

FILTV: INSTRUCTIONAL MATERIAL IN FILIPINO FOR STUDENTS' PERFORMANCE

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ABSTRACT

This study is entitled “FILTV: INSTRUCTIONAL MATERIAL IN FILIPINO FOR STUDENTS’

PERFORMANCE”. The purpose of this study is to create a collection of interactive videos that will be called FILTV and to know its effectiveness as an instructional tool in teaching the Filipino subject in the Second Quarter of Grade 8 students in School Year 2022-2023.

This study also wanted to know the level of acceptance of FILTV as instructional material in teaching the Filipino subject based on Objective, Content, Assessment, Importance, Accessibility, Clarity of Sound, and Design; know the performance level of students in the Filipino subject based on Reflection and Correct Use of Words; to find out if FILTV has a significant effect as an instructional learning tool in Filipino based on students' performance.

Keywords:

instructional, video, reflection, correct use of words, interactive, learning tool

INTRODUCTION

In the last decade, the number of people using videos as instructional teaching material has increased. In considering students' learning methods, it emerged from the study of Yousef et al. (2014) with the title Video-Based Learning: A Critical Analysis of The Research Published in 2003-2013 and Future Visions that Video-based Learning (VBL) can be used to teach knowledge and skills to students through of video.

Using visual media such as video clips can be a great tool to help students gain a deeper understanding of their lesson. Additionally, studies have shown that watching videos helps people remember details and concepts more than when they just read text. That's why an instructional video is not only more attractive for students, it can be said that it is actually more effective because it is an audio-visual device that causes more long-term memory or long-term memory of the lesson or topic.

This is supported by the results of the study Wong (2020) titled Effectiveness of Learning Through Video Clips and Video Learning Improvements Between Business Related Postgraduate and Undergraduate Students, that the use of educational videos has a direct and positive impact on student participation in the classroom. It was also shown that students were encouraged to participate actively by asking questions, giving opinions, and discussing relevant topics in lectures.

FILTV is a small collection of self-made interactive videos developed by the researcher to be used as an instructional tool in teaching students of the Filipino subject. Although there are many videos that can be obtained or found on the internet, FILTV focuses on the MELCS (Most Essential Learning Competencies) put down by DepEd, from the lesson for each week, examples to be given and even each learning activity is compatible with placed in their module in Filipino. Additionally, unlike other interactive videos, the tasks in FILTV are not purely objective in that the answers can be known immediately after a

few seconds. Some of the learning activities in each video included here require critical thinking, analysis, analysis, and application of learned knowledge.

In this regard, this study aims to develop FILTV as an instructional tool for teaching the Filipino subject in the Second Quarter of Grade 8. As part of the study, the researcher wanted to obtain answers to the following problems:

1. What is the level of acceptance of FILTV as an instructional learning tool in Filipino based on Components according to:
 - 1.1. Objective;
 - 1.2. Content;
 - 1.3. Assessment; and
 - 1.4. Importance?
2. What is the level of acceptance of FILTV as an instructional learning tool in Filipino based on Characteristics according to:
 - 2.1. Accessibility;
 - 2.2. Clarity of Sound; and
 - 2.3. Design?
3. What is the level of students' performance according to their Reflection?
4. What is the level of students' performance according to their Correct Use of the Word?
5. Is there a significance difference between FILTV as an instructional learning tool in Filipino according to its Components and Students' Performance?
6. Is there a significance difference between FILTV as an instructional learning tool in Filipino according to its Characteristics and Students' Performance?

REVIEW OF RELATED LITERATURE

In the current era where technology is ubiquitous and the majority of individuals possess proficiency in its usage, it presents a valuable avenue and resolution for generating educational resources that can serve as a pedagogical instrument for students. Following a comprehensive understanding and exploration of the topic and instructional approaches, the integration of technology can serve as a critical means to realize the learning tool for students.

