



SELF-DESIGNED ANIMATED CLIPS AS SUPPLEMENTARY MATERIALS TO IMPROVE VIEWING COMPREHENSION OF GRADE 7 ENGLISH LEARNERS OF DAYAP NATIONAL HIGH SCHOOL S.Y. 2023-2024

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ABSTRACT

This study on the use of animated clips as supplementary materials to improve viewing comprehension of Grade 7 English Learners implemented in the scenario of the English Curriculum subject where there are no suggested and approved video animated materials to be used by Grade 7 English Teachers to aid their English Lessons with viewing comprehension that are aligned to the English 7 Most Essential Learning Competencies were considered in determining the significant effects of self-designed animated clips in the viewing comprehension of Grade 7 English students at Dayap National High School for the academic year 2023-2024.

Descriptive research design was unutilized for the pretest and posttest and in describing the level of the significant effects of self-designed animated clips in the viewing comprehension. Purposive-Stratified sampling technique was used to obtain one hundred fifty 150 respondents from Grade-7 English students i.e., thirty-seven 37 to forty 40 students from each Grade-7 class.

Analysis revealed that the animated clips as supplementary material resulted in very high ratings. The level of viewing comprehension of learners with the used of self-animated clips on English Lessons indicated a significant progress on all types of comprehension. This means that learners have great capacity for growth and development throughout the weeks. Therefore, using animated-clips and viewing lessons and activities help learners develop ability to analyze and enhance their viewing skills. The level of the students' pre-test and post-test resulted in a great improvement from Good into Very Good and Outstanding stages. The test of difference between the pretest and posttest revealed that there is a significant difference between the level of students' viewing comprehension in English. Nevertheless, the study showed that Animated Clips affects the students' viewing comprehension of the subject.

With the use of the self-animated clips for four weeks the researcher found out that there is a significant difference on assessment scores for each week, indicating improvement in student's performance on their English Class. This implied the effectiveness of the used of self-animated clips employed during the study in enhancing learner's learning and understanding and be able to apply their knowledge and skills to different types of comprehension tasks.

Based on the results and conclusion, it is recommended that English teachers may integrate the use of their self-designed animated clips in their English lessons because it can be of great help to improve the viewing comprehension of their learners. English teachers can showcase animated clips and other related learning tools for an innovative learning approach. It can also be one of the topics worth sharing on a series of webinars to ensure the learning quality to the students.

KEYWORDS: animated clips; supplementary materials; viewing comprehension

1. INTRODUCTION

In various field of education, the integration and use of multimedia materials become essential and necessary to engage students and enhance their understanding and comprehension of difficult context and subject. This study investigates the possible advantages of using self-designed animated clips as supplementary learning resources in the context of a Grade 7 English curriculum to enhance viewing skills, keeping with the evolution of education.

In the 21st-century classroom set-up innovative ways or approaches to teaching and learning are necessary and it should offer unique mix of problems and opportunities. Teacher needs to adjust to digital age and use multimedia teaching and learning resources that are interactive, engaging and visually stimulating. Students benefit from the high-tech approach to teaching and learning in the classroom. In the classroom, many

teachers use laptops, tablets, and even cell phones. Some teachers utilize the use of internet to offer assignments.

Technology helps aid the learning and teaching process in school nowadays and plays a vital part/role in the classroom setup in providing visuals and learning materials. Integration of technology to support learning in the modern education is necessary. Education aims nowadays is to equip students with knowledge and skills needed for the real world (IGI Global, 2021) by integrating technology- based and enhanced learning (World Economic Forum, 2021). Due to the evolving technological landscape in education, teachers and teacher education institutions and universities face challenges in keeping up with educational trends (Montealegre, 2019). Hence, all of the educators must be ready with 21st-century skills but the learners. Therefore, teachers should be proficient and effective in using and integrating online platforms and



resources to create an engaging and interactive learning experiences for their learners. By integrating technology into their teaching practices, teachers can cater to different learning styles and provide personalized learning opportunities for their students. Additionally, technology can help teachers track student progress, provide immediate feedback, and facilitate communication and collaboration among students. Specifically, language teachers are expected to acquire the 21st-century digital skills (van Laar et al., 2020) to guide and enhance students' skills acquisition efficiently. A good teacher has the adaptability and flexibility to address the educational challenges ahead, wisely utilizing the resources and materials that are available for teaching and learning. Knowing the ways how different stakeholders of the education such as researchers and co-educators can collaborate in evaluating materials in the teaching-learning process can be a great help. (Lim 2022). The use of technology provides new opportunities for delivering instructions to students. Mobile Devices such as laptops, personal digital assistants, and mobile phones have become a great influence learning tool for students to survive in this digitized era of education.

