

**THE IMPACT ON THE USE OF VIDEO PRESENTATION IN ENHANCING CAPABILITIES AND
PUPILS INTEREST IN TEACHING MATH ON SELECTED GRADE IV PUPILS OF STO.TOMAS
ELEMENTARY SCHOOL CY 2020**



RAMON S. JANABAN IV
TEACHER III
Sto. Tomas Elementary School

ABSTRACT

This study was conducted at the Sto. Tomas Elementary School the Grade IV- 10 selected pupils as the main participants. The study is measuring pupils the retention of information. The research used of Quantitative approaches to gather data relevant on the problem. This research involved 10 learners (5 males, 5 females) of Grade IV- selected pupils of Sto. Tomas Elementary School.

Purposive and convenient sampling techniques were used in the choice of samples and locale of the study in the school where the researcher was teaching. The researcher used a teacher-made-test for the pre-test and post-test. These Teacher-made-test for the pre-test and post-test were distributed and retrieved during the distribution of modules. These tests were checked, recorded, analyzed and compared by the researcher. The researcher used the simple Mean-MPS for the pre-test and post-test. To know if there is a significant difference between these test, paired two tallied t-test was used.

Based on the data gathered the researcher concluded that; 1. The learners learned and became more interested in the lesson through the use of video presentations. 2. The learners were more responsive, interactive and motivated to learn and listen about lessons because they can easily understand the lesson through the aid of these video presentations. 3. The use of video presentations may aid the loss of interest and motivation of the learners during the discussion. The researcher recommends that the students continue to watch video presentation that has a relationship to their lessons. The researcher also wants to advice the teachers to utilize colorful and lively video presentation to gain the learners interest and focus.

Keywords: Video Presentation, Interest, capabilities.

INTRODUCTION

A school can be considered as a secondary home where children can learn and have a skills needed in life. Gaining knowledge and understanding are factors on why parents should sent their child to school and it is also for them to become a good citizen. In this era of information technology, our learners are expected to exercise critical thinking and judgments', to analyze, evaluate and use information for effective decision making in their future jobs and in their lives.

In this connection, video and other medium of technology changed more lives. Just like the creator of facebook a Harvard sophomore named Mark Zuckerberg launches a facebook, a social media website he had built in order to connect Harvard students with one another. By the next day, over a thousand people had registered and that was only the beginning. Now known simply as facebook, the site quickly ballooned into one of the most significant social media companies in history. Today, Facebook is one of the most valuable companies in the world, with over 2 billion monthly active users.

The researcher hope that this equipment can be a tool to the success of that group of ten members selected Grade IV- pupils

METHODOLOGY

The research used of an action research paradigm in addressing the identified problem. Quantitative approaches were employed to gather data relevant of the problem.

This study was conducted at the Sto.Tomas Elementary School the Grade IV- 10 selected pupils as the main participants. The study is measuring pupils the retention of information. The research used of Quantitative approaches to gather data relevant on the problem. This research involved 10 learners (5 males, 5 females) of

Grade IV- selected pupils of Sto.Tomas Elementary School.

Purposive and convenient sampling techniques were used in the choice of samples and locale of the study in the school where the researcher was teaching.

These respondents were chosen after the researcher administered a pre-test during the first week of the school year. There were ten pupils who obtained a lowest score during the test. The researcher used video presentation during the online classes. On a regular basis, the researcher sent a video presentation on their group chat so they're being guided while studying their lessons in the module. Post test was administered at the end of the quarter to check whether the strategy used was effective.

The researcher will be use a teacher-made-test for the pre-test and post-test. These tests will present and validate by the master teacher in-charge in grade IV. The teacher also used some video presentations that are available on the internet. Teacher-made-test for the pre-test and post-test will distribute and retrieve during the distribution of modules.

The researcher will use the simple Mean-MPS for the pre-test and post-test. To know if there is a significant difference between these test, pair two tally t-test will use.

RESULTS

As what was being reflected in the Mean-MPS of learners pre-test and on post-test, it showed that the learners obtained higher scores during the post-test compared to the pre-test. The researcher may say that the learners learned more about the lesson through the use of these video presentations. On

actual day when these videos were being utilized, the researcher observed that the learners were more responsive and interactive during the lessons and discussion. They became motivated to learn and listen about lessons because they can easily understand the lesson through the aid of these video presentations.

The data denotes that there is a significant difference between the pre-test and post-test of the respondents. This may imply that the use of video presentations may aid the loss of interest and motivation of the learners during the discussion.

DISCUSSION

The learners learned and became more interested in the lesson through the use of video presentations. The learners were more responsive, interactive and motivated to learn and listen about lessons because they can easily understand the lesson through the aid of these video presentations. The use of video presentations may aid the loss of interest and motivation of the learners during the discussion.

The researcher recommends that the students continue to watch video presentation that has a relationship to their lessons. The researcher also wants to advice the teachers to utilize colorful and lively video presentation to gain the learners interest and focus.

ACKNOWLEDGEMENTS

The researcher wishes to express his deepest appreciation and gratitude to the following persons for their invaluable

contributions which led to the completion of this study:

Mrs. Grace P. Hufalar, Principal I,Sto. Tomas Elementary School, for allowing the researcher to conduct his study;

Mr. Roberto G. Ramada Jr, and Mr. Joseph Alvin D. Buay for exerting efforts and invaluable comments and suggestions for the improvement of the tools used by the researcher in his study;

Dr. Gerime C. Decena, Dr. Violeta M. Umel, and Mrs. Rowena K. Ramos, for constructive comments and suggestions for the improvement of this study;

Mr. Edward R. Manuel, SEPS in Research and Planning, for being a supportive adviser and for sharing her expertise in this field; All students, parents, and teachers of Sto.Tomas Elementary School for endless support to the researcher;

Mrs. Mary ann A. Quintillano, Mrs.Raemel K. Gutierrez, Mr. Michael V. Vinluan, and Mr. Norman M. Mingo, who willingly supported and motivated the researcher throughout the conduct of the study and gave motivation and inspiration to accomplish this endeavor;

Mrs. Teresita S. Janaban and Ramon B. Janaban, the beloved mother and father of the researcher whom he offers this milestone, for undying love, care, support, and motivation; and Lastly, the Almighty God, the source of knowledge, strength, and wisdom. Thank you very much. This research is dedicated to all of you.

REFERENCES

Bitable.com @AlternativeTo is a free service. The site is made by Ola and Markus in Sweden, and friends in Italy, Finland, USA, Colombia, Philippines, France

Philip Gelabert, MotionDen: Online animated video maker, content creator, YouTube

Richardson, D. (1997). Students' perceptions and learning outcomes of computer- assisted versus traditional instructions in psychology. Advance in Psychology, Education, 18, 55-58.

creator, YouTube

Schaffer, L.C.,&Hannafin, M. J. (1985). The effects of progressive interactivity on learning from interactive video. Educational Communication and Technology journal, 34 (2), 89-96.

Schnotz, W., & Lower R.(2003). External and internal representation, multimedia learning. Learning and Instructions, 13, 117-123.