

Vocabulary Difficulty and Learning Strategies of Grade 8-Special Science Class Students in Reading Afro-Asian Literary Texts

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Abstract—Literature teaching is given more attention now than before since K to 12 curriculum was implemented in the Philippines. In teaching Afro-Asian Literature, reading is important and becomes successful when learners have competent vocabulary skills. Thus, this study aims to find out which among the vocabulary skills: getting the meaning through word parts, context clues, denotation/connotation, or figurative language is the most difficult for 42 Grade 8-Special Science Class students in University of Batangas-Junior High School and which vocabulary learning strategies are used by them most often and least often when reading literary texts. Using triangulation of data collected through teacher-made test, questionnaire, and interview, both descriptive analysis and qualitative data showed that learners have the most difficulty in getting the meaning through figurative language. Descriptive analysis of Likert-scale responses on vocabulary learning strategies revealed that learners most frequently put words in context to remember words, look up for definitions and for examples in the passages to guess the meaning of words, and take a break if they feel frustrated or bored when learning vocabulary. Students otherwise least frequently study word-formation rules and try to understand what part of speech the word is when making guesses. Implications on vocabulary instruction are then advanced towards better Afro-Asian literature class.

Keywords—Descriptive design, literature, literature teaching, vocabulary skills

I. INTRODUCTION

Literature is a work, that could be written or oral, produced out of the author's imagination or real-life struggles. It reflects people's culture, aspirations, and experiences. In the context of school, it is a discipline integrated in English subjects. Its inclusion in the English classrooms has been generating studies that aim at enriching instructional practices towards competent and holistic learning.

The teaching of literature in the Philippines has been given more importance in the recent years since the K to 12 Enhanced Basic Education Curriculum was implemented in 2013. Literary works selected from different countries around the world are taught and studied in order for the students to understand and appreciate own and other cultures.

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(DepEd K to 12 Curriculum Guide, 2013) In secondary school curriculum, Grade 8 English takes Afro-Asian literature as focus. English for Grade 8 is a one-hour discipline taught for five days a week.

A sample competency addressed in teaching literature is to “discover literature as a means of understanding the human being and the force/s he has to contend with”. (DepEd Grade 8 English Learning Module, p. 2)

In Afro-Asian Literature class, varying texts ranging from poems, short stories, and non-fiction articles that come from Asian and African countries are introduced and discussed. Active learning happens only when students participate. This will not happen in a literature class if students do not clearly understand the literature read for the day. Among several factors to consider, learner's vocabulary ability seems necessary to be given attention. According to Nation and Coady (2013), vocabulary knowledge is one of many factors that allows readers to get information from the text.

Teaching literature then becomes a dual responsibility for the teacher. He/she needs to consider the learners' vocabulary skills before and after introducing literary texts. One cannot go up the critical level of comprehension without succeeding from interpretive level. Having this in mind, the teacher has to assess the learners' vocabulary skills in order to propose a better plan of action towards a research-based vocabulary instruction. This will in turn help students read more successfully in literature class.

A. Research Questions

The researcher is prompted to conduct this study with the aim of identifying the vocabulary skill that students have most difficulty in using when reading an African or Asian literary text. Specifically, this study sought answers to the following questions: 1. Which vocabulary skill do students find the most difficult: A. getting the meaning through word parts; B. getting the meaning through context clues; C. getting the meaning through denotation/connotation; and, D. getting the meaning through figurative language (simile)? 2. What are the vocabulary learning strategies that students use when reading a literary text?

II. LITERATURE REVIEW

Literature is open to a myriad of interpretations. In order to get to the closest meaning of a literary piece, it is necessary to review its elements or the author's or its historical background. But before arriving to this, someone has to finish reading it,

understand the events, or connect the flow of ideas. Reading of a literary piece becomes a waste of time if he/she does not understand it. Hence, comprehension is one of the goals of reading literature. (Concannon-Gibney & Murphy, 2012, cited in Gonzales, 2014)

We can understand what we listen to or read through vocabulary. Tizon (2009) strongly believes that a limited vocabulary prevents learners to succeed in their speaking or reading endeavor. Johnson and Johnson (n.d.) states that reading comprehension and vocabulary knowledge are strongly correlated; limited vocabularies prevent students from comprehending texts. According to Brumfit (1986, as cited in Sidhu & Fook, 2010), the study of literature would not be beneficial if the learners do not possess the necessary linguistic and literary competency to understand the texts.

