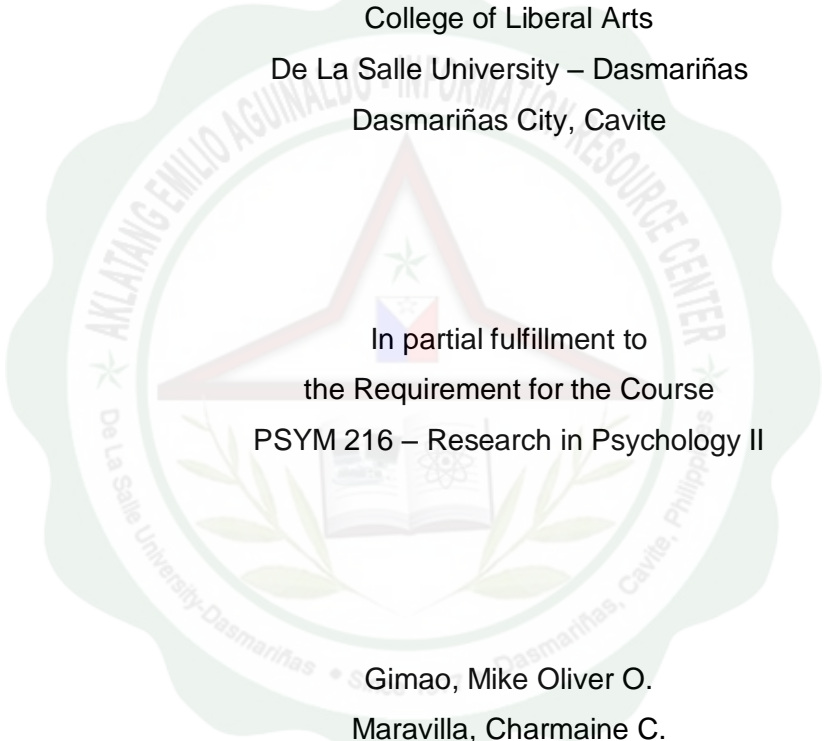


**DIFFERENTIATED GUIDED LECTURES ON THE MEMORY RECALL
AMONG SOPHOMORE PSYCHOLOGY STUDENTS OF DLSU-D**

An Undergraduate Thesis Presented to
the Faculty of Behavioral Sciences Department
College of Liberal Arts
De La Salle University – Dasmariñas
Dasmariñas City, Cavite



In partial fulfillment to
the Requirement for the Course
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ABSTRACT

Name of Institution : De La Salle University-Dasmariñas
Address : City of Dasmariñas, Cavite
Title : Differentiated Guided Lectures on
The Memory Recall Among
Sophomore Psychology Students
of DLSU-D

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Objectives:

General: To determine if there is possible effect of differentiated guided lectures such as traditional lectures, power point presentation, and handouts on memory recall.

Specific:

To provide answers to the following questions:

1. What is the level of memory recall of the participants?
2. What is the post-test score on memory recall of the participants, in terms of:
 - 2.1 Traditional Lecture
 - 2.2 Power Point Presentation
 - 2.3 Handouts
3. Is there a significant difference between the three guided lectures on participants' memory recall after the post-test?

Scope and Limitation

This study focuses only on the amount of guided lectures in memory recall. The experimental part of this research was done in De La Salle University – Dasmariñas, College of Liberal Arts (JFH building). The study was limited to the randomly selected participants from the Second

Year AB Psychology students considering the demographic information and with the use of types of test that were designed by the researcher.

Moreover, the following limitations were considered: (1) Tests were only used to measure the amount of guided lectures on participants' recall of information. (2) The experiment were conducted in three sessions and lasted for 30-45 minutes per session. (3) Guided lectures were only implemented to a total of thirty (30) Second Year AB Psychology for control group and thirty (30) Second Year AB Psychology for experimental group students because this represents an ideal amount for classroom setting. (4) Memory recall level of the participants were not measured by a test before the experimental tests. (5) Short-term memory was the one measured and not the long-term memory.

Major Findings

After a careful analysis of the findings, the results were the following:

1. In the Otani-Whiteman test, 26 out of 45 total participants which is equivalent to 58 % of the total population have high level of memory recall with scores ranging from 16 – 24 with SD 19.81. Eighteen out of 45 total participants which is equivalent to 40 % of the total population got the average scores ranging from 8 – 15 with SD 13.55, and 1 out of 45 total participants equivalent to 2 % of the total population got the

lowest score ranging from 0 – 7. The error occurred because only 1 among the 45 total participants in this study got the lowest score. The mean score of the 45 participants for the experimental group in the Otani-Whiteman test was 16.84 with standard deviation of 17.33 and the total scores of 758 proves that the participants vary in terms of memory recall.

2. The mean score of the 45 participants in the first treatment (Traditional lecture) is 21.67 with standard deviation of 22.57. In the second treatment (Handouts) the mean score of the 45 participants is 28.22 with standard deviation of 29.18. The mean score of the 45 participants in the third treatment (Power point presentation) is 30.07 with standard deviation of 30.94.
3. The F obtained score of the participants from their post test scores using one way ANOVA after the treatment revealed a computed value of 17.37, measured of f critical value at alpha level of 0.05 = 3.07 and f critical value at alpha level of 0.01 = 4.78 significance. This proves that the null hypothesis is rejected and the alternative hypothesis is accepted. This further proves that there is significant difference among differentiated guided lectures on memory recall of the sophomore psychology students.

Conclusion

The outcomes of this study revealed the following:

1. The mean scores of the memory recall test (Otani White man memory recall test) of the participants show and prove that there is variation in terms of memory recall where 58% of the participants have high level of memory recall. Students' age ranging from 17-18 have high level of memory recall (Taylor, 1990).
2. The researchers conclude that the differentiated guided lectures had an effect on the memory recall of the selected participants of the study which are the sophomore psychology students of De la sale University-Dasmariñas, Cavite, where the power point presentation is the most effective on students' memory recall. Dual coding theory suggests that the imagery system processes information about nonverbal objects which include images for shapes, pictures, models, animation, color, and sound (Paivio, 1986).
3. There was a significant difference in the post test scores obtained from the experimental group. The graphical nature of power point presentations could contribute to comprehension, and improve short term memory. It is beneficial for students when the

presentation of learning materials is in graphical form (Clark & Paivio, 1991).

Recommendations

From the results gathered, the researcher came up with the following recommendations:

1. The researchers found out that learning could be enhanced with the use of visual images and multimedia presentations. In accordance to the findings, students should use visual images in their study habits, since students learn more using visual presentation and images.
2. Teachers should provide presentation with visual images which could help to develop learning of students since students benefit with the use of graphical images and multimedia presentations. Teachers should also learn to teach visually.
3. For the administrations, they should provide tools and equipments for visual presentations and images used in teaching.
4. For the future researchers, they should experiment on other treatments aside from traditional, handouts and power point

presentation as a form of guided lectures. Other factors may be added such as lecture involving or supported by hands on activities to add more to intensity of guided lecture. Other dimensions in learning should be explored. They should go all out more to identify factors that can affect learning such like the level of interest.



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