

## Effectiveness of Using Video Materials for Teaching English Stories

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### Abstract

*This study attempts to find out whether the use of video materials in teaching English stories is more effective than teaching via text reading and the lecture method. Quasi-experimental research was adopted for the study. Fifty students of Grade seven from an institutional school were taken as the source of data and the sampling procedure was systematic. The fifty students were divided into two groups of each twenty-five, controlled and experiment, and two tests were taken. First, a pre-test before using the Video materials as teaching, and second, a post-test after the researcher used video materials to teach the experiment group whereas she used the same lecture method to teach the controlled group. After using the video material as a new technique, the interest of the students in learning English stories was found to have increased.*

**Keywords:** control group, digitalization, experiment group, textbooks, video materials

### Introduction

Teaching English as a second or foreign language is always a challenging job. The traditional methodology of teaching mainly using the textbook as a material and lectures as a method seems less effective while the world is shifting to digitalization. Students are likely to pay less attention when the materials we use in the classroom are less attractive and interesting to them. Considering this issue, this study has been carried out in experimental quantitative research design to find out whether the video materials are more effective than the text reading and lecture method.

This research is an attempt to find out the effectiveness of video materials for teaching English stories. To carry out this research 50 students of Grade 7 from Lotus Secondary School, in Kanakai Municipality of Jhapa district, one of the districts in Nepal, were selected as a sample. The main objective of the research was to find out the effectiveness of video materials in teaching English stories. To achieve the objective of the

research, a systematic sampling procedure was implemented. A test consisting of different questions related to stories was the main tool for data collection. Firstly, the students were divided into two groups: controlled and experiment. Then, a pre-test was taken in both groups from the stories which were taught without using video material. During the experiment phase, the controlled group was taught 5 stories using the traditional lecture method whereas the treatment group was taught the same five stories by using video materials. During teaching, the students from the experiment group were shown video clips of related stories via projector and after completing another test was taken to compare the results between the two groups. After using the video materials as a teaching tool, the interest of students in learning English stories through video was assessed.

Teaching English stories using textbooks as materials and lectures as methods can create a boring environment in teaching-learning activities. When we use different materials for teaching, we try to make our material attractive and create interest among the students. When a teacher uses video materials to teach English stories, he or she may identify the weakness or strengths of students in different aspects like pronunciation, concentration, use of language, etc. Researchers found a problem like lack of interest, pronunciation error, and lack of concentration among the students while using lecture methods for teaching English stories. Therefore, the researcher used video clips of the stories as materials for teaching English stories. It is very interesting, however; many problems come along with it when the teacher is not able to manage the resources properly. Sometimes we cannot get the actual or authentic materials. Language and tone may become harder to understand for second language learners. Unstable internet connectivity may become an obstacle for the targeted achievements. Therefore, the expected result may not be achieved by the teacher. That's why the teacher should be careful to minimize such problems to improve the role of video materials in teaching English stories.

### **Review of the literature**

Teaching English stories using as usual lecture method can be sometimes not interesting and even lengthy to explain. Stories help teachers to teach the four skills to all levels of language proficiency. Effective videos of the stories significantly improve the memory process by facilitating thinking in the manner of asking questions. Using videos for teaching stories in the classroom is one of the best ways to provide a personalized learning experience. This type of learning can be fruitful for everyone of any age and sex.

Kamelia (2019 ) states while researching the effectiveness of the use of video materials to teach English, especially expressing congratulations and hope in Indonesia that audio-video materials can help to prepare the teaching materials easily as well as

many studies recently believe that the use of video as a media is relatively effective in teaching and learning( p. 34) In the same manner, Rajhi (2016) mentions while doing a case study in EFL classrooms in Oman that the use of multimedia tools in the classroom videos, Ipods, and games can increase the interest of the students in learning activities (pp. 127-136). Furthermore, Bajrami and Isamili (2016) explain that video materials can be used as input of authentic materials as well as motivational tools in their research (pp. 232, 502-506).

Likewise, Umayam (2019) claims that the days of standing in front of the classroom and lecturing are gone long. By using the video, the teacher can keep the students engaged in new and innovative ways (p. 52). According to the UNI-Prep institute (2001) having students watch and listen to movies and TV shows can expose them to a variety of dialogues that they might not have seen exposed to otherwise (p. 32). Moreover, Keddie (2014) explains that videos can play a crucial role in classroom learning, as they can be exploited in the different phases of the lesson like brainstorming, introduction practice, and testing to engage students and motivate them from a learner perspective (pp. 76-80).

