Cognitive and Attitudinal Effects of Movie Poster Making Method in College Classroom

Gilbert C. Magulod Jr.
Cagayan State University
Lasam, Cagayan, Philippines

Abstract

Innovative teaching strategies aligned with the principles of outcomes-based education are necessary for the 21st-century college classroom. The study determined the cognitive and attitudinal effects of movie poster making method among college students. The study employed a pre-test-post-test-one-shot experimental research design while content analysis was used for the qualitative interpretation of data. Sixty-nine third-year teacher education students were the participants of the study. Scores were taken before and after the interventions, and level of significant differences were computed using t-test. Pearson’s r was used to determine the significant relationship between the attitude of the respondents towards the movie poster making method and their achievement in the assessment of student learning test. Results revealed that after the use of the movie poster making activity, the respondents’ scores increased significantly with a more positive learning attitude during the post-test. Furthermore, the study revealed that the attitude of the respondents was not correlated with their learning achievement. From the qualitative analysis, collaboration and cooperation, students’ interest, creativity and critical thinking were the motivational constructs that emerged after the use of the movie poster making activity in the college classroom. This study argues that the use of the movie poster making method is effective in enhancing the students’ content mastery level.

Keywords: Collaborative learning; Movie poster making method; Outcomes-based education; Teaching strategies

Introduction

Education in the 21st century highlights globalization and internationalization. The advent of 21st-century learning demands innovations in the teaching-learning process to attune it to the needs and interest of the present generation. When teachers use appropriate teaching strategies to a specific subject, students become motivated to actively participate. As a result, teachers are put into the dilemma of how they could answer the call of their duties to become effective teachers. To become effective, they need to learn, adapt, and use teaching strategies in their day to day lessons in the classroom. Interactions and classroom observations play a dominant role in the teaching and learning processes in schools. The primary purpose of which is not only to assist teachers in improving their teaching skills, but also to evaluate how well their teaching performance is. As teachers are one of the most important mainstays of the school system, the quality of their performance must continuously and systematically be evaluated. Since, the modern concept of education requires a lot of innovations that should be introduced in the educational system, the opportunity to educate 21st century individuals cannot be taken for granted by any academic enterprise for the quality of education it offers.
is measured by the quality of leadership manifested by the teachers (Magulod, 2017a, 2017b, 2017c, 2017d, Serdar, 2015, Snape, 2012).

**Teaching Strategies and Student Achievement**

Researches claim that teaching strategies employed by the teacher as a classroom manager affect students’ achievement. The assumption is that learners are motivated to actively participate in the teaching-learning process when appropriate strategies are used by the teacher. These strategies serve as a guide for students to attain their optimal capability as learners.

Empirical researchers recommend research-based strategies that teachers can use to improve student performance. Stoop (2011) contends that effective teachers acknowledge student differences, build collaborative learning relationships, have clear communication with parents, provide feedback to students, and use strategies to enable students to take responsibility of their own learning. Further Jepketer, Kombo and Kyalo (2015) confirmed that strategies applied by the teacher affect and reinforce student performance. Indeed, effective teaching and learning are indicators of quality teachers and quality teaching performance which are all determining factors of a well-designed educational system (Medupin et al., 2015).

**Cooperative Learning and Achievement**

Cooperative learning can be defined as a teaching method that involves students in the learning process in order to understand and learn the content of the subject (Slavin, 2011). Polloway, Patton, and Serna (2001) state that the cooperative learning method when used as a teaching activity, improves motivation, class participation and academic achievement of students. Cooperative learning has been used many researchers as instruction strategy, with positive and improved results. A few studies have been carried out in local context. For instance, Iqbal (2004) found out that there is a significant difference between the achievement scores of the students taught by the cooperative and traditional method. Further, Gull & Shehzad (2015) reported that cooperative learning has a positive effect on students’ academic achievement.

