

# SCHOOLS DIVISION OFFICE OF NAVOTAS CITY

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## THE USE OF VIDEO AIDED LEARNING MATERIALS TO IMPROVE READING PERFORMANCE IN FILIPINO DURING THE AFTER SCHOOL READING SESSIONS OF SELECTED GRADE 4 PUPILS OF WAWA ELEMENTARY SCHOOL

### ABSTRACT

This study aimed to improve the reading performance of selected Grade 4 pupils in Filipino using video aided learning materials available online/offline. Purposive sampling was utilized in this research. Pupils that fall under the Frustration Reading Proficiency Level in PHIL-IRI pretest were randomly selected and assigned to participate in this study. They were subjected to after class reading sessions using the traditional MARUNGKO, Filipino Sight Words, Cluster and Diphthongs reading materials and video lessons, in progression. Weekly reading assessment was used in monitoring pupils' progress using the Oral Reading Test. Based on the weekly reading progress checklist, pupils' reading performance improved significantly. The researcher identified number of learners have progressed from basic syllables to phrase and sentence readers in the progress report. However, they remain to be under the Frustration Reading Proficiency Level based on the PHIL-IRI posttest. Based on the researchers' observation, this is due to poor comprehension level which the researchers plan to focus on further. Despite this, after six weeks of implementation, improvements were observed on the reading proficiency of the learners subjected to the intervention, thus, it can be concluded that the use of video aided learning materials helps in improving the reading performance of selected Grade 4 pupils in Filipino.

**Key Concepts:** Video Aided Learning, eading proficiency

### INTRODUCTION

The two-year learning gap brought about by the pandemic posted problem in the reading proficiency of learners. One of the learning gaps identified was the low reading proficiency level of the pupils. It is a must that teachers use several strategies tailored to fit the need and learners' learning preferences and interests especially in bridging this gap.

In the conventional methods of language teaching, teachers for the most part instruct just through textbooks which is not fascinating for students. Thus, teachers are using technology and video presentations to pique the interest and hold the pupils longer. Based on the study of Richards and Rodgers, there are four language skills that should be trained to have capability in learning a language, i.e.: listening, speaking, reading and writing. Normally, the language learning process is commenced from listening-speaking-reading and the last one is writing (Richards & Rodgers, 1986). Teachers must appoint different materials and tools with the intention to be exciting, up-to-date, and efficient (Saed, et al, 2018). These can be met with incorporating technology in educational settings so that, technology can enhance learners' motivation to take part effectively in classes. Studies demonstrated that there is an incredible connection between language- learning motivational elements and exploiting technology. By using technology, teachers access a broad range of rich target language input which is not accessible in regular classes.

To abide to the "Every Child a Reader" policy implemented by the Department of education which requires that no student will advance to the next grade unless they acquire the necessary literacy abilities, and to integrate today's technology including ICTs such as laptops, tablets and smart phones in teaching reading, the researchers aim to improve reading performance in Filipino of selected grade four students at Wawa Elementary School using.

### STATEMENT OF THE PROBLEM

This research aimed to improve the reading performance of selected Grade 4 pupils at Wawa Elementary School who were found to be frustration readers in Filipino using video aided learning materials.

Specifically, this study sought to answer the following:

1. How can the use of video aided learning materials help improve reading performance of selected Grade 4 pupils of Wawa Elementary School?

### METHODOLOGY

This study used purposive sampling. The respondents were subjected to reading sessions after class using the conventional reading materials in combination with video aided reading materials. Pre-test and Post-test were given to pupils to determine the progress of their reading proficiency. Reading proficiency was recorded and analyzed as basis for the efficacy of the study.

