

VIDEO STRATEGY AS SCAFFOLDING TO FOSTER STUDENTS' GRAMMAR PROFICIENCY AND WRITING SKILLS IN EFL LEARNING

¹Leona Patria Devi, ¹M. Zaenal Abidin, ¹Yuyun Yulia, ²Roi Boy Jon, ³Soni Ariawan, ⁴Rangga Alif Faresta, ⁵Siti Hanum Afuwani

¹English Education Department, Faculty of Languages, Arts, and Culture, Universitas Negeri Yogyakarta, Indonesia

²English Curriculum and Instruction, Faculty of Islamic Contemporary Studies, Universiti Sultan Zainal Abidin, Malaysia

³English Education Department, Faculty of Education, Universitas Islam Negeri Mataram, Indonesia

⁴Master of Education in Digital Learning, Monash University, Australia

⁵School of Humanities and Languages, University of New South Wales, Australia

*Corresponding Author Email: leonapatria.2022@student.uny.ac.id

Article Info	Abstract
Article History Received: December 2023 Revised: February 2024 Published: April 2024	<i>Despite its significance particularly when it comes to writing competence, numerous studies have revealed that grammar is still considered complicated to grasp and used by students. The purpose of this study was to determine how video-based instruction affects students' understanding of grammar in writing assignments. This sequential explanatory mixed-method study aimed to investigate how students' grammatical skills especially in degree of comparison might be improved. Quantitative evaluations such as creating written test materials for the students and qualitative interviews with both teachers and students were employed. The findings showed that students' comprehension of grammatical rules for statistical tests had improved. Descriptive data evidenced that the students were clearly excited, enthralled, and actively involved with the tactics; served as a scaffold to lower obstacles; enhanced language learners' understanding; and increased students' vocabulary. Both quantitative and qualitative approaches evidenced the significance of implementing English videos to promote students' grammatical competence in writing skills. The study's implications and suggestions are discussed.</i>
Keywords Grammar proficiency; Writing skills; Video as teaching media; English learning;	
How to cite: Devi, L. P., Abidin, M.Z., Yulian, Y., Jon, R.B., & Ariawan, S. (2024). Video Strategy as Scaffolding to Foster Students' Grammar Proficiency and Writing Skills in EFL Learning. <i>JOLLT Journal of Languages and Language Teaching</i> . 12(2), pp. 677-692. DOI: https://doi.org/10.33394/joltt.v12i2.10351	

INTRODUCTION

Globalization and technological advancements have led to a rise in the usage of English by non-native speakers (Lee & Lee, 2019; Abdo et al., 2017). In addition, English is widely spoken worldwide and many people study it as a second language (L2) or as a foreign language (FL). Therefore, learning English is essential for enhancing learners' competencies and perspectives worldwide (Fu et al., 2019). Many relevant studies have examined the success of technological developments with student achievement in learning English, including through multimedia, mainly by using video strategy. While the use of video is categorized as a specific multimedia (technology tool), in this research, video is meant to be one of many strategies offered by the teachers in their instructional practice. This is also relevant to previous research; for example, Chauhan (2017) and Kalz and Specht (2014), assert that technology-enhanced teaching (TEL) has emerged as a significant topic in the field of multidisciplinary study. It has resulted in the development of a wide range of apps to improve students' comprehension of

ideas in several academic fields. Thus, teaching English through video strategy (Multimedia) in order to foster students' achievement is imperative.

Multimedia describes a situation that provides students with various media, including text, pictures, video, animation, and audio presentations (Moos & Marroquin, 2010). Numerous research studies have created educational activities and examined how multimedia instruction affects students' learning results (Arslan-Ari, 2018; Türk & Erçetin, 2014). Multimedia learning, including video-based learning, has been widely used in EFL instruction (Giannakos, 2013). Videos can provide English as a Foreign Language (EFL) students with simultaneous visual and auditory stimuli (Hsu et al., 2013), which helps simplify their learning process. By way of illustration, Choi and Johnson (2005) investigated the impacts of a constructivist approach to context-based video education in online courses in order to ascertain the advantages of video-based training for students' motivation and the retention of knowledge. However, in order to improve students' learning successes, it is necessary to provide them with some aid in video-based learning. Put simply, presenting videos does not necessarily facilitate students' growth of English as a foreign language (Chen, 2011).

Multimedia learning is defined by another piece of research, such as Mayer (2014), as "learning from words and pictures." It is realized through the use of multimedia. "when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video)." Numerous studies on multimedia learning have explored how to create relevant and successful environments for students to learn in (Arslan-Ari, 2018; Brünken et al., 2004). For instance, Türk and Erçetin (2014) examined how students with lower proficiency levels fared on reading comprehension and incidental vocabulary learning tests when visual and verbal multimedia materials were presented simultaneously versus interactively. They found that simultaneous multimedia presentations enhanced students' learning outcomes. In summary, Giannakos (2013) asserts that video-based learning is one form of multimedia learning that has gained widespread adoption in the field of education.

