

## LOCALIZED VIDEO PROMPTS IN DEVELOPING STUDENTS' WRITING COMPETENCY

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### ABSTRACT

This study determined the effectiveness of localized video prompts developing students' writing competency of Grade 9 students in terms of content, organization, and mechanics. Specifically, it determined the level of students' writing competency based on the pre-test and post-test results in terms of content, organization and mechanics; examined how localized video prompts were utilized in developing students' writing competency; identified whether there was a significant difference in the participants' writing competency before and after the implementation of the localized video prompts; and assessed the level of acceptability of the localized video prompts based on the DepEd Evaluation Tool as rated by experts in terms of content, format/technical design, presentation and organization, and accuracy and up-to-datedness of information. A one-group pre-post tests quasi-experimental content, organization, and design was employed. Participants consisted of 18 Grade 9 students from Sta. Rita National High School, Dinagat Islands, selected through total enumeration. A Writing Competency Assessment Rubric adopted from Abdelrahim (2023) and the DepEd Evaluation Rating Sheet for Audio and Video Recordings (DM No. 167, s. 2021) served as the primary instruments. Data were analyzed using mean, standard deviation, Shapiro-Wilk test, and Wilcoxon Signed-Rank Test. Findings revealed that students progressed from the "Beginning level" to the "Developing level" across all writing components, with statistically significant improvements supported by large effect sizes. Expert validators further rated the materials "Very Satisfactory" overall, passing all four DepEd LRMS quality indicators. The study concluded that teacher-produced, culturally grounded video prompts effectively improve secondary students' writing competency and meet prescribed DepEd quality standards, though explicit grammar instruction remains necessary to sustain growth toward proficiency.

**Keywords:** localized video prompts, writing competency, quasi-experimental, contextualized instruction

### Introduction

Writing is a vital macro skill for learning and communication. It fosters creativity, critical thinking, and lifelong language development. Within the K-12 Curriculum, particularly in Key Stage 3 (Grades 7-10), writing proficiency is emphasized as an essential component of academic success and language mastery. Despite these standards, many students continue to struggle with developing coherent, accurate, and meaningful written outputs (Felominos & Maghuyop, 2025).

Traditional approaches to writing instruction often rely on repetitive drills and isolated grammar lessons, which limit opportunities for authentic communication and creative engagement. Consequently, researchers have called for more contextualized and multimodal instructional strategies that integrate culture, technology, and learner interaction (Al-Jarf, 2022; Arifin, 2025).

The Grade 9 students in the current study setting obtained a mean percentage score (MPS) of 51.33 in their first-quarter English assessment, categorized as "Nearly Mastered," with a particular emphasis on writing-related competencies. This suggests that despite their developing skills, learners still experience difficulties in grammar and organization, emphasizing the need for contextualized writing instruction. When instruction lacks cultural and contextual relevance, students' writing confidence and performance further decline (Arifin, 2025). Hence, innovative, learner-centered, and culturally grounded interventions are essential to enhance writing proficiency.

Research affirms the effectiveness of multimedia and video-based instruction in improving writing performance by stimulating idea generation and reducing cognitive load (Devi et al., 2024; Anyayahan, 2022). Likewise, localized and contextualized materials have been found to increase learner motivation, confidence, and cultural connection, leading to more authentic written outputs (Elviana, Inderawati, & Mirizon, 2020; Lador, 2024).

However, gaps remain in the application of teacher-produced local video materials in writing instruction. Most studies focus on general multimedia or commercially produced videos rather than locally developed content as thematic writing prompts, particularly in secondary education. Furthermore, limited research explores theme writing, which fosters reflection and cultural relevance.

Addressing these gaps, this study aimed to design and implement localized video prompts as thematic writing stimuli to enhance the writing competency of Grade 9 students. The use of such materials was expected to create more meaningful and engaging writing experiences, foster students' motivation and creativity, strengthen their connection to their own culture and community, and ultimately improve their writing competency.

## Review of Literature

This part presents varied reviews of related literature and studies culled out from books, journals, articles, and internet data that contributed to the present study which are organized thematically.

### Writing Competency

Writing is a complex cognitive and linguistic skill that enables learners to organize and express ideas through language. It is both a product and a process that reflects a learner's understanding, creativity, and linguistic competence. As Yacon & Cruz (2022) explained, writing involves stages of planning, drafting, and revising that require continual feedback and scaffolding from teachers. Through writing, learners consolidate grammatical knowledge and engage in higher-order thinking such as analyzing and synthesizing ideas. In this sense, writing serves not only as a mode of expression but as a medium for constructing knowledge.

Carter (2022) further emphasized that integrating writing into content learning across disciplines strengthens conceptual understanding and supports language mastery, reaffirming its foundational role in academic literacy.

Beyond its linguistic aspect, writing contributes to cognitive development and critical thinking. Pegado (2022) argued that the acquisition of written language reshapes neural pathways, enhancing memory, attention, and problem-solving. This implies that writing functions as a cognitive exercise that fosters comprehension and intellectual growth.

Similarly, Sizova and Blagonravova (2020) found that source-based writing tasks such as summarizing and paraphrasing authentic materials enrich students' lexical and grammatical repertoires while improving discourse awareness. Correspondingly, Peungcharoenkun and Waluyo (2023) revealed that combining process-genre instruction with formative feedback and digital writing tools significantly elevates learners' text quality and motivation, providing further evidence that writing instruction strengthens both language competence and learner engagement.

The developmental nature of writing has also been substantiated by research emphasizing modeling and guided interaction. Nguyen and Le (2022) demonstrated that exposure to model essays coupled with guided noticing activities enhanced learners' lexical range and structural organization in L2 writing. Similarly, Coyle and Cánovas (2021) observed that learners who engaged with teacher-modeled texts became more aware of linguistic and rhetorical features, resulting in improved cohesion and coherence. Lahuerta and Isusi (2020) confirmed that continuous writing practice yields cumulative gains in accuracy, fluency, and complexity, illustrating that writing proficiency evolves through consistent, reflective engagement.

In addition to linguistic and cognitive benefits, writing plays an instrumental role in fostering metacognition, emotional expression, and learner autonomy. Fitriyah, Widiati, and Suci (2025) found that students who regularly evaluated their own writing demonstrated significant improvement in accuracy and organization, underscoring the importance of reflective awareness. Kim et.al (2025) similarly highlighted that learner agency—expressed through topic selection, feedback-seeking behavior, and strategic revision—promotes intrinsic motivation and self-regulated learning.

Collectively, these perspectives affirm that writing is an essential mechanism for language development, critical thinking, and holistic learner growth.

### Theme Writing and Expressive Writing Approaches

Writing instruction has evolved beyond mechanical skill-building to approaches that emphasize creativity, reflection, and meaning-making. In this context, theme writing and expressive writing have emerged as powerful frameworks that promote both cognitive and affective engagement. These approaches encourage students to explore ideas through personally meaningful or contextually relevant themes while developing coherence, organization, and linguistic accuracy. Recent studies highlight how expressive and theme-based methods cultivate not only language proficiency but also motivation, self-efficacy, and social awareness among learners.

Singh (2021) emphasized that expressive writing, unlike formal composition, cannot be mastered solely through direct instruction but requires personal effort, reflection, and the use of strategic writing processes. His study among high school students revealed that learners became more aware of writing strategies and applied them more effectively during and after writing tasks. These findings support the notion that expressive writing thrives on self-regulation and strategy use—skills that are also central to theme writing, where learners engage deeply with central ideas and construct meaningful personal responses.