Therefore, the researcher thought of using self-designed animated clips on Grade 7 English lessons to see if they were indeed effective and enhance the viewing comprehension of Grade 7 English Learners.

1.1 Statement of the Problem

This aims to answer the following questions:

1. What is the level of self-design animated clips in terms of:
 - 1.1 Content Appeal
 - 1.1.1. Accessibility;
 - 1.1.2. Emotional Impact;
 - 1.1.3 Storytelling;
 - 1.1.4 Accurate Information?
 - 1.2 Visual Appeal
 - 1.2.1 Color;
 - 1.2.2 Shape;
 - 1.2.3 Lighting;
 - 1.2.4 Movement;

- 1.2.5 Typography (Text)?
2. What is the level of viewing comprehension of Grade 7 English students in terms of:
 - 2.1 literal;
 - 2.2 inferential;
 - 2.3 appreciation;
 - 2.4 reorganization;
 - 2.5 evaluation?
3. What is the level of student's comprehension in terms of pre-test and post-test assessment?
4. Is there a significant difference between the pre-test and post-test assessment scores of students?
5. Does self-designed animated clips has significant effect on the viewing comprehension of Grade 7 English students of Dayap National High School?

2. METHODOLOGY

The descriptive research design was utilized in the study and determine the significant effect of self-designed animated clips in the viewing comprehension of Grade 7 English learners. The researcher specifically used pre-test and post-test assessment where the respondents was purposively chosen to be part of the study. The selected grade 7 learners were exposed to the viewing of animated clips during their learning process in English.

3. RESULTS AND DISCUSSION

This chapter present, analyzes and interprets the data gathered that showed significant difference between the performance of the students in formative and the summative test, also the significant effect of utilizing self-designed animated clips on viewing comprehension of the students.

Level of Self-design Animated Clips

Level of self – design animated clips in terms of content include accessibility, emotional impact, shareability, storytelling and accurate and was determine by mean and standard deviation.

Table 1. Level of Self-Design Animated Clips in Terms of Content as to Accessibility

STATEMENTS	MEAN	SD	REMARKS
<i>The animated clips are convenient to use at any place and time and can be a tool for studying independently.</i>	4.48	0.70	Strongly Agree
<i>The animated clips were accessible to students with diverse learning needs.</i>	4.38	0.74	Strongly Agree
<i>The animated clips made the approach to English lessons easy and updated.</i>	4.42	0.76	Strongly Agree
<i>The animated clips are easy to access and use by the teacher and students.</i>	4.31	0.77	Strongly Agree
<i>The content of the animated clips is easier to understand and can be applied to real-life scenarios.</i>	4.49	0.69	Strongly Agree
Weighted Mean		4.42	
SD		0.73	
Verbal Interpretation		Very High	

Table 1 present the results of a survey on the level of self-designed animated clips in terms of content accessibility.

Respondents strongly agree that the content of the animate clips animated clips are convenient to use at any place and time and



can be a tool for studying independently– situation (m= 4.48, SD= 0.70). Furthermore, animated clip is easy to access and use by the teachers and students. (M=4.31, SD 0.77).

The overall mean of 4.42 and the standard deviation of 0.73 imply a very high level of assessment on the self -design animated clips. This means that self-designed animated clips are highly accessible in terms of content and are effective in explaining lessons clearly to students with diverse learning needs.

Table 2 presents the Level of Self-Design Animated Clips in Terms of Content as to Emotional Impact. The respondents assessed the level of Self-Designed Animated Clips in terms of Content as to Emotional Impact as revealed in the following table, which shows the mean, standard deviation, and verbal

interpretation.

To a very high extent, the respondents strongly agreed that the emotional themes depicted in the animated clips were relatable have a mean of 4.36 and standard deviation of 0.74 (M=4.36, SD=0.74). The animated clips effectively conveyed a range of emotions, such as joy, sadness, excitement, or empathy with a mean of 4.27 and a standard deviation of 0.91 (M=4.27, SD=0.91) both with the verbal interpretation of Strongly Agree.