Accordingly, for EFL students, video can provide both visual and auditory cues simultaneously; videos are useful for language acquisition because they contextualize the learning process (Chen, 2011; Hsu et al., 2013), which suggests that videos are beneficial for learning languages. Advances in massive open online courses (MOOCs) have prompted studies on video-based learning in recent years. In agricultural education, for instance, using video-based learning, Park, Kim, Cha, and Nam (2014) proved that the efficacy of learning was significantly higher than that of in-person lectures. Another study from Giannakos (2013) examined the trajectory of research on video-based learning between 2000 and 2012. The study indicated a substantial growth in the number of studies over recent years. Additionally, it was found that language acquisition is the dominant area of focus in video-based learning research. In their study, Hajhashemi, Caltabiano, and Anderson (2017) examined how students perceive the impact of digital videos on their learning. They found that when accompanied by excellent teaching methods and classroom engagement, digital videos may significantly enhance topic learning. However, using video-based instruction, mainly in the teaching of grammar and writing, is difficult when it comes into practice. This claim was in line with a study conducted by Haerazi and Irawan (2020), which indicated that writing in EFL for many Asian students in Indonesia, Thailand, Japan, Korea, and other Asian countries was difficult activities. Also, plenty of students in this research context find the subject boring and avoid studying grammar when learning English. Additionally and most importantly, the rules can be pretty confusing and difficult to comprehend. Several factors impact students' grammar mastery, including vocabulary, media, strategy, and grammar. As a result, educators should meticulously select the most appropriate instructional strategy according to the student's age to successfully engage their focus throughout the lesson (Birbaumer & Schmidt, 2006).

Concerning the above conditions, there are certain shortcomings in the instructional approaches. For example, Ju highlights the discrepancy between teachers who adhere closely to the content of the book and students who possess a more superficial comprehension of abstract theories (Wang et al., 2020). Furthermore, Chen concisely summarizes the limitations, including subpar teaching methods, theoretical concepts that lack practical application, unengaging teaching content, and low teaching efficiency. These issues prompt researchers and educators to explore ways to enhance the quality of instruction. As a result, there is still a significant need for more effective teaching methods in English grammar and writing skills, particularly for complex topics in English such as the degrees of comparison in adjectives.

Research studies indicated that learners who use videos as a learning tool tend to achieve better learning outcomes in different language contexts. For example, researchers have observed that the use of video, especially in language instruction, has been emphasised due to the rise of communicative language teaching approaches worldwide. The prominence of video usage and communicative education (Cummins, 1989; Ciccone, 1995) has been accompanied by an increased focus on its function in intercultural communication (Phillips, 1995). Utilizing video as a medium to depict the target language and its culture has shown to be a very efficient instructional instrument. In a recent study conducted by Canning-Wilson (2000), it was shown that language students had a particular preference for learning language via the use of video. This finding has led language teachers to view videos as a valuable tool for motivating learners. Another research described by Nur (2022) asserts a strong correlation between using video as a teaching tool and improve student's achievement in writing. Yudar et al. (2020) also indicates that the inclusion of video content in classroom activities has greatly enhanced students' engagement and enthusiasm for learning. Through the effective use of visual media, educators can transform the way English writing is taught, sparking students' curiosity and involvement in the educational experience. In addition, Autry and Berge (2011) highlight video technology's potential to promote real-world connections for students.

Utilizing video technology functions in several aspects of English components, educators can provide pupils with the essential abilities to effectively negotiate the complexities of language acquisition, fostering confidence and practicality in real-life situations. Gebhardt (2004) states that incorporating video into the classroom offers students up-to-date, meaningful, and pertinent materials. This approach combines independent learning with collaborative, communicative, and task-oriented interaction. Effective video strategies involve incorporating active learning techniques, such as pausing the video to answer questions before continuing with the rest of the content (Zhang et al., 2006; Brame et al., 2016). Additional studies have investigated the efficacy of advanced organizers in computer-based learning, video comprehension, and foreign language instruction (Chiquito, 1995; Salmerón et al., 2009; Wetzels et al., 2010). Furthermore, studies have revealed that ESL/EFL writers who use computers to write have better attitudes and less anxiety (Neu and Scarcella, 1991; Phinney and Mathis, 1990). (Phinney, 1991a,b).

However, while a growing number of research has examined the use of video in increasing English language learners' skills, there is a lack of research that particularly examines the effect of video strategy in fostering students' grammar skills associated with writing comprehension of EFL students. For example, research from (Zaid, 2009; Bal-Gezegin, 2014; Lin, 2020; Zarrinabadi & Alipour, 2020; Wang et al., 2021; and Alobaid, 2021) have examined the correlation between video to many aspects of skills such as vocabulary mastery, the use of ICT, online concept-mapping, and online reading before writing from Zaid, game-based learning for facilitating English grammar from Lin, and more. While those studies are indeed noteworthy, it is sad that none of the studies mentioned above explicitly examine the effect of video media in fostering grammar ability mainly in the comparative degree. Despite many studies earlier have examined the same instrument or variable, and the context is driven to EFL

students, only a research is mainly closed to the technique and method used, and none have been tested in the Indonesian context. Therefore, to investigate the impact of teaching study strategies using video content on students' grammar and writing, which are always tricky subjects to teach in schools, the objective of this research is taking into account the significance of the subject as well as the lack of a study that simultaneously examined the variables of the present study in the video strategy in teaching English.

This study may be significant in a variety of ways. Theoretically, this study might offer resources and valuable instruments to improve students' comprehension and academic performance. Put simply, instructors, teachers, and parents worried about raising students' excitement, the highest level of English proficiency, and the ensuing consequences may find this research useful guidance in practice. This is due to many students encountering frustration and academic failure in English owing to a lack of abilities and study and learning strategies. Therefore, investigating an approach, such as the one described in the present study, can boost the understanding and passion to learn and study. Considering it can improve learning, help students succeed academically, and spark a desire to continue their education.

In summary, this research aimed to explore the impact of video strategies on students' understanding of degrees of comparison in adjectives. This study highlighted new findings on the use of multimedia in language education, followed by qualitative results, particularly in a non-native English context. For example, a shy student wanted to speak up and was less bored when using the video strategy. A further benefit through video media in which students can learn to listen effectively and repeat it many times.

