Video Clip and Its Impact on Students' Academic Performance in Learning Creative Nonfiction

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Article Info	Abstract
	The study focused on the use of video clips as instructional material and its impact on learning Creative Non-Fiction among Humanities and Social Sciences students in Subic National High School. The researchers used an experimental research design that involved a control group and an experimental group with a total of 60 participants. The researchers utilized a researcher-made pre-test and post-test and a survey questionnaire. The pre-test and post-test results of the control group and experimental group both showed a significant increase. Results show that the experimental group achieved a very satisfactory remark after receiving treatment which is the use of video clips presentation in learning Creative Nonfiction. Moreover, students perceived that video clips with subtitles will serve as better instructional material because they help them in learning Creative Nonfiction, understand difficult concepts, keep them engaged, and motivate them to suit their learning style. The study concluded that there is a significant difference in learning Creative Nonfiction according to the students' gender and age profile. The researchers strongly recommend that teachers should be encouraged to use video clip presentations as a supplementary tool for better academic achievement and teachers can also integrate the use of video clips in other subjects if it is applicable and suitable.

Introduction

A useful method of accumulating knowledge and abilities is a method in which teachers help students learn by engaging them in systematic interaction. The day-to-day contact involves the teacher, learner, and instructional technique and materials. Instructor resources can be divided into sections of these materials (Ayodeji Akerele & Afolabi, 2012). Technology nowadays is common among schools, offices, and every individual, as it aids learning and allows students to improve their knowledge by means of technology integration (Edutopia, 2015). Moreover, this supports both teaching and learning. Using videos in teaching is not new. They date back to pre-historic times when cave instructors used 16 mm projectors to showcase business students getting a glimpse into insurance company marketing techniques by viewing insurance company ads (Oparaocha et al., 2014). Teaching with video has had a distinct cycle of adoption in the classroom. In the 1950s and 1960s, it was allowed to play taped lectures, through educational television (ETV) intended to complement classroom instruction (Moreira & Nejmeddine,

2015), and those videos were designed specifically as a supplemental classroom tool. Delivering technologies have also advanced from filmstrips to cable television, to the versatility of VCRs, DVDs, and laser discs. Finally, with the advent of digital technology, the field is evading newer and ever-greater potentials for adaptability in delivery.

The study aimed to identify the impact of video clip presentations on students' academic performance in learning Creative Nonfiction. This is the result of new and improved ways to enhance pupils' wisdom. Students and instructors both rely on and use educational videos to study, compare, and grasp subjects. The use of video is only the beginning to meet today's and tomorrow's learners (Mendoza et al., 2015). A study reveals that the performance of the secondary school learners has been influenced by their demographic profile such as age, gender and section (Owate et al., 2017) when using e-learning.

Furthermore, this research paper aims to determine the demographic profile of the respondents, and the result of the pre-test and post-test of the experimental and control groups to get the significant difference in the learning creative nonfiction of the experimental and control groups. The researchers further examine the rejection or acceptance of the null hypothesis that "There is no significant difference on the result of the pre-test and post-test results when grouped according to profile variables age and gender".

Learning Creative Nonfiction

Department of Education focuses on the needs of learners, and they also ensure that they learn the English language holistically, as specified under the K-12 basic education framework (Samson & Collins, 2012). However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests (Muharam et al., 2019). But there are ways in improving the motivation of students in learning English and one way of it is by using audio-visual materials (Franco & Roach, 2018). Creative nonfiction is a broad term and encompasses many different forms of writing (Lowe & Zemliansky, 2010). Moreover, according to Edutopia (2019), whether they're reading a piece of fiction or nonfiction, students benefit from contextualizing the person, place, or thing they're learning about. Video clips can assist them in visualizing an event or a person while setting the context historically, politically, socially, and emotionally.

Furthermore, learning creative writing promotes the acquisition of a second language. According to Mcnulty & Lazarevic, 2012 the inclusion of technology in the process of second language acquisition has always been a priority for both teachers and theoreticians. English was unquestionably significant, yet many studies revealed how challenging it was to learn this second language. As Liu & Jackson, 2011 emphasized that when not properly received, the English language could be a cause of failure, frustration, and low esteem. In fact, there were findings of the study which found English subjects as the source of tension and social division between the elite and the masses in Nigeria, Tanzania, and Kenya (Bamgbose, 2003; Brady, 2013), South Africa (KAMWANGAMALU, 2007), India (Annamalai et al., 2005; Sukati et al., 2014), Hong Kong (Avinadav & Shamir, 2021) and the Philippines (Tollefson, 2000).