The place of vocabulary in teaching literature, thus, should be taken into consideration. In here comes the importance of vocabulary instruction. According to Kamil & Hiebert (2005, cited in Butler, et.al., 2010) vocabulary, in a more specific sense, refers to the kind of words that students must know to read increasingly demanding text with comprehension. Biemiller (2005, cited in Butler, et.al., 2010) states that deficiency in adequate word identification skills or adequate vocabulary will ensure failure in reading.

Sedita (2005) views effective vocabulary instruction as one that involves multi-component approach in developing vocabulary knowledge. This includes promoting word consciousness, teaching word meaning directly, and teaching independent word-learning strategies, including the use of context clues, the use of word parts, and the efficient use of the dictionary. In a review of the current research on vocabulary instruction, findings provided a foundation for a rich vocabulary instruction. These findings encourage that vocabulary instruction should provide direct instruction of vocabulary words for a specific text, repeated and multiple exposures to vocabulary items, active engagement that goes beyond memorized definition, and multiple methods of vocabulary instruction (Butler, et.al., 2010). Johnson and Johnson (n. d.) suggest strategies and techniques in teaching vocabulary that include emphasis on wide reading, learning from context, use of prefixes, suffixes, and roots, use of graphic organizers, extended instruction through read-aloud.

While the students read, they have special ways of processing information to be more successful in comprehending, acquiring, organizing and storing new information. O'Malley and Chamot (1996, cited in Kulikova, 2015) call these as learning strategies. Students who use vocabulary learning strategies may have higher chances of reading success in literature class. According to Huang and Eslami (2013), it is very difficult to acquire and store all the vocabulary in mind, hence, learners have to look up or infer the meaning of the word. This can be done by using dictionary and guessing strategies. Kulikova (2015) conducted an extensive review on vocabulary learning strategies. She compiled these strategies that include memory-based learning strategies which enhance learners' recall in the future, mnemonics which use acoustic and imagery, vocabulary inferencing strategies including word part analysis and the use of context, and consulting a reference source.

Because literature requires reading, it is necessary to explore the aspects that may affect reading comprehension in which one is vocabulary. One cannot appreciate or learn from literature if he/she does not get its meaning.

III. METHODOLOGY

A. Research Design

The study used a quantitative method of research to identify which vocabulary skill students do find the most difficult to use in reading Afro-Asian literary texts. Descriptive research is conclusive in nature because it gathers quantifiable information that can be used for statistical inference on target audience through data analysis (FluidSurveys Team, 2017). Triangulation, which entails gathering data from a variety of sources, was employed in this study to provide accuracy of information and consistency of findings. According to Kulikova (2015), when data are collected with different methods, it enhances the trustworthiness of the findings. In this study, quantitative data were collected by administering a teacher-made vocabulary test and survey. These data were triangulated with qualitative data, which were taken from the responses of the randomly asked students in the unstructured interview.

B. Participants

The respondents in this study are forty-two (42) Grade 8 students who belong in the Special Science Class of University of Batangas - Junior High School Department and are taking up Afro-Asian literature for the school year, 2016-2017. The respondents were selected through convenience sampling. Convenience sampling is used where subjects are selected because of their convenient accessibility and proximity to the researcher. This non-probability sampling technique was chosen and employed because by the time of data collection, students were already on their vacation. Students were reached through Facebook messenger and those who gave their consent and interest in the study were included as respondents.