Abad and Ruedas (2012) contend that educational media represents communication tools that facilitate teaching and learning between teachers and students. As such, it is essential for educators to keep abreast of technological advancements in education to ensure that education aligns with the contemporary social system. Willmot et al. (2012) emphasize that incorporating videos as an interactive learning material offers several benefits to students, such as heightened motivation, improved grades and learning experiences, development of self-directed learning skills, cultivation of communication and collaboration abilities, and the potential to be a fundamental building block for future education. Thus, the integration of videos as an interactive teaching tool can lead to significant advancements in pedagogical practices and academic outcomes, rendering high academic achievement a realistic and attainable goal for learners who are engaged and interested in the learning process.

The utilization of diverse technological teaching tools, such as multimedia, proves more effective and motivating in contrast to traditional teaching methods. It is now imperative to supplement traditional equipment with modern counterparts. This does not entail replacing or disregarding books or other

traditional sources of information; instead, it aims to advance the development of interactive tools, particularly multimedia and video, which are now prevalent in the field of education.

Lepi (2014) agreed that integrating videos as a teaching tool enhances the effectiveness of discussions between teachers and students due to their mutual interest in the medium. Ballado (2012) describes motion media or video as a pedagogical instrument that engages two primary senses - vision and hearing - simultaneously. Additionally, individuals tend to remember twice as much when they watch something compared to just hearing or seeing it in separate instances. Thus, videos bolster the skill of watching and facilitate the cultivation of sight and hearing skills, rendering them particularly interesting and effective for students.

Giannakos (2013) highlights in his review of literature titled "Exploring the Video-Based Learning Research" that the utilization of learning videos has become increasingly widespread, with millions of students accessing them through various platforms such as desktops, phones, tablets, and others. Furthermore, students are also engaging in digital libraries, digital discussions via email, and online courses to acquire more academic content.

Given the extensive use of external materials, it is also essential to consider the aspect of grammar and the use of words, phrases, and sentences in the videos being developed. The correctness of language usage can enhance the learning process. The text that will accompany the equipment plays a critical role in developing students' macro reading skills.

Elyang (2012) asserts in *The Philippine Star* newspaper that the proper use of words serves as the bridge for artistic expression. It is common to assume that certain words can be used interchangeably; however, upon closer examination, this assumption is often incorrect. It is worth noting that some words may be correct but inappropriate, while others may be appropriate but incorrect. It is increasingly evident that learning through video is an effective and engaging approach, particularly in the modern era where technology has become ubiquitous. However, it is not always easy to capture the attention and interest of students when utilizing technology. Videos offer a dynamic and interactive way of acquiring knowledge, enabling learners to absorb information through both visual and auditory means, making it an effective and enjoyable mode of learning.

In order to ensure the effectiveness of video-based learning, it is crucial that teachers devote adequate time to planning and designing their instructional materials. Attention should be paid to the accuracy and appropriateness of the language used in the videos, as well as the visual and auditory components. This will help to ensure that the content is accurate and that students will be able to acquire the desired knowledge and skills.

Beyond the acquisition of knowledge, the reflective process is also an essential aspect of learning that should not be overlooked. According to Helyer (2015), reflection is a process that taps into the depths of the mind, allowing learners to retrieve information from past experiences and apply it to future situations. This is supported by Larsen, London, and Emke (2016), who argue that reflection can be used to enhance learning from experience and increase learners' awareness of their thoughts and actions.

In summary, the use of video-based learning materials is a powerful and effective approach to teaching and learning. With proper planning and attention to detail, teachers can create engaging and informative materials that will enable students to acquire knowledge and skills in a way that is enjoyable and effective. Furthermore, by encouraging reflection, learners can deepen their understanding and retain knowledge gained from video-based learning experiences.

