

Analysis of Instructional Video as an Enhanced Learning Material in Writing Position Paper

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ABSTRACT

This study determined the effectiveness of Localized Instructional Videos in teaching writing position papers among Grade 11 students at Don Gerardo Llamera Ouano Memorial National High School with a focus on Mechanics/ Grammar, Organization, and Content. The study utilized a mixed-method approach including quantitative and qualitative research. There were thirty General Academic Strand Students were the respondents of the study. The results of the assessments of the students in the teaching writing position paper showed a gained significant progress upon employing the localized Instructional Video in their level of performance on three of the competencies, namely, mechanics/grammar, organization, and content. It also emphasizes the different learning experiences of the students using the localized Instructional Video such as motivation to learn, enhanced comprehension, and improved retention to rekindle students' interest in learning the subject matter. Students are more interested and motivated to learn in visual video-based and localized content compared to conventional methods such as conveying knowledge that only comes from books. There is a significant difference in the performance of the students in all writing competencies with the use of localized instructional video as an enhanced learning material. Localized Instructional Video is highly recommended to be used in teaching writing position papers since it increases the level of writing competencies of the students, they are more interested and motivated, and it enhances the learning of students. The utilization of localized instructional video can be used within or across all learning areas, especially in addressing the writing needs of the students.

Keywords: localized Instructional Video, position paper, learning materials, writing skills

INTRODUCTION

In English teaching, the students learn four skills from the teacher: reading, writing, speaking, and listening. The four skills are interrelated. If students can read properly, their writing capability will also be strong. The ability to listen will determine their speaking powers (Hardiah, 2018). Essentially, one important attribute of English language teaching is the development of students' ability to write position papers. A kind of text is a descriptive text that uses descriptive and detailed words to identify and explain an object, person, place, or event.

Writing is more than the ability to convey one's message across social platforms and express thoughts or ideas. Thus, as a person refines his or her writing, the messages that emanate about individual thoughts and emotions are very precise, leading to effective teamwork, business transactions, and interpersonal communication. They also opt for an employee with excellent writing skills because they rely on it more, particularly in a fast-changing web world.

However, nothing can be compared to taking some time to develop good writing skills as this positively impacts academics, individual development, and career success. These skills develop creativity and imagination and make thinking critical, encouraging people to speak out and negotiate through modern society (Jenkins, 2023).

According to Deane (2018), writing plays a vital role in the effective language learning process because of this, we must understand what they should learn when starting to speak English for such purposes as international communication and understanding. This implies that the world's knowledge is affected by the entirety of education's structure, i.e., English is writing. Likewise, it is regarded as the most notable alteration within a human narrative throughout time. By this means, a country or generation passes out information as well as wisdom to other people either on a global level or regional, and local levels. Besides, writing is another highly advanced skill that greatly contributes towards developing communication skills as well as critical thinking. Improving it would mean a person can write for different audiences and purposes, including they should be able to produce these types of writing such as narrative, expository, argumentative, explanatory, or descriptive.

Confused thinking is implied by poor writing, making effective writing skills an important factor. According to (US NasP, 2020) revealed that 67% of K-12 students did not meet grade-level expectations in writing. Writing did not have much attention as is evident in that writing inventory so due to little attention, it has always been accorded as compared to math and reading. Second Leyburn (2020) asserts that with no importance placed upon writing in primary schools, teaching becomes a challenge in secondary schools characterized by larger classes. It, therefore, requires adopting web-based modes of promoting learning writing skills.

Like other learning-related problems, poor writing skills can be devastating to the learner's education and self-esteem. When the learner falls short of developing certain basic skills, he or she becomes unable to write with the speed and fluency required to excel as these demands increase. As such, the writing process itself interferes with learning. Interestingly, writing problems rarely occur in isolation, and improvements in writing go hand in hand with the development of other non-writing-specific skills. Thus, a problem with the development in one of these areas is likely to interfere with one's ability to write (Levine, 2022).

From the global scenario, the study by Sarwat et al. (2021) investigated the writing problems and factors that hamper their English writing skills. In the said study, writing is regarded as one of the most prolific skills, which sometimes seems very difficult for learners to develop. Utilizing a randomly collected sample of 155 students and 32 English teachers, the results of the study indicate that most of the students are unable to write grammatically precise English paragraphs. The study has also disclosed that the main problems of students' English writing are due to poor command over English tenses, grammar, syntax, and insufficient vocabulary.

Lack of creative ideas, writing anxiety, weak structural organization, and dependence on L1 are also the major causes of learners' poor writing in English. Similarly, the study by Moses and Mohamad (2019) has found that improving the learners' ability in writing is one of the major challenges faced by ESL teachers in most schools nowadays. Writing has been reported as a major difficulty faced by students in English language learning, while teachers too, are facing some challenges in teaching writing skills for students. As a result, the researchers have called for up-to-date and technology-driven interventions to augment the quality of writing the students have.

In the Philippine context, a study was conducted by Saavedra and Barredo (2020). English language writing has always been a challenge for second language students to master. Developing students' ability in writing is also a major challenge faced by teachers. Using purposive sampling, 43 language teachers teaching

English and Filipino were selected as respondents. The findings demonstrate that there are five factors that language teachers considered to have influenced the poor English and Filipino writing skills of the Senior High School students, to wit; 1) lack of vocabulary in the target language; 2) difficulty in conveying and organizing ideas; 3) pupils' perception that writing is a hard task; 4) lack of motivation and interest in writing; and 5) the difficulty in spelling, grammar and sentence construction. These factors can be attributed to the first language of the pupils which is Cebuano, where English and Filipino are considered as L2 only.

