEET

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Aira P. Peñora

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Approved by the Research Committee:

FINA FELISA L. ALCUDIA, Ph.D., Chair

ELVIRA L. ARELLANO, Ph.D., Member

MA. CORAZON D. GEROCHE, Ed.D., Outside Expert

MARY JUNE D. PINEDA., M.A.Ed., Adviser

HILDA C. MONTAÑO, Ed.D., RGC
Dean

April 2018

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

Peñora, Aira P. "*Clueing for Students' Vocabulary Competence*". Unpublished Master of Arts in Education (Language Teaching in English) Thesis, College of Education, West Visayas State University, Iloilo City, April 2018.

Abstract

Using the quasi-experimental pretest-posttest design, this study aimed to determine the effectiveness of the use of vocabulary learning strategies on the vocabulary competence of Grade 8 students of Passi National High Shool-Sablogon Annex. There were two experimental groups—one group which was exposed to the use of context clues and the other group which was exposed to the use of pictorial cues as vocabulary learning strategies. The mean scores and standard deviation were computed for the descriptive analyses and the t-test for independent samples and t-test for related samples were used for inferential analyses. The findings showed that the students in both groups initially had comparable scores as indicated in the pretest. Significant difference was noted in the post-treatment performance of the two groups, in favor of the pictorial cues group. There was no significant difference noted in the pretest and posttest scores of students using context clues while there was a significant difference noted in the pretest and posttest scores of students using pictorial cues. A significant difference was also noted in the mean gains of students using context clues and pictorial cues, noting pictorial cues group with better mean gains. The researcher found out that the use of pictorial cues as vocabulary learning strategy is more effective than that of the use of context clues. Language teachers are encouraged to enhance students' vocabulary competence by exposing them to various vocabulary learning strategies, particularly the use of pictorial cues.

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