

**Department of Education
Region III
Division of City of Balanga
City of Balanga National High School**

**GENERATING GREATER INTEREST TO IMPROVE PERFORMANCE OF
STUDENTS THROUGH VIDEO PRESENTATION**

Situation:

Literature is a part of learning a language. Language teachers teach literary pieces in different forms: short stories, essays, novels, poems and biographies. As an English teacher, I was not only tasked to teach the rudiments of communications and rules concerning grammar forms; I was also challenged to develop students' values through literary pieces. I consider literature as a powerful tool to help broaden students' vocabulary, develop their imagination and go through experiences which aren't their own. It is the students' chance to get to know characters, situations and problems happening in real life. It is also a way for them to learn worthwhile human value. Literary pieces are also a source of entertainment for some students. A student can also react, state his opinion and relate the literary piece in his life. . After all, English is not just about rules of the language; it is also about a person's heart and experiences. Unfortunately, most of the students have no interest in reading or learning literature. As a matter of fact, studies showed that 70-80% of the students do not have patience in reading and this is not far from what a classroom teacher like me is facing in our classes.

Problem:

The problem focused on students' perception and reaction on literary pieces. Literature is considered as a boring topic to majority of students. Some students would not even exert an effort to read, understand and analyse a literary piece.

Possible causes of low academic performance in literature based on initial observations:

1. Students' lack of interest on literary pieces for they think that they are too ancient.
2. Students' can't relate to the themes and lessons being discussed and presented in the literary piece.
3. Students can't imagine the things being enumerated and stated especially if it doesn't have illustration.

Generation of Alternative Solutions:

1. Students' lack of interest in the literary pieces can be addressed by giving an overview about the topic which will be tackled.
2. We can develop students' empathy on the characters by giving activities related to the text and characters.
3. We can use video presentation related to the topic stated in the piece. This would help them imagine and visualize important things.

Plan of Action

A. Objectives

- Develop literary appreciation and comprehension among third year high school students in City of Balanga National High School.
- Inculcate values present in the literary piece.

B. Time Frame

This study started on January 6, 2014 and was conducted on March 18-21 , 2014

C. Target Subject

Selected third year high school students of City of Balanga National High School

D. Activities Undertaken

Date	Group A (Unconventional)	Group B (Conventional)
January 6- February 3, 2014	Observation	Observation
February 4-21, 2014	Conceptualization of ideas	Conceptualization of ideas
	<i>I. Before</i>	<i>I. Before</i>
March 18, 2014	a. Routinary Activities	a. Routinary Activities
	b. Motivation (Film Viewing of the “Miracle Worker)	b. Motivation (Pinoy Henry Activity, Socratic Method)
	<i>II. During</i>	<i>II. During</i>
March 19, 2014	c. Reading Proper	c. Reading Proper
	d. Comprehension Check	d. Comprehension Check
March 20, 2014	e. Students will summarize the text	e. Students will summarize the text
	f. Class summary of insights and learning	f. Class summary of insights and learning
March 21, 2014	<i>III. (After)Evaluation of students’ performance</i>	<i>III. (After) Evaluation of students’ performance</i>
	<i>IV. Accomplishment of survey forms</i>	<i>V. Accomplishment of survey forms</i>
	<i>V. Comparison of students’ performance</i>	<i>V. Comparison of students’ performance</i>

E. Evaluation Criteria

Students' reaction and participation on the motivation were taken into consideration. The researcher used a survey form which was filled up by the students. Responses will be equivalent to 5- strongly agree, 4- agree, 3-undecided, 2- disagree, 1-strongly disagree. There was a teacher-students interaction which determined whether the students have read and understood the given text to them. Students' performance was based on the result of the short quiz which was given after they have read the text. The raw scores have the descriptive ratings with 5 as excellent, 4- very satisfactory, 3- satisfactory, 2- fair 1-poor and was graded using a rubrics. The performance, reaction and test results obtained by Group A were compared to Group B.

F. Methodology

This study used the descriptive design of research. The researcher would like to find out whether the use of video presentation can help improve the appreciation and comprehension of students with regard to literature. One group learned the lesson using the conventional way while the other group was taught with the intervention of technology.

Presentation and Interpretation of Results

This part deals with the presentation and interpretation of the results of the data gathered through the results of the survey forms answered by the student-respondents and teacher concerned and the short quiz given to the students.

Table I
Frequency Distribution of Score of Students who were taught using the Video Presentation

Score	Descriptive Rating	Frequency	Percent
5	Excellent	30	60%
4	Very Satisfactory	11	22%
3	Satisfactory	7	14%
2	Fair	2	4%
1	Poor	0	
Total		50 respondents	100%

It can be apprehended from the table that majority of the student-respondents who were taught using the movie clip got a high score in the short quiz given to them.

Table 2
Frequency Distribution of Score of Students who were taught using the Conventional Way

Score	Descriptive Rating	Frequency	Percent
5	Excellent	37	74%
4	Very Satisfactory	9	18%
3	Satisfactory	4	8%
2	Fair		
1	Poor		
Total		50 respondents	100%

The table showed that all student-respondents who were taught using the conventional way got a satisfactory grade and majority of the population got an excellent result.

Table 3
Comparison of the Students' Performance

Group Type	Average
Those who were taught in Unconventional Way	87.60
Those who were taught in Conventional Way	93.20

The table showed that the group of students who were taught using the conventional way got higher scores and showed appreciation of the literary text read. Students taught under the traditional or conventional way performed better than those who were taught using modern technology.