There had been attempts to study the different factors related to English language learning. For instance, a study examined motivation, anxiety, global awareness, and linguistic confidence about language test performance. It was found that selected psychological factors contribute to test performance (Nusenu et al., 2019). Similarly, Thang et al. (2011) argued that if the students perceived the relevance of the academic area in the school, they had a positive attitude toward it. And, if they recognized the importance of the English subject, they had the motivation to learn about it. Likewise, other studies explored the relationship between age and motivation (Asmali, 2017; Nikolov, 2006), motivation and gender differences (Carr & Pauwels, 2006; Clément et al., 2003), demographic profile and motivation (Altasan, 2016; Gardner, 1988; Y. Liu & Su, 2016; Warden & Lin, 2000) and motivation and language (Falout & Maruyama, 2004; Lukmani, 1972; Spolsky, 1969). These studies provided explanations as to how students learn the language given the many factors which in one way or another affect their perception and performance. Furthermore, these studies suggested that if students had a positive attitude towards learning the language, then they would tend to have high academic achievement.

Positive attitudes can be drawn with the use of video clips in learning the English language. A study conducted by Park & Jung, 2016 found that the design of the class was motivated by the recent shift in focus in L2 teaching and learning; this was from emphasizing texts to the recognition that multimedia such as video clips may be helpful and even essential in language learning. The main pedagogical implication of the present study is the effectiveness of video clips in increasing student motivation.

Students' Academic Performance

The English language remains to be the dominant language use and acceptable globally. However, in school, language teachers observed that students have difficulty in learning this language (Al-Adwan & Khdour, 2020). Although the Philippines is still one of the preferred countries for foreign learners of English due to the affordability and quality of its English as Second Language Programs being offered, there is a worrying trend of decreasing the English competence of teachers and learners (Kim et al., 2021). An article from The Manila Times (2021), it has stated that the Philippines' fall from 14th place in 2018 to 20th in the 2019 English Proficiency Index (EPI) is a cause for worry that the country's education sector should immediately address.

There were studies that could correlate English language learning to the academic performance of students in other academic areas (Aina, 2013; Saquing-Guingab, 2015). In the study conducted by Aina (2013) it was revealed that those learners who were performing well in their English subjects were the ones who did better in their other subjects, particularly, in science and technology. Similarly, students' English language usage (ELU) was highly linked to their academic performance in other areas (Saquing-Guingab, 2015).

Impact of Video Clips

There is substantial research promoting the use of video in the classroom as a dynamic resource for supporting curricula. According to a recent survey, 94% of classroom teachers have effectively used video during the last

academic year. And most teachers were using it frequently- on average, once per week.

Several meta-analyses have shown that technology can enhance learning (Bernard et al., 2014), and multiple studies have shown that video, specifically, can be a highly effective educational tool (Amoako-Attah & Yalley, 2021; Brame, 2016; Hsin & Cigas, 2013; Rudy Prihantoro et al., 2019). Also, according to Davies (2012) images may help aid the understanding and learning of concepts that are difficult to explain verbally. This is especially true for lower-level learners. Users prefer material that is visually aesthetic. Such is especially beneficial for visual learners.

Videotape recorders can be used in several different ways to enhance teaching and learning in both large groups and small groups. A carefully arranged video can be a good starting point for initiating student discussion of important issues in medical practice. In our profession, it is also being observed that using video presentations explains and demonstrates ideas and concepts regarding our topics easier, hence beneficial on our part (Galluccio, 2018).

Extensive research has been completed over the last 30 years that clearly demonstrates the link between the uses of subtitles, or closed captioning, and the improvement in reading and literacy skills as well as the benefits provided to students studying English as a Second Language, and even the widespread impact in the education of Special Needs students (Baumgartner, 2010). The use of video with text is particularly efficient in enhancing levels of comprehension and, consequently, supersedes the power of text alone (Davies, 2012). Furthermore, Krashen (2021) postulates that language learning is directly related to the amount of "comprehensible input" that learners receive. Video can increase input by arousing student interest in English (Davies, 2012). A combination of video and text makes sense, as it was believed that video is effective for more than simply showing dynamic processes. The video itself is a tool for learning that when properly applied obtains extensive benefits. It's also a medium for collaboration, and a language unto itself that is of universal appeal (Mercado, 2022).