RESEARCH METHOD

This explanatory sequential mixed method was designed to gather and analyze quantitative data, followed by collecting and analyzing qualitative data to further collect the descriptive qualitative data. Mixed-method research is the process of gathering, evaluating, and interpreting both quantitative and qualitative data for a single research or a series of studies centred on a single, core issue (Onwuegbuzie and Collins, 2007). The employment of this research design was to gain more accurate data by comparing and interconnecting qualitative and quantitative data regarding the use of English videos as a strategy to promote students' grammar accuracy, especially for the degree of comparison in writing skills. A quantitative design was applied to investigate data regarding the second research question: What impact do English videos have on students' grammatical competency and writing performance? Meanwhile, qualitative data were required to answer the first research question: How do video methods influence students' understanding of degrees of comparison in adjectives? Indeed, the interconnectedness between data from both research designs was carefully analyzed to avoid bias in the research findings. Besides, providing instruments were also well prepared and properly selected to meet the required data gathered. However, one factor that might limit the generalizability of the findings was the interview of only one selected teacher. More teachers would be required to get various data about video-based strategies. Regardless, the current research findings werestill worthwhile in enhancing students' grammar and writing competencies due to the adequate amount of data gathered from the representative participants.

Research Site and Participants

The study was conducted at SMPN 16 Yogyakarta, Kraton District, Yogyakarta, Indonesia. This research analyzed Grade VIII students during the school year 2023/2024. The criteria for selecting the participants for this research were; (1) active students and not distracted by the school or national exam process; (2) observation results that show the weaknesses of the learners; (3) previously learned using video media but did not improve significantly; (4) advice from the school principal, and (5) the students' difficulties in writing grammatically. Moreover, the researcher collaborated with an English teacher to obtain reliable data. A group of students

was chosen as the primary source as they struggle with grammar and writing, specifically in the area of degree of comparison. An English teacher also volunteered as one of the participants to be interviewed to provide valuable insights to support the data. It was suggested that the subject of group students necessary to test based on the headmaster's suggestions. The class involved 26 students, consisting of 10 females and 16 males, as shown in Table 1.

Further, to maintain research ethics, the researchers considered three aspects according to Eysenbach & Till (2001): Informed Consent, Privacy, and Confidentiality. Informed consent requires informants to understand the positive aspects and downsides of participating (or not) in the research. Furthermore, the researcher should outline the research topics, explain queries, and how the data will be utilized (Bolderston, 2012) to help prevent misunderstandings during data collection. In the current study, before collecting the data, it is critical to obtain informants' consent without forcing or demanding their participation. A researcher's additional duty is to ensure the anonymity of informants when the data collected is critical (Taherdoost, 2022). In the current study, the researcher preserves the informants' privacy and confidentiality by not stating their identities and instead utilizing pseudonyms.

Table 1
The Distributions of Respondent

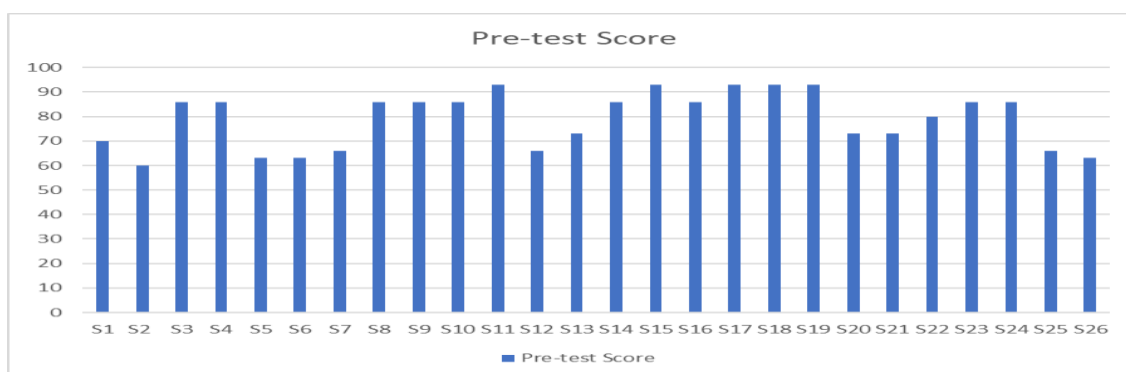
Distribution of Respondent	Frequency	Percentage
Age		
14	14	54%
15	12	46%
Sex		
Male	16	62%
Female	10	38%
Total	26 students	

Instruments and Data Analysis

The researcher divided the instruments into two types based on sequential mixed-method research. For quantitative aspects, there were two types of tests administered: a pretest and a post-test. A pre-test was conducted to assess the students' writing scores after learning with the common teaching method which was lecture-based instruction. Meanwhile, a post-test was administered to evaluate their writing scores after involving English videos during the instructional activities. The students had to write two paragraphs grammatically in which each paragraph consisted of five sentences. The primary focus of the test was on the structures of comparative degree. The two instruments of the quantitative method were employed to figure out the answer to the second research question which is about what impact video techniques have on students' grammatical competency and writing performance. The researchers employed IBM SPSS Statistics 23 to thoroughly review the examinations after carefully analyzing each student's replies and meticulously documenting their results. After employing a parametric statistical analysis, specifically a paired sample T-test and Pearson coefficient, the researchers gauged the significant enhancement in students' grammar skills pre- and post-implementation of video strategies (Sheskin, 2004).