### RESULTS AND DISCUSSIONS

Names	Reading Profile	WEEKLY READING ASSESSMENT									
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
1. Conditio, Yohan Nigel	Frustration	4	40	5	50	6	60	7	70	8	80
2. Dela Cruz, Carlos Miguel	Frustration	3	30	5	50	6	60	7	70	7	70
3. Lagaspi, Acela	Frustration	3	30	4	40	7	70	7	70	6	60
4. Lima, Jesse	Frustration	3	30	8	80	6	60	6	60	7	70
5. Mera, Sierrita	Frustration	5	50	7	70	8	80	8	80	10	100
6. Ramirez, Prince Jayrod	Frustration	4	40	7	70	7	70	7	70	8	80
7. Sanchez, Matthew	Frustration	4	40	5	50	7	70	7	70	8	80
8. Trajano, Mark Clarence	Frustration	4	40	4	40	5	50	6	60	6	60
9. Sic, Rom Mangalat	Frustration	4	40	5	50	6	60	6	60	7	70
10. Kylie Trystan Rontalo	Frustration	4	40	5	50	7	70	7	70	8	80
11. Maricella Jun Dela Cruz	Frustration	4	40	4	40	5	50	7	70	7	70
12. John Axel Manalaysay	Frustration	4	40	5	50	6	60	0	0	0	0
13. Princess Elisse Manrique	Frustration	5	50	8	80	6	60	6	60	6	60
14. Garcia, Jean Arisbal Lopez	Frustration	4	40	5	50	6	60	6	60	7	70
15. Lopez, Maria Samantha Roguete	Frustration	5	50	6	60	6	60	6	60	7	70
16. Manda, Shanna Lour Aldia, Leyte	Frustration	4	40	6	60	6	60	0	0	0	0
17. Ochoa, Crisanta	Frustration	5	50	7	70	6	60	7	70	7	70
18. Quisido, Honey Jane	Frustration	4	40	7	70	6	60	6	60	7	70
19. Sakilan, Brian	Frustration	4	40	6	60	6	60	0	0	0	0
20. Serrate, John Andrew Santibago	Frustration	5	50	7	70	7	70	8	80	8	80
21. Boco, Mark Jerome Laderas	Frustration	5	50	7	70	7	70	7	70	7	70
22. Dela Cruz, Mark Joseph	Frustration	3	30	5	50	0	0	0	0	0	0
23. Francisco, Bayani, Jr. Serojano	Frustration	4	40	6	60	6	60	6	60	7	70
24. Francisco, Marjie Poligado	Frustration	5	50	5	50	7	70	7	70	8	80
25. Francisco, Evelyn	Frustration	5	50	7	70	8	80	8	80	9	90

The table shows the progress report of the learners subjected to the after class reading session. Significant improvement was noted on the pupils' reading skills since they progressed from syllable readers to sentence readers. Out of the 12 syllable readers, 9 advanced to phrase readers and 3 to sentence readers. However, they remain to be under the Frustration Reading Proficiency Level based on the PHIL-IRI posttest. Based on the researchers' observation, this is due to poor comprehension level which the researchers plan to focus on further. Despite this, after six weeks of implementation, improvements were observed on the reading proficiency of the pupils subjected to the intervention, thus, it can be concluded that the use of video aided learning materials helps in improving the reading performance of selected Grade 4 pupils in Filipino. It was also observed that pupils are more engaged in listening and watching video lessons which promotes independent learning.

### CONCLUSION

The use of video aided learning materials in reading was found to be effective in some ways in promoting students' engagement, thereby improving their reading capabilities aiding them to improve their performance.

### RECOMMENDATIONS

- Video aided learning materials in reading both in Filipino and English can be adopted and be used for frustration readers in different grade levels
- Compilation of video materials can be archived in the school LRMS portal/repository for future references.
- Video aided materials for reading can be disseminated to parents with children having difficulty in reading for home practice reading.

### REFLECTION

The researcher realized that the use of online and offline video learning materials can be beneficial in improving the reading proficiency of learners. The learners' positive reception towards the intervention made them enjoy the process of reading. Aside from the fact that children nowadays are really inclined with the use of gadgets in learning, the intervention helped improve the learners' confidence and enthusiasm in learning how to read even by themselves with the aid of video lessons. The researcher will continue the use of video aided reading and learning materials in the teaching and learning process.

### REFERENCE:

Amir Mohammadian, Amin Saed, Younes Shahi(2018)The Effect of Using Video Technology on Improving Reading Comprehension.  
Richards, J. C., & Rodgers, T. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

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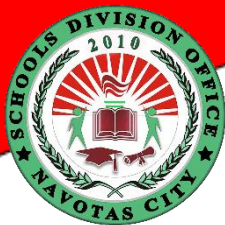
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