In some cases, video can be as good as an instructor in committing facts or demonstrating procedures to assist in mastery learning where a student can use clinical or mechanical procedures as many times as they need to. Furthermore, the interactive features of modern web-based media players can be used to promote 'active viewing' approaches for students (Coman et al., 2020). Hahn (2012) suggests that videos are effective when used to enhance information literacy courses, using a student survey to measure the effectiveness of video lectures. Hahn's study showed that the majority of the students found the videos useful in supporting the lectures they had participated in. More recently, (Beheshti et al., 2018) shows that there is strong evidence that digital video reporting can inspire and engage students.

Also, outcomes revealed that the level of effectiveness of video presentation to students' learning is highly effective (Mercado, 2022). Also, according to the study of (Albantani & Madkur, 2017) videos can be an effective tool in your teaching tool kit. Among the learner's factors such as age, academic background, technological knowledge, and gender, gender can be an influential factor. For example, many studies examined male and female students' attitudes toward using computers as an assistant tool to learn languages (Aydin, 2007; Karaaslan et al.,

2021; Tuan, 2011; Wilson, 2004).

Method

The study used a pre-test/post-test experiential research design since the respondents' learning was determined through a pre-test and post-test examination. Pre-test/post-test experiential design is the design style of the study wherein there will be two groups of respondents: the experimental and control group. The experimental group received the treatment – the utilization of video clips in learning Creative Non-Fiction, while the control group did not receive the treatment and was influenced by many factors during the study.

The secondary school teachers facilitated the use of Creative Non-Fiction through a video clip presentation to the experimental group of students. It was composed of several video clip presentations focused on the topic which was aligned to the second quarter topic as specified in the curriculum guide of the Department of Education based on the K to 12 curriculum. In contrast, the control group learn creative nonfiction without any intervention in learning the topic.

Setting and Participants

The respondents were the students at Subic National High School, specifically Humanities and Social Sciences students in Grade 11 under the Academic Track in Senior High School. The respondents will be comprised of HUMSS 1, Male 14 and Female 20; and HUMSS 2, Male 11 and Female 15. The researchers used the stratified sampling design to allow researchers to obtain a sample population that best represents the entire population being studied. It can be seen in the table that there is a total of 60 Senior High School students who participated in the research of which 57 percent were both male and female from HUMMS 1 and 43 percent were both male and female from HUMMS 2 respectively.

Research Instruments

The instruments in the study were researcher-made tests inclined toward the subject of Creative Nonfiction. The study was conducted through an online synchronous learning environment which was held via Zoom. The administration of the pre-test and post-test was done face-to-face to gather reliable and bias-free results from the respondents. The researchers secured parental consent from the students in compliance with the data privacy act.

In terms of the Pre-Test and Post-Test examinations, as well as the video presentation that was utilized, these instruments were evaluated by an expert in the field (language), the subject teacher of Creative Nonfiction at Subic National High School. The pre-test/post-test was utilized in two (2) sections: HUMSS 1 and HUMSS 2 in Grade 12. There was a total of two (2) instruments that the researchers used.

The first instrument, the pre-test/post-test, was divided into two parts. (1) *The first part included the three (3) items on the students' demographic information: gender, age, and section.* (2) *The second part of the instrument*

was the pre-test/post-test questions from the quarter II topics of the Creative Nonfiction subject. The pre-test helped the researchers to determine if the students have prior knowledge about the topics in the Creative Nonfiction subject, while the post-test helped to determine if the students learned the quarter II lessons in the Creative Nonfiction subject after the utilization of the video clip.

The second instrument was the 9-item questionnaire containing nine (9) statements that were related to the topic of the study and guided from some Reference Material to identify the students' perception of the shown video clips. This instrument was answered by choosing any of these: Strongly Agree, Agree, Disagree, and Strongly Disagree. Likert Scale is a type of rating scale used to measure attitudes or opinions. With this scale, respondents are asked to rate items on a level of agreement (Subedi, 2016). The instruments, specifically the pre-test/post-test examination and the questionnaire, had undergone a validity and reliability test during the pilot testing conducted by the researchers. There were 20 participants who became part of the pilot testing. The researchers used Cronbach's Alpha as the statistical tool to measure the internal validity and reliability of the instruments (see Table 1).