Meanwhile, for the qualitative instrument, the researchers employed interviews to figure out more data on students' and teachers' viewpoints about the effectiveness of the video strategy implemented. According to Webb (1949), the objective of an interview is to elicit the interviewee's information or viewpoint on an issue to provide more particular and profound information. Hence, this type of instrument was adopted to investigate the answer to the first research question which is about how video methods influence students' understanding of degrees of comparison in adjectives. Moreover, the researchers adopted five steps for qualitative data analysis techniques from Kawulich (2004) to analyze interview data. The first

step is transcription which is the procedure of converting spoken speech into written text to be reviewed and evaluated. Interviews with people or groups are frequently transcribed verbatim or word-for-word in qualitative research. Secondly, coding is essential in qualitative analysis because it reduces massive amounts of empirical material, makes data more easily accessible for research, and increases the quality of the analysis and findings. The third phase is interpretation or category. According to Maxwell & Miller (2008), the categorization method allows researchers to link all of the codes, resulting in an aggregate relationship among the data by focusing on the individual connections made during the process.



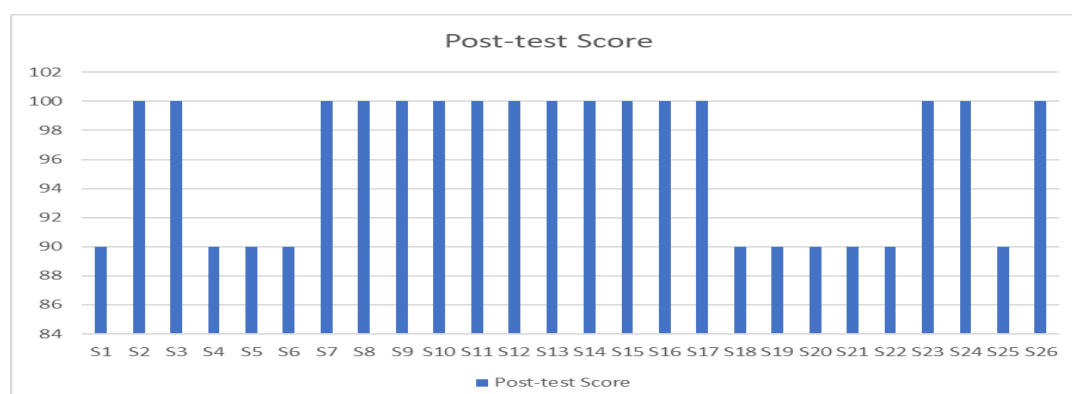
RESEARCH FINDINGS AND DISCUSSION

Findings

The variation in scores between pre-test and post-test assessments of the students

Figure 1. Students' Pretest Scores

The pretest results of students hold importance as they provide insight into their previous performance. The findings can assist educators in identifying areas where students may need additional support. Figure 2 illustrates the students' grammar abilities in the pretest. The scores of the average students ranged from 60 to 93, with a total of 26 students. It suggests that students should work on improving their grammar performance. Pretest scores spanned from 60 to 93, prompting the researchers to assess the students' post-test scores to measure their learning progress post-intervention. Figure 2 visually represents the students' post-test outcomes, showcasing a notable improvement, with the majority achieving scores surpassing



80. This finding indicates that the use of video strategies had a significant impact on students' grammar abilities and also improved their writing skills. According to the graph, three students achieved a perfect score of 100. The minimum pretest score is 90, see Figure 2.

Figure 2. Students' Post-test Scores

Figures 1 and 2 vividly depict the contrast in scores from the students' pretest to post-test phases. Analyzing these scores aimed to ascertain any significant statistical variance in grammar and writing comprehension before and after the implementation of video strategies. Table 4 provides a comprehensive overview of the descriptive statistics concerning the pretest and post-test outcomes. This information aligns with the descriptive statistics displayed in Table 2

Table 2
An analysis of the pretest and post-test scores using descriptive statistics

		Mean	N	Std. Deviation	Std. Error mean
Pair 1	Pretest	83.6538	26	10.70305	2.09904
	Posttest	96.1538	26	4.96139	.97301

The descriptive statistical results for a paired samples t-test are displayed in Table 6. The pre-test scores averaged 83.6538, with a standard deviation of 10.70305, indicating some variability among the 26 participants. Post-test scores showed a significant improvement with a mean of 96.1538 and a lower standard deviation of 4.96139, suggesting a more consistent performance across participants after the intervention. The post-test's standard error mean (.97301) was lower than the pre-test (2.0904), indicating a more accurate estimation of the population mean. It shows a significant increase in the student's assessment outcomes from the pre-test to the post-test. From the data, it can be inferred that the video strategies significantly impacted the participants' performance improvement between the two tests.

Table 3
Paired Samples Correlation

		N	Correlation	Sig.
Pair 1	Pre and Post-test	26	-.350	.080

Table 3 presents the correlation between pre-test and post-test scores with a sample size of 26. The correlation coefficient is -0.350, indicating a weak, negative relationship between the two sets of scores. The significance value (Sig.) of 0.080 exceeds the conventional alpha level of 0.05. These findings indicate that the negative correlation lacks statistical significance, and the pre-test and post-test scores do not exhibit a strong linear relationship. The table shows a negative correlation, but it is not statistically significant. It could indicate that students with lower pre-test scores experienced more improvement compared to those with higher initial scores. It also suggests that the intervention may be more advantageous for students with a lower starting point. The data from the paired samples t-test, which compares the average scores of the pre-test and post-test, are summarized in the table above.