Furthermore, Sarmiento and Cruz (2021) demonstrated the effectiveness of the process writing approach in improving students' narrative compositions. Their quasi-experimental study showed significant gains in coherence, organization, and language use when students engaged in drafting, revising, and editing, compared with traditional instruction. The results affirm that integrating process-oriented techniques within expressive or theme writing tasks leads to more reflective and structured written outputs.

Digital and collaborative writing practices have also reshaped expressive learning in recent years. Syafi'i, Besral, Yulnetri, and Fitri Sari (2024) found that integrating blog-based writing activities enhanced students' writing performance in unity, coherence, and completeness. Through peer feedback and teacher guidance, students developed both confidence and fluency in expressing ideas. This digital environment mirrors the collaborative and expressive nature of theme writing, where learners compose around shared or localized contexts. Likewise, Sehlström, Waldmann, and Levlin (2023) examined the relationship between self-efficacy for writing and text quality among Swedish upper secondary students. Their results showed that self-efficacy, reading comprehension, and word recognition significantly predicted writing performance, especially for students with reading difficulties. These findings imply that expressive and theme writing approaches—by allowing personal connection and contextual expression—can strengthen writing self-efficacy and engagement, particularly among struggling writers.

The role of creativity and imagination in writing has also been reinforced by recent research. Jyothsna (2020) discovered a significant positive correlation between creative writing ability and academic achievement in English among secondary school students. The study concluded that creative expression enhances not only linguistic performance but also analytical thinking. This suggests that incorporating creativity through expressive or theme-based writing activities can improve both motivation and academic outcomes. Similarly, Rodzi and Said (2024) explored how technology can facilitate guided writing through Web-Based Language Learning (WBLL) using the Write & Improve platform. Their action research revealed that guided practice and feedback significantly improved students' writing accuracy, structure, and confidence, supporting the idea that technology-supported, expressive learning environments promote reflection and autonomy—key elements in effective theme writing instruction.

A growing body of evidence further links expressive writing with collaboration and digital storytelling. Uslu and Uslu (2021) demonstrated that Collaborative Digital Storytelling (CDST) significantly improved students' creative writing performance, fostering originality, fluency, and coherence. Although social-emotional learning gains were modest, CDST provided a meaningful platform for self-expression and teamwork. This approach aligns with the aims of theme writing, where learners construct shared narratives grounded in meaningful themes. Likewise, Noviarini (2021) examined the use of Theme–Rheme analysis as a linguistic framework for improving coherence and cohesion in student writing. Findings revealed that understanding Theme–Rheme relationships enabled students to organize ideas more logically and produce well-structured paragraphs. This linguistic awareness complements expressive approaches by offering the structural foundation necessary for coherence in theme-based writing.

Recent scholarship also recognizes the cognitive and socio-emotional aspects of writing development. Kim, Lee, Cao, and colleagues (2025) found that social perspective taking—the ability to understand others' viewpoints—was a significant predictor of argumentative writing quality among secondary students in the United States. Students who demonstrated higher perspective-taking ability produced essays that were more coherent, organized, and empathetic. The study underscores the value of fostering empathy and reflective awareness in writing instruction, qualities that are naturally cultivated through expressive and theme-based writing activities where students engage with real-life issues and diverse perspectives.

Vocabulary and language enrichment likewise play a crucial role in supporting expressive writing. Borromeo, Evangelista, Parungao, Ramizares, and Zita (2023) showed that limited vocabulary restricted students' expressive capacity, while targeted vocabulary instruction enhanced fluency and creativity. By equipping learners with a richer lexical repertoire, educators enable them to articulate thoughts more vividly and meaningfully. This finding complements the use of localized and thematic prompts in writing classes, such as those derived from community experiences or locally produced videos, where exposure to contextual vocabulary enriches both linguistic and cultural understanding.

Collectively, these studies reveal that theme writing and expressive writing approaches share a common pedagogical foundation: they promote authenticity, reflection, and contextual engagement. Whether implemented through process-oriented instruction (Sarmiento & Cruz, 2021), digital collaboration (Syafi'i et al., 2024; Uslu & Uslu, 2021), or linguistic awareness frameworks (Noviarini, 2021), these methods develop not only writing competence but also higher-order thinking and socio-emotional growth. By integrating local and multimedia resources into theme-based writing instruction, educators can create a holistic environment where students write with purpose, express identity, and connect meaningfully with their learning contexts.

### **Teaching Approaches and Innovations in Writing Instruction**

Traditional writing instruction has long placed emphasis on grammatical correctness and mechanical drills, often resulting in limited creativity and student engagement. However, contemporary pedagogical perspectives advocate more dynamic, process-oriented, and technology-enhanced methods that nurture both linguistic competence and self-expression. Instead of focusing solely on accuracy, these modern approaches encourage learners to explore ideas, draft freely, and refine their compositions through guided reflection and digital tools.

Anyayahan (2022) reported that multimedia-based grammar instruction significantly improved students' accuracy in sentence construction, demonstrating how innovative materials can effectively bridge the gap between language form and communicative purpose. In a similar study, Samosa, Castro, and Villanueva (2021) found that integrating animated video stories into writing lessons enhanced learners' engagement, creativity, and overall writing performance. Likewise, Maru, Nur, and Lengkoan (2020) emphasized the positive impact of video-based lessons on students' descriptive writing during remote learning, suggesting that technological innovation not only strengthens writing proficiency but also sustains learner motivation.

Collectively, these studies affirm that writing instruction becomes more effective when it balances structure with creativity and integrates technology as a tool for exploration and feedback. Approaches that combine interactivity, multimedia support, and learner-centered strategies foster deeper understanding, greater enthusiasm, and improved written expression compared to conventional grammar-based teaching methods.

### **Multimedia and Video in Language Learning**

In recent years, multimedia instruction has taken a central role in modern language education. By combining text, sound, visuals, and animation, it allows learners to experience language in more authentic and engaging ways. This integration of multiple sensory modes makes learning not only more interactive but also more meaningful, as it links linguistic concepts with real-world contexts. According to Maru et al. (2020), students exposed to video-integrated lessons produced more vivid and coherent written descriptions than those in conventional classes. In a similar vein, Samosa et al. (2021) found that animated videos stimulated learners' imagination, helping them build narratives with logical sequencing and appropriate word choice.

One of the notable advantages of multimedia instruction is its ability to accommodate diverse learning styles. Visual and auditory learners, in particular, benefit from the combination of imagery and sound, which enhances comprehension and retention. Anyayahan (2022) further emphasized that continuous exposure to multimedia resources led to improved grammatical precision, an essential foundation for writing fluency and coherence. These findings reflect Mayer's (2009) multimedia learning theory, which proposes that learning becomes more effective when information is presented through both visual and verbal channels, thereby deepening cognitive processing and understanding.

Recent empirical evidence continues to support the effectiveness of multimedia-based approaches in language instruction. Agustini, Heriyawati, and Mustofa (2024) reported that interactive video lessons significantly enhanced students' descriptive writing in terms of clarity, creativity, and engagement. Similarly, Sahabuddin et al. (2025) observed that students who learned through video-based activities demonstrated stronger performance in narrative writing and showed higher levels of motivation. Research by Siburian and Utama (2021) also revealed that embedding video within a problem-based learning framework yielded greater improvements in students' writing compared to traditional approaches. In higher education, Hsu (2024) noted that when students created their own video projects, they not only developed writing competence through scripting and planning but also strengthened collaboration and motivation. Complementary findings from Oktapiani et al. (2024) showed that English-subtitled videos expanded learners' vocabulary, listening, and speaking skills, which indirectly contributed to stronger writing performance.