In teaching how to make a position paper, video can be used as a springboard to help the teacher stimulate the classroom discussion about the topic. It also helps the teacher to deliver the materials attractively so the students will not feel bored during the lesson. Moreover, by watching videos, can generate their ideas and get more inspiration for writing. In contrast, watching a video can also be a passive experience if it is not supported by applying appropriate teaching methods. So, the teacher's task is to apply an appropriate teaching method that is suitable to the media (Rivai, et.al, 2017).

Today, new technologies such as the Internet smartphones, television, and computers are becoming inseparable things with students' lives. This new generation is very different from their antecedents. They grow up surrounded by new technologies, and they cannot imagine their life without them. They are used in most aspects of daily life, such as for studying as well as in socializing with others (Rizkan, et.al, 2018). The Information and Communication Technology product that is most accessed by Indonesian people is YouTube. YouTube viewers can use a lot of video content as alternative learning media in their learning process (Rachmawati & Cahyani, 2020). YouTube has many videos that can be used as material for an English lesson that can be used as an effective learning tool for teaching descriptive texts. There have been several studies investigating the use of YouTube in teaching listening. (Brno, 2010) revealed that using YouTube can motivate students.

In learning, a language teacher needs media to support the activity. Teaching media is a tool to make the teaching-learning process run effectively and efficiently divides teaching media into wide meaning and narrow meaning. Media in wide meaning is people, material, or events that can create conditions so that students can get new knowledge, skills, or attitudes. In this meaning teacher, book, and environment is included in media. Media in narrow meaning is graphic, photo, picture, mechanic, and electronic tools that are used to express, process, and convey visual and verbal information (Bakri, 2015).

In addition, Aniqotunnisa, (2015) stated that teaching media is all physical forms that can convey messages and stimulate students to learn. One of the media that can be used in teaching is tutorial videos. According to Sumarni Azurah (2018), a tutorial video is a video to transfer information on how to accomplish something through a set of instructions.

Furthermore, Daryanto and Qunita, (2020) state the tutorial is a multimedia learning in which the delivery of the material is carried out in a tutorial, as is the case with tutorials carried out by teachers or instructors, information containing a concept is presented with text, and images, both still and capable of moving and graphics. Based on the definition of a video tutorial, it is a message that is packaged in the form of a video and contains material delivered by the instructor in a demonstration. Usually, students are more interested in learning by using media, especially video, because video makes them enthusiastic and enjoy learning and can momentarily eliminate the student's boredom during learning, especially in learning writing.

According to Harmer (2017), the overuse of textbooks and thus repeatedly following the sequence in each unit may become boring, and the routine textbook will become increasingly monotonous. In addition, the problem in teaching writing is that teachers often use traditional methods to teach writing and teachers usually use a teacher-centered approach.

According to the CUNY Assessment Test in Writing (2021) conducted by the Language Teachers of Don

Gerardo Llamera Ouano Memorial National High School shows that among all the students in both Junior High School and Senior High School, 70-80 percent of students have poor academic writing skills, especially in making a stand about the issue. Most of the students belong to Senior High School and this only indicates that Senior High School Students of Don Gerardo Llamera Ouano Memorial National High School have poor academic writing skills.

To solve the problem of learning to write a position paper, the researcher should use media that is suitable and interesting to the students. One of the media that can be used in learning to write position papers is tutorial videos are an alternative media to make the process of learning to write position papers effective. According to Arguel et.al, (2018), the use of video and dynamic pictures can improve learning in making a position paper. Learning to write position paper evidence shows that using tutorial videos can be boring and time-consuming (Annisa, 2021). Using tutorial videos to learn how to make a position paper is effective in the teaching-learning process so the students can easily understand and study English. Moreover, Sherman (2003), as cited in Aminah, (2018) claims that there is a special thrill in being able to understand and enjoy the real thing in video. Moreover, video provides a clear short-term achievable aim for students, and by implementing video in teaching writing, the teacher can help the students overcome one of the difficulties mentioned above.

Focusing on Senior High School students, Explanatory Sequential Mixed Method research determined and analyzed the difficulties of students in writing descriptive text and student performance. Using the purposive technique, the 30 Grade 11 – General Academic Strand -B Senior High School students in Don Gerardo Llamera Ouano Memorial National High School of Schools Division of Mandaue City were selected and analyzed for the study. Evaluating the Position Paper was done using the CUNY Assessment Test in Writing (CATW 1981) which was enriched by Valdez (2018) found that student difficulties in writing position papers are caused by a myriad of factors, such as the lack of variety of ideas in terms of Mechanics/ Grammar, Vocabulary, and Content. Notably, teachers are encouraged to use a variety of activities, offer constant academic writing practices and drills as well and develop technology-based materials that will address the identified difficulties of Senior High School students during the digital age.

Thus, this research highlighted the use of localized Instructional Video as an enhanced learning material that will address the students' difficulty in writing especially in position paper making. In addition, it also aimed to reveal the student's difficulty in writing Don Gerardo Llamera Ouano Memorial National High School Senior High School students, especially in making a position paper in a particular issue. In this research, the researcher will employ how they attempt to overcome those challenges.

