

Investigating the Link Between Vocabulary Learning Strategies and Active Reading Experience Among Grade 11 Students

Guadalquiver, Jamaica O^{1.}, Aceret, Noel S^{1.}, Bustamante, John Phillip O^{1.}, Capillo, Dolly I^{1.}, Gumapo, Christian Paul P^{1.}, Lazaga, Harold Kim F^{1.}, Malicse, Sandra Vinive P^{1.}, Oya, Genevie B^{1.}, Punayan, Mekaela Shane A^{1.}, Soncio, Daniel Dave V^{1.}, Tomas, Francis D^{1.}, Krystal Joy M. Clamares, PhD^{2.}, Anna Marie O. Pelandas, MAEd²

¹Department of Education, Senior High School Students, Philippines

²Department of Education, Senior High School Teachers Division of Davao de Oro, Philippines

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ABSTRACT

This study dealt with the influence of vocabulary learning strategies and active reading experience among Senior High School students in Lorenzo S. Sarmiento Sr. National High School. The primary goal of the study was to determine the level of vocabulary learning strategies and active reading experience in terms of their respective indicators, the significant relationship between vocabulary learning strategies and active reading experience and what domains of vocabulary learning strategies substantially influenced active reading experience. Also, this study utilized a quantitative-correlational design with 202 respondents among grade 11 students of Lorenzo S. Sarmiento Sr. National High School. The average weighted mean, Pearson R, and multiple regression analysis were the statistical tools used in this study. Along with this, results showed a high level of vocabulary learning strategies regarding determination on learning, memorization, and item of cognitive. Also, results showed high level of active reading experience in terms of technology use on active reading, purpose on reading, physical strategies. In addition, there is a moderate correlation, and a significant relationship between vocabulary learning strategies and active reading experience. Hence, this leads to the rejection of the null hypothesis. Also, all domains of vocabulary learning strategies showed high ratings as perceived by students.

Keywords: GAS, Vocabulary Learning Strategies, Active Reading Experience, Philippines

INTRODUCTION

Globally, particularly in Saudi Arabia, it was found out that EFL (English as a Foreign Language) learners faced several problems in the reading process, such as ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text (Al-Jarrah & Ismail 2018). In addition, some Cambodian students tended to give up on their reading and was seen as a big challenge for Cambodian students to develop a reading habit especially when they got bored and had difficulties with their reading materials and foreign languages like English (Sun, 2019). Moreover, it was found out that in Nigeria, many studies on poor active reading experience of students were due to inadequate and poorly equipped libraries that caused laziness to students' reading performance (Ezeala, 2020).

In the Philippines, particularly in Manila, a study stated that vocabulary learning strategy was an integral aspect of literacy teaching and referred to the knowledge of words, including their structure, use, meanings, and links to other words (Victoria, 2021). Likewise, in Angeles City, it was found out that strategies in vocabulary learning was crucial in the understanding of material and in the development of the macro-skills, most especially reading (Santillan & Daenos, 2020). Also, students learned new vocabularies when reading

some words as they could find the meaning of the vocabulary word (Santi et al., 2021). This statement was supported by the study conducted by Rahayuningsih (2020) that to understand the context of a reading, students not only read and pronounce a few words, but students must understand the meaning of each word. In short, reading could increase students' vocabulary.

In Kidapawan City, much of the poor reading performance of MSU-Maguindanao learners in achievement tests and the inability to cope with academic demands was due to failure in comprehending and reading materials (Agao-agao, 2023). Additionally, in Davao City, a study conducted by Renegado & Olivia (2022) stated that one of the challenges that education is still facing was the implementation of the PISA (Programme for International Student Assessment), in which reading, the main subject of the assessment for students who aged fifteen years old. More so, in Asuncion Davao del Norte, students' learning was at halt in their vocabulary learning strategies due to deficiency in reading that affected many students of some school in Davao del Norte (Tan et al. 2029). Furthermore, in Lorenzo S. Sarmiento Sr. National High School researchers had observed that some senior high students specifically the grade 11 students had difficulty in reading, did not know what the word means and struggled on understanding some words especially in English language.

