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Improving Students' Reading Comprehension in English 8 through Audio-Visual Learning Instruction

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A B S T R A C T

This action research aimed to determine the effectiveness of Audio-Visual Learning Instruction in improving the reading comprehension of Grade 8 students at La Union National High School, Cabadbaran City, Agusan del Norte, during the School Year 2026–2027. Specifically, it sought to assess the students' reading comprehension levels before and after the intervention and determine whether a significant difference existed between their pretest and posttest performances. The study employed a classroom-based action research approach using a one-group pretest–posttest design. Twenty-eight (28) Grade 8 Watson students were selected through purposive sampling. The intervention integrated educational videos, visual presentations, and guided reading activities to enhance students' understanding of written texts, identification of main ideas and supporting details, and ability to make inferences. Data were gathered using validated pretest and posttest assessments and analyzed through mean, standard deviation, percentage, and paired-samples t-test. Findings revealed that the students' mean score increased from 18.32 (SD = 3.24), equivalent to 73.29% and classified as Did Not Meet Expectations, to 23.64 (SD = 1.03), equivalent to 94.57% and classified as Outstanding. The mean gain of 5.32 points indicated a substantial improvement in reading comprehension performance. Furthermore, the paired-samples t-test revealed a statistically significant difference between the pretest and posttest scores, $t(27) = 10.395$, $p < .001$, leading to the rejection of the null hypothesis. The study concluded that Audio-Visual Learning Instruction is a promising instructional strategy for improving students' reading comprehension. The findings suggest that integrating appropriate multimedia resources with guided reading activities can support meaningful learning and strengthen reading comprehension performance. Thus, the study recommends the continued integration of audio-visual instructional materials into English lessons to address learners' reading difficulties and improve literacy outcomes.

Keywords: Audio-Visual Learning Instruction, Reading Comprehension, English 8, Action Research, Instructional Intervention, Multimedia Learning

1. Introduction

In the modern era of globalization, reading comprehension is an important skill in learning and communication. It enables students to understand written texts, identify main ideas, interpret details, make inferences, and develop critical thinking skills. For Grade 8 learners, reading comprehension is essential because it helps them understand lessons, follow instructions, and gain knowledge across different subject areas. However, many students experience difficulties in understanding written texts, identifying important information, and interpreting the meaning of what they read. These difficulties may affect their academic performance and overall learning in English. Therefore, there is a need to implement effective instructional strategies that can help improve students' reading comprehension skills.

The findings from PISA indicate the struggles being experienced by Filipino students in acquiring literacy skills. According to OECD, the Philippines recorded an average score of 340 in reading comprehension in PISA 2018, which is way below the average for OECD countries. This implies that the students have been experiencing problems in comprehending written texts (OECD, 2019). The same problem persists since the findings from the 2022 PISA assessment found Filipino students scoring 347 in reading comprehension, indicating that although there has been some improvement, it is still below the international average (OECD, 2023). The above findings clearly show that many learners struggle with basic language skills, and therefore, there is a need to come up with ways of improving their macro skills, which include listening, speaking, reading, and writing.

A number of problems that have been faced as far as language skills among the students are concerned have been identified in the report issued by the Second Congressional Commission on Education (EDCOM 2). The following are the problems that were highlighted regarding the poor quality of learning outcomes and the need for improved literacy and communication skills of Filipino students (EDCOM 2, 2024). Therefore, in order to address these problems, there is a need for some instructional techniques to develop the macro skills of the learners, such as listening, speaking, reading, and writing. Moreover, the Department of Education encourages the development of English language proficiency through the policies that view English as an important medium of instruction and communication in the education system in the Philippines (DepEd Order No. 36, s. 2006). Therefore, it would be appropriate to implement some innovative approaches, such as the use of audio-visual learning instruction.

In the context of La Union National High School, particularly among the Grade 8 Watson learners, the researchers observed a need for engaging and varied learning activities that can support the development of students' English language skills. The classroom observation highlighted the importance of providing learners with meaningful opportunities to listen, speak, read, and write in English. The use of audio-visual learning instruction may help address this need by providing educational videos, recorded dialogues, multimedia presentations, digital stories, and other interactive learning materials that can encourage learners to participate actively in the learning process.

