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Students' Competency Level on Selected English 9 Competencies After Exposure to Video Lessons

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ORIGINAL ARTICLE

STUDENTS' COMPETENCY LEVEL ON SELECTED ENGLISH 9 COMPETENCIES AFTER EXPOSURE TO VIDEO LESSONS

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ABSTRACT

This study's focus was to determine students' English competency level after exposure to video lessons as supplemental materials. The respondents of the study were 139 Grade 9 students of Mahaplag National High School coming from four sections enrolled for School Year 2022-2023. Quasi-experimental method of research particularly the pretest-posttest design was utilized in the study. Frequency counts, mean percentage score, weighted mean, standard deviation, and paired samples T-test were utilized in data analysis. Results of the study revealed that the competency level of the students on all three learning competencies before the exposure to video lessons is in the poor category. On the other hand, it was revealed in the study that after exposure to video lessons and through the administered post-test, students' competency levels improved, which now belongs to the fair category. As to the student's acceptance level of video lessons as supplemental materials, it was found that students positively accept video lessons as supplemental materials for selected English 9 competencies. It was also ascertained that there was a statistically significant increase in the scores of the students on all three competencies after exposure to video lessons. Furthermore, there was a significant increase in students' overall scores on the three competencies. From the results of the study, it can be concluded that video lessons can be a great supplemental material in teaching English 9 competencies.

Keywords: *video lessons, supplemental materials, competency level, acceptance level*

INTRODUCTION

The rapid advancement of technology has resulted in numerous improvements in education, particularly in language teaching (Bajrami & Ismaili, 2016). One such example is the use of video, which is swiftly moving to the top of the list of the most effective learning tools since it not only transmits and captures information but also creates an engaging learning environment that aids students in understanding and remembering it (Sablic et al., 2020). English language teachers use videos to facilitate the learning process efficiently and to offer and create successful classes in addition to textbooks and other fascinating and engaging activities that guarantee student-centeredness, autonomy, interaction, and connectivity to a specific theme (Bajrami & Ismaili, 2016).

As Almurashi (2016) cited, videos can positively influence academic success. The result of their study indicated that video applications have a positive influence on learners' performance in social studies

and science. It was also revealed in the study of Beltran (2021) that using video lessons in Mathematics enables more effective processing and memory recall.

Video lectures are convenient in terms of setting the pace of learning through their extra navigation and multimedia affordances, thereby enhancing the learning experience (Pappas et al., 2017). While video lectures differ from textbooks in their lack of typography, which allows learners and instructors to emphasize key areas, they do provide extra information conveyed via the video's pace and social aspects such as the voice tone, expression of emotions, and visual cues, and so on (Pappas et al., 2017). Moreover, according to Chen and Thomas (2020), lecture videos are also integral to distance education and can be truly used to enhance effective learning and teaching. Furthermore, according to Hemabala Suresh (2015), video lessons should be designed to teach specific knowledge. They should involve the learners in learning to handle and manipulate the resource materials.

Therefore, teachers should decide which supplemental materials to utilize based on their students' requirements and learning preferences. The students' needs, abilities, and learning environments vary depending on where they are and even between classes. Utilizing supplementary materials like videos in the classroom is necessary because there are different groups of learners with differing learning needs and learning preferences (Karki, 2018). Supplementary materials help to motivate the learners (Dodd et al., 2015) and to improve how children and young people access, take in, interpret, process, and use information today (Hemabala & Suresh, 2015). They make it possible for students to comprehend and learn the information in a text. They save time and effort and lessen the burden on the teacher while presenting the learning items (Karki,2018).

Moreover, according to the study by Bullo (2021), there is a need for the new normal to introduce video lessons. His study revealed that the integration of video lessons to his Grade 9 Science learners was effective in all learning competencies through modular approaches. Video lessons helped students absorb and understand the teachings better, even without the help of a teacher. Based also on the findings of the study of Beltran (2021), the integration of video lessons as supplemental material to the self-learning modules in teaching the different learning competencies in mathematics to his grade 5 pupils potentially enhanced the pupils' post-test scores.

