

Using Multimedia Videos in Developing Students Grammatical Skills

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Abstract

The current study investigates the linguistic performance of English major students as a result of video integration in multimedia instruction. The purpose of this study was to determine the efficacy of using videos to improve respondents' linguistic performance. The study included 60 Bachelor of Secondary Education English majors from the Polytechnic University of the Philippines Bansud Branch. The experimental design was used by the study's respondents. The respondents were divided into two groups; the first group was taught using video in multimedia instruction, while the second group was taught without video. The findings revealed that both approaches are effective in improving students' linguistic performance. Based on the findings, it was concluded that the use of instructions benefits both students and teachers.

As a result, it is suggested that students be exposed to the use of videos and discussion. Similarly, the teacher may incorporate a series of exercises and drills before beginning the lesson to improve students' linguistic performance. Appropriate and consistent monitoring, evaluation, and review of program success is also recommended. This research resulted in the creation of a language instructional plan.

Keywords: Linguistic Performance, Multimedia Instruction and Videos

Introduction

For a long time, the teacher and the textbook served as the foundation of education. Today, with the assistance of modern technology, the possibilities of teacher-education textbooks, as well as the combination of multimedia education in the classroom, assist in ensuring the various sources. Furthermore, using videos to improve students' vocabulary recognition and comprehension exposes language learners to authentic content and context, allowing them to improve their linguistic performance. Academic research has recently focused on the incorporation of instructional video in teaching materials. A number of studies on authentic materials used in the classroom have been conducted by previous researchers. The use of video can easily motivate students to study English.

According to Pratiwi (2011), the video enables students to explore the main idea, organize ideas, choose the right words to create sentences and paragraphs, and produce grammatical correct sentences. English has always been one of the official languages in the Philippines (Article XIV Section 7 of the 1987 Constitution), and where bilingualism exists in an educational institution as required by the Constitution, the need to be competent in the English language is exemplified in academia. The Philippines is widely regarded as one of the most English-speaking countries in the world, but a study conducted a few years ago by Hopkins International Partner revealed that the level of English proficiency of college graduates is lower than the proficiency target for high school students in Thailand and the competency requirement for taxi drivers in Dubai. Similarly, the Philippines scored 631.4 in the International Test of English Communication over the last two years. According to the Common European Framework of Reference for Languages, where A1 denoted basic users and C2 denoted proficient users, the level of Filipino college graduates was B1, which was lower than the national average.

Although Filipinos are more capable of using English than other nationalities, this does not imply fluency in all aspects of communication. In this regard, the Philippine government encouraged higher education institutions (HEIs) to use English as a medium of instruction and communication at all levels. In 2003, the government stepped up enforcement of Executive Order No. 210, s. 2003, an order establishing a policy to strengthen the use of English as the language of instruction, emphasizing the importance of English "to develop aptitude, competence, and proficiency of our students in the English language in order to maintain and improve their competitive edge in emerging and fast-growing local and international industries, particularly in the area of information and communicative technology."

Students, particularly those at the tertiary level, should be able to learn and retain as much as they can in order to expand their knowledge and continue their academic needs. One of the main concerns among students pursuing a Bachelor of Secondary Education with a major in English is their linguistic performance both before and after graduation. It has been observed that the majority of today's college graduates do not speak the language fluently. Filipinos are losing their competitive advantage in terms of English proficiency. Our claim to be the world's third largest English-speaking country is not supported by the statistics. It is especially concerning for education students because they will be working in a field where they will have to communicate with a variety of people and be looked up to as role models.

According to research, Filipinos are unable to obtain foreign jobs that require passing the English Proficiency Certificate Test. The learners aim to improve basic skills, produce more component citizens, and prepare graduates for lifelong learning under Republic Act 10533, also known as the Enhanced Basic Act of 2013. However, on February 12, 2018, Senator Grace Poe filed Resolution No. 622 in the 17th Congress, directing the appropriate senate committees to conduct an inquiry on the decline in English proficiency of Filipino students in light of a report of narrowing advantages of Filipino graduates in the global language, with the goal of assessing current curricula in elementary and high school and encouraging training and other learning approaches.

Several studies on the oral communicative competence of Filipino college students attempted to identify that the ability to use intonation correctly, but was found to be lacking to project proper rising and falling of the voice at the same syllables under similar circumstances typical of Standard American English. In other words, the level of pronunciation and fluency skills did not meet the standards expected of college students. Despite having approximately ten years of English schooling, they were having difficulty with oral both linguistically and sociolinguistically.

Teaching English nowadays is a difficult task. In order to increase student proficiency in language skills, language teachers must provide engaging and interesting teaching materials that motivate students to learn. Finding solutions to these issues appears to be receiving less attention. English teachers are expected to be innovative not only in their use of learning methods and strategies, but also in their use of instructional materials. This should be considered when planning teaching and lessons. This study will evaluate future educators and specialists who will be in charge of developing and improving students' linguistic performance in the future.

Philippine education is now taking a proactive approach to developing and harnessing students' potential through the use of instructional videos and devices. Any video that demonstrates a process, transfers knowledge, explains a concept, or shows someone how to do something is considered instructional. It is also used in the context of a course to introduce a new skill, knowledge, or behavior to be learned. Students today have grown up in a digital world with interactive materials, as opposed to previous generations who relied primarily on books. Videos can be an effective addition to a teacher's toolkit (Balme 2015). When incorporating videos into a lesson, it is critical to

keep the three components of cognitive load, engagement, and active learning in mind. Video materials offer a one-of-a-kind opportunity to present, teach, and internalize authentic information in linguistics, culture, and visual arts. It is also an excellent venue for directing students' attention to specific details. In video practices, the learner masters real objects and movement sequences through observation, and the videos allow for in-depth learning.

Methodology

Research Design

The experimental research method was used in this study. The experimental method entails manipulating one variable to see if changes in one variable cause changes in another. To test a hypothesis, this method employs controlled methods, random assignment, and variable manipulation. Pretest and posttest designs are used to compare groups and assess the impact of experimental treatments (Kowalczyk, 2016).

Respondent of the Study

Participants in this study were chosen from among the Bachelor of Secondary English major students at the Polytechnic University of the Philippines - Bansud Branch. They were from the regular class of Education Department Major in English students who are officially enrolled in the 2019-2020 school year. Thirty Bachelor of Secondary Education students were taught using the traditional learning approach, while the other thirty were taught using instructional videos. They were divided into groups based on their performance during the previous semester of the 2019-2020 school year. This was based on the grading system used by PUP.

