Impact of Media Text in Improving Academic Performance of Grade 10 in English at Peñaranda National High School

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Abstract:- Reading is rarely paid attention to by students. They only read for academic needs. They usually find reading literary works boring and difficult to understand because of artistic practices. Literature classes will not be interesting to them. As observed, they find themselves reading as a boring task. Instead, they spend a lot of time in front of the computer. With the fastest growing means of information on the World Wide Web, they are becoming more dependent on this technology. They are also very interested in the sound and images of electronic media in slim and attractive packages. Therefore, they consider multimedia to be more attractive and accessible than printed matter. Media technology is not only intended for commercial or entertainment purposes but can also be seen in another aspect of learning in a digital environment where everything progresses over time. We cannot deny that the media is saturated now. Instead of balancing the negatives, tackle the global challenge of using technology in education in response to the continued growth of digital learning tools. The fact gave the researchers an idea to tackle the importance of media text forms in improving the academic performance of Grade 10 students at Peñaranda National High School, particularly in Literature. Literature as a subject is considered important because it is a springboard to learn other subjects and be taught an international language; mastery enables the students to be globally competitive in the near future.

Keywords:- Media Text, Academic Performance, Technology, Grade 10.

I. INTRODUCTION

Integrating information and communication technology in the classroom demonstrates clear accessibility to digital activities to meet modern technical challenges. With the advent of technology, education will undoubtedly receive connections from the computing world, and information will be transmitted in just seconds. Electronic media provides students with new learning methods. Multimedia features actively contribute to the effectiveness of the educational learning process in various aspects of learning.

Given the technology with great learning opportunities, don't be surprised that literary education seriously impacts learning due to its negative effects, as traditional teachers have pointed out. Using media texts in audio and video clips in the classroom opens up new perspectives in literature lessons. Printed matter can find a close affinity in the media world. If the literary text is closely related to the media text, you can use the following sources of instruction: The novel Telenovela / Teleserye. Song for Poetry; Short Story Video Clip / Music Video.

From this perspective, students will be entertained and relaxed with variations of other technical elements such as movies, sound clips, sound effects, and environment/location. This is a good orientation for literature lessons because it quickly becomes positive. The reaction from the students in the literary texts would become interesting.

II. RELATED LITERATURE

A. Digital Technology

Technology sometimes changes our way of thinking and our way of life in ways we don't even think about. "In 2008, Carr noticed that his thoughts were being reshaped into something new, which he attributed to the conditioning effects of using digital technology. Carr (2008), has suggested that the internet plays an important role in our lives today and therefore has a greater impact on our thoughts and actions than previous communication systems, but how does it make so? Little is thought about whether to reprogram or to restore this.

B. Benefits of Media Production

Goodman (2003) argues that one of the most effective ways to give important media literacy is to use student-created media. However, little is known about the actual impact of learning media production on the ability to understand and critically analyze similar forms of media produced by others. Renee Hobbs (1998) suggested that the role of media creation is one of seven major debates among media literacy scholars. However, most of these scholars believe that media production is an integral part of complete media education, as evidenced by the inclusion of "creation" in the media literacy framework.

C. Student-Created Video Projects

Although digital video production technology has become increasingly available since the early 1990s (Rubin, 2000), the lack of Literature on digital video projects created by college-level students (Hofer & Swan, 2005). In most areas of higher education, digital technology has been gradually introduced as an effective communication medium. If students have educational experience in digital video production, Schmidt (2010) found that they were more likely to participate in video projects during high school than college courses. In a literature search on video assignments, video project assignments ranged from two weeks (Greene & Crespi, 2012) to the entire semester

(Ludlow, 2012; Calandra & BrantleyDias, 2010) and typically took about five weeks to complete the video. Tasks (Lichter, 2012; Jarvinen, et al., 2012).