This study aims to determine the effectiveness of audio-visual learning instruction in improving the reading comprehension of Grade 8 learners. It focuses on assessing students' reading comprehension performance before and after the implementation of the intervention. In addition, this study seeks to determine how audio-visual learning instruction can help students understand written texts, identify main ideas, interpret details, and make inferences. Through this approach, the researchers aim to improve students' reading comprehension and support their learning in English.

Statement of the Problem

This action research aimed to determine the effectiveness of Audio-Visual Learning Instruction in improving the reading comprehension of Grade 8 Watson students at La Union National High School, Cabadbaran City, Agusan del Norte, during the School Year 2026–2027.

Specifically, this study sought to answer the following questions:

1. What is the level of reading comprehension of Grade 8 students before and after the implementation of audio-visual learning instruction?

2. Is there a significant difference in the reading comprehension of Grade 8 students before and after the implementation of audio-visual learning instruction?

2. Methodology

This study employed a classroom-based action research approach utilizing a one-group pretest–posttest design to determine the effectiveness of Audio-Visual Learning Instruction in improving the reading comprehension of Grade 8 students at La Union National High School, Cabadbaran City, Agusan del Norte, during the School Year 2026–2027. The participants consisted of twenty-eight (28) Grade 8 Watson students selected through purposive sampling based on their identified needs for improvement in reading comprehension, availability to participate, and willingness to take part in the study with parental consent and student assent. A researcher-prepared 25-item assessment was utilized to measure students' performance before and after the intervention. The instrument underwent validation by qualified English teachers and research experts to ensure its relevance, clarity, appropriateness, and alignment with the intended learning competencies. Prior to data collection, the researchers secured the necessary approval from the Department of Education authorities and the school principal and coordinated with the Grade 8 English teacher regarding the implementation of the study. A pretest was administered to establish the students' baseline performance, followed by a one-week implementation of Audio-Visual Learning Instruction incorporating educational videos, visual presentations, reading materials, and guided comprehension activities designed to develop students' ability to identify main ideas, recognize supporting details, interpret information, and make inferences. After the intervention, a posttest was administered to the same participants to assess changes in their reading comprehension performance. The collected data were recorded, tabulated, and analyzed using descriptive statistics, including mean, standard deviation, and percentage, to determine students' performance levels, while the mean gain was computed to measure improvement. Furthermore, a paired-samples t-test was employed at the 0.05 level of significance to determine whether a statistically significant difference existed between the pretest and posttest scores. Ethical considerations, including voluntary participation, informed consent, student assent, confidentiality, and protection of participants' information, were observed throughout the research process.

3. Results, Discussion and Reflection

This section presents the results, analysis, and interpretation of the data gathered to determine the effectiveness of Audio-Visual Learning Instruction in improving the reading comprehension of Grade 8 Watson students at La Union National High School during the School Year 2026–2027.

Problem 1. What is the level of reading comprehension of Grade 8 students before and after the implementation of audio-visual learning instruction?

To answer the first research problem, we analyzed the pre-test and post-test scores of the 28 Grade 8 students to determine their level of reading comprehension before and after the implementation of audio-visual learning instruction. Table 1 presents the mean scores, standard deviations, percentages, and corresponding performance levels of the students.

Table 1

Level of Reading Comprehension of Grade 8 Students Before and After the Implementation of Audio-Visual Learning Instruction

Assessment	N	Mean	SD	Percentage	Performance Level
Pretest	28	18.32	3.24	73.29%	Did Not Meet Expectations
Posttest	28	23.64	1.03	94.57%	Outstanding
Mean Gain	28	5.32	2.71	21.29%	Improved

Legend: 90–100% = Outstanding; 85–89% = Very Satisfactory; 80–84% = Satisfactory; 75–79% = Fairly Satisfactory; Below 75% = Did Not Meet Expectations.

Table 1 shows that the students obtained a pre-test mean score of 18.32 (SD = 3.24), equivalent to 73.29%, which was classified as Did Not Meet Expectations. This result indicated that the students needed further support in developing their reading comprehension skills before the intervention.