Instrument Research

The primary instrument in the study was a research-created test. It was a multiple-choice test with ten questions for each indicator and a total of forty items. The respondents had one hour to complete the test. The test focused on linguistic items, resulting in four sections: Part I on word stress, Part II on synonyms and antonyms, Part III on transitive and intransitive verbs, and Part IV on inflection.

Data Gathering Procedure

In the study, two sections were used as respondents. The control group was taught through a lecture-discussion format, while the experimental group was taught through instructional videos.

The pretest was given to both groups of respondents prior to the execution of the approaches. The pretest included items on four different topics: word stress, synonyms and antonyms, transitive and intransitive verbs, and inflection. Then, ten hours were allotted to carry out the four topics. The pretest and posttest in both groups took two hours. The control group's respondents were taught using a Power Point presentation, learner's materials, and hand-outs. Facilitation of discussion included asking follow-up questions to elicit active participation from students during the discussion. As a form of assessment of the students' learning, a short quiz was administered.

Meanwhile, the experimental group was taught the same topics as the control group, but this time instructional videos were used to facilitate the discussion. The topic was presented for 10 to 20 minutes in instructional videos. Instead of simply handing out hand-outs, these were used as instructional materials. Similarly, respondents were given a short quiz to assess their knowledge of the topic/topics being discussed.

Results and Discussion

1. Pretest on Linguistic Performance of English Majors of the Control and Experimental Groups

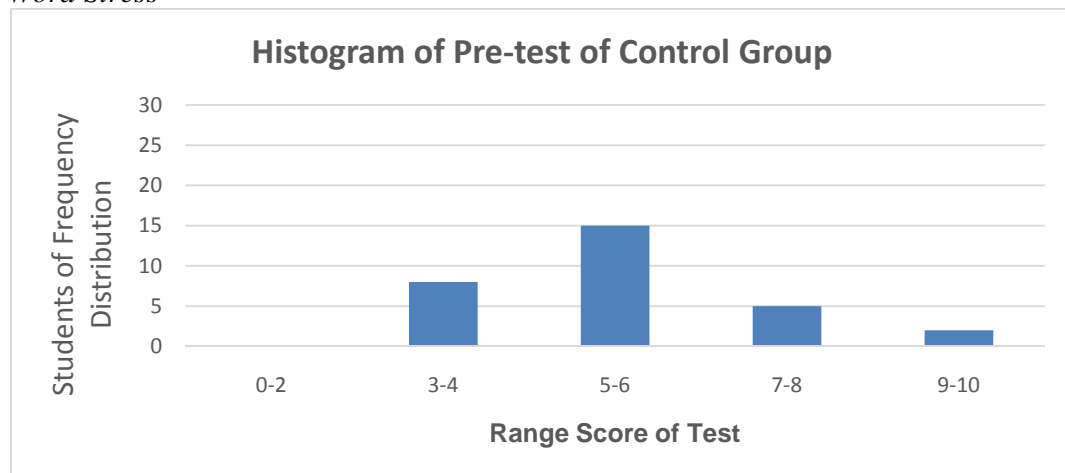
Word Stress

Figure 1. The histogram of pre-test of the control group

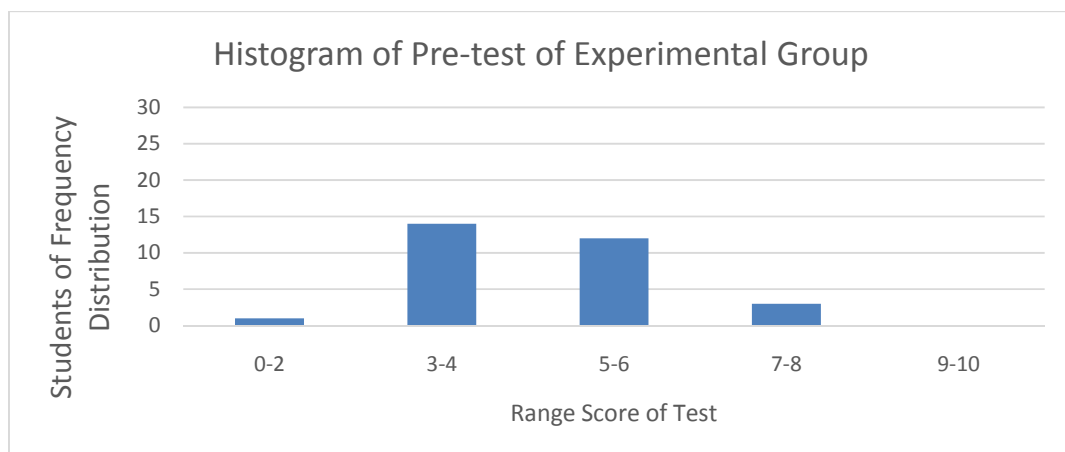


Figure 2. The histogram of pre-test of the experimental group

It can be seen that the learners' level of English proficiency had an effect on the learners' production sound. The majority of students believed that the way to pronounce an English word was the same as the way to pronounce the mother tongue. The meaning and spelling of the word are usually clarified for students, but the sound and stress of the word are frequently overlooked.

Respondents performed satisfactorily when it came to selecting the correct word stress. It revealed that the respondents were perplexed by the rules of word stress and were unfamiliar with the rules of word stress. The overall mean of 5.5, which was classified as Satisfactory, indicates that the respondents demonstrated satisfactory linguistic competence. The student was simply attempting to pronounce the word correctly and was unaware that they had placed the stress in the incorrect location. With a clear understanding of proper word stress, students' ability to construct sentences with correct subject and predicate is required in improving sentence content and structure.

Meanwhile, the pretest results of the experimental group respondents revealed fairly satisfactory while the overall mean of the control group was described as Satisfactory. It demonstrates that students are unable to differentiate between strong and weak syllables within a word. It revealed that some students were aware of the rules of most two-syllable noun stress in the first syllable, indicat-

ing a weakness in student knowledge. Furthermore, students are alarmed when they encounter words that are similar but differ in word stress, such as "PREsent and preSENT." Students must understand the importance of emphasizing the correct syllable in each word in order to communicate clearly.

The overall mean 4.6, which was described as fairly Satisfactory, indicates that the respondents had a fairly satisfactory level. Despite the fact that the words included in the test were those commonly used in their conversations, the respondents admitted that they struggled to recall the rules of word stress. This would have resulted in lax adherence to correct word stress in communicating during class recitations, as well as in simple conversations with classmates and even with instructors and other school officials.