It is also observed that the third statement has a mean of 4.22 and standard deviation of 0.83 (M=4.22, SD=0.83) with the verbal interpretation of Strongly Agree. The fourth statement has a mean of 4.23 and SD of 0.82. The fifth statement has a mean of 4.39 and SD of 0.93. It reveals that the fifth statement has the highest mean and standard deviation.

Table 2. Level of Self-Design Animated Clips in Terms of Content as to Emotional Impact

STATEMENTS	MEAN	SD	REMARKS
<i>The emotional themes depicted in the animated clips were relatable.</i>	4.36	0.74	Strongly Agree
<i>The animated clips effectively conveyed a range of emotions, such as joy, sadness, excitement, or empathy.</i>	4.27	0.91	Strongly Agree
<i>The emotional impact enhanced my engagement with the content.</i>	4.22	0.83	Strongly Agree
<i>The animated clips use of appropriate music, sound effects, and/or voiceover to create mood, add realism, and bring the drawings to life.</i>	4.23	0.82	Strongly Agree
<i>The animated clips can make learning meaningful and fun.</i>	4.39	0.93	Strongly Agree
Weighted Mean		4.29	
SD		0.85	
Verbal Interpretation		Very High	

The overall mean (M=4.29, SD=0.85) for the level of Self-Designed Animated Clips in terms of Content as to Emotional

Impact indicates how data scores are homogeneous to each other and verbally interpreted as Very High.

Table 3. Level of Self-Design Animated Clips in Terms of Content as to Shareability

STATEMENTS	MEAN	SD	REMARKS
<i>The animation clips capture attention quickly and maintains viewer interest throughout, encouraging viewers to share it with others.</i>	4.45	0.70	Strongly Agree
<i>The content of the animated clips is suitable for sharing on social media platforms.</i>	4.40	0.73	Strongly Agree
<i>The animated clips include humor or entertainment, making it more likely to be shared because viewers enjoy content that makes them laugh or smile.</i>	4.32	0.77	Strongly Agree
<i>The animated clips are short enough to be easily watched and shared on social media platforms.</i>	4.25	0.75	Strongly Agree
<i>The animated clips address current events or trends, making it more likely to be shared as viewers find it relevant and engaging.</i>	4.28	0.78	Strongly Agree
Weighted Mean		4.34	
SD		0.75	
Verbal Interpretation		Very High	

Table 3 shows the level of Self-Designed Animated Clips in terms of Content as to Shareability.

As shown in the data, most of the students *Strongly Agreed* that the animation clips capture attention quickly and maintains viewer interest throughout, encouraging viewers to share it with

others with a mean of 4.45 and standard deviation of 0.70 (M=4.45, SD=0.70). The second statement, the content of the animated clips is suitable for sharing on social media platforms, has a mean of 4.40 and standard deviation of 0.73 (M=4.40, SD=0.72) verbally interpreted as Strongly Agree.



Furthermore, the third statement has a mean of 4.32 and a standard deviation of 0.77 ($M=4.32, SD=0.77$). The fourth statement has mean of 4.25 and SD of 0.75. The fifth statement has a mean of 4.28 and SD of 0.78.

The overall mean ($M=4.34, SD=0.75$) for the level of Self-Designed Animated Clips in terms of Content as to Shareability indicates how data scores are homogeneous to each other. This implies that students are strongly agreed that Self-Designed Animated Clips as to Shareability has a Very High interpretation.

Table 4 shows the level of Self-Design Animated Clips in Terms of Content as to Storytelling

The table indicates the weighted mean, standard deviation, and the interpretation for each statement on the questionnaire for the level of Self-Designed Animated Clips in terms of Content as to Storytelling. The first statement has a mean of 4.47 and a standard deviation of 0.72 with a remark of Strongly Agree. The second statement has a mean of 4.25 and a standard deviation 0.81 and based on the Likert scale can be interpreted as Strongly Agree. The third statement has a mean of 4.09 and SD of 0.98 which can be interpreted as Agree. The fourth and fifth statement has a mean of 4.10 and 4.40 consecutively.