METHODOLOGY

The research design used an experimental method to determine the effectiveness of FILTV as an instructional video in Filipino subject based on: Objective, Content, Assessment, Importance, Accessibility, Clarity of Sound and Design. The researcher used a checklist that will serve as an instrument to find out and obtain the data required for the level of acceptance of the material. To ensure the accuracy of the findings, the researcher used statistical methods such as percentage, weighted mean, and t-test to interpret the appropriate data. This approach helped to determine the level of acceptance of the material by the 240 students of Grade 8 from the Godofredo M. Tan Integrated School of Arts and Trades who acted as respondents in the study.

RESULT AND DISCUSSION

Table 1. Level of FILTV as an instructional learning tool in Filipino based on Component according to Objective

Statements	Mean	SD	Description
Nakatutulong sa mga mag-aaral na mas maunawaan ang mga aralin sa Filipino gamit ang teknolohiya.	5.00	0.00	Lubos na sumasang-ayon
Nagagamit ang nabuong materyal upang maituro ang mga aralin sa Filipino.	4.95	0.22	Lubos na sumasang-ayon
Nakatutulong ang kagamitang ito upang madaling mabalikan ang nakaraang aralin.	4.93	0.25	Lubos na sumasang-ayon
Nagagamit ang nabuong materyal upang maging interaktibo ang talakayan.	4.93	0.25	Lubos na sumasang-ayon
Nakatutulong upang maituro ang mga aralin sa Filipino nang hindi nakababagot sa mga mag-aaral.	4.99	0.09	Lubos na sumasang-ayon

Overall Mean: 4.96

Standard Deviation: 0.19

Literal na paliwanag: Lubhang Mataas

Table 1 shows the level of FILTV as an instructional learning tool in Filipino based on Component according to Objective. It can be seen from the results that the statement “Nakatutulong sa mga mag-aaral na mas maunawaan ang mga aralin sa Filipino gamit ang teknolohiya.” got the highest score which is ($M=5.00$, $SD=0.00$), and the statement “Nakatutulong upang maituro ang mga aralin sa Filipino nang hindi nakababagot sa mga mag-aaral” got ($M=4.99$, $SD=0.09$). Despite the fact that there was a relatively high level of acceptance, the statements with the lowest score are “Nakatutulong ang kagamitang ito upang *madaling mabalikan ang nakaraang aralin*” and “Nakatutulong upang maituro ang mga aralin sa Filipino nang hindi nakababagot sa mga mag-aaral” with a ($M = 4.93$, $SD = 0.25$).

There is an overall mean of 4.96, standard deviation of 0.19 and it shows that the level of FILTV as an instructional learning tool in Filipino based on Component according to Objective has a description that strongly agrees and a literal explanation that is very high.

Table 2. Level of FILTV as an instructional learning tool in Filipino based on Component according to Content

Statements	Mean	SD	Description
Ang mga aralin sa nabuong materyal ay nakalinya sa Most Essential Learning Competencies (MELCS) na kinakailangang makamit ng mga mag-aaral.	4.98	0.16	Lubos na sumasang-ayon
Ang mga paliwanag at halimbawang nakapaloob sa interaktibong bidyo ay naaangkop sa kanilang baitang.	4.90	0.30	Lubos na sumasang-ayon
Napapanahon ang mga nakapaloob na halimbawa at mga gawain sa nabuong materyal.	4.84	0.37	Lubos na sumasang-ayon
Ang mga aralin at paksa sa bawat interaktibong bidyo ay sang-ayon sa nasa Curriculum Guide ng asignaturang Filipino.	4.93	0.26	Lubos na sumasang-ayon
Ang bawat interaktibong bidyo kada linggo ay tugma sa Weekly Learning Plan (WLP) ng mga mag-aaral.	4.95	0.22	Lubos na sumasang-ayon
Overall Mean: 4.92 Standard Deviation: 0.27 Literal na paliwanag: Lubhang Mataas			