The results show that respondents in the experimental group had lower levels of prior knowledge on word stress when compared to those in the control group. These findings back up Deterding's (2013) study, which stated that pronunciation is still important in maintaining intelligibility in international languages. Clearly, proper word stressing is critical for improving fluency and avoiding miscommunication. This type of word-by-word learning can occur when learning new vocabulary. It is critical to emphasize that word stress learning cannot be taught in isolation. It is clearly related to other aspects of pronunciation, vocabulary acquisition, and grammar.

Table 1. Mean, Standard Deviation, and Verbal Interpretation of the Pre-test of Groups in terms of Word Stress

Groups	Mean	SD	Verbal Description
Control Group	5.5	1.55	Satisfactory
Experimental Group	4.67	1.50	Fairly Satisfactory

Synonyms and Antonyms

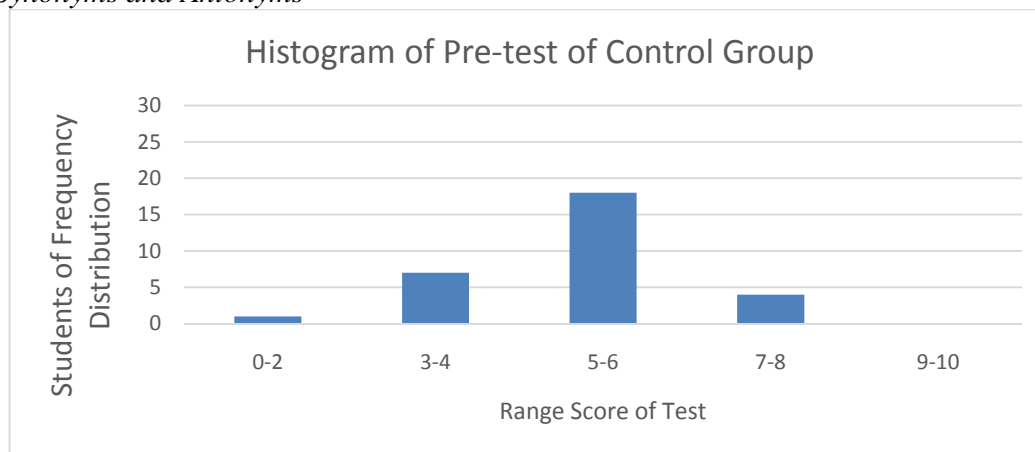


Figure 3. The histogram of pre-test of the control group

The control group pre-test result revealed an overall mean of 5.5, which was classified as Satisfactory. This demonstrates that, while the respondents understand the language, a significant number of students struggle with vocabulary. Students had a variety of difficulties learning English words, and they didn't always hear people around them speaking proper English. As a result, learning and becoming acquainted with the language has become more difficult. Although dictionary use is a key component of most vocabulary instruction, many students do not receive the type of instruction required to effectively use a dictionary.

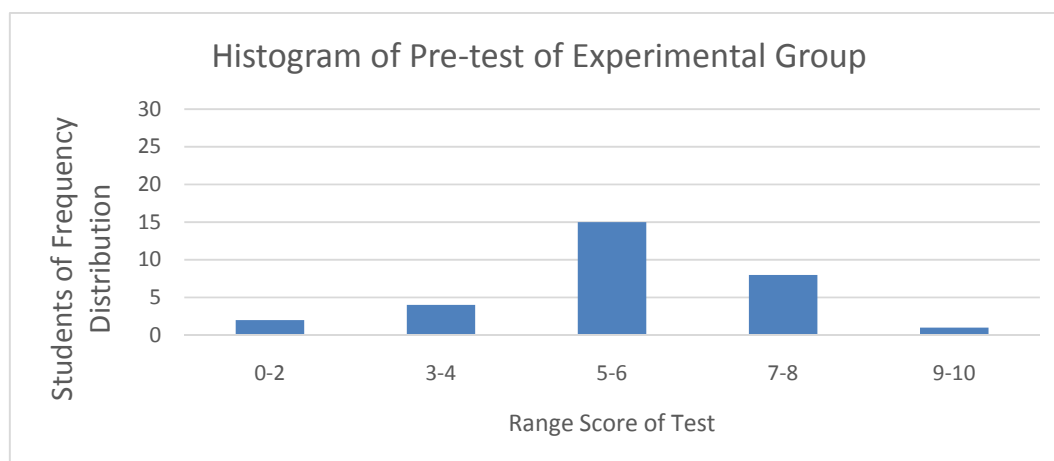


Figure 4. The histogram of pre-test of the experimental group

The results revealed that the students were unfamiliar with each of the words due to a limited source of information. Students attempt to learn English words without understanding and knowledge of not only the meaning but also aspects of a specific word to be known. The overall mean of respondents in the experimental group was 5.6, which was described as Satisfactory in the pre-test. The computed results in the experimental group revealed that respondents had difficulty selecting the correct similar and dissimilar words. It can be deduced that familiarity with words and frequent use in any communication situation aids in the development of a good vocabulary and the improvement of communication skills.

Respondents in both groups had a limited vocabulary, which hampered their comprehension of the English language. It can also be deduced that the respondents were not interested in reading a wide range of texts. As a result, their vocabulary becomes more limited. The utility of words increases the speakers' vocabulary.

According to the findings of Kostadinovska's (2018) study, mastering and practicing synonyms and antonyms is unavoidable when studying English as a foreign language. As previously stated, vocabulary is an important component in the study of language. It is essential for second language speakers to understand both the literal and figurative meanings of words. Teachers should provide explicit instructions and raise students' awareness to help them learn words with multiple meanings.

Table 2. Mean, Standard Deviation, and Verbal Interpretation of the Pre-test of Groups in terms of Synonyms and Antonyms

Groups	Mean	SD	Verbal Description
Control Group	5.5	1.55	Satisfactory
Experimental Group	4.67	1.50	Fairly Satisfactory

Intransitive Verbs and Transitive Verb

The pre-test results of the respondents showed that the overall mean of the control group was 6.8 and was described as Satisfactory. This implies that the respondents treated half of the items as simple because they correctly distinguished between transitively and intransitively used verbs in the

given sentences. The test items were composed of simple sentences, with the majority of the content describing daily school activities.