Table 1. Reliability Statistics of the Instruments Using Cronbach's Alpha

Reliability Statistics			
Instrument	**No. of Items**	**Cronbach's Alpha**	**Internal Consistency**
Pretest	20	0.83	**Good**
Posttest	20	0.81	**Good**
Questionnaire	9	0.92	**Excellent**

Note: $\alpha \geq 0.9$ (Excellent), $0.9 > \alpha \geq 0.8$ (Good), $0.8 > \alpha \geq 0.7$ (Acceptable), $0.7 > \alpha \geq 0.6$ (Questionable), $0.6 > \alpha \geq 0.5$ (Poor), $0.5 > \alpha$ (Unacceptable),

Data Gathering Procedure

The video clip presentation, which was also the main reason for conducting this study, for the researchers to identify if there is a positive impact in learning Creative Non-Fiction using video clips. The content of the video focused on the Quarter II topics of the Creative Nonfiction subject, and this was based on the K-12 Basic Education Curriculum from the Department of Education (DepEd). The video clip presentation serves as the instructional material used in learning creative nonfiction which was administered to the experimental group of students. The post-test was administered to both experimental and control groups to determine their prior level of knowledge on the topic of Creative Non-Fiction. After this, the application of the video clips on the topic was included as part of the strategy for the experimental group of students. Likewise, the control group discussion has no application of the video clip. The post-test was administered by the researchers after the discussion of the topic to both experimental and control groups of students.

Data Analysis

Data collected from the pre-test and post-test were tabulated and treated with the appropriate statistical tools. The

participants came from the total student participants of this research paper (n=60) which are all Senior High School Students of Subic National High School under the HUMMS Academic Track. The pre-test and post-test questionnaires were administered in a face-to-face environment before and after the application of the video clip strategy in teaching and learning.

Data gathered from both the pre-test and post-test were interpreted using different statistical tools. The percentage for determining the frequency counts of the respondents' demographic profiles. The weighted mean was used to determine the differences in the mean scores. The Standard Deviation to determine the performance of the students before and after the application of video clips. The ANOVA determines the significant difference and tests the acceptance and rejection of the hypothesis. Lastly, the Likert scale to determine the averages of the ratings from the questionnaires which includes the Mean Percentage Score (MPS) which was adapted from the DepEd K to 12 grading system (D.O No. 8 s. 2015). The data gathered was analyzed and tabulated using the SPSS 25.0 version and Microsoft Excel.

Results

This research paper aims to determine the effect of the use of video clips on the student's performance of HUMMS Senior High School Students (n=60) at Subic National High School. Using the experimental research method, the researchers gathered data from the respondents that helped them in the presentation of the research results.

Demographic Profile of the Respondents

The frequency, percentage, and mean distribution of the respondents' profile variables of age, gender, and section are presented in Table 2.

Table 2. Frequency and Percentage Distribution of the Respondents' Profile Variables

Profiles		Frequency (f)	Percentage (%)
	16	4	6.50
	17	23	38.34
Age	18	18	30.00
	19	4	6.50
	20	9	15.00
	21	2	3.34
	Total	**60**	**100.00**
	Male	25	41.67
Gender	Female	35	58.33
	Total	**60**	**100.00**
	HUMSS 1	34	56.67
Section	HUMSS 2	26	43.33
	Total	**60**	**100.00**

For age profile, out of sixty (60) students, there were 4 or equivalent to 6.5 percent who are 16 years old; 23, or 38.34 percent, 17 years old; 18 or 30 percent, 18 years old; 4 or 6.5 percent, 19 years old; 9 or 15 percent, 20 years old and only 2or equivalent of 3.34 percent are 21 years old. For gender profile, out of sixty (60) students, there were only 25 or equivalent to 41.67 percent who are males and 35 or 58.33 percent are females. For the section profile, out of sixty (60) students, 34, or equivalent to 56.67 percent are in the section of HUMSS 1; and 26, or 43.33 percent are in the section of HUMSS 2.

