

THE UTILIZATION OF AUDIO-VISUAL MATERIALS IN ENHANCING THE READING COMPREHENSION OF SOPHOMORE ENGLISH MAJORS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

Quincy Mae Alcoreza
John Kenneth Bereber
Erica Dela Cruz
Sariel Gene Rae Manfoste
Nash Kobie Soliman

RESEARCH ADVISER

Romeo L. Fernandez, EdD

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Education

KEYWORDS

*reading comprehension;
audiovisual materials; reading
fluency; memory retention;
macro skills; vocabulary*

ARTICLE ID

AASGBCPJMRA-B27894

The purpose of this study is to determine the effectiveness of utilizing audiovisual materials in enhancing the reading comprehension of sophomore English majors at Bestlink College of the Philippines. Audiovisual materials refer to learning aids that combine auditory and visual elements to convey information, such as videos, presentations, and animations. The use of audiovisual materials in schools has significantly enhanced learning outcomes, particularly in improving reading comprehension. This study utilizes audiovisual tools to establish a multisensory learning environment, promoting greater student engagement with challenging written texts. This study utilized a quasi-experimental research design in order to assess the effectiveness of audiovisual materials in enhancing the students' reading comprehension skills. The respondents of this study were 50 sophomore English majors in sections 2102-E and 2104-E at BCP. The researchers used the pre-test and post-test approach through a combination of Likert scale and multiple-choice questionnaires. This research approach measures the participants' responses before and after an intervention, which is useful in determining whether the treatment has led to significant improvements or changes in the measured outcomes. Based on the findings in terms of demographic profile, the majority of the respondents were aged 18 to 20 years old, female, and evenly divided between the two sections. In relation to the skills that were enhanced by utilizing audiovisual materials in terms of reading comprehension, reading fluency, vocabulary, and memory retention, students' responses were "Strongly Agree." Some of the respondents encountered challenges, including unfamiliar words and technical issues, while watching the animated story. There was a significant difference between pre-test and post-test results. It indicates that the intervention had a significant impact on participants' reading comprehension skills, leading to the decision to reject the null hypothesis (Ho). In light of the evidence presented, the students' reading comprehension, reading fluency, vocabulary, and memory retention were enhanced by the use of audiovisual materials. Educators should focus on strategies to utilize these materials in classroom settings, such as aligning the materials with specific objectives, ensuring technical preparedness, engaging students in diverse interactive formats, and facilitating feedback.

RECOMMENDED CITATION

Alcoreza, Q. M., Bereber, J. K., Dela Cruz, E., Manfoste, S. G. R., & Soliman, N. K. (2025). The Utilization of Audio-Visual Materials in Enhancing the Reading Comprehension of Sophomore English Majors at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 35.