C. Research Instruments

The first instrument used in the study is a teacher-made test constructed by the researcher based on the syllabus and the reference materials used in the classroom teaching in the research locale. The vocabulary test consists of forty (40) items designed to measure the students' ability in using the vocabulary skills towards understanding the selected literary texts. A Table of Specifications that adhere to Bloom's Taxonomy of Learning Outcomes was prepared to ensure the test's content validity. There were four vocabulary skills tested, ten (10) items were prepared for each skill, namely: (1) getting the meaning through word parts; (2) getting the meaning through context clues; (3) getting the meaning through denotation/connotation; and, (4) getting the meaning through figurative language, which in this study is focused on simile. These skills were actually the lessons taught in the class and were aligned to the school's curriculum. A survey questionnaire was also used for the ranking of the different manifestations of vocabulary skills. Through this method, students were asked to rank the vocabulary skills according to level of difficulty using a 5-point Likert Scale. In

order to obtain data about the vocabulary strategies that the respondents use in reading literary texts, another questionnaire was used, adapted from Kulikova’s (2015) instrument. Some items were also taken from Gu’s (2005, cited in Kulikova, 2015) questionnaire. The modified 6-point Likert Scale questionnaire consists of 14 items that include memory strategies, guessing strategies, and affective strategies. It is designed to identify the most frequently and least frequently used strategies by the respondents. Lastly, eight (8) students who were randomly selected were asked questions in an unstructured interview in order to confirm whether the test results corroborate with what the students felt which items were the most difficult in the test.

D. Data Collection

The data collection procedure is shown in Fig. 1. After the respondents gave their consent, the researcher sent them the copy of the vocabulary test. One day was allotted for the test taking. After which, the survey questionnaires were sent. Students were randomly selected for the unstructured interview. The entire data collection period took four days to finish because some respondents could not be easily reached.

Data obtained were processed and analyzed. Descriptive statistics that include means, standard deviation, and percentage were used to answer the research questions. To establish the reliability of the vocabulary test result, the Pearson’s correlation coefficient was computed. Meanwhile, Cronbach’s Alpha value was computed to establish the reliability of the Likert-Scale responses. Gliem and Gliem (2003) posit that when using Likert-type scales, it is imperative to calculate and report Cronbach’s alpha coefficient for internal consistency reliability. Microsoft EXCEL and Statistical Package for the Social Sciences (IBM SPSS Statistics) were used.

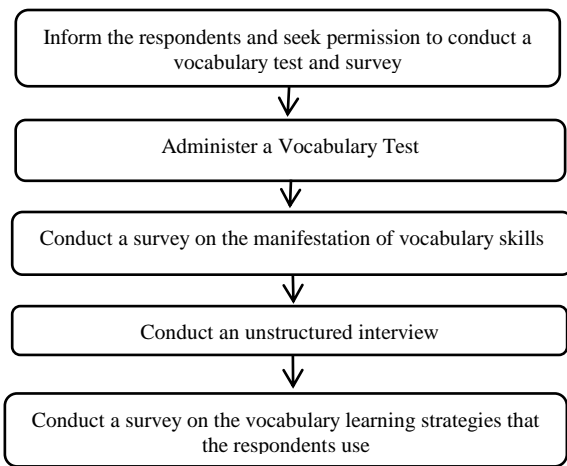


Fig. 1. The Process of Administering the Research Instruments

IV. RESULTS AND DISCUSSION

In order to answer the first research question, means of test scores in each vocabulary skill were computed to determine the extent of differences among the scores of the students. Table 1 presents the results of the vocabulary test. The computed mean score for each vocabulary skill is shown. On Table 2, the extent of score dispersion or the standard deviation is presented.

The result shows that the respondents’ mean score in the skill “getting the meaning through context clues” is 7.26 which is the

highest among the means. The skill that has the second highest mean, 6.83, is “getting the meaning through word parts”. Meanwhile, in the skill “getting the meaning through denotation/connotation” the respondents got a mean score of 6.14. The respondents got the lowest mean score of 5.69 for the skill “getting the meaning through figurative language”. Based on the computed means, it shows that the respondents had the most difficulty in using the skill of getting the meaning of unfamiliar words through figurative language, given that their mean score in that skill is the lowest among other skills. On the other hand, it is shown that the skills, namely: getting the meaning through denotation/connotation and through word parts, are average. The respondents found it easy to use the skill of getting the meaning through context clues.