Table 4. Level of Self-Design Animated Clips in Terms of Content as to Storytelling

STATEMENTS	MEAN	SD	REMARKS
<i>The animated clips follow a structured plot with a clear beginning, middle, and end, having a logical sequence.</i>	4.47	0.72	Strongly Agree
<i>The timing of dialogue, action, and visual cues effectively tells the intended narrative.</i>	4.25	0.81	Strongly Agree
<i>The narrative structure of the animated clips conveys a clear message and explores a significant theme that connects with the audience.</i>	4.09	0.98	Agree
<i>The transitions between scenes are smooth and contribute to the overall flow of the narrative.</i>	4.10	1.02	Agree
<i>The animated clips narrative invites audience participation and interaction, encouraging viewers to share their thoughts and reactions with others.</i>	4.40	0.85	Strongly Agree
Weighted Mean		4.26	
SD		0.90	
Verbal Interpretation		Very High	

Furthermore, with an overall mean computed of 4.26, the researcher found out that the level of Self-Designed Animated Clips in terms of Content as to Storytelling is Very High.

Table 5 presents the results of a survey on the level of self-designed animated clips in terms of Accurate Information. Respondents strongly agreed that the information presented in the animated clips was factual and reliable, cited sources or

provided evidence to support the information ($M= 4.45$), The content of the animated clips is sufficient and beneficial in learning English Lessons. ($M= 4.19$). Furthermore, the information from these animated clips is used for academic or learning purposes and allow the organization of English concepts and ideas effectively. ($M=4.02$). The fourth and fifth statement has a mean of 3.67 and 4.55 consecutively.

Table 5. Level of Self-Design Animated Clips in Terms of Content as to Accurate Information

STATEMENTS	MEAN	SD	REMARKS
<i>The information presented in the animated clips was factual and reliable, cited sources or provided evidence to support the information.</i>	4.45	0.82	Strongly Agree
<i>The content of the animated clips is sufficient and beneficial in learning English Lessons.</i>	4.19	0.75	Agree
<i>The information from these animated clips is used for academic or learning purposes and allow the organization of English concepts and ideas effectively.</i>	4.02	0.94	Agree
<i>The representation of ideas and concepts is well presented.</i>	3.67	1.16	Agree
<i>The learning goal in the animated clips is to expand English capabilities.</i>	4.55	0.68	Strongly Agree
Weighted Mean		4.18	
SD		0.94	
Verbal Interpretation		Very High	



The overall mean of 4.18 and the standard deviation of 0.68 implies a very high level of assessment on the self -design animated clips. This means that self-designed animated clips are highly accessible in terms of accurate information and are effective in explaining lessons with a very concise and precise information.

Level of Self-design Animated Clips in terms of Visual Appeal

Level of Self-design Animated Clips in terms of visual appeal comprises color, shape, lighting, movement and typography and was determined by mean and standard deviation.

Table 6 show the results of assessment on the level of self-designed animated clips in terms of visual appeal, specifically focusing on color.

Respondents strongly agree that the color use in self-design animated clips was visually appealing and eye catching (M=4.29, 0.82), convey the mood or tone (M= 4.14, SD= 0.94). The overall mean of 4.23 and the standard deviation of 0.86 show a very high level of assessment in the color of self-designed animated clip. This indicates that the animated clips that were created have a strong visual appeal due to their consistent use of color, ability to successfully portray a mood or tone, and overall consistency.

Table 6. Level of Self-Design Animated Clips in Terms of Visual Appeal as to Color

STATEMENTS	MEAN	SD	REMARKS
<i>The color palette used in the animated clips was visually appealing and eye catching.</i>	4.29	0.82	Strongly Agree
<i>The colors effectively conveyed mood or tone.</i>	4.27	0.78	Strongly Agree
<i>The color scheme was consistent and visually appealing throughout the animated clips.</i>	4.14	0.94	Agree
<i>Used diverse range of colors that adds visual interest and prevents monotony, keeping the audience engaged throughout the animation.</i>	4.19	0.85	Agree
<i>There is a balance between light and dark colors, as well as between warm and cool tones, to create visual contrast and interest within the scene.</i>	4.27	0.88	Strongly Agree
Weighted Mean		4.23	
SD		0.86	
Verbal Interpretation		Very High	

Table 7 shows the results of assessment on the level of self-designed animated clips in terms of visual appeal, specifically

focusing on shape.

