

Using the third unit from Storyfun for Starters book to boost vocabulary levels through reading comprehension

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Summary

The following article presents the result of the research on an impact of the storyfun for starters the study took place at the Guillermo Cano Balladares institute, Estelí, Nicaragua. Thirty-eight (38) high school students were selected as the population of this work, divided into three groups. Section “A”, “B”, “C”. Also, one survey, one test and one interview were designed to investigate the effect of using the third unit from Storyfun for Starters book to boost vocabulary levels

Keywords: Vocabulary Level, Reading Comprehension, Storyfun for Starters book.

through reading comprehension. While the vocabulary level has been measured by the test using reading comprehension, the students’ attitudes have been studied through survey and the usefulness of the third unit from the book have been referred by the interview. The findings show not only the positive effect of using the book but also the hitches attitudes towards reading in particular.

INTRODUCTION

Previously, research has been carried out emphasizing how educators can improve students' vocabulary. However, in Nicaragua there is an enormous problem in doing it. Nowadays, it is clear that students do not care about either studying or learning other language. Consequently, they cannot improve their English skills.

Therefore, this research work deals with determining the effects of boosting vocabulary through reading comprehension by using the third unit from the book *Storyfun for Starters* by Karen Saxby on Guillermo Cano Balladares eight-year students from the Saturday shift.

Storyfun for starters is a book of story-based exam preparation material for students taking the Cambridge Young Learners Starters Test. Ten lively stories based on the Starters syllabus provide a springboard for language practice. Each story is followed by activities that check learners' comprehension of the vocabulary and intend exam-style questions. The story-based approach and enjoyable accompanying activities also make *Storyfun for Starters* suitable for learners not taking the test. (Saxby, 2011)

Ideally, teachers would have all the conditions and a lot of materials as books,

notebooks even chairs in a good state creating good and healthy environment among the students, for giving more quality education, therefore better outcomes that satisfying students who want to learn English as a Foreign Language it is no matter the environment in which they are learning, each one working in the same line quite making and rendering attention to the teacher respecting and obeying the Teachers management.

Having all the students integrated and motivated during the class, spending quality, teaching to the students who are integrated making silence working on their tasks, sharing knowledge to each other, asking to the teacher when they have any doubt, working of this way would be easier to the students and the teachers deal with the student's problems, problems which the students are not able to give all their potential when they are learning. It is important to mention that teachers have to engage students for keeping them focused into the class.

The eight grade students that want to learn English Language as a Foreign Language in Guillermo Cano Balladares School from Saturday shift deal with problems such as: —frequent absence in the class and the

teaching to students is oriented in Spanish instead of English.

It is important to understand that these students come to class once a week, thus, it complicates the way in which they learn and study this language. Likewise, very often some students cut classes because they are tired after working during the week. These students have to support their families and earning money is mostly important than attending class.

Consequently, a lack of vocabulary in students has increased noticeably and this problem might be blamed on the deficiency of Reading Comprehension in our Generation, also known as—Gen Z. Whether the problem is the lack of reading or not, there is a large number of problems when students learn and boost their skills, e.g., writing skills.

When children are studying in the classroom distraction is a common issue that makes students indisposed in English Language Learning Process, therefore, they cannot concentrate in the lecture. It is only one consequence of many that there are in the new generation of students that almost all the class-time they spend it on social media.

To solve this problematic as a teacher, it might be used an entertaining way to teach

them and overcome the distraction. Books with attractive forms to boost vocabulary and above all, they engage the students or whoever is reading it. Thus, teachers can provide students with books such as: Stories, Tales or History. In this particular case: Storyfun for Starters by Karen Saxby will be used as a principal tool.

Nobody doubts the essence of reading in education. In addition to its role as the main way to enrich one's experiences for constructing knowledge, reading is also the most effective tool for sharpening analytical and critical thinking, developing creativity, enhancing concentration, enriching vocabulary, improving writing skills, and so on. Without appropriate reading skills, a student will likely fail in learning. (Pardede, 2020)

Knowing all these things, the third unit of the book mentioned above will be used to engage eight grade students in Guillermo Cano Balladares from Saturday shift in the second semester 2022 for how to reduce the problems that students might face in vocabulary skill.