Assessment of Students' Mean Percentage Scores (MPS) in their Pre-Test and Post-Test Scores
Pre-Test Mean Percentage Score

The assessment of the control group's and experimental group's mean percentage score in creative non-fiction on their pre-test examination before the utilization of video clips is presented in Table 3.

Table 3. Assessment of Student Performance Based on Pre-Test Results

	N	Highest Score	Lowest Score	Range	Total	Mean	MPS
Control Group	34	13	1	12	199	5.85	29.26%
Experimental Group	26	12	1	11	140	5.38	26.92%

After the pre-test in both sections, the control group, with a total of 34 students, had the highest score of 13 and the lowest score of 1. The group also got the summation score of 199 with a total of 5.852941 mean score and 29.26% in their MPS before the utilization of video clips. The experimental group, with a total of 26 students, had the highest score of 12 and the lowest score of 1. The group also got a summation score of 140 with a total of 5.38 mean scores and a total of 26.92% MPS before the utilization of video clips. Teachers can assess their students' prior knowledge and skills. Some methods (e.g., pre-tests, portfolios) are direct measures of students' capabilities entering a course or program (*How to Assess Students' Prior Knowledge*, 2016).

Post-Test Mean Percentage Score

The assessment of the control group's and experimental group's mean percentage score in creative non-fiction on their post-test examination after the utilization of video clips is presented in Table 4.

Table 4. Assessment of Student Performance in Post-Test after the Utilization of Video Clips

	N	Highest Score	Lowest Score	Range	Total	Mean	MPS
Control Group	34	20	11	9	533	15.68	78.4%
Experimental Group	26	20	11	9	423	16.27	81.3%

After the post-test in both groups, the control group, with a total of 34 students, had the highest score of 20 and the lowest score of 11. The group also got a summation score of 533 with a total of 15.68 mean score and 78.4%

in their MPS after the utilization of video clips. The experimental group, with a total of 26 students, had the highest score of 20 and the lowest score of 11. The group also got a summation score of 423 with a total of 16.27 mean score and a total of 81.3% MPS after the utilization of video clips. Post-test is a test given to students after completion of an instructional program or segment and is often used in conjunction with the Pre-test to measure their achievement and the effectiveness of the program (Evaluation, 2020)

Comparative Summary on the Control Group's and Experimental Group's Mean Percentage Score (MPS) in Creative Non-fiction using the Pre-Test and Post-Test Examination

The comparative summary of the mean score percentage of the control group and the experimental group in creative non-fiction using pre-test, before the utilization of video clips, and post-test, after the utilization of video clips presentation is presented in Table 5.

Table 5. Comparative Summary Table on the Control Group's and Experimental Group's Mean Percentage Score (MPS) in Creative Non-fiction using the Pre- Test and Post-Test Examination

Section	Examination	Total Score	Weighted Mean	MPS
Control	Pre-Test	199	5.852941	29.26%
	Post-test	533	16.26923	78.4%
Experimental	Pre-Test	140	5.384615	26.92%
	Post-test	423	15.67647	81.3%

The comparative summary of the control group and experimental group's Mean Percentage Sore (MPS) in Creative Non-Fiction using the Pre-test and Post-test examination is presented in Table number 5. The students in the control group gathered only 29. 26 percent in MPS after the Pre-test examination and the experimental group only got 26.92 percent in MPS. However, after the utilization of video clips, the students in the control group garnered a total of 78.4 percent of MPS while the students in the experimental group gathered a total of 81.3 percent of MPS and these indicate that the students in both groups learned the lessons in Creative Non-fiction. The control group learned from the module provided to them by the school and the experimental group learned after the utilization of the video clip presentation. There is substantial research promoting the use of video in the classroom as a dynamic resource for supporting curricula. And most teachers were using it frequently- on average, once per week (York & Richardson, 2012). Several meta-analyses have shown that technology can enhance learning (e.g., Schmid et al., 2014), and multiple studies have shown that video, specifically, can be a highly effective educational tool (Brame, 2016; Hsin & Cigas, 2013; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012).

Students' Assessment in Learning Creative Non-Fiction according to their Profile Variables

The Analysis of Variance to test differences in the Learning in Video Clips in Creative Non-Fiction, when grouped according to profile variables, age, gender, and section. Table 6 shows the analysis of variance to test differences in group investigation when grouped according to profile variables, age, gender, and section.

