

# Visual Media Exposure on Students' Grammar Competence in Filipino

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## Abstract

The study aimed to assess how exposure to visual media affects the proficiency in Filipino grammar of junior high school students in a public school. A quantitative research design was employed, and data was collected through survey questionnaires among the 45 Grade 9 students of Pamantasan National High School in Bukidnon during the school year of 2023-2024. The questionnaires evaluated the extent of visual media exposure among students and their competency in Filipino grammar in consideration of their knowledge, application, and awareness of grammatical rules. The findings of the study will contribute to understanding the relationship between visual media exposure and students' grammar competence in Filipino. Results showed a significant relationship between visual media exposure and grammar competence in Filipinos. It revealed that visual media affected students' attitudes, beliefs, emotions, and consumption patterns. Moreover, the research demonstrated that exposure to subtitled movies and educational videos can improve learners' grammar accuracy, vocabulary acquisition, comprehension, retention, and application of grammatical concepts. This paper highlighted that visual media increases grammar competency among educationists and students' performance as a learning tool in the classroom.

**Keywords:** Visual Media Exposure; Students' Grammar Competence; Filipino; Language Skills; Survey

## Introduction

The role of visual media in today's digital age is significant as it is part of the daily reality of students. With the advent of smartphones, tabs, and the internet, students are exposed to visual media like TV, films, e-videos, and social media. Visual media has been used in modern teaching, as it incorporates more active ways of teaching. It engages learners, offers different forms of input, promotes active student input during teaching and learning processes, and develops critical thinking and media literacy skills in students. Using technology-enhanced visual presentation makes for better interactive educational encounters in modern times. Grammatical language competence is a very essential aspect of communication and language proficiency. Filipino language is important as the national language and major means of instruction in the Philippines. The evolution is driven by high-tech advancements and visual media has become an effective

teaching aid. According to Johnson [1], excessive exposure to visual media, especially TV, resulted in reduced language skills among children. In contrast, according to Gomez et al. [2], age-appropriate and educationally acceptable media exposed to young learners fostered positive language development. The results of these studies provide an initial basis for assessing the effect of visual media exposure on students' grammatical proficiency in the Filipino language.

Santos et al. [3], investigated the effects of movie subtitles on second language acquisition and the results revealed that exposure to subtitled movies improved learners' grammar accuracy and vocabulary acquisition. Students exposed to visual media in language instruction demonstrated improved comprehension, retention, and application of grammatical concepts. The visual representations helped students visualize abstract notions, making language learning more engaging and

memorable [4]. Moreover, Santos [5] explored the integration of videos in teaching Filipino grammar to elementary school students. The results revealed that students who had regular exposure to educational videos demonstrated enhanced grammar competence, as evidenced by improved scores in grammar assessments. The visual representations and audio-visual cues in the videos helped students grasp and apply grammatical rules effectively.

With the rapid advancement of technology, visual media has become a powerful tool in the classroom. Students can better understand linguistic concepts through multisensory experiences including videos, animations, and interactive applications that involve visual media. Grammatical language competence is a very essential aspect of communication and language proficiency. The ability to develop grammatically correct and meaningful sentences allows you to express your ideas clearly and understand nuances in language. The researchers of this study assess the impact of exposure to visual media on students' grammatical competency in Filipino among Grade 9 students of Pangantucan National High School.

### Objectives of the Study

This study assessed the visual media exposure and grammar competence of grade 9 students. It sought to:

- Ascertain the extent of visual media exposure among students, focusing on:
  - the influence of visual media on
- Attitudes and beliefs
  - b. emotional responses to visual media
  - c. visual media consumption patterns and behavior
- Determine the students' competency in Filipino grammar, considering.
  - knowledge of Filipino grammar
  - application of Filipino grammar
  - awareness of Filipino grammar
- Identify the relationship between visual media exposure and students' competence in Filipino grammar.

### Methodology

This study sought to explore how exposure to visual media affects students' proficiency in Filipino grammar.

The research instrument used was a standardized teacher-made survey questionnaire. There were three (3) sub-variables related to the amount of exposure to visual media and three (3) sub-variables measuring competence in Filipino grammar. There were eight indicators for each sub-variable and hence, a total of 24 indicators. Initially, the researchers obtained approval from an

expert on the content validity of the survey questionnaire before conducting the pilot test of 30 Grade 10 students at Pangantucan Community High School. Subsequently, the final group of participants for the study consisted of 45 Grade 9 students from Pangantucan National High School. Communication letters were given to the principals of the said institutions for their approval of gathering the data.

A purposive sampling method was utilized in selecting participants based on specific characteristics or criteria relevant to the research objectives. A quantitative research design was employed, and the collected data was analyzed and interpreted using descriptive statistics. Cronbach's alpha coefficient for measuring attitudes and beliefs toward emotional responses was used to determine its reliability as well as assess Filipino grammar competence. The Cronbach's alpha coefficient for measuring attitudes and beliefs towards and emotional responses to visual media stands at 0.78 which means highly reliable. In addition, the coefficient assessing Filipino grammar competence indicates that the measurement of knowledge of Filipino grammar yields a value of 0.73 which means highly reliable.