**The Use of Learning Visuals in the Classroom**

Decoding visual messages is a complex task. We live in a society flooded with visual signs and symbols. While the meaning of a visual image may be apparent on a basic level, visual language is a code that must be learned in order to successfully read images (Avgerinou & Pettersson, 2011). Oring (2000) argued that the need to be able to read visual images is urgent and affects all levels of society. Fischer and Neumann (2012) claimed that video studies are especially interesting for decomposing qualities in teaching because such studies are able to capture students’ and teachers’ behaviors in one “package.” Visual aids are those devices which are used in classrooms to encourage students and make the learning process easier and interesting. These too, are considered tools for making teaching effective and provide the best dissemination of knowledge (Shabiralyani et al., 2015). The use of visual aids in the teaching-learning process have multifarious values (Mohanty, 2001) such as giving chance to speakers to make a more professional and consistent performance. In addition, visual aids in teaching help teachers enhance lesson plans and give students additional ways to process subject information (Kunari, 2006).

Picture or video described as three-dimensional text (Butler-Pascoe & Wiburg, 2003) brings together different perceptions for the students, which will probably facilitate the understanding of linguistic contexts and cultural elements pertaining to the target community, which in
turn, consolidate the learning process. Lin (2002) investigated how video use would affect students' motivation, listening performance, oral performance, and sense of autonomy and found significant differences between the groups in oral performance and motivation.

**Movie Poster Making Activity**

Movie poster making method is commonly known as the use of the movie poster as an interactive, reflective and cooperative learning task for the student. In the process of employing this method, the use of movie poster making method consists of processes including: creating a title appropriate to the story, choosing real-life actors or actresses; deciding on the genre of the film, reading texts closely, using their visual imagination, and, making concepts or topics more interesting. Rauusunen (2011) cited that movies are good examples of authentic materials that can be used in teaching to make the learning process more entertaining, more enjoyable and possibly even somewhat easier. Movies can be considered as authentic material which provide the learners genuine input (Mishan, 2004). Mulyana and Siregar (2012) noted that the movie poster or movie poster making method has a specific language of graphics piece, no matter what the type of piece has to do with its aesthetics for a visual and verbal language conjunction.

**Research Gaps**

Research literature gaps have been identified as the premise of this study. Bidabadi et al. (2016) investigation on the effectiveness of teaching methods in higher education found out that the best teaching approach is the mixed method (student-centered together with teacher-centered) plus educational planning and previous readiness. A study pertaining to the use of strategies is important since it will serve as a guide for college instructors in planning and designing interesting, effective and suitable learning tasks for their students. There are existent local research literature pertaining to the use of different teaching strategies in the Philippines but most are limited to the basic education level. Researches consistently showed that instructional techniques and methods used affect the learning outcomes of students but there is a dearth of researches pertaining to the effectiveness of movie poster making method in teaching topics in Assessment of Student Learning 1 as a professional education subject for teacher education institutions in the countryside. Hence, this study was conducted.

**Conceptual Framework**

As theoretical grounding of the use of movie poster making activity as a collaborative and hands-on method of teaching, Kolb's (1984) experiential learning explains that experiences including cognition, environmental factors, and emotions prepare the learner to the world of work. Likewise, Bruner (1986) in his constructivism theory of learning emphasizes that learning is an active process in which learners construct new ideas based from their meaningful learning experiences. Allowing the students to have direct learning experience through collaboration will facilitate better learning experience.

Moreover, the use of multimedia in employing the movie-poster making method is anchored on the cognitive theory of multimedia of Mayer (2002) which supports the use of technology such as video clips, pictures, movement, sound, and headings through simultaneous sensory aural and visual channels as innovations in the pedagogy of teaching. In the process of developing a lesson for a particular subject, the integration of the use of multiple-intelligence and learning styles are emphasized.

Guided with the different theories presented, this study employed a one-shot-experimental research design to test the cognitive and attitudinal effects of movie poster making method. This study hypothesizes that
students tend to become actively engage in learning when exposed to innovative teaching approaches such as movie poster making method.

Figure 1 presents the conceptual framework of the study showing the treatment phases employed. The pre-treatment phase consisted of pre-testing the cognitive knowledge and pre-attitude of the respondents. The treatment phase focused on the employment of virtual movie poster making activity while the post-treatment phase was the post-testing of cognitive knowledge and attitude of the respondents.