Concerning that, video lessons are utilized by teachers in public schools as one of the alternative forms of classroom observation. For instance, in the researcher's workplace, the teachers use video lessons for their classroom observations and supplemental materials in their field of specialization patterned from the Most Essential Learning Competencies (MELCs) provided by the Department of Education (DepEd).

Meanwhile, several of the prior studies cited and reviewed focus on using Video Lessons in Mathematics, Science, and Social Science. However, there are very few practical studies on the use of Video Lessons as supplemental materials specifically for selected English 9 competencies. Given this, the present study was undertaken to provide feedback regarding the student's level of competency and acceptance with the use of video lessons as supplemental materials for selected English 9 competencies.

This study is beneficial because it will give teachers an idea of using Video Lessons to supplement learning, not just by relying on their available materials alone. This study will give teachers, in general, a notion of utilizing video lessons as supplemental materials to deliver lessons effectively. For the students, this will benefit them to have more effective learning and experience a new dimension of teaching and learning. For the school, this will allow its teachers to be creative and innovative. This may help teachers to be receptive to new trends in education. For future researchers, this will be a big help and serve as a reference or guide for those conducting a similar study.

Research Questions

1. What is the competency level of the students before the exposure to video lessons on the following competencies:
   1.1 express permission, obligation, and prohibition using modals
   1.2 use conditionals in expressing arguments
   1.3 employ the appropriate communicative styles for various situations (intimate, casual, consultative, formal, frozen)?
2. What is the student's acceptance level of video lessons as supplemental materials?
3. What is the student's competency level after the exposure to video lessons on the following competencies:
   3.1 express permission, obligation, and prohibition using modals
   3.2 use conditionals in expressing arguments
   3.3 employ the appropriate communicative styles for various situations (intimate, casual, consultative, formal, frozen)?
4. Is there a significant difference in the student's competency level before and after exposure to video lessons?

RESEARCH METHODOLOGY

Research Design

This quantitative study uses a quasi-experimental design, specifically the pretest-posttest design that aimed to determine the English Competency level of students after exposure to video lessons as supplemental materials.

Quasi-experimental research involves the treatment of an independent variable without randomly assigning participants to treatments or ordering conditions. Here, the treatment of the independent variable comes before the measurement of the dependent variable (Chiang, 2015). A pretest-posttest design is an experiment in which measurements are made of subjects before and after receiving treatment. Pretest-posttest designs are employed in quasi-experimental research, and they may or may not have the presence of control groups (Zach, 2020). Thus, a quasi-experimental design was used since the study involved the administration of a pre-test, a treatment, and a post-test.

Research Respondents

This study was conducted at Mahaplag National High School (MNHS) situated at Brgy. San Isidro, Mahaplag, Leyte. MNHS is one of the four High Schools in the municipality of Mahaplag and is considered the mother school. It is a public High School under the Leyte Division headed by a School Principal II.

The sample size for the number of respondents was determined using Slovin's formula. A random sampling technique formula is used to determine the population's sampling size. Moreover, a computer program used the lottery method to choose the sample. Each sample member is assigned a number, after which numbers are randomly selected.

The total population of the Grade 9 students in the four sections was 239. Using Slovin's formula, 148 students were determined as respondents, and each sample size per section was determined using the lottery method. Due to the non-appearance of the nine respondents during the post-test, they were eliminated from the sample size. Hence, the final total respondents of the study were 139 Grade 9 students.

Research Instrument

This study measured the competency level of the respondents before and after exposure to video lessons, which consisted of three competencies, each having 30 items. The competencies were expressing permission, obligation, and prohibition using modals; using conditionals in expressing argument; and employing the appropriate communicative styles for various situations (intimate, casual, consultative, formal, frozen), which came from the Most Essential Learning Competencies (MELCs) provided by the Department of Education. The researcher crafted three video lessons based on the MELCs. These were evaluated by a Head Teacher and Master teacher for validity.

