# THE TEACHING OF GRAMMAR TO HIGH SCHOOL STUDENTS THROUGH INTERACTIVE VIDEO IN AN ONLINE LEARNING PLATFORM

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## ABSTRACT

*The integration of Information and Communication Technology (ICT) in education has significantly impacted various sectors, including language teaching. This study investigates the influence of interactive video combined with a Learning Management System (LMS), specifically Moodle, on student engagement and grammar knowledge in the context of English as a Foreign Language (EFL) learning. The research focuses on 10th-grade students participating in the TOEIC program at high schools in Bandung. The study aims to observe how interactive video influences students' learning engagement and grammar knowledge, particularly in the TOEIC test. The findings suggest that using interactive video in teaching grammar enhances students' motivation, satisfaction, and grammar achievement. This study contributes to the pedagogical aspects of ICT integration in language teaching, providing insights for future research and practical applications in EFL classrooms.*

*Keywords: Interactive Video; Online Learning Platform; Student Engagement; Grammar Knowledge; ICT in Education*

## A. Introduction

The use of Information and Communication Technology (ICT) has impacted many sectors of life, including education. ICT in English Foreign Language (EFL) classrooms can facilitate teaching, assist students in learning another language better, and positively impact students' motivation (Aslani & Tabrizi, 2015)1. Various ICT media for language teaching include multimedia, the World Wide Web, blogs, audio and video conferencing, chat, email, and electronic journals (Anggraini, 2018).

Interactive video, combined with an online learning platform like Moodle, can enhance the quality of language teaching materials, particularly grammar.

Learning the English language means that students must learn English grammar. Grammar is essential in English teaching and learning because "it is a basic rule in constructing a sentence" (Afidah, 2018, p. 383). However, some students believe that grammar is hard and tedious (Uchibori, Chujo & Hasegawa, 2006). For Indonesian

students, grammar is the most challenging subject to learn (Bahruddin, 2015).

Some high schools in Bandung have TOEIC programs for their students. The TOEIC program is introduced to 10th-grade students. In the TOEIC test, one must have vital grammar skills to understand and respond to the given test (Chubko, 2016). Learning grammar is supposed to be an enjoyable and easy task for students to handle (Aslani & Tabrizi, 2015)5. Some techniques of teaching grammar using ICT have been introduced, such as using games (Chubko, 2016; Purgina, Mozgovoy & Ward, 2017; Asrowi, 2018), multimedia (Aslani & Tabrizi, 2015), and videos (Ilin, Kutlu & Kutluay, 2013; Kurniawati, 2013, Afidah, 2018).

This study investigates the influence of interactive video in an online learning platform on student engagement. According to Harper and Quaye (2009a), student engagement is about involvement or participation and the requirement of affection, sense-making, and activity. Integrating interactive video in learning and teaching grammar could be particularly beneficial for students

to comprehend grammar inside and outside the classroom.

The study seeks to explore the following questions:

1. How does using interactive videos to teach grammar affect student engagement?

2. In what ways does this teaching method help students improve their grammar knowledge?

This research aims to examine how teachers use interactive video, how students engage with it, and its impact on their learning engagement and grammar knowledge.

The study is conducted in high schools in Bandung, focusing on 10th-grade students involved in the TOEIC program. It includes both diagnostic and final tests to measure students' grammar knowledge before and after using interactive video learning.

## B. Metodology

This section outlines the research design, participants, instruments, data collection, and data analysis procedures used in the study. The study utilizes a qualitative research design to explore how interactive videos combined with Moodle influence student engagement and grammar knowledge. It involves

diagnostic and final tests to measure students' grammar skills before and after using interactive videos. Observations are made on classroom use of the videos, student interactions with the videos, and the role of teachers. Participants in this study are 10th-grade students from high schools in Bandung enrolled in the TOEIC program, which necessitates a strong grasp of grammar.

