Research Article

Digital Storytelling in Teaching Filipino Subject in Grade 7 Students

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ABSTRACT

The study was conducted at San Guillermo National High School, San Marcelino, Zambales, Philippines. Its focus is on "DIGITAL STORY-TELLING" IN TEACHING FILIPINO SUBJECT IN GRADE 7 STUDENTS. The study consisted of eighty-seven (87) participants who were divided into two groups or sections: the controlled group and experimental group. The researcher used an experimental design in the study because its purpose is to find out if "Digital Storytelling" influences the level of learning of students in the First Grading. The score obtained from the pretest and posttest were collected, tallied, and presented statistically using the mean, and MPs. The mean was used to find out the learning level of the controlled and experimental groups and to find out the significant differences of the mean scores in the pre-test and post-test of the two participating groups. In the pre-test and post-test conducted, it was recorded that the Controlled group Mean score is lower compared to Experimental group. Based on the collected results of the study, the following recommendations are made: a) DepEd is expected to allocate funds for trainings and workshops about Digital Storytelling so that Teachers have sufficient knowledge and boost the effectiveness of using this visual device; b) Teachers should prepare "Digital Storytelling" visual equipment for teaching literature in Filipino subject because it helps to cultivate students' performance; and c) This research needs to be continued so as to confirm the effectiveness of using 'Digital Storytelling' in teaching.

Keywords: *Digital storytelling, Experimental research, MPs, Technique/strategy*

Introduction

There is a belief that the quality of a teacher can be measured by how many of his students get high marks or scores in any test he gives. Indeed, it can be used as a basis for the skill possessed by a teacher because within the classroom, only he has the power to transfer and distribute all the knowledge he possesses.

Due to the desire of all students to learn, everything is done to provide and meet the needs of students. But the lack of interest of students in reading literary works is still an

undeniable problem in the teaching of Filipino subject. (De Juan, 2013). Some teachers are not aware of all the changes taking place in the environment, especially in the field of language and literature. Only those who follow the modern style or technique in teaching Filipino will be counted.

On the other hand, there are some teachers who will give all they know to teaching, try all the strategies that fit the student's knowledge, and develop teaching materials such as the Strategic Intervention Material or SIM that is made by a teacher to keep up with the learning of students who have some difficulty in some of the topics already discussed. Because the belief is still intact that the use of authentic teaching tools is meaningful and motivates the student in smart learning. (Morley, 2001).

In the Filipino subject, a teacher must be open-minded to accept students who are rarely interested in this subject, especially when it comes to the literature of some countries that is often used as a study text. When it comes to reading, it's hard to get students' attention. Often, they are bored with reading, so they lose interest in class, which results in low understanding or comprehension of the content of the text read

After all, there are many strategies, activities, and techniques that DepEd is introducing for the cultivation of students' learning. Every student in the classroom is forced to learn as much as possible, which seems very difficult and impossible, but must be done to fulfill the mission of education that no one should be left behind, or in English "No students" should be left behind".

Because all the students today belong to the 21st Century, it is probably only appropriate that a teacher tries to keep up with the strategy he is going to teach the students. Since it is desired to cultivate students' understanding of literature, the researcher will test the "Digital Storytelling" strategy so that students can cultivate their understanding of Filipino literature.

Review of Literature

Many researchers have studied the different strategies used by teachers in teaching. All with the goal of raising students' interest in Filipino subject, particularly in literature. To fully understand the research conducted, specific literature related to Digital Storytelling was presented.

It is not new for teachers to experiment with different things just so that their students can learn. Although it can be considered difficult for the teacher to make visual equipment daily, it is also used for the sake of the students.

According to the teachers at the University of Corcodia Portland (2017), as a teacher you consider how you want to apply your teaching method, you as a teacher want to use a method that is rewarding for all your students so that they enjoy the learning process and for your classroom to be organized and controlled. But if you are a new teacher, you may wonder what your teaching style is and how it affects your students (Quinonez, 2014).

At the University of Oklahoma, an effective teaching style or technique is the basis for active motivation but not all teachers have the skills to use an effective style for active learning. (Dee Fink, 2003). Perhaps the reason for this is the amount of work to be completed, so not all teachers are able to prepare visual equipment that arouses the students' interest in learning.