This research also revealed areas for further exploration, such as the long-term sustainability of the use of Localized Instructional Video as an enhanced learning material in writing a position paper and the training and support required for teachers for its effective implementation. The study's findings aimed to contribute to more effective strategies in teaching delivery in education, aligning with the objectives of inclusive and equitable quality education as part of the Sustainable Development Goals.

RESEARCH METHODOLOGY

This section presents the method and design used, the flow of the study, the research locale, the research respondents, the research instruments, the data collection procedure, the statistical treatments of data, and the scoring procedure.

Design

Many research designs can be used in second language learning: qualitative design, quantitative design, and

mixed-method design. Creswell (2018) explained research designs as “types of inquiry within quantitative, qualitative, and mixed methods approaches that provide specific direction for procedures in a research study”. A qualitative design is commonly used in exploratory research as in case studies, descriptive, narrative, and phenomenological research, whereas quantitative design is widely used in explanatory research such as in surveys and experimental research “investigating causal relationships, association and correlations” (Leavy, 2017).

This study utilized a mixed-method approach including quantitative (student performance) and qualitative (semi-structured interview) research methods. The quantitative data were collected through adopted questionnaires. For qualitative data, a semi-structured interview was conducted by the researcher about their learning perspectives regarding their practices and the challenges they experienced in the class with the use of instructional video. After the data were collected, compiled, and organized, the study also applied a thematic analysis of the data transcripts that inadvertently led to the emergence of numerous themes within the data.

A mixed method approach was used in this study with quantitative and qualitative data collection to circumvent the bias of relying on one method (Johnson & Christensen, 2014). The quantitative data were used to understand the impact and the qualitative data was used to understand the phenomenon in more depth.

Environment

Don Gerardo Llamera Ouano Memorial National High School is a public Junior High School and Senior High School under the Department of Education (DepEd) Region VII – Mandaue City Division. The school teaches students in grades seven through twelve. The school was founded in 1991 and has since produced an estimated of 40,000 graduates.

Don Gerardo Llamera Ouano Memorial National High School has a total of 33 rooms 27 of which are used as instructional rooms and the remaining 6 for non-instructional purposes. The school has 1 library, 1 canteen, 3 offices (*Registrar’s office, Principal office-day dept., and Principal’s office-night dept.*) and 1 faculty room which comprise the non-instructional rooms and has 1 home economics room, 1 room for electricity workshop and guidance office, 1 room for garments and beauty care, 1 room for housekeeping and stock room, 1 science laboratory, 2 rooms for computer laboratory and 20 academic classrooms. The school has also provided small spaces for the SSG office, General PTA office, and school clinic.

For the school year 2023-2024, the school has 3,860 students enrolled. With the 27 rooms actively used for teaching, Don Gerardo Llamera Ouano Memorial National High School has an average class size of 50. As a remedy, classes at Don Gerardo Llamera Ouano Memorial National High School are conducted in three shifts. The morning shift is for grades 7, 8, 9, and 10 with classes held from 6 AM to 11:45 in the morning while the afternoon shift is for grades 7, 8, 9, and 10 with classes from 12NN to 4: 20 in the afternoon. For Senior High School was scheduled from 4:30 in the afternoon until 9:10 in the evening.

Participants

The participants of this study were students of Don Gerardo Llamera Ouano Memorial National High School. Thirty (30) students constitute the population of the study. The researcher would be using a purposive sampling design in choosing the participants to join the interview and answering the questionnaires with the respondents. Purposive sampling is a non-probability sampling technique that focuses on a specific area of interest that will truly describe a particular experience (Nikolopoulou, 2023). The researchers, therefore, agreed to use such techniques for the interpretation of data.

The criteria for choosing the participants are as follows:

1. They must be enrolled students of Don Gerardo Llamera Ouano Memorial National High School for this School Year.
2. The participants must be Grade -11, General Academic Strand.
3. The participants must be enrolled in English for Academic and Professional Subjects wherein writing a position paper is one of the lessons and must have existing knowledge regarding the topic.
4. Finally, the participants should have poor performance in writing for them to qualify for the study based on the CUNY Assessment Test in Writing (2021) conducted by the Language Teachers of Don Gerardo Llamera Ouano Memorial National High School.

Instrument

In this study, the respondents would make a position paper as an exercise as its data gathering instrument. The said instrument will be administered during their English for Academic and Professional Purposes class. The data-gathering instrument includes their output in making a position paper about the issue/ topic given of their own choice. The respondents of the study have the freedom to choose the topic to be used. The participating Senior High School students will have to write about their position paper in the issue of their own choice. The respondents' essay will focus on things like the hottest topics that they are familiar with.

The researcher used the Grading Rubric for Written Assignments from Southern Nazarene University as the basis for rating the respondents' written output. Certain modifications of the rubric will be done to improve its validity in assessing students' writing skills.

Table 1. Rubric in Rating Students' Writing Skills (Southern Nazarene University)

Criteria	Inadequate=D (Below Standard)	Adequate=C (Meets Standard)	Above Average=B (Exceeds Standard)	Exemplary=A (Far Exceeds Standard)
Organization	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Level of Content	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.
Development	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
Grammar & Mechanics	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
Style	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination
Format	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.

The scores that the respondents obtain will reflect their writing skills in making a position paper. In interpreting the scores, five orderable gradations with respective ranges of scores and descriptions will be utilized.

