

THE EFFECTIVENESS OF USING VISUAL ANIMATION IN TEACHING PREPOSITION ON SELECTED FRESHMEN ENGLISH MAJOR STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study examined the effectiveness of visual animation as a pedagogical tool in teaching prepositions to freshman English major students at Bestlink College of the Philippines. With the increasing integration of multimedia in education, visual animation offers a dynamic approach to simplifying abstract grammar concepts. The study aimed to assess how animations affect students' comprehension, engagement, and retention when learning prepositions. A pre-experimental research design was employed, using pre-test and post-test methods to gather quantitative data. A total of 43 freshman English major students were selected through purposive sampling. The study measured students' performance before and after exposure to visual animation-based instruction. Additionally, a survey was conducted to gauge students' perceptions of cognitive load and the instructional value of the animations. Demographic data showed that 74.42% of participants were aged 17 to 19, with females comprising 65.12% of the group. Students reported a neutral perception regarding cognitive overload (composite mean = 2.82), indicating that the animations did not hinder their learning. Meanwhile, the instructional benefits were positively perceived, with a composite mean of 3.31, suggesting that animations helped simplify lessons and improve understanding. Performance outcomes showed a significant increase in scores—from a pre-test mean of 9.56 to a post-test mean of 14.63. Statistical analysis ($z = 6.86214$, $p = 0.00001$) confirmed a significant improvement in students' understanding of prepositions. The findings indicated that visual animation is an effective instructional method for enhancing grammar comprehension, particularly in the teaching of prepositions. The positive shift in performance and favorable student perceptions highlight the potential of multimedia in language education. The study recommends the thoughtful integration of animated instructional materials to support student engagement and improve learning outcomes in grammar instruction.

RECOMMENDED CITATION

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