### Results and Discussion

This study was intended to analyze students' competence in Filipino grammar because of their exposure to visual forms of media and to investigate how students' exposure to visual media (e.g., movies, TV shows, internet videos) affects their understanding of Filipino grammar. It tried to shed some light on the potential effect of television media on language learning achievement. It presented the findings obtained from a survey questionnaire administered to a sample of Grade 9 students from Pangantucan National High School. The questionnaire included sub-variables related to visual media exposure, such as the frequency and duration of media consumption, types of media content, and preferred platforms. The data collected through the survey questionnaire was analyzed and discussed in the subsequent sections, utilizing appropriate statistical techniques and analysis methods. Additionally, it is presented in this section the table of each sub-variable with the mean, descriptive rating, and qualitative interpretation of each indicator. Each of the indicators or questions had a qualitative interpretation based on the range provided by the survey questionnaire on Visual Media Exposure to Students' Grammar Competence in Filipino.

#### Influence of Visual Media on Attitudes and Beliefs

Table 1 shows the level of visual media exposure in terms of the influence on attitudes and beliefs. Which has an overall mean of 3.28 indicating that, on average, respondents had a moderately agreeable level of visual media exposure across all indicators. This was indicative of the fact that visual media contributed to an extent in molding their perceptions as well as beliefs. The indicator "I am influenced by the values and behaviors depicted in visual media" has the highest mean of 3.53, indicating that respondents generally agreed that visual media has a high level of influence

on their values and behaviors. Subsequently, another indicator “Visual media plays a significant role in shaping my educational views” exhibits a score of 3.36 implying that respondents slightly think that visually mediated material forms an idea about personal

opinions associated with educational concerns. Additionally, visually mediated information “I am aware of the potential impact of visual media on my attitude and beliefs” has a meaning of 2.96.

**Table 1.** Level of visual media exposure in terms of attitudes and beliefs

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I am influenced by the values and behaviors depicted in visual media.	3.53	Agree	High Level of Visual Media Exposure
Visual media plays a significant role in shaping me educational views.	3.36	Moderately Agree	Average Level of Visual Media Exposure
Visual media exposure affects my perception of beauty and body image.	3.36	Moderately Agree	Average Level of visual Media Exposure
I find visual media representations of different cultures and lifestyles informative.	3.36	Moderately Agree	Average Level of Visual Media Exposure
Visual media influences my choices and preferences in fashion, music, and entertainment.	3.33	Moderately Agree	Average Level of Visual Media Exposure
I believe visual media accurately reflects real-life situations and experiences.	3.22	Moderately Agree	Average Level of Visual Media Exposure
Visual media shapes my opinions and beliefs about various topics.	3.11	Moderately Agree	Average Level of Visual Media Exposure
I am aware of the potential impact of visual media on my attitudes and beliefs.	2.96	Moderately Agree	Average Level of Visual Media Exposure
Overall Mean	3.28	Moderately Agree	Average Level of Visual

Legend	Range Scale	Descriptive Rating	Qualitative Interpretation
	1.00-1.80	Strongly Disagree (SD)	Very Low Visual Media Exposure
	1.81-2.60	Disagree(D)	Low Visual Media Exposure
	2.61-3.40	Moderately Agree (MA)	Average Visual Media Exposure
	3.41-4.20	Agree (A)	High Visual Media Exposure
	4.21-5.00	Strongly Agree (SA)	Very High Visual Media Exposure

The given information implied that the high meaning for the indicator “I am influenced by the values and behaviors depicted in visual media” suggests that visual media strongly influences individuals’ values and behaviors. This highlights the need for critical media literacy skills and the ability to discern between realistic portrayals and idealized or fictional representations in visual media. The indicators with moderately high means, such as the influence of visual media on educational views, perception of beauty and body image, and choices in fashion, music, and entertainment, imply that visual media has a notable impact on these aspects of individuals’ lives. This emphasized the importance of promoting media literacy and encouraging individuals to

analyze and question the messages conveyed through visual media critically. However, the lower meaning for the indicator “I am aware of the potential impact of visual media on my attitudes and beliefs” suggests a need for increased awareness and education regarding the influence of visual media. Individuals should be encouraged to reflect on and critically evaluate the messages and values portrayed in visual media to make informed choices and develop a more conscious media consumption behavior.

This was related to Smith and Johnson’s [6] study which researched whether visual media exposure like positive pictures would influence the attitudes, and beliefs among participants.

This study investigated how such depicted images may influence people’s attitudes toward certain sociological concerns and their views of human nature. Most individuals who were exposed to positive pictures had more positive views on societal issues and believed that people are generally good. These findings cut across various population segments, are homogeneous among studies carried out, and can be generalized to other populations. This was further reinforced by the study carried out by Ramirez and García [7], examining the consequences of exploring intercultural communication between participants of diverse cultures through visual media. Their purpose was to explore how TV, movies, and ads shaped cultural views, stereotypes, and opinions. The researchers found that visual media plays a significant role in shaping cultural attitudes and perceptions. Participants from different cultures reported that exposure to visual media influenced their views and stereotypes about other cultures. The study revealed that visual media can reinforce existing stereotypes, create new stereotypes, and perpetuate cultural biases.