After the implementation of audio-visual learning instruction, the students obtained a higher post-test mean score of 23.64 (SD = 1.03), equivalent to 94.57%, which was classified as Outstanding. The mean score increased by 5.32 points, while the percentage increased by 21.28 percentage points. These results showed that the students performed better on the reading comprehension assessment after the intervention.

The findings may be explained by Mayer's (2021) Cognitive Theory of Multimedia Learning, which explains that learners process information through visual and auditory channels. When relevant words, pictures, and audio are properly combined, they may support meaningful learning.In this study, the use of audio-visual materials may have helped students understand reading passages and identify important information more effectively.

Based on the results, we realized that using audio-visual materials may help make reading lessons more understandable and engaging for students. The increase in the post-test scores showed improvement in the students' reading comprehension performance after the intervention. As future English teachers, we learned the importance of selecting appropriate videos, visuals, and reading materials that support the lesson objectives. We also recognized that these materials should be combined with clear explanations and reading activities to help students develop their comprehension skills.

Problem 2. Is there a significant difference in the reading comprehension of Grade 8 students before and after the implementation of audio-visual learning instruction?

To determine whether the improvement in reading comprehension was statistically significant, we compared the pre-test and post-test scores of the 28 Grade 8 students using a paired-samples t-test. The results are presented in Table 2.

Assessment	N	Mean	SD	Mean Difference	t-value	p-value	Decision
Pretest	28	18.32	3.24			<0.001	Reject H_0
Posttest	28	23.64	1.03	5.32	10.395		

Note: Paired-samples t-test; df = 27; significance level $\alpha = 0.05$; two-tailed test. Mean difference is calculated as posttest minus pretest.

Table 2 presents the significant difference in the reading comprehension performance of Grade 8 students before and after the implementation of Audio-Visual Learning Instruction. The results reveal that the students obtained a pretest mean score of 18.32 (SD = 3.24), which increased to 23.64 (SD = 1.03) in the posttest, yielding a mean difference of 5.32 points. This substantial increase indicates that the students demonstrated improved performance in the reading comprehension assessment following the instructional intervention. Moreover, the decrease in standard deviation from 3.24 to 1.03 suggests that the students' posttest scores became more closely clustered around the mean, indicating greater consistency in their assessment performance. This finding implies that the observed improvement was accompanied by reduced variability in students' scores, although individual differences in learning outcomes may still exist.

The paired-samples t-test further revealed a computed t-value of 10.395 with 27 degrees of freedom and a p-value of less than 0.001. Since the obtained p-value is lower than the established 0.05 level of significance, the null hypothesis was rejected. This finding establishes a statistically significant difference between the students' pretest and posttest performances. The magnitude and direction of the mean difference indicate that the students performed significantly better after the implementation of Audio-Visual Learning Instruction. The statistical result provides evidence that the improvement in assessment scores was unlikely to be explained by random sampling variation alone under the null hypothesis. Nevertheless, because the study employed a one-group pretest–posttest design without a comparison group, the observed improvement cannot be attributed exclusively to the intervention, as other factors such as repeated testing, classroom experiences, and students' familiarity with the assessment may also have contributed to their performance.

The findings may be understood through Mayer's (2021) Cognitive Theory of Multimedia Learning, which explains that learners construct meaningful knowledge by processing and integrating verbal and visual information. In the context of the present study, the incorporation of educational videos, visual presentations, and guided reading activities may have provided complementary sources of information that supported students in understanding written texts. The combination of auditory explanations and visual representations may have helped learners establish connections between unfamiliar concepts

and their existing knowledge, thereby facilitating comprehension. Furthermore, the use of multimedia resources may have provided additional contextual cues that assisted students in identifying main ideas, recognizing supporting details, and interpreting information presented in reading materials.

Similarly, Paivio's (1986) Dual Coding Theory provides a theoretical explanation for the observed improvement by emphasizing the role of verbal and nonverbal representations in learning. When information is presented through both linguistic and visual forms, learners may develop multiple mental representations that support understanding and retrieval. Applied to reading instruction, this suggests that audio-visual materials can reinforce textual information by illustrating concepts, situations, and relationships that students may otherwise find difficult to interpret through written language alone. The integration of these representations may have contributed to the students' improved comprehension performance, particularly when multimedia materials were accompanied by structured reading activities and teacher guidance.

