

Effectiveness of Animated Video Presentation (AVP) as Supplementary Reading Materials in Reading Comprehension of Grade 3 Learners

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Abstract— The study aimed to determine the effectiveness of Animated Video Presentation as supplementary reading materials in developing reading comprehension among Grade 3 learners. It was an experimental study that assessed the reading comprehension level of the participants in the experimental and comparison group who were selected through match pairing. Differences on the reading comprehension level of the 72 matched-paired participants of this study was determined through pre-test, utilizing the quasi-experimental research design. The pre-test conducted showed that both groups are in frustration level in terms of their reading comprehension. Findings of this study indicated that the experimental group gained higher scores than the comparison group in the formative test and posttest. Using t-test of dependent samples, it was concluded experimental group performed better than the comparison group and that there is a significant difference between the pre-test and post test results in the reading comprehension of the participants. Therefore, Animated Video Presentation (AVP) is useful as supplementary reading materials in improving the reading comprehension skill of young learners.

Keywords— Animated Video Presentation (AVP), reading comprehension skills, reading material.

I. INTRODUCTION

Reading is one of the basic skills required for every learner. This skill gives learners access on learning and gathering new information. Learning to read perceived as a complex and a very vital skill that its early development should be taken in consideration. The ability of learners to read words does not make them as good readers. There are many aspects which defined reading skill that requires to be developed for the learners to become a good reader.

Teachers should put emphasis on the development of the learner's reading comprehension skill at an early age to make them competent readers in the long run. Starting from kindergarten until Grade 2, learners should have developed their decoding skill and fluency in reading while teachers should also focus on the continues progress of their comprehension skill for it is a crucial factor for reading proficiency [1]. This makes reading comprehension as the goal of reading [1].

Teaching young learners to read as well as developing their comprehension skill is important. It is one of the key factors for them to succeed in the future. There is a connection between the learner's ability to read at an early age and to succeed in their

academics [2]. Hence, this skill should be already developed by learners when they reached intermediate level. Thus, elementary teachers play an important role and should make actions in helping learners to become proficient readers.

Learners should not only know how to read. It is also important that they can comprehend the meaning of the written text. Reading is defined as process where learners interact with the written material by way of providing cognitive and metacognitive efforts to come up with a new knowledge to infer meaning. Reading comprehension is a combination of word knowledge, analysis, and learning new information [3].

The development of reading comprehension skill is very crucial. It is not only useful in academic success, but it is also vital in learner's daily life [4]. Reading skill is very important as it is needed in daily activities and future job opportunities [5].

For young learners to equip comprehension skill, there is a need for a proper guidance and variety of reading materials that are interesting for learners. Teachers need to provide reading materials that will help learners to develop reading comprehension skill. As printed materials were used commonly by teachers in developing reading skill there is a need to integrate technology in the selection of reading materials. Apart from the use of traditional materials such as books, printed reading text, and flash cards, teachers can also use audio visual materials. Video clips can be used as tool to help learners to understand what they read. By using it, video clips stimulate their prior knowledge, capture their interest, and motivate them to read.

The researcher intended to conduct the study to determine the effectiveness of using Animated Video Presentation (AVP) in enhancing the reading comprehension skill of young learners in this new normal.

II. OBJECTIVES OF THE STUDY

This study examined the Effectiveness of Animated Video Presentation (AVP) for Grade Three Learner's reading comprehension in Sampiruhan Elementary School. It also determined the significant association between student scores on these variables.

III. MATERIALS AND METHODS

Research Design

This study applied the quasi-experimental research design to investigate the use of Animated Video Presentation (AVP) in enhancing learner’s reading comprehension of Grade Three pupils of Sampiruhan Elementary School. It is a research design that can manipulate one variable and control/ randomize the other variables. Quasi-experimental design involves the comparison of outcomes of a group which received an intervention and can be the center of assessment of one or more groups who go through either nothing or an alternative treatment [6].

Participants of the study

The participants of the study were the Grade Three pupils at Sampiruhan Elementary School in School Division of Calamba City, Laguna, for the school year 2020-2021. The sample participants were taken from the regular section handled by the researcher with a maximum of 100 learners. Using the match pairing technique there were 19 male participants and 17 female participants for experimental group and same distributions of participants for comparison group.

The distribution of participants was shown in Table 1.

TABLE 1. Distribution of the Number of Selected Participants

Group	Number of Pupils	No. of Actual Participants
Male	50	38
Female	50	34
Total	100	72

The actual participants of this study composed of 72 participants, with 38 male pupils and 34 female pupils which were undergo to match-pairing according to their pre-test scores.

