Learning Literature through Vlogging by Grade 11 Students

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Abstract: *This study determined the effects of vlogging in learning literature among the Grade 11 students of Suyangan National High School for the school year 2021-2022.It sought answers to the following questions: (a) What is the academic performance of the Grade 11 in literature before and after the instruction; (b) significant difference on the academic performance before and after instruction in each group, and (c) Is learning literature through Vlogging more effective than without Vlogging?*

Data were gathered from Grade 11 students of Suyangan National High School who were enrolled for SY 2021-2022 utilizing the researcher-made questionnaire. The analysis of the data was obtained using the Weighted Mean and Standard Deviation, T-test for paired samples,and Analysis of Covariance.

Results revealed that the level of performances of students in literature before and after instruction for some experimental group was from fairly satisfactory to very satisfactory; and for the control group- from fairly satisfactory to Satisfactory; learning literature through vlogging increased the level of performance in Literature of the Grade 11 students; and learning literature through vlogging was effective.

From the foregoing results, the following recommendations are offered:

Because the students' transmuted scores improved significantly after learning literature through vlogging, curriculum administrators and developers may adjust their policy and curriculum formulation by adding new literary text media such as vlogging. They can create standardized vlogs with various literary selections and add them;

With the significant increase in the performances of the students after using vlogging, teachers may adapt the vlog-type literary texts used in this research to strengthen their students' communicative skills, especially in speaking. Using vlogging, the students would be able to not only enhance their speaking ability but also heighten their interest in understanding different literary texts; and

Even though the result indicates vlogging is a more effective pedagogical tool than using video clips, this pedagogical tool displays a positive response toward the improvement of the learning literature ability of the students. It could be employed a digital platform in providing literary texts. However, since not all students have access using internet. As students are media savvies, they can also create their own literary pieces through crafting vlogs. In this way, they can build up their interest to learn and to apply what they learn in understanding literary, or even non-literary, texts.

Keywords: Vlogging

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