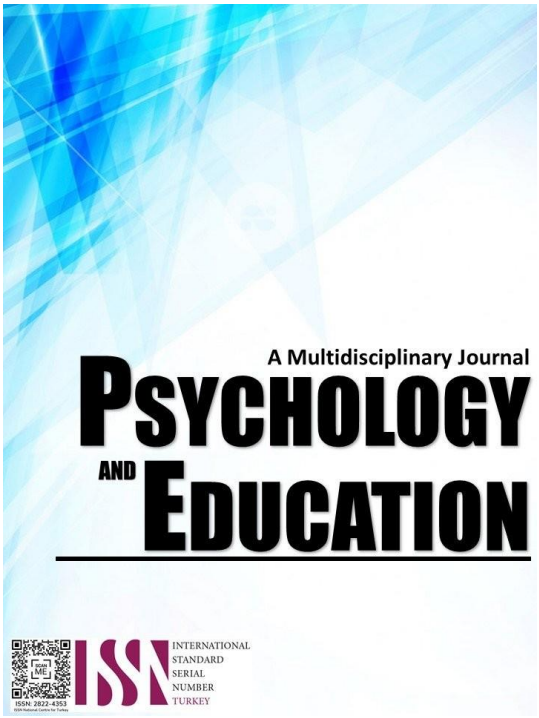
IMPROVING READING COMPREHENSION OF GRADE THREE PUPILS THROUGH AUDIO-VISUAL ASSISTED TECHNOLOGY



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 17
Issue 9
Pages: 967-973
Document ID: 2024PEMJ1623
DOI: 10.5281/zenodo.10815699
Manuscript Accepted: 02-15-2024

Psych Educ, 2024, **17**(9): 967-973, Document ID:2024PEMJ1623, doi:10.5281/zenodo.10815699, ISSN 2822-4353

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Research Article

Improving Reading Comprehension of Grade Three Pupils Through Audio-Visual Assisted Technology

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Abstract

The purpose of the study is to improve the reading comprehension of Grade Three students using audio-assisted technology. This study was conducted at Doña Julita M. Gatuslao Memorial School during the school year 2023-2024 and participated by thirty-three (33) Grade Three pupils who were selected using total enumeration while ten (10) students were selected purposively for a semi-structured interview. The researchers employed a one-group experimental design, utilizing pre-test and post-test measures to assess the effects of the intervention on participants' reading comprehension. The Revised Philippine Informal Reading Inventory (PHIL-IRI) was used to measure reading comprehension. In addition, a descriptive qualitative design was employed to ascertain students' experiences with the intervention for eight weeks. An interview guide was implemented to elicit students' experiences, and its validity was confirmed by three panels of evaluators. Before the intervention, the student's reading comprehension level was categorized as frustration, indicating that they struggled with reading. However, after the introduction of audio-assisted technology, the student's reading comprehension level improved to an instructional level. Additionally, there was a significant difference in the students' reading comprehension levels before and after the intervention, suggesting the effectiveness of the intervention. Furthermore, the students expressed a preference for using technology in reading over traditional methods. They listened attentively when new technologies were used for teaching reading and enjoyed and engaged in reading when technology was integrated into their learning. Based on these findings, the researchers recommend that teachers utilize audio-assisted technology as it yields promising results in improving reading comprehension.

Keywords: *reading comprehension, audio-assisted technology, Revised Philippine Informal Reading Inventory*