Qualitative Results of the Implementation of Video Strategy

An in-depth semi-structured interview aims to gain deeper insights into the students and a teacher's viewpoints following the implementation of a video strategy to enhance the student's performance in grammatical skills. The data was examined using qualitative data to support the quantitative results. The researchers in the current study had permission to interview four respondents who were available for interviews. Thus, these interview findings helped researchers understand the impact of video strategies on students' grammar skills development.

Video strategies for fostering students' writing abilities

Incorporating video strategies into their teaching methods, educators can offer students a wider range of tools to improve their writing skills. This approach enhances the learning experience by making the process of writing more interactive and enjoyable. Moreover, it also aids students in developing their listening skills. However, it needs to be addressed that to keep ethical, the participants involved in this research kept anonymous by indicating “S” for the student and “T” for the teacher. Here are the interview results:

“Bermanfaat mbak soalnya bisa lebih paham sama materinya sama penjelasannya jelas, trus bisa sekalian latihan grammar juga” (It's useful, miss, because you can understand the material better with clear explanations, and you can also practice grammar too). (S1, personal communication, December 13th, 2023).

Furthermore, several students also had positive views concerning the implementation of video during the learning process. Here are the results;

“Videonya ga bikin ngantuk pas pelajaran bahasa Inggris, trus bisa ngelatih listening juga mbak” (The video doesn't make me sleepy during English lessons, and it can make me also to practice listening, miss) (S2 and S4, personal communication, December 13th, 2023).

Benefits of Video Strategies

Using videos as a teaching tool can be more engaging for students compared to traditional methods. Incorporating visual and auditory elements, along with effective storytelling techniques, enhances the learning experience by making it more captivating and compelling and experiencing a sense of refreshment often lacking in traditional learning methods. This, in turn, can motivate students to participate in the educational activities experience.

Numerous students exhibit a preference for visual learning due to its capacity to augment their comprehension and retention of information. Using videos can enhance students' understanding of complex concepts by providing a visual context. The students stated this in the interview, they said:

“menarik mbak, jadi bikin ga ngantuk trus videonya lucu juga jadi seneng pas belajar. Biasanya kalo belajar pake ppt gitu mba, polosan lagi, jadi bosen” (...interesting miss, so it doesn't make you sleepy and the video is interesting and makes you happy while studying. Usually, we study using ppt, miss, no color too, so you get bored) (S3, personal communication, December 13th, 2023).

Challenges Posed by Teachers in Using Video

Teaching and learning can be quite challenging when it comes to incorporating video strategies due to time allocation and relevant content. This process requires careful planning, meticulous recording, precise editing, and seamlessly integrating videos into their lesson plans, which can be quite time-consuming. Moreover, the importance and excellence of content in videos are crucial considerations. Thus, teachers should ensure that videos align with the curriculum and learning objectives while being accurate and up-to-date. This is seen from the teacher's statements in his interview:

“Saya ga terlalu sering pake video mbak, ya paling satu semester dua kali. Soalnya kalo video itu saya tidak membuat sendiri. Jadi video itu saya ambil misalnya dari, misalnya yang sering itu, misalnya dari MGMP. Kalo dari saya sendiri, saya tidak punya skill untuk misalnya mendownload di internet atau youtube ya... Saya.. harus persiapan itu mbak. Materinya juga

harus selektif.” (I don't use videos too often, miss, maybe once or twice a semester. The problem is that I didn't make the video myself. So, for example, I took the video from, for example, often, from MGMP. For me, I don't have the skills to, for example, download on the internet or YouTube... I... have to prepare, miss. The material must also be selective.) (T, personal communication, December 13th, 2023).

It is also important to ensure that videos are accessible and suitable for various learning styles and needs. Different students have varying preferences. While videos can be helpful for some, others may find them difficult. It is supported by the teacher's interview:

“Ada, cuma sedikit. ada beberapa saja yang dengan video itu terbantu mungkin yang levelnya menengah keatas. kalo yang kebawah itu, justru, kalo pengalaman saya itu kok tidak ada pengaruhnya” (Yes, just a little. There are only a few who were helped by the video, perhaps at an upper middle level. If it's lower, in fact, in my experience it doesn't have any effect) (T, personal communication, December 13th, 2023).

Another aspect that needs to be examined is the significance of cultural and contextual relevance. Teachers must extensively investigate the cultural and geographical settings of the films they use in their classes to ensure that the information is appropriate and applicable for all student groups, as stated by the teacher:

“Saya kalo milih video buat listening harus yang dari foreign mbak, terutama video video dari penutur bahasa asing mbak. Yang berasal dari luar negeri itu kan cara membacanya jauh beda dengan orang kita Indonesia” (If I choose a video for listening, it has to be one from a foreign country, miss, especially a video from a foreign language speaker, miss. Those who come from abroad have a much different way of pronunciation than our Indonesians) (T, personal communication, December 13th, 2023)

Student's Learning Achievement

This learning achievement was also considered as a validation due to mixed method study. The researchers provided documentation to assess students' academic performance based on their final exam results. The data revealed that incorporating video strategy into English language learning can effectively enhance individuals' English proficiency found in Figure 3.