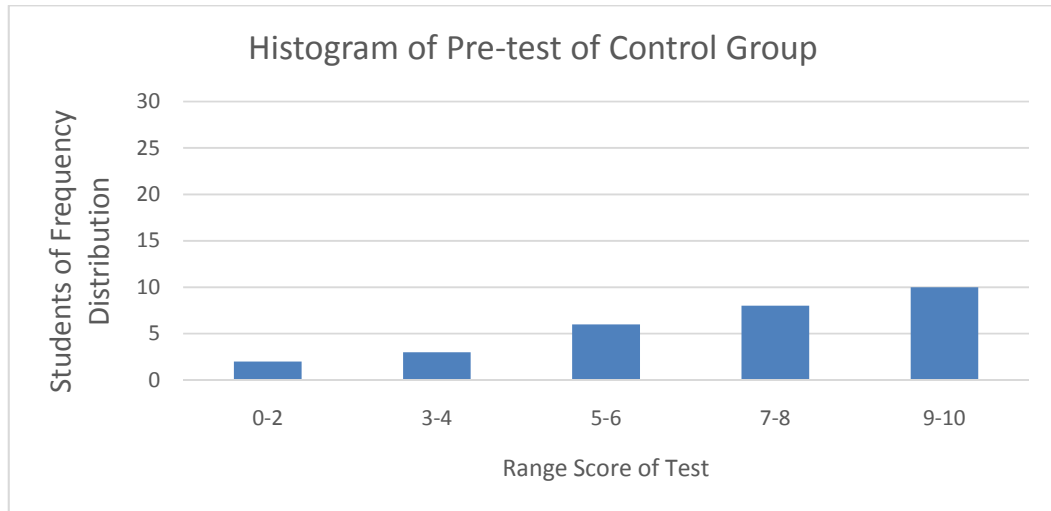


Figure 5. The histogram of pre-test of the control group

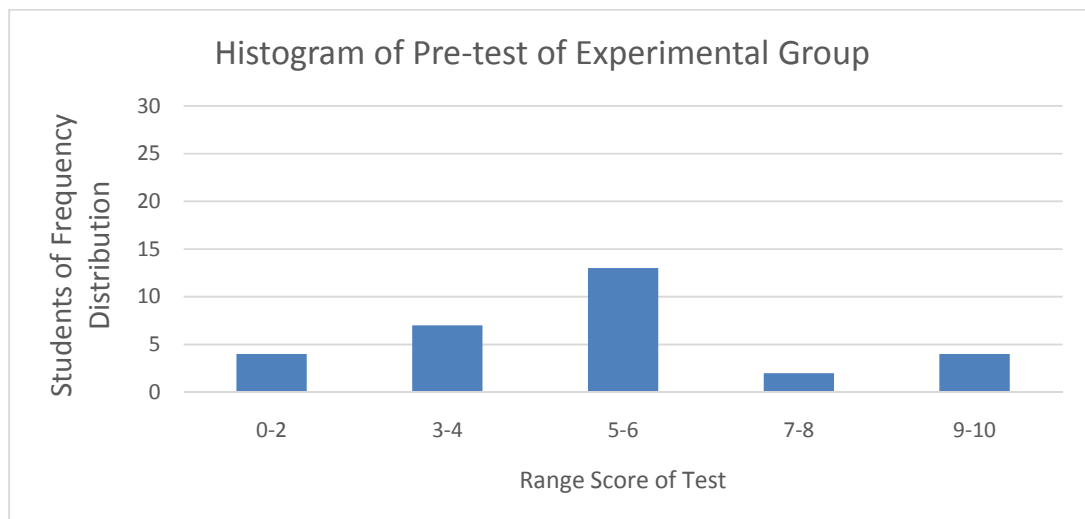


Figure 6. The histogram of pre-test of the experimental group

The experimental group's pre-test results revealed an overall mean of 5.2, which was described as Satisfactory. This revealed that those who were satisfied received the highest frequency of 13 or 43.33 percent, while those who were outstanding but did not meet the expectation received the lowest frequency of 13.33 percent.

This indicates that they had difficulty identifying the object of the transitive verb and the modifier that usually follows an intransitive verb. Respondents struggled to remember the primary rule that a transitive verb has an object that completes the thought of the sentence, whereas an intransitive verb indicates complete thought by itself and is followed by a modifier of the verb that describes the manner, time, and frequency of an action.

The overall mean score of the control group is 6.83, and the experimental group's score is 5.26, both of which are described as Satisfactory. It can be seen in the table that there was a similarity in the mean score between the linguistic competence of both groups in terms of intransitive and transitive verbs.

It can be assumed that the respondents have a basic understanding of the subject. Reinforcement activities must be used to assist them in mastering the competency. Satisfactory results revealed that respondents have a moderate understanding of transitive and intransitive verbs and how they are used in sentences.

This confirms that English sentences can be incomplete if users confuse transitive and intransitive verbs both in written and oral form, resulting in unclear communication (Fiktorius 2019). A simple rule we can use to determine whether a verb is transitive or not is to ask if the thing the verb is doing is visible within the sentence. The main reason for knowing the difference between transitive and intransitive verbs is that understanding the different functions of these two verbs can help students avoid mistakes like incomplete sentences.

Table 3. Mean, Standard Deviation, and Verbal Interpretation of the Pre-test of Groups in terms of Transitive verb and Intransitive verb

Groups	Mean	SD	Verbal Description
Control Group	6.83	2.38	Satisfactory
Experimental Group	5.27	2.22	Satisfactory

Inflection

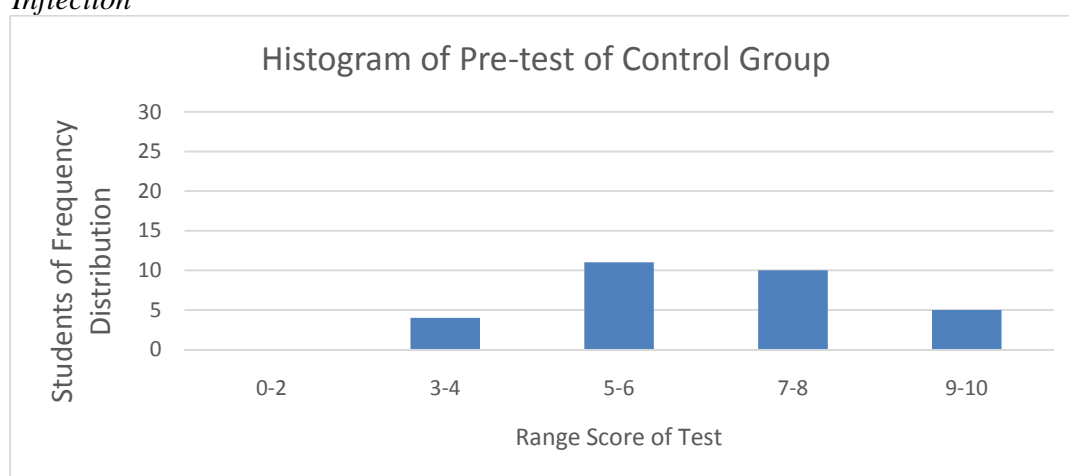


Figure 7. The histogram of pre-test of the control group

As a result, the student actually encountered different inflection problems, as evidenced by the number of errors and mistakes committed. Students lack mastery of other linguistic skills and activities that help them understand inflection.