However, teaching with video materials is always a matter of discussion but nobody used them for only teaching English Stories as teaching materials. So, the researcher carried out the quasi-experimental research through testing to find out the effectiveness of video materials for teaching English stories. Thus, in the classroom of English language, when the students are being monotonous from the previous lecture methods of teaching and learning English stories, video materials can become the effective teaching materials for the teacher as well as the students. They are easy to prepare, can draw the attention of the students or learners and it is easier for the teacher to make them understand the related story. Video materials can help the teacher to teach different skills to the student in interesting ways.

### **Methods and Materials**

For the present study, the researcher followed the following methods and materials as below.

#### **Design**

This research is carried out as quasi-experimental research that falls under post-positivism. Quasi-experimental research belongs to the method of research where the researcher manipulates one variable to determine the change in another variable. The research has two groups: controlled or experiment. Thus, in this research also, the

researcher divided the 50 students of an institutional school in Kanakai Municipality of Jhapa district, Nepal into two groups: controlled and experiment and carried out the research to find out the effectiveness of the video materials for teaching English stories. The researcher used the systematic sampling method to take the sample and collected the data for the research.

### Data Collection and Analysis

The researcher used a test as a data collection tool to carry out this research. The researcher divided the 50 students into two groups: the controlled and the experiment group through systematic data sampling. Then the researcher took the pre-test. After that, the researcher taught five stories to each group. For the controlled group, she used her previous method of lecturing, and to teach the experimental group, she used video materials as teaching materials to teach English stories. After finishing the five stories in both groups the teacher or researcher again took the post-test of both groups. The researcher used score sheets of the previous test the students to make the sample systematic. She removed some students from the group who were either extra-ordinary or scored very poor marks in previous regular classroom tests to make the research authentic and valid.

### Results and Discussion

This research was carried out to find the effectiveness of video materials for teaching English stories. The researcher used systematic sampling for data collection and took two different tests (pre and post by dividing the fifty students into two groups: controlled and experiment. The results of the research are given below:

**Table 1**

*Pre-test Results of Students*

Control Group			Experiment Group		
Marks (x)	f	fx	Marks (x)	f	fx
11	4	44	10	3	30
12	5	60	11	4	44
14	4	56	13	4	52
15	5	75	15	5	75
17	1	17	17	3	51
18	4	72	18	4	72
20	2	40	20	2	40
Total	25	364		25	364

Note: Mean ( $\bar{x}$ ) =  $\frac{\sum x}{N}$

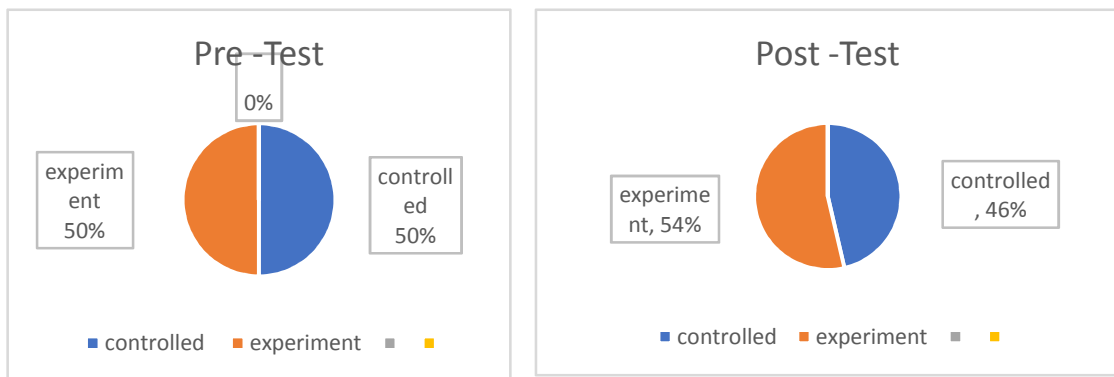
From the above table about the pre-test result of the students from both Control and Experiment, we can find that the result is the same on average. Both the group were treated with the same method of teaching which is the lecture method. Both the group were divided through systematic sampling by the researcher and she took the Pre-test. Students attempted 25 questions by each and they score differently. But when the Researcher calculated the average she found the equal average marks between two groups who also received the same treatment.