### Emotional Responses to Visual Media

Table 2 showed the level of visual media exposure in terms of

emotional responses which has an overall mean of 3.15 indicating that, on average, respondents have a moderately agreeable level of visual media exposure in terms of emotional reactions and connections. This was demonstrated by the highest average score for the indicator “I enjoy the emotional rollercoaster that visual media provides” which is rated at 3.42, showing that generally, participants believe that visual media elicits strong emotions in them, and they appreciate the emotional nature that it embodies. This point preceded “I find myself emotionally affected by visual media content for an extended period” and “Visual media evokes strong emotional reactions in me, such as happiness, sadness, or excitement” indicators with the means being 3.27 for both implying that participants moderately agreed with the effect that the content has when strong emotional responses in them, which can persist over time. Lastly, the indicator “Visual media content can make me feel anxious, stressed, or overwhelmed” has the lowest mean of 2.69. This suggests that, on average, respondents had a slightly lower level of agreement regarding the potential negative emotional impact of visual media. They may not perceive visual media as significantly contributing to feelings of anxiety, stress, or being overwhelmed.

**Table 2.** Level of visual media exposure in terms of emotional responses

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I enjoy the emotional rollercoaster that visual media provides.	3.42	Agree	High Level of Visual Media Exposure
I find myself emotionally affected by visual media content for an extended period.	3.27	Moderately Agree	Average Level of Visual Media Exposure
Visual media evokes strong emotional reactions in me such as happiness, sadness, or excitement	3.27	Moderately Agree	Average Level of visual Media Exposure
Visual media has powers to inspire and uplift my mood	3.22	Moderately Agree	Average Level of Visual Media Exposure
I feel emotionally connected to characters or stories portrayed in visual media	3.18	Moderately Agree	Average Level of Visual Media Exposure
Visual media helps me cope with my own emotions and experiences	3.16	Moderately Agree	Average Level of Visual Media Exposure
Im conscious of emotional impact of visual media on my well being	3.02	Moderately Agree	Average Level of Visual Media Exposure
Visual media content can make me feel anxious, stressed, or overwhelmed	2.69	Moderately Agree	Average Level of Visual Media Exposure
Overall Mean	3.15	Moderately Agree	Average Level of Visual Media Exposure

Legend	Range Scale	Descriptive Rating	Qualitative Interpretation
	1.00-1.80	Strongly Disagree (SD)	Very Low Visual Media Exposure
	1.81-2.60	Disagree(D)	Low Visual Media Exposure
	2.61-3.40	Moderately Agree (MA)	Average Visual Media Exposure
	3.41-4.20	Agree (A)	High Visual Media Exposure
	4.21-5.00	Strongly Agree (SA)	Very High Visual Media Exposure

The implications of the given information were the indicators with high means that suggest that visual media has a powerful influence on individuals' emotional experiences. It can evoke strong emotions, provide enjoyment through emotional intensity, and have a lasting emotional impact. These imply the deep influence visual media had in impacting people's emotional health negatively or positively, however, a lower mean for the indicator "Visual media content can make me feel anxious, stressed, or overwhelmed" means that on average respondents are not very emotionally connected with. Nonetheless, it should be noted that some people can suffer negative feelings by watching visual media. There is an important thing to consider when it comes to visual media and emotions the promotion of media literacy and emotional regulation skills among young people should be enhanced because they will eventually provide them with the necessary information for understanding what kind of visual content is appropriate, and how it can affect individuals. Self-reflection or careful consumption of visual media may aid in choosing options that resonate with personal emotions.

This conformed to the study conducted by Brown and Davis [8], which investigated the relationship between positive emotional effects on visual media consumption among participants. Visual media, such as movies, television shows, and online videos. The surveys measured variables such as the frequency and duration of media consumption, preferred genres, and the emotional states induced by media exposure. The qualitative interviews helped in understanding the subjective nature of the emotional response and its internal causes experienced by each participant. The study's findings showed that increased visual media consumption can improve people's well-being. Several participants described the positive feelings they had while watching/reading and afterward. They included but were not limited to happiness, excitement, humor, and relaxation. These emotional impacts are based on certain elements of the story including interesting narratives, familiar characters, funny incidents, and visual aspects.

However, the findings of a study by Johnson and Davis [9] also examined the link between emotion and violent video content in viewers. These emotional reactions involved enhanced anger, fear, sadness, and worry. Furthermore, the effect of violent visual media on emotional responses showed consistency across different kinds of media which included films, computer games, and television shows. This calls for the identification of factors

which may act as moderators of these responses. This research adds to our knowledge about whether violent visual media can cause psychological damage to the individual.