Table 7. Level of Self-Design Animated Clips in Terms of Visual Appeal as to Shape

STATEMENTS	MEAN	SD	REMARKS
<i>The shapes and forms used in the animated clips were visually interesting.</i>	4.39	0.79	Strongly Agree
<i>The shapes and forms helped communicate the content effectively.</i>	4.37	0.76	Strongly Agree
<i>The shapes and visual elements used in the animated clips helped clarify complex concepts.</i>	4.01	1.08	Agree
<i>Uses different shapes makes the animation visually interesting, avoiding boredom and keeping viewers engaged.</i>	3.96	1.07	Agree
<i>The shapes stay consistent in size and style throughout the animation, ensuring a unified look.</i>	4.49	0.66	Strongly Agree
Weighted Mean		4.24	
SD		0.92	
Verbal Interpretation		Very High	

Respondents strongly agree that the shapes and forms in the animated clips were visually interesting (M=4.39, 0.79), helped communicate the content effectively (M= 4.37, SD= 0.76). The overall mean of 4.24 and the standard deviation of 0.92 show a very high level of assessment in the shape of self-designed animated clip. This indicates that the animated clips that were created have a strong visual appeal due to their consistent use of shape, ability to successfully clarify complex concepts.

Table 8 shows the level of Level of Self-Designed Animated Clips in terms of Visual Appeal as to Lighting. As revealed in the following table, which shows the average mean, standard deviation, and its verbal interpretation.

As shown in the data, most of the students Strongly Agreed that Lighting techniques are skillfully applied to prevent any visual flaws or inconsistencies in the animated clips. (M=4.44, SD=0.97). Also, lighting enhanced the visual appeal (M=4.27,



SD=0.83)
 The overall mean (M=4.11, SD=0.97) for the level of Self-Designed Animated Clips in terms of Visual Appeal as to Lighting indicates how data scores are homogeneous to each

other. This implies that students are strongly agreed that Visual Appeal of Animated Clips as to Lighting is High.

Table 8. Level of Self-Design Animated Clips in Terms of Visual Appeal as to Lighting

STATEMENTS	MEAN	SD	REMARKS
<i>The lighting effects in the animated clips enhanced the visual appeal.</i>	4.27	0.83	Strongly Agree
<i>Lighting was used effectively to create atmosphere or emphasis.</i>	4.23	0.86	Strongly Agree
<i>The use of visual lighting in animated clips optimized for better learning outcomes.</i>	3.78	1.07	Agree
<i>Lighting brings out the textures and details of characters and objects, making them more vivid and interesting.</i>	3.83	1.10	Agree
<i>Lighting techniques are skillfully applied to prevent any visual flaws or inconsistencies in the animated clips.</i>	4.44	0.74	Strongly Agree
Weighted Mean		4.11	
SD		0.97	
Verbal Interpretation		High	

Table 9 show the results of assessment on the level of self-designed animated clips in terms of visual appeal, specifically focusing on movement.

focus (M= 4.34, SD= 0.82). The overall mean of 4.16 and the standard deviation of 0.98 show a high level of assessment in the movement of self-designed animated clip. This indicates that the animated clips that were created have movement that is smooth, engaging and conveyed information that added interest.

Respondents strongly agree that the movement are smooth and expressive and it is synchronized with the movements of in the background. (M=4.45. 0.73), guide the viewer's attention and

Table 9. Level of Self-Design Animated Clips in Terms of Visual Appeal as to Movement

STATEMENTS	MEAN	SD	REMARKS
<i>The movement and animation in the clips were smooth, engaging, and conveyed information that added interest.</i>	4.32	0.82	Strongly Agree
<i>Movement was used strategically to guide the viewer's attention and focus.</i>	4.34	0.82	Strongly Agree
<i>The movement in the animated clips provides visual clarity.</i>	3.97	1.11	Agree
<i>Movement in animation clips is fitting for the story line and characters.</i>	3.70	1.16	Agree
<i>The movements of the character in the animated clips are smooth and expressive and it is synchronized with the movements of in the background.</i>	4.45	0.73	Strongly Agree
Weighted Mean		4.16	
SD		0.98	
Verbal Interpretation		High	

Table 10 show the results of assessment on the level of self-designed animated clips in terms of Typography (Text)

STATEMENTS	MEAN	SD	REMARKS
<i>The typography (text) used in the animated clips was clear and easy to read.</i>	4.35	0.84	Strongly Agree
<i>Typography was used creatively to enhance the visual appeal.</i>	4.43	0.81	Strongly Agree
<i>The typography (text) was integrated seamlessly into the animated clips.</i>	4.59	0.62	Strongly Agree
<i>Basic terminology is used, presented in an orderly manner and easier to understand.</i>	3.81	1.02	Agree
<i>Uses precise language to convey message in a concise manner.</i>	3.84	1.08	Agree
Weighted Mean		4.20	
SD		0.94	
Verbal Interpretation		High	



