

THE EFFECTIVENESS OF A GRAPHICAL FORM LECTURE ON THE LEARNING COMPREHENSION OF JOSE RIZAL UNIVERSITY COLLEGE STUDENTS

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Pictures are worth a thousand words because they provoke more powerful associations that enhance critical thinking and memory than words alone. This study sought to explore the effectiveness of a graphical form lecture versus a traditional full-text lecture on the learning comprehension of Jose Rizal University (JRU) college students. The research was replicated in three (3) sections, with a total of 135 students taking the same subject Mgt. 36 Logistics Management.

A written essay quiz was given to the respondents after a particular sub-topic was discussed using the traditional full text lecture. The same topic was presented to the same respondents on another day but given in a graphic form, a post-test by way of a written essay quiz was given to respondents. There was a significant difference in the learning comprehension of respondents regarding the use of graphical form lecture as compared to a traditional full text lecture. The comprehension level of JRU students increased by 38% percent using a graphical form lecture. It was recommended that the use of graphical form lecture be incorporated in classroom discussions, and to try animation complete with audio also.