The research instrument consisted of three parts. Part I is a pre-test measuring the competency level of the students before the exposure to video lessons on the following competencies: express permission, obligation, and prohibition using modals; use conditionals in expressing argument; and employ the appropriate communicative styles for various situations (intimate, casual, consultative, formal, frozen) each having 30 items. The pre-test questions were from the downloaded Self Learning Modules but were modified to make them suitable for the objectives of the study. It was subjected to a dry run to ensure its authenticity and dependability. The competency level of the students was determined through the student's scores. It was categorized as 26 to 30 (Excellent), 21 to 25 (Very Good), 16 to 20-(Good), 11 to 15 (Fair), and 1 to 10 (Poor) in which the category was patterned from the report of Henchoz et al. (2016).

Part II is on students' acceptance of video lessons as supplemental materials. This was done with the use of a modified acceptance level questionnaire based on the technology acceptance model (TAM) by Davis (1989). According to Donkor (2011), ten items based on TAM are frequently used in "user acceptance" studies where the specific names of the technologies are used to replace "the technology" in questionnaires. These ten frequently used items were altered to be applicable to the current study and the requirements of the video lesson, which was also patterned from the open-access Learner Acceptance Scale by Donkor (2011). The student's acceptance level was determined by the respondents' responses using the four-point scale: strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

Part III is a Post-test of students' competency level after exposure to video lessons on the following competencies: express permission, obligation, and prohibition using modals; use conditionals in expressing argument; and employ the appropriate communicative styles for various situations (intimate, casual, consultative, formal, frozen). The post-test questionnaire included the same questions as the pre-test covering the three competencies. The competency level of the students after their exposure to video lessons was also determined through their scores and with the same category used in the pre-test.

Data Analysis

To determine the competency level of the students before and after exposure to the video lessons, scores were utilized and categorized as 26 to 30 (Excellent), 21 to 25 (Very Good), 16 to 20-(Good), 11 to 15 (Fair), 1 to 10 (Poor). Descriptive statistics was used to determine the competency level of the students before and after exposure to the video lessons. Frequency counts, mean scores, and standard deviation were generated using Statistical Product and Service Solutions (before Statistical Package of Social Sciences) or SPSS.

The acceptance level of video lessons as supplemental materials was determined through the respondents' responses utilizing the four-point scale: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Descriptive statistics using weighted mean and standard deviation were generated using the SPSS to determine their acceptance level.

Moreover, inferential statistics using paired samples. The t-test was used to determine the significant difference in the student's competency level before and after exposure to video lessons.

RESULTS AND DISCUSSION

Competency Level of the Students Before the Exposure to Video Lessons

The competency level of the students before the exposure to video lessons was measured through a pre-test, which consisted of three competencies, each having 30 items. The three competencies were expressing permission, obligation, and prohibition using modals; using conditionals in expressing argument; and employing the appropriate communicative styles for various situations (intimate, casual, consultative, formal, frozen). As shown in Table 2, the competency level of the students on all three learning competencies before the exposure to video lessons fell into the poor category, with an overall mean score of 8.391 (SD = 2.520).

Results showed that the students got the highest mean score on Learning Competency 1, expressing permission, obligation, and prohibition using models, which is 10.166 (SD = 3.587). However, they still fell into the poor category. The lowest mean score is on Learning Competency 3, employing the appropriate communicative styles for various situations, which is 7.130 (SD = 3.069). The distribution of the respondents' scores in Learning Competency 1 on the Pre-Test contributed to these results since a total of 86 out of 139 respondents' scores fell into the poor category (Appendix F1.), and 117 out of 139 respondents' scores belonged to the poor category for Learning Competency 3 (Appendix F3.).

Based on the results, it can be deduced that the students have a poor competency level, prior knowledge, or baseline achievement on the three competencies covered in the pre-test. According to cognitive load theory, prior knowledge has been demonstrated to be a crucial component of the educational process (Dong et al., 2020). When prior knowledge is limited, self-regulated learning can improve learning performance (Yang et al., 2018).