In teaching Filipino, reading various literary works is indispensable. In this part of teaching, the teacher can truly say that it is very difficult to encourage students to read because it is not within their interest. But what can be done? If this is stated in the curriculum? This is where the artistry of teachers comes in. The solution is to use different teaching styles or teaching approaches to stimulate students' interest in reading the works. However, the knowledge is not enough to understand only the different approaches to teaching, so teachers use different teaching tools in learning such as the use of multimedia in teaching works (vcd, dvd etc.) or even the computer like the use of slide presentation in discussing the work (De Juan, 2013).

All tasks, whether large or small, use methods to complete such tasks (Fernandez et al., 2010). Methods that only the teacher can provide because he knows the needs of his students. This is a step to cultivate the artistic and resourceful nature of the teacher and on the

other hand it is a way to arouse the interest of his students.

Digital storytelling is not that easy based on what we hear. For the student to succeed in his goals, they need to know the truth, make their own decisions on the important elements of life and cultivate the knowledge to have in storytelling. (Lesley Farmer, 2004). Such work requires sufficient knowledge of real events, sharp and artistic thinking, result, an original and authentic product of young people with sharp minds and deep imagination. (156-157).

In an Art Education article, it is affirmed that 'digital storytelling' encourages art students to actively act through critical thinking and talent in problem solving, active response to current social issues, and sensitive interaction with others is cultivated. (Chung, 2007).

Although there are different sayings and beliefs about teaching tools such as digital storytelling, in the end the importance of using visual tools in teaching has been revealed. Students have active interaction with each other depending on what method and motivation a teacher uses. In short, the teacher plays a big role because he shapes the intellectual ability of each student.

Differentiated instruction is a method of teaching that involves teachers adjusting and some changes to the curriculum and their delivery of lessons to maximize the learning for each student in the class (IRIS Center, 2021). Contrary to the widely held belief, this is not a single approach but rather a framework that teachers can use. When compared to standard evaluation, differentiated instruction assessment is unique. In a typical classroom context, the teacher would have a product (a quiz, project, or something comparable) to assess the level of understanding of the students regarding the topic covered.

According to Watson (2020), "The decision is crucial to the process," therefore students have a choice of how they will present their learning. To demonstrate their understanding, kinesthetic learners may opt to move, whereas visual learners may choose to make visual art or something similar. Furthermore, assessments that use differentiated learning strategies may consider the various levels of comprehension of each student. These would include

how well they currently understand a subject, their unique learning styles, what motivates and engages them, what they are interested in and how they learn best, and how they have previously learned (NSW Education Standards Authority, 2021).

The use of differentiated instruction as a teaching strategy to increase engagement is a current hot subject in education. Researchers and policymakers exhort educators to embrace diversity and modify their lessons to meet the varied learning requirements of their students (Schleicher, 2016; UNESCO, 2017).

Although differentiated education is a well-known idea, instructors find it challenging to understand how it should be implemented in their classes (Van Casteren et al., 2017). According to a recent study, teachers do not always tailor their lessons to the needs of their students in different nations (Schleicher, 2016). A recent meta-analysis and review study of varied instruction techniques in elementary school demonstrates that, when properly applied, differentiated instruction holds some promise for enhancing student results (Deunk et al., 2018). These findings, however, could not be immediately applicable to secondary education because, in contrast to primary school, secondary education involves teachers teaching several courses in a context that is quite different (Van Casteren et al., 2017).

Purpose of the Study
This research study focused on using "Digital Storytelling" in teaching Filipino subject in grade 7 students. This study was expected to obtain all the imperative information and data that sought to answer the crucial questions as follows:
1. What is the performance of the two groups of respondents in the Pre-test?
   1.1. Controlled Group
   1.2. Experimental Group
2. What is the performance of the two groups of respondents after the 3 sets of tests?
   2.1. Controlled Group
   2.2. Experimental Group
3. What is the performance of the two respondent groups in the First Test Mark (Post-test)?

3.1. Controlled Group
3.2. Experimental Group
4. Is there a significant difference in the scores of the 3 test sets in the controlled group and the experimental group?
5. Is there a significant difference in the score of the First Assessment (Pre-test) of the controlled group and the experimental group?
6. Is there a significant difference in the score of the First Grade Test (Post-test) of the controlled group and the experimental group?
7. Is there a significant difference in the score of the First Assessment (Pre-test) and the First Test Score (Post-test) of the controlled group and the experimental group?What is the respondents' level of reading comprehension skills before and after conducting the intervention?