### Visual Media Consumption and Behavior

Table 3 shows the level of visual media exposure in terms of consumption and behavior which has an overall mean of 3.18, which indicates a moderate level of agreement among participants. The highest indicators are "I actively engage in discussions or debates related to visual media content" which has a mean of 3.2 and "Visual media consumption sometimes interferes with my daily routines or responsibilities" with a mean of 3.16, both with a moderate level of agreement. Then, the indicator "I have difficulty controlling the amount of time I spend on visual media" has the lowest mean of 3.13 and a moderate level of agreement. The following were the implications of being exposed to visual media: Participants' high level of agreement - 3.62, on the "I am aware of the potential impact of excessive visual media consumption on my behavior" indicator, and their moderate level of agreement - 3.2, on the "I actively engage in discussions or debates related to visual media content" indicator; indicate that people are generally aware of how visual media affects their behavior and actively participate in discussions about the content they consume. Participants' moderate level of agreement, 3.18, on the "I spend a significant amount of time-consuming visual media (e.g., TV shows, movies, and social media)" indicator and the indicator "I feel compelled to check social media or streaming platforms frequently" with a mean of 3.16 indicates that participants, on average, spend a significant amount of time-consuming visual media and frequently check social media or streaming platforms. The indicator "I have difficulty controlling the amount of time I spend on visual media" with a mean of 3.13 suggests that some participants find it difficult to control the amount of time they spend on visual media, which could potentially lead to excessive consumption and its associated negative effects. Moreover, the indicator "Visual media has influenced my purchasing decisions (fashion, gadgets, products)" with a mean of 3.02 indicates that participants, on average, rely on online shopping and are influenced by online advertisements.

This was supported by the study conducted by Garcia and Thompson (2019), which investigated the relationship between positive visual media consumption and prosocial behavior among participants. The study focuses on how exposure to positive visual media, such as uplifting movies or heartwarming videos,

can affect individuals' tendency to engage in prosocial behaviors, which are actions intended to benefit others. The researchers used a method for data gathering by dividing the participants into two groups. While the control group did not receive any media material, the experimental group was exposed to positive visual media information. After that, a variety of tests and activities were used to evaluate the prosocial conduct of both groups. The study's conclusions showed that people who were exposed to prosocial visual media content exhibited higher prosocial behavior levels

than people who were not. Positive visual media consumption increases the likelihood of individuals acting kindly and selflessly toward others. Table 4 demonstrated that the two (2) questions that have the highest meaning are "I am aware of the potential impact of excessive visual media exposure on behavior" (3.62), and "I am influenced by the values and behaviors depicted in visual media" (3.53). It suggests that the research subjects are highly cognizant of and acknowledge the possible impact of visual media on their beliefs and actions.

**Table 3.** Level of visual media exposure in terms of consumption and behavior

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I am aware of the potential impact of excessive visual media consumption on my behavior.	3.62	Agree	High Level of Visual Media Exposure
I actively engage in discussions or debates related to visual media content.	3.2	Moderately Agree	Average Level of Visual Media Exposure
I spend a significant amount of time-consuming visual media (e.g., TV shows, movies, and social media).	3.18	Moderately Agree	Average Level of visual Media Exposure
I feel compelled to check social media or streaming platforms frequently.	3.16	Moderately Agree	Average Level of Visual Media Exposure
Visual media consumption sometimes interferes with my daily routines or responsibilities.	3.16	Moderately Agree	Average Level of Visual Media Exposure
I have difficulty controlling the amount of time I spend on visual media.	3.13	Moderately Agree	Average Level of Visual Media Exposure
Visual media has influenced my purchasing decisions (e.g., fashion, gadgets, and products).	3.02	Moderately Agree	Average Level of Visual Media Exposure
Visual media is a primary source of entertainment and leisure for me.	2.96	Moderately Agree	Average Level of Visual Media Exposure
Overall Mean	3.18	Moderately Agree	Average Level of Visual Media Exposure

Legend	Range Scale	Descriptive Rating	Qualitative Interpretation
	1.00-1.80	Strongly Disagree (SD)	Very Low Visual Media Exposure
	1.81-2.60	Disagree(D)	Low Visual Media Exposure
	2.61-3.40	Moderately Agree (MA)	Average Visual Media Exposure
	3.41-4.20	Agree (A)	High Visual Media Exposure
	4.21-5.00	Strongly Agree (SA)	Very High Visual Media Exposure

**Table 4.** Summary of the Level of Visual Media Exposure

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I am aware of the potential impact of excessive visual media exposure on behavior.	3.62	Agree	High Level of Visual Media Exposure
I am influenced by the values and behaviors depicted in visual media.	3.53	Agree	High Level of Visual Media Exposure
Visual media content can make me feel anxious, stressed, or overwhelmed.	2.69	Moderately Agree	Average Level of visual Media Exposure
Overall Mean	3.28	Moderately	Average Level of Visual Media Exposure

Legend	Range Scale	Descriptive Rating	Qualitative Interpretation
	1.00-1.80	Strongly Disagree (SD)	Very Low Visual Media Exposure
	1.81-2.60	Disagree(D)	Low Visual Media Exposure
	2.61-3.40	Moderately Agree (MA)	Average Visual Media Exposure
	3.41-4.20	Agree (A)	High Visual Media Exposure
	4.21-5.00	Strongly Agree (SA)	Very High Visual Media Exposure

According to Gentile et al. [10], people who played prosocial video games showed more prosocial conduct. These results suggest that visual media, such as video games, can have a big impact on people’s behavior. Media content does have an impact on individuals’ attitudes and behaviors, albeit with some variations based on individual susceptibility [11]. On the other hand, the lowest mean was “Visual media content can make me feel anxious, stressed, or overwhelmed.” (2.69). It implies that the visual media content consumed by the participants in this study does not significantly trigger anxiety, stress, or feelings of being overwhelmed. The overall level of visual media mean scores of students in terms of visual media exposure is 3.28. This represents the mean level of exposure to visual media in terms of how it affects attitudes and beliefs, how people feel about it emotionally, and how people consume and use it. It suggested that although visual media influences students’ viewpoints and feelings, it could not have a significant effect on their general attitudes, beliefs, and behaviors.