Respondents appear to have a basic understanding of a process of word formation in which grammatical meaning is added to the base form of a word. This also demonstrates the large number of respondents who made significant mistakes. The experimental group's pre-test results revealed that students were still influenced by their mother tongue, and they frequently encountered many difficulties in grammar, particularly in forming and arranging words into correct sentence form.

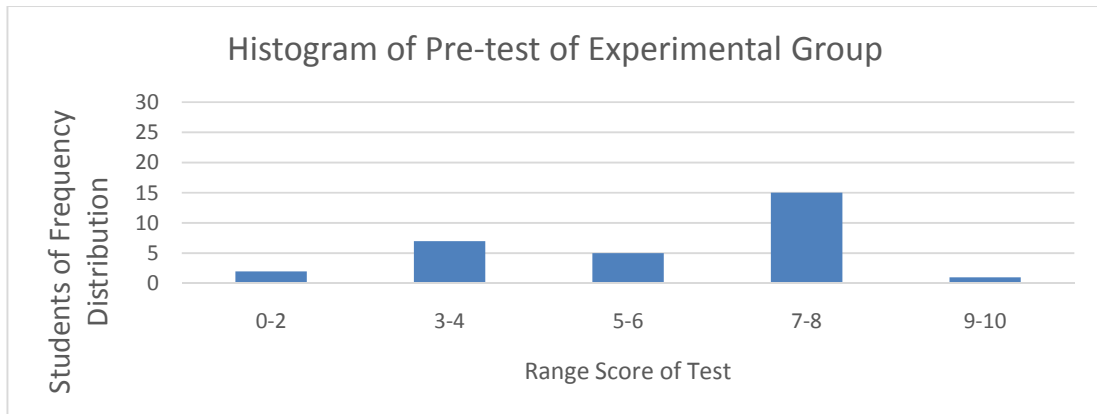


Figure 8. The histogram of pre-test of the experimental group

Table 4. Mean, Standard Deviation, and Verbal Interpretation of the Pre-test of Groups in terms of Inflection

Groups	Mean	SD	Verbal Description
Control Group	6.53	1.81	Satisfactory
Experimental Group	5.97	2.00	Satisfactory

2. Posttest on Linguistic Performance of English Majors of the Control and Experimental Groups

Word Stress

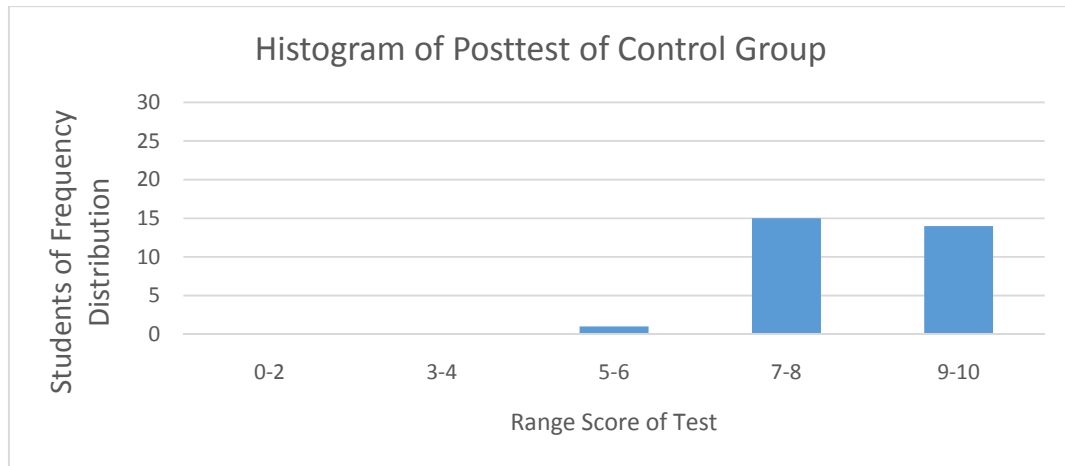


Figure 9. The histogram of post-test of the control group

The results show that the score increased after respondents in the control group were exposed to the traditional method of discussing the assigned topics. The majority of students can easily identify the stress in two-syllable verbs. When students hear the word stress incorrectly, they can easily identify the correct version when saying the word in the various ways. The lecture-discussion approach assisted respondents in understanding the various rules of word stress and how to apply them during a conversation or speech. Furthermore, it ensures the accurate transmission of information while providing respondents with the opportunity to seek immediate clarification on the subject.

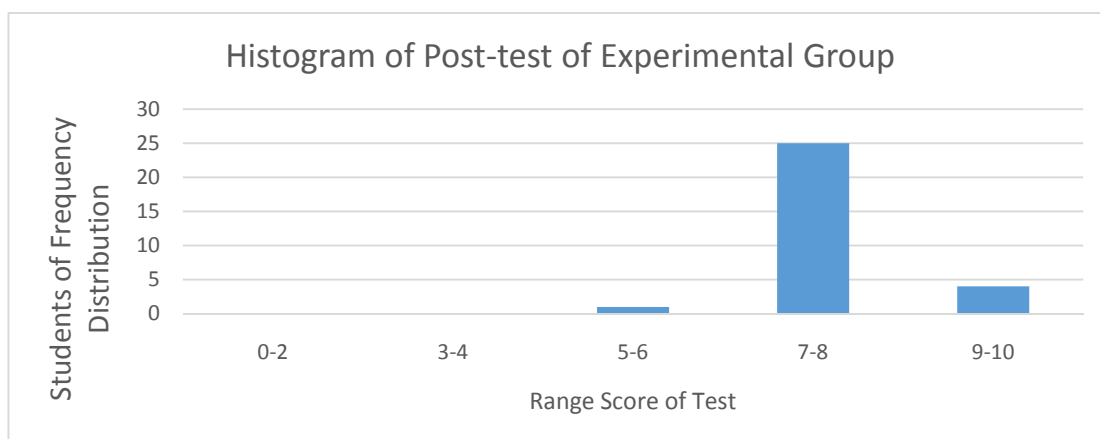


Figure 10 The histogram of post-test of the experimental group

The results showed that after using the multimedia instruction in discussion, the score on word stress increased. It has been demonstrated that using video for learning makes it much easier for students to understand the topic. It also engages the learning experience and provides information in a fun, easy-to-consume format that students appreciate and enjoy. As a result, the lecture discussion approach and the use of instructional video in discussion assisted learners in identifying the proper stress in a word.