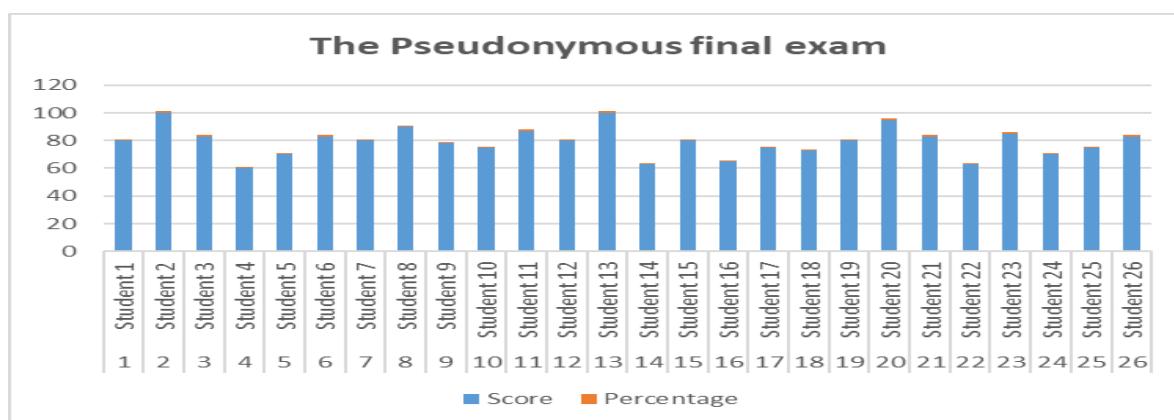


Figure 3. The Students' Final Exam

Discussion

From the documentation, the students' scores reflected their performance and most of them showed competence in completing tasks and activities. Furthermore, their post-test task can be evaluated. According to the quantitative data from the pretest results, the pre-test scores averaged 83.6538. Following the implementation of the video strategy, the students' post-test results showed a considerable improvement, with a mean of 96.1538. Additionally, a significant improvement is seen in the mean score (-12.50000) between the pre- and post-tests, with a standard deviation of 13.27931. On the other side, most participants indicated that implementing a video technique could usefully help them reduce grammatical errors, recognize their grammar errors, and enhance their self-confidence during writing or listening sessions. The interview findings indicated that this technique had the potential to encourage the respondents in their writing practice, particularly in terms of grammar. Therefore, this specific strategy positively impacted students' academic performance in their writing skills. As a result of the strategies enabling students to improve their grammatical proficiency, and their writing performance. Additionally, integrating video learning can enhance the classroom environment and make it more engaging in activities and tasks with greater effectiveness. This finding is from Gordon (2007), who highlights the effectiveness of using digital images, sounds, and interactive educational tools to create engaging and enjoyable learning experiences for students. Also, prior studies have utilized various digital tools to enhance students' creativity. For instance, Hsiao et al. (2014) found that these tools facilitated growth in creativity among students. Similarly, Smyrniou et al. (2020) investigated the impact of digital tools on scientific creativity, while Yilmaz and Goktas (2017) explored their influence on creativity in writing.

Video strategies for fostering students' writing abilities

Based on the interview result, it can be concluded that the interviewee appreciated the opportunity to practice grammar during the session. In addition, the use of video in integrating English language lessons is engaging and not boring. It prevented the sessions from being monotonous. One unique thing was the interviewee could have the opportunity to practice listening skills during the lessons. This was relevant to a study proposed by Shulman (2013) and Brame, C. J. (2016) on the concept of pedagogical content knowledge, Koehler and Mishra (2006) have claimed the technological pedagogical content knowledge (TPACK) framework to accommodate the integration of technology in education. In this study, TPACK means a kind of technology input during the learning process. To sum up, it is imperative to have video media with a more engaging nature of the video content and find value in the listening practice provided during the English language lessons.

Benefit of Video Strategies

According to the aforementioned interview, the interviewee considered the learning experience fascinating and engaging. The interesting content and humor in the videos were mentioned as indicators that prevented boredom and made the learning process enjoyable. The interviewee also contrasted this experience with traditional PowerPoint-based learning, expressing that it can be dull and monotonous. It is in line with a study from Abidin, M. Z. et al. (2023) suggesting that future research regarding the students' perspective of different class modes also needs to be nurtured mainly in the teacher's style of teaching. Therefore, incorporating interesting and humorous elements in the learning materials through video can be an enjoyable learning experience. Using video strategies as a medium promotes effective interaction among students, teachers, and even among students themselves. Scholars all argue that this finding is consistent with the research conducted by Luoman (2010) and Peter (2008). Luoman (2010) outlines the numerous advantages of integrating media into teaching and learning.

Student's Learning Achievement

The assessment depicts that a student's learning outcomes significantly could be elevated by utilizing video to deliver English grammar material. Integrating video media significantly leads to the learning experience for students. The educator also believed that they gained a heightened awareness of classroom interactions and improved their ability to stay engaged. This improvement was particularly noticeable in observing student behavior, improving classroom management, gauging their students' comprehension, and cultivating a heightened sense of self-reflection. The focus was on the lesson, with a clear expectation for active participation in class activities (Snoeyink, 2014). A recent research by Alrajhi, A. S. (2020) reveals that participants have a positive perspective on learning English using video games, which lends weight to the claim. Commercial video games identify various aspects and elements that promote English learning according to student perceptions. In addition, educators can add a broader variety of diverse learning activities when they apply the same strategy. Compared to the latest research from Pi, Z., Zhang, Y., et al. (2021), otherwise, this study is quite different. Nonetheless, the use of self-explanatory techniques is a technique that fosters profound comprehension in the context of video lectures (Fiorella et al., 2020; Fiorella & Mayer, 2016; Mayer, Fiorella, & Stull, 2020). He continues by saying that in a recent research (Fiorella et al., 2020), students saw a 12-minute video course that was narrated and covered the intricate details of kidney function in humans. Participants were asked to either view the film again (control group) or provide an explanation after each of the five segments (self-explanatory group).