Collectively, these studies affirm that multimedia and video are far more than supplementary materials—they are transformative tools that bridge visual, auditory, and linguistic learning. When used strategically, they enhance creativity, sustain engagement, and promote deeper cognitive involvement in writing tasks. Integrating multimedia instruction thus enables teachers to cultivate not only language proficiency but also critical thinking, communication, and digital literacy—skills essential for learners in the 21st-century classroom.

### **Evaluation Criteria for the Acceptability of Localized Video Prompts**

The evaluation of instructional materials is essential to ensure their quality, relevance, and effectiveness in achieving learning outcomes. In the Department of Education, learning resources are assessed using established criteria such as content quality, format and technical design, presentation and organization, and accuracy and up-to-datedness of information. These criteria help determine whether instructional materials are appropriate for classroom use and aligned with curriculum standards (Department of Education, DM No. 167, s. 2021).

Content quality is an important criterion in evaluating instructional materials because it ensures that the material is aligned with the intended learning competencies and contributes to the mastery of learning objectives. According to the DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, DM No. 167, s. 2021, Enclosure No. 3), quality content should be suitable to the student's level of development, contribute to the achievement of specific objectives of the subject area and grade level for which it is intended, provide for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, and problem solving, and be free of ideological, cultural, religious, racial, and gender biases and prejudices. In the context of localized video prompts, content quality ensures that the materials are meaningful and contextualized to the learners' experiences, thereby improving engagement and writing competency. Lopez (2025) confirmed this in the development and validation of a Digitized Instructional Material in Science 5, where

expert validation using the DepEd LRMDS Evaluation Rating Sheet confirmed that the digitized material met the required standards particularly in terms of content accuracy, clarity of presentation, and alignment with learning outcomes, with evaluators highlighting the material's ability to engage students interactively and enhance conceptual understanding.

Format and technical design are likewise significant in determining the acceptability of instructional materials. The DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, DM No. 167, s. 2021, Enclosure No. 3) specifies that format and technical design must evaluate whether the volume and quality of sound is appropriate, whether pacing is effective and appropriate to instructional purposes, and whether audio-visual effects such as music, sounds, and graphics are appropriate and effective for instructional purposes. Educational resources with clear visuals, appropriate audio quality, and well-structured layouts can enhance learners' attention and comprehension. Boston and Pacey (2025) demonstrated this in their study on the development and validation of a digitized instructional material for Grade 6 folk dance, where the material obtained a Very Satisfactory overall weighted mean of 3.90 in technical quality when evaluated using the DepEd LRMDS standards, with experts particularly commending the synchronization of audio and visuals, clarity of screen displays, and appropriateness of sound effects as features that supported effective instructional delivery. Well-designed multimedia materials can improve learners' motivation and facilitate better understanding of concepts (Mayer, 2009).

Presentation and organization refer to the logical sequencing and coherence of the material. The DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, DM No. 167, s. 2021, Enclosure No. 3) specifies under Factor 3 that instructional materials must have an engaging, interesting, and understandable presentation, a logical and smooth flow of ideas, vocabulary adapted to the target learner's likely experience and level of understanding, and a length appropriate to the attention span of the target learner. Learning resources should present ideas in a smooth and understandable manner to help learners follow the lesson effectively. Organized instructional materials contribute to better retention and learner engagement. Lopez (2025) reported comparable findings in the validation of a Digitized Instructional Material in Science 5, where expert evaluators commended the logical sequencing of content and structured layout of the material as key features that supported learner comprehension and confirmed readiness for classroom implementation.

Accuracy and up-to-datedness of information are also necessary in evaluating educational resources. The DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, DM No. 167, s. 2021, Enclosure No. 3) specifies under Factor 4 that a material must score a perfect 24 out of 24 points to pass this criterion, requiring that it be entirely free from conceptual errors, factual errors, grammatical errors, computational errors, obsolete information, and typographical or other minor errors. Instructional materials should contain factual, reliable, and current information to ensure credibility and correctness of learning. Boston and Pacey (2025) reinforced this standard in their validated digitized instructional material for Grade 6 folk dance, where the content indicator "Content is accurate" obtained a perfect weighted mean of 4.00 (Very Satisfactory), reflecting universal expert agreement on the factual correctness and currency of teacher-developed, locally contextualized instructional materials. Up-to-date materials also ensure alignment with current curriculum standards and educational practices.

Several studies have utilized these evaluation criteria in assessing instructional materials. Lopez (2025) evaluated a Digitized Instructional Material in Science 5 using the DepEd LRMDS Evaluation Rating Sheet based on content, format, presentation and organization, and accuracy and up-to-datedness, finding that the material was validated as Very Satisfactory across all criteria, with an overall mean of 3.55 for content quality. Similarly, Boston and Pacey (2025) validated a digitized instructional material for Grade 6 folk dance using the same DepEd LRMDS evaluation standards, obtaining an overall weighted mean of 3.83 across all dimensions — interpreted as Very Satisfactory — confirming that well-developed, teacher-produced instructional materials that meet all four LRMDS evaluation criteria contribute positively to the teaching-learning process and produce measurable improvements in learner performance.

### **Localization and Contextualization in Education**

Localization and contextualization in education involve adapting learning materials to reflect learners' culture, environment, and lived experiences. This approach increases relevance, engagement, and comprehension. Elviana, Inderawati, and Mirizon (2020) developed interactive multimedia based on Palembang local culture and found that it significantly improved students' descriptive writing and motivation. The inclusion of familiar cultural elements made learning more meaningful and authentic. Similarly, Lador (2024) and Anyayahan (2022) emphasized that contextualized instruction bridges academic content with students' real-world experiences, promoting authentic writing outputs. When students see their culture represented in learning materials, they write with greater confidence, connection, and clarity. Thus, local and contextualized materials play a critical role in enhancing both the affective and cognitive dimensions of language learning, providing strong justification for the use of localized video prompts as writing prompts.

## Advantages of Videos in Promoting Writing Competency of High School Students

Recent studies highlight the potential of video-based instruction to enhance students' writing competence by promoting engagement, contextual learning, and improved grammatical awareness. Devi et al. (2024) demonstrated that English videos serve as effective scaffolds for improving grammar proficiency and writing performance among EFL learners. Their mixed-method findings revealed that video-based instruction not only strengthened learners' understanding of grammatical structures but also increased their motivation, vocabulary, and active participation in writing tasks. Similarly, Afrilia and Istikharoh (2023) validated the effectiveness of self-produced educational videos for senior high school students using the ADDIE model, confirming that well-designed instructional videos can be of high pedagogical quality and positively influence students' perceptions and learning outcomes.

Local evidence reinforces these findings. Abejuela, Espina, and Magbanua (2024) found that the use of localized instructional videos significantly improved students' writing performance in mechanics, organization, and content among Grade 11 learners. The study further reported that students became more motivated and engaged when exposed to visual, contextualized, and culturally relevant materials compared to traditional instruction. Likewise, Delgado et al. (2021) indicated that video blogs can be as effective as text-based materials in promoting comprehension and engagement among secondary learners, underscoring the broader potential of audiovisual formats to support literacy and communication skills.

Collectively, these studies affirm that video-based instruction—particularly when localized and culturally grounded—enhances students' linguistic competence, creativity, and motivation. It provides a multimodal learning platform that supports writing development through both cognitive and affective engagement, thereby making it a promising approach in secondary language instruction.