According to the findings, the majority of respondents increased their level of performance. It increased from a pretest mean score of 5.5 described as Satisfactory to 8.3 described as Very Satisfactory. It is clear that adapting the lecture discussion approach is beneficial because student post-test scores are higher than pretest scores. This also agrees with Marmah's (2014) observation that, while there are new approaches, the lecture-discussion remains a powerful teaching tool.

In contrast, as shown in the table, the experimental group obtained a score of 7.77 described as Very Satisfactory, which was higher than the pretest result of 4.67 described as Fairly Satisfactory. As a result, the use of instructional videos in the discussion helped the respondents easily identify proper stress and emphasis on the syllable/s in a word because they were able to listen to how the speakers articulated the words correctly. Furthermore, video can immediately capture a student's attention.

Both the control group and the experimental group were described as Very Satisfactory. Obviously, students' performance improved as a result of their exposure to various videos during the discussion. Although the majority of teachers had already used instructional videos in their classrooms, it only proved that instructional videos worked positively when they were appropriately prepared for specific topics. According to Hadijah (2016), teachers should prepare appropriate videos for students to encourage them to participate in class discussions. Incorporating technology into instruction leads to successful implementation, which is dependent on the teacher's attitude and how it is used in the classroom (Abukhatta 2015).

Table 5. Mean, Standard Deviation, and Verbal Interpretation of the Post-test of Groups in terms of Word Stress

Groups	Mean	SD	Verbal Description
Control Group	8.30	0.95	Very Satisfactory
Experimental Group	7.77	0.82	Very Satisfactory

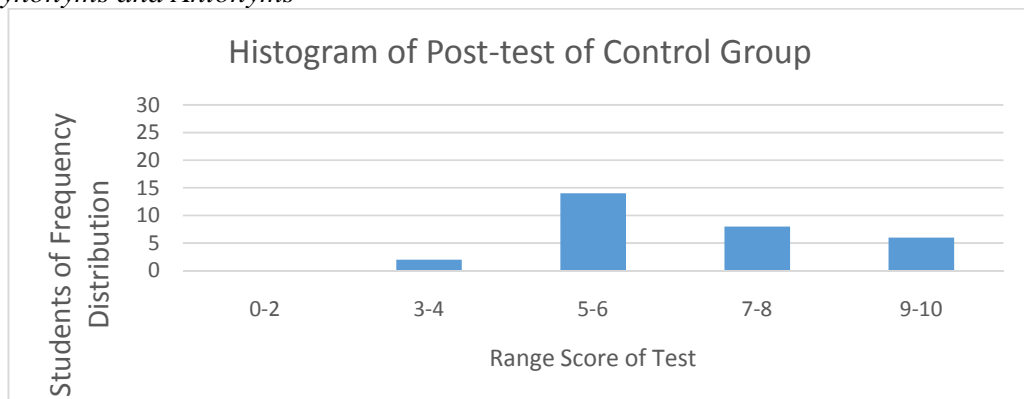
Synonyms and Antonyms

Figure 11. The histogram of post-test of the control group

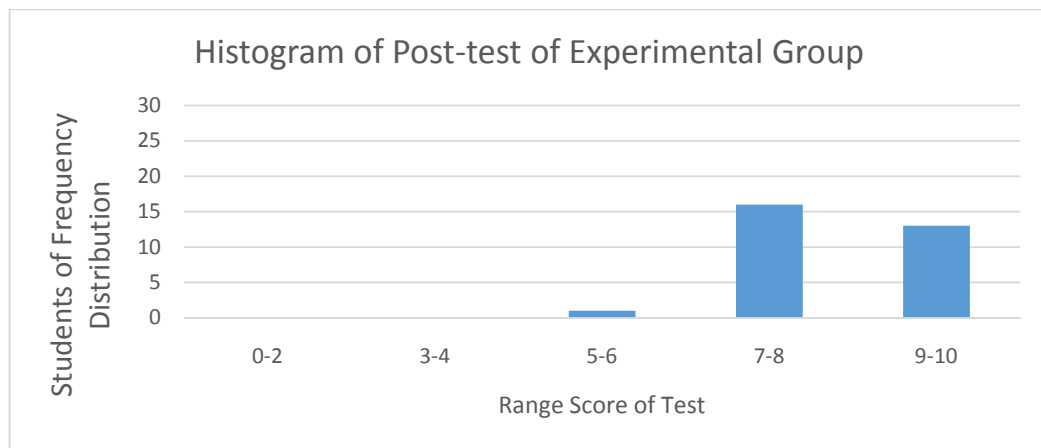


Figure 12. The histogram of post-test of the experimental group

The overall mean score of the experimental group is 8.2, which is classified as Very Satisfactory, with a comparable difference from the control group of 6.63, which is classified as Satisfactory. This implies that the respondents' vocabulary was influenced by the use of instructional videos. With multimedia instruction, students connect the verbal and visual presentations of content, resulting in a deeper understanding that supports the transfer of learning to other situations. It also improves student retention and attention.

This means that the use of multimedia instruction helped respondents achieve higher scores in linguistic performance when compared to the traditional approach. When the respondents were interviewed, they admitted that the two words belonged to a category of rarely used words in context, making it difficult to determine their meaning.

Along with this result, it is stated that watching YouTube and multimedia instruction can assist students in understanding and comprehending the English language as well as remembering new vocabulary (Kabooha and Elyas 2018). It is critical that teachers have access to modern technology, equipment, software, and technical training in order to create and use effective, up-to-date instructional materials (Rolluqui 2013).

Table 6. Mean, Standard Deviation, and Verbal Interpretation of the Post-test of Groups in terms of Synonyms and Antonyms

Groups	Mean	SD	Verbal Description
Control Group	6.63	1.62	Satisfactory
Experimental Group	8.20	1.12	Very Satisfactory

