

Educational Media and the Writing Skills of Teacher Education Students

Asia Pacific Journal of
Educational Perspectives
Vol. 8 No.1, 50-55
May 2021
ISSN: 2782-9332 (Print)

Eleonor C. Jarapa

Bicol State College of Applied Sciences and Technology, Naga City,
Philippines
ellenjarapa44@gmail.com

Date Received: July 26, 2020; Date Revised: February 4, 2021

Abstract – *The world is facing turmoil brought by the Pandemic COVID 19, Countries worldwide were affected in every aspect especially the educational system. Distance learning is now being required where teachers and students are separated in the place and time. this gap can be bridged through the technology by relying on computers and technology as medium of delivery for instruction. This study aimed to enhance the writing skills of the teacher education students using two approaches: the traditional and the educational media approaches. Specifically, this intends to compare the effects of the two approaches in teaching writing skills among students. The study utilized the experimental type of research using pretest and posttest control design to establish the basis of the effectiveness of instruction using the conventional and educational media in teaching among selected students. Matched pair was utilized in the selection of the 30 students using traditional method as the control and 30 for experimental groups using educational media. Findings show that the use of media to enhance teaching and learning complements traditional approaches to learning with Pre-test (18.07) while the Post Test (35.83). Using media engages students, aids students' retention of knowledge, motivates interest, and illustrates the relevance of many concepts. It can also be inferred that the use of Educational Media triggered the learner's excitement. As a result, integration of downloaded Educational Media is necessary to make sure that teaching is effective, erasing the common misconception that teaching writing is difficult, and not interesting.*

Keywords: *Conventional Educational Media, Experimental design, universal language*

INTRODUCTION

Of all the languages today, English is the most spoken- language in the world. It is also the official language of the sky – all pilots have to speak and identify themselves in English [1]. Everybody knows that English is the universal language [2], They often

use English in every transaction or communication that we conduct and process whether in the Philippines or outside the country. But many students find independent writing difficult because they think about so many things at once: plan the content, think of the right words and sentence constructions, leaving little mental space for the compositional aspects. Most students are not confident enough to speak nor write sentences using English language because they have fear that their classmates or readers might bully them or laugh at them everytime they commit mistakes in their grammar and sentence construction. Writing different forms of communication using English must be practiced among students for them to be used and enhanced in writing as early as their primary grades. It is a great advantage that even in a younger age, a child is fluent enough in the language for him not to find it hard in communicating whether in speaking or writing using English language.

Executive Order No. 210, s.2003 signed on October 8, 2003 [3], titled “Establishing the Policy to Strengthen English as a Second Language in the Educational System” was promulgated by Pres. Gloria M. Arroyo to focus on the following areas: English should be taught as a second language at all levels of the educational system, starting with the First Grade; English should be used as the medium of instruction for English, Math and Science from at least the third Grade level; and English language shall be used as a primary medium of instruction in all public institutions of learning at the secondary level [4].”

Teaching English to learners is a challenging job [5]. The most common way of delivering instruction is through lecture with chalkboard as the most popular teaching aid due to the accessibility and simplicity. The tendency of the teacher is to use simpler forms of media due to lack of skills and knowledge in media effectiveness. Instructional media have undoubtedly improved learning of the pupils. Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored,

so that they lose their attention to a lesson. In this case, the use of media in teaching- learning process is needed to attract students' attention and to make teaching-learning activities more interesting and also effective[6].

In the present educational scenario, books are a highly portable form of information and can be accessed when, where, and at whatever rate and level of detail the reader desires [5],[7]. There is a dominance of the oral tradition. Many teachers have realized that regular lecture followed by classroom discussion often centers on a set of prescribed questions and might limit the learning that students may acquire.

Media can be thought of as any teaching aids or resources that are used as a part of an instructional sequence to demonstrate or clarify course content. The use of media can lengthen the average adult's attention span by strategically refocusing attention. It has been estimated that 75% to 95% of what we learn comes through the sense of sight, 10% to 15% through hearing, 3% to 4% through smell, and 1% to 2% through taste and touch. The combination of audio and visual media is more effective than either medium used alone, with learner retention significantly increased over a longer period of time in the instructional process seems to be more efficient [8]. They have discovered that technology can enhance their daily instruction. Some teachers have recognized that Instructional media can play a vital role in enhancing the learning environment.

Multimedia presentations include the continuous use of various types of film media (transparencies, slides, filmstrips and movies) in combination with television technologies and or computer. In the use of educational television programs in the teaching of English Language [9], Such Multimedia is the continuous use of various types of film media (transparencies, slides, filmstrips and movies) in combination with television technologies and or computer, teachers are exploring the many possibilities of these technologies to make the transfer of knowledge more effective efficient, practical and handy.