Introduction

Reading comprehension refers to the cognitive skill of effectively reading and comprehending written material. It depends on two interrelated skills: word decoding (the ability to interpret the symbols on the page) and language comprehension (the ability to grasp the meaning of words and phrases). The World Bank's report revealed that in 2019, the Philippines had a learning poverty rate of 69.5%. This rate represents the percentage of 10-year-old children who are unable to read and comprehend a basic story. The data used to estimate this rate was derived from the outcomes of the Trends in International Mathematics and Science Study conducted in 2003. Furthermore, as per the United Nations Children's Fund (UNICEF), a mere one-third of 10-year-olds worldwide are projected to possess the ability to read and comprehend a basic written narrative. Approximately two-thirds (64%) of individuals are incapable of meeting the required skill level in reading comprehension. The Philippines obtained the lowest score in reading comprehension, with a mean score of 340 points, which is below the survey's average of 487 points. According to the data from last year, the reading comprehension of Grade 3 students at Dona Julieta M. Gatuslao Memorial School was determined to be at a level of irritation. This suggests that the students are unable to comprehend the text they have read and are facing difficulties in completing the section they are reading. Furthermore, according to Idulog et al. (2023), the reading skills of Filipino kids have been a difficulty for both educators and policymakers. Notwithstanding the endeavors of the government to enhance literacy rates in the Philippines, recent surveys have indicated that a significant number of kids require assistance in the area of reading comprehension.

For these reasons, the researchers will employ audio-visual aided technology as an intervention to enhance the reading comprehension of Grade 3 students. Nurmahyuni (2020) defines audio-visual assisted technology as a form of media that relies on both auditory and visual perception. This medium is beneficial for the learning process as it enhances both auditory and visual perceptual skills. The media has a crucial role in the process of teaching and learning. It assists the teacher in presenting the content in a distinct manner. Students are not solely instructed to write, but are also provided with an enjoyable educational encounter. In the study conducted by Olagbaju and Popoola (2020), it was found that the use of audio-visual technology had a substantial impact on the reading comprehension abilities of the students. This suggests that the intervention is a beneficial technique for improving reading comprehension. Audio-visual resources are materials designed to engage both the auditory and visual senses, typically used for educational, instructional, or training objectives (Olagbaju, O.O. & Popoola, A.G., 2020). The incorporation of technology in classrooms provided stimulating aspects that facilitated the pupils' ability to mentally represent information and enhance their reading comprehension (Samat & Aziz, 2020). The project will examine the efficacy of audio-visual-assisted technology in enhancing the reading comprehension skills of students.

This study emphasized the advantages of employing audio-visual-assisted technologies to enhance reading comprehension. The results

of this study may underscore the significance of inventive pedagogy, comprehension of written material, and the incorporation of technology. Students who have various difficulties in understanding written text may find it more convenient to acquire knowledge with the assistance of audio-visual technologies. This study can align with and influence national and international pedagogical, technical, and educational trends. It can aid in improving the reading comprehension of pupils in need by utilizing audio-visual-assisted technologies.

Research Objectives

This study aimed to enhance the reading comprehension skills of Grade Three students at Doña Julita M. Gatuslao Memorial School through the use of audio-visual assisted technology as an intervention. This study is advantageous for educators and parents since it provides them with knowledge on innovative technology that may be used to address the reading challenges faced by students. Furthermore, students will derive the most advantage as their reading comprehension will be enhanced by exposure to novel technology, enabling them to acquire new experiences essential for their personal and intellectual advancement.

Methodology

This research study employs a combination of quantitative and qualitative methodologies. This study employed a convergent parallel mixed technique, in which quantitative and qualitative data were collected and analyzed independently. In addition, according to Creswell and Pablo-Clark (2011), the convergent parallel design involves conducting both quantitative and qualitative aspects of the research simultaneously. The researcher gives equal importance to both methods, analyzes the two components separately, and then interprets the results together.

Research Design

The researchers employed a one-group experimental design. One instance is seen at two distinct time intervals, one prior to the treatment and one subsequent to the treatment. The intervention is assumed to be the cause of any changes observed in the outcome of interest. The PHIL-IRI, also known as the Philippine Informal Reading Inventory, was used to evaluate the impact of the intervention on the participants. Pretest and posttest designs were employed for this assessment.

The research employed descriptive qualitative methodology to collect qualitative data. According to Regoniel (2023), descriptive qualitative research is a form of qualitative research that investigates the attributes of a phenomenon, rather than providing an explanation for the underlying causes or mechanisms. It offers a comprehensive understanding of the context, history, and cultural significance of a phenomenon, allowing researchers to fully comprehend its intricacy and profundity. It entails the collection and examination of data in the form of textual content, images, or other non-numeric formats.