Intransitive Verbs and Transitive Verb

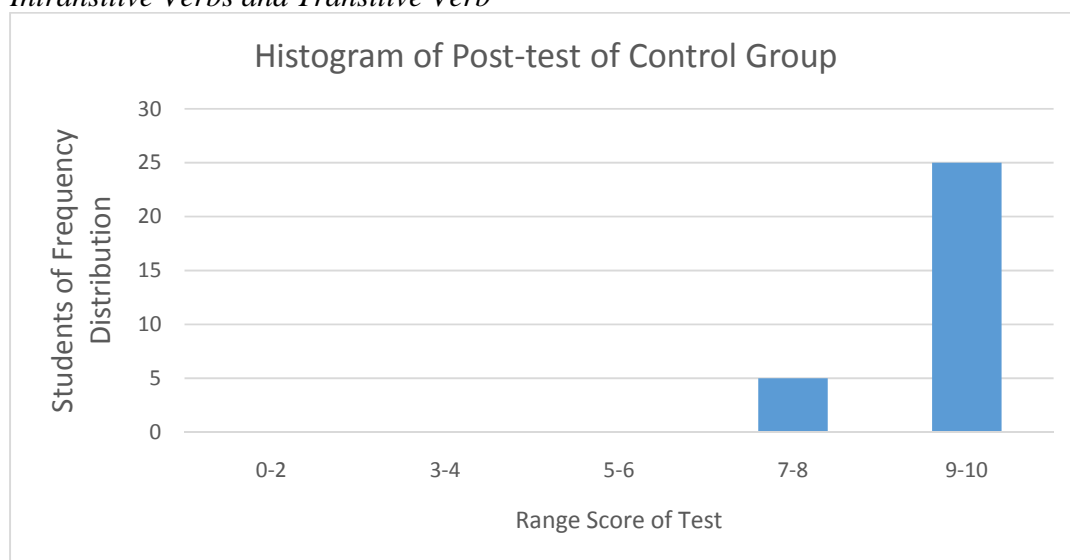


Figure 13. The histogram of post-test of the control group

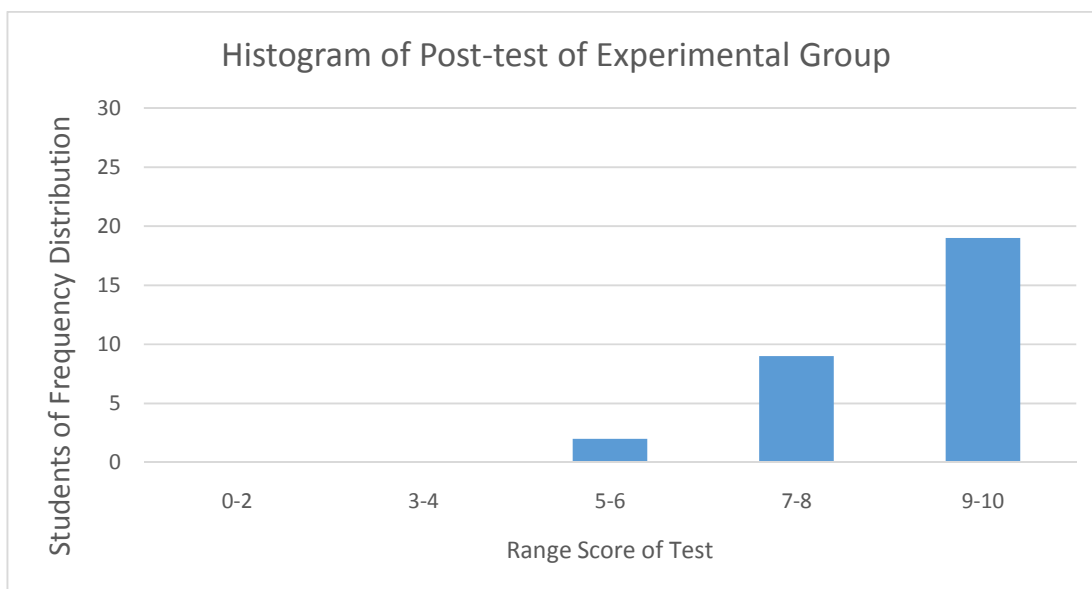


Figure 14. The histogram of post-test of the experimental group

The results show that the lecture discussion approach improved respondents' understanding of the correct use of transitive and intransitive verbs. Obviously, the control group demonstrated understanding of the difference between the use and function of transitive and intransitive verbs in sen-

tences. By simply looking at the structure of the sentences in the test, they were able to identify the verb as transitive because it was followed by an object, whereas intransitive verbs did not require an object. Understanding the rule allowed the respondents to easily differentiate between the two types of verbs. Knowing the rules made it easier to answer the test. It was also demonstrated that the teacher's role necessitates close monitoring in order to achieve higher levels of learning.

Post-test results in the experimental group, on the other hand, revealed that respondents with Outstanding performance. The test results revealed that the respondents' performance in transitive and intransitive verbs yielded the highest percentage. Multimedia instruction in the classroom had a positive impact on the respondents' comprehension of the topic, which aided in the correct usage of the verbs. Furthermore, multimedia instruction was not only informative, but also enjoyable and motivating, resulting in a better understanding of the lesson. As the saying goes, "learning occurs when learners enjoy learning."

The results showed that both approaches improved the respondent's performance. It can be seen in the pre-test and post-test results for the control group that performance increased from 6.83 described as Satisfactory in the pre-test to 9.33 described as Outstanding in the post-test. The experimental group, on the other hand, had a post-test performance of 8.9 described as Very Satisfactory, compared to a pre-test performance of 5.27 described as Satisfactory.

It can be deduced that lecture discussion worked better than instructional videos because the control group had an overall mean of 9.33 described as Outstanding versus the experimental group's overall mean of 8.9 described as Very Satisfactory. Furthermore, when given enough information, students found it easier to answer items correctly. A teacher can facilitate better instruction by employing both traditional and modern technological strategies in language instruction (Narayana 2015).

Table 7. Mean, Standard Deviation, and Verbal Interpretation of the Post-test of Groups in terms of transitive and intransitive verb

Groups	Mean	SD	Verbal Description
Control Group	9.39	0.84	Outstanding
Experimental Group	8.90	1.03	Very Satisfactory