**Knowledge of Filipino Grammar**

Table 5 showed the level of grammar competence in Filipino in terms of knowledge which had an overall mean of 3.39, indicating a moderate level of agreement among the participants. The two highest indicators are “I am familiar with the different parts of speech in Filipino (panggalan, pandiwa, pang-uri, etc.)” with a mean of 3.64 and “I can accurately punctuate sentences using commas, periods, and other punctuation marks” with a mean of

3.56, both showing a high level of agreement. The lowest indicator is “I have a good understanding of Filipino grammar rules” which has a mean of 3.22, which demonstrates a moderate level of agreement. The implications of the given information, the high level of agreement in the indicators “I am familiar with the different parts of speech in Filipino” and “I can accurately punctuate sentences using commas, periods, and other punctuation marks” indicates a high degree of grammatical competency by showing that participants have a firm understanding of the various parts of speech and punctuation norms in Filipino; The moderate level of agreement in the indicators “I can apply Filipino grammar rules correctly in my writing” and “I can identify and correct grammatical errors in my writing” shows that participants’ proficiency with applying Filipino grammar rules and recognizing and fixing grammatical problems in their work is average. The moderate level of agreement in the indicator “I have a good understanding of Filipino grammar rules” indicates that there is potential for development in the participants’ comprehension of Filipino grammatical rules, which is necessary to raise their level of general proficiency in the language.

Guevara’s [12] study, which examined the value of grammar training in language acquisition and the difficulties involved in successfully teaching grammar, lends support to this. It highlighted how grammar training should be integrated with other language abilities including speaking, listening, reading, and writing. Guevara suggested incorporating authentic texts and real-life communicative situations to make grammar learning

more engaging and practical for students. Additionally, this was also conforming to the study of Javier [13], which discussed the importance of grammar instruction in second language acquisition and highlighted the unique features of Tagalog grammar that may pose challenges to non-native learners. These challenges include the absence of verb agreement with subject pronouns, the flexible word order, and the complex system of affixation. Javier then presents different strategies that can be employed to teach Tagalog grammar effectively. These strategies include explicit grammar instruction, communicative activities, and the use of authentic materials. The author emphasizes the need for a balanced approach that combines explicit instruction with meaningful practice to enhance learners' understanding and production of Tagalog grammar structures.

### Application of Filipino Grammar

Table 6 showed the level of grammar competence in Filipino in terms of application. The overall mean is 3.27 indicating a moderate level of agreement among the participants. The two highest indicators are "I can consistently apply grammar rules

in my spoken Filipino language" with a mean of 3.44 and "I can apply grammar rules consistently in my spoken Filipino language" with a mean of 3.56, both showing a high level of agreement. The lowest indicator is "I can effectively convey my message using correct grammar and sentence structure" with a meaning of 3.09, which demonstrates a moderate level of agreement. This implied that the high level of agreement in the indicators related to the spoken Filipino language suggests that participants have a strong grasp of grammar rules when speaking, indicating a high level of grammar competence in spoken Filipino. The moderate level of agreement in the indicators related to writing, such as "I can communicate clearly and accurately using proper grammar in my writing" and "I can construct grammatically correct sentences in my writing," indicates that participants have an average level of grammar competence in written Filipino. The moderate level of agreement in the indicator "I can effectively convey my message using correct grammar and sentence structure" suggests that there is room for improvement in effectively conveying messages using correct grammar and sentence structure in Filipino.

**Table 5.** Level of Grammar Competence in Filipino in terms of knowledge

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I am familiar with the different parts of speech in Filipino (pangngalan, pandiwa, pang-uri, etc.).	3.64	Agree	High Level of Grammar Competence in Filipino
I can accurately punctuate sentences using commas, periods, and other punctuation marks.	3.56	Agree	High Level of Grammar Competence in Filipino
I can consistently use correct verb tenses in my writing.	3.47	Agree	High Level of Grammar Competence in Filipino
I can apply Filipino grammar rules correctly in my writing.	3.4	Moderately Agree	Average Level of Grammar Competence in Filipino
I can identify and correct grammatical errors in my writing.	3.29	Moderately Agree	Average Level of Grammar Competence in Filipino
I am confident in my ability to use grammatically correct Filipino language.	3.27	Moderately Agree	Average Level of Grammar Competence in Filipino
I understand the difference between active and passive voice in Filipino sentences.	3.24	Moderately Agree	Average Level of Grammar Competence in Filipino
I have a good understanding of Filipino grammar rules. leisure for me.	3.22	Moderately Agree	Average Level of Grammar Competence in Filipino
Overall Mean	3.39	Moderately	Average Level of Grammar Competence in Filipino