Table 6. Analysis of Variance to Test Difference on Group Investigations when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	P	F crit	Decision
Age	Between Groups	174.431	5	34.886	7.437	.05	2.386	Rejected Ho
	Within Groups	253.3019	54	4.691				Significant
	Total	427.733	59					
Gender	Between Groups	59.002	1	59.001	8.849	0.004	4.007	Rejected Ho
	Within Groups	386.731	58	6.668				Significant
	Total	445.733	59					
Section	Between Groups	5.1768	1	5.177	0.682	0.412	4.007	Accepted Ho
	Within Groups	440.555	58	7.596				Not Significant
	Total	445.733	59					

Statistically significant at the level of significance (P ≤ 0.05)

Students' Assessment in Learning Creative Non-Fiction according to their Post-test Results

The t-test results test the significant difference between the post-test results of the control group and the experimental group (see Table 7).

Table 7. t-test results to Test the Difference between the Control and Experimental Group's Post Test Examination Results

	df	t	Sig. (2-tailed)	α	Interpretation
Pre-evaluation and post-evaluation of the control group	58	2.00	.041	0.05	Reject the null hypothesis

Statistically significant at the level of significance (P ≤ 0.05)

Table 7 shows the t-test results which provide the significant difference between the post-test results of the control group and the experimental group. It has a degree of freedom of 58 and a t-statistic of 1.672 which correlates to a significant value of .041. The p-value (.041) is less than the critical value of α=0.05, therefore the null hypothesis is rejected. This means that there is a significant difference between the post-test results of the experimental and control groups. Learning Creative Nonfiction using video clips has better results than learning through printed modules. According to K. et al., 2019, videos usually create a lot of experience rather than using printed information. The learners can be able to see as well as hear the concepts that are taught- and process the same manner as they were in day-day interactions.

Students' Assessment on the Utilization of Video Clips

The students' assessment based on the questionnaire contains statements students need to answer after the utilization of video clips (see Table 7).

Table 8. Students' Assessment Based on the Utilization of Video Clips

#	Statements	4	3	2	1	Total	Mean	Interpretation
1	I know what Creative Non-Fiction is.	2	10	5	43	60	1.56	**Strongly Disagree**
2	I think the video shown to us helped me in learning Creative Non-Fiction.	40	10	6	4	60	3.43	**Strongly Agree**
3	I think subtitles would help me to understand more the video shown.	46	7	4	3	60	3.6	**Strongly Agree**
4	I had difficulties in watching the video.	7	6	12	35	60	1.73	**Strongly Disagree**
5	I think using video clips is better than using traditional visual aids.	43	4	7	6	60	3.38	**Strongly Agree**
6	I like more the use of video clips in learning rather than the personal instruction of the teachers.	39	6	3	12	60	3.2	**Strongly Agree**
7	Videos helps me to easily understand difficult concepts.	41	10	4	5	60	3.45	**Strongly Agree**
8	For me, videos are more engaging and keeps my attention.	36	13	5	6	60	3.32	**Strongly Agree**
9	Watching educational video suits my learning style.	45	5	6	4	60	3.52	**Strongly Agree**

Legend: 4.00-3.26(Strongly Agree), 3.25-2.51 (Agree), 2.51-1.76 (Disagree), 1.75-1.00 (Strongly Disagree)

The table above shows the students' assessment based on the questionnaire. It comprises the statements, the scale, the mean, and the Likert scale description. This instrument assessed the students' perception based on their prior knowledge of Creative Nonfiction, how video clips helped them in learning, their perception of using subtitles, difficulty in learning through video clips, perception of how to video clip a better instructional material, video clips as equal to teacher-student teaching, video clips' help in understanding difficult concepts, video clips as a tool in catching their attention, and based on their learning style.

Discussion

Respondents' Assessment in Learning Creative Non-Fiction according to Age Profile

In terms of the assessment of the respondents' learning in Creative Non-Fiction according to their age profile (P=.05) after the utilization of video clips, which is less than the set alpha level (α=.05); therefore, the rejection of the null hypothesis. This indicates that there is a significant difference in the learning of Creative Non-Fiction of the students when grouped according to age profile variable. Adults have an initial advantage where the rate of learning is concerned, particularly in grammar (Norris & Ortega, 2000). The result supports the study of Ali et al., 2017 the variable "Age" shows effect in the acquisition of a second language in school.