TABLE I: STUDENTS’ VOCABULARY TEST SCORES

Vocabulary Skill	Mean	Std. Deviation
Getting the meaning through word parts	6.83	1.545
Getting the meaning through context clues	7.26	1.697
Getting the meaning through denotation/connotation	6.14	1.733
Getting the meaning through figurative language	5.69	2.078

The results of the present study support the findings of Tizon (2009). Her findings, wherein students had better scores in contextualized vocabulary than word vocabulary, showed that contexts can help explain the meanings of an unfamiliar word and can be a great help on students’vocabulary growth. She claims that looking at the context in which the word appears seems to be the best way of learning vocabulary. In the present study, the respondents had higher mean scores in getting the meaning through context clues than getting the meaning through word parts.

On the contrary, figurative language is used when speakers mean something other than what they literally say. The reason why getting the meaning through figurative language could be difficult is related to the cognitive process that learners have to undergo wherein they have to go beyond the literal meaning conveyed in the text. According to Sikos et. al. (2008), to get the meaning of a figurative language, the two cerebral hemispheres of the brain have to work in parallel; meaning is interpreted beyond the literal meaning of the words.

TABLE II: SCORE DISTRIBUTION OF VOCABULARY TEST RESULTS BASED ON THE COMPUTED SD

Vocabulary Skill	SD	Scores				
		-2SD	-1SD	Mean	1SD	2SD
		13.6 %	34.1 %		34.1 %	13.6 %
1. Word Parts	1.55	3.74	5.29	6.83	8.38	9.92
2. Context Clues	1.70	3.86	5.56	7.26	8.96	10
3. Denotation/Connotation	1.73	2.67	4.41	6.14	7.87	9.61
4. Figurative language	2.08	1.53	3.61	5.69	7.77	9.85

Note: SD=standard deviation, rounded to two decimal points

The Pearson’s *r* value of the test result is 0.68 which indicates a strong positive relationship. The computed Spearman-Brown coefficient is 0.81. Thus, the test result is reliable. The standard deviation of the scores was also computed to identify how widely spread or tightly clustered the scores are. Table 2 presents score distribution of the vocabulary test results. The skill “getting the meaning through word parts” had the lowest standard deviation, which can be interpreted as that the respondents’ scores tend to be closer to the mean. The score distribution shows that 1 standard deviation from the mean, the lowest score is 5 while the highest score is 8. Moreover, the skill “getting the meaning through context clues” had the second lowest standard deviation. The score distribution shows that the lowest score, 1 standard deviation from the mean, is 5 while the highest score, 1 standard deviation from the mean, is 8. It can be noted that the respondents’ scores have a slight difference in standard deviation in two skills (1 SD), however the mean for the skill “getting the meaning through context clues” is higher, it can be interpreted that it is easier for the respondents to identify the meaning of an unfamiliar word through context clues than studying the word parts (prefix or suffix). The third skill, with the third lowest standard deviation is, “getting the meaning through denotation/connotation”. The score distribution shows that the lowest score, 1 standard deviation from the mean, is 4, while the highest score is 7. On the other hand, the skill with lowest mean score (getting the meaning through figurative language) had the highest standard deviation among the skills. It signifies that scores for this skill tend to be farther away from the mean. The score distribution shows that, 2 standard deviation from the mean, the lowest score is 1 while the highest score is 9. It signifies that students find it most difficult to identify the meaning of a new word by interpreting the figurative language.

Aside from the test scores, the respondents were also requested to rank the four vocabulary skills based on how they perceive it. The self-reported questionnaire used a 5-point Likert Scale, where: 5 - Most difficult; 4 - Difficult; 3 - Average; 2 - Easy; and 1 - Very Easy.

Table 3 presents the level of difficulty of the vocabulary skills as perceived by the respondents. The computed Cronbach’s Alpha coefficient of the responses is 0.77. The value based on George and Mallery’s (2003, cited by Gliem & Gliem, 2003) rules of thumb is acceptable.