The respondents assessed the level of Self-Designed Animated Clips in terms of Visual Appeal as to Typography (Text) as shown in Table 10 evaluated by the grade 7 students. It was observed that the typography (text) seamlessly into the animated clips (M= 4.59, SD= 0.62) and typography was used creatively to enhance the visual appeal (M= 4.43, SD= 0.81)

The overall mean (M= 4.20, SD= 0.94) for the level of self-designed animated clips in terms of visual appeal as to typography (text), indicates how data scores are homogeneous to each other with a remark of High.

Table 10. Level of Self-Design Animated Clips in Terms of Visual Appeal as to Typography (Text)

Level of Viewing Comprehension

Level of Viewing comprehension of the students in Pretest and Posttest assessment include literal, inferential, appreciation recognition and evaluation and was measured by mean and standard deviation.

Table 11 reveal the level of viewing comprehension of the students in terms of Pretest and Posttest. Based on the results of the table, it can be observed that the students made significant progress in their viewing comprehension skills over the course of the study. The mean scores for each type of comprehension increased from the pre-test to the post-test, indicating improvement in understanding and interpreting English texts. The students' performance in the post-test was generally outstanding or very good across all types of comprehension. This means that they were able to effectively analyze and interpret literal, inferential, appreciation, reorganization, and evaluation aspects of the texts. The results imply that the teaching methods and strategies used during the study were effective in enhancing the students' understanding and comprehension of English texts. It also indicates that the students were able to apply their knowledge and skills to different types of comprehension tasks.

Table 11. Level of Viewing Comprehension of the Students

		Pre-test			Post-Test			
		Mean	SD	Remarks	Mean	SD	Remarks	
Week 1	Literal	4.87	1.59	Good	Literal	8.12	1.24	Outstanding
	Inferential	4.87	1.27	Good	Inferential	8.13	1.23	Outstanding
	Appreciation	4.61	1.42	Good	Appreciation	8.06	4.22	Outstanding
	Reorganization	4.65	1.16	Good	Reorganization	7.22	1.48	Very Good
	Evaluation	4.94	1.23	Good	Evaluation	8.09	1.32	Outstanding
Week 2	Literal	3.87	1.57	Fairly Satisfactory	Literal	8.43	1.14	Outstanding
	Inferential	4.57	1.67	Good	Inferential	7.85	1.51	Very Good
	Appreciation	4.70	1.69	Good	Appreciation	7.67	1.51	Very Good
	Reorganization	4.83	1.18	Good	Reorganization	8.61	8.50	Outstanding
	Evaluation	5.76	5.00	Good	Evaluation	8.09	1.32	Outstanding
Week 3	Literal	4.47	1.50	Good	Literal	8.07	1.28	Outstanding
	Inferential	4.94	2.08	Good	Inferential	8.32	1.10	Outstanding
	Appreciation	4.74	1.49	Good	Appreciation	8.05	1.29	Outstanding
	Reorganization	4.61	1.18	Good	Reorganization	7.39	1.49	Very Good
	Evaluation	4.91	1.24	Good	Evaluation	8.26	4.33	Outstanding
Week 4	Literal	4.48	0.70	Good	Literal	8.15	1.24	Outstanding
	Inferential	4.42	0.76	Good	Inferential	7.96	1.37	Very Good
	Appreciation	4.71	1.44	Good	Appreciation	8.15	4.20	Outstanding
	Reorganization	4.68	1.15	Good	Reorganization	7.41	1.49	Very Good
	Evaluation	4.93	1.24	Good	Evaluation	8.46	4.27	Outstanding

Furthermore, the consistent improvement in the mean scores throughout the weeks demonstrates the students' ability to progress and build upon their previous knowledge. This indicates their capacity for growth and development in viewing comprehension.

