

EFFECTIVENESS OF TEACHING LITERATURE USING AUDIO-VISUAL AID TO SENIOR HIGH SCHOOL STUDENTS UNDER HUMANITIES AND SOCIAL SCIENCE STRAND (HUMSS)

ABSTRACT

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Teachers continuously explore varied instructional strategies to improve student engagement and comprehension, particularly in literature. In today's digital age, students are highly exposed to technology, prompting educators to integrate tech-based tools such as audio-visual aids into classroom instruction. While these tools often receive positive feedback for enhancing learning outcomes, they may also pose challenges when not properly implemented. This study investigates the effectiveness of using audio-visual materials in teaching literature—specifically poetry—to senior high school students under the Humanities and Social Sciences (HUMSS) strand. A quasi-experimental research design is employed to assess the effectiveness of audio-visual aids. The study involves a selected group of HUMSS students, with data gathered through pre-tests, post-tests, and surveys. Statistical tools such as frequency, percentage, weighted mean, standard deviation, and t-test are used to interpret the results and measure the impact of the intervention. The demographic profile shows that the majority of respondents are aged 18 to 20, with a slight majority being female (52%). Findings reveal that students responded positively to the use of audio-visual aids in learning poetry, with a composite weighted mean of 4.11. These materials enhanced comprehension by facilitating quicker information processing and simplifying complex ideas. However, a neutral mean score of 3.36 regarding limitations indicates that students still value physical and collaborative learning experiences. A notable improvement is observed from pre-test ($M = 4.12$) to post-test ($M = 6.18$), supported by a t-statistic of 2.01 and a p-value of 7.90, affirming the significant impact of audio-visual materials on learning outcomes. Despite minor challenges such as technical difficulties and occasional visual comprehension issues, the study concludes that audio-visual aids substantially improve student engagement and understanding of poetry. These materials make abstract literary concepts more tangible and enjoyable for students. The findings suggest the importance of enhancing the design and delivery of audio-visual content to accommodate diverse learning preferences and further enrich the literature learning experience.

RECOMMENDED CITATION

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