In spite of the fact that many studies was already conducted about the vocabulary learning strategies and its relationship to speaking skills, language proficiency and reading comprehension. However, there were no studies published assessing the relationship between the vocabulary learning strategies and active reading experience in Lorenzo S. Sarmiento Sr. National High School. Moreover, this was the first research investigating the relationship between vocabulary learning skills and active reading experience in Lorenzo S. Sarmiento Sr. National High School. Therefore, this knowledge could help students enhance their reading and to develop vocabulary learning strategies. The researchers were motivated to carry out a study to determine the factors that was considered in order to enhance the relationship between vocabulary learning strategies and active reading experience in Lorenzo S. Sarmiento Sr. National High School Mawab, Davao de Oro, thus, the need to conduct the study.

Research Objectives

This study was conducted to determine the link between vocabulary learning strategies and active reading experience. Specifically, the study sought answers to the following objectives:

1. To determine the level of vocabulary learning strategies among students in terms of:
 - 1.1 determination on learning;
 - 1.2 memorization; and
 - 1.3 item of cognitive.
- 2.To evaluate the level of active reading experience among students in terms of:
 - 2.1 Technology use on active reading;
 - 2.2 purpose on reading; and
 - 2.3 physical strategies.
- 3.To find out the significant relationship between vocabulary learning strategies and active reading experience.
- 4.To discover which of the domains in vocabulary learning strategies significantly influence the active reading experience of students.

METHODOLOGY

This study used a quantitative, non-experimental research design utilizing a correlational technique. This method was used when the objective is to describe the status of the situation as it exists at the time of the study in order to explore the causes of a particular phenomenon. In correlational research, it involves collecting data in order to determine whether the degree of a relationship exists between two more quantifiable variables (Gay, 2006).

Population and Sample

Simple random sampling was used in the selection of respondents. The subjects of the study were the 202 grade 11 students of Lorenzo S. Sarmiento Sr. National High School. They were ideal respondents for this study because they have more understanding of research methodologies and the ability to provide thoughtful responses in interviews and surveys as they have more analytical skills especially on reading vocabulary.

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of vocabulary learning strategies and active reading experience among grade 11 students at Lorenzo S. Sarmiento Sr. National High School.

Pearson (r). This statistical tool was used to determine the significance on the relationship between level of vocabulary learning strategies and active reading experience among grade 11 students at Lorenzo S. Sarmiento Sr. National High School.

Multiple Regression Analysis. This statistical tool was used to determine the influence of vocabulary learning strategies and active reading experience among grade 11 students at Lorenzo S. Sarmiento Sr. National High School.

RESULTS

Level of Vocabulary Learning Strategies

Shown in Table 1 are the mean scores for the indicators of vocabulary learning strategies among students at Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.82 and described as high with a standard deviation of 0.59. The high level could be attributed to the very high rating given by the respondents in all indicators. This entails that the respondents' responses to the level of vocabulary learning strategies are very much positive in terms of determination on learning, memorization, and item of cognitive.

Moreover, the cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.84 or high for memorization with standard deviation of 0.59; 3.82 or high for item of cognitive with a standard deviation of 0.59; 3.80 or high for determination on learning with a standard deviation of 0.59.

Table 1. Level of Vocabulary Learning Strategies

Indicator	Mean	SD	Descriptive Level
Determination on Learning	3.80	0.59	High

Memorization	3.84	0.61	High
Item of Cognitive	3.82	0.59	High
Overall	3.82	0.59	High

Level of Active Reading Experience

Shown in Table 3 are the mean scores for the indicators of active reading strategies among grade 11 students at Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.90 and described as high with a standard deviation of 0.69. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent's responses to the level of active reading experience were positive in terms of technology use, purpose on reading, and physical strategies.

Furthermore, the cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.94 or high for technology use with standard deviation of 0.66; 3.91 or high for purpose on reading with standard deviation of 0.66; 3.87 or high for physical strategies with standard deviation of 0.68.

