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A COMPARATIVE STUDY OF VISUAL AND AUDITORY
LEARNERS EXPOSED TO DIFFERENT TEACHING METHODS
USING KOMIKS DEVELOPED ON THE LIFE OF ST. BENILDE

A Dissertation Submitted To
the Faculty of
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ABSTRACT

The aim of the study was to measure, if any, the difference in effectiveness of a lecture compared to a visual presentation of a lesson. Furthermore, the study sought to determine the effectiveness of (a) the lecture method when enhanced with the use of komiks and (b) of komiks enhanced by lecture.

The specific problems addressed in the study are as follows:

1. Are there significant differences in the learning of the life of St. Benilde among visual right-brained students who were subjected to the following teaching approaches:

- a. pure lecture
- b. lecture-komiks
- c. komiks-lecture

based on their pretest and posttest, and delayed posttest scores?

2. Are there significant differences in the learning of the life of St. Benilde among the auditory (left-brained) students who were subjected to the following approaches:



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- a. pure lecture
- b. lecture-komiks
- c. komiks-lecture

based on their pretest, posttest and delayed posttest scores?

3. Are there significant differences in the posttest and delayed posttest means obtained by the visual and auditory learners who were subjected to the following teaching approaches:

- a. pure lecture
- b. lecture-komiks
- c. komiks-lecture

based on their posttest and delayed posttest scores?

Basically, the study made use of two research designs: material development and experimentation. Materials development involved producing the komiks and developing a test based on the story about the life of St. Benilde.

In the production of komiks the following steps were undertaken by the researcher:

- a) Search for content domain



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b) Choose the appropriate illustration based on historical documents,

c) Establish content validation.

While for the test on the life of St. Benilde the following were done:

a) Search for content domain.

b) Establish content validation and reliability.

The pretest-posttest control group design would determine the effect of specified intervention on cognitive comprehension. There were three interventions involved in the study namely: a) Lecture, b) Lecture-komiks, c) Komiks-lecture.

These interventions were administered during one class session to three groups of left-hemisphere students and right-hemisphere students. During the test administration, the researcher did not tell the students that, test was part of the experimental study to avoid the Hawthorne effect. The design is shown below:

Experimental Design

	1	1	4	7
Group 1	0	X	0	0
	2	2	5	8
Group 2	0	X	0	0
	3	3	6	9
Group 3	0	X	0	0



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Legend:

1 3
0 to 0 = pretest

1
X = lecture

4 6
0 0 = posttest

2
X = lecture-komiks

7 9
0 0 = delayed
posttest

3
X = komiks-lecture

As respondents three classes of 40-45 students each were chosen from the same year level. The pure lecture group, lecture-komiks group and komiks-lecture group were assigned to the three classes at random.

Based on the immediate results of educational interventions the study has the following conclusions:

1. Komiks are valuable aids to learning.
2. A combination of visual presentation of the lesson and lecture contributes to learning.

Based on the long-term effectiveness of the three interventions the study has the following conclusions:

1. The advantage of visual presentation combined with lecture over lecture with the passage of time.



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2. Advantage of audio students in treatment 3 (komiks-lecture) over visual students was significant upon the passage of time (given sufficient number of subjects).

3. A decrease in sample size owing to the loss of subjects during the administration of the delayed posttest could lead to the failure to detect the present of significant differences:

3.1 between the left-brained and the right-brained groups who were subjected to the komiks-lecture treatment, and

3.2 between the left-brained lecture group and the left-brained Komiks-lecture group.

Based on the results of the study, the following recommendations were made:

1. Because the study showed that performance of students of both audio and visual students are better when subjected to visual treatment, a continuous audio-visual retooling of teachers may be implemented.

2. Knowing from the results of the tests that if it is limited to paper and pencil test the visual students are at a disadvantage, other ways of testing may be introduced, for example: acting, artwork, dancing singing and playing of musical instruments.



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3. Because of the effectivity of komiks as demonstrated by the study more komiks may be created on the lives of other La Salle Brothers canonized by the Church.

4. In the College of St. Benilde, pretest, komiks-lecture and post test may be given to first year students so as to familiarize them with the life of St. Benilde.

5. Since the komiks is in English, it could be published and copies may be sold to other La Schools here and abroad.

6. For further research, have another group exposed to Pure Komiks.

7. Further study on the effect of frequent review of previous lessons and how this can sustain the achievement of students on a significant level may be done.



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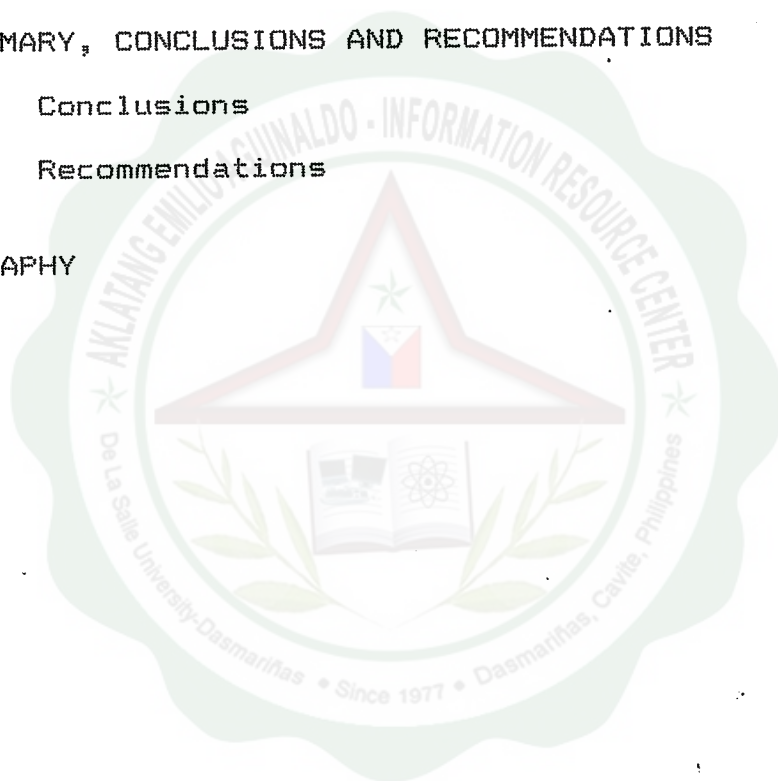
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