Table 12 shows the Significant Difference between the Pre-test and Post-test assessment scores of students in four different weeks assessed by the researcher. The pre-test and post-test are parallel and aligned in Grade 7 English MELC and done during the Third Quarter of S. Y. 2023-2024



Table 12. Significant Difference between the Pre-test and Post-test assessment scores of students

Indicator	Pre-test		Post-test		Mean Difference	95% CI		t	df	p
	M	SD	M	SD		L	U			
Week 1	23.94	3.07	39.61	5.12	15.67	-16.662	-14.684	-31.314	149	0.000
Week 2	23.73	5.74	40.65	8.98	16.91	-18.684	-15.143	-18.878	149	0.000
Week 3	23.66	3.46	40.09	5.01	16.43	-17.383	-15.484	-34.198	149	0.000
Week 4	23.22	2.55	40.14	6.63	16.92	-18.026	-15.814	-30.227	149	0.000

The table indicates that there is a significant difference between the pre-test and post-test assessment scores of students for each week of the study. The mean difference in the pre-test and post-test of 15.67-16.92 scores is positive for all weeks, indicating an improvement in the students' performance. The t-values are large and negative, indicating a substantial difference between the pre-test and post-test scores. The p-values are all less than

0.05 level of significance, indicating a highly significant difference. Overall, the results indicates that the students' performance significantly improved from the pre-test to the post-test assessments in each week of the study. This implies the effectiveness of the intervention or teaching methods employed during the study in enhancing the students' learning and understanding.

Table 13. Significant effects of Self-designed Animated Clips to the viewing comprehension of Grade 7 Students in English

Indicator	Beta	SE	95 % CI		β	P
			LL	UL		
<i>Literal</i>	-.569	.283	-1.128	-.010	-.163	.046*
<i>Inferential</i>	.364	.305	-.239	.966	.098	.235
<i>Appreciation</i>	-.220	.819	-1.838	1.398	-.022	.789
<i>Reorganization</i>	.416	.939	-1.440	2.272	.036	.659
<i>Evaluation</i>	1.382	.874	-.344	3.109	.129	.116

p<0.05 significant

Table 13 show the significant effect on using self -design animated clips to the viewing comprehension of grade 7 in English subject. Self-design animated clips show significant effect on the viewing comprehension, of the students in terms of literal. The effect is statistically significant at $p < .05$ this only indicate that students are better able to grasp and remember factual information conveyed through the animated content, understanding the storyline, identifying key events, recognizing characters, or comprehending explicit messages or information presented in the clips. While self -design animated clip does not show significant effect viewing comprehension in terms of inferential appreciation and recognition all the $p > 0.05$.

Furthermore, assessments aid to develop critical thinking and problem-solving skills as learners are encouraged to analyze and evaluate information to generate well-organize and truthful responses.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were made.

With the use of the self-animated clips for four weeks the researcher found out that there is a significant difference on assesmtment scores for each week, indicating improvement in student's performance on their English Class. This implied the effectiveness of the used of self-animated clips employed during the study in enhancing learner's learning and

understanding and be able to apply their knowledge and skills to different types of comprehension tasks.

The level of viewing comprehension of the students in terms of Pretest and Posttest observed that the students made significant progress in their viewing comprehension skills over the course of the study. The mean scores for each type of comprehension increased from the pre-test to the post-test, indicating improvement in understanding and interpreting English texts. The students' performance in the post-test was generally outstanding or very good across all types of comprehension. This means that they were able to effectively analyze and interpret literal, inferential, appreciation, reorganization, and evaluation aspects of the texts. The results imply that the teaching methods and strategies used during the study were effective in enhancing the students' understanding and comprehension of English texts. It also indicates that the students were able to apply their knowledge and skills to different types of comprehension tasks. To summarized, it can be concluded that self-designed animated clips have significant effects on certain aspects of viewing comprehension among Grade 7 English students, particularly in appreciation, reorganization, and evaluation comprehension.

Based on the conclusions drawn from the study, the following were recommended:

1. Through the finding of this study, teachers can integrate Animated Clips into teaching to engagingly



supplement the traditional method of teaching addressing specific learning objectives and cater to the diverse needs of students.

2. The findings of the study encourage reflection and discussion on the emotional themes presented in the animated clips. Encourage open discussion in the classroom where students can share their thoughts, experiences, and interpretations of the emotions depicted, integrating Values Education or use the emotional content of the animated clips as a springboard for discussions on empathy and understanding. This promotes critical thinking and deeper engagement with the content.
3. The findings of the study encourage to create an opportunity to extend the continual learning of the students by giving seminars about Animated Clips to the teachers in key areas which would help the students to learn independently.

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