Table 2 shows the level of FILTV as an instructional learning tool in Filipino based on Component according to Content. It can be seen from the results that the statement “Ang mga aralin sa nabuong materyal ay nakalinya sa Most Essential Learning Competencies (MELCS) na kinakailangang makamit ng mga mag-aaral” got the highest score which is ($M=4.98$, $SD=0.16$), and the statement “Ang bawat interaktibong bidyo kada linggo ay tugma sa Weekly Learning Plan (WLP) ng mga mag-aaral.” got ($M=4.95$, $SD=0.22$). Despite the fact that there was a relatively high level of acceptance, the statement with the lowest score is “Napapanahon ang mga nakapaloob na halimbawa at mga gawain sa nabuong materyal.” with a ($M=4.84$, $SD=0.37$).

There is an overall mean of 4.92, standard deviation of 0.27 and it shows that the level of FILTV as an instructional learning tool in Filipino based on Component according to Content has a description that strongly agrees and a literal explanation that is very high.

Table 3. Level of FILTV as an instructional learning tool in Filipino based on Component according to Assessment

Statements	Mean	SD	Description
Ang bawat gawain ay nakabatay sa mga nakalahad na aralin.	4.98	0.16	Lubos na sumasang-ayon
Ang bawat katanungan sa aralin ay sasagot sa natutunan sa pagtalakay nito.	4.91	0.29	Lubos na sumasang-ayon
Ang mga pagsasanay na inilaan sa bawat aralin ay tumutugon sa mga pagtatayang susukat sa kaalaman (Knowledge), kasanayan (Process), pang-unawa (Understanding), at pagsasagawa/pagbuo (Performance/ Product) na lubhang mahalaga upang maging ganap at makabuluhan ang pagkatutuo ng mga mag-aaral.	4.95	0.22	Lubos na sumasang-ayon

Ang mga nakapaloob na gawain ay angkop sa edad at lebel ng mga taga sagot nito.	4.97	0.18	Lubos na sumasang-ayon
Ang mga gawain may sapat na oras upang maisagawa ng mga mag-aaral.	4.81	0.40	Lubos na sumasang-ayon
Overall Mean: 4.92 Standard Deviation: 0.27 Literal na paliwanag: Lubhang Mataas			

Table 3 shows the level of FILTV as an instructional learning tool in Filipino based on Component according to Assessment. It can be seen from the results that the statement “Ang bawat gawain ay nakabatay sa mga nakalahad na aralin” got the highest score which is (M=4.98, SD=0.16), and the statement “Ang mga nakapaloob na gawain ay angkop sa edad at lebel ng mga taga sagot nito” got (M=4.97, SD=0.18). Despite the fact that there was a relatively high level of acceptance, the statement with the lowest score is “Ang mga gawain may sapat na oras upang maisagawa ng mga mag-aaral” with a (M=4.81, SD=0.40).

There is an overall mean of 4.92, standard deviation of 0.27 and it shows that the level of FILTV as an instructional learning tool in Filipino based on Component according to Assessment has a description that strongly agrees and a literal explanation that is very high.

Table 4. Level of FILTV as an instructional learning tool in Filipino based on Component according to Importance

Statements	Mean	SD	Description
Makatutulong ang materyal na ito upang maging kolaboratibo at kooperatibo ang pagkatuto sa loob ng klase.	5.00	0.00	Lubos na sumasang-ayon
Mas madali nang nalalaman ang tinatalakay na aralin sa pamamagitan ng interaktibong bidyo.	5.00	0.00	Lubos na sumasang-ayon
Napakikinabangan ang nabuong materyal upang mahasa ang kaalaman ng mga mag-aaral sa bawat aralin sa Filipino.	4.95	0.22	Lubos na sumasang-ayon
Nagagamit ang interaktibong bidyo upang balikan, pansamantalagang ihinto, at muling pag-aralan ang mga aralin.	4.94	0.24	Lubos na sumasang-ayon
Ang mga aralin at gawain sa interaktibong bidyo na ito ay lumilinang ng mga kakayahan at kasanayang pangkaisipan ng mga mag-aaral.	4.99	0.09	Lubos na sumasang-ayon
Overall Mean: 4.98 Standard Deviation: 0.15 Literal na paliwanag: Lubhang Mataas			