D. Conceptual Framework

This paradigm showed the competencies covered in the 4th grading period of Grade 10, the media texts the researchers used to launch the instruction, and the kind of outputs expected to be produced as proof of learning. The test results have gauged the students' performance improvements to validate the authenticity of their outputs.

Fig 1: Research Paradigm

III. RESEARCH METHODOLOGY

The design of this research is the Experimental Method which means "an experiment where the researcher manipulates one variable, and control/randomizes the rest of the variables. It has a control group, the topics have been randomly assigned between the groups, and the researchers tested only one effect at a time. It was also important to know the variable(s) tested and measured." In this method, researchers found out the effectiveness of media text to improve the academic performance of the Grade 10 students of Peñaranda National High School S.Y. 2019-2020. It produced positive outcomes on the students' literary skills.

The Grade 10 students belonging to sections 10 Diamond and 10 Amethyst of Peñaranda National High School S.Y. 2019-2020 were the participants/respondents. They were exposed to media texts throughout the conduct of the study, such as motion pictures, sound clips, and variations of other technical elements such as sound effects and settings/locations.

A. Instrument

The researcher prepared thirty (30) non-standardized tests: pre-test and post-test using the testing method in Literature subject as the main data-gathering instruments in this study. Pre-test and post-test were used to confirm the validity of the research work on the said school, which focuses on carefully studying English lessons via media text.

B. Data Collection and Procedure

This experimental research entitled "The Effects of Using Media Text in Literature in Improving the Academic Performance of Grade 10 Students in English Subject at Peñaranda National High School S.Y. 2019-2020" adopted the testing method to collect necessary data needed in their study.

C. Statistical Treatment

The researcher used statistical tools such as mean, standard deviation, and t-test to analyze ad interpret the data and results of the study. In determining where most of the scores of the learners were grouped, the mean was used.

The formula to this is:

$$m = \frac{\sum x}{n}$$

where:

m= mean
∑x=sum of the learner's score
n= number of the learners

In determining the variability of the student's score, standard deviation was used.

The formula to this is:

$$sd = \sqrt{\frac{1}{n}\sum(x - x)^2}$$

where:

sd= standard deviation
x= student's score
x= mean
n= number of students

In determining whether the students who were taught using the improvised instructional materials performed well and achieved better than those who were taught using the traditional method, independent t-test was used.

The formula to this is:

$$t = \frac{\sum D}{\sqrt{\dfrac{n\sum D^2 - (\sum D)^2}{n1}}}$$

Where:
t=t-test
∑D= sum of the standard deviation
∑D²= sum of the square of the standard deviation
n= number of students

IV. RESULTS AND DISCUSSION

A. Level of Media Text Awareness

Table 1 shows the result of the tests before and after teaching Literature using media text in experimental and controlled groups in Peñaranda National High School prior to the conduct of the study. The Mean, Standard Deviation, and

Variance of the Experimental Group and Controlled Group in the pre-test are the same. Based on the post-test results, there was a significant difference between the control and experimental groups in terms of their MEAN, with the experimental group leading a 21.6 SD against the control group with only 13.55 MEAN. Deletion: Delete the author and affiliation lines for the second Affiliation.

	EXPERIMENTAL			CONTROLLED		
	PRE-TEST	*POST-TEST*	*DIFFERENCE*	*PRE-TEST*	*POST-TEST*	*DIFFERENCE*
TOTAL	213	432	219	213	271	58
MEAN	10.65	21.6	10.95	10.65	13.55	2.9
SD	2.758241	3.50037592	4.5011694	2.758241	3.940010687	2.573140616
VARIANCE	7.607895	12.25263	20.260526	7.607895	15.52386	6.62105263

Table 1. The Result of the Tests of the Two Groups Before and After Teaching Literature with the Use of Media Text