Inflection

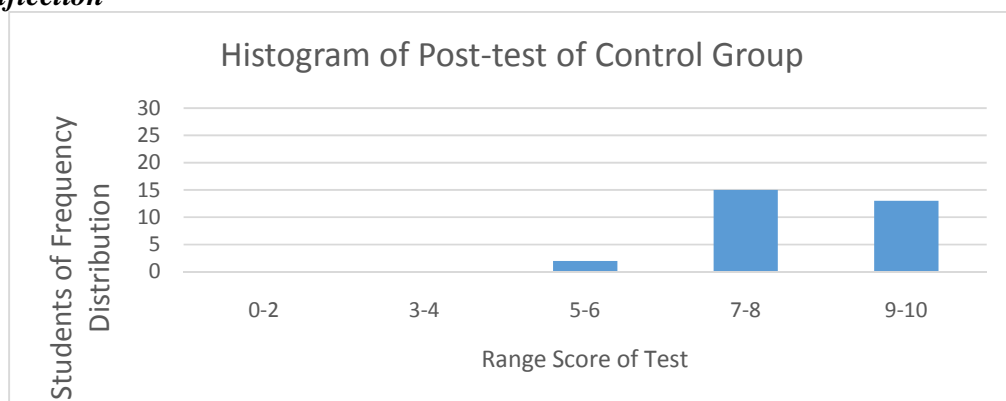


Figure 15. The histogram of post-test of the control group

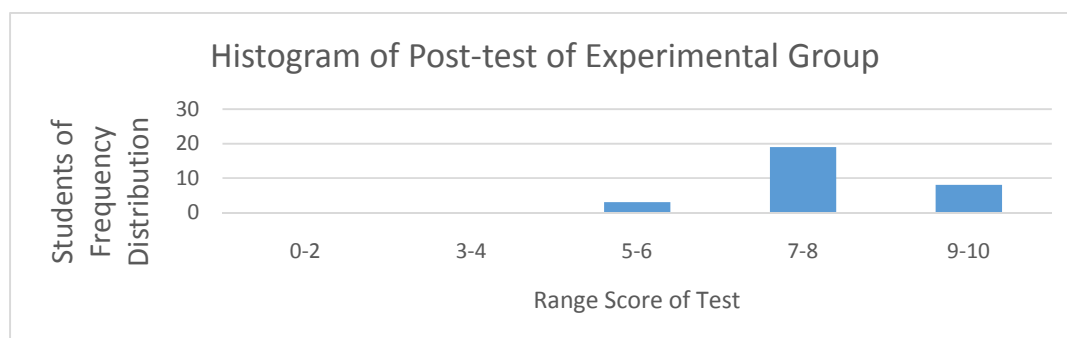


Figure 16. The histogram of post-test of the experimental group

Respondents performed admirably when it came to selecting the correct word form in the given sentences. It was evident that some of the respondents were still unsure when and where to use certain words. Students must encounter a word in context and see how its meaning relates to the words around it, as well as how it relates to other words that could have been used in its place.

This means that when compared to the pretest result, participants who used the lecture discussion approach received higher scores. During the lecture and discussion, it was observed that the respondents expressed their thoughts without hesitation, indicating a high level of understanding of the topic's details. Similarly, when instructional videos were used in instruction, the respondents received high marks. Students believe that watching videos makes learning the language easier. It also motivates students in class and provides them with access to language materials.

This result confirms the distinction between the pretest and posttest results. With the use of a lecture discussion approach rather than an instructional video in discussion, there was an increase in the percentage of items in which the control group had a higher overall mean. This is consistent with Abdulbaki et al., (2018)'s notion of lecturing as an essential means of communicating knowledge at the university level. Learners can express themselves and defend their points of view by sharing, exchanging ideas, and exchanging opinions.

Table 8. Mean, Standard Deviation, and Verbal Interpretation of the Post-test of Groups in terms of Inflection

Groups	Mean	SD	Verbal Description
Control Group	8.27	1.11	Very Satisfactory
Experimental Group	7.97	1.61	Very Satisfactory

Table 9. Results of Difference in the Pre-test and Post-test of the Control Group

Indicators	Computed t-value	Computed p-value	Result
Word Stress	-9.424	0.001	Significant
Synonyms and Antonyms	-4.470	0.001	Significant
Transitive and Intransitive verb	-5.92	0.001	Significant
Inflection	-5.27	0.001	Significant

Table 9 shows the t-test results for the difference between the control group's pretest and posttest. The results showed a significant difference between the control group's pretest and posttest.

With the use of the lecture discussion approach, there was an increase in the percentage of respondents achieving a higher score.

The activity used resulted in a noticeable improvement in the test result. This means that implementing the lecture discussion approach has a significant impact on the learners' linguistic performance. The lecture discussion approach is undeniably a potential approach that can be used in instruction.

In line with this finding, it lends support to Smith and Valentine's (2014) study, which identified Lecture Continuous as the dominant instructional strategy. The learners' language performance has been shown to improve as a result of lecture discussion. It is widely held that the lecture method will continue to be used.

Table 10. Results of Difference in the Pre-test and Post-test of the Experimental Group

Indicators	Computed t-value	Computed p-value	Result
Word Stress	-9.20	0.01	Significant
Synonyms and Antonyms	-7.30	0.01	Significant
Transitive and Intransitive verb	1.03	0.01	Significant
Inflection	1.16	0.01	Significant

The results show that there is a significant difference between the experimental group's pre-test and post-test results after being exposed to instructional videos. The respondents' linguistic performance improved noticeably, particularly in synonyms and antonyms, transitive and intransitive verbs, and inflection.

P-values of 0.01 for word stress, synonyms and antonyms, transitive and intransitive verbs, and inflection. It was discovered that the statistically computed p-values of the indicators were not significant and were greater than the level of significance at 0.05, implying that the null hypothesis was rejected.

The experimental group's pre-test and post-test results show a significant difference. The respondents' exposure to multimedia instruction in discussing word stress, synonyms and antonyms, transitive and intransitive verbs, and inflections positively influenced their understanding of the rules and reflected in the analyzing the results student how a larger improvement on their test result. Multimedia instruction can be used in a variety of ways in the classroom. It has the potential to completely improve the student's thinking and practical language skills. However, teachers must encourage students to use their own minds and speak more in order to use modernized language teaching, and they must avoid overusing technology.

Videos can provide a lot of information to learners and encourage them to think deeply and critically (Wang, 2015), and the use of multimedia instruction is not new in the field of education, so using it to boost the learning process will be an added benefit (Obagah, 2017).

Conclusions

Respondents in both the control and experimental groups performed satisfactorily in linguistics prior to the application of lecture and multimedia instruction; as a result, students performed well across the topic covered in the study.

Respondents demonstrated very satisfactory performance following implementation; thus, both the traditional approach and multimedia instruction had a positive influence on students' linguistic performance.

Lecture discussion works better on the respondents' understanding of synonyms and antonyms, transitive and intransitive verbs, and inflections in enhancing the linguistic performance of the because the teacher takes time to discuss in details the rules and examples become more authentic to the respondents.

Multimedia instruction is unquestionably a good way to learn a language because it allows respondents to listen to actual communication situations that will serve as models for language learners.

Recommendations

The following recommendations are made based on the findings and conclusions:

The English department may administer a pre-test to diagnose students' linguistic performance so that appropriate activities can be planned ahead of time.

The instructors can provide more relevant discussion and activities on the covered topics by exposing the students to various multimedia instruction and in the lecture-discussion method.

English teachers may consider both methods equally effective for teaching the topics covered in the study and select appropriate teaching methods for different topics in order to improve students' linguistic performance.

It is recommended that the study's output be used to improve students' understanding of word stress, synonyms and antonyms, transitive and intransitive verbs, and inflection.

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