Table 4 shows the level of FILTV as an instructional learning tool in Filipino based on Component according to Importance. It can be seen from the results that the statements “Makatutulong ang materyal na ito upang maging kolaboratibo at kooperatibo ang pagkatuto sa loob ng klase” and “Mas madali nang nalalaman ang tinatalakay na aralin sa pamamagitan ng interaktibong bidyo” got the highest score which is (M=5.00, SD=0.00) and “Ang mga aralin at gawain sa interaktibong bidyo na ito ay lumilinang ng mga

kakayahan at kasanayang pangkaisipan ng mga mag-aaral” got a ($M=4.99$, $SD=0.09$). Despite the fact that there was a relatively high level of acceptance, the statement with the lowest score is “Nagagamit ang interaktibong bidyo upang balikan, pansamantalagang ihinto, at muling pag-aralan ang mga aralin” with a ($M=4.94$, $SD=0.24$).

There is an overall mean of 4.98, standard deviation of 0.15 and it shows that the level of FILTV as an instructional learning tool in Filipino based on Component according to Importance has a description that strongly agrees and a literal explanation that is very high.

Table 5. Level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Accessibility

Statements	Mean	SD	Description
Napanonood ang mga interaktibong bidyo maging online (google drive) man o offline (flashdrive/bluetooth).	4.74	0.44	Lubos na sumasang-ayon
Maliit lamang ang storage space na kinakailangan upang magkaroon ng kopya ng mga interaktibong bidyo.	4.87	0.34	Lubos na sumasang-ayon
Maaaring mapanuod ang mga interaktibong bidyo sa iba’t ibang gadgets. (cellphone, laptop, TV monitor, atbp.)	4.93	0.25	Lubos na sumasang-ayon
Napanunuod ng mga mag-aaral ang interaktibong bidyo kahit tapos na oras ng klase sa Filipino.	4.96	0.20	Lubos na sumasang-ayon
Maaaring panuorin nang paulit-ulit ang interaktibong bidyo may internet man o wala.	4.97	0.18	Lubos na sumasang-ayon
Overall Mean: 4.89 Standard Deviation: 0.31 Literal na paliwanag: Lubhang Mataas			

Table 5 shows the level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Accessibility. It can be seen from the results that the statements “Maaaring panuorin nang paulit-ulit ang interaktibong bidyo may internet man o wala.” got the highest score which is ($M=4.97$, $SD=0.18$) and “Napanunuod ng mga mag-aaral ang interaktibong bidyo kahit tapos na oras ng klase sa Filipino” got a ($M=4.96$, $SD=0.20$). Despite the fact that there was a relatively high level of acceptance, the statement with the lowest score is “Napanonood ang mga interaktibong bidyo maging online (google drive) man o offline (flashdrive/bluetooth)” with a ($M = 4.74$, $SD = 0.44$).

There is an overall mean of 4.89, standard deviation of 0.31 and it shows that the level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Accessibility has a description that strongly agrees and a literal explanation that is very high.

Table 6. Level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Clarity of Sound

Statements	Mean	SD	Description
Malinaw ang pagkakabigkas ng guro ng mga aralin, halimbawa, at panuto sa interaktibong bidyo.	4.95	0.22	Lubos na sumasang-ayon

May sapat na lakas at indayog ang boses ng guro sa nabuong interaktibong bidyo.	4.99	0.09	Lubos na sumasang-ayon
Gumamit ng masigla na tunog sa background upang maakit na makinig ang mga gagamit nito.	4.96	0.20	Lubos na sumasang-ayon
Angkop ang mga sound effects na ginamit sa interaktibong bidyo.	4.99	0.09	Lubos na sumasang-ayon
Walang maririnig na hindi kinakailangang ingay (unnecessary noises) habang pinapanuod ang nabuong materyal.	4.96	0.20	Lubos na sumasang-ayon
Overall Mean: 4.97 Standard Deviation: 0.17 Literal na paliwanag: Lubhang Mataas			