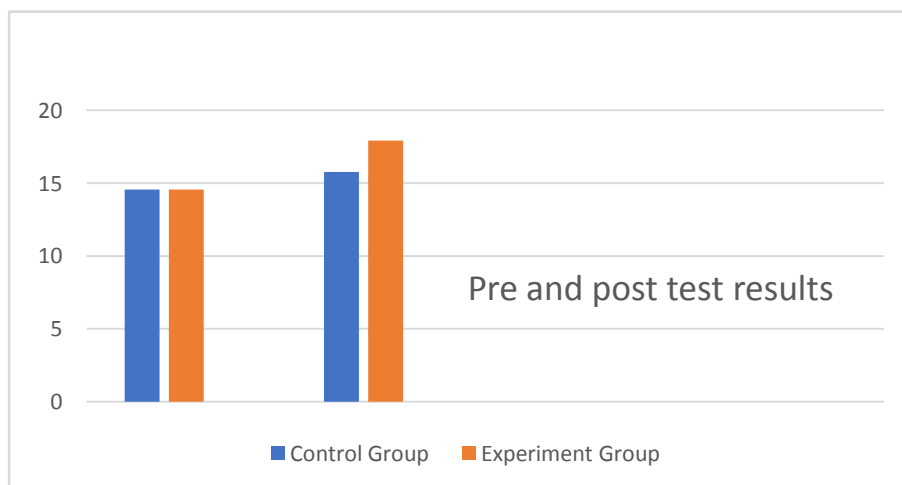
**Table 2**  
*Post Test Results of Students*

Control Group			Experiment Group		
Marks (x)	f	fx	Marks (x)	f	fx
12	3	36	13	4	52
18	5	90	15	3	45
16	2	32	18	6	108
22	1	22	19	5	95
15	6	90	20	3	60
17	4	68	22	4	88
14	4	56	0	0	0
Total	25	394	Total	25	448
Mean ( $\bar{x}$ ) = 15.76			Mean ( $\bar{x}$ ) = 17.92		

The above table (T2) describes the result of the Post-test of both control and experiment groups. After taking the pre-test the researcher divided the students and the experiment group was treated with videos materials as teaching material whereas the control group did not get any treatment. After using the video materials as teaching materials for teaching English Stories, in the post-test according to T2 the average mark is higher than the marks of the control group. So the T2 describes the better result of using video materials than the regular lecture method.

**Figure 1**  
*Pre-test and Post-test Results*



**Figure 2***Pre-test and post-test results in the bar graph*

The above bar diagram and pie chart (F2, F2) represent the result of pre-test and post-test results. From the graph and chart, we can find that the result of the pre-test was equal when the researcher selected the students through systematic sampling based on their previous grade sheet and divided them into two groups to find out whether the use of video materials can be the effective tool or teaching material in comparison to as usual lecture method. Both figures describe the result of pre and post-test and the group which was treated through video materials got higher marks in post-test than the group which was not treated with video materials.

Note: The researcher used the mean pie chart and bar graph to describe the sample with a single value that represents the center of the data.

### Discussion

From the above-given data, we can find that before using video materials, the average of the marks between both groups is similar. Fifty students were divided into two groups and with their different marks frequency and the calculation was equal between them. When we observe the marks post- the test (Table 2), the average marks scored by the controlled group are less than the experiment group after using video materials as teaching materials to teach English stories.

In the above data (Table 1), we can observe the pre-test results of students and that is equal to the average. When we observe the data of the post-test (Table 2), the average marks of the students are increased by 2.16% on average. So, the table explains

that the marks of the student to whom the researcher used video materials for teaching English stories are more than the students who were taught as usual lecture method. The same result can be found by the analysis of the pie chart and the bar graph.

So, the given data proved that teaching English stories by using video material is one of the better ways to improve the different skills of learning of the students while teaching English stories. The effectiveness has been increased in the experiment group (Table 4), which means that the teacher, as well as students, are benefiting from it. Thus, we can say video materials can become an effective tool as well as teaching materials for teaching English to the students.

### **Conclusion and Implication**

Teaching English stories using the traditional lecture method sometimes creates disinterest among students. Along with the development of science and technology, today's students are very friendly with media as well as digital technology. In this situation, it is a very good idea to use student interest in teaching-learning activities. If teaching-learning activities are blended with the curiosity and the interest of the students, the targeted instructional objective is easy to achieve. So, if the teacher is unable to draw the attention of the students in the classroom while teaching English stories or his lecture method of teaching does not seem to be effective, the use of video materials for teaching English stories can become the best alternative. Video materials when used meaningfully, students get a chance to see the events, hear the dialogue directly from the characters and experience the situation along with learning at the same time. In comparison to the lecture method, while using video materials as teaching materials, students found themselves more involved and attentive in reading, imitating the dialogues and vocabulary practice. These materials can also reach the children with various skills like learning a new word and their pronunciation, pitch of sound under listening, and speaking skills. While watching the videos, the student found more interested and excited about their teaching-learning activities. Thus, the research found that the use of video materials is an effective tool for teaching English stories.

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