The results showed that the self-explanatory group performed better in the recall and transfer tests than the control group. Thus, in this research context, what needs to be addressed is the function of video media, which can also assert students' performance in their memorization and how they tell what they watch is a mind-blowing input through educational video of learning. Educators can incorporate a wider range of diverse learning activities by utilizing video strategies as a medium, thereby significantly enhancing students' learning experiences and enhancing students' motivation. The students displayed a high level of engagement and curiosity during the lesson. The findings align with previous studies conducted by Aksel and Gurman-Kahraman (2014), Dahya (2017), and Shin and Cimasko (2008). These studies revealed that students develop a heightened awareness of incorporating images, audio, and text in their video-making projects to express their individuality and communication goals. This, in turn, motivates them to explore new knowledge and apply it in meaningful ways rather than simply reproducing information from whiteboard to paper. In addition, the findings of this study support the previous research conducted by Yeh (2018) and Nikitina (2010). It is evident that a longer intervention period of 5 weeks or more significantly improves students' English writing skills and helps them recognize the significance of tailoring their communication to the needs and context of their audience.

Challenges posed by teachers in using video

Interview results clearly show participants with intermediate to advanced skill levels found the videos helpful. However, those at a lower level reported minimal impact. This could be attributed to the fact that foreign speakers have a distinct speaking style compared to Indonesian speakers, which is advantageous for enhancing listening skills. It then implies that exposure to a variety of accents, intonation, and speech patterns from native speakers of the target language is seen as valuable for enhancing the listening comprehension of the interviewee. This insight highlighted the importance of diverse language input in language learning, particularly for refining listening abilities mainly to the teacher's preference.

Implications

A noteworthy component of this study is its emphasis on utilizing video strategies to enhance grammar skills in EFL students, specifically in learning comparative degrees in adjectives. This specific focus is noteworthy because most previous studies have looked at how watching videos affects various skills but haven't specifically addressed grammar, particularly in Indonesia. As a result, this study offered insightful information on EFL education, especially concerning the use of multimedia in language instruction. It can be concluded that the video technique helped pupils write better, and their grammar improved a lot.

The diverse and dynamic educational methods and learning activities that were highlighted in previous intervention research (Cumming et al., 2016) are a consideration that should be reflected upon. The current research's insights regarding incorporating video strategies in teaching grammar to EFL students are particularly salient. It elucidates that integrating video materials can substantially enhance the caliber of students' written outputs. These tasks should offer a closer approximation to real-life linguistic applications and possess enhanced construct relevance in their evaluative measures. They are more effective than conventional pedagogical practices that rely predominantly on listening and reading inputs. This finding underscores the imperative of incorporating dynamic and authentic language resources, particularly in contexts where English is a foreign language, to bolster linguistic competencies holistically. Moreover, these factors encompass a range of English language skills that extend beyond traditional academic instruction. They involve a natural inclination towards using English, many possibilities for language practice, the ability to retain learned concepts over time, self-directed learning, a strong motivation to engage with English, a supportive environment for language use, and familiarity with various forms of vernacular English. Meanwhile, the research findings indicate that students favor incorporating gaming into the English curriculum. Furthermore, incorporating video strategies can boost students' motivation. The students demonstrated a strong level of interest and inquisitiveness during the lesson. Compared to research from Peter (2008), using instructional media in education can cultivate curiosity and inspire motivation and engagement. However, some students were less engaged during the lesson because of their shyness and difficulties understanding the material. During the lesson, the pupils faced difficulties when the teacher gave directives. Since most of the students didn't comprehend the directions, their teacher repeated them several times.

CONCLUSION

In summary, the paper emphasizes the significant achievements of the research in enhancing English grammar skills among EFL students through video strategies. It underscores the study's innovative integration of video media strategies in English grammar teaching. The study's innovative approach, primarily focusing on the comparative degree in the Indonesian context, has shown promising results in improving students' competence and performance. During the initial study, the researcher found that video strategies can boost students' motivation in the grammar field and positively impact their writing skills. This novel strategy has also positively impacted students' engagement and motivation in learning, as well as their listening skills. Initial findings indicated a limited impact on vocabulary, but subsequent focused interventions, including targeted materials and vocabulary exercises, led to marked improvements. As a result, the researcher chose to offer the students more focused material, vocabulary exercises, and extra tasks. Looking to the future, realizing the data from the second cycle, it became clear that by offering more focused materials, including vocabulary exercises, and assigning extra tasks, students' proficiency in vocabulary and grammatical features improved significantly. It can be shown from the findings concerning the result that the pre-test had an average score of 83,653, while the post-test had an average score of 96,153. The study demonstrates the potential of this approach to transform English teaching methodologies

in Indonesia and beyond, highlighting its global applicability. It contributes substantially to EFL education by evidencing the efficacy of multimedia in language teaching and providing a compelling, interactive alternative to traditional methods. The qualitative data further reinforce the importance of students' comprehension and listening practice, advocating for using video media to enhance writing skills, particularly in grammar and listening. The paper concludes with evidence of improved student proficiency, underscored by significant score increases from pretest to post-test, thereby highlighting the research's significant contributions to the field.

ACKNOWLEDGEMENT

The authors would like to thank the headmaster and the teacher of SMPN 16 Yogyakarta for their helpful insights to this article.