Table 6 shows the level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Clarity of Sound. It can be seen from the results that the statements “May sapat na lakas at indayog ang boses ng guro sa nabuong interaktibong bidyo” and “Angkop ang mga sound effects na ginamit sa interaktibong bidyo” got the highest score which (M=4.96, SD=0.20) and “Walang maririnig na hindi kinakailangang ingay (unnecessary noises) habang pinapanuod ang nabuong material” got (M=4.96, SD=0.20). Despite the fact that there was a relatively high level of acceptance, the statement with the lowest score is “Malinaw ang pagkakabigkas ng guro ng mga aralin, halimbawa, at panuto sa interaktibong bidyo” with a (M=4.95, SD=0.22).

There is an overall mean of 4.97, standard deviation of 0.17 and it shows that the level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Clarity of Sound has a description that strongly agrees and a literal explanation that is very high.

Table 7. Level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Design

Statements	Mean	SD	Description
May kaakit-akit na disenyo upang makuha ang atensyon ng mga manunuod at gagamit nito.	4.93	0.26	Lubos na sumasang-ayon
Ang ilustrasyong ginamit sa materyal ay naiuugnay sa bawat gawain.	4.97	0.18	Lubos na sumasang-ayon
Maganda ang pagkakaayos ng mga disenyo kung kaya't nakahihikayat na panuorin at alamin ang mga aralin.	4.98	0.16	Lubos na sumasang-ayon
Hindi overcrowded ang impormasyon na inilalagay sa loob ng nabuong materyal upang hindi mabigla ang mga mag-aaral.	4.98	0.13	Lubos na sumasang-ayon
Ang larawan at sulat sa nabuong materyal ay may sapat na laki upang mabasa ng mga gagamit nito.	4.98	0.13	Lubos na sumasang-ayon
Overall Mean: 4.97 Standard Deviation: 0.18 Literal na paliwanag: Lubhang Mataas			

Table 7 shows the level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Design. It can be seen from the results that the statements “Maganda ang pagkakaayos mg mga disenyo kung kaya’t nakahihikayat na panuorin at alamin ang mga aralin” and “Ang larawan at sulat sa nabuong materyal ay may sapat na laki upang mabasa ng mga gagamit nito” got the highest score which ($M=4.98$, $SD=0.16$, 0.13) and “Ang ilustrasyong ginamit sa materyal ay naiuugnay sa bawat gawain” got ($M=4.97$, $SD=0.18$). Despite the fact that there was a relatively high level of acceptance, the statement with the lowest score is “May kaakit-akit na disenyo upang makuha ang atensyon ng mga manunuod at gagamit nito” with a ($M=4.93$, $SD=0.26$).

There is an overall mean of 4.97, standard deviation of 0.18 and it shows that the level of FILTV as an instructional learning tool in Filipino based on Characteristics according to Design has a description that strongly agrees and a literal explanation that is very high.

Table 8. Students' Performance Level based on Reflection

Score	Controlled Group		Uncontrolled Group		Descriptive Equivalent
	Total	Percentage	Total	Percentage	
72 - 75	0	0.00	0	0.00	Pinakamahasay
65 - 71	49	40.83	6	5.00	Higit na Mahasay
50 - 64	70	58.33	108	90.00	Mahasay
41 - 49	1	0.83	6	5.00	Katamtamang Mahasay
11 - 40	0	0.00	0	0.00	Di-gaanong Mahasay
4 - 10	0	0.00	0	0.00	Di-lubhang Mahasay
0 - 3	0	0.00	0	0.00	Hindi Mahasay
Total	120	100	120	100	

Kasiya-siya

Table 8 shows the Performance Level of Students based on Reflection. For the Controlled Group with a total of one hundred and twenty respondents, the score “50 to 64” scored the highest number of seventy (70) or 58.33% of the total respondents and has a descriptive equivalent of Excellent. And the score “65 to 71” has a number of forty-nine (49) or 40.83% of the total respondents and has a descriptive equivalent of Better. While the score “41 to 49” scored the lowest number of one (1) or 0.83% of the total respondents and has a descriptive equivalent of Moderately Good.

