

THE EFFECTIVENESS OF STUDENT-MADE VIDEO LESSON IN TEACHING SUBJECT-VERB AGREEMENT IN GRADE 7 STUDENTS AT DEPARO HIGH SCHOOL

ABSTRACT

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In an increasingly digital world, technology plays a crucial role in shaping educational experiences. Digital tools now enhance how students engage with and absorb academic content. This study examines the effectiveness of student-made video lessons in teaching subject-verb agreement among Grade 7 students at Deparo High School. It aims to explore how integrating student-created multimedia materials into instruction can improve understanding, engagement, and performance in grammar-focused topics. An experimental research design was used to evaluate the impact of student-made video lessons on learners' comprehension of subject-verb agreement. The study involved administering a pre-test and a post-test to measure knowledge acquisition before and after the intervention. Controlled variables were applied to establish cause-and-effect relationships between video-based instruction and learning outcomes. The intervention group was exposed to the video lessons, while learning progress was monitored through quantitative data analysis. The findings showed that video lessons served as effective instructional materials by combining visual and auditory elements that increased accessibility and comprehension. When paired with active learning strategies such as discussions, interactive exercises, and problem-solving tasks, the video lessons promoted deeper engagement and critical thinking. A significant improvement from pre-test to post-test scores indicated that the student-made videos enhanced students' understanding and academic performance in subject-verb agreement. The use of student-made video lessons proved effective in boosting student engagement, making lesson content more relevant, and supporting both learning and assessment. Despite the positive outcomes, students identified a lack of interaction as a primary challenge, which limited their ability to engage dynamically with the content. This emphasizes the importance of incorporating interactive elements in video-based learning. As educational technology continues to evolve, educators are encouraged to align instructional materials with student interests and learning preferences to foster a more participatory and meaningful classroom experience.

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