### Teacher-Produced Instructional Materials and Local Video Development

Teachers are now viewed not only as facilitators but also as designers of instruction who can create materials suited to their learners' contexts. Research and development (R&D) projects such as that of Elviana et al. (2020) demonstrated that teacher-produced multimedia materials are both valid and effective for improving students' writing performance. Locally developed videos allow teachers to tailor content to the students' linguistic level, cultural background, and curriculum standards. This approach ensures relevance and accessibility, particularly in public school settings where imported or commercial materials may not fit local realities. Jaja (2024) noted, however, that while technology-assisted writing instruction has expanded, there remains a lack of studies exploring teacher-made localized videos for writing development among secondary students—a research gap this study aims to address. Hence, the creation and utilization of locally produced video materials serve as both a pedagogical innovation and a contribution to contextualized instruction in English writing.

**Synthesis.** The reviewed literature consistently shows that writing development is influenced by cognitive processes, motivation, self-efficacy, and students' attitudes toward writing. Similar to the present study, previous research highlights the effectiveness of theme-based, expressive, and multimedia-supported writing approaches in improving engagement and writing performance. However, most studies examined writing instruction using generic or non-localized materials and focused primarily on describing relationships among writing variables. In contrast, the present study uniquely employed teacher-produced, localized video prompts as writing stimuli for Grade 9 learners, grounding writing tasks in familiar community contexts. This approach extends existing literature by linking writing performance with localized multimedia instruction, addressing a gap in secondary-level writing research.

### Theoretical Framework

This study was anchored on Halliday's (1978) Systemic Functional Linguistics (SFL), which views language as a social semiotic and writing as a contextualized process of meaning-making. From this perspective, written texts realize three interrelated metafunctions: the ideational metafunction, which represents experience and content; the interpersonal metafunction, which enacts relationships and stance between the writer and the audience; and the textual metafunction, which organizes meaning into coherent and cohesive messages shaped by context. These meaning-making choices are influenced by the situational variables of field, tenor, and mode, emphasizing that effective writing cannot be separated from the social context in which it occurs.

Guided by this framework, the Grade 9 students' writing competency was measured through a pre-test to establish their initial performance. The students were then exposed to localized video prompts, which provided culturally relevant contexts that clarified what was being written about, for whom, and for what purpose. These materials supported the writing process through guided viewing, discussion, and writing application. A post-test was subsequently administered to assess improvements in writing performance in terms of content, organization, and mechanics. The results were used to determine the effectiveness of the intervention in fostering contextual awareness and more purposeful written communication among Grade 9 students.

### Statement of the Problem

This study determined the effectiveness of localized video prompts in developing students' writing competency of Grade 9 students at Sta. Rita National High School, Dinagat Islands. Specifically, it sought to address the following questions:

1. What is the level of writing competency of Grade 9 students based on the pre-test and posttest results of the participants in the implementation of localized video prompts in terms of:
  - 1.1 Content;
  - 1.2 Organization, and
  - 1.3 Mechanics?
2. How are localized video prompts utilized in developing students' writing competency?
3. Is there a significant difference in the participants' writing competency before and after the implementation of localized video prompts?
4. What is the level of acceptability of the localized video prompts in developing students' writing competency based on the DepEd Tool as rated by experts as to:
  - 4.1. Content;
  - 4.2. format/technical Design;
  - 4.3. presentation and organization, and
  - 4.4. accuracy and up-to-datedness of information?

### Scope and Limitations of the Study

The study was limited along the following aspects:

**Focus.** This study determined the effectiveness of localized video prompts in developing students' writing competency. It specifically examined students' performance in the three (3) dimensions of writing namely; content, organization, and mechanics following the implementation of localized video materials as writing prompts.

**Participants.** The study involved 18 Grade 9 students from a single section of Sta. Rita National High School. Limiting the participants to one section ensured manageability and consistency in the implementation of the study.

**Place and Time.** The study was conducted at Sta. Rita National High School during the third quarter of School Year 2025–2026, coinciding with the period when writing-focused lessons are emphasized in the English curriculum.

### METHODS

This chapter presents the research design, research environment, research respondents, research instrument, ethics and data gathering procedure, and data analysis.

#### Research Design

This study used a quantitative one-group pretest-posttest quasi-experimental design to determine the effectiveness of localized video prompts in enhancing the writing competency of Grade 9 students. In quasi-experimental research, an intervention is implemented and outcomes are measured, but participants are not randomly assigned to treatment and control groups, which distinguishes this approach from true experimental designs and makes it suitable for educational settings where randomization is not feasible (Capili & Anastasi, 2024). The pretest-posttest design, where participants' writing competency was measured both before and after the intervention, and allowed the researcher to assess changes attributable to the treatment while accounting for participants' baseline performance (Capili & Anastasi, 2024).

In addition to measuring writing performance, the DepEd Evaluation Rating Sheet for Audio and Video Recordings (DM No. 167, s. 2021, Enclosure No. 3) was administered to expert validators to assess the acceptability of the localized video prompts across four quality indicators: content, format/technical design, presentation and organization, and accuracy and up-to-datedness of information. Expert validators rated each criterion on a four-point scale ranging from 1 (Poor) to 4 (Very Satisfactory). The quantitative approach allowed for objective measurement and statistical comparison of results to determine the effectiveness of the intervention in improving students' writing competency.

#### Research Environment

The study was conducted at Sta. Rita National High School (SRNHS), a public secondary school located in Barangay Sta. Rita, Municipality of Cagdianao, Province of Dinagat Islands. Established in School Year 2021–2022, SRNHS was founded to provide accessible and quality education to learners from geographically isolated and underserved areas.

Barangay Sta. Rita is a small coastal community with a population of approximately 530 residents, characterized by a relatively young demographic and strong family ties. The barangay's location in a remote part of the Dinagat Islands highlights the crucial role of SRNHS as the primary institution supporting secondary

education in the area. This setting made it particularly suitable for innovative educational interventions aimed at improving learning outcomes.

Despite being a young institution, SRNHS demonstrated a strong commitment to learner-centered and innovative instruction. The school actively integrated digital and multimedia strategies to enhance engagement and address diverse learning needs. This environment provided an ideal context for the present study, which sought to evaluate the effectiveness of localized video prompts in developing students' writing competency of Grade 9. The school's supportive and resourceful setting fostered meaningful engagement and positive outcomes from the intervention.

### **Participants**

The study involved one section of Grade 9 students from Sta. Rita National High School composed of 9 males and 9 females, with a total of 18 learners. All students served as the experimental group and were exposed to localized video prompts writing instruction during the third quarter of School Year 2025–2026. The section was selected to ensure manageability and consistency of instruction during the implementation of the intervention.

Since the population was small and intact, total enumeration was applied, allowing all students to participate as participants. This ensured manageability, full representation, and consistency of instruction throughout the implementation of the intervention.

### **Research Instrument**

The study utilized several research instruments to measure the effects of localized video prompts on the writing competency and acceptability perceptions of Grade 9 students.

The primary assessment tool was an analytic Writing Competency Assessment Rubric adapted and simplified from Abdelrahim (2023). The rubric was used to assess students' written outputs in terms of three writing components: content, organization, and mechanics, using a four-point scale ranging from Beginning to Excellent. Content was evaluated based on the accuracy and clarity of ideas, differentiation of bias from prejudice, relevance and truthfulness of ideas, and validity of evidence. Organization focused on the logical sequencing of ideas and coherence through the use of transitions, while mechanics measured grammatical accuracy, punctuation, spelling, and capitalization. This rubric ensured objective and consistent scoring aligned with the writing competencies targeted in the study.

To ensure alignment between the learning competencies and the assessment, a Table of Specifications (TOS) was developed as a blueprint for constructing the writing test. The TOS allocated weighted percentages to the three writing components; content (60%), organization (25%), and mechanics (15%) reflecting the study's emphasis on critical evaluation skills. Core competencies, including identifying bias and prejudice, evaluating the relevance and truthfulness of ideas, and judging the validity of evidence, were integrated within a single performance-based writing task. Using the TOS as a guide ensured that the pre-test and post-test instruments were consistent, comparable, and fully aligned with the targeted competencies.