METHODS

When collecting and analyzing data, quantitative research deals with numbers and statistics, while qualitative

research deals with words and meanings. Both are important for gaining different kinds of knowledge. (Streefkerk, 2019)

In this section, it is provided a logical order for the research work process, how it was executed, and the place where the research was carried out, context and participants, and other important aspects. Lastly, it will be discussed how the collected data was analyzed.

CONTEXT AND PARTICIPANTS

The participants of this study include thirty-eight students (between 12 – 26 years of age) in the eighth grade at Guillermo Cano Balladares in the second semester of 2022, Estelí. These students are distributed in three different groups who attend school on Saturday shift. One in the morning shift and two in the afternoon shift with the English Educator Maribel de Jesús Blandon Palacios that has two years of experience in teaching English as a Foreign language.

These students are divided in twenty-one men and seventeen women. This research work is characterized by a mixed approach that consists in both qualitative and quantitative. There are 73 students from eighth grade that are distributed in three sections A, B, C. However, only 38 students were able to respond the surveys and test.

Therefore, these 38 students are divided in: 9 students from section A, 19 students from section B and 10 students from section C. In total there are 21 men and 17 women.

This research work used a survey to students, an interview aimed to the teacher, also it was applied a test addressed to the whole eighth grade class. It was intended to find out the benefit of using Storyfun for Starters book in the vocabulary skill and also emphasize the importance of images as a means of teaching.

The instruments that were used to collect the data include test and survey targeted to students, as well as an interview for educator. To process the data, it was compared the results obtained from the instruments (survey, test and interview). In this research work it was used some resources such as: Smartphone, Paper, pencil, internet and platform “Google’s Form”.

ANALYSIS

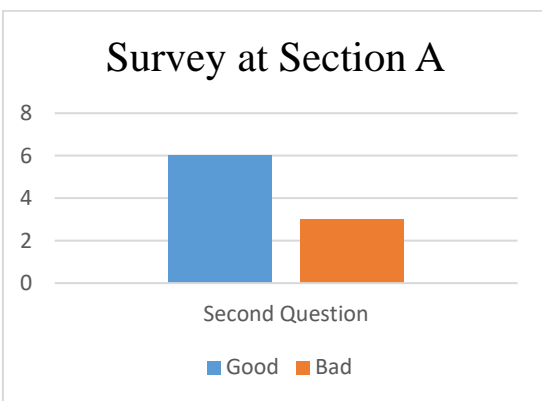
The following analysis of the dataset is studied from three arguments: the first is aimed at identifying if the students know any sort of material that could foster their English skills. The second direction is aimed at analyze the exams that were done in each section. Furthermore, it analyzes the factors

that had mostly relevance while they did the test.

The results that were gathered through observation, guides and teaching (real-life experience) in order to validate the data obtained in the different instruments like Interviews, Surveys and Test. Therefore, the validity and reliability of them increase a lot.

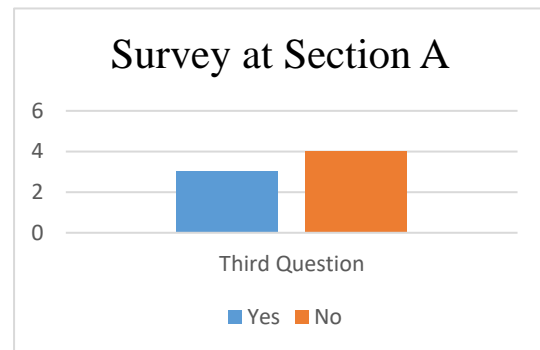
In this part will be represented the survey in first eight-grade section that has 9 students

Do you think that your experience in the classroom while you learn English as a Foreign Language is good or bad?



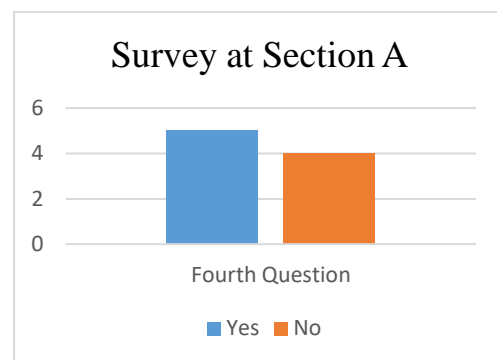
In the second question six students think that their experience is good at learning English as a Foreign Language and three students answered their experience is bad.