Table 2. Level of Active Reading Experience

Indicator	Mean	SD	Descriptive Level
Technology Use	3.94	0.66	High Level
Purpose on Reading	3.91	0.66	High Level
Physical Strategies	3.87	0.68	High Level
Overall	3.90	0.67	High Level

Significance on the Relationship between Vocabulary Learning Strategy on Active Reading Experience

The results revealed that vocabulary learning strategy and active reading experience have a significant relationship. This result was due to an R-value of 0.554, which is greater than the $<.0001$ critical value. Hence, this led to the decision that the null hypothesis which stated that there is significant relationship between vocabulary learning strategies and active reading experience among grade 11 students at Lorenzo S. Sarmiento Sr. National High School is rejected. This further means that there is a moderate correlation, and there is a significant relationship between vocabulary learning strategies and active reading experience.

Multiple Regression Analysis of the Influence of Vocabulary Learning Strategy on Active Reading Experience

Using the Multiple Regression Analysis, the data revealed that the influence of vocabulary learning strategies and active reading experience has f-value of 44.381 and corresponding significance p-value of $<.001$ which was significant.

Consistently, this meant that the usage of vocabulary learning strategies influenced the active reading experience of grade 11 students since the probability is less than 0.05. The R squared of 0.405 implies that 40.5% of the active reading experience of grade 11 students in Lorenzo S. Sarmiento Sr. National High School influenced by the usage of vocabulary learning strategies, while 59.5% remaining were not covered by the study and is influenced by other factors.

DISCUSSIONS

Level of Vocabulary Learning Strategies

The respondents' level of vocabulary learning strategies of grade 11 students of Lorenzo S. Sarmiento Sr. National High School was high. This means that vocabulary learning strategies of grade 11 students of Lorenzo S. Sarmiento Sr. National High School is much positive. This further means that grade 11 students of Lorenzo S. Sarmiento Sr. National High School manifested a positive vocabulary learning strategies which students could freely express their thoughts about determination on learning, which referred to students who are determined to learn analysis of words, cognates, guessing through context and use, understand and improve students' cognitive skill through having vocabulary learning strategy; memorization where students' familiarize vocabulary words, using mnemonics, repeat and refine the words, and reading definitions; and item of cognitive which pertains to students cognitive skill and quick learning, analyzing and understanding skills through using reading materials.

Moreover, this result is in relation to the proposition of Xue (2019) which posited that the schema is a kind of memory structure, and readers can rearrange reading materials according to their existing schema in the brain so that they can understand better. Furthermore, vocabulary learning strategies is significant in improving students' language skills (Pezoa et al., 2019). This conforms to the statement of Allazarova (2020), vocabulary learning strategy is a significant process of language learning and it helps students in all skills.

Level of Active Reading Experience

The respondents' level of active reading experience among grade 11 students was high. This is also the fact that students consider themselves to be productive in terms of their experiences of reading. This result was symmetrical with the proposition of Herne (2020) which posited that the statement posited that active reading involves a specific focus on an author's craft and active reading lets you discover why successful novels work. This study cognate with the statement active reading allows students to immerse themselves in the target language and to improve their linguistic skills (Khan et al., 2020).

Equally, the respondents' level of technology use on active reading among grade 11 students was high. This means that technology used on active reading was positive among students. This is also the fact that students consider themselves to be productive in terms of their experiences of reading. This was connected to the statement of Kim (2020) unlike poor readers, students who are good readers often pass their exams with high marks because they implement a rich repertoire of strategies to approach reading texts and overcome textual difficulties.

Significance on the Relationship between Vocabulary Learning Strategy on Active Reading Experience

The present study revealed a significant relationship between Vocabulary Learning Strategies and Active Reading Experience among grade 11 students at Lorenzo S. Sarmiento Sr. National High School. This implies that vocabulary learning strategies influence active reading experience of grade 11 students, which can be seen in the data. This confirms the main anchored theory of this study, the Schema Theory of Piaget (1952), which claimed that vocabulary learning strategies have a positive and significant relationship with active reading experience. This was gleaned to the proposition of Xue (2019), which posited that the schema is a kind of memory structure, and readers can rearrange reading materials according to their existing schema in the brain so that they can understand better.