Research Instrument

The researcher utilized developed Animated Video Presentations (AVP) which were viewed by the respondents with the guidance of their parents/guardians for the whole second quarter. The stories included in each video were from the self-learning modules and K-12 books in English distributed by DepEd. This instructional material was for educational purposes only. Under section Sec. 185 of RA 8293, which states, “The fair use of a copyrighted work for criticism, comment, news reporting, teaching including multiple copies for classroom use, scholarship, research, and similar purposes is not an infringement of copyright. The unauthorized reproduction, use, and dissemination of this module without joint consent of the authors is strictly prohibited and shall be prosecuted to the full extent of the law, including appropriate administrative sanctions, civil, and criminal”. The researcher included audio, texts, images, and moving pictures in the video that were interesting and attractive for the viewers especially for young learners. AVP generally consists of vocabulary check, application, WH questions, comprehension check and stories. Vocabulary check was set of unfamiliar words encountered in the story which was identified by the respondents with the use of pictures and clues. They can also

read aloud words and sentences. Words from the vocabulary check were used in sentences for application. Before the reading of the story, questions were presented, and comprehension check was given to find out if the learners understand the story. Also, AVP can be accessible for everyone. It can be watched through Facebook, messenger or be downloaded for the learners to watch it offline.

The validation instrument used for AVP was adapted from the “Evaluation and Selection of Learning Resources: A Guide” by Prince Edward Island Department of Education, Canada. The videos were validated by the school principal, two English teachers, and two ICT teachers.

The experimental group were exposed to AVP while the comparison group utilized printed reading material. This printed material consists of same stories and questions.

Pretest and posttest were used to identify the level of reading comprehension of the respondents in English language. The instrument used was the same pretest and posttest given in Module coming from DepEd which consisted of 30 items test. The pretest was given to the respondents before the experiment to know their level of reading comprehension. The formative assessment was given after reading the stories. The posttest was given after the second quarter of using videos to see if there were changes in the level of comprehension of the respondents.

Another instrument applied was the Philippine Informal Reading Inventory Manual 2018 (PHIL-IRI). The respondents were categorized according to their reading comprehension levels; Independent (Malaya) 80-100%, Instructional (Pampagkatuto) 59-79%, and Frustration (Pagkabigo) 58% which is computed by obtained score divided by the total number of test items then multiplied by 100%.

IV. RESULTS AND DISCUSSION

Table 2 presented the formative test mean scores of the learners in the experimental and comparison groups.

TABLE 2. Formative test mean scores of the learners in the two groups.

Stories	Group	Mean	Rate (%)	Std. Dev.	Level of Reading Comprehension
1. Toto Turtle Takes Time to Tuck and Think	Experimental Group	8.83	88.30	1.11	Independent
	Comparison Group	6.00	60.00	1.77	Instructional
2. The Horse and the Red Hen	Experimental Group	7.94	79.40	1.45	Instructional
	Comparison Group	5.03	50.30	0.87	Frustration
3. The Honest Woodman	Experimental Group	9.08	90.80	0.87	Independent
	Comparison Group	5.97	59.70	1.91	Instructional

Legend: Frustration 58% and below; Instructional 59-79%; Independent 80-100%

In the first story, Toto Turtle Takes Time to Tuck and Think the mean and standard deviation of experimental group and comparison group were M= 8.83, SD= 1.11 and M= 6.00, SD= 1.77 respectively. The performance output of experimental group with 88.30% mean rate had the descriptive interpretation of independent which was better than comparison group with 60.00% mean rate had the descriptive interpretation of instructional.

In the second story, The Horse and the Red Hen, the mean and standard deviation of experimental group and comparison group were M= 7.94, SD= 1.45 and M= 5.03 SD= 0.87 respectively. The reading comprehension level of experimental group with 79.40% mean rate had a level of instructional was better than the comparison group reading comprehension level with 50.30% mean rate had a level of frustration.

In the third story, The Honest Woodman, the mean and standard deviation of experimental group and comparison group were M= 9.08, SD= 0.87 and M= 5.97, SD= 1.91 respectively. The performance output of experimental group with 90.80% had a descriptive interpretation of independent was better than comparison group with 59.70% had the descriptive interpretation of instructional.

The result in the formative test mean scores of the experimental group and comparison group indicated that the participants in the experimental group got a higher score compared to the scores got by the participants in the comparison group in formative tests. This revealed that learners exposed in AVP can perform better compared to printed materials. This was supported by the study [7] that the use of animated video promotes learners' motivation, interest and curiosity which resulted to increase in learners' involvement in the learning process.