In a classroom for instance, a plane traditional discussion will not suffice even if only because it will become unbearably monotonous. educational media is more engaging among students The great advantage of multimedia systems is that the combined audio and visual explanation helps students learn and remember. But to avoid student frustration with interactive systems, instructors should make their expectations clear and should provide opportunities for students to

get assistance [5]. There is a reason to believe that media are complimentary, not competitive and that of with the help of downloaded videos about different lessons in the instructional process can be superior to anyone else.

In 2002, Roco stated that the Department of Education must focus in helping people grow, and that we must initiate and convert this to reality. To do this, we must be creative and innovative to contemplate on and evaluate materials, techniques and strategies employed in order to determine the ones that will possibly bring out the best from our pupils. However to decide on which among the repertoire of instructional modes, strategies and techniques would be most appropriate for the target clients cannot be done overnight. Time is running fast, and youth are changing vis –a- vis technology [9].

In today's generations, school to be an effective delivery system must be adoptive of the rapid change what is taking place. More than at any other time today is the time wherein, there is a need for educational institution and educators to try newer and effective approaches to meet the fast changing needs and interest of the students

In today's educational scenario, that technology is the trend, In the use of educational television programs in the teaching of English Language, teachers are exploring the many possibilities of these technologies to make the transfer of knowledge more effective efficient, practical and handy. In a classroom for instance, a plane traditional discussion will not suffice even if only because it will become unbearably monotonous. Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen [10].

There is a reason to believe that media are complimentary, not competitive and that of with the help of downloaded videos about different lessons in the instructional process can be superior to anyone else. The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends because visual media helps students retain concepts and ideas [10].

Many teachers now have realized that regular lecture followed by classroom discussion often centers on a set of prescribed questions are boring on the part

of learners. Some teachers have recognized that the use of media in the instructional process seems to be more efficient and interesting. They have discovered that technology can enhance their daily instruction, thus erasing misconception that teaching English is a difficult and challenging one.

OBJECTIVES OF THE STUDY

This study focused on enhancing the writing skills of the fourth grade using two approaches specifically the traditional and the educational media approach. Specifically, it intends to determine the pre-test and post test score of the students using the traditional and educational approach; determine the mean gain score in the pre-test and post-test in the control and in the Experimental approach; and test the significant difference in the mean gain score

METHODS

The Research Design

The researcher utilized the experimental type of research using the pretest and posttest control design to establish the possible basis of the effectiveness of using educational media in teaching English Language. It is experimental because it utilized a treatment to the experimental group while the control group employed the conventional method. Test was the main tool of the study.

Participants

The researcher decided to use the selected Teacher Education Students that she is handling. The researcher included total number of 60 students. These students were considering as normally distributed in terms of intelligence, physical abilities and other personal factors. Matched pair was utilized in the selection of the control and experimental groups.

Instruments

The researcher used down loaded Educational Videos in which the researcher asked the help of her co faculty for the validation of the downloaded educational videos. She also asked the assistance of another faculty for the checking of the lesson plans. 40 item Pre Test and Post Test was also prepared by the researcher based on the topics discussed following the table of specifications.

Procedures

After the completion of the needed requirements and approval from the higher authorities, the researcher

conducted study for almost a month using the chosen topics for discussion. The researcher met the experimental and the control groups on their assigned schedules on the same venue and time to eliminate bias or other factors that may affect the acquisition of knowledge. The researcher discussed the topics to the control group using the conventional or traditional method and then let the experimental group watched the downloaded educational video using the same learning competencies.

Data Analysis

Performance of students who belong to the controlled and experimental group were based on the result of their written output about writing different forms of communication. After the discussion and viewing of the downloaded educational media, both group of students performed tasks of answering questions about the discussed and viewed topics.

The data gathered were analyzed statistically to find out if there is a significant difference between the post test scores of the two groups using paired sample t-test at 0.05 alpha level.

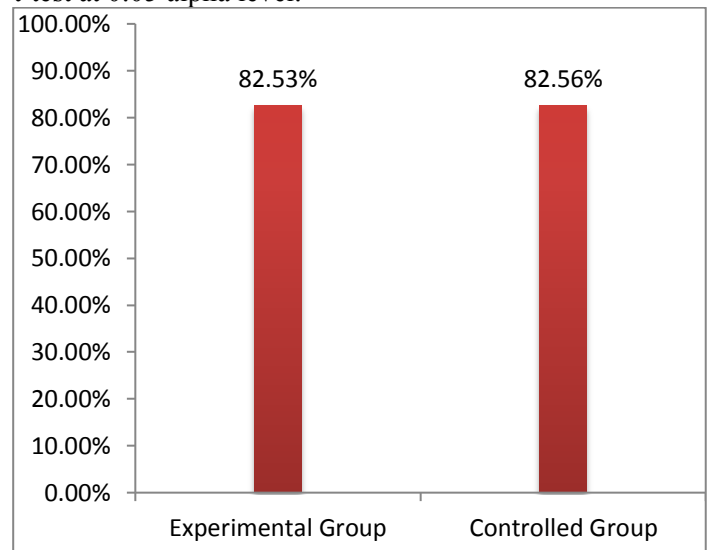


Figure 1. Grade and Average of the Two Groups of Respondents

Figure 1 shows the average of the students during their previous year. The grade average of the students who belong to experimental group is 82.53 while the students who belong to the control group is 82.56. It shows that students were considered as normally distributed in terms of intelligence, physical abilities and other personal factors. Match pair was utilized in the selection of the control and experimental group.