Table 2. Competency Level of the Students Before the Exposure to Video Lessons

Learning Competency	Pre-test		Competency Level
	Mean Score	Std. Dev.	
Learning Competency 1 **Express permission, obligation, and prohibition using modals**	10.166	3.587	Poor
Learning Competency 2 **Use conditionals in expressing arguments.**	7.878	2.999	Poor
Learning Competency 3 **Employ the appropriate communicative styles for various situations**	7.130	3.069	Poor
Overall	**8.391**	**2.520**	**Poor**
Legend: 1-10 (Poor), 11-15 (Fair), 16-20 (Good), 21-25 (Very Good), 26-30 (Excellent)			

Students' Acceptance Level of Video Lessons as Supplemental Materials

The student's acceptance level of Video Lessons as supplemental materials was measured using a modified Learner Acceptance Scale by Donkor (2011), which consisted of 10 items. The findings were interpreted using the following scale: 1.00-1.74 means strongly disagree; 1.75-2.49 means disagree; 2.5-3.24 means agree; and 3.25-4.00 means strongly agree. Table 3 presents the result.

Table 3. Distribution of Students' Acceptance Level of Video Lessons as Supplemental Materials

Indicative Statement	Mean	Std. Dev.	Interpretation
Exposure to Video Lessons improved my performance in selected English 9 competencies.	3.2734	.71023	Strongly Agree
Video Lessons improve my acquisition of practical skills in selected English 9 competencies.	3.1367	.72433	Agree
Video Lessons enhance my communication skills.	3.2086	.65358	Agree
I find the Video Lessons useful in acquiring practical skills in selected English 9 competencies.	3.1799	.63988	Agree
Using the Video Lessons is easy for me.	2.8417	.81879	Agree
I find it easy to get the Video Lessons to learn practical lessons in selected English 9 competencies.	3.0719	.78611	Agree
It was easy for me to study the selected competencies with the use of the Video Lessons.	2.8345	.82178	Agree
I find the Video Lessons easy to watch.	3.1799	.80083	Agree
I intend to use the Video Lessons to learn practical lessons in selected English 9 competencies.	3.0504	.73548	Agree
Video Lessons can be used regularly to learn practical lessons in selected English 9 competencies.	3.1942	.74091	Agree
Overall	**3.0929**	**0.7425**	**Agree**
Legend: 1.00-1.74 (Strongly Disagree), 1.75-2.49 (Disagree), 2.5-3.24 (Agree), 3.25-4.00 (Strongly Agree)			

With an overall mean of 3.0929 (SD = 0.7425), Table 3 shows that students positively accepted Video Lessons as supplemental materials in their lessons in English 9. Specifically, results showed that the students gave the highest rating to the indicator "Exposure to Video Lessons improve my performance in selected English 9 competencies," with a mean of 3.2734 (SD = .71023) indicating Strongly Agree (3.25-4.00). The indicator "It was easy for me to study the selected competencies with the use of the Video Lessons" had the lowest mean of 2.8345 (SD =.82178), meaning Agree (2.5-3.24). Though it has the lowest mean, it can still be interpreted that students find it easy to study the selected competencies with the use of video lessons as it still belonged to the scale of 2.5-3.24, which means Agree. This is similar to the results of the study of Boateng et al. (2016), who stated that students perceived videos in general as being of some benefit to their learning process. Videos being part of a student's learning is generally accepted among the participants.