TABLE III: LEVEL OF DIFFICULTY OF VOCABULARY SKILLS AS PERCEIVED BY THE RESPONDENTS

Vocabulary Skill	Mean
Getting the meaning through word parts	2.98
Getting the meaning through context clues	3.07
Getting the meaning through denotation/connotation	2.69
Getting the meaning through figurative language	3.45

The result shows that the mean of the skill “getting the meaning through figurative language” (M=3.45) is highest among the four skills. It signifies that students perceived this skill as average. It is followed by “getting the meaning through

context clues with the computed mean of 3.07. The students indicated that getting the meaning through word parts (M=2.98) is slightly easier than the using context clues. “Getting the meaning denotation/connotation” received the lowest mean (M=2.69), therefore, it is the easiest vocabulary skill to use for the students.

To further validate the quantitative data, an unstructured interview among the eight (8) randomly selected students were conducted. The qualitative data served to gather the students’ views on which skill they think is easy or difficult for them. Table 4 reveals the students’ answers to the interview.

TABLE IV: STUDENTS’ RESPONSES ON INTERVIEW

f	%	Response
3	37.5	Getting the meaning through context clues is the most difficult.
5	62.5	Getting the meaning through figurative language is the most difficult.

Note: f=number of students; %=percentage

Students were asked a question: “Which of the vocabulary skills tested do you feel the most difficult to answer?” Some students responded with three or more items. The researcher requested them to select at least one item from the test questions. The responses were recorded and identified based on the Table of Specifications. Meanwhile, some students’ responses were just simply the vocabulary skill being tested. The researcher conducted the interview through Facebook messenger.

Student1 : Yes. Context clues.

Student2: *Para po sa akin ay no. 20.* (For me, its item 20.) Note: This item is focused on context clues.

Student3: *Sa part po kung paano aalamin ang meaning ng underlined word na hindi gumagamit ng references.* (On the part where I have to guess the meaning of the word without the aid of a reference material is the hardest for me.)

Student4: *‘Yung vocabulary test po mahirap.* No. 35 *po.* (This item is under figurative languages.)

Student5: The items on context clues *po? Medyo mahirap po.*

Student6: #38 Sir. (This item falls under “getting the meaning through figurative languages.)

Student7: *‘Yun pong last item (no. 4).* (In here, the student was referring to the item on the questionnaire for ranking of difficulty, which is getting the meaning through figurative language.)

Student8: *‘Yun pong nos. 3, 8, 12, 26, 27, 30, 33.* (The researcher requested the student to select one.) No. 33 *po.*

Based on the students’ responses, three (3, 38%) students picked the use of context clues as difficult for them. On the other hand, more than half of the respondents felt it was getting the meaning through figurative language (5, 63%) that was difficult for them.

Descriptive statistics was used in order to answer the second research question. Items 1-3 explored the frequency with which the respondents use memory strategies; items 4-12 dealt with guessing strategies; while, items 13-14 were about affective strategies. Descriptive analysis of the memory strategies are presented in Table 5. A 6-point Likert Scale was referred to for

rating the frequency of use. Students used 1 = I never do that; 2 = I very rarely do that; 3 = I seldom do that; 4 = I sometimes do that; 5 = I often do that; 6 = I always do that. The computed Cronbach’s Alpha coefficient for the responses on vocabulary learning strategies is 0.88 which is interpreted as good reliability.

TABLE V: RESPONSES ON VOCABULARY MEMORY LEARNING STRATEGIES

Memory Strategies	Mean	SD
1. I learn words better when I put them in context (e.g., phrases, sentences).	4.40	1.23
2. When I learn new words, I analyze them in terms of their prefixes, stems, and suffixes.	4.14	1.22
3. I study word-formation rules in order to remember more words.	4.02	1.28

Note: SD=standard deviation

Based on the results, students indicated that they sometimes *learn better when they put words in context* (item 1) with which the computed mean is 4.40. It is the most frequently used memory learning strategy by the respondents. In addition, students sometimes *analyze words in terms of prefixes, stems, and suffixes* (item 2, M=4.14) which is the second frequently used among the memory strategies. The results further show that the least popular strategy in the group is to *study word-formation rules* (item 3) with the mean of 4.02 used by the respondents sometimes.