Table 4
Motivation as Evaluated by the Students who were taught using the Unconventional way

	5 (Strongly Agree)	4 (Agree)	3 (Undecided)	2 (Disagree)	1 (Strongly Disagree)	Total No. Of Respondents
1. I became interested in the lesson because of the video	32	15	3			50
2. I was excited to read the text after watching the video	13	27	9		1	50
3. The video gave me an idea about our lesson.	19	22	8		1	50
4. The video prepared my emotional and mental aspect towards the lesson	14	26	10			50
5. The video is related to the topic discussed by our teacher.	37	12	1			50

It can be concluded from the table that the video containing the movie clip “ the Miracle Worker” touched the interest of the students and is related to the lesson discussed by the teacher.

Table 4
Motivation as Evaluated by the Students who were taught using the Conventional way

	5 (Strongly Agree)	4 (Agree)	3 (Undecided)	2 (Disagree)	1 (Strongly Disagree)	Total No. Of Respondents
1. I became interested in the lesson because of the activity.	44	4	2			50
2. I was excited to read the text after the activity.	10	33	7			50
3. The activity gave me an idea about our lesson.	29	16	5			50
4. The activity prepared my emotional and mental aspect towards the lesson	12	35	3			50
5. The activity is related to the topic discussed by our teacher.	40	5	3	2		50

The table shows that the activity which is “Pinoy Henyo” (Blind Edition) plays an important role in getting the interest and attention of the students.

Results and Discussions:

Teaching literature has been one of the greatest challenges of an English teacher. Several strategies and motivations were applied just to get the interest of students and make them read interesting literary pieces. This study tried to find whether video clip can help students learn and appreciate literary pieces more. The video clip helped somehow but the results showed and revealed that the traditional method or the conventional way is still better and is still preferred by students. The students related with the story and appreciated the story because they had experienced the situation of the main character in the piece.

Findings:

Conventional way with the proper guidance and intervention of the teacher is still better compared to the technology.

Conclusions:

1. Teacher's choice of motivation is indeed important in the teaching-learning process. It must be carefully planned and designed.

2. Technology plays an important role in both the lives of teacher and students. Teachers can use and apply technology in their classes but there are instances wherein traditional or old-fashioned way which is carefully planned is still more effective.

Reflections:

1. Conduct parallel study on the different strategies that can help students learn and appreciate literary pieces..
2. Enrichment courses, trainings, or seminars that can enhance teaching skills and strategies must be given to teachers.
3. Students must be given ample time exposure on the literary piece to ensure learning, appreciation and better performance.

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City of Balanga National High School
City of Balanga, Bataan

April 16, 2014

Dr. ALMA V. POBLETE
Principal II
City of Balanga High School

Ma'am,

Respectfully forwarding to your office for acceptance and endorsement the action research entitled, *"Generating Greater Interest to Improve Performance of Students through Video Presentation"*.

Thank you very much and more power.

Very truly yours,

CELESTE B. RAYA

Teacher II

Researcher

Department of Education
Region III
Division of City of Balanga
City of Balanga National High School

An Action Research Entitled

GENERATING GREATER INTEREST TO IMPROVE PERFORMANCE OF STUDENTS
THROUGH VIDEO PRESENTATION

Submitted by:

Ms. Celeste B. Raya
Teacher II

Noted by:

Dr. ALMA V. POBLETE
Principal II

Accepted by:

RONALDO A. POZON, Ph.D.,CESO VI
Officer-in-Charge
Schools Division Superintendent

Department of Education
Region III
Division of City of Balanga
City of Balanga High School
City of Balanga, Bataan

Unconventional Lesson Plan in Teaching Literature

March 18, 2014

I. OBJECTIVES

At the end of the lesson, 100 % of the students with at least 75 % level of proficiency should be able to:

- a. state the theme and the values present in the selection
- b. develop literary appreciation and comprehension

II. SUBJECT MATTER:

Literature

Text: Everything Has A Name (Excerpt from the Story of My Life)

Materials: copy of the text, chart, pictures, video clip

Valuing: patience, trust

III. PROCEDURE:

- a. Routinary Activities
- b. Motivation

The students will watch the movie clips of “ The Miracle Worker”

- c. Pre- reading

The students will give their insights and reactions on the movie clip.

- d. Reading Proper

- e. Comprehension Check

1. What were the weaknesses of Hellen Keller?
2. Who is Anne Sullivan in Hellen’s life?
3. What was the first word comprehended by Hellen?

4. How did Anne teach Hellen to see?
 5. Why was it difficult for Hellen to comprehend the word "love"?
- f. Closure

Students will summarize the text.

Class summary of insights and learning

IV. ASSIGNMENT

What are the things in life which are free?

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III. PROCEDURE:

a. Routinary Activities

b. Motivation

1. Students will play Pinoy Henyo with their eyes blindfolded.
2. Teacher will ask the following questions:
 - 2.1 Who was your favourite teacher last year? Why?
 - 2.2 What are the effects of a teacher to a student's life?
 - 2.3 What makes a teacher or a student memorable?

c. Pre- reading

The students will give their insights based on the activity and questions given to them .

d. Reading Proper

e. Comprehension Check

1. What were the weaknesses of Hellen Keller?

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3. What was the first word comprehended by Hellen?
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