Table 2. Interpretation of Students' Scores

Score	Descriptive Equivalent
4.20-5	Very High Level of Writing Skills
3.40-4.19	High Level of Writing Skills
2.60-3.39	Moderate / Average Level of Writing Skills
1.80-2.59	Low Level of Writing Skills
1-1.79	Very Low Level of Writing Skills

The second part of the data gathering focuses on the experiences of the students in using the instructional Video as an enhanced learning material in teaching writing a position paper. Considering the qualitative nature of the research question, the researcher used a semi-structured interview guide composed of open-ended questions which will probe what students have undergone in using the instructional video as an enhanced learning material in writing a position paper.

Since the said instrument lacks the necessary credentials to support its validity and reliability, it will be presented to at least three (3) research experts, who will provide comments and recommendations to ensure content validity. At this stage, the research instrument will undergo a thorough validation process. The researcher will hand a soft copy of the test instrument to the validators. The validators, in turn, shall check, reconstruct, and remove unnecessary items that are not aligned with the research problem. The researcher has identified maturation as a threat to the validity of the instrument. Thus, the interval between pretest and posttest shall be kept as close as possible. Likewise, a pilot test will be conducted to ensure the reliability of the test instrument. Pretesting refers to the process of attempting the instrument with a lesser test group before conducting the actual data (Fisher, 2020). It is essential to conduct pretesting so that the researcher may identify the possible problems that may be encountered in the actual data gathering.

Data-Gathering Procedure

Both Quantitative and qualitative approaches will be used in gathering data for this study. The quantitative part of the study involves the assessment of the student's writing skills using a rubric. The qualitative aspect, on the other hand, explores the experiences of the students when using the instructional video as an enhanced learning material in teaching writing position papers. Before distributing the letter to the study's selected respondents, the researcher will submit a permission letter to their adviser for approval. Additionally, the researcher will secure a letter of approval from the Office of the Principal to conduct the study. The steps in gathering data are discussed below:

Instrument Development, Validation, and Reliability Testing: As a means of collecting quantitative data, the researcher will adapt and modify a rubric in rating students' writing skills. Whereas a semi-structured interview guide will be crafted to explore the experiences of the students. The rubric in rating students' writing skills will undergo a validation and pilot testing procedure to evaluate the clarity, accuracy, and appropriateness of the rubric in measuring writing skills. Necessary revisions will be made to improve the data-gathering instrument.

Participant Selection: After determining the eligible population of the study, participant selection will be done purposefully, as the researcher reserves the right to personally handpick the students who will be

participating in the study. The researcher, who happens to be the English for Academic and Professional Purposes teacher wherein making a position paper is one of the topics to be discussed will approach the target students individually, and they will be informed about the details of the study. The researcher will ensure that participants voluntarily and willingly choose to participate in the study.

Data Collection: For the pre-test, the participants will be asked to make their position paper of their issue as a writing exercise. The output of students will be evaluated based on the rubric in rating students' writing skills. Numeric scores will be derived from the said evaluation. Since the study utilizes an experimental research design for the quantitative data collection, an intervention in the form of using an instructional video as an enhanced learning material in teaching writing a position paper. After administering the intervention, students will be asked to make a position paper writing exercise again. The same process of evaluating students' writing skills will be done for the post-test. The students will be gathered in the form of a Focus-group Discussion so that the semi-structured interview guide focusing on students' experiences can be administered.

Statistical Analysis: Measures of central tendency and variability will be used to present the data descriptively. In comparing the scores of students in the pre-test and post-test, a t-test will be used using statistical software such as SPSS or MS Excel.

Thematic Analysis: This method is applied to the data obtained through the semi-structured interview to analyze qualitative data. The process involves reading through a set of data and looking for patterns in the meaning of the data to find themes. It will be carried out to find relevant codes, big ideas, central concepts, and themes of the events encountered by students using the instructional video as an enhanced learning material in teaching and writing a position paper.

Statistical Treatment of Data

Descriptively, the following measures will be used:

To comprehensively answer the study question, the researcher employed a blend of statistical methods. For descriptive analysis, the arithmetic means, standard deviations, frequencies, and percentages of the study sample were calculated. These measures provided a detailed understanding of the central tendency, variability, and distribution patterns of the students' performance on the achievement test for developing reading skills.

The primary statistical treatment for inferential analysis was the T-test. This method was crucial in evaluating the differences in writing skills development before and after the use of Instructional Video. By incorporating both the T-test and descriptive statistics (mean, standard deviation, frequency, and percentage), the researcher aimed to offer a holistic view of the intervention's effectiveness, capturing both the general trends and the specific impacts of the Fuller approach on enhancing the students' writing abilities.

Mean and Standard Deviation

The degree of pretest performance of Grade 11- GAS students in terms of mechanics/ grammar, Content, and Organization using this statistical treatment.

The average score of the pretest and post-test was used to conduct a step-by-step data analysis. Furthermore, to determine the gain, the researcher would compare the pretest and post-test, as follows:

$$M = \frac{\sum x}{n}$$

M: Mean Score

x: Total of Students Score

n: Total of students

Paired Sample T-Test. As shown below, this statistical procedure was employed to determine the significant difference between the pretest and post-test findings. The formula is as follows:

$$t = \frac{\bar{x}_d - \mu_d}{\left(\frac{Sd}{\sqrt{n}}\right)} \quad df = n - 1$$

Frequency and Percentage. This statistical treatment used students' experiences in using the instructional video as an enhanced learning material in making a position paper.