Table 3 presented the posttest mean scores of the learners in the experimental and comparison groups.

TABLE 3. Posttest mean scores of the learners in the two groups.

Group	Mean	Mean Rate(%)	Std. Dev.	Level of Reading Comprehension
Experimental Group	24.86	82.87	4.02	Independent
Comparison Group	19.14	63.80	6.33	Instructional

Legend:
 Frustration 58% and below
 Instructional 59-79%
 Independent 80-100%

As indicated in Table 3, the mean and standard deviation of the experimental and comparison groups were M= 24.86, SD= 4.02 and M= 19.14, SD= 6.33 respectively. The experimental group with 82.87% mean rate had independent level while the comparison group with 63.80% mean rate had instruction level in posttest.

Based on the result of the two groups mean scores in posttest showed that the learners in experimental group improved better in their reading comprehension level unlike the learners in comparison group. This demonstrated that the inclusion of AVP in reading comprehension of the learners helped them improved their performance. Learning materials like animated video deepened the learners' understanding and ability [8].

Table 4 presented the test of significance difference between the formative test mean scores of the learners in the experimental and comparison groups.

As indicated in Table 4, there was a significant difference between the formative test mean scores of the two groups in story one, Toto Turtle Takes Time to Tuck and Think [t(70) = 8.131; p < .01], story two, The Horse and the Red Hen [t(70) = 8.543; p < .01], and story three, The Honest Woodman [t(70) = 8.907, p < .01]. The results implied that the experimental group who used the AVP as their supplementary learning

materials performed better in these tests than their comparison group counterparts who were taught using conventional learning materials.

TABLE 4. Test of significance difference between the formative test mean scores of the two groups.

Test	Group	Mean	Mean Difference	df	t-value	Cohen's d
Formative 1 Toto Turtle Takes Time to Tuck and Think	Experimental Group	8.33	2.83	70	8.131**	1.92
	Comparison Group	6.00				
Formative 2 The Horse and the Red Hen	Experimental Group	7.94	2.91	70	8.543**	2.43
	Comparison Group	5.03				
Formative 3 The Honest Woodman	Experimental Group	9.08	3.11	70	8.907**	2.10
	Comparison Group	5.97				

Legend: df = Degrees of Freedom
 Cohen's d: 0.20 (Small); 0.50 (Medium); 0.80 (Large)
 **Significant at .01 level; *Significant at .05 level

In story one, a mean difference of 2.83 for the learners in experimental group comprehend independently with a mean of 8.33 and a mean rate of 83.30% while comparison group comprehend the story instructionally with a mean of 6.00 and a mean rate of 60%. In story two, the learners comprehend differently with experimental group had a mean of 7.94 and a mean rate 79.40% belonged to instructional level while comparison group had 5.03 and a mean rate 50.30% belongs to frustration level with a mean difference of 2.91. In story 3, the learners in experimental group comprehend independently had a mean of 9.08 and a mean rate 90.80% while comparison group comprehend instructionally had 5.97 and a mean rate 59.70% with a mean difference of 3.11.

Based on the results, it can be inferred that the experimental group learned better than the comparison group. Moreover, the computed Cohen's d values of 1.92 to 2.43 (Large) signifies that there is a large effect on the significant difference between the reading comprehension level of two groups.

It was somehow similar with the study of Balan (2012) that assessed the effects of video and static visual in the reading comprehension and motivation of students. The study determined that there was an increase in the reading comprehension scores of the experimental group compared to the control group who used static visuals. The result of the study indicated that there was a significant improvement in the students' comprehension with the use of video.

Table 5 presented the test of significance difference between the posttest mean scores of the learners in the experimental and comparison group.

TABLE 5. Test of significance difference between the posttest mean scores of the two groups.

Test	Group	Mean	Mean Difference	df	t-value	Cohen's d
Posttest	Experimental Group	24.86	5.72	70	4.580**	1.08
	Comparison Group	19.14				

Legend: EG = Experimental Group; CG = Comparison Group; df = Degrees of Freedom
 Cohen's d: 0.20 (Small); 0.50 (Medium); 0.80 (Large)
 **Significant at .01 level; *Significant at .05 level

The result in Table 5 revealed that there was a significant difference between the posttest mean scores of the experimental and comparison groups [$t(70) = 4.580$; $p < .01$]. The result denoted that there was highly significant increase in learners' level of reading comprehension after the implementation of AVP. This result was supported by Cohen's d of 1.02 which signified that there was really a large effect on the difference between the posttest mean scores of the learners in terms of their reading comprehension.