The research instruments include diagnostic and final tests, observation checklists, and interviews. The diagnostic and final tests evaluate students' grammar knowledge before and after the intervention. Observation checklists record how interactive videos are used in the classroom and how students interact with them. Interviews with teachers and students gather qualitative data on their experiences with interactive video learning.

Data collection involves administering diagnostic and final tests, conducting classroom observations, and interviewing teachers and students. The diagnostic test is given at the start of the study to assess students' initial grammar knowledge. Classroom observations occur throughout the study to monitor interactive video usage and student interactions. The final test is administered at the end of the study to measure improvements in students' grammar knowledge. Interviews provide insights into participants' experiences and perceptions of interactive video learning.

Data analysis includes both quantitative and qualitative methods. The diagnostic and final test results are analysed using statistical methods to determine significant improvements in grammar knowledge. Qualitative data from observations and interviews are analysed thematically to identify common themes and patterns related to the use of interactive videos and their impact on student engagement and grammar knowledge.

## C. Result and Discussion

### 1. *Interactive Video and Students Engagement*

The integration of interactive video in teaching grammar facilitated students' engagement. The findings were revealed through observation, questionnaires, and interviews. It was discovered that interactive video facilitated behavioral engagement, emotional engagement, and cognitive engagement.

Regarding students' participation in learning, most of the students attended the class during the integration of interactive video and accessed it at home as well. there were 25 students (out of 33) who always attended the classroom, and none of the students (out of 33) was not logged in to Moodle (not access the video). It can be inferred that the integration of interactive video could facilitate students' engagement in terms of participation in learning indicators.

Using interactive videos also increased interaction among students. It was observable that students discussed with peers. Some students discussed the topic, mostly when interactive videos were new or challenging for them. They also helped each other when they had a problem with the hardware and interactive video. Regarding the indicator "attention to learning," the observation revealed that students are more focused and concentrated when watching interactive videos and doing the grammar tasks from interactive videos. The interview result proved it, for instance:

"Interactive video made me focus while learning because the explanation was interesting and explained by native so that I can learn listening skills. Additionally, it enriches my vocabulary knowledge."

Most of the students said that interactive video was interesting to use in explaining grammar. It was seen from the comment employed by the students. Questionnaires and interview results also supported Like-using ICT indicators.

"Learning grammar through interactive video is more practical, more varied, and more interesting".

Most students agreed that interactive videos were more interesting than a book and the teacher's explanation. Interactive videos did not make them sleepy and interrupted by peers since it had colorful visualization and audio-visual that enabled them to learn listening.

## 2. *Interactive Video and Students' Knowledge of Grammar*

Figure 1 presents a comparison of students' diagnostic test scores (in blue) and their final test scores (in red). The results show a significant improvement in the final test scores compared to the diagnostic test scores. Most students achieved higher scores in the final test, with the highest diagnostic test score being 41 out of

60 and the lowest final test score being 14. The highest final test score was 46, while the lowest was 16. The most significant improvement was seen in S25, with a 15-point increase.

Conversely, S8's score fell from 33 to 19. Out of 31 students, 28 showed an increase in their scores, while only three students experienced a decrease. This indicates a general improvement in students' grammar knowledge based on the comparison of their test scores.

Most students agreed that their grammar knowledge improved after using interactive videos for learning grammar, particularly in topics like Articles, Verb Tense, Gerunds and Infinitives, Countable and Uncountable Nouns, and Prepositions. Additionally, they felt more confident in using correct grammar. These findings suggest that integrating interactive videos into the teaching and learning process effectively enhanced students' grammar knowledge. This conclusion is also supported by the results of the questionnaires.

"I think my knowledge of grammar improves, especially about Article. I feel confident in using correct grammar because I've already experienced the process of learning, and I did it by myself."

"My knowledge of grammar about Preposition and Degree of Comparison improves. I am confident in using correct grammar in writing."

"I think my knowledge of grammar about Preposition improves, and I feel confident in using correct grammar because I have mastered it."