To measure the percentage, the researcher used the formula:

$$P = \frac{F}{n} \times 100\%$$

P: Mean Score

F: Total of Students

n: Number of Students

Thematic Analysis: For the qualitative data, themes will be discovered by coding and analyzing the text and image data obtained through interviews, documents, and elicitation materials (Braun & Clarke, 2006). Braun & Clarke (2006) present a six-step strategy that is a highly effective foundation for undertaking this type of study; (1) full-length transcription of participants' responses; (2) preliminary data exploration by reading through transcripts and memos; (3) coding the data through text segmentation and labeling; (4) using codes to develop themes by grouping similar codes; (5) connecting and interrelating themes; and (6) constructing a narrative of the crafted paradigm.

Once the data were collected, compiled, and organized, the study applied a thematic analysis of the data transcripts that would inadvertently lead to the emergence of numerous themes within the data. The data would subsequently be highlighted distinctly by bringing to the fore illustrations in correspondence to the themes gleaned from the data transcripts.

RESULTS AND DISCUSSION

Competency 1: GRAMMAR

First, the result about Grammar Competence, states: Does arithmetic mean the performance of students before the use of the Localized Instructional Video in teaching writing a position paper? The null hypothesis was derived from it; it states: There is no statistically significant difference at ($\alpha = 0.05$) between the arithmetic means of the student's performance on the use of the Localized Instructional Video in

teaching writing a position paper. To answer this question and test the null hypothesis, the researcher calculated the arithmetic means and standard deviations for the marks of the members of the study sample on the achievement test in improving students’ performance in teaching writing position paper, according to two variables: Instructional Video as an enhanced learning material and teaching writing performance of the students.

Table 1. Level of Pre-Test Performance of the Students Before the Use of Localized Instructional Video in Teaching Writing Position Paper (n=30)

Pre-test Grade 11- GAS B Grammar Competence		
	Mean	Std. Deviation
PRT- GC	2.2	1

Legend: PRT – Pretest; POT – Post Test; GC-Grammar Competence. OC – Organization Competence; CC – Content Competence

Grammar

Table 1 in the study presents the pre-test scores of Grades 11- GAS B students’ Grammar Competence, highlighting their initial low level of Writing Skills. The table reveals that the arithmetic means **2.2**, indicating relatively low Subject- Verb Agreement and most spelling, punctuations, and sentence fragments making reading difficult. This suggests that students entered the study with poor foundational skills in writing position papers. According to Sioco, et.al. (2022), students need to have enhanced materials to further enhance their level of grammatical competence in subject-verb agreement, spelling, punctuation, and sentence fragments that will complement the goal of developing the relevant competencies of students in the field of English language learning.

Competency 2: ORGANIZATION

Organization of ideas is an essential writing technique; it must show a high degree of attention to logic and reasoning of points (Fariñas,2019). Students’ unity leads the writer to the conclusion and stirs thoughts regarding the topic. The ideas presented are coherent and logically organized with transitions used between ideas and paragraphs.

Table 2. Level of Pre-Test Performance of the Students Before the Use of Localized Instructional Video in Teaching Writing Position Paper (n=30)

Pre-test Grade 11- GAS B Organization Competence		
	Mean	Std. Deviation
PRT- OC	2.2	1

Legend: PRT – Pretest; POT – Post Test; GC-Grammar Competence. OC – Organization Competence; CC – Content Competence

Organization

Table 2 shows the student’s pre-test results in teaching writing – Organization Competence. Table 2 shows the summary results of the pre-test of the students before the use of Instructional Video as an enhanced learning material in teaching writing position papers. As seen in Table 2, the mean pretest score was 2.2 (SD = 1) suggesting a low level of writing skills. According to Herbert, (2021) most of the students’ writing lacks logical organization in presenting ideas which leads to poor writing skills.

Competency 3: CONTENT

According to Bentler, et. Al. (2016) content is related to other aspects of writing, but exactly how they are related has remained unclear or has not received sufficient critical attention. Content indicates synthesis of ideas, in-depth analysis, and evidence of original thought and support of the topic. Consequently, in most writing assessments, content has been treated as just one among several relatively distinct but equal elements. Although this may seem controversial to many readers, writing assessments may henceforth be simplified to assessments of content in cases where analysis of separate skills is not required.

Table 3. Level of Pre-Test Performance of the Students Before the Use of Localized Instructional Video in Teaching Writing Position Paper (n=30)

Pre-test Grade 11- GAS B Content Competence		
	Mean	Std. Deviation
PRT- CC	2.2	0.5

Legend: PRT – Pretest; POT – Post Test; GC-Grammar Competence. OC – Organization Competence; CC – Content Competence

Content

Table 3 shows the student’s pre-test results in teaching writing – Content Competence. Table 3 shows the summary results of the pre-test of the students before the use of Instructional Video as an enhanced learning material in teaching writing position papers. As seen in Table 2, the mean pretest score was 2.2 (SD = 0.5) suggesting a low level of writing skills, especially in presenting ideas and it shows some thinking and reasoning but most of the ideas are underdeveloped and unoriginal.

The disparity between these scores underscores the need for targeted intervention, like the use of localized instructional video as an enhanced learning material in teaching writing a position paper, to address specific areas of weakness, particularly in Grammar skills, while building on existing strengths such as Content. This initial assessment sets the stage for tailoring the instructional approach to the specific needs of the students, aiming to enhance their overall writing competencies.