This finding was supported by the study conducted in one of the universities in Benguet, Philippines which revealed that the use of video presentations is highly effective in developing student's learning [9]. This can be used as materials in developing reading comprehension among young children and tutoring embedded with multimedia components which received by learners attained a higher performance compared to those were tutored without multimedia.

Table 6 presented the test of significance difference between the pretest and posttest mean scores of the students in the experimental and comparison groups.

TABLE 6. Test of significance difference between the pretest and posttest mean scores of each groups.

Group	Test	Mean	Mean Difference	df	t-value	Cohen's d
Experimental	Pretest	16.30	8.56	35	15.480**	1.75
	Posttest	24.86				
Comparison	Pretest	16.30	2.84	35	9.220**	0.47
	Posttest	19.14				

**Significant at .01 level

The results revealed that there was a significant difference between the pretest and posttest mean scores of the comparison group [$t(35) = 9.220$; $p < .01$]. Likewise, the pretest and posttest mean scores of the experimental group were statistically significant [$t(35) = 15.480$; $p < .01$]. The results denoted that there was a significant increase in learners reading comprehension level after the implementation of the intervention activities.

Though the use of existing learning materials can improve the reading comprehension level of the learners, still, the use of AVP contributed to a better progress for learners in terms of their comprehension skills.

Furthermore, using video as reading materials like AVP showed a higher improvement in learner's comprehension skill. Videos can capture interest and motivates learners to read. The inclusion of moving images, audio, and text in one reading material help to get their attention and focus on reading especially for young learners. Hence, the use of AVP was more effective than using the existing reading materials for learners.

These results were supported by the study which administered in one of the schools in Marawi City, Philippines among Grade four learners showed that there was an improvement in the viewing comprehension, vocabulary acquisition, and listening skill of the respondents in viewing videos [10]. It also made the learners, happy, excited, and motivated to learn. The continuous viewing of video was beneficial to younger learners [10].

V. CONCLUSION AND RECOMMENDATION

The pretest mean scores of the experimental group and comparison group were of the same level of reading comprehension which was in the frustration level before they were exposed to the study. This attested that participant of both groups had the same level of reading comprehension before the introduction of the treatment.

The formative test results of the two groups of participants during the application of Animated Video Presentation had shown that the experimental group who watched AVP showed better improvement than the comparison group based on their mean scores. As the participants in experimental group got higher scores than the participants of the comparison group.

In the posttest result, the experimental group with 82.87% mean rate had independent level in reading comprehension performed better than comparison group with 63.80% mean rate which is in the instruction level. This showed that the inclusion of AVP in reading comprehension of the learners helped to improve their performance.

Considering the difference of the two groups in formative test and posttest results, the study revealed that the experimental group got better improvement than the comparison group by having higher mean scores in tests with Large effect sizes based on Cohen's d interpretation. Although there was an increase in the posttest scores of the comparison group, the experimental group still performed better by having much higher scores.

Based on the tests for significance difference, the pretest and posttest result of the two groups were statistically and highly significant based on their mean scores, t-value and p-value, in favor to experimental group who were exposed with AVP which improved their reading comprehension skill.

There is a high significant difference between the mean scores, therefore the null hypothesis stating that there is no significant difference between the two groups of learner's level of reading comprehension on their formative test mean scores was rejected. There was an improvement of their reading comprehension level in both groups.

In the posttest mean scores result revealed that the experimental group performed better than the comparison group, hereby rejecting again the null hypothesis that there is no significant difference between the two groups of learners' level of reading comprehension on their posttest mean scores.

The hypothesis stating that there is no significant difference between the two groups of learners' level of reading comprehension on their pretest and posttest mean scores is rejected.

Hence, these results showed that although the participants who were exposed in the conventional reading material improved in their mean scores result, the participants who utilized Animated Video Presentation showed higher mean scores and better improvement in reading comprehension.

Based on the results, findings, and conclusions, the following are the recommendation of the researcher.

The Animated Video Presentation may be used as supplementary reading material in improving the reading comprehension skill of young learners as well as their reading skill.

The school administrators may support both teachers and learners by providing webinars/trainings in developing reading materials that will be accessible to all through online or offline.

Teachers are encouraged to develop supplementary reading materials that will be suitable to their learners' needs, interest, and level.

A similar study may be conducted with a larger scope and including other reading skills since it was only focused on reading comprehension.

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