This study generally aimed to find out the cognitive and attitudinal effects of movie poster making method in teaching and learning selected topics in Assessment of Student Learning 1 subject. Specifically, this study was conducted to: (1) determine the significant differences between the: Pre-achievement scores and post-achievement scores of the respondents; and Pre-attitude and post-attitude scores; (2) test the relationship between the attitude of the respondents and their achievement score; (3) Present the movie posters designed by the respondents; (4) capture the reflections of the respondents with the use of movie poster making activity.

**Methodology**

**Research Design**

The study employed qualitative and quantitative methods of research. Quantitative aspects describe the significant difference on the respondents’ level of cognitive understanding before and after using the movie poster making method based on their scores. The pre-test-post-test one shot pre-experimental design was used while content analysis was used for the qualitative data of the study.

**Participants**

The participants of the study were the 69 third-year teacher education students enrolled in the first Semester of SY 2016-2017 in one campus of a state university in Region II, Philippines. Table 1 shows that there were 64 or 93% female participants compared to five or seven percent male participants. This shows that most of the respondents who are education students are female. Further, there was 48 or 70% BEED over the 21 or 30% BSED-English respondents. The data shows that there is a great number of BEED respondents in the study. Further, ages of the respondents were not considered since the majority of them have the same age. Complete enumeration was employed.

**Measurement of Variables**

Cognitive skill refers to the core skills of students in thinking, reading, learning, and remembering the concepts covered in the teaching of Assessment of Student Learning 1. In this study, the cognitive effects of using movie poster making activity were measured using the 40-item multiple choice test constructed by the researcher. The test covered the topics on the concept of outcomes-based education and principles of high-quality assessment. The test was validated twice: first, by three professional education instructors from a private higher education institution for its content validity. The instrument was subjected to item analysis in which a reliability of 0.76 was obtained using the Kuder-Richardson Formula 20.

Likewise, attitudinal effects refer to the changes on the emotional construct of the respondents before and after the use of movie poster making activity was measured using a 10-item attitudinal questionnaire developed by the researcher which was validated by a licensed psychologist. Reliability test was also conducted. For its internal consistency, the instrument was pre-tested and a Cronbach Alpha at .83 was computed.
As ethical consideration of the study, the respondents were oriented about the purposes and significance of the study. They were informed that data that which will be gathered from them will be treated with utmost confidentiality. Hence, their participation was voluntary.

Procedure

Phase 1. Pre-Treatment Phase

A 40-item pre-test was administered to determine the respondents’ level of content mastery and conceptual understanding of the topics covered in the study. After the pretesting period, introduction on the use of movie poster was presented to the class. The researcher instructed the students that they will come up with a movie poster about the topics “outcomes-based education” and “principles of high-quality assessment.”

After the pretesting period, the following procedures were employed: (1) showing a sample of movie poster in the Day Light Projector (DLP) screen (The Emperor’s Club); (2) asking students how they would select a movie for viewing; (3) asking students about the purposes of a movie poster; (4) instructing the students to carefully notice the elements and parts they have seen; (5) discussing the elements of the poster which includes the text models, the cast, production staff, screenwriter, director, and the producer of the film. It was also explained to them that a movie poster has a picture and ad blurb which tells what the movie is all about; (6) allowing the students to think of what the text was all about and asking students what makes a movie poster a good basis for deciding what movie to watch; and (7) instructing the students to come up with their own movie posters covering the topics “outcomes-based education” and “principles of high quality assessment” in the subject Assessment of Student Learning 1.

For the grouping and criteria, the students were grouped into eight and the following criteria were presented to them as the basis for judging their movie posters: (a) attention-grabbing (20 points); (b) iconography (20 points); (c) relevance to the topic (20 points); (d) over-all appearance (20 points) with a total of 100 points. As to the set guidelines in making the movie posters of the students, the following were presented: 1) The size should be 29 x 39”

### Table 1. Frequency distribution of participants by program and gender

<table>
<thead>
<tr>
<th>Participants</th>
<th>Male (f=5)</th>
<th>Female (f=64)</th>
<th>Total (f=69)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSED-English</td>
<td>2</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>BEED-Generalist</td>
<td>3</td>
<td>45</td>
<td>48</td>
</tr>
</tbody>
</table>

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Figure 1. Conceptual framework of the study
Phase 2. Treatment Phase

In this phase, the students presented their movie posters with the appropriate guidelines. Each group presented their output in front of the teacher and the students. There were eight movie posters presented by the participants. The themes and topics were discussed by the students collaboratively.