THE POST-TEST PERFORMANCE OF THE STUDENTS

This section shows the distribution of the students’ post-test scores. Furthermore, the post-test was administered following the implementation of the more expansive strategy in the classroom employing the writing skills. The post-test was taken by the same group of students. This time, the two Master Teachers in English and the subject teacher in English for academic and professional Purposes will be the ones to check their papers following the same rubrics used during the pretest. As a result, scores are processed and interpreted in the same manner as pretest results.

Competency 1: Grammar

The post-test mean score was 3.9 which indicates an average level of writing skills and nearly to the High level of writing skills, showing a relative improvement compared to the pretest performance of the students. This could imply that the students were already proficient in spelling, punctuation marks, and grammatical errors allowing readers to progress through writing position papers. Some errors remain, as indicated by their pre-test scores. Individual preferred learning styles are also a field of inquiry that has progressed to the point where it is feasible to describe and observe what are often very significant variances in how learners

may make progress based on the methods in which they are expected to work Maique, A. (2013).

Table 4. Level of Post-Test Performance of the Students with the Use of Localized Instructional Video in Teaching Writing Position Paper (n=30)

Post-test Grade 11- GAS B Grammar Competence		
	Mean	Std. Deviation
POT- GC	3.9	0.6

Legend: PRT – Pretest; POT – Post Test; GC-Grammar Competence. OC – Organization Competence; CC – Content Competence

Table 4 in the study presents the post-test scores of Grades 11- GAS B students’ Grammar Competence, highlighting their Moderate/ Average level of Writing Skills. The table reveals that the arithmetic means **3.9**, indicating relative improvement in terms of Subject- Verb Agreement and most spelling, punctuations, and sentence fragments making reading difficult. It shows that students with improved foundational skills in writing position papers. Moreover, by watching videos, can generate their ideas and get more inspiration for writing. In contrast, watching a video can enhance their level of grammatical competence in subject-verb agreement, spelling, punctuation, and sentence fragments if it is not supported by applying appropriate teaching methods. So, the teacher’s task is to apply an appropriate teaching method that is suitable to the media Rivai, et.al (2017).

Competency 2: Organization

By watching the videos, the students get the stimulus about certain topics so that they can easily construct and generate ideas based on the video given. They can also arrange better paragraphs based on the generic structure of a text *Indrasari N. (2017)*. Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall, unity of ideas is present. It can be seen from the result of the test, which is improved, from the comparison between the pre-test conducted before the action and the post-test conducted after the action.

Table 5. Level of Post-Test Performance of the Students with the Use of Localized Instructional Video in Teaching Writing Position Paper (n=30)

Post-test Grade 11- GAS B Organization Competence		
	Mean	Std. Deviation
POT- OC	3.5	0.5

Legend: PRT – Pretest; POT – Post Test; GC-Grammar Competence. OC – Organization Competence; CC – Content Competence

Table 5 shows the student’s post-test results in teaching writing – Organization Competence. Table 5 shows the summary results of the post-test of the students with the use of Instructional Video as an enhanced learning material in teaching writing position papers. As seen in Table 5, the mean posttest score was 3.5 (SD = 0.5) suggesting a Moderate/ Average level of Writing Skills and nearly to High Level of Writing Skills. According to Rogers, (2018), Instructional videos can be used as learning material in an English lesson that can be used as an effective learning tool for teaching organizing thoughts in texts.

Competency 3: Content

According to Ariani, (2016), the effect of localized instructional videos on students’ writing ability in making text was successful in improving students’ ability to make content. It indicates synthesis of ideas-

depth analysis and evidence are categorized as original thought and supported with clear and strong evidence. The use of localized instructional videos in their K -12 classrooms for evidence of content learning is highly recommendable. The factors facilitating teacher use of video resulted in positive content learning outcomes as measured by objective tests, rubrics, and anecdotal evidence. Integrating video in classes facilitated connections to content, student motivation and engagement, the use of alternative assessment, and shifts in teacher identity.

Table 6. Level of Post-Test Performance of the Students with the Use of Localized Instructional Video in Teaching Writing Position Paper (n=30)

Post-test Grade 11- GAS B Content Competence		
	Mean	Std. Deviation
POT- CC	3.8	0.6

Legend: PRT – Pretest; POT – Post Test; GC-Grammar Competence. OC – Organization Competence; CC – Content Competence

Table 6 shows the student’s post-test results in teaching writing – Content Competence. Table 6 shows the summary results of the post-test of the students with the use of Instructional Video as an enhanced learning material in teaching writing position papers. As seen in Table 6, the mean posttest score was 3.8 (SD = 0.5) suggesting a Moderate/ Average level of Writing Skills and nearly to High Level of Writing Skills. According to Rogers, (2018) Instructional videos can be used as a learning material in an English lesson that can be used as an effective learning tool for teaching and organizing thoughts in texts.

Table 7. Level of Pre and Post-Test Performance of the Students after the Use of Instructional Video in Teaching Writing Position Paper (n=30)

The significant difference between the pre and post-test reading competencies							Sig. (2-tailed)			
		Paired Differences			t				df	
		Mean	Std. Deviation	Std. Error Mean						
Pair 1	POT-GC – PRT-GC	1.7	.4	.8367	11.1	29	.001	Reject H ₀		
Pair 2	POT-OC – PRT-OC	1.3	0	.4661	15.277	29	.001	Reject H ₀		
Pair 3	POT-CC – PRT-CC	1.3	0.1	.535	13.3	29	.001	Reject H ₀		

Legend: PRT – Pretest; POT – Post Test; GC-Grammar Competence. OC – Organization Competence; CC – Content Competence

Table 7 shows the student’s significant difference between the post-test results and the pre-test results in teaching writing competencies. Table 6 shows the summary results of the post-test of the students with the use of Instructional Video as an enhanced learning material in teaching writing position papers. As seen in Table 7. There is a significant difference of 1.7 between the pre-test and post-test in Grammar Competence. Therefore, reject the null hypothesis.

