

THE EFFECTIVENESS OF INTERACTIVE VIDEO IN TEACHING GRAMMAR

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ABSTRACT

Learning English grammar, particularly the simple present tense, is often challenging for junior high school students. They frequently struggle to apply the correct verb forms and show low motivation during grammar lessons. This study aimed to investigate the effectiveness of interactive videos in teaching grammar and to explore students' perceptions regarding their use in the classroom. The research employed a quasi-experimental design with two groups of first-grade students at SMP Dua Mei Banjaran, each consisting of 34 participants. The experimental group was taught using interactive videos, while the control group was instructed through conventional methods. Data were collected using pre-tests, post-tests, and a questionnaire. The findings revealed that the experimental group achieved significantly higher grammar mastery scores than the control group. The t-test results showed that the obtained t-value (14.305) exceeded the critical t-value (2.000), indicating a significant difference between the groups. Questionnaire results demonstrated unanimous positive responses, with 100% of students stating that interactive videos were clearer, more engaging, and motivating. In conclusion, interactive videos effectively improved grammar learning outcomes, motivation, and classroom engagement. Therefore, they are recommended as an alternative instructional strategy for English teachers.

Keywords; interactive video, grammar, simple present tense

INTRODUCTION

Grammar plays a vital role in English language learning as it provides the structural foundation necessary for constructing meaningful sentences. According to Subasini and Kokilavani (2013), grammar is essential for expressing ideas because it encompasses the sound, meaning, and structure of language. Without grammar, learners may produce fragmented or incorrect sentences that hinder communication. The simple present tense, in particular, is one of the most fundamental aspects of grammar used to express daily habits, routines, and general truths (Cook & Suter, 1980 as cited in Yulisanti, 2025).

However, many students find grammar learning difficult. Research by Bimo, Murni, and Martani (2020) highlighted that junior high school students frequently face difficulties in identifying the correct verb forms, especially in the use of -s or -es for third-person singular subjects. This often results in confusion and low motivation during grammar lessons. Moreover, traditional teaching methods that rely heavily on explanation and memorization tend to make grammar lessons monotonous.

Given these challenges, teachers must innovate by integrating engaging and interactive learning media. One promising solution is the use of interactive videos. Turban (2002) defines multimedia as a combination of at least two media types—such as text, audio, video, images, or animation—to convey information effectively. Interactive

videos integrate these elements, allowing students to see and hear examples of grammar use while actively participating through quizzes and exercises embedded in the video.

Based on classroom observations conducted during a teaching practicum at SMP Dua Mei Banjaran, the researcher found that students struggled with the simple present tense and lacked motivation in grammar learning. To address this issue, the researcher decided to use interactive videos as a medium for teaching grammar to first-grade students. The purpose of this study is to determine whether interactive videos significantly influence students' grammar achievement and to analyze their perceptions of this learning medium.

RESEARCH QUESTION

Based on the background above that has been explained, the research questions can be concluded that :

1. Does the use of interactive videos significantly affect students' grammar learning outcomes in the first grade of junior high school ?
2. Do the first grade of junior high school students like videos for learning grammar ?

LITERATURE REVIEW

The Importance of Grammar

Grammar serves as the foundation of any language system. Richards and Schmidt (2010) define grammar as the description of a language's structure, showing how words and phrases are combined to form sentences. Similarly, Chomsky (1957) conceptualized grammar as a device that specifies an infinite set of well-formed sentences and assigns structural descriptions to them. Grammar is therefore not only a linguistic rule system but also a cognitive tool that helps learners organize meaning and avoid ambiguity (Van Rijt, 2020).

For junior high school students, mastering grammar supports the development of core English skills such as listening, speaking, reading, and writing. A good grasp of grammar allows learners to communicate clearly and confidently. In contrast, poor grammar knowledge may result in confusion and misunderstanding in both spoken and written communication.