The pre-test writing task served as a baseline measure of students' writing proficiency prior to any intervention. Students were asked to write a 250-word essay on the topic "All About Myself," a general, self-reflective writing prompt designed to assess their initial writing competency in content, organization, and mechanics without the influence of the locally-themed video materials. The same analytic rubric was applied to score the pre-test outputs to ensure consistency in scoring across both assessments.

The post-test writing task, administered after the intervention, required students to write a 150–200-word paragraph or short essay after viewing a localized video prompts depicting a community issue or event within Barangay Sta. Rita or the Municipality of Cagdianao. Guide questions prompted students to identify main ideas, distinguish facts from opinions, recognize bias or prejudice, and evaluate the reliability of evidence. The same rubric and scoring procedures used in the pre-test were applied in the post-test to ensure that changes in performance accurately reflected the effect of the localized video prompts as an intervention.

To evaluate the acceptability of the localized video prompts as instructional materials, the DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, Division Memorandum No. 167, s. 2021, Enclosure No. 3) was used. This standardized instrument assessed the video materials across four quality indicators: (1) Content, which evaluated whether the material was suitable to the students' level of development, contributed to the achievement of specific learning objectives, promoted higher cognitive skills, and was free of biases and prejudices; (2) Format/Technical Design, which examined the appropriateness of sound quality, pacing, and audio-visual effects for instructional purposes; (3) Presentation and Organization, which assessed the logical flow of ideas, vocabulary level, and appropriateness of the material's length relative to the learners' attention span; and (4) Accuracy and Up-to-Datedness of Information, which required the material to be completely free from conceptual, factual, grammatical, computational, and typographical errors. Expert validators rated each criterion on a four-point scale ranging from 1 (Poor) to 4 (Very Satisfactory). Mean scores were computed for each factor to determine the overall level of acceptability of the localized video prompts, with materials required to meet the prescribed passing threshold for each factor to be recommended for classroom use.

Finally, three Daily Lesson Plans (DLPs) were developed to operationalize the intervention and align it with the targeted Grade 9 English competencies during the third quarter. The three DLPs were spread across eight weeks of instruction. Each lesson focused on a specific competency, differentiating bias from prejudice (DLP 1), determining the relevance and truthfulness of ideas (DLP 2), and judging the validity of evidence (DLP 3) using teacher-produced localized video prompts as the primary instructional stimulus. The lessons followed a structured sequence of video viewing, guided discussion, abstraction, and writing application, with students' written outputs assessed using the same analytic rubric employed in the pre-test and post-test. Prior to implementation, the lesson plans and assessment instruments were subjected to expert validation by panel members and a Master Teacher to establish content validity, and necessary revisions were made based on the validators' recommendations to ensure the quality and appropriateness of all instruments used in the study.

### **Ethics and Data Gathering Procedure**

To ensure that the data gathering process was conducted ethically and methodologically sound, the researcher followed a structured series of steps prior to, during, and after the implementation of the study.

The process began with the development and validation of the research instruments, which included locally produced video materials, the pre-test and post-test writing tasks, and the DepEd Evaluation Rating Sheet for Audio and Video Recordings. The writing assessment rubric was anchored on the framework of Abdelrahim (2023) and aligned with the Department of Education curriculum standards for Grade 9 English under the third quarter.

After preparing the instruments, the researcher secured an endorsement from the Dean of the Graduate School to formally support the conduct of the research. Subsequently, formal request letters were submitted to the Schools Division Superintendent of the Division of Dinagat Islands, the Public Schools District Supervisor of Cagdiano East District, and the Head Teacher I of Sta. Rita National High School to seek approval to conduct the study. Upon approval, selected panel members, a Master Teacher and ICT expert in school conducted a Quality Assurance Review of the localized video prompts and writing tasks to ensure their validity, appropriateness, and alignment with the targeted learning competencies.

Once permission and quality assurance clearance were obtained, the researcher coordinated with the school to schedule the implementation phase within regular English class hours. Before any data collection, an orientation session was conducted with the participants to explain the purpose of the study, the procedures involved, and confidentiality measures. Participants were assured that their data would remain confidential and anonymous and that their responses would not affect their academic standing.

The data gathering procedure began with the administration of the pre-test writing activity to establish the students' baseline writing performance prior to any intervention. Students were asked to write a 250-word essay on the topic "All About Myself," a general self-reflective writing prompt designed to assess their initial competency in content, organization, and mechanics independent of the localized video prompts. Their written outputs were rated using the Writing Competency Assessment Rubric adopted from Abdelrahim (2023).

Following the pre-test, the intervention phase was implemented across eight weeks of the third quarter. Students participated in three structured localized video prompts writing sessions aligned with the Daily Lesson Plans developed for the study. Each session provided opportunities for learners to view teacher-produced localized video prompts, engage in guided discussion, and respond through structured writing activities. The three sessions focused on differentiating bias from prejudice, determining the relevance and truthfulness of ideas, and judging the validity of evidence competencies embedded in the Grade 9 English curriculum. The intervention was carried out within regular English class hours to ensure instructional consistency.

Upon completion of the intervention, a post-test writing activity was administered to measure the students' improvement in writing performance. The same localized video prompts used during the intervention sessions served as the stimuli for the post-test writing task. Students were asked to write a 150–200-word paragraph or short essay responding to guide questions on identifying main ideas, distinguishing facts from opinions, recognizing bias or prejudice, and evaluating the reliability of evidence. The same Writing Competency Assessment Rubric used in the pre-test was applied to ensure consistency and comparability of results.

Following the post-test, the DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, Division Memorandum No. 167, s. 2021, Enclosure No. 3) was administered to selected expert validators to determine the level of acceptability of the localized video prompts across four quality indicators: content, format/technical design, presentation and organization, and accuracy and up-to-datedness of information. Expert validators assessed each criterion on a four-point scale ranging from 1 (Poor) to 4 (Very Satisfactory), following the prescribed DepEd passing thresholds for each factor.

All collected data, including pre-test and post-test scores and expert evaluation ratings, were carefully encoded, organized, and processed for statistical analysis. The researcher ensured that all research activities adhered to ethical standards, maintaining fairness, confidentiality, and integrity throughout the entire data collection and analysis process.

**Data Analysis**

To analyze the data gathered from the study, quantitative methods were employed. Data were encoded, organized, and processed using appropriate statistical tools to address the research questions.

**Mean and Standard Deviation.** These were used to determine the level of writing competency of Grade 9 students based on their pre-test and post-test results in Problem 1. The mean reflected the overall competency of the learners, while the standard deviation indicated the degree of variation in their scores across the three writing components namely content, organization, and mechanics. Likewise, the mean and standard deviation were also used to determine the level of acceptability of the localized video prompts as rated by expert validators across four quality indicators: content, format/technical design, presentation and organization, and accuracy and up-to-datedness of information. Mean scores for each indicator were interpreted using a four-point descriptive scale: 3.26–4.00 (Very Satisfactory), 2.51–3.25 (Satisfactory), 1.76–2.50 (Fair), and 1.00–1.75 (Poor).

**Shapiro-Wilk Test.** Prior to conducting inferential testing, the Shapiro-Wilk test was used to assess whether the pre-test and post-test data met the assumption of normality. This test was deemed appropriate given the small sample size of 18 participants.