Table 1. Pre Test Scores of Experimental and Controlled Group

Scale of the scores gained by the students	Experimental Group	Controlled Group
36-40		
31-35	1	
26-30	3	4
21-25	6	6
16-20	8	10
11-15	10	7
6-10	2	2
1-5		1
Total	30	30
Mean	18.07	17.80
SD	5.87	6.39

Table 1 shows the Pre- test Scores of the two groups. Scale of students' scores in their pre test performance was indicated in column 1 while number of students gained the given scores were stipulated in the second and third column. Table 1 also shows the mean pre-test and post test results of the students who belong to Controlled and experimental group. Controlled group shows that the Pre-test is 17.80 with an SD of 6.39 and the Post test is 29.03. While in the experimental group, it shows that the Pre-test is 18.07 with an SD of 5.87

Table 2. Post Test Scores of Experimental and Controlled Group

Scale	Experimental Group	Controlled Group
36-40	18	2
31-35	11	9
26-30	1	12
21-25		7
16-20		
11-15		
6-10		
1-5		
Total	30	30
Mean	35.83	29.03
SD	2.41	4.19

Table 2 shows the scores of the two groups for questions given in the post test which has mean of 35.83 and with an SD of 2.41 for experimental group, while the mean for Controlled group is 29.03 and SD of 4.19. It is observed that experimental group performed better in the post test than the controlled group.

As said in the study of Fosnot (2009), multimedia documents provide a means of communicating and storing information. Since such documents are used in electronic format only, many variations in viewing result as each user controls the order and manner of interacting with each element in the document. In addition, multi media documents can also be designed to receive information from the reader and process it to provide individualized responses. This interactivity adds a new dimension to the reading/ writing process and capabilities of reading and writing [11].

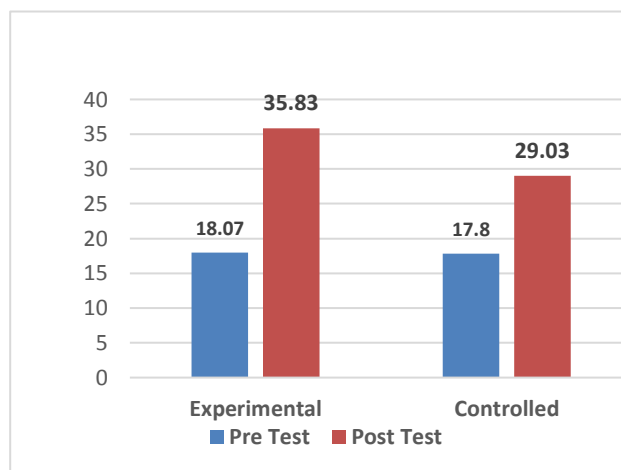


Figure 2. Pre-Test and Post-Test Result of the Experimental and Controlled Group

As also shown in figure 2, that experimental group performed better in the post test than the controlled group. Students learn when the teacher discusses the lesson but there was more retention when students see additional images and illustrations using media of the lessons being discussed.

Table 3. Mean Gain Scores in the Pre-Test and Post Test of the Control and Experimental Group

Group	Mean	SD
Experimental	18.16	6.07
Controlled	11.23	5.51

Table 3 shows the mean gain scores in the pretest and in the post test of the control and experimental group. The difference of the mean in pretest and posttest using the experimental method has the higher mean of 18.16 and SD of 6.07 than the Control group which has lower mean score of 11.23 with an SD of 5.51. It can clearly see that the mean score of the pupils in control group using the traditional method in teaching writing skills is lower than experimental group

using the downloaded educational media in the writing skills of the teacher education students which reveals that students who viewed the films performed better on the comprehensive examination at the end of the unit on the retention rate three weeks later.

In another study of VanDeweghe (2004), he suggested that films and programs can target and motivate writing. They offer suggestions for using the popular media to generate topics for a composition workshop designed for the college writer but adoptable for secondary school students. They concentrate on advertising images but also use movies, magazines, and television series to help foster critical thinking while writing. The workshop is built around a sequence of analogies between what the students already know experientially as viewers of film and television and what they need to know as writers of essay [12].