REFERENCES

- Abdo, I. B., & Al-Awabdeh, A.-H. (2017). Animated Videos Prove to be Beneficial in Teaching English Grammar as EFL: A Neurological Study of How Students Learn and Retain English Grammar. *Creative Education*, 8, 1415-1423.
- Abidin, M. Z., Education, E., Puteri, Y. A., Abidin, M. Z., Kholidi, M. A., Puteri, Y. A., & Irfan, M. (2023). EFL Students' Perception of Virtual Vs Non-Virtual Classes during the Pandemic. *Journal of Creative Practices in Language Learning and Teaching (CPLT)*, 11(2).
- Ahmed, M. K. (2018). Pedagogy in Speaking: Challenges Addressed by Teacher Student in the ESL Context.
- Aksel, A., & Gurman-Kahraman, F. (2014). Video project assignments and their effectiveness on foreign language learning. *Procedia - Social and Behavioral Sciences*, 141, 319–324. <https://doi.org/10.1016/j.sbspro.2014.05.055>
- Alobaid, A. (2021). ICT multimedia learning affordances: role and impact on ESL learners' writing accuracy development. *Heliyon*, 7(7).
- Alrajhi, A. S. (2020). English Learners' Perceptions of Video Games as a Medium for Learning and Integration into the English Curriculum. *Mextesol Journal*, 44(4), n4.
- Anshor, S., Sugiyanta, I. G., & Utami, R. K. S. (2015). Penggunaan media pembelajaran berbasis video terhadap aktivitas dan hasil belajar geografi. *Jurnal Penelitian Geografi (JPG)*, 3(6).
- Arnold, N., (2007). Reducing foreign language communication apprehension with computer-mediated communication: a preliminary study. *System* 35, 469–486.
- Autry, A.J. & Berge, Z. (2011). Digital Native and Digital Immigrants: Getting to Know Each Other. *Industrial and Commercial Training*, 43(7), 460-466.
- Bal-Gezegin, B. (2014). An investigation of using video vs. audio for teaching vocabulary. *Procedia-Social and Behavioral Sciences*, 143, 450-457.
- Birbaumer, N., & Schmidt, R. F. (2006). *Biologische Psychologie* (7th ed.). German Edition, Springer.
- Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *CBE—Life Sciences Education*, 15(4), 6.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Byrd, D. (2010). Framing, reflecting on and attending to a rationale of teaching of writing in the second language classroom via journaling: a case study. *System* 38, 200–210.
- Canning-Wilson C. & Wallace, J. (2000). Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*, Vol. VI, No. 11, November 2000.
- Chen, X. (2007). Research into the Teaching Methods of “An Introduction to English Linguistics” for Undergraduates. *China University Teaching*. 12, 39-42, (in Chinese).

- Chiquito, A. B. (1995). Metacognitive learning techniques in user interface. Advance organizers and captioning. *Computers and the Humanities* 28, 211–223.
- Ciccone, A. (1995). Teaching with authentic video: theory and practice In: Eckman, F.R., Highland, D.D., Lee, P.W., Milman, J., Weber, R.R. (Eds.), *Second Language Acquisition Theory and Pedagogy*. Erlbaum, Mahwa, NJ, pp. 203-218.
- Clark, V. P. (1972). *Introductory Reading*. St. Martin's Press,
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). Sage Publications.
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mixed Method Approaches 4th Edition*. London: SAGE Publications inc.
- Creswell, J. W. (2015). *A concise Introduction to Mixed Methods Research*. Sage Publications Ltd.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Crystal, D. (2006). *The Fight for English*. Oxford University Press.
- Cummins, P. (1989). Video and the French teacher. *French Review* 62, 411±426.
- Cumming, A., Lai, C., & Cho, H. (2016). Students' writing from sources for academic purposes: A synthesis of recent research. *Journal of English for Academic Purposes*, 23, 47–58. <https://doi.org/10.1016/j.jeap.2016.06.002>.
- Dahya, N. (2017). Critical perspectives on youth digital media production: 'Voice' and representation in educational contexts. *Learning, Media and Technology*, 42(1), 100–111. <https://doi.org/10.1080/17439884.2016.1141785>
- Fiorella, L., & Mayer, R. E. (2016). Eight ways to promote generative learning. *Educational Psychology Review*, 28, 717-741.
- Fiorella, L., Stull, A. T., Kuhlmann, S., & Mayer, R. E. (2020). Fostering generative learning from video lessons: Benefits of instructor-generated drawings and learner-generated explanations. *Journal of Educational Psychology*, 112(5), 895.
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the national academy of sciences*, 111(23), 8410-8415.
- Gebhardt, J. (2004). Using movie trailers in an ESL CALL class. *The internet TESL journal*, 10(10), 1-3.
- Gordon, T. 2007. *Teaching Young Children a Second Language*. London: Greenwood Publishing Group.
- Gorrell, R. M. and Laird, C. (1964). *Modern English Handbook* (3rd Ed.). New Jersey: Prentice-Hall, Inc. <https://accendoreliability.com/test-data-normality/>
- Herron, C. (1994). An investigation of the effectiveness of using an advance organizer to introduce video in the foreign language classroom. *The Modern Language Journal* 78 (2), 190–198.
- Hsiao, H., Chang, C., Lin, C., & Hu, P. (2014). Development of children's creativity and manual skills within digital game-based learning environment. *Journal of Computer Assisted Learning*, 30(4), 377–395. <https://doi.org/10.1111/jcal.12057>
- Ju, Y. (2007). Thought on the Teaching of Linguistics in English Language Specialty. *Foreign Languages and Their Teaching*. 22, 131-33.
- Keck, C. And Kim, Y. 2014. *Pedagogical Grammar*. New York: John Benjamins Publishing Co.
- Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd Ed.), Boston: Heinle & Heinle Publishers.

- Lin, C. J., Hwang, G. J., Fu, Q. K., & Cao, Y