**Wilcoxon Signed-Rank Test.** As the assumption of normality was violated, the Wilcoxon Signed-Rank Test was employed as the appropriate non-parametric alternative to determine whether a significant difference existed between the students' pre-test and post-test writing performance scores. This test assessed the effectiveness of the locally-themed video intervention in improving learners' writing competency across the three components. A 0.05 level of significance was used to evaluate whether the observed changes were statistically meaningful. Effect size was also computed using the rank biserial correlation to determine the practical significance of the differences observed.

**RESULTS AND DISCUSSION**

This chapter includes the presentation, analysis and interpretation of data in accordance with the specific problems of the study.

**Level of writing performance of Grade 9 students based on the pre-test and posttest results of the participants in the implementation of localized video prompts in terms of Content, Organization, and Mechanics**

Table 1 presents the writing performance of the 18 Grade 9 participants before and after the implementation of localized video prompts across three writing components: content, organization, and mechanics.

**Table 1**  
**Level of Writing Performance of Grade 9 Students in the Pre-test and Posttest in the implementation of localized video prompts in terms of Content, Organization, and Mechanics**

Writing Component	Pre-test Mean	SD	Performance Level	Posttest Mean	SD	Performance Level
Content	1.90	0.72	Developing	2.39	0.09	Developing
Organization	1.39	0.50	Beginning	2.21	0.08	Developing
Mechanics	1.44	0.51	Beginning	2.21	0.07	Developing
Overall	1.58	0.57	Beginning	2.27	0.08	Developing

Score Range	Performance Level	Description
3.25–4.00	Excellent	Writing demonstrates mastery across content, organization, and mechanics.
2.50–3.24	Proficient	Writing shows competence with minor areas for improvement.
1.75–2.49	Developing	Writing shows partial competence but needs significant improvement.
1.00–1.74	Beginning	Writing is limited and requires major improvement in content, organization, and mechanics.

As shown in Table 1, the overall pre-test mean score of 1.58 (SD = 0.57) placed the students at the Beginning level of writing performance, indicating that their writing was limited and required major improvement across all dimensions. Among the three components, Content yielded the highest mean of 1.90 (SD = 0.72), which fell within the Developing range, suggesting that while students had some capacity to generate ideas, these were not yet sufficiently accurate, relevant, or well-organized. In contrast, Organization (M = 1.39, SD = 0.50) and Mechanics (M = 1.44, SD = 0.51) both registered at the Beginning level, reflecting significant deficiencies in logical structure, coherence, grammatical accuracy, and writing conventions.

These baseline results are consistent with existing literature. Felominos and Maghuyop (2025) noted that many students in secondary education continue to struggle with producing coherent, accurate, and meaningful written outputs despite the writing proficiency standards set by the K–12 Curriculum. Similarly, Arifin (2025) observed that when instruction lacks cultural and contextual grounding, students demonstrate limited writing competence, particularly in organization and mechanics, and that integrating locally relevant texts into writing instruction significantly addresses these deficiencies. The pre-test findings therefore confirmed the need for an innovative, learner-centered, and culturally grounded intervention such as localized video prompts.

Following the implementation of the localized video prompts writing activities, a notable improvement was observed across all three writing components. The overall post-test mean rose to 2.27 (SD = 0.08), which falls within the Developing level, signifying that student began demonstrating partial writing competence, a meaningful shift from their baseline performance. Content improved to a mean of 2.39 (SD = 0.09), while both Organization and Mechanics each recorded a mean of 2.21, with SD values of 0.08 and 0.07, respectively. All three components moved from Beginning to Developing, suggesting that exposure to culturally contextualized video materials positively influenced the students' capacity to generate relevant content, structure their ideas, and apply basic writing conventions.

These results aligned with the findings of Devi, et al., (2024), who reported that video-based instruction functions as an effective scaffold that supports students' grammar proficiency and writing skill development in EFL learning, easing cognitive demands and enabling learners to produce more structured and accurate written outputs. Likewise, Yacon and Cruz (2022) affirmed that structured instructional approaches to writing particularly those that engage students in the full writing process lead to significant improvements across content, organization, and mechanics. The improvement in mechanics, in particular, is supported by Anyayahan (2022), who found that multimedia-based instruction led to improved grammatical accuracy among secondary learners.

Furthermore, Abejuela, et al., (2024) demonstrated that the use of localized instructional videos significantly improved students' writing performance in mechanics, organization, and content among Grade 11 learners, and that students became more motivated and engaged when exposed to visual, culturally relevant materials. These collective findings validate the pedagogical utility of localized video prompts as an instructional stimulus for developing writing competency.

### **Implementation of Localized video prompts in English 9 Class**

To determine the effectiveness of localized video prompts in developing the writing competency of Grade 9 students, a systematic and carefully structured process was followed during the implementation.

First, an orientation was conducted to explain the purpose of the study, the procedures to be followed, and the expectations from the participants.

Second, a pre-test was administered in which students were asked to write a 250-word essay on the topic "All About Myself." This task established the baseline writing competency levels of the learners in terms of content, organization, and mechanics using the adapted Writing Competency Assessment Rubric.

Third, the first localized video prompts lesson was implemented. Students watched the teacher-produced video entitled "Why a Student-Led Community Clean-Up Drive Works," which featured a student-led community clean-up drive scenario. Through guided viewing, discussion, and abstraction, students identified examples of bias and prejudice depicted in the video. They were then asked to write a 5–7 sentence paragraph differentiating bias from prejudice observed in the clean-up drive. This lesson was anchored on the competency EN9LC-IVf-13.3: Differentiate biases from prejudices.

Fourth, the second localized video prompts lesson was conducted. Students viewed the teacher-produced video "Voices from Sta. Rita," which documented the aftermath of Typhoon Tino and featured appeals from affected students and teachers calling for the urgent rehabilitation of Sta. Rita National High School. After a guided discussion on the relevance and truthfulness of ideas presented in the video, students wrote a short position paper expressing their stand on the rehabilitation issue, supported by relevant and truthful ideas. This lesson addressed the competency EN9VC-IVa-10: Determine the relevance and truthfulness of ideas presented in a material viewed.

Fifth, the third localized video prompts lesson was carried out. Students watched the teacher-produced short documentary "A Day in a Sari-Sari Store," which depicted neighbors' discussions on retail versus wholesale purchases, presenting valid evidence like receipts and prices alongside invalid ones such as opinions and assumptions. Following the viewing and discussion, students wrote a 5–7 sentence paragraph evaluating which claims in the video were valid or invalid and explaining their reasoning. This lesson was guided by the competency EN9LC-IVh-2.15: Judge the validity of the evidence listened to.

Sixth, a post-test was administered following the completion of all three instructional sessions. Using the same three localized video prompts, students were asked to produce written compositions responding to the same guide questions — identifying the main issue or message of each video, distinguishing facts from opinions, recognizing the presence of bias or prejudice, and evaluating the reliability of the evidence presented. The same Writing Competency Assessment Rubric was used to score the outputs.

Seventh, following the post-test administration, the DepEd Evaluation Rating Sheet for Audio and Video Recordings was administered to selected expert validators to assess the acceptability of the localized video prompts in terms of content, format and technical design, presentation and organization, and accuracy and up-to-datedness of information.

Eighth, the post-test scores were compared with the pre-test results using the Wilcoxon Signed-Rank Test to determine whether a significant difference existed in the writing performance of the participants before and after the implementation of the localized video prompts, thereby evaluating the effectiveness of the intervention.