Respondents' Assessment in learning Creative Non-Fiction according to Gender Profile

In terms of the assessment of respondents' learning in Creative Non-Fiction according to gender profile (P=.004) after the utilization of video clips, which is less than the set alpha level (α=.05); therefore, the rejection of the null hypothesis. This indicates that there is a significant difference in the learning of Creative Non-Fiction of the students when grouped according to gender profile variable. Through comparative analysis of the factors influencing male and female students in Senior High School of second language acquisition, it can be known that male and female students are different in second language acquisition (Qian et al., 2015). Also, the study of gender differences, most researchers agree that women are superior to men in learning a foreign language (Li, 2005). All these findings suggest that gender differences existed objectively, and in terms of learning a second language, girls have an obvious advantage over boys (Qian et al., 2015).

Students' Assessments on the Utilization of Video Clips

The result shows that majority (43 out of 60) Strongly Disagree on the statement "I know what Creative Non-fiction is (Q1)" with a mean score of 1.56. This shows that most of the respondents do not have prior knowledge about the subject of Creative Non-Fiction before they had become part of the study. The students answered Strongly Agree (40 out of 60) on the statement "I think the video shown to us helped me in learning creative non-fiction. (Q2)" with a mean score of 3.43. This shows that most of the students thought that they acquired knowledge about Creative Non-Fiction after the utilization of video clips that supports the study of Kearney & Maher, 2013; Kearney & Schuck, 2006. Also, the study of Kim-Vick & Hahn (2015) suggests that videos are effective when used to enhance information literacy courses, using a student survey to measure the effectiveness of video lectures.

The students answered Strongly Agree (46 out of 60) on the statement "I think subtitles would help me to understand the video shown (Q3)" with a mean score of 3.60. This shows that most of the students learned better after watching the video clips using subtitles. Extensive research has been completed over the last 30 years that clearly demonstrates the link between the uses of subtitles, or closed captioning, and the improvement in reading and literacy skills as well as the benefits provided to students studying English as a Second Language, and even the widespread impact in the education of Special Needs students (Black, 2021). It's also a medium for collaboration, and a language unto itself that is of universal appeal (Kosterelioglu, 2016). Research by Perego et al. (2010), showed that novel results were instead obtained on the effectiveness of subtitle processing (in particular on scene recognition capacity) and subtitle processing. In addition, video captioning provides subtitles in real-time during videos, making them accessible to individuals. Captioning also helps English language learners access content and can be used by students as a learning tool for academic video content (Alnahdi et al., 2007).

The students answered Strongly Disagree (35 out of 60) on the statement "I had difficulties in watching the video (Q4)" with a mean score of 1.73. This indicates that the students clearly and easily grasp the idea of the lesson by watching the presented video clips by their teachers. Additionally, the students answered Strongly Agree (43 out

of 60) on the statement "I think using video clips is better than using traditional visual aids (Q5)" with a mean score of 3.38. This shows that most of the students think that video clips are better than visual aids as instructional material in learning. Multiple studies have shown that video, specifically, can be a highly effective educational tool (Brame, 2016; Hsin & Cigas, 2013; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012). In support to this claim, Vural (2013)concluded that there is moderate support for the positive effects of partially video-based teaching on student performance at a grade level. It is evident that videos have the potential of being successful instructional tools if they are properly integrated with traditional teaching tools.

Moreover, the students answered Strongly Agree (39 out of 60) on the statement "I like more the use of video clips in learning rather than the personal instruction of the teachers. (Q6)" with a mean score of 3.20. The result shows that most of the students think that video clips teach them better than the personal teaching of their teachers. This is because videos can be as effective as the personal teaching of teachers that can be used as a teaching technique where students can learn. There is substantial research promoting the use of video in the classroom as a dynamic resource of supporting curricula. According to a recent survey, 94% of classroom teachers have effectively used video during the last academic year. And most teachers were using it frequently- on average, once per week (Haleem et al., 2022). In some cases, video can be as good as an instructor in committing facts or demonstrating procedures to assist in mastery learning where a student can use clinical or mechanical procedures as many times as they need to (Galbraith & Jones, 2008).

