

UTILIZING VIDEO LESSON IN TEACHING SPOKEN POETRY AMONG HUMANITIES AND SOCIAL SCIENCES STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study investigated the effectiveness of using video lessons to teach spoken poetry to Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines. With the growing integration of technology in education, video lessons provide an engaging and flexible method to enhance students' creativity and communication skills. Using an experimental research design, this study examines how video lessons enhance students' understanding, engagement, and delivery of spoken poetry. Purposive sampling was employed to select students with varying levels of interest and skill in poetry, ensuring a diverse and representative sample. The research instruments included instructional materials, video lessons, learning activity sheets, and survey questionnaires, which facilitated content delivery, assessed learning outcomes, and collected student feedback. Results indicated a significant improvement in students' performance, with post-test scores markedly higher than pre-test scores, demonstrating the effectiveness of video lessons in enhancing comprehension of poetic elements and techniques. The findings suggest that video lessons serve as an effective educational tool for teaching spoken poetry. It recommends the ongoing creation of high-quality, engaging, and accessible video content to further enhance student learning outcomes.

RECOMMENDED CITATION

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