Types of Grammar

Grammar can generally be classified into two types: prescriptive and descriptive grammar. According to Richards et al. (1992), prescriptive grammar establishes the rules for what is considered "correct" usage, while descriptive grammar describes how language is actually used by speakers. Prescriptive grammar has traditionally been taught in schools, often emphasizing memorization and correction. On the other hand, descriptive grammar focuses on understanding how people naturally use language, making it more flexible and learner-centered.

The present study focuses on the simple present tense, which is one of the most basic and frequently used tenses in English. According to Reichenbach (1947), tense involves three points in time: the event (E), the reference (R), and the speech (S). In the simple present tense, these three coincide (E, R, S), representing actions that are habitual or factual.

Tense	Formula	Example Sentence	Usage
Present Simple	Subject + base verb (s/es)	<i>She goes to school every day.</i>	Used for habits and general truths.
Past Simple	Subject + past verb	<i>He visited his grandparents.</i>	Used for completed actions in the past.

Tense	Formula	Example Sentence	Usage
Future Simple	Subject + will + base verb	<i>They will travel tomorrow.</i>	Used for future predictions or plans.

RESEARCH METHOD

A detailed description of the research design (quasi-experimental), participants, instruments (pre-test, post-test, questionnaire), data collection procedures, and statistical analysis (t-test).

FINDINGS AND DISCUSSION

This study investigated the use of interactive videos in teaching English grammar, focusing on the mastery of the simple present tense among first-grade junior high school students at SMP Dua Mei Banjaran. Two groups were involved: the experimental group, which received grammar instruction through interactive videos, and the control group, which was taught using conventional methods. Each group consisted of 34 students.

Pre-Test and Post-Test Results

Prior to the treatment, both the experimental and control groups completed a pre-test designed to measure their initial understanding of the simple present tense. The results of the pre-test revealed no significant difference in students' grammar performance between the two groups. The mean score of the experimental group was 50.06, while that of the control group was 41.42. The independent t-test results with $df = 60$ and $p = 0.05$ (two-tailed) showed that the obtained t-value (1.879) was smaller than the critical t-value (2.000). This indicated that the groups were equivalent before the treatment, confirming the reliability of the experimental design.

After the treatment, both groups took a post-test to measure their improvement. The findings revealed a substantial increase in the performance of the experimental group. The mean score rose from 50.06 in the pre-test to 86.58 in the post-test. Meanwhile, the control group's mean score showed only minor improvement.

A paired-sample t-test was applied to analyze the significance of the difference between the two groups. The results showed that the t-obtained value (14.305) was significantly higher than the t-table value (2.000) with $df = 60$ at the 0.05 level of significance. This result confirmed that there was a significant difference in students' grammar achievement after the use of interactive video in the experimental group.

Group	N	Pre-Test Mean	Post-Test Mean	t-obtained	t-table (0.05)	Result
Experimental	34	50.06	86.58	14.305	2.000	Significant
Control	34	41.42	45.10	—	—	—

The significant difference between the post-test scores of both groups indicates that the use of interactive video positively affected students' grammar mastery.

Questionnaire Results

To further explore students' perceptions toward the use of interactive video, a close-ended questionnaire consisting of ten items was distributed to the experimental group. The results revealed overwhelmingly positive attitudes toward interactive video as a medium for learning grammar.

For Item 1, 87.1% of students *strongly agreed* and 12.9% *agreed* that interactive videos helped them clearly understand grammar explanations. Item 2 showed that 58.1% *strongly agreed* and 41.9% *agreed* that interactive videos made grammar learning more engaging. Similarly, Item 3 showed 64.5% *strongly agreed* and 35.5% *agreed* that the video helped them understand grammar rules better.