TABLE VI: RESPONSES ON VOCABULARY GUESSING LEARNING STRATEGIES

Guessing Strategies	Mean	SD
4. When reading, I have a sense of which word I can guess and which word I cannot.	4.43	1.213
5. I make use of context to guess the meaning of a word I do not know.	4.60	1.127
6. When I guess the meaning of a word, I try to understand what part of speech it is.	4.02	1.000
7. When I guess the meaning of a word, I analyze its parts (prefix, root, and suffix).	4.07	1.156
8. I use alternative cues and try again if I fail to guess the meaning of a word.	4.07	1.197
9. I make use of the logical development in the context when guessing the meaning of a word.	4.05	1.035
10. I look for other words or expressions in the passage that support my guess about the meaning of a new word.	4.38	1.168
11. I look for any definitions or paragraphs in the passage that supports my guess about the meaning of a new word.	4.64	1.032
12. I look for any examples provided in the context when guessing the meaning of a new word.	4.64	1.226

Note: SD=standard deviation

Guessing strategies are aimed at making learners aware of the range of information available from context (Nation & Coady, 2013). Presented on Table 6 are the responses of the respondents on the use of guessing strategies. It can be noted that students used most frequently both the strategies of *looking up for any definitions in the passage* (item 11, M=4.64) and of

looking up for any examples provided in the context (item 12, M=4.64) when guessing the meaning of a new word. The next most popular strategy among the respondents used sometimes is the *use of context to guess the meaning of the word* (item 5, M=4.60). The students also indicated that they sometimes have *the sense of which word they can guess and cannot when reading* (item 4, 4.43). The mean for the strategy of *looking for other words or expressions in the passage* (item 10, 4.38) indicated that these are also sometimes used by the respondents. Meanwhile, there is an equal frequency of use of the strategies of *analyzing the word parts* (item 7, M=4.07) and *using alternative cues and trying again after failing to guess the meaning of the word* (item 8, 4.07). The students sometimes use these strategies. The *use of the logical development in the context* (item 9) received a mean of 4.05 indicating its lesser popularity among the respondents. The respondents reported also that they least frequently used the strategy of *trying to understand what part of speech the new word is* (item 6, M=4.02).

The results on the use of logical development in the context found as the second least frequently used guessing strategies in the present study contradicts the findings of Huang and Eslami (2013). Their findings suggested that learners who were international graduate students most often used the main idea in formulating guesses. One factor to consider in the conflict of the findings is the respondents’ educational level. However, the results on the use of word parts yield similar findings. This strategy is less frequently used by the learners compared to the use of contextual clues in guessing the meaning of a new word.

It is interesting to note that the learners use the strategy of using definition or example clues in the passage more frequently than analyzing the word parts. According to Nation and Coady (2013), the use of word form in guessing should be done only after the context has been used. Learners who heavily depend on word form are said to have poor vocabulary knowledge.

TABLE VII: RESPONSES ON VOCABULARY AFFECTIVE LEARNING STRATEGIES

Affective Strategies	1+2+3	4+5+6	Mean	SD
13. If I feel bored or frustrated while learning vocabulary, I give up.*	19%	81%	4.43	1.233
14. If I feel bored or frustrated while learning vocabulary, I take a break or I remind myself that vocabulary is important, and then I go on.	31%	69%	4.21	1.474

Note: SD=standard deviation; *=reverse scored

1+2+3=never+very rarely+seldom; 4+5+6=sometimes+often+always

The result of the responses on affective strategies is presented in Table 7. According to Oxford (1990, cited by Kulikova, 2015), affective strategies may lessen the anxiety of the learners by self-encouraging and reminding oneself of goals, progress made, and resources available. In order to compare all the mean scores, the responses in item 13 were recoded: 1 became 6, 2 became 5, 3 became 4, 4 became 3, 5 became 2, and 6 became 1. The combined percentage of the students’ responses were also indicated in the table. The strategy of *giving up when it feels boring or frustrating* (item 13) had the mean of 4.43. It indicates that the respondents seldom give up while learning vocabulary.