In addition, the researchers employed narrative analysis to understand the qualitative data that was gathered. Figgou and Pavlopoulus (2015) defines narrative analysis as a technique used to interpret and analyze the accounts individuals provide on their own experiences. Narratives are not merely a compilation of occurrences; rather, they possess a deliberate framework that communicates significance and intention.

Participants

The study included 32 students from Doña Julita M. Gatuslao Memorial School in Himamaylan City. The study participants were selected using the Total Enumeration Sampling method. In addition, a purposive sample of 10 students was selected for interview utilizing the Semi-structured interview method.

Instruments

The researchers employed the Revised Philippine Informal Reading Inventory, also known as PHIL-IRI, to evaluate the students' reading comprehension prior to and following the intervention. The revamped PHIL-IRI, also known as the Philippine Informal Reading Inventory, is a collection of reading passages that can be administered to the entire class or individual students in order to assess their present reading competency (Llego, 2018). Furthermore, a post-intervention interview guide was employed, and the questions were reviewed by three panels of specialists to verify that the researchers can achieve their intended objectives. In addition, students were asked follow-up questions in addition to the open-ended questions in order to acquire comprehensive information.

Procedure

The research was carried out at Doña Julita M. Gatuslao Memorial School in the academic year 2023-2024. The study will strictly conform to the specified technical procedure.

Before initiating the investigation, the researchers acquired an official authorization letter from the principal of Doña Julita M. Gatuslao Memorial School. After delivering the letter to the principle, the researcher proceeded to disseminate the letter to the teachers, parents, and children. Both the parents and the students granted affirmative consent and received comprehensive information regarding the study's objectives and extent. Furthermore, participants were informed that their participation in the research project is completely

voluntary, and they have the autonomy to withdraw from the study at any time. After receiving the letter and agreement from the principle, teacher, parents, and children, the researchers began administering the pre-test using the Philippine Informal Reading Inventory (PHIL-IRI) with the third-grade students. Following that, audio-visual technology, including audiobooks and animated stories, was utilized as an intervention during the remedial reading session. This intervention took place from 7:30 AM to 8:00 AM every Monday, Tuesday, and Thursday for a total of 8 weeks. After finishing the study, the researchers conducted a post-test using the Philippine Informal Reading Inventory (PHIL-IRI). After the post-test was finished, the data underwent statistical analysis.

Data Analysis

The data collected was interpreted using the following statistical tool:

Regarding problem number 1, it inquires about the reading comprehension level of Grade 3 students before the implementation of audio-visual-assisted technology as an intervention. The statistical measures of mean and standard deviation were employed.

To address problem number 2, which investigates the degree of reading comprehension among Grade 3 students following the implementation of audio-visual assisted technology as an intervention, mean and standard deviation were utilized.

Regarding problem number 3, it asks whether there is a notable disparity in the reading comprehension abilities of Grade 3 students before and after the implementation of audio-visual-assisted technology as an intervention. The Wilcoxon Signed-Rank Test was employed.

Narrative analysis was employed to address problem 4, which pertains to the experiences of the students during the implementation of the intervention.

Ethical Considerations

The study was mostly driven by ethical considerations. The researchers ensured that a consent letter was dispatched to the parents, delineating the study's objectives and their children's participation. The researcher will only proceed with the study if the parents or guardians of the participants provide their signed consent letter. Likewise, the participants received comprehensive instructions before the trial and were expressly informed of their prerogative to withdraw at any time if they encountered any difficulty. The students' involvement was optional, and the researchers placed high importance on safeguarding the participants' emotional and mental well to ensure their safety. Rest assured that the gathered data has been treated with utmost confidentially and will only be used for educational purposes.