**Significant Difference in the Participants' Writing Performance Before and After the Implementation of Localized video prompts in Terms of Content, Organization, and Mechanics**

Prior to examining the differences between the pre-test and post-test scores, a Shapiro–Wilk test was conducted to determine whether the data met the assumption of normality (see Appendix M). The results revealed that all three writing components violated the assumption of normality: Content ( $W = 0.783, p < .001$ ), Organization ( $W = 0.672, p < .001$ ), and Mechanics ( $W = 0.694, p < .001$ ). Since all p-values were below the 0.05 level of significance, the data were considered not normally distributed. Consequently, a non-parametric statistical test was deemed more appropriate than the Paired Sample t-Test. The use of the Shapiro–Wilk test was supported by Khatun (2021), who identified it as one of the most powerful tests of normality, particularly for small sample sizes such as the 18 participants involved in this study.

Given the violation of the normality assumption, the Wilcoxon Signed-Rank Test was employed as the non-parametric equivalent of the Paired Sample t-Test to determine whether significant differences existed between the pre-test and post-test writing scores. The results revealed statistically significant improvements across all writing components at the 0.05 level of significance.

Table 2 presents the results of the statistical tests used to determine whether a significant difference existed in the writing performance of the Grade 9 participants before and after the implementation of localized video prompts.

**Table 2**  
**Significant Difference in the Participants' Writing Performance Before and After the Implementation of Localized Video prompts in Terms of Content, Organization, and Mechanics**

Content	35.0	0.027	-0.591	Large Effect	Reject $H_0$	Significant
Organization	28.0	0.010	-0.673	Large Effect	Reject $H_0$	Significant
Mechanics	36.0	0.030	-0.579	Large Effect	Reject $H_0$	Significant
Overall	34.0	0.024	-0.602	Large Effect	Reject $H_0$	Significant

Regarding Content, the test yielded a test statistic of  $W = 35.0$  ( $p = 0.027$ ) with a rank biserial correlation of  $r = -0.591$ , indicating a large effect size. This means that the implementation of localized video prompts produced a practically meaningful improvement in students' ability to generate accurate, relevant, and well-substantiated written content. This finding is supported by Sahabuddin et al., (2025), who demonstrated that video-based instruction significantly improved eighth-grade students' narrative writing ability, with the experimental class outperforming the control class — affirming that video media effectively enhances students' capacity to develop meaningful written content.

Turning to Organization, the result was  $W = 28.0$  ( $p = 0.010$ ), with a rank biserial correlation of  $r = -0.673$ , also reflecting a large effect size, the strongest among the three components suggesting that the intervention was particularly effective in helping students structure their ideas logically and use transitions coherently. Handayani and Suroso (2025) corroborate this finding, reporting that the use of local tourism videos in writing instruction not only improved students' numerical scores but also enhanced the quality of their writing particularly in terms of content, text structure, and organizational coherence, consistent with the large effect size observed in this component.

With respect to Mechanics,  $W = 36.0$  ( $p = 0.030$ ) with  $r = -0.579$  indicated a large effect size as well, confirming that students demonstrated notable gains in grammatical accuracy, punctuation, spelling, and capitalization after the intervention. Devi et al., (2024) affirm this result, reporting that video strategy as scaffolding significantly fostered students' grammar proficiency alongside their overall writing skills in EFL learning.

On the overall comparison,  $W = 34.0$  ( $p = 0.024$ ) with  $r = -0.602$  confirmed a large overall effect, leading to the rejection of the null hypothesis ( $H_0$ ) across all dimensions. Since all p-values fell below the 0.05 threshold,

the null hypothesis was rejected for all components. These results provide strong statistical evidence that the localized video prompts intervention significantly enhanced the writing competency of the Grade 9 students.

These findings are further reinforced by a broader body of research affirming the effectiveness of video-based and locally contextualized instruction in improving student writing outcomes. Agustini et al., (2024) found that ICT-based interactive video significantly improved students' engagement and descriptive writing skills in terms of clarity, coherence, and creativity among junior high school learners. Similarly, Elviana et al., (2020) demonstrated that locally developed interactive multimedia materials based on local culture produced very high potential effects on students' writing performance, with all students in the field test achieving the minimum mastery criterion, validating the localization strategy employed in the present study. The large effect sizes across all three components further reinforce the assertion of Abejuela et al., (2024) that localized instructional videos produce not only statistically significant but also educationally meaningful improvements in students' writing in mechanics, organization, and content.

### Level of Acceptability of the Localized Video Prompts in Developing Students' Writing Competency as Rated by Experts

Table 3 presents the level of acceptability of the localized video prompts as evaluated by expert validators using the DepEd Evaluation Rating Sheet for Audio and Video Recordings under Division Memorandum No. 167, Series of 2021, across four indicators: content, format/technical design, presentation and organization, and accuracy and up-to-datedness of information.

**Table 3**  
**Level of Acceptability of the Localized Video Prompts in Developing Students' Writing Competency as Rated by Experts**

Indicators	Mean Score	SD	Descriptive Rating	DepEd Result
Content	3.86	0.16	Very Satisfactory	Passed
Format/Technical Design	3.67	0.47	Very Satisfactory	Passed
Presentation and Organization	3.56	0.38	Very Satisfactory	Passed
Accuracy and Up-to-datedness of Information	4.00	0.00	Very Satisfactory	Passed
<b>Overall Mean</b>	<b>3.77</b>	<b>0.25</b>	<b>Very Satisfactory</b>	<b>Passed</b>

*Legend: 3.26–4.00 = Very Satisfactory; 2.51–3.25 = Satisfactory; 1.76–2.50 = Fair; 1.00–1.75 = Poor*

The localized video prompts for content obtained a mean score of 3.86 (SD = 0.16), described as “Very Satisfactory” and marked Passed based on the DepEd tool. This indicates that the experts found the content of the video prompts highly acceptable, relevant, and suitable for developing Grade 9 students' writing competency. The result suggests that the materials contained appropriate ideas, situations, and contexts that could help learners generate written responses. This is consistent with the criteria under Factor 1 of the DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, Division Memorandum No. 167, s. 2021, Enclosure No. 3), which requires that content be suitable to the student's level of development, contribute to the achievement of specific objectives of the subject area and grade level, and promote the development of higher cognitive skills such as critical thinking and problem solving. The localized video prompts successfully met these requirements, as confirmed by the expert ratings. Likewise, localized materials can increase learner engagement because students are more likely to understand and respond to content that reflects their own community, culture, and environment (Elviana, Inderawati, & Mirizon, 2020; Arifin, 2025).

For format and technical design, the localized video prompts received a mean score of 3.67 (SD = 0.47), also interpreted as “Very Satisfactory and Passed”. This means that the experts considered the technical features of the videos such as clarity, layout, audio-visual quality, sequencing, and usability to be highly acceptable. Under Factor 2 of the DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, DM No. 167, s. 2021), format and technical design specifically evaluates whether the volume and quality of sound are appropriate, whether pacing is effective and appropriate to instructional purposes, and whether audio-visual effects are appropriate and effective for instructional purposes. The Very Satisfactory rating obtained in this indicator affirms that the localized video prompts fulfilled all these technical requirements. A well-designed instructional video can support learning by presenting information in both visual and auditory forms, which may help learners process ideas more effectively. This supports Mayer's (2009) Cognitive Theory of Multimedia Learning, which proposes that learning becomes more effective when information is presented through both visual and verbal channels, thereby deepening cognitive processing and understanding. Boston and Paceaño (2025) similarly found that digitized instructional materials developed for teaching folk dance obtained a “Very Satisfactory” overall weighted mean of 3.90 in technical quality when evaluated using the DepEd LRMS standards, with experts particularly praising the synchronization of audio and visuals, clarity of screen displays,

and appropriateness of sound effects for instructional purposes, features that parallel the technical design criteria met by the localized video prompts in this study. Thus, the Very Satisfactory rating implies that the video prompts were technically appropriate for classroom use and could serve as effective stimuli for writing activities.