Hypothesis Testing
The following conclusions are drawn at the 0.05 confidence level.
1. There was no significant difference in the score of the 3 test sets in the controlled group and the experimental group.
2. There is no significant difference in the score of the First Grade Test (Post-test) of the controlled group and the experimental group.
3. There is no significant difference in the score of the Pretest (Pre-test) and the First Grade Test (Post-test) of the controlled group and the experimental group.

Scope of the Study
This study's respondents are Grade-7 students of San Guillermo National High School. The researcher find time to search some related lessons using the Digital Storytelling strategy that the teacher used in teaching and to carry out this research.

This study does not cover other levels of students at San Guillermo National High School. Only students in Grade 7. Learning may be limited if every teacher does not try to use Digital Storytelling in their teaching of Filipino especially in literature. It cannot be tested whether the teaching strategy is effective.

Methods
Two groups of research participants will be taught the same lesson in Grade 7. The controlled group will be using the common and traditional approach while the experimental group will be using the "Digital Storytelling" strategy that will be carried out in the months of June to August until the First Grading Test. Forty-three (43) students in the Copernicus section, the controlled group, and forty-four (44) in the Einstein section, the experimental group, with a total of eighty-seven (87) respondents in the study.

Research Design
This research was conducted according to the experimental design because the main purpose of the study is to find out if the use of the "Digital Storytelling" strategy is effective on students of Grade - 7 in Filipino subject in the First Grading.

Data Collection
After obtaining the consent of the principal, the researcher conducted the research on the month of June to August until the results of First Grading Exam in Filipino subject.

The score obtained from the 3 tests and the pre-test and post-test prepared by the teacher were collected, tallied, and given a statistical approach using the mean, standard deviation and t-test.

The mean was used to find out the learning level of the controlled and experimental group of students. Whereas the standard deviation and t-test were used to find out the strong difference of the mean scores in the pre-test and post-test of the two participating groups.

Data Analysis
A. Performance of the two groups of Respondents in the Preliminary Assessment (Pretest)
The results of the pre-test of the two groups of respondents are presented in Table 1.

The scores in the table clearly show that the Mean score of the controlled group is 19.44 (Sd = 5.87) whereas the experimental group has a Mean score of 21.05 (Sd = 7.46). Arguably slightly higher in the first group.

Table 1. Results of the Preliminary Test (Pre-test) of the Controlled and Experimental Group before the experiment was conducted

Group	N	Mean	MPS	Sd
Controlled	43	19.44	39.4	5.87
Experimental	44	21.05	7.46	7.46

The results of the two groups are not far apart based on the calculated Mean score of each group which is 19.44 and 21.05. This is just proof that the same group comes from regular classes or sections that contain different types of students with unique skills and levels of proficiency. This only shows a good start for this study because the results of the Mean score of the same group are not far apart. It serves as a challenge to the researcher to continue to strive for the experimental type of research to verify if the Digital Storytelling strategy applied to the teaching of Filipino subject in Grade 7 has a good effect.

B. Results of Assessment in the First Lesson of the Controlled and Experimental group after applying the implemented strategy

The experiment was started in the first lesson with the topic, "A Dozen Class of Highschool Students" by Bob Ong, which uses the Digital Storytelling strategy.

The result of the First Assessment of the Controlled group that used the traditional teaching method and the Experimental group that used the Digital Storytelling strategy can be seen in Table 2.

Table 2. Result on the First lesson of the Controlled and Experimental group after applying the conducted experiment

Group	N	Mean	MPS
Controlled	43	5.12	51.2
Experimental	44	5.67	56.7

The controlled group had a Mean score of 5.12 (MPS = 51.2) and the experimental group had a Mean score of 5.67 (MPS = 56.7). Slightly higher than the score obtained in the group that used traditional teaching methods.

A. Results of Assessment in the Second lesson of the Controlled and Experimental group after applying the implemented strategy

On the second lesson "Sandaang Damit" by Fanny Garcia, Table 2 shows the result of the score of the controlled and experimental group.

Table 3. Results of Assessment in the Second lesson of Controlled and Experimental that Group after applying the conducted experiment

Group	N	Mean	MPS
Controlled	43	6.1	61
Experimental	44	6.92	69.2

In the controlled group that used traditional teaching methods, participants obtained a Mean score of 6.1 (MPS = 61) while in the experimental group that used digital storytelling strategy obtained a Mean score of 6.92 (MPS = 69.2). Again, the Mean score obtained by the experimental group in the second lesson was slightly higher.