Results and Discussion

Table 1. *Level of Reading Comprehension of the Students Before the Intervention*

Variable	*N*	*Mean*	*Descriptive Interpretation*	*SD*
Reading Comprehension	33	40.2597	Frustration	21.56260

Note: 80%-100%- Independent, 59.00-%-79.99%-Instructional, 0.00%-58.99%-Frustration

Table 1 reveals the level of reading comprehension of the students before the audio-visual-assisted technology was introduced. It was found that the student's level of reading comprehension before the intervention was introduced was “frustration” (M=40.2597; SD=2.56260). This means that before the intervention was conducted, students didn`t have an adequate background level for a topic and could not meet the criteria for instructional levels of accuracy and rate. They can read a word but do not have the desire and ability to comprehend as they struggle to read even with substantial assistance.

In a study conducted by Olagbaju and Popoola (2020) on the efficacy of audio-visual materials in teaching reading, it was demonstrated that students had poor scores prior to the implementation of the intervention. According to the study, the inclusion of scores like 5, 6, and 7 suggests that certain pupils initially shown a comparatively inferior performance in the pre-test. Furthermore, as stated by Tabuyo (2023) in her research, the average pre-test score of Grade 5 students was 8.77, with a comprehension rate of 43.85 percent. This indicates that students' performance in reading comprehension, specifically in distinguishing text types based on purpose and features, is at a frustration level. This implies that students struggled to differentiate between different types of texts, such as classifications, explanations, enumerations, and time orders, in terms of their key elements prior to the intervention.

Table 2. *Level of Reading Comprehension of the Students After the Intervention*

Variable	*N*	*Mean*	*Descriptive Interpretation*	*SD*
Reading Comprehension	33	60.1718	Instructional	17.77030

Note: 80%-100%- Independent, 59.00-%-79.99%-Instructional, 0.00%-58.99%- Frustration

Table 2 shows the level of reading comprehension of the students after the intervention was introduced. It was revealed that students' reading comprehension improved when exposed to audio-visual-assisted technology as it became “instructional” (M=60.1718;

SD=18.77030). This means that students can comprehend and understand a considerable amount of the material with some assistance or guidance. Students are deemed ready to receive targeted instruction and guidance to enhance their reading skills. Students have adequate background knowledge of the topic and can access text quickly and with no or few errors.

In the same sense, Singh and Alexander (2022) conducted a comprehensive analysis of the existing research on audiobooks, print media, and their impact on reading comprehension. Their findings indicate that audiobooks offer clear advantages over print books and can be effectively utilized in specific educational settings. The findings indicate a consistent trend: students who struggled with processing written information, whether in paper or digital form, due to difficulties in decoding or lack of reading fluency, achieved improved comprehension when they listened to the text while simultaneously reading it. According to a study conducted by Nurmahyuni (2020) titled "The Effect of Audio-Visual Media on Students' Comprehension," the students who received treatment using audio-visual media achieved superior outcomes compared to those who received treatment without audio-visual media. It can be inferred that audiovisual media has a major impact on students' reading comprehension.

Table 3. *Significant Difference in the Reading Comprehension of Students Before and After the Intervention was Introduced*

Variable	*N*	*Z*	*Sum of Ranks*	*Asymp. Sig. (2-tailed)*
Pre-test Post-test	33	-3.386[b]	329.50 48.50	<.001

P > 0.05, No Significant Difference at 0.05 Level of Significance

Table 3 exposes the significant difference in the level of reading comprehension of the students before and after the intervention was introduced. It was found that there was a significant difference in the level of reading comprehension of the students before and after the use of audio-visual-assisted technology. This implies that after the students were exposed in the said intervention, the animated stories and audiobooks, their level of reading comprehension went from "frustration" to "instructional" level. The intervention used played a significant role in enhancing the student's ability to comprehend and understand the stories presented to them, giving them more suitable and effective materials to help them enhance their level of reading comprehension. The change from a "frustration" level to an "instructional" level shows that the students were better equipped to comprehend when the intervention took part in helping them understand that it demonstrated an increase in their proficiency.