According to Santos, (2019) watching localized Instructional videos can enhance their level of grammatical competence in subject-verb agreement, spelling, punctuation, and sentence fragments if it is not supported by applying appropriate teaching methods rather than just reading the content of the textbooks. As shown in Table 7, the organization and content competencies have significant differences of 1.3 in the pre-test and

post-test. According to Rogers (2018), Instructional videos can be used as learning material in an English lesson that can be used as an effective learning tool for teaching and organizing thoughts in texts. Moreover, Ariani (2016) the effect of video on students' writing ability in making text was successful in improving students' ability to make content. It indicates synthesis of ideas- in-depth analysis and evidence are categorized as original thought and supported with clear and strong evidence. The use of localized Instructional videos in their K-12 classrooms for evidence of content learning is highly recommendable.

Table 8: Generated Themes on The Learning Experiences Of The Students During The Use Of Localized Instructional Video

THEMES	CODE	F	%
Better understanding of the lesson because of the language used which is familiar leads to improved comprehension.	Enhanced Comprehension	28	93.33%
Familiar Content use increases the retention of information and language can aid memory and understanding which can spark engagement towards increased participation and learning.	Improved Retention	22	73.33%
More relatable and relevant to their cultural context. They feel more engaged and motivated to learn.	Motivated to learn	20	66.66%

According to Jimenez (2018), a localized instructional video is a video to transfer information on how to accomplish something using a set of instructions and the use of instructional video can increase the retention and comprehension level of the students. In addition, Hayati, (2017), the over-use of textbooks and thus repeatedly following the sequence in each unit may become boring, and the routine textbook will become increasingly monotonous. In addition, the problem in teaching writing is that teachers often use traditional methods to teach writing and teachers usually use a teacher-centered approach.

Additionally, Tami, et.al, (2021), states that it is easier for students to understand the information in the form of knowledge through related media with information technology like YouTube compared with conventional delivery in class. Most students are more interested and motivated to learn in visual video-based content compared to conventional methods such as conveying knowledge that only comes from books.

SUMMARY OF FINDINGS

After a thorough analysis of the data, the following findings are drawn based on the sub-problems that were highlighted:

1. The result of the study about the pre-test performance of the students in teaching writing position papers without the use of instructional videos of the following writing competencies reveals low scores in writing skills that Grammar has the arithmetic means **2.2**, In Organization, the mean pretest score was 2.2 (SD = 1) suggesting a low level of writing skills and in Content, the mean pretest score was 2.2 (SD = 0.5) suggesting a low level of writing skills.
2. The result of the study about the post-test performance of the students in teaching writing position papers with the use of instructional videos as an enhanced learning material of the following writing competencies reveals that Grammar was 3.9 which indicates an average level of writing skills and nearly to the High level of writing skills, In Organization, the mean posttest score was 3.5 (SD = 0.5) suggesting a Moderate/ Average level of Writing Skills and nearly High Level of Writing Skills and Content competency, the mean posttest score was 3.8 (SD = 0.5) suggesting a Moderate/ Average level of Writing Skills and nearly to High Level of Writing Skills.
3. To find out if there is a significant difference between the pre-test and post-test mean scores, the Paired samples t-test was used to test the significance of these differences. The test statistics are

presented under the “t” column while the corresponding p-values are presented under the “p” column. Since the study sets $\alpha=0.05$, the null hypothesis is rejected when $p<0.05$. In all dimensions, the p-values were found to be less than 0.001. Hence, the null hypothesis is rejected in each of the dimensions and concludes that there is a significant difference. There is a significant difference of 1.7 between the pre-test and post-test in Grammar Competence and the organization and content competencies have significant differences of 1.3 in the pre-test and post-test.

4. The results showed that the learning experiences that the students are: **Motivated to learn, Enhanced Comprehension and Improved Retention.** A localized instructional video is a video to transfer information on how to accomplish something using a set of instructions and the use of instructional video can increase the motivation, retention, and comprehension level of the students.

CONCLUSIONS

In line with the findings of the study, the following conclusions are drawn:

A localized instructional video can enhance writing skills and increase the retention and comprehension level of the students' over-use of textbooks thus repeatedly following the sequence in each unit may become boring, and the routine textbook will become increasingly monotonous. Localized Instructional Video is a video to transfer information on how to accomplish something using a set of instructions and the use of instructional video. It is easier for students to understand the information in the form of knowledge through related media with information technology like YouTube compared with conventional delivery in class. Students are more interested and motivated to learn in visual video-based and localized content compared to conventional methods such as conveying knowledge that only comes from books. There is a significant difference in the performance of the students in all writing competencies with the use of localized instructional video as an enhanced learning material.

RECOMMENDATIONS

Based on the results of the study, the following are hereby recommended.

Localized Instructional Video is highly recommended to be used in teaching writing position papers since it increases the level of writing competencies of the students, they are more interested and motivated, and it enhances the learning of students. The utilization of localized instructional video can be used within or across all learning areas as an enhanced learning material, especially in addressing the learning needs of the students. Teachers must have proper training and workshops to be done in crafting the learning activity designed on how to make a localized instructional video effectively used in teaching writing skills not only in English as well as across all learning areas of education. Enhancement/modification of the presented learning activity to suit the needs of the learners by future researchers.