Phase 3. Post Treatment Phase

After the presentation of the movie poster, as a post-experimental phase of the activity, the students were asked to write a reflective paper on a sheet of paper. The students wrote their reflections in an unstructured manner to allow them to freely express their learning experience. The post-test was administered after the presentation of the topics covered in the study. The test results served as the summative evaluation. The result of the pre-achievement score and post achievement score was used to determine the cognitive level of the participants.

Data Analysis

To ascertain the significant difference on the pre and post-achievement scores and pre-post attitude scores of the respondents, dependent sample t-test was used. Pearson Product Moment Correlation was used to determine any significant relationship between the attitude of the respondents towards movie poster making the method and their achievement in Assessment of Student Learning 1 after the study was conducted.

For the qualitative results of the study, content analysis for the reflection papers was used to ascertain the reflective effects of using movie poster making activity. Patton (2002) noted that a qualitative content analysis involves data reduction and sense-making for the identification of emerging meanings and patterns. In interpreting the data on the attitude of the respondents, a five-point Likert scale was utilized. The following scale was adopted: 4.20-5.00- Highly Positive; 3.40-4.19- Positive; 3.60-2.39- Neutral; 1.80-2.59- Negative; 1.00- 1.79-Highly Negative.

To test the normality of data in a statistically sophisticated way, Kolmogorov-Smirnov Test (KS Test) was utilized in the pre and post-test scores of the respondents. As shown in Table 2, both the pre-test and post-test scores of the respondents were normally distributed.

Results and Discussion

Movie Posters Designed by the Participants

There were two topics covered by the researcher in teaching Assessment of Student Learning 1. Topic 1 is the concept of outcomes-based education and Topic 2 are the principles of high-quality assessment. The students designed and developed eight movie posters. Based on the topics, the respondents were able to design and develop movie posters that will explain the concept of outcomes-based education.

Figure 2 describes the concept of pursuing a degree where parents’ choice and poverty were not a hindrance to fulfilling one’s ambition. Through the concept of outcomes-based education, the movie poster signifies that professionals today are not just

| Table 2. Test of normality of the pre-test and post-test scores |
|-----------------------|--------|--------|
| Statistic | df | Sig. |
| Pre-test | 0.437 | 69 | .000* |
| Post-test | 0.345 | 69 | .000* |

*=Significant at .05 level
judged on the degree they possess but on the skills or competencies they can demonstrate.

As seen in Fig. 3, it also shows the designed movie poster titled The Outcast. The movie poster explains that in the classroom, there are instances where there are varied students with different inclinations and preferences. A teacher needs to know how to match learning intentions to expected competencies. In this way, the instruction and activities provided for students will lead to the desired knowledge, skills and other attributes that we think students should possess as outcomes. Meanwhile, Fig. 5 shows the movie poster titled Class A Reunited. It illustrates the concept of deferred outcomes in which the students after years of graduation became successful in their professional practice or occupation.

In the same manner, Fig. 4 also shows the movie poster titled Break the Chain of Poverty. The developed poster shows that learning outcomes were attained with the expected outcome of a graduate which is to demonstrate desired work values, exhibit wholesome personality, and good interpersonal relations as agents of the society. Along with the topic principles of high-quality assessment, the students were able to design and develop movie posters capturing the characteristics of assessment methods which are: justness and morality in assessment.

The movie posters designed were presented in Fig. 6 One-Sided, Fig. 7. Who Cares About Tricia, Fig. 8. A Day To Dream, and Fig. 9. Yesterday and Tomorrow. As presented in Figs. 5 and 6, the respondents were able to design their movie poster explaining the concepts of high-quality assessment referring to justness and morality. Justness as characteristic of assessment method pertains to the degree in which the teacher is fair and honest in assessing the students and how grades of the learners should be treated with utmost secrecy.

