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ENHANCING HIGH SCHOOL STUDENTS' GRAMMATICAL COMPETENCE THROUGH PROJECT-BASED LEARNING USING ENGLISH MOVIES

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Abstract

Grammar is an essential component of English language learning, yet many Indonesian high school students continue to experience difficulties in mastering grammatical structures due to conventional teacher-centered instruction. This study investigated the effectiveness of Project-Based Learning (PjBL) integrated with English movies in enhancing students' grammatical competence. A quantitative approach with a quasi-experimental design was employed involving 56 eleventh-grade students at MA Ma'arif 7 Sunan Drajat. The participants were divided into an experimental class (n = 27), which received instruction through Project-Based Learning using English movie clips, and a control class (n = 29), which was taught using Project-Based Learning without movie-based media. Data were collected through pre-tests and post-tests consisting of multiple-choice and fill-in-the-blank grammar questions. The data were analyzed using descriptive statistics, paired-samples t-test, and independent-samples t-test with IBM SPSS. The findings revealed that students in the experimental group demonstrated a statistically significant improvement in grammatical competence compared to those in the control group (Sig. = 0.000, p < 0.05). The integration of English movies into Project-Based Learning provided authentic language exposure, increased students' engagement, and encouraged active participation throughout the learning process. These findings suggest that combining Project-Based Learning with English movie media is an effective instructional strategy for improving grammar achievement in English as a Foreign Language (EFL) classrooms.

Keywords: *grammatical competence, Project-Based Learning, English movies, grammar instruction, EFL*.

PENDAHULUAN.

Grammar is one of the most important components in learning English because it enables learners to produce meaningful and accurate language. According to Nabila et al. (2023), grammar serves as the foundation for constructing sentences and expressing ideas effectively in both spoken and written communication. Without adequate grammatical competence, students may encounter difficulties in conveying messages, understanding texts, and participating in communicative activities. Therefore, grammar remains a fundamental aspect of English language teaching, particularly in English as a Foreign Language (EFL) contexts.

Despite its importance, many Indonesian students still experience difficulties in mastering English grammar. Grammar is often perceived as a challenging subject because students are required to understand various rules, sentence structures, and verb forms simultaneously. Based on classroom observations conducted at MA Ma'arif 7 Sunan Drajat, many eleventh-grade students demonstrated low grammatical competence, especially in the use of Simple Past Tense and verb forms. Students frequently made grammatical

errors and showed limited motivation during grammar lessons. This condition indicates that traditional grammar instruction has not fully addressed students' learning needs.

One factor contributing to students' low grammatical competence is the continued use of conventional teaching methods. Grammar lessons are commonly delivered through teacher-centered explanations and textbook exercises, resulting in limited opportunities for students to actively engage with language. According to Yong and Saad (2023), effective language learning requires students to participate actively in the learning process rather than merely receiving information from teachers. Consequently, innovative instructional approaches are needed to create meaningful learning experiences and improve students' grammar achievement.

One approach that has gained considerable attention in language education is Project-Based Learning (PjBL). PjBL is a student-centered learning model that encourages learners to investigate problems, collaborate with peers, and produce meaningful projects. Through project activities, students are actively involved in planning, discussing, creating, and presenting learning products. As stated by Yong and Saad (2023), Project-Based Learning promotes learner autonomy, critical thinking, collaboration, and active participation, making it particularly suitable for language learning environments.

The effectiveness of Project-Based Learning can be enhanced through the integration of engaging instructional media. One such medium is English movies. Movies provide authentic language exposure by presenting real-life conversations, contextualized vocabulary, pronunciation models, and grammatical structures. According to Puspitasari et al. (2024), movie-based learning creates enjoyable learning environments and increases students' motivation to learn English. Through audiovisual input, students are able to observe how grammatical structures are naturally used in communication rather than merely learning abstract rules.

Furthermore, English movies offer opportunities for contextual grammar learning. Instead of memorizing grammatical formulas, students can identify grammatical patterns from authentic dialogues and apply them in communicative tasks. This process aligns with the principles of Project-Based Learning, which emphasize active knowledge construction through meaningful experiences. The integration of PjBL and English movies therefore has the potential to facilitate grammar learning while simultaneously increasing students' engagement and participation.

Several previous studies have investigated the effectiveness of Project-Based Learning and movie-assisted language learning. Yong and Saad (2023) reported that Project-Based Learning significantly improved students' engagement and language achievement by providing meaningful and collaborative learning experiences. Similarly, Puspitasari et al. (2024) found that the use of animated movies positively influenced students' grammar mastery and learning motivation. These studies suggest that both Project-Based Learning and movie-based instruction contribute positively to English language learning.