As for the Uncontrolled Group with a total of one hundred and twenty respondents, the score “50 to 64” scored the highest number of one hundred and eight (108) or 90.00% of the total respondents and has a descriptive equivalent of Excellent. While the scores “65 to 71” and “41 to 49” have a number of six (6) each or 6.00% of the total respondents and have descriptive equivalents of More Excellent and Moderately Excellent.

For the Controlled Group with a total of (Weighted Mean=62.38, $SD=4.33$) and (lowest score = 47, highest score = 69) it is shown that the students' Performance level based on Reflection has a descriptive equivalent of Excellent and has a literal explanation Satisfactory. And for the Uncontrolled Group with a total (Weighted Mean=54.97, $SD=3.74$) and (lowest score = 47, highest score = 68) it is shown that the

students' level of Performance based on Reflection has a descriptive equivalent which is Good and has a literal explanation Satisfactory.

Table 9. Students' Performance Level based on Correct Usage of Words

Scores	Controlled Group		Uncontrolled Group		Descriptive Equivalent
	Total	Percentage	Total	Percentage	
24 - 25	43	35.83	0	0.00	Pinakamahusay
22 - 23	46	38.33	5	4.17	Higit na Mahusay
17 - 21	31	25.83	79	65.83	Mahusay
14 - 16	0	0.00	36	30.00	Katamtamang Mahusay
4 - 13	0	0.00	0	0.00	Di-gaanong Mahusay
1 - 3	0	0.00	0	0.00	Di-lubhang Mahusay
0	0	0.00	0	0.00	Hindi Mahusay
Total	120	100	120	100	
Weighted Mean	22.65		17.53		
Pinakamababang Marka	17		14		Napakakasiya-siya
Pinakamataas na Marka	25		25		
Standard Deviation	1.88		2.00		

Table 9 shows the Performance Level of the Students based on the Correct Usage of Words. For the Controlled Group with a total of one hundred and twenty respondents, the score “22 to 23” scored the highest number of forty-six (46) or 38.33% of the total respondents and has a descriptive equivalent of Better. And the score “24 to 25” has a number of forty-three (49) or 38.33% of the total respondents and has a descriptive equivalent of Best. While the score “17 to 21” got the lowest number of thirty-one (31) or 25.83% of the total respondents and has the descriptive equivalent of Excellent.

As for the Uncontrolled Group with a total of one hundred and twenty respondents, the score “17 to 21” got the highest number of seventy-nine (79) or 65.83% of the total respondents and has a descriptive equivalent of Excellent. And the score “14 to 16” has a number of thirty-six (36) or 30.00% of the total respondents and has a descriptive equivalent of Moderately Excellent. While the score “22 to 23” got the lowest number of five (5) or 4.17% of the total respondents and has the descriptive equivalent of More Excellent.

For the Controlled Group with a total of (Weighted Mean=22.65, SD=1.88) and (lowest score = 17, highest score = 25) it is shown that the students' Performance level based on Correct Usage of Words has descriptive equivalent to More Excellent and has a literal explanation of Very Satisfactory. And for the Uncontrolled Group with a total (Weighted Mean=17.53, SD=2.00) and (lowest score = 14, highest score = 25) it is shown that the students' level of Performance based on Correct Usage of Words is has the descriptive equivalent Excellent and has the literal explanation Satisfactory.