Legend	Range Scale	Descriptive Rating	Qualitative Interpretation
	1.00-1.80	Strongly Disagree (SD)	Very Low Visual Media Exposure
	1.81-2.60	Disagree(D)	Low Visual Media Exposure
	2.61-3.40	Moderately Agree (MA)	Average Visual Media Exposure
	3.41-4.20	Agree (A)	High Visual Media Exposure
	4.21-5.00	Strongly Agree (SA)	Very High Visual Media Exposure

**Table 6.** Level of Grammar Competence in Filipino in terms of application

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I can apply grammar rules consistently in my spoken Filipino language.	3.56	Agree	High Level of Grammar Competence in Filipino
I can consistently apply grammar rules in my spoken Filipino language.	3.44	Agree	High Level of Grammar Competence in Filipino
I can effectively use Filipino grammar rules in my conversations.	3.31	Moderately Agree	High Level of Grammar Competence in Filipino
I can adapt my language usage based on different social and formal contexts in Filipino	3.31	Moderately Agree	Average Level of Grammar Competence in Filipino
I can communicate clearly and accurately using proper grammar in my writing.	3.22	Moderately Agree	Average Level of Grammar Competence in Filipino
I can express my thoughts and ideas clearly using accurate grammar in Filipino.	3.22	Moderately Agree	Average Level of Grammar Competence in Filipino
I can construct grammatically correct sentences in my writing.	3.2	Moderately Agree	Average Level of Grammar Competence in Filipino
I can effectively convey my message using correct grammar and sentence structure.	3.09	Moderately Agree	Average Level of Grammar Competence in Filipino
Overall Mean	3.27	Moderately	Average Level of Grammar Competence in Filipino

Legend	Range Scale	Descriptive Rating	Qualitative Interpretation
	1.00-1.80	Strongly Disagree (SD)	Very Low Visual Media Exposure
	1.81-2.60	Disagree(D)	Low Visual Media Exposure
	2.61-3.40	Moderately Agree (MA)	Average Visual Media Exposure
	3.41-4.20	Agree (A)	High Visual Media Exposure
	4.21-5.00	Strongly Agree (SA)	Very High Visual Media Exposure

This is supported by the study of Geronimo [14], which investigated the application of grammar by teaching in Filipino classrooms including challenges and strategies. It highlighted the importance of grammar instruction in language learning and acknowledges that teaching grammar in the context of the Filipino language presents unique challenges. Some of the challenges that have been discussed include the lack of effective teaching materials, limited teacher training in grammar instruction, and students' negative attitudes toward grammar. To address these challenges, Geronimo suggests several strategies. First, the article emphasized the need for teachers to undergo professional development programs that focus on grammar instruction. This would enhance their knowledge and skills in teaching grammar effectively. Additionally, Geronimo recommended the use of authentic and context-based materials to make grammar instruction more engaging and relevant to students. The incorporation of technology, such as online resources and educational software, is also suggested to enhance grammar teaching and learning.

### Awareness of Filipino Grammar

With an aggregate mean of 3.39, Table 7 displayed the participants' level of awareness of Filipino grammar, suggesting

a moderate degree of agreement. The two highest indicators are "I actively seek opportunities to improve my knowledge and understanding of Filipino grammar" with a mean of 3.53 and "I am aware of the importance of proper grammar in the Filipino language" with a mean of 3.49, both demonstrating a high level of agreement. The lowest indicator is "I can recognize, and correct grammar errors made by others in the Filipino language" with a mean of 3.18, which shows a moderate level of agreement. This had additional implications, including participants appearing to be proactive in seeking opportunities to improve their grammar competence and being aware of the significance of proper grammar in the Filipino language, as indicated by the high degree of agreement in the indicators related to awareness and continuous improvement. The moderate level of agreement in the indicators related to grammar application, such as "I can communicate clearly and accurately using proper grammar in my writing" and "I actively practice and apply Filipino grammar rules in my daily life," shows that participants' proficiency with using grammar rules in their speech is average. The moderate level of agreement in the indicator "I can recognize, and correct grammar errors made by others in the Filipino language" indicates that participants' capacity to identify and fix other people's Filipino grammar mistakes must be improved.