Competency Level of the Students After Exposure to Video Lessons

The competency level of the students after the exposure to video lessons was measured through a post-test, which consisted of the same items as that of the pre-test covering the three competencies: expressing permission, obligation, and prohibition using modals; using conditionals in expressing argument; and employing the appropriate communicative styles for various situations (intimate, casual, consultative, formal, frozen). As shown in Table 4, the student's competency level on all three learning competencies fell in the fair category with an overall mean score of 14.187 (SD = 5.121). It can be

inferred from the result that the respondents demonstrate average skill competence after exposure to video lessons, which signifies an improvement in their competency level. This can also be derived from the student accepting video lessons as supplemental materials. The indicator "Exposure to Video Lessons improve my performance in selected English 9 competencies" got the highest rating. The finding is similar to the study of Ali (2019), which states that watching educational videos positively affected the academic activities and performance of his respondents. According to the study, the majority of the respondents (81.6%) perceived their academic result was getting better for watching video content.

Furthermore, results showed that the students got the highest mean score on Learning Competency 2, which uses conditionals in expressing arguments which are 14.9281 (SD = 6.40498) and had the lowest mean score on Learning Competency 3, which employs the appropriate communicative styles for various situations which are 13.741 (SD = 6.62706). The distribution of the respondent's scores in Learning Competency 2 on the Post-test contributed to these results since a total of 36 out of 139 respondents' scores fell to the fair category (Appendix G2.), and 49 out of 139 respondents' scores belong into the fair category for Learning Competency 3 (Appendix G3.). Nevertheless, though Learning Competency 3 got the lowest mean, it can still be deduced that students' competency level improved by one level after exposure to video lessons for this competency, which fell in the fair category.

Table 4. Competency Level of the Students After Exposure to Video Lessons

Learning Competency	Post-test		Competency Level
	Mean Score	Std. Dev.	
Learning Competency 1	13.8921	4.74371	Fair
Express permission, obligation, and prohibition using modals			
Learning Competency 2			
Use conditionals in expressing arguments	14.9281	6.40498	Fair
Learning Competency 3	13.741	6.62706	Fair
Employ the appropriate communicative styles for various situations			
Overall	**14.187**	**5.121**	**Fair**
Note: 1-10 (Poor), 11-15 (Fair), 16-20 (Good), 21-25 (Very Good), 26-30 (Excellent)			

Test of Difference of the Students' Competency Level Before and After Exposure to Video Lessons

A paired-sample T-test was employed to determine the competency level of the students on selected English 9 competencies before and after exposure to video lessons. The three competencies were expressing permission, obligation, and prohibition using modals; using conditionals in expressing argument; and employing the appropriate communicative styles for various situations (intimate, casual, consultative, formal, frozen).

Table 5. Difference of the Students' Competency Level Before and After exposure to Video Lessons

Learning Competency	N	Mean Score		Mean Difference	t-value	p-value	Significance
		Pre-test	Post-test				
Learning Competency 1	139	10.166	13.892	3.727	9.546	0.001	Significant

Express permission, obligation, and prohibition using modals							
Learning Competency 2 Use conditionals in expressing arguments.	139	7.878	14.928	7.050	13.347	0.001	Significant
Learning Competency 3 Employ the appropriate communicative styles for various situations.	139	7.130	13.741	6.612	12.467	0.001	Significant
Overall Pre-test and Post-test scores	**139**	**8.391**	**14.187**	**5.796**	**15.579**	**0.001**	**Significant**

As presented in Table 5, there was a statistically significant increase in the scores of the students on all three competencies after exposure to video lessons with a p-value < 0.05 at a 5% alpha level. Furthermore, there was a significant increase in students' overall scores on the three competencies. Overall, the mean increase of scores was 5.796 with p-value = 0.001. It can be concluded that Video Lessons can be great supplemental material, given the substantial difference in the scores obtained by the students before and after exposure to video lessons.

CONCLUSION

From the results of the study, it can be concluded that video lessons can be a great supplemental material in teaching English 9 competencies, given the significant increase in the scores of the students on all three competencies after exposure to video lessons and a significant increase in the overall scores of students on the three competencies. The respondents also accepted video lessons positively as they found it easy to understand the lessons using video lessons. They had shown agreement on indicators 5,6,7,8, which focused on the perceived ease of use of video lessons. They strongly agreed on the indicator “Exposure to Video Lessons improve my performance in selected English 9 competencies”.

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