"Knowledge of grammar about Coordinating Conjunction improves, and I am confident in using it because I have understood about it and will realize if there is a mistake."

"My knowledge of grammar improves in the topic of Preposition and Coordinating conjunction. I am not shy anymore if I have to speak English because I have already learned grammar."
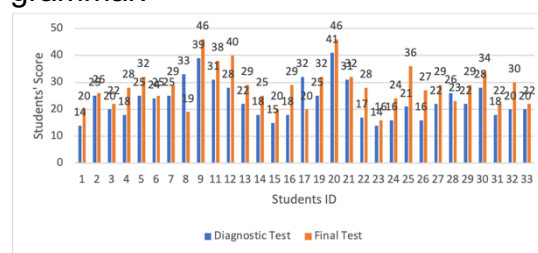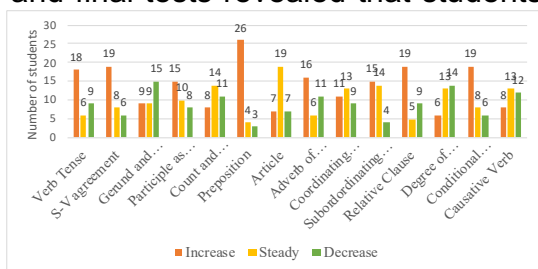


Figure 1 Students' Knowledge of Grammar Improvement

The results from the diagnostic and final tests revealed that students'

grammar knowledge improved in certain areas. Some topics showed consistent performance between the two tests, while others saw a decline. Figure 2 below illustrates these findings.

Figure 2 Number of Students in Every Knowledge of Grammar

Figure 2 illustrates the students' performance in various grammar topics based on the diagnostic and final tests. The figure uses three colors to represent different trends: orange for improvement, yellow for stability, and green for decline. The analysis revealed improvements in eight grammar areas: Verb Tense, Subject-Verb Agreement, Participle as Adjective, Prepositions, Adverbs of Frequency, Subordinating Conjunctions, Relative Clauses, and Conditional Sentences. Four areas remained stable: Countable and Uncountable Nouns, Articles, Coordinating Conjunctions, and Causative Verbs. However, two areas showed a decline: Gerunds and Infinitives, and Degree of Comparison.

Additionally, Figure 2 indicates the number of students showing improvement in each grammar topic. Prepositions saw the highest improvement with 26 students. This was followed by Relative Clauses, Subject-Verb Agreement, and Conditional Sentences, each with 19 students. Verb Tense improved for 18 students, while Adverbs of Frequency improved for 16 students. Participle as Adjective and Subordinating Conjunctions each saw improvement in 15 students. Stability was observed in Articles (19 students), Countable and Uncountable Nouns (14 students), and both Coordinating Conjunctions and Causative Verbs (13 students each). Conversely, 15 students showed a decline in Gerunds and Infinitives, and 14 students in Degree of Comparison.

## E. Conclusion

In this study, the use of interactive videos on the Moodle platform was explored to enhance grammar learning for 10th-grade students in Bandung. The research aimed to make grammar learning more engaging and enjoyable, addressing students' common perception of grammar as difficult and tedious. The interactive videos were used during the main activity phase of lessons to aid comprehension. Initially, teachers would introduce or review grammar topics on the whiteboard. Then, students would

watch interactive videos and complete related tasks. They were required to submit their scores, although some faced challenges such as unstable internet connections, insufficient time, or technical issues with their devices. The study found that interactive videos improved students' engagement in three ways: behaviourally, emotionally, and cognitively. Behaviourally, most students attended classes and participated in Moodle activities. Emotionally, the videos increased students' interest and enthusiasm for learning grammar. Cognitively, the final test scores showed significant improvement compared to the diagnostic test scores, indicating better grammar understanding.

Overall, interactive videos proved to be an effective tool for enhancing grammar knowledge and engagement among students.

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