Meanwhile, Fig. 8 also presents the role of a teacher as effective assessor of learning. Finally, the movie poster presented in Fig. 9 presents the value of having relevant courses for societal development.
Reflections with the Use of Movie Poster Making Method

The narratives and reflections were coded and synthesized to identify the patterns and themes that gradually emerged. Three clustered themes were coded as a result of doing the movie poster making method namely: collaboration and cooperation,
Collaboration and Cooperation. Collaboration and cooperation emerged as one of the motivational constructs that influenced students’ participation and engagement in using movie poster making method. One student opined that: “On the process of planning the elements to be integrated, we met as a group and discussed the topics to be presented in the movie poster. It stimulated us to work as a group.” Further, one student also stated “As a member of the group, we cooperated with how we will package poster. The learning approach provided our group the activities where we can develop positive social interaction. With this, we shared as a group our thoughts and ideas to come up with a good output. Since movie poster making activity is a constructivist learning activity, it also embraced the concept of social constructivism. The group dynamics of students led them to multiple interpretations that are resolved through social negotiations resulting in consensus and common understanding at the group level.

Students’ Interest. Another motivational construct which emerged in the study is the students’ interest. A student stated: “Yes, the activity was very interesting and motivating to engage with. We were given the chance to design our own movie poster and it felt like we were already movie actors and actresses.” One student further confirmed: “It's interesting since we were really engaged through hands-on activities and our interest to finish the task was sustained because all of us were very much eager to see our output.”

Creativity and Critical Thinking. Creativity and critical thinking of the students were also enhanced through the use of movie poster making method. One student shared: “With the movie poster making method, we became creative in our own ways. We were encouraged to read the topics more closely and come up with the best visual image of our output particularly on its title, ad
Another student also confirmed “The activity stimulated our knowledge and it allowed us to think outside the box.”

**Difference between the Pre and Post Achievement Scores of the Respondents**

Table 3 reveals that the computed p-value is less than the significance value of (p<0.01). This indicates that after the exposure of the respondents to the movie poster making activity they scored significantly higher in the post-test compared with the pre-test score. The computed p-value is less than the significance value of (p<0.01). This indicates that after the exposure of the respondents to the movie poster making activity they scored significantly higher in the post-test with a mean of 28.46 compared with the pre-test score with a mean of 21.38. Hence, there is a significant difference between the pre and post achievement scores of the respondents exposed to movie poster making method.

The students were able to acquire the cognitive skill with the use of movie poster making activity particularly during the processing of the output. It shows that with the engaging and collaborating attributes of the teaching strategy, the students were able to let themselves construct knowledge. The students invented a title appropriate to the story where they are free to choose real-life actors or actresses. They were also given the chance to decide on the genre of the film. It allowed students to use their visual imagination making the concepts or topics more interesting. This confirms the study of Abdul Aziz and Jusoff (2009) that the use of movie poster on the areas that a student must know are now geared towards creating an impact. By using visuals through a poster presentation, the pictures, the colors, the wordings, the layout and the art of presenting will give more impact in alerting the students encouragingly. Further Mulyana and Siregar (2012), confirms that the visual elements of a movie poster have full messages. Seeing and analyzing movie posters can produce many ideas and it can lead to a better understanding of the subjects. Also the students can produce a good paragraph because they can write more effectively. Chapple and Curtis (2000) likewise found that using film poster as a source of content in the language classroom helped students to develop analytical and critical thinking skills.

Figure 10 suggests that the use of movie poster making method as a learning activity in the college classroom enhanced the achievement of the students. The respondents exhibited better performance as a positive effect of the approach in teaching the topics in Assessment of Student Learning 1. In the event of the performance of movie poster making activity, it was observed that the students were all enthusiastic in presenting their outputs.