Do you understand the reading? (See annex 1)



In the third question three students understand the reading and four did not understand it.

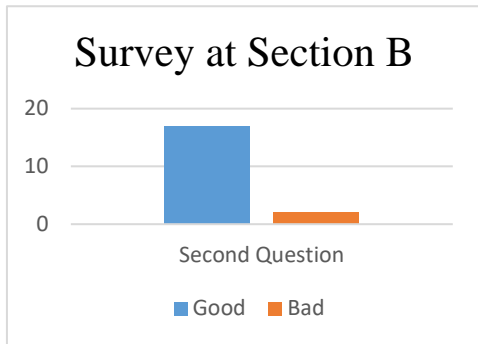
Do you think reading books with pictures are interesting?



In this question five students think that reading books with pictures are interesting and four students do not think so.

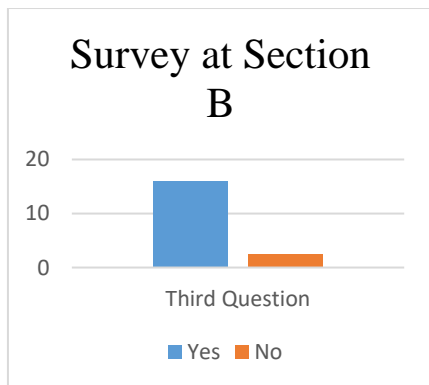
In this part will be described the survey in second eight-grade section that has 19 students.

Do you think that your experience in the classroom while you learn English as a Foreign Language is good or bad?



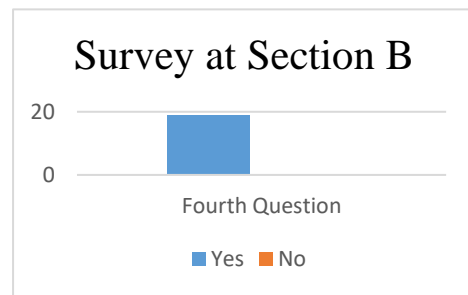
In the second question seventeen students think that their experience is good at learning English as a Foreign Language and two students answered their experience is bad.

Do you understand the reading? (See annex 1)



In the third question sixteen students understand the reading and three did not understand it.

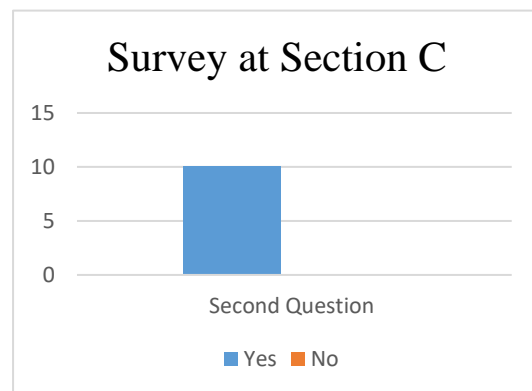
Do you think reading books with pictures are interesting?



In the fourth question nine students think that reading books with pictures are interesting because of its attractive way to engage them. Thus, they would not be distracted nor doing anything else.

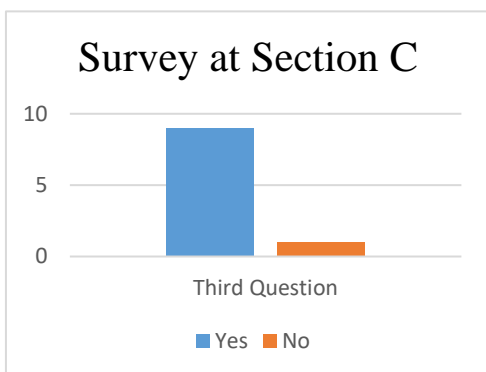
In this part will be represented the survey in third eight-grade section that has 10 students

Do you think that your experience in the classroom while you learn English as a Foreign Language is good or bad?



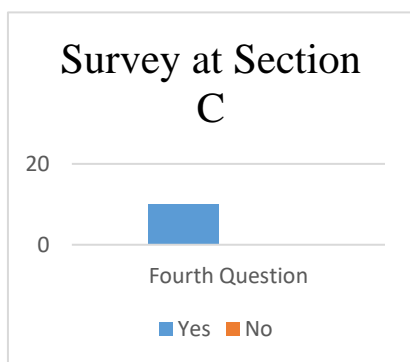
In the second question ten students think that their experience is good at learning English as a Foreign Language.

