

THE EFFECT OF USING VIDEOS IN THE CLASSROOM IN TEACHING READING
COMPREHENSION OF THE GRADE SEVEN STUDENTS OF LAMBERTO H. TIROL
NATIONAL HIGH SCHOOL

A Research Proposal

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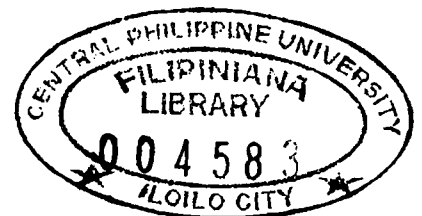
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By

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ABSTRACT

This study dealt with using videos in teaching reading comprehension. The participants of the study were the Grade Seven (7) Sections A and B students currently enrolled in Lamberto H. Tirol National High School during the School Year 2017-2018. Grade Seven (7) Section A has 40 participants wherein 13 were males and 27 were females. Grade Seven (7) Section B has 40 participants wherein 20 were males and 20 were females. The researcher aimed to determine the pre-intervention and post-intervention performance in reading comprehension of the grade seven (7) students when grouped according to controlled and experimental. In data gathering stages, the researcher used the NAT Standard Mastery Level scale in the formative assessments of the learners. Further, the researcher used Independent T-Test using SPSS to determine the significant difference between the pre-intervention and post-intervention performances of the grade seven students when group according to controlled and experimental. Results showed that in the formative assessments, controlled group had an increase percentage in moving towards mastery level while the experimental group had a decrease percentage in low mastery level. Both controlled and experimental group

obtained an increase between their pre-test and post-test mean scores, although there were slight differences only.

Though there were no significant difference between the pre-intervention and post-intervention performances of the learners when grouped according to controlled and experimental, considering the mean scores, experimental group with an increase mean scores of 0.825 had higher increase in the post-intervention performance than controlled