B. Significant Improvement in Academic Performance

Figure 2 shows the significant improvement in the academic performance of the students after using the media text. The table compares the pre-test and post-test of students in each section the blue columns represent the pre-test scores while the pink column represents the post-test scores. Comparing the mean scores in Table 3 above data showed both groups increased from pre-test to the post-test.
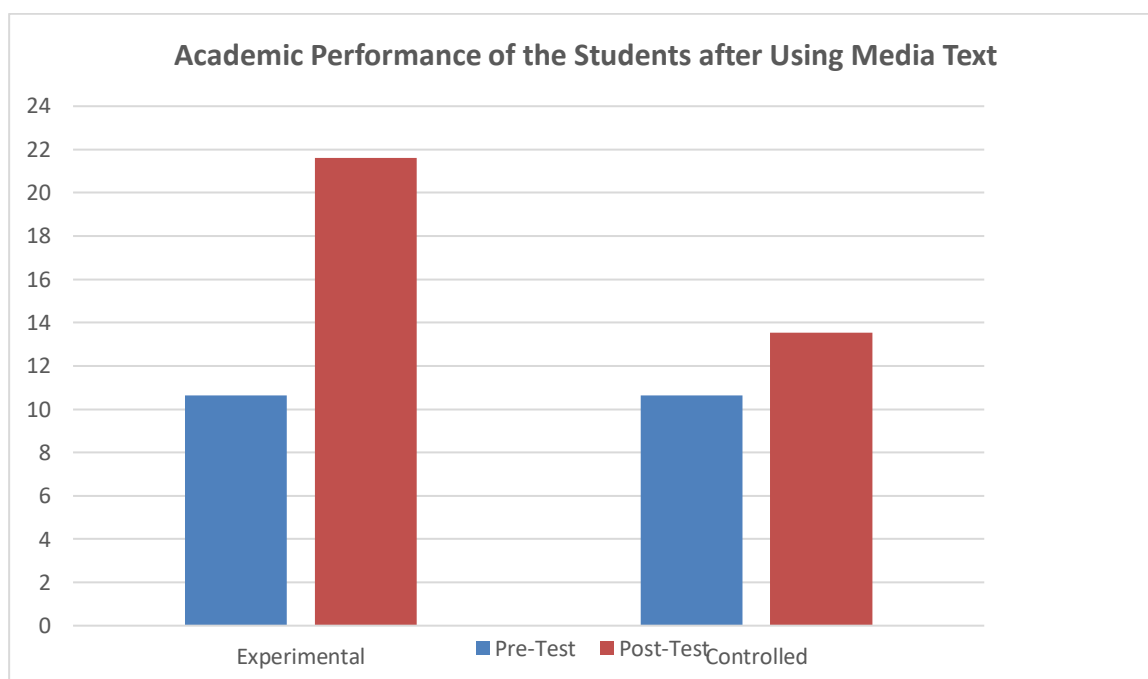

Fig 2: Significant Improvement in Academic Performance

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the study's findings, the researcher found out that media text is a big help in teaching Literature. Students are more motivated to learn as it caught their attention as the lesson presented to them. This helped not only the students but also the teacher. This enhanced the creativity of the teachers as they gathered the materials needed for the media text. Students comprehended the lesson more through the audio-visual presentation. It widens their imagination as they view the literary piece. The improvement level of students increased after the study was conducted, and there was a significant the difference in the mean scores of the experimental group learners compared to the controlled group.

The researcher analyzed this study by evaluating the pre-test and post-test mean scores and compared individual student scores. Interestingly, a large percentage of the students made improvements from the pre-test to the post-test.

There was also a significant difference between the achievements of Grade 10 Diamond, who received instruction using media text, over those who were taught using the traditional method, the Grade 10 Amethyst.

Based on the findings and conclusions, the following recommendations are offered:

- English teachers should use media texts materials similar to the ones created by the researcher to further improve their teaching.

- The teachers must consider the use of media texts materials in English lessons combined with ICT so that teaching and learning situations will be enjoyable.

- Future studies must be considered on the effect of collaborating media texts and ICT in the attitude of learners in English.

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