The findings also highlight the instructional value of providing varied and meaningful learning experiences that respond to students' comprehension difficulties. Rather than relying exclusively on conventional text-based discussions, Audio-Visual Learning Instruction offers opportunities for learners to encounter information through multiple forms of presentation. Educational videos and visual materials may stimulate interest, provide contextual support, and encourage active participation in classroom discussions. However, the instructional benefits of multimedia resources depend on their relevance to the learning objectives, the clarity of their presentation, and the extent to which teachers guide students in processing and interpreting the information. Consequently, the improvement observed in this study should be understood in relation to the combined use of multimedia materials, guided comprehension exercises, and classroom learning activities.

From a pedagogical perspective, the statistically significant improvement underscores the potential of Audio-Visual Learning Instruction as a supplementary strategy for addressing reading comprehension difficulties among Grade 8 learners. The findings suggest that English teachers may strengthen comprehension instruction by integrating carefully selected multimedia materials with explicit reading strategies, comprehension questions, and opportunities for reflection. Such instructional practices may help learners develop a clearer understanding of texts while supporting their ability to identify relevant information and construct meaning. The reduced variability in posttest scores further suggests that the learning activities may have supported more consistent assessment performance across the participating students, although additional evidence would be necessary to establish whether the intervention benefits learners with different initial proficiency levels equally.

4. Conclusion and Recommendation

Conclusion

This section presents the reading comprehension levels of Grade 8 students before and after the implementation of Audio-Visual Learning Instruction.

1. The findings revealed a substantial improvement in students' reading comprehension performance, progressing from Did Not Meet Expectations in the pretest to Outstanding in the posttest. This suggests that Audio-Visual Learning Instruction is a promising instructional strategy for enhancing reading comprehension and supporting meaningful learning experiences among Grade 8 students.

2. The findings revealed a statistically significant improvement in the reading comprehension performance of Grade 8 students following the implementation of Audio-Visual Learning Instruction, as evidenced by the increased mean score and the rejection of the null hypothesis ($p < .001$). These results suggest that Audio-Visual Learning Instruction is a promising instructional strategy for enhancing students' reading comprehension, although further investigation is necessary to establish its causal effectiveness.

Recommendation

Based on the conclusions drawn from the study, the following recommendations are offered for consideration.

Department of Education (DepEd). DepEd may support the use of audio-visual learning instruction in English education by providing schools with appropriate learning resources and encouraging the use of technology-based strategies to improve students' reading comprehension. Training programs may also be provided to help teachers integrate audio-visual materials effectively into their lessons.

School Principal. The school principal may encourage English teachers to use audio-visual learning instruction to support students' reading comprehension. The school administration may also provide access to appropriate equipment, educational videos, and other instructional resources that can support classroom learning.

English Specialists. English specialists may guide teachers in selecting appropriate audio-visual materials that align with English learning competencies. They may also share effective strategies and activities that help students understand reading passages, identify main ideas, recognize supporting details, and make inferences.

English Teachers. English teachers may incorporate audio-visual learning instruction into their reading lessons through educational videos, visual presentations, and other relevant materials. They may provide guided reading activities, comprehension questions, and follow-up exercises to help students understand and interpret texts more effectively.

Students. Students are encouraged to participate actively in reading activities and use appropriate audio-visual materials to support their learning. They may also practice reading regularly, identify important information, and develop their comprehension skills through classroom and independent learning activities.

Curriculum Planners. Curriculum planners may consider integrating appropriate audio-visual learning strategies into English learning materials and instructional guidelines. These strategies may help address students' reading comprehension needs and support the development of essential reading skills.

Future Researchers. Future researchers may conduct similar studies involving a larger number of participants, different grade levels, and longer intervention periods to further examine the effectiveness of audio-visual learning instruction in improving reading comprehension. They may also explore other audio-visual strategies and compare their outcomes with those of different instructional approaches.

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