Table 4. The t-test of Difference in the Mean Gain Scores of the Control and Experimental

Group	Mean	Mean Difference	t-Value	p-value
Experimental	17.67			
Control	11.23	6.44	4.269**	.000

Legend: * $p < .05$ significant; ** $p < .01$: Highly significant

As shown in table 4 is the test of difference in the mean gain scores of the control and experimental groups. The results show that the experimental group had a higher mean gain score than the control group when tested at 0.05 level of significance. The computed p- value is .000 which is less than 0.05 level of significance which indicate that the group exposed to the treatment significantly gained more score than the control group.

This is indicative that the students using the educational media approach had performed differently from those in the control group. This is related to the idea of Solomon [13] that multi media based learning is becoming increasingly common. It may have limitations and certainly should not be seen as a substitute for face- to- face interaction, it does have numerous advantages for teacher’s professional development. Firstly, the information contained in the internet is unlimited and evolving, up to date, inexpensive and searchable. It also reflects the views of many authors and sources of information. Secondly, multi media professional development experiences can be inter active and involve synchronous interaction and take place at anytime and any place.

CONCLUSION AND RECOMMENDATION

The hypothesis that there is no significant difference in the mean gain scores of the pre-test and post- test of the pupils in the control and experimental group have been rejected. Likewise, this study further confirmed that using the modern method of teaching such as Computer aided Instruction and Educational Media provides greater learning retention of lessons learned. Furthermore, it can also be inferred that the use of Educational Media triggered the learner’s excitement. Thus, the students were able to understand the topics given better.

In this time of pandemic, using online classes and obeying the government of no face to face inter action, downloaded educational media will be of great help to the teachers to help students understand the lessons better while staying at home.

English teachers may assess and evaluate their present method of teaching if their method is still effective in teaching writing and they should integrate downloaded Educational Media Approach in their present style of teaching to make sure that the learning process will be more effective, thus, erasing the common misconception that teaching writing is difficult, boring and not interesting one.

Teachers should share with their colleagues their experiences and materials using the downloaded Educational Media project approach for the benefits of their students and the generations to come.

School administrators can realize that there is a need for them to study new provisions as to the use of Educational Media Approach in teaching writing skills in order to provide better quality education to the pupils. This can be done by providing a separate room as an Audio Visual room which will contain all the educational media available in the school, enabling the teachers to use them whenever there is a certain topic which requires the use of educational media to make sure that the learning process of the pupils will be more effective.

Administrators may provide audio- visual room inside the campus where there will be a library of visual aids such as CD and DVD’s or downloaded videos previously used by the teachers or those which are available in the market being sold by the TV networks or seen in the internet which can be used in a certain topic or in relation to the subject matter, thus, makes the students to have something to look forward to in attending the subject.

Other researchers can also use this study in other disciplines. This is to know the effect of the

downloaded educational media in different subject areas. They can compare the educational media being used in this study and find out how effective is this approach to the students they are teaching and discover how learning process among students will be more effective using this approach.

REFERENCES

- [1] Klappenbach Anna, (2020). Most spoken languages in the World. <https://bit.ly/3pPZnd5>
- [2] Ranta, E. (2013). Universals in a Universal Language?- Exploring Verb-Syntactic Features in English as a Lingua Franca.
- [3] Executive Order No.210,May 17, 2003 <https://www.officialgazette.gov.ph/2003/05/17/executive-order-no-210-s-2003/>
- [4] The National Academic Press, Science Teaching Reconsidered: A Handbook 1997, Chapter 7: Choosing and Using Instructional Resources page 47 of 88, <https://www.nap.edu/read/5287/chapter/8>
- [5] Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *Tesol Quarterly*, 48(4), 738-762.
- [6] Cantor, J. A. (2001). *Delivering instruction to adult learners*. Wall & Emerson, Inc., Six O'Connor Drive, Toronto, Ontario, M4K 2K1 Canada.
- [7] Pattuelli, M. C., & Rabina, D. (2010, May). Forms, effects, function: LIS students' attitudes towards portable e-book readers. In *Aslib Proceedings*. Emerald Group Publishing Limited.
- [8] Holden, J. T., & Westfall, P. J. L. (2007). An instructional media selection guide for distance learning. *Online Submission*.
- [9] 2002 Basic Education Curriculum for Elementary <http://docshare01.docshare.tips/files/7854/78547151.pdf>
- [10] Why Use Media to Enhance Teaching and Learning, Pedagogy in Action, The SERC, Portal for Education, <https://serc.carleton.edu/sp/library/media/why.html>
- [11] Fosnot, C. T. (2009). Educational Communication and Technology: A Journal of Theory, Research, and Development, 32 (4), 195-205.
- [12] Vandeweghe, R. (2004). What makes a Literary Instruction, *English Journal*.
- [13] Solomon, S. G. (2008). Media and Technology for Education and Training, Manila, National Bookstore.