Moreover, this theory served as guidance for students in creating favorable experience in reading where learners comprehend along with practical strategies that will help students retrieve and construct information through reading (Czarneck, 2018). Further, a psychologist and researcher indicated different attributes of vocabulary learning strategies that influenced active reading experience (Ausubel, 1967). Additionally, this study used the proposition of An (2013) which stated that through the schema theory guide the students to improve from sensory thinking to imaginative thinking so that students can be active in their process of reading.

Furthermore, the relationship between overall vocabulary learning strategies and active reading experience was significant among grade 11 students of Lorenzo S. Sarmiento Sr. National High School. This implies that active reading experience is dependent on vocabulary learning strategies among grade 11 students. These findings affirmed the notion of Pressley (2002), contributed to this theoretical understanding by framing vocabulary learning strategies and active reading within the framework of cognitive strategies and self-regulation. This also conforms to the claim of Anderson & Freebody (2001), suggested that effective readers actively engage with texts by employing vocabulary strategies to decode unfamiliar words, infer meanings, use text for various purposes, and analyze the content critically.

In addition, these findings further aligned with the statement Novita & Juita (2020) showed positive results in testing the impact of reading and dominating vocabulary learning strategy. Similarly, this is related to the study of LervAag et al., (2018) which is found that vocabulary knowledge and active reading refers to a kind of knowledge that facilitates text comprehension by single, double, or more words/characters' semantic meaning identification, providing the possibility of necessary cognitive capacity for higher-level reading processes. Besides the belief of Bi (2020) which stated that students get new vocabulary when reading some English words (Bi, 2020).

Multiple Regression Analysis of the Influence of Vocabulary Learning Strategy on Active Reading Experience

Using the Multiple Regression in JASP software, the data revealed that the vocabulary learning strategies and active reading experience among grade 11 students has a significant influence. The overall results of the vocabulary learning strategies predict active reading experience of grade 11 students. Therefore, the significance level of hypothesis of vocabulary learning strategies predict active reading experience of grade 11 students was rejected.

Correspondingly, this result supported the analysis of Novita & Juita (2020) showed positive results in testing the impact of active reading and dominating vocabulary learning strategy. Moreover, the perspective of Spencer and Wagner (2018) which stated that vocabulary knowledge contributed to reading through word recognition directly and through reading fluency, decoding ability, and reading rate indirectly (Spencer and Wagner, 2018). To boot, the attestation Lawrence et al., (2019), extant literature has shown that active reading has contributes to vocabulary knowledge through semantic meaning identification and played a collaborator role with inference on sentence meaning comprehension.

In accumulation, Determination on learning has a significant influence on active reading experience among grade 11 students. This is parallel to the study of Toste et al., (2020), it has been suggested that motivation plays a crucial role in becoming a good comprehended. Not to mention, it equidistant to the routinization of Jingblad and Johansson (2017) implies that lack of motivation prevails in students, due to which students are required to be intrinsically motivated as a means to develop autonomous and engaging reading habits.

In connection with memorization, it has a significant influence on active reading experience among grade 11 students. It beats the view of Rezvani (2022) because of the difficulty in recalling novel words and spelling,

acquiring a new vocabulary is seen as a challenging undertaking as part of their experience on active reading. This study was supported by the pronouncement of Fitria (2019) stated that when students comprehend what they are reading, the more they read, the better they memorize and understand each word meaning in English.

CONCLUSION

The findings of the study are used to draw conclusions. The level of vocabulary learning strategies among grade 11 students at Lorenzo S. Sarmiento Sr. National High School is high for determination on learning, high for memorization, and high for item of cognitive, thus the overall mean is high for the level of vocabulary learning strategies. The level of active reading experience among grade 11 students at Lorenzo S. Sarmiento Sr. National High School is high for technology use on active reading, high for purpose on reading, and high for physical strategies, thus the overall mean is high for the level of active reading experience. Moreover, the findings opposed the theoretical assumption of no significant relationship between vocabulary learning strategies and active reading experience among grade 11 students at Lorenzo S. Sarmiento Sr. National High School.

Contrary to the assumption, the study concludes that vocabulary learning strategies and active reading experience were positively correlated. That was, change in the level of vocabulary learning strategies affects the level of active reading experience. Further, there are three out of the three domains in vocabulary learning strategies that significantly influence the active reading experience of grade 11 students.

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