A. Results of Assessment in the Third lesson of the Controlled and Experimental group after applying the implemented strategy

For the third time, to test the effectiveness of the experiment, the third exercise was given in connection with the third lesson with the

topic, "Kung bakit Umuulan", a folk tale from Tagalog. The score of two groups; control group and experimental group can be seen in table 4 below.

Table 4. Result of Assessment in the Third lesson of the Controlled and Experimental group after applying the conducted experiment

Group	N	Mean	MPS
Controlled	43	9.59	63.93
Experimental	44	11.56	77.06

The results of the scores of the two groups are presented in table 4. The controlled group obtained a Mean score of 9.59 (MPS = 63.93) while the experimental group obtained a Mean score of 11.56 (MPS = 77.06). In this third estimate given, the group that used Digital storytelling is still slightly high.

In the data presented from three exercises in three lessons, this result proved that watching is the fastest and most effective way of learning (Massey, 2002).

A. Performance of the two groups of Respondents in the First Test Score (Post-test)

After the three (3) sets of tests that are the basis of the experiment, the First test mark will confirm the effectiveness of the strategy being approached. Table 5 shows the Mean score and Standard Deviation of the two groups, the controlled and experimental.

Table 5. Results of the First Test Score (Post-test) of the Controlled and Experimental Group after conducting the experiment

Group	N	Mean	MPS	Sd
Controlled	43	21.53	43.06	6.02
Experimental	44	25.45	50.9	7.06

The level of performance of the two groups in the First Test Mark (Post-test) is presented in Table 5.

The experimental group that used Digital Storytelling got a Mean score of 25.45 (Sd = 7.06) while the controlled group that used traditional teaching methods got a Mean score of 21.53 (Sd = 6.02).

The results of the scores from the post-test showed that the experimental group that used the Digital storytelling strategy was effective compared to the traditional method that was used in the controlled group.

The results of the collected data contradicted that using digital storytelling can increase the student's interest in learning. Because currently, the media influences young people more than their homes and schools (Lanuza, 2001).

A. Results of three (3) sets of Estimates of the Controlled and Experimental groups after the experiment was conducted

Table 6. Aggregate score result of three (3) Assessments used in the experiment of the Controlled and Experimental group

GROUP	N	ASSESSMENT 1		ASSESSMENT 2		ASSESSMENT 3	
		MEAN	SD	MEAN	SD	MEAN	SD
CONTROLLED	43	5.48	2.96	6.1	1.93	8.07	1.53
EXPERIMENTAL	44	6.06	2.73	7.34	1.86	9.13	0.92

Table 6 presents the results of the three (3) estimates used in the experiment. It can be seen here that in assessment 1, the controlled group had a mean score of 5.48 (Sd = 2.96) and the experimental group had a mean score of 6.06 (Sd = 2.73). The experimental group was slightly higher than the controlled group.

In assessment 2, the Mean score of the experimental group was still slightly high reaching 7.34 (Sd = 1.86) compared to the control group with a Mean score of 6.1 (Sd = 1.93).

In assessment 3, the final test for experiment, there was a significant increase in the mean score of the experimental group compared to the controlled group. The mean score of 8.07 (Sd = 1.53) was recorded for the controlled group and 9.13 (Sd = 0.92) was recorded for the experimental group. More than 1 point higher. It only shows that a change has been brought about by the use of strategy in improving the learning of the students.

A. Score result of the Controlled and Experimental group before (Pre-test) and after (Post-test) the use of Digital Storytelling

Table 7. Results of total score of Controlled and Experimental group before and after using Digital Storytelling

Group	N	Pre-test		Post-test	
		MEAN	SD	MEAN	SD
Controlled	43	19.44	5.87	21.53	6.02
Experimental	44	21.05	7.46	25.45	7.06

Table 7 presents the Summary of the score results of the Controlled and Experimental groups before and after using the Digital Storytelling strategy. From the 19.44 Mean score (Sd = 5.87) in the pre-test of the Controlled group, the result of the Mean score in the post test was recorded as 21.53 (Sd = 6.02). It can be said that little progress has taken place in the learning of students using traditional teaching methods.

In the experimental group that used the "Digital Storytelling" strategy, from a Mean score of 21.05 (Sd = 7.46) in the pre-test, it can be seen that the progress that occurred in its Mean score in the post-test reached 25.45 (Sd = 7.06), it can be seen that the strategy used in the students' learning was effective. This matches the statement that the effectiveness of a teacher can be measured in the work, behavior and attitude of his students depending on the strategy he uses in teaching (Hendri'ks, 1998). This is the result of his class work. This is the law of education.