The improved performance of the college students affirms that a constructivist and learner-centered teaching strategy provided the students the opportunity to become the active actors of the educative process where conceptual understanding and content mastery were emphasized. Gray (2011) explained that constructivist process of teaching is based on the belief that learning occurs as the learners are actively involved in the process of meaning and knowledge construction as opposed to the traditional process of learning which is to passively receive information. Likewise, analysis of the results showed that the use of multimedia in teaching also affects learning retention. This finding affirms Champoux (2001) who cited that integration of film video or movies in the classroom has some unique characteristics as a source of information and has positive effects on the learners. Movie poster making activity as a performance task is seen as an effective learning strategy for the students to learn concepts in which they could apply the memory information into the actual form of behavior. Finally, a film can have a motivating effect on students who would otherwise be
Table 3. The difference between the pre and post achievement scores of the experimental group

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Mean Score</th>
<th>SD</th>
<th>Mean Diff.</th>
<th>t-value</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Achievement</td>
<td>21.38</td>
<td>1.76</td>
<td>-7.08</td>
<td>-7.63</td>
<td>61</td>
<td>0.00**</td>
</tr>
<tr>
<td>Post-Achievement</td>
<td>28.46</td>
<td>1.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**= significant at 0.01 level

Figure 10. Line graph of the pre-test and post-test mean scores of the respondents

bored or disengaged by more traditional pedagogies (Mallinger & Rossy, 2003). The motivating potential of film is a key argument for many researchers (Knee, 2001; Lin, 2002). Movies are intrinsic motivators capturing the attention of students and drawing them into the world of English, thus transforming it from an alien, dusty academic subject into a matter of personal significance worthy of attention, engagement, and sometimes even excitement.

**Difference between the Pre and Post Attitude Scores of Respondents**

Before the conduct of the experiment, the attitudes of the students were ascertained using a self-made attitudinal questionnaire. This was generally done to find out if there is an increase on the level of the attitude of the students after the conduct of the study. The attitudes of the students were ascertained using a self-made attitudinal questionnaire. Table 2 reveals the difference between the pre-attitude scores and post-attitude scores of the respondents. The table reveals that the computed p-value is less than the significance value of \( p < 0.01 \) which indicates that after the exposure of the respondents to the movie poster making activity, they scored significantly higher in their post attitude score. Therefore there is a significant difference in the pre and post attitude scores of the respondents.

In this study, the students were able to have
a higher level of attitude after the conduct of the experiment. This simply implicates highly favorable attitude towards learning is exhibited with the use of movie poster learning activity. Similar finding was reported in the study of Stokmans (2015) on the attitudinal effects of promotional film posters claiming that the experiential information derived from the activity results in a more positive attitude towards learning. The attitudinal effects of such activity can be explained that the contents of the movie have personal appeal and relevance to the viewer. In consequence, the movie viewer experiences the events, vicariously feels empathy with the main character, and recognizes situations. In like manner, Roell (2010) argues that they prepare students for such interactions by fostering empathy and understanding. Gabbitas, and Merril’s (2008) pilot study using narrative videos designed for the language classroom, found that students were able to draw connection between the context in the video and their own lives. Charlebois (2008) notes that the students’ high level of interest in films generates a goal of moving toward attainable critical consciousness.

Figure 11 shows that the attitude of the respondents towards learning increased after the use of movie poster making method. The significant improvement of the attitude of the experimental group was primarily due to the treatment used.

The above finding implies that the use of movie poster making method in college classroom enhanced the interest and attitude of the respondents. The finding on the increasingly favorable attitude of the respondents using movie poster making method in college classroom supports the claim of Johnson and Johnson (1994) that there is overwhelming evidence on the development of more positive relationship among peers, superiors, and subordinates in a cooperative approach of teaching than competitive or individualistic situations.

**The Relationship between the Attitude towards Movie Poster Making Method and Achievement Scores of the Respondents**

Table 5 reveals a negligible correlation as presented by the R-value of 0.059. The coefficient of determination as indicated by the $r^2$ value of 0.0035, makes the hypothesis to be accepted. Hence, there is no significant relationship between the two variables. This means that the attitude of the students towards movie poster making method is not correlated to their achievement scores in Assessment of Student Learning 1.