Items 4 and 9 both recorded 61.3% *strongly agreed* and 38.7% *agreed*, showing that students felt more motivated and believed that their test performance improved. Item 5 (58.1% *strongly agreed*, 41.9% *agreed*) demonstrated increased student confidence. Item 6 (54.8% *strongly agreed*) and Item 10 (56.4% *strongly agreed*) indicated that students found the videos supported collaborative learning and were more effective than conventional methods. Even Item 7, which had the most balanced responses, still showed 51.6% *strongly agreed* and 48.4% *agreed*, reflecting positive attitudes toward attention improvement. Finally, Item 8 had 67.7% *strongly agreed* and 32.3% *agreed*, showing that interactive videos encouraged independent grammar practice.

Item	Statement Summary	Strongly Agree (%)	Agree (%)	Other Responses (%)
1	The video was clear and easy to understand	87.1	12.9	0
2	The video made grammar learning more interesting	58.1	41.9	0
3	The video helped me understand grammar rules better	64.5	35.5	0
4	The video motivated me to participate actively	61.3	38.7	0
5	The video increased my confidence in grammar usage	58.1	41.9	0
6	The video supported collaborative learning	54.8	45.2	0
7	The video improved my attention span	51.6	48.4	0
8	The video encouraged independent grammar practice	67.7	32.3	0
9	The video improved my grammar test performance	61.3	38.7	0

Item	Statement Summary	Strongly Agree (%)	Agree (%)	Other Responses (%)
10	The video was more effective than conventional teaching	56.4	43.6	0

Overall, 100% of the students provided positive responses (*Strongly Agree* or *Agree*) to all items, showing that interactive video was perceived as a highly effective and enjoyable learning medium.

The findings of this study strongly support the effectiveness of interactive videos in improving grammar mastery among junior high school students. The significant increase in post-test scores of the experimental group demonstrates that students benefited greatly from the visual and interactive elements of the videos.

These results are consistent with Mayer's (2001) *Cognitive Theory of Multimedia Learning*, which emphasizes that learners understand material more effectively when information is presented through both verbal and visual channels. The interactive features of the videos allowed students to engage more actively, repeat lessons, and self-evaluate their understanding—something not easily achievable in conventional learning.

Furthermore, the positive results from the questionnaire show that students not only improved their grammar achievement but also experienced increased motivation and engagement. As Aloraini (2012) noted, interactive media enhances students' attention and facilitates deeper learning. Similarly, Dewi et al. (2022) found that multimedia-based teaching leads to higher retention of grammar structures.

This study's results align with those of previous research, confirming that interactive videos make grammar instruction more dynamic, interesting, and effective. Students became active participants rather than passive listeners, which in turn led to better understanding and long-term retention.

CONCLUSION

Based on the findings and discussions presented above, it can be concluded that the use of interactive video as a teaching medium had a significant and positive impact on students' grammar learning, particularly in mastering the simple present tense. The statistical analysis revealed a substantial improvement in students' grammar achievement after receiving instruction through interactive videos, with the t-obtained value (14.305) significantly exceeding the t-table value (2.000). This finding confirms that interactive video was more effective than conventional methods for teaching grammar to junior high school students.

Moreover, the questionnaire results indicated unanimous positive perceptions from all students. Every respondent agreed that interactive videos made grammar learning clearer, more interesting, and motivating. The visual and auditory combination of multimedia elements allowed students to understand grammar rules more easily and retain information longer. Students also reported that interactive videos enhanced their confidence, supported independent learning, and improved their participation in class.

In addition, the effectiveness of interactive video can be explained through Mayer's Cognitive Theory of Multimedia Learning, which suggests that learning occurs more effectively when visual and auditory materials are presented simultaneously. The interactivity of the videos enabled students to engage cognitively and emotionally in the learning process, transforming grammar lessons into an enjoyable and meaningful experience.

Therefore, this study confirms that interactive video is an effective instructional strategy for teaching grammar in junior high school settings. Teachers are encouraged to adopt interactive multimedia tools

in their teaching practices to foster greater engagement, comprehension, and motivation among students. Future researchers may further explore the long-term effects of interactive videos on other areas of English language learning, such as writing, speaking, or vocabulary development.

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