**Table 7.** Level of Grammar Competence in Filipino in terms of awareness

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I actively seek opportunities to improve my knowledge and understanding of Filipino grammar.	3.53	Agree	High Level of Grammar Competence in Filipino
I am aware of the importance of proper grammar in the Filipino language.	3.49	Agree	High Level of Grammar Competence in Filipino
I understand the importance of continuous improvement in Filipino grammar skills.	3.47	Agree	High Level of Grammar Competence in Filipino
I keep myself updated on changes or updates in grammar rules.	3.44	Agree	Average Level of Grammar Competence in Filipino
I actively practice and apply Filipino grammar rules in my daily life.	3.44	Agree	Average Level of Grammar Competence in Filipino
I understand the impact of grammar errors on effective communication in Filipino.	3.29	Moderately Agree	Average Level of Grammar Competence in Filipino
I actively engage in grammar-related activities to enhance my Filipino language skills.	3.27	Moderately Agree	Average Level of Grammar Competence in Filipino
I can recognize and correct grammar errors made by others in the Filipino language.	3.18	Moderately Agree	Average Level of Grammar Competence in Filipino
Overall Mean	3.39	Moderately Agree	Average Level of Grammar Competence in Filipino

Legend	Range Scale	Descriptive Rating	Qualitative Interpretation
	1.00-1.80	Strongly Disagree (SD)	Very Low Grammar Competence in Filipino
	1.81-2.60	Disagree(D)	Low Grammar Competence in Filipino
	2.61-3.40	Moderately Agree (MA)	Average Grammar Competence in Filipino
	3.41-4.20	Agree (A)	High Grammar Competence in Filipino
	4.21-5.00	Strongly Agree (SA)	Very High Grammar Competence in Filipino

This was in line with a study by Bautista [15] that investigated how crucial grammar awareness is when teaching Filipino. It discussed the importance of incorporating grammar instruction in the teaching of Filipino. Grammar is seen as an essential component of language learning, giving students the skills, they need to comprehend and construct grammatically sound sentences. The chapter emphasizes the need for explicit grammar instruction to develop language proficiency in Filipino. Moreover, the study by Gonzalez-Echeverría [16] that is connected to this discussed the status of Filipino as a second language and the use of Filipino as a medium of instruction. It focused on the importance of language awareness in bilingual education (Filipino and English). It was suggested that Philippine data could be used to study universals

in second language acquisition for the development of a general theory.

As shown in Table 8, two (2) items with the highest means are “I employ effective study techniques to enhance my learning” (3.64), and “I can consistently apply grammar rules in my spoken Filipino language” (3.56). It indicates that the surveyed students perceive themselves as having good study techniques and the ability to apply grammar rules in spoken Filipino. This suggests that these students were actively engaged in their learning process and have a good grasp of applying grammar rules in practice. These findings aligned with existing research that emphasizes the importance of effective study techniques in enhancing learning outcomes [17].

**Table 8.** Summary of the Grammar Competence in Filipino

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I am familiar with the different parts of speech in Filipino (pangngalan, pandiwa, pang-uri, etc.).	3.64	Agree	High Level of Grammar Competence in Filipino
I can consistently apply grammar rules in my spoken Filipino language.	3.56	Agree	High Level of Grammar Competence in Filipino
I can effectively convey my message using correct grammar and sentence structure.	3.09	Moderately Agree	Average Level of Grammar Competence in Filipino
Overall Mean	3.43	Agree	High Level of Grammar Competence in Filipino

Legend	Range Scale	Descriptive Rating	Qualitative Interpretation
	1.00-1.80	Strongly Disagree (SD)	Very Low Grammar Competence in Filipino
	1.81-2.60	Disagree(D)	Low Grammar Competence in Filipino
	2.61-3.40	Moderately Agree (MA)	Average Grammar Competence in Filipino
	3.41-4.20	Agree (A)	High Grammar Competence in Filipino
	4.21-5.00	Strongly Agree (SA)	Very High Grammar Competence in Filipino

On the other hand, the lowest mean was “I can effectively convey my message using correct grammar and sentence structure” (3.09). It implies that the surveyed students perceive challenges in conveying their messages effectively using correct grammar and

sentence structure. Students must develop proficiency in these areas to enhance their overall language competence. Grammar and sentence structure are important in effective communication [18]. The overall level of visual media mean scores of students in terms

of grammar competence in Filipino is 3.43. This means a high level of grammar competence in Filipino in terms of knowledge of Filipino grammar, application of Filipino grammar, and awareness of Filipino grammar. According to Shih [19], using video clips as a teaching tool improved grammar competence. In recent years, there has been an increased focus on the use of visual media in language learning. Visual media, including pictures, videos, and multimedia content, can improve language learning results.

**Summary of the Correlation Analysis Between Visual Media Exposure and Grammar Competence in Filipino**

Table 9 presented the correlation analysis between

independent variables. “Visual Media Exposure” and “Grammar Competence as the two main variables which have correlation coefficients of .708 and a probability of .000. Sub-variables of Visual Media Exposure are then to be examined: Attitudes and Beliefs (correlation coefficient is .832), Emotional Responses (correlation coefficient is .894), and Consumption and Behavior (correlation coefficient is .912). The subsequent sub-variables pertain to Filipino Grammar Competence: Knowledge, with a coefficient of.832, Application, with a coefficient of.894; and, finally, Awareness, with a coefficient of.912.