Comparably, Nurmahyuni et al. (2020) the utilization of Audio-Visual Media has a substantial impact on students' reading comprehension. This is because it captures the students' focus on the teachings and stimulates their creativity and relaxation. Using video enhances the significance of the content by providing students with a clear understanding through quality images and sound, as opposed to relying solely on text. In a study conducted by Asrul et al. (2020) on the impact of audio-visual media on students' comprehension, it was discovered that students who received intervention including audio-visual media had superior performance compared to those who did not get such intervention. Students' reading comprehension is significantly influenced by audiovisual media. Although audiobooks are widely used, there is a lack of extensive research on the impact of audiobooks on reading difficulties. Some studies demonstrated a causal relationship between the computer-based intervention and the participants' enhancements in reading comprehension and fluency, whereas other studies did not. In addition, Zorić (2019) stated in their research that teachers' utilization of technology is influenced by various factors, including limited equipment and technology access, insufficient support from schools and libraries, teachers' lack of cognitive authority due to inadequate professional knowledge, and skills, and insufficient training to effectively implement applications and acquire expertise (Martin et al., 2017). Using technology to enhance kids' reading comprehension can have both benefits and drawbacks.

Narrative Analysis

Reading comprehension is a procedure in which it is made up of two main abilities such as ability to capture the meaning of words and the ability to think about speech perception (Pangestuti & Wati, 2022). The study included participants who gave an account of their experiences with the use of audio-visual-assisted technology in improving the reading comprehension of grade three pupils. Using careful analysis, three significant themes emerged, which are particularized in the subsequent sections.

Breaking New Ground: Preferring the Use of Technology in Reading over Traditional Methods

According to Friedland et al. (2017), many students find it easier to understand written material when they can simultaneously read it and listen to it being read aloud. According to this study, students showed a preference for the audio-visual technology employed by the researchers, such as audiobooks and animated stories, over the traditional method of reading stories, especially in printed formats like books or manila papers. They stated that,

> *"paagi sa video kay indi na ma basa"* (through video, as I'm not required to read anymore) - Mina
>
> *"(mas nami ang) audiobooks"* (It is more pleasant when done via audiobooks.) - Momo
>
> *"malantaw sa animated stories"* (watch through animated stories) - Chaeyoung
>
> *"(mas mayo ang) animated stories"* (it is better to watch animated stories) - Tzuyu

"(mas gusto ko ang) audiobooks" (I like audiobooks more) - Nayeon

By utilizing films, animations, and interactive graphics, teachers can captivate the interest of students who typically lack enthusiasm for conventional lectures (Young, 2023). According to students, they have a preference for audio-visual assisted technologies, such as audiobooks and animated stories, as it eliminates the need for reading and allows them to listen and see the narrative. According to Broemmel et al. (2015), research indicates that animation is more successful than static graphics in helping pupils create mental images or representations. Pangestuti and Wati. (2022) discovered that students exhibit higher levels of engagement when they view videos as opposed to solely relying on visual images, written materials, or thematic novels.

I`m in All Ears: Listening Attentively when New Technology are Used in Teaching Reading

The ability to comprehend written text is significantly improved by the skill to interpret language through listening since written words are more readily comprehensible (Janovsky, 2015). This study revealed that students exhibit high auditory and visual comprehension when utilizing audio-visual aids, such as audiobooks, to grasp the narrative. The participants have reported that when the researchers utilize audiobooks, they,

"gapamati (ko)" (I am listening) - Nayeon

"nugay (ko) mag istorya sa tupad kag mamati gid (ko) mayo" (I will listen intently and refrain from speaking with my seatmate.) - Momo

"mamati (gid ko)" (I will listen very well) - Jihyo

"mamati (ko) kag gapahimunong" (I'll pay attention and remain quiet.) - Dahyun

"gina basa kag gina pamati-an (gid mayu)" (I read and listen to it very well) - Sana

Correspondingly, Kartal and Simsek (2017) found that audiobooks were employed as a means to augment children's reading comprehension. The students attentively comprehend the narrative conveyed in audiobooks. The demand for audiobooks is heightened when they are narrated by skilled experts who employ suitable enunciation and accentuation in accordance with the text (Fajry et al., 2016). Furthermore, Aydin and Tunagur (2021) stated that audiobooks improve the capacity to make inferences about the text and examine its narrative, theme, main characters, and other literary elements. Consequently, audiobooks enable pupils to engage in active listening.