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ANNEX A

TRANSMITTAL LETTER

November 24, 2023

MARILOU P. MABANSAG

School Principal IV

Don Gerardo Llamera OMNHS

Opao, Mandaue City, Cebu

Dear Ma'am:

Greetings of peace!

In partial fulfillment of my requirements for the degree Master of Arts in Education Major in English Teaching at Cebu Technological University-Main Campus, the undersigned would like to ask for your permission to conduct a research study entitled "**ANALYSIS OF INSTRUCTIONAL VIDEO AS AN ENHANCED LEARNING MATERIAL IN WRITING POSITION PAPER**" at your school levelheaded institution.

In connection with this, I would like to ask for your good office to allow me to do a pretest and posttest

activity in one of your class sections. Rest assured that the data I will gather will remain confidential and to be used for academic purposes only.

I believe that you are with me in my enthusiasm to finish the requirement and to develop new ideas and methods for my co-teachers and students. I hope for your positive response in this humble matter.

Your approval to conduct this study will be greatly appreciated.

Thank you so much and God bless.

Respectfully yours,

JESON APURA ABEJUELA

MAED-English Teaching, candidate

Noted by:

ALLAN C. MARINAS, Ed.D.

Research Adviser

MARILOU P. MABANSAG

SCHOOL PRINCIPAL IV

APPENDIX A – RESEARCH INSTRUMENT

Questions of Semi-Structured Interview

1. Opening

2. **(Establish Rapport)** [greetings]. Thank you so much for approving to take part in this study. Your openness and honesty are well-appreciated.
3. **(Purpose)** I would like to ask some questions about your learning experiences in **ENHANCED LEARNING MATERIAL IN POSITION PAPER WRITING USING INSTRUCTIONAL VIDEO**. I want to inform you that this interview will be recorded for me to decode everything on what we will talk and discuss about. I just don't want to miss every information and details you will provide. I will also go back if you will allow me in your free time if there is a need for clarification and for you to check if I got your views and insights all correct. Also, I will take down notes on important details while we are having the interview. Is that alright?
4. **(Motivation)** There is no right or wrong answers. It's just alright if you don't have anything to say for a particular question. Whatever we will talk about is confidential and I promise to keep your identity in private and that all information you give is protected.
5. **(Timeline)** The interview will take about 50-60 minutes. Is that ok?

Transition: I will begin by asking, "How is your experience watching video as an enhanced learning material in teaching writing position paper?"

1. Body (Topic) Open questions/discussion

1. What are your learning experiences during the use of localized instructional Video in teaching

writing position papers?

Transition: Well, it has been a great pleasure listening and understanding your experiences and ideas about the topic. Let me briefly summarize the information that I have listed during the interview.

III. Closing

1. (Summarize)
2. (Maintain Rapport) I really appreciate the time you gave for this interview. Do you have any question that you want to ask?
3. (Action to be taken) I should have all the information I need. As I've said a while ago, I will just go back for clarifications if it's ok to you. I look forward on listening and transcribing our conversation in this interview. If you have question or inquiry, please don't hesitate to inform me through text or chat. Thanks again.

APPENDIX B

Student Consent and Ethical Considerations Form

Title of the Action Research Study: ANALYSIS OF INSTRUCTIONAL VIDEO AS AN ENHANCED LEARNING MATERIAL IN WRITING POSITION PAPER

Name of Student Respondent: _____

Name of Parents: _____

Contact number & Fb Account: _____

Introduction:

You are invited to participate in a research study aimed at evaluating the effectiveness of the **ANALYSIS OF INSTRUCTIONAL VIDEO AS AN ENHANCED**

LEARNING MATERIAL IN WRITING POSITION PAPER every Wednesday and Friday in the School Library. Your participation in this study is entirely voluntary, and we want to ensure that you are fully informed about the research, its objectives, and its ethical considerations before you decide whether to participate.

Purpose of the Study:

The purpose of this study is to assess the effectiveness of using Instructional Video as an enhanced learning Material in improving the student's writing competencies.

Procedure:

– Potentially participate in interviews or observations related to your experiences.

Confidentiality:

Your participation in this study will be kept confidential. Your name and personal information will not be disclosed in any reports or publications resulting from this research. Data will be stored securely, and only the researchers involved in this study will have access to it.

Voluntary Participation:

Your participation in this study is entirely voluntary. You may choose to withdraw at any time without any consequences or negative impacts on your relationship with the school or the researchers.

Benefits and Risks:

Participating in this study may help you gain insights into stress management techniques and contribute to improving your well-being. There are no foreseeable risks associated with participating in this study.

Contact Information:

If you have any questions or concerns about this study, you can contact the researcher, **JESON APURA ABEJUELA** at 09516418426.

Consent:

By signing below, you acknowledge that you have read and understood the information provided in this form. You voluntarily agree to participate in the research study described above.

I, _____, willingly consent to participate in ANALYSIS OF INSTRUCTIONAL VIDEO AS AN ENHANCED LEARNING MATERIAL IN WRITING POSITION PAPER to improve the Student's writing competencies.

Signature: _____ Date: _____

Printed Name: _____

Thank you for your participation in this research study. Your contribution is highly valuable in helping us assess the effectiveness of the program and improve students' well-being.