Do you understand the reading? (See annex 1)



In the third question nine students understand the reading and only one did not understand it.

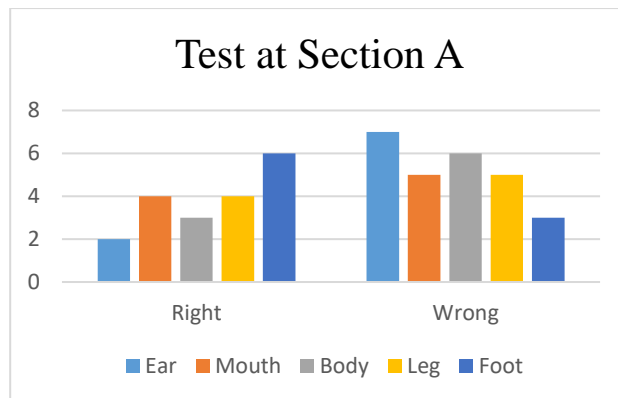
Do you think reading books with pictures are interesting?



In the last question ten students think that reading books with pictures are interesting.

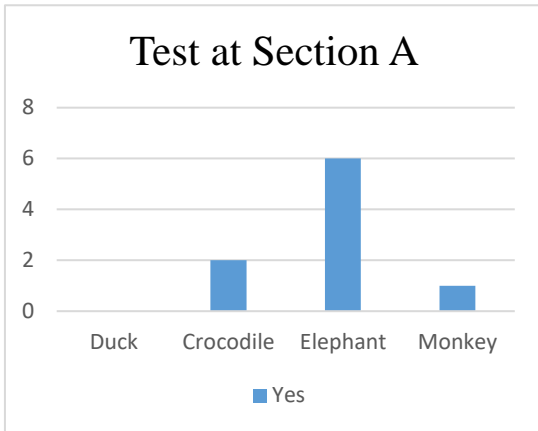
Look at the pictures. Look at the letters.

Write the word.



This question was a multiple choice. This task consists in choosing one option from three possible answers, the right ones are: Ear, Mouth, Body, Leg and Foot (See annex 2). In the first multiple choice (Ear) two students answered the right one while seven of them answered wrongly. In the second one (Mouth) four students answered the right one while five of them answered wrongly. In the third one (Body) three students were right and six students were wrong. In the fourth one (Leg) four students answered right and five students answered wrongly. In the last one (Foot) six students answered right and three students chose wrongly.

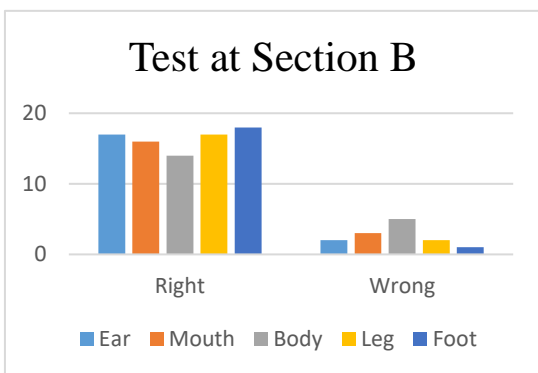
Which animal say this?



In this task, students were asked for choosing one character that would have told one phrase when they were reading. The character that told the right quote was the monkey. As long as you can see two students chose crocodile, six of them chose the elephant and one student chose the monkey.

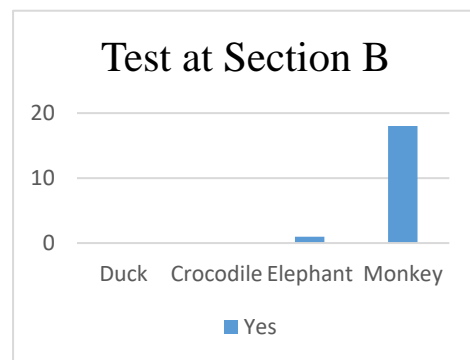
The next section presented it will be eight-grade B that has nineteen students. Also, a brief summary about the answer they have done.