A Whale of a Time: Enjoying and Engaging in Reading through the Integration of Technology

The researchers enhanced the reading comprehension of grade three pupils by utilizing audio-visual technology, such as audiobooks and animated stories. The study conducted by Beam and Williams (2019) demonstrated that technology-mediated writing instruction led to enhancements in students' composition approaches, writing talents, and their understanding and application of emerging literacies. The study conducted by Nurmahyuni et al. (2020) demonstrated that children who were exposed to education via audiovisual medium exhibited superior performance compared to those who did not get such instruction. Participants in this survey exhibit a preference for utilizing audio-visual-assisted technology over engaging in traditional reading methods for their upcoming lesson. According to their statements, they have communicated that,

"(Sa) audiobooks kay nami sa" (through audiobooks, as they're enjoyable) - Mina

"Malantaw sa animated stories kay sadya kag indi boring) (Watch animated stories; they are enjoyable and engaging.) - Chaeyoung

"Sa audiobooks kag animated stories kay nanamian ko" (through animated stories and audiobooks, as I enjoy them) - Nayeon

"*Animated stories kay sadya kag indi boring"* (Through animated stories because it's fun and entertaining) - Sana

"Sa mga video kay para makapamati (ko) sa istorya (kag) para kabalo ka sang answer" (through videos, as I can hear the narrative and grasp the answer.) – Momo

In like manner, Azizah and Nandiyanto (2022) cited Supryadi's (2013) research, which asserts that video-based learning activities can effectively captivate and amuse students, as they are drawn to movies or films that provide educational content. Harris (2024) asserts that audiobooks provide various benefits, including substantial improvements in students' vocabulary, pronunciation, and comprehension. Additionally, their reading comprehension and fluency will improve. The findings of Samosa et al. (2021) shown that the implementation of animated video storytelling as an innovative approach resulted in enhanced academic performance among students. Furthermore, the study conducted by Azhimia (2023) sought to examine the impact of animated stories on students' reading comprehension abilities. The findings indicated that the use of animated stories, which incorporate both visual and auditory elements, can assist in the contextualization of the new language.

Conclusion

The study's findings led to the following conclusions: Results revealed that before the intervention, students' reading comprehension

was at a frustration level implying that students did not have enough background level of competency in reading as they could not meet the criteria of instructional level of accuracy. Students cannot read a word and do not have the desire to read resulting in their struggle to read even with support. Students withdraw from the reading situations by refusing to read.

After the intervention audio-assisted technology was introduced for eight weeks, and students significantly improved in instructional level which means that students can grasp and comprehend a significant portion of the subject with a certain level of support or direction. Students are considered prepared to receive focused instruction and support to improve their reading abilities. Students possess sufficient prior knowledge of the subject matter and can efficiently and accurately retrieve information from texts.

Moreover, it was found that there was a significant difference in the level of reading comprehension of the students before and after the audio-assisted technology was used as an intervention. This indicates that utilizing audio-visual-assisted technology, such as animated stories and audiobooks, enhances the learning experience by increasing engagement, and motivation, and eliminating monotony.

Furthermore, students expressed their experiences during the implementation of the intervention, revealing a clear preference for utilizing technology in reading as opposed to traditional ways. Students exhibit a strong affinity for reading when they are actively involved with resources such as audiobooks and animated stories, as opposed to utilizing physical mediums like manila paper or printed books. Students exhibit heightened attentiveness when exposed to novel technological tools during reading instruction, as they perceive an enhanced ability to comprehend textual material when it is presented audibly. It allows individuals to participate in active listening, which can enhance their reading comprehension. Ultimately, students derive pleasure and actively participate in the reading process by incorporating technology, which helps them overcome the tedium of the task, recognize the significance of the texts, and pique their curiosity.

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