This also further implies that whether the students have positive or negative impressions on the use of movie poster making method employed, the respondents will obtain almost similar achievement score. The achievement of students explains only 3.50% of the variance in the attitude of the respondents. The other 96.5% can be attributed to other related factors not covered in the present study. This finding is an indication that there is a weak relationship between the two major variables in the study. The fact that the two correlated values are very much smaller than the critical value, then the null hypothesis is therefore accepted. Hence, there is no significant relationship between the attitude and achievement of the respondents.

Although the findings of the study revealed that there is no significant relationship between attitude and achievement, future researchers should still investigate further the presence of such a relationship. The reasons for non-significant finding may be attributed to other variables that this study was not able to consider.

Most of the literature confirms that learning attitude and academic performance are correlated. Zan and Martino (2007) point that attitude plays a crucial role in learning and achievement hence determines the student’s success in the subject. It determines their ability and willingness to learn the subject, work on a variety of assigned tasks and
Table 4. Difference between the pre-attitude scores and post attitudes scores of the experimental group

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Mean Score</th>
<th>SD</th>
<th>Mean Diff.</th>
<th>t-value</th>
<th>df</th>
<th>p</th>
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</thead>
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<tr>
<td>Pre-Attitude</td>
<td>3.34</td>
<td>0.72</td>
<td>-0.971</td>
<td>-11.18</td>
<td>61</td>
<td>0.00**</td>
</tr>
<tr>
<td>Post- Attitude</td>
<td>4.31</td>
<td>0.75</td>
<td>0.00**</td>
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</table>

**= significant at 0.01 level

![Figure 11. Line graph of the pre-test and post-test mean scores of the respondents](image)

Table 5. The relationship between attitude towards movie poster making method and achievement scores of the respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>R</th>
<th>r²</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>0.059</td>
<td>0.0035</td>
<td>0.65 ns</td>
</tr>
<tr>
<td>*Attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

their persistence in the tasks available. Most of the researches done tried to establish the relationship between student attitudes towards learning and academic achievement. Some of these studies accept the fact that there exists a positive correlation between student attitudes towards learning and student academic achievement. Nicolaidou and Philippou (2003), asserts that when students have positive attitudes towards learning they would achieve better which reflect a significant relationship between attitudes and performance. The researches show that the attitude of students will affect their achievement in learning. The discussion also shows that student’s attitude also affects the classroom learning styles. The comfortable learning environment will create a good attitude and reduce bad attitudes (Azizi, Halimah & Faizah, 2011). Hence, the lecturers need to identify the real attitude of students and thus be able to find a way to help and attract students for this subject.
Conclusion

This study generally aimed to find out the cognitive and attitudinal effects of movie poster making activity. This study hopes to provide literature on the effectiveness of movie poster making method in the college classroom. Based on the results of the study, the use of movie poster making method as a learning activity in the college classroom enhanced the cognitive performance and attitudes of students. Achievement and attitude can be enhanced when they learn with movie poster making method as well as overcoming misconceptions on the subject. Meanwhile, students' attitude towards movie poster making method is not correlated with their achievement in the assessment of student learning but collaboration and cooperation, students' interest, and creativity and critical thinking emerged as motivational constructs of the students in using movie poster making the method in the college classroom.

Recommendation

The use of movie poster as innovative teaching strategy should be embraced by college instructors to further ascertain its effectiveness in teaching in the tertiary level. Likewise teachers should consider the use movie poster making method in the classroom as supplement of traditional method of teaching to promote meaningful, more permanent, seamless and effective process of learning. The teachers should be encouraged by the college deans to attend seminars and training with the use of innovative teaching strategies as part of faculty development program. Further, multimedia training needs assessment for college instructors about the integration of movie poster making method should serve as a basis for professional development plan.

For the limitations of the present study and future research directions, this paper only limits its scope on the effectiveness of movie poster making activity using the one group pre-test and post-test design, the weakest among the methods of quasi-experimental research design. The design also has minimal internal validity. Hence, a similar study should be conducted with larger samples and the number of items in the performance test to validate the findings of the present study using a true experimental design. Likewise, future researches with the inclusion of personal profile variables of the respondents, their learning styles and preferences which can be correlated to the attitude and performance of the respondents using movie poster making activity.

References Cited