Only nineteen percent (19%) reported that they sometimes to always give up. The result shows consistency where the strategy of *going on after taking a break when it felt boring or frustrating to learn vocabulary* (item 14) received a mean of 4.21. Sixty-nine percent (69%) of the students reported that they sometimes to often continue learning vocabulary despite experiencing boredom or frustration. Only thirty-one percent (31%) reported of never to seldom *going on to learn vocabulary*.

The findings on the affective strategies, according to Kulikova (2015), may have an implication on vocabulary learning. The results of the present study shows that learners controlled their emotions for some time to cope with difficulties encountered in the learning process.

IV. IMPLICATIONS

The results of this study have some implications to classroom instruction. First, the teacher of the respondents has to improve his instruction that focuses on teaching the skill of getting the meaning through figurative language. This skill is especially important and useful when reading lyrical poems or free verses, where poets create vivid mental images and convey meaning beyond literal. It is needed to modify his existing strategies that will help students apply the said skill more effectively. Secondly, data obtained from student's perception and interview responses reveal that there are students who find it difficult to get the meaning of new words through context clues. The teacher has then to ensure that all students receive equal instruction in any of the vocabulary skills. And finally, the teacher has to find ways to increase or sustain the students' motivation to learn vocabulary since results showed that students indicated of instances that they seldom give up during the process.

V. CONCLUSION

In order to yield more valid findings, triangulation was used in the study. To identify which vocabulary skill students have difficulty with in reading Afro-Asian literature, data were gathered from vocabulary test scores, perception, and interview responses of the students. Statistical data showed that students have the most difficulty in getting the meaning through figurative language. A similar finding is revealed by the respondents' self-reported questionnaire in which they ranked the highest the skill getting the meaning through figurative language. Based on the students' interview answers, getting the meaning through figurative language is the most difficult skill for them. It is therefore concluded that students find the vocabulary skill, "getting the meaning through figurative language" the most difficult among the four skills.

Among the memory strategies, students most frequently used words in context to learn better. Students least frequently study word-formation rules to remember words. In making guesses to get the meaning of the text, students most frequently look up for any definitions and examples in the passages. Students try to identify what part of speech the word is when guessing its meaning with the least frequency. In dealing with boredom or failures in learning vocabulary, students most

frequently take a break or cheer oneself to continue. Students occasionally give up when bored or frustrated.

It is therefore concluded that students use memory strategies, guessing strategies and affective strategies in vocabulary learning. Students remember words better when used in context than studying word-formation rules. Students tend to use contextual clues more often than word parts and parts of speech when making guesses. When fed up of difficult vocabulary, students give up from time to time but still go on after taking a break or cheering oneself.

APPENDIX

TEACHER-MADE TEST ON VOCABULARY SKILLS
Afro-Asian Literature

Table of Specifications

Skills	Literary Selections	Level of Learning Outcomes					No. of Items
		K	C	Ap	An	S	
1. Getting the meaning through word parts.	A. Thousand Chaires B. The Talking Parrot C. Altea		3 (3-4,7)	2 (5,8)	4 (2,6, 8,10)	1 (9)	18
2. Getting the meaning through context clues	D. Calaragi E. The Talking Parrot F. The Viper G. The Wonderful Pear Tree H. A Little Incident I. Encountering Snow		3 (11,13, 14)	2 (15,17, 20)	4 (12,16, 18,19)		18
3. Getting the meaning through denotation/ connotation	J. The Anarchs K. The Incredible Voyage of the Karandane L. Salvation to the Dawn M. The Spider's Thread		2 (22,29)	3 (21,25, 28)	5 (23, 24,26, 27,30)		18
4. Getting the meaning through figurative language	N. Growth Range O. The Crane P. The Viper Q. Flying R. After the Rain		3 (32,34, 30)	1 (31)	5 (33,35, 37,38, 40)	1 (36)	18
Total							48

Table of Specifications on Teacher-made Vocabulary Test

Since comprehension using vocabulary skills requires students to apply what they have learned and the aim of the test does not cover the critical and evaluative levels of comprehension, items were classified only in the levels of comprehension up to synthesis.

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