Look at the pictures. Look at the letters. Write the word.



This question was a multiple choice. This task consists in choosing one option from three possible answers, the right ones are: Ear, Mouth, Body, Leg and Foot (See annex 2). In the first multiple choice (Ear) seventeen students answered the right one while two of them answered wrongly. In the second one (Mouth) sixteen students answered the right one while three of them answered wrongly. In the third one (Body) fourteen students were right and five students were wrong. In the fourth one (Leg) seventeen students answered right and two students answered wrongly. In the last one (Foot) eighteen students answered right and one student chose wrongly.

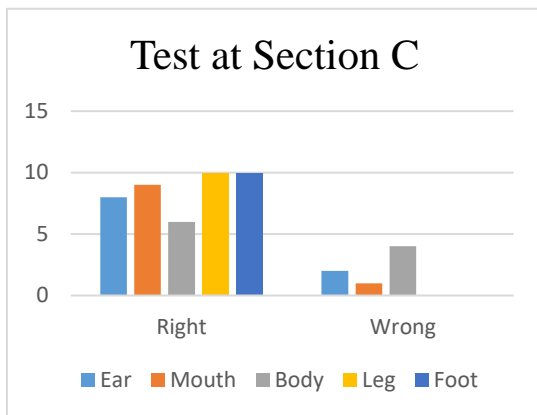
Which animal say this?



In this task, students were asked for choosing one character that would have told one phrase when they were reading. The character that told the right quote was the monkey. As long as you can see one student chose elephant and eighteen students chose the monkey. **The last**

section presented it will be eight-grade C that has ten students. Besides, a brief summary about the answer they have done.

Look at the pictures. Look at the letters. Write the word.

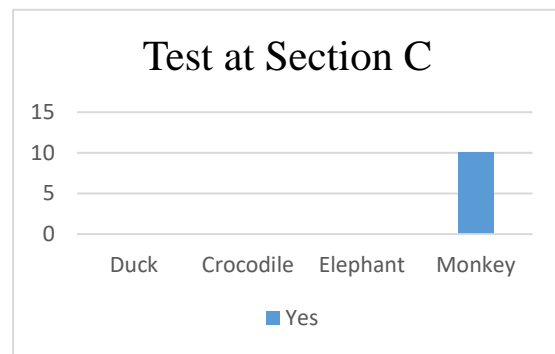


This question was a multiple choice. This task consists in choosing one option from three possible answers, the right ones are: Ear, Mouth, Body, Leg and Foot (See annex 2). In the first multiple choice (Ear) eight students answered the right one while two of them answered wrongly. In the second one (Mouth) nine students answered the right

Firstly, the poor students' knowledge becomes one problem that makes difficult to understand the text. Consequently, it increases a massive quantity of errors that they might make. Sometimes this particular case spread countless things such as: sleep,

one while one of them answered wrongly. In the third one (Body) six students were right and four students were wrong. In the fourth one (Leg) ten students answered right and nobody answered wrongly. In the last one (Foot) the whole class answered right.

Which animal say this?



In this task, students were asked for choosing one character that would have told one phrase when they were reading. The character that told the right quote was the monkey. As long as you can see not even one student chose the other characters, however, eighteen students chose the monkey.

DISCUSSION

tiredness, stress and anxious that do not help both sides, students and educators.

Secondly, there is a particular aspect represented in the eight-grade section "A", they have yet to feedback compared with eight-grade sections "B and C" that they have already had a background.

This characteristic is the way that students had a training related to the Storyfun for Starters book, thus, it increases the students' knowledge and reduce the possibility of fail in the next activity.

The primary focus of this study has been boosting Vocabulary Levels through Reading Comprehension by using the third unit from Storyfun for Starters in the eight-grade section "A", "B", "C" to compare the result and know if this has reliability. It was carried out, in the first section eight-grade "A", a survey and a test, however, these

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students did not receive class with the book, it was explained in a traditional class, (In this model the student is conceived as a passive being, that is, a passive receiver of knowledge and object of the teacher's action. Knowledge is considered as something that is already given and determined by an exclusive knower who is the theory and/or the teacher. In eight grade "B" and "C", were taught class for two months, September and October, and finally the acquired awareness was evaluated.

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