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## VIDEO-BASED INSTRUCTION IN RELATION TO STUDENTS' DESCRIPTIVE WRITING SKILLS

**DARLENE B. PANGANIBAN, PhD-CAR**

### ABSTRACT

This study aimed to know the effects of video-based instructions in the level of performance in descriptive writing of grade 12 senior high school students. It utilized a quantitative – descriptive types of research which is more on collecting data using questionnaires and analyzed by a statistical tool. This study was anchored from the Constructivism learning theory of Jean Piaget that states that learning is acquired through understanding and passively perceiving it within a direct process of knowledge transmission. This study used purposive sampling for accessibility on the part of the researcher. Since it was mentioned that these groups of students have been under the researcher's English subject Grade 12 HUMSS students of Dona Hortencia Salas Benedicto National High School who are officially enrolled for the school year 2021-2022. On the performance level on the basic descriptive writing skills the grade 12 of DHSBNHS when grouped altogether was rated low before the intervention was given. After the intervention, there was an incremental increase in their mean scores and was interpreted as high when taken altogether as group for experimental. With regard to the controlled group, there was an increase on the performance as shown on the pre and post test results yet in minimal value. This goes to show that indeed the utilization of the contextualized videos as interventions on developing the descriptive writing skills the grade 12 of DHSBNHS is remarkable.

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