However, although previous studies have demonstrated the effectiveness of Project-Based Learning and English movies separately, limited studies have examined the integration of both approaches in improving grammatical competence among Indonesian senior high school students. In addition, research conducted in rural educational settings remains relatively scarce. Therefore, further investigation is necessary to determine whether combining Project-Based Learning with English movies can effectively enhance students' grammatical competence.

Based on these considerations, this study aims to investigate the effectiveness of Project-Based Learning using English movies in enhancing the

grammatical competence of eleventh-grade students at MA Ma'arif 7 Sunan Drajat. Specifically, the study seeks to examine whether students who learn through Project-Based Learning integrated with English movies achieve significantly better grammar performance than students who learn through Project-Based Learning without movie-based media.

METODE PENELITIAN

Research Design

This study employed a quantitative approach using a quasi-experimental design with a pre-test–post-test control group design. The design was selected to examine the effectiveness of Project-Based Learning (PjBL) integrated with English movies in improving students' grammatical competence by comparing the learning outcomes of an experimental group and a control group before and after the treatment.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	Project-Based Learning + English Movies	O_2
Control	O_3	Project-Based Learning (without English Movies)	O_4

Note. O_1 and O_3 represent the pre-test, while O_2 and O_4 represent the post-test administered after the treatment.

Participants

The study was conducted at MA Ma'arif 7 Sunan Drajat during the 2024/2025 academic year. The population consisted of 280 eleventh-grade students. Purposive sampling was employed because the school had determined the classes participating in the experiment. A total of 56 students participated in the study, consisting of 27 students in the experimental class (XI-H) and 29 students in the control class (XI-G). Both classes were considered to have comparable English proficiency before the treatment.

Table 2. Participants of the Study

Group	Class	Number of Students
Experimental	XI-H	27
Control	XI-G	29
Total	-	**56**

Research Instrument

The research instrument consisted of a grammar achievement test administered as both a pre-test and a post-test. The test comprised 30 items, including 20 multiple-choice questions and 10 fill-in-the-blank questions, adapted from *Referensi Bahan Ajar (Target): Bahasa Inggris untuk SMA/MA Kelas XI*. The instrument was selected because it had been developed based on standardized educational objectives and was considered appropriate for measuring students' grammatical competence.

Table 3. Research Instrument

Instrument	Purpose	Number of Items
Pre-test	Measure students' initial grammatical competence	30
Post-test	Measure students' grammatical competence after treatment	30

Research Procedure

The study was carried out over six meetings. The first meeting was allocated for the pre-test, followed by four treatment

sessions, and concluded with the post-test. During the treatment, both groups implemented Project-Based Learning. However, the experimental group integrated English movie clips into project activities, whereas the control group relied on textbook-based instruction.

Students in the experimental class completed grammar-based projects using selected movie clips, including *Kung Fu Panda (2008)*, *Despicable Me*, and *Aladdin*. They identified verb forms, analyzed grammatical structures, and produced comic-strip projects. In contrast, the control group completed similar projects without audiovisual media.

Table 4. Research Procedure

Meeting	Experimental Class	Control Class
1	Pre-test	Pre-test
2	PjBL + *Kung Fu Panda* (Simple Past Tense)	PjBL using textbook
3	Comic Strip Project Presentation	Comic Strip Project Presentation
4	PjBL + *Despicable Me* (Regular & Irregular Verbs)	Grammar exercises using textbook
5	Final Project Presentation	Final Project Presentation
6	Post-test	Post-test

Data Analysis

The collected data were analyzed using IBM SPSS Statistics. Descriptive statistics were first employed to summarize students' grammar achievement. Prior to hypothesis testing, the normality of the data was examined using the Kolmogorov–Smirnov and Shapiro–Wilk tests, while Levene's test was applied to examine the homogeneity of variance. Paired-samples *t*-tests were conducted to determine students' improvement within each group, followed by an independent-samples *t*-test to compare the post-test performance of the experimental and control groups. Statistical significance was determined at the 0.05 level.

PENELITIAN DAN PEMBAHASAN

Descriptive Statistics

Descriptive statistics were conducted to summarize students' grammatical competence before and after the implementation of Project-Based Learning (PjBL) using English movies. The results are presented in Table 6.

Table 6. Descriptive Statistics of Students' Grammar Scores.