The indicator on presentation and organization gained a mean score of 3.56 (SD = 0.38), described as Very Satisfactory and Passed. This shows that the experts viewed the video prompts as logically arranged, coherent, and understandable. The organization of instructional materials is important because learners need clear sequencing of ideas to guide their thinking before writing. When prompts are presented in an organized manner, students can better identify the topic, understand the situation, and develop ideas for composition. This is consistent with Bruner's (1966) view that the sequence in which a learner encounters material within a domain of knowledge affects the difficulty he will have in achieving mastery, and that an optimum sequence progresses from concrete to iconic to symbolic representation, enabling learners to build understanding systematically. Notably, Factor 3 of the DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, DM No. 167, s. 2021) evaluates presentation and organization through four specific criteria: whether the presentation is engaging, interesting, and understandable; whether there is a logical and smooth flow of ideas; whether the vocabulary level is adapted to the target learner's experience and level of understanding; and whether the length of the recording is appropriate to the learner's attention span. The localized video prompts met all these criteria at a Very Satisfactory level, confirming their structural soundness as instructional materials. Lopez (2025) reported comparable results in the development and validation of a Digitized Instructional Material in Science 5 using the same DepEd LRMS framework, where expert evaluators commended the logical sequencing of content and structured layout as key features that supported learner comprehension and confirmed the material's readiness for classroom use. Therefore, the rating indicates that the localized video prompts were presented in a manner that could help students organize their thoughts and improve their written outputs.

The indicator on accuracy and up-to-datedness of information obtained the highest mean score of 4.00 (SD = 0.00), interpreted as Very Satisfactory and Passed. This means that all experts consistently rated the materials as accurate, current, and reliable. The perfect mean score suggests strong agreement among the evaluators that the information presented in the localized video prompts was free from misleading details and appropriate to the learners' context. Accuracy is essential in instructional materials because learners rely on these resources as bases for understanding and expression. Under Factor 4 of the DepEd Evaluation Rating Sheet for Audio and Video Recordings (Department of Education, DM No. 167, s. 2021), a material must score a perfect 24 out of 24 points to pass the accuracy and up-to-datedness criterion, requiring that the material be entirely free from conceptual errors, factual errors, grammatical errors, computational errors, obsolete information, and typographical or other minor errors. The perfect mean score of 4.00 obtained by the localized video prompts indicates that all experts found the materials completely compliant with these stringent accuracy standards. This finding is further supported by Boston and Pacione (2025), who reported that the content of their validated digitized instructional material for Grade 6 folk dance obtained a perfect weighted mean of 4.00 (Very Satisfactory) on the indicator "Content is accurate," reflecting the same pattern of universal expert agreement on the factual correctness and reliability of teacher-developed, locally contextualized instructional materials. Hence, the result confirms that the localized video prompts met the expected standard in terms of correctness and relevance of information.

Overall, the localized video prompts obtained a mean score of 3.77 (SD = 0.25), described as "Very Satisfactory" and marked Passed across all four factors. This implies that the experts found the materials highly acceptable in terms of content, technical design, presentation, organization, and accuracy. The overall result demonstrates that the localized video prompts successfully met all the quality standards prescribed by the Department of Education through the LRMS Evaluation Rating Sheet for Audio and Video Recordings (DM No. 167, s. 2021, Enclosure No. 3), under which a material that fails even one factor is not recommended for use in public schools, underscoring the significance of passing all four criteria. Lopez (2025) drew a parallel conclusion, noting that digitized instructional materials validated through the DepEd LRMS framework and earning Very Satisfactory ratings from expert evaluators demonstrated high content accuracy, curriculum alignment, and structured presentation qualities that collectively confirm the material's readiness for classroom implementation. The findings suggest that the localized video prompts are suitable instructional materials for supporting the development of students' writing competency. Their acceptability may be attributed to their contextualized nature, clear presentation, and reliable information, all of which are important features of effective learning resources (Elviana et al., 2020; Anyayahan, 2022).

### Summary

This study determined the effectiveness of localized video prompts in developing the writing competency of Grade 9 students at Sta. Rita National High School, Dinagat Islands. Specifically, it sought to: assess the students' writing performance in terms of content, organization, and mechanics through pre-test and post-test; describe how localized video prompts were implemented in the classroom; determine whether there is a significant difference in writing performance before and after the intervention; and evaluate the level of

acceptability of the localized video prompts as rated by expert validators in terms of content, format and technical design, presentation and organization, and accuracy and up-to-datedness of information.

A one-group pretest–posttest quasi-experimental research design was employed involving 18 Grade 9 students selected through total enumeration. The students were exposed to teacher-produced localized video prompts writing lessons. Mean, standard deviation, Shapiro–Wilk test, and Wilcoxon Signed-Rank Test were used to analyze the data.

### Findings

Findings of the study were revealed as follows:

1. The writing competency of Grade 9 students based on pre-test score is *Beginning* level in Organization, and Mechanics and *Developing* in Content; As to Post-test score, their level is *Developing* in all components.
2. Localized video prompts were implemented through orientation, pre-test, lessons, post-test, acceptability evaluation, and statistical analysis using community-based videos and writing activities.
3. There is a significant difference in the participants' writing competency before and after the implementation of localized video prompts. All components improved, showing strong instructional impact; therefore, the null hypothesis was rejected.
4. The localized video prompts were rated *Very Satisfactory* by expert validators, with all four quality indicators marked Passed.

### Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The localized video prompts improved students' writing competency, particularly in the areas of organization, mechanics, and content.
2. The implementation of localized video prompts implied that community-based video materials served as an effective instructional approach in improving students' engagement, critical thinking, and writing skills through guided learning activities.
3. The localized video prompts have a strong instructional effect, for enhancing students' writing competency.
4. The materials meet the DepEd quality standards and can serve as reliable instructional resources for schools aiming to improve writing competency through multimedia approaches.

### Recommendations

In the light of the foregoing findings and conclusions drawn from the study. The following recommendations are suggested:

**School Administrators.** The results of this study indicate that locally produced video materials can meaningfully improve students' writing performance across content, organization, and mechanics. Administrators are therefore encouraged to support the integration of contextualized, technology-driven instructional programs in language classrooms. Providing teachers with access to equipment, training, and institutional recognition for developing high-quality, DepEd-validated multimedia materials may strengthen the quality of language instruction not only in Sta. Rita National High School but also in other public schools within the Dinagat Islands.

**English Teachers.** The significant improvements in writing competency observed after the intervention affirm the value of video-inspired and multimedia-based writing strategies. English teachers are encouraged to adopt localized video prompts as instructional stimuli that connect classroom writing tasks to real-life, community-relevant experiences. Teachers may also use the localized video prompts developed in this study as a reference model for designing culturally grounded writing activities that promote student creativity, motivation, and engagement.

**Learners.** The findings of this study demonstrate that engagement with local video materials can inspire more confident and expressive writing. Learners are encouraged to approach writing as a meaningful skill through which they can articulate their observations, experiences, and perspectives on issues relevant to their own communities. Active participation in multimedia-enriched writing activities may further strengthen their mastery of content, organization, vocabulary, grammar, and mechanics.

**Future Researchers.** This study may serve as a valuable reference for future researchers interested in exploring the use of teacher-produced or localized multimedia in enhancing writing and other language skills. Comparative studies using control groups and larger sample sizes are recommended to further validate these findings. Researchers may also investigate the role of technology, cultural relevance, and learner engagement in broader 21st-century language education contexts, as well as the applicability of localized video prompts to other skills such as speaking, reading, and listening.

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