**Table 9:** Correlation Analysis Between Visual Media Exposure and Grammar Competence in Filipino

Independent Variables	Pearson r	Probability
Visual Media Exposure	.708**	0
Attitudes and Beliefs	.832**	0
Emotional Responses	.894**	0
Consumption and Behavior	.912**	0
Grammar Competence in Filipino	.708**	0
Knowledge	.832**	0
Application	.894**	0
Awareness	.912**	0

\*\*Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=45

The linear relationship between visual media exposure and Filipino grammar competency was measured using Pearson Correlation to determine its strength and direction. The correlation coefficient’s statistical significance is shown by the probability value. A probability value of.000 indicates a very high level of statistical significance for the correlation. The high correlation coefficients (varying from 708 to 912) imply a substantial positive association among all the independent variables. There appears to be a significant linear link between each independent variable, based on the strong correlation coefficients. This means that as the values of the Visual Media Exposure increase, the Grammar Competence in Filipino tends to increase as well. The observed correlations are statistically significant at the 0.01 level (2-tailed), as indicated by the probability values of.000 for all variables. This indicates that there is extremely little probability of finding such high relationships by accident. N=45, the number of cases (individuals) included in the analysis, is the sample size used for the analysis. This suggests that 45 different people’s data sets were used for the correlation study. The alternative hypothesis will be accepted, and the null hypothesis will be rejected since the threshold of significance is less than 0.01. The Visual Media Exposure (in terms of attitudes and beliefs, emotional responses, consumption, and behavior) and Filipino Grammar Competence

(in terms of knowledge, application, application, and awareness) thus show a strong linear relationship.

**Conclusions**

This research focused on the impact of visual media exposure on students’ grammatical competence in Filipino. The study recognized the significant role of visual media in today’s digital age and its potential as an effective teaching aid. The researchers aimed to assess visual media exposure and students’ grammar competence among Grade 9 students at Pangantucan National High School. Through the analysis of survey questionnaires and descriptive statistics, the study revealed several key findings. Firstly, visual media exposure was found to moderately influence students’ attitudes and beliefs. Respondents agreed that visual media played a significant role in shaping their values, behaviors, educational views, and perceptions of beauty and body image. However, there was a need for increased awareness and education regarding the potential impact of visual media on attitudes and beliefs.

Secondly, the study indicated that exposure to visual media positively affected students’ grammar competence in Filipino. Students who had regular exposure to educational

videos and subtitled movies demonstrated enhanced grammar competence and improved scores in grammar assessments. Visual representations and audio-visual cues in videos helped students grasp and apply grammatical rules effectively. This study emphasized the importance of promoting media literacy skills among students. It highlighted the need for individuals to critically analyze and question the messages conveyed through visual media, distinguishing between realistic portrayals, and idealized or fictional representations. By developing critical media literacy skills, students can make informed choices and engage with visual media in a more conscious and discerning manner. Overall, this study contributed to the understanding of the relationship between visual media exposure and students' grammatical competence in Filipino. It underscores the potential of visual media as a powerful tool in the classroom, enhancing learning experiences and facilitating language proficiency. The findings of this study can inform educators and curriculum developers in designing effective teaching strategies that incorporate visual media to improve students' grammar competence in the modern world.

### Recommendations

Educators and curriculum developers can improve students' grammatical competence in Filipino by implementing the following recommendations, which are based on the research findings. First, incorporate visual media into teaching: Teachers should incorporate visual media, such as instructional videos, animations, and interactive applications, into their teaching practices. These visual aids can offer pupils engaging, multimodal experiences that help them comprehend language topics. Second, choose age-appropriate and educational visual media: It's critical for educators and curriculum developers to carefully select visual media that are age-appropriate and aligned with educational objectives. By incorporating visual media, educators can create more engaging and effective learning environments. The research findings indicate that exposure to age-appropriate and educationally acceptable media can foster positive language development. As a result, teachers should select visual materials that are instructive, pertinent, and support language acquisition. Third, offer direction and encourage the development of critical media literacy skills: Teachers should assist students in acquiring these competencies. Students must acquire the skill of critically analyzing and interpreting messages presented in visual media. Teachers can assist students in comprehending the possible influence of visual media on attitudes and beliefs by teaching them to differentiate between idealized or fictitious representations and realistic realities. Educators may enable students to make informed decisions and interact with visual media in a discernible way by fostering critical media literacy abilities. Fourth, provide chances for active learning: Visual media can be leveraged to encourage active learning experiences. Educators should design activities that encourage students to actively engage with visual media, such

as discussions, analysis, and reflection. By actively interacting with visual media, students can deepen their understanding of grammatical concepts and improve their application of Filipino grammar. Fifth, provide professional development for educators: To effectively utilize visual media in the classroom, educators may benefit from professional development opportunities focused on integrating visual media into teaching practices. Lastly, conduct additional research: The research findings provide a foundation for understanding the relationship between visual media exposure and students' grammatical competence. Professional development programs can equip educators with the knowledge, skills, and strategies they need to effectively incorporate visual media and maximize its impact on students' grammar competence. To investigate other factors, such as the long-term impacts of visual media exposure, the ideal exposure time and frequency, and the kinds of visual media that work best to improve grammar competence, more research is necessary. For educators and curriculum developers looking to improve their methods and techniques, further research can yield insightful information. By implementing these recommendations, educators and curriculum developers can harness the power of visual media to create engaging and effective learning environments, enhance students' grammar competence in Filipino, and prepare them for the challenges of the high technology era.

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