In addition, the students answered Strongly Agree (41 out of 60) on the statement "Videos help me to easily understand difficult concepts. (Q7)" with a mean score of 3.45. This shows that most of the students think that videos can help them to understand difficult concepts easily. Also, according to Davies (2012), images may help aid the understanding and learning of concepts that are difficult to explain verbally. This is especially true for lower-level learners. Users prefer material that is visually aesthetic. Such is especially beneficial for visual learners. In the teaching profession, it is also being observed that using video presentations explains and demonstrates ideas and concepts regarding our topics easier, hence beneficial on our part (C. J. Harrison et al., 2013). The use of video with text is particularly efficient in enhancing levels of comprehension and, consequently, supersedes the power of text alone (Davies, 2012). Another research by (Ko, 2019), stated that the presentation of audio-visual elements such as videos to students via computer technologies makes it easier for students to acquire information and also contributes to the students' period of retaining this information.

The statement "For me, videos are more engaging and keep my attention. (Q8)" was rated by the students Strongly Agree (36 out of 60) with a mean score of 3.32. This shows that most of the students think that videos are more engaging, and it also keeps their attention on listening to the topics discussed. This explains that there are ways in improving the motivation of students in learning English and one way of it is by using audio-visual materials (Irmawati, 2019). More recently, the study of Willmot et al. (2017) shows that there is strong evidence that digital video reporting can inspire and engage students. Also, video can increase input by arousing student interest in English (Davies, 2012).

Lastly, the students answered Strongly Agree (45 out of 60) on the statement "Watching educational video suits

my learning style. (Q9)" This shows that most of the students think that video as an instructional material suits their learning style. The reason for this is that students nowadays often want to use technologies and videos can be shown in some technological materials that they use such as cell phones and computers. Videos are more accessible for students now, that's why they really suit the learning style of 21st-century learners (K. Harrison, 2003). Creating an accessible environment applies to more than the text and layout of websites. Multimedia content such as video and audio clips should be made accessible, so everyone could use them (Sloan et al., 2006). Another research by Jimoyiannis (2012), stated that the presentation of audio-visual elements such as videos to students via computer technologies makes it easier for students to acquire information and contributes to the students' period of retaining this information.

Furthermore, a study entitled, "Learning through Digital Media Experiments in Technology and Pedagogy" states that videos don't have to take long for them to be captivating. Shorter segments may place greater emphasis on close viewing and resultant comprehension. Using technology, video presentation arises in teaching and in learning. It is currently utilized in introducing ideas, lectures, discussions, and updates. Video-based materials on specially produced educational videos, documentaries, NEWS, and films appear in many programs these days (Ou et al., 2019).

Conclusion

Based on salient observations and findings obtained in the study, the researchers have concluded that; First, there is a significant difference in learning Creative Nonfiction according to the students' gender and age profile variables. This shows a variation on the effect of these variables in the academic performance of the learners. Second, the pre-test and post-test results of the control group and experimental group both showed significant increases. For the control group, from 29.26 MPS to 78.4 MPS after modular learning, the experimental group increased from a 26.92 MPS rating to 81.3 MPS after receiving treatment. The results indicate a positive effect of using video clip presentation in learning creative nonfiction in English language learning. Third, the experimental group achieved a very satisfactory remark after receiving treatment which is the use of video clips in learning Creative Nonfiction. Fourth, students think that video clips serve as better instructional material because they helped them in learning Creative Nonfiction, understand difficult concepts, keep them engaged and motivated, and suit their learning style. They also prefer subtitled videos for learning. Fifth, there is a significant difference between the post-test results of the control group and the experimental group which indicates that the use of video clips in learning Creative Nonfiction is better than the modular approach.

Recommendations

Based on the summary of findings and conclusions arrived at, the researchers have offered the following recommendations. Teachers are encouraged to use video clip presentations as a supplementary tool for better academic achievement and teachers can also integrate the use of video clips in other subjects if it is applicable and suitable. Administrators should conduct video creation workshops and training for instructional material development. Administrators should hold workshops and seminars to train lecturers or teachers on how to

implement technology in their English lessons. A parallel or similar study is encouraged to conduct in-depth and wider in scope and to validate the findings obtained in the study. Also, to conduct similar research or studies in other teaching topics like mathematics, science, and other subjects or courses.

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