Table 10. Significant effect of FILTV as an instructional learning tool in Filipino based on its Components and the Performance of the Students

Components	Performance	Beta Coefficient t	t-stat	p-value	Analysis
Layunin	Refleksyon	0.5825	0.1472	0.8832	Hindi Makabuluhan
	Paggamit	0.0207	0.0123	0.9902	Hindi Makabuluhan

Nilalaman	Refleksyon	-3.168	-0.898	0.3712	Hindi Makabuluhan
	Paggamit	-2.004	-1.338	0.1835	Hindi Makabuluhan
Pagtataya	Refleksyon	0.5488	0.1429	0.8866	Hindi Makabuluhan
	Paggamit	-1.337	-0.82	0.4138	Hindi Makabuluhan
Kahalagahan	Refleksyon	1.0828	0.1714	0.8642	Hindi Makabuluhan
	Paggamit	5.5348	2.0641	0.0413	Makabuluhan

Table 10 shows the significant effect of FILTV as an instructional learning tool in Filipino based on its Components and the Performance of the Students

The Objective, Content, Assessment and Importance of the Component of FILTV was not observed to have a significant impact on the learning of Filipino on Student Performance. Data were calculated using the t-test with a lower critical t value. In general, the p-values obtained are greater than the 0.05 level of significance. And it also shows that the hypothesis that "There is no significant effect of FILTV as an instructional learning tool in Filipino based on the Students' Participation" is accepted, it shows that there is no significance effect between them.

Table 11. Significant effect of FILTV as an instructional learning tool in Filipino based on its Characteristics and the Performance of the Students

Characteristics	Performance	Beta Coefficient	t-stat	p-value	Analysis
Aksesibiliti	Refleksyon	-6.026	-1.58	0.1168	Hindi Makabuluhan
	Paggamit	1.7004	1.0215	0.3091	Hindi Makabuluhan
Kalinawan ng Tunog	Refleksyon	3.7538	0.6606	0.5102	Hindi Makabuluhan
	Paggamit	-1.458	-0.588	0.5577	Hindi Makabuluhan
Disenyo	Refleksyon	-2.594	-0.475	0.6359	Hindi Makabuluhan
	Paggamit	1.7429	0.7306	0.4665	Hindi Makabuluhan

Table 11 shows the significant effect of FILTV as an instructional learning tool in Filipino based on its Characteristics and the Performance of the Students

The Accessibility, Clarity of Sound, and Design of the Characteristics of FILTV was not observed to have a significant impact on the learning of Filipino on Student Performance. Data were calculated using the t-test with a lower critical t value. In general, the p-values obtained are greater than the 0.05 level of significance. And it also shows that the hypothesis that "There is no significant effect of FILTV as an instructional learning tool in Filipino based on the Students' Participation" is accepted, it shows that there is no significance effect between them.

CONCLUSION

1. The hypothesis that "There is no significant effect of FILTV as an instructional learning tool in Filipino based on its Components and the Performance of the Students" will be accepted, because the performance score of the students in grade 8 is very high. It has become meaningless.
2. The hypothesis that "There is no significant effect of FILTV as an instructional learning tool in Filipino based on its Characteristics and the Performance of the Students" would be accepted due to the extremely high-performance score of grade 8 students, it's no longer meaningful.

RECOMMENDATIONS

Based on the outcome and conclusion of the study, the following recommendations were developed by the researcher:

1. Teachers in Filipino subjects can develop other interactive videos for other grade levels or other quarter that can be used in teaching and learning to make the discussion interactive.
2. Future researchers can conduct future studies to explore and validate the relationship of variables or more. The sample size, variables used, and methodology of this study may have affected the results, and a larger or more diverse sample may have yielded different results.
3. Teachers may even discover alternative teaching methods. Perhaps there are other technologies or pedagogical approaches that will better engage students and improve their learning outcomes.
4. The results of this study can be used as a basis for future research.
5. Eighth grade students can use FILTV as an additional learning tool.

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