A. Summary Results and Comparison of the Mean and Standard Deviation of the Pre-test and Post-test of the two groups

In the collected data of the pre-test and post-test conducted on students belonging to the controlled and experimental groups, the summary and comparison of the result of Mean and Standard deviation can be seen in Table 8.

Table 8. Summary and Comparison of Mean and SD results

CONTROLLED GROUP				
Test	Mean	sd	t_{comp}	$t_{\alpha = 0.05, \, df = 42}$
Pretest	19.44	5.87	1.5759	Df=42 1.328
Post-test	21.53	6.02		

The table of the controlled group shows the Mean score of 19.44 (Sd = 5.87) in the Pre-test and the Mean score of 21.53 (Sd = 6.02) in the post-test. The computed value is 1.5759, slightly higher than the critical value of 1.328 at a=0.05 with degrees of freedom of 42.

EXPERIMENTAL GROUP				
Test	**Mean**	**sd**	t_{comp}	$t_{\alpha = 0.05, df = 43}$
Pretest	21.05	7.46	2.8380	Df=43 1.554
Post-test	25.45	7.06		

Whereas in the table of the experimental group we can see the Mean score of 21.05 (Sd = 7.46) in the Pre-test and the Mean score of 25.45 (Sd = 7.06) in the post-test. The computed value is 2.8380, slightly higher than the critical value of 1.554 at a=0.05 with degrees of freedom of 43.

In the controlled group using the traditional teaching method there was progress from the pre-test to the post-test. Although there has been progress, we can say that it is not enough and is still lacking.

Whereas in the experimental group that used Digital storytelling, it can be said that the progress of increasing the Mean score is faster which means that the strategy used in teaching the students is very effective. So, it should be extended and spread more in teaching, especially in literature because one characteristic of literature is that it can keep up with the flow of time (Magcamit, 2013).

Although the mean score of the two groups increased equally, it can be said that there is still a strong difference in the pre-test and post-test scores of the controlled and experimental groups. Students will be able to increase their performance depending on the strategy used by the Teacher in his teaching.

Findings and Discussions

The following are the recorded results of the action-research conducted.

1. The gap between the score of the controlled group and the experimental group is not far apart based on the calculated MPS of each group which is 43.8 and 39.4. This is just to prove that the same group comes from regular classes or sections.
2. In assessment 1 conducted in the experiment, the controlled group recorded a Mean score of 5.12 (MPS – 51.2) and the experimental group had a Mean score of 5.67 (MPS – 56.7). Slightly higher than the score obtained in the group that used traditional teaching methods.
3. In assessment 2, the controlled group that used traditional teaching methods obtained a Mean score of 6.1 (MPS – 61) while the experimental group that used digital storytelling obtained a Mean score of 6.92 (MPS – 69.2). Again, the Mean score obtained by the experimental group was slightly higher in the second lesson.
4. In assessment 3, the controlled group obtained a Mean score of 9.59 (MPS – 63.93) while the experimental group obtained a Mean score of 11.56 (MPS – 77.06). In this third data given, the group that used Digital storytelling is still slightly higher.
5. In the summary of the results of score gathered based on the controlled and experimental group before and after using the Digital Storytelling strategy, the controlled group had a Mean score of 19.44 (Sd = 5.87) in the Pre-test and a Mean score of 21.53 (Sd = 6.02) in the post-test. The computed value is 1.5759, slightly higher than the critical value of 1.328 at a=0.05 with degrees of freedom of 42. Whereas in the experimental group the Mean score was 21.05 (Sd = 7.46) in the Pre-test and the Mean score of 25.45 (Sd = 7.06) in the post-test. The computed value is 2.8380, slightly higher than the critical value of 1.554 at a=0.05 with degrees of freedom of 43.

Conclusion

Based on the results gathered, the following conclusion was formed:

The use of the "Digital Storytelling" strategy is effective based on the high scores of the Mean score of the experimental group compared to controlled group.

It must be used in teaching Filipino literature to students in Grade 7 because it cultivates students' performance especially in heterogeneous classes.

Teachers should be given additional trainings and workshops about Digital Storytelling to gather more knowledge and a clear understanding in relation to the teaching strategy.

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