Group	Test	N	Minimum	Maximum	Mean	SD
Experimental	Pre-test	27	10	80	39.70	21.149
Experimental	Post-test	27	26	90	65.93	15.985
Control	Pre-test	29	6	76	35.17	19.180
Control	Post-test	29	10	80	37.59	18.185

Table 6 shows that both groups had relatively low grammatical competence before the treatment. The experimental group obtained a mean pre-test score of 39.70, while the control group achieved a mean score of 35.17. After the treatment, the experimental group's mean score increased substantially to 65.93, whereas the control group's mean increased only slightly to 37.59. The findings indicate that students

who learned through Project-Based Learning integrated with English movies demonstrated greater improvement in grammatical competence than those who learned through Project-Based Learning without movie-based media.

Normality Test

Table 7. Results of the Normality Test

Group	Kolmogorov-Smirnov Sig.	Shapiro-Wilk Sig.	Interpretation
Experimental	0.200	0.077	Normal
Control	0.200	0.195	Normal

As presented in Table 7, the significance values obtained from both the Kolmogorov–Smirnov and Shapiro–Wilk tests were greater than 0.05 for both groups. Therefore, the pre-test scores were normally distributed and suitable for further parametric analysis.

Homogeneity Test

Table 8. Homogeneity Test

Test	Sig.	Interpretation
Levene's Test	0.339	Homogeneous

The Levene's Test produced a significance value of 0.339, which exceeded the significance level of 0.05. Therefore, the variance of the two groups was considered homogeneous, indicating that the assumption of equal variance was satisfied.

Hypothesis Testing

Paired-Samples *t*-Test

A paired-samples *t*-test was conducted to determine whether there was a significant improvement in grammatical competence within each group.

Table 9. Paired-Samples *t*-Test

Group	Mean Difference	t	df	Sig. (2-tailed)	Interpretation
Control	-2.414	-1.413	28	0.169	Not Significant
Experimental	-26.222	-9.349	26	0.000	Significant

The results reveal that the control group did not experience a statistically significant improvement because the significance value (0.169) exceeded the 0.05 threshold. In contrast, the experimental group showed a highly significant improvement in grammatical competence, with a significance value of 0.000. These findings indicate that integrating English movies into Project-Based Learning contributed substantially to students' grammar achievement.

Independent-Samples *t*-Test

To compare the learning outcomes between the experimental and control groups, an independent-samples *t*-test was conducted.

Table 10. Independent-Samples *t*-Test

t	df	Sig. (2-tailed)	Mean Difference
-6.175	54	0.000	-28.340

The independent-samples *t*-test indicated a significance value of 0.000, which is lower than the significance level of 0.05. Therefore, the null hypothesis was rejected, indicating a statistically significant difference between the experimental and control groups after the treatment. The mean difference of 28.340 points demonstrates that students who learned through Project-Based Learning integrated with English movies outperformed those who received conventional Project-Based Learning without movie-based media

KESIMPULAN

Six Sigma The findings of this study demonstrate that integrating English movies into Project-Based Learning significantly improves students' grammatical competence. Students in the experimental group achieved considerably higher post-test scores than those in the control group, indicating that

authentic audiovisual media enhanced the effectiveness of project-based instruction. The combination of movie clips and collaborative project activities enabled students to observe grammatical structures in meaningful contexts rather than merely memorizing grammatical rules. This contextualized exposure helped students understand the practical use of the simple past tense and regular and irregular verbs while simultaneously increasing their engagement throughout the learning process.

These findings are consistent with the principles of Project-Based Learning, which emphasize active learning, collaboration, and knowledge construction through authentic tasks. Throughout the four treatment sessions, students in the experimental class participated in activities such as completing movie-based grammar exercises, identifying verb forms from authentic dialogues, and developing comic-strip projects. These activities encouraged students to apply grammatical concepts directly within meaningful learning situations instead of relying solely on textbook exercises. Consequently, students became more confident in using grammatical structures during both written and oral activities.

The improvement observed in this study also supports previous research reporting that Project-Based Learning enhances learner engagement and language achievement. Likewise, studies investigating movie-assisted language learning have concluded that authentic audiovisual materials increase learners' motivation while facilitating grammar acquisition through contextualized language input. The present study extends these findings by demonstrating that combining Project-Based Learning with English movies produces a stronger instructional effect than implementing Project-Based Learning alone. Therefore, English movies should not merely be considered supplementary media but can function as an integral component of project-based grammar instruction in EFL classrooms.

From a pedagogical perspective, the findings suggest that English teachers should integrate authentic audiovisual materials into grammar instruction to create more meaningful learning experiences. Rather than emphasizing rote memorization of grammatical rules, teachers are encouraged to design collaborative projects that require students to analyze, discuss, and apply grammatical structures in authentic contexts. Such learning environments not only improve grammatical competence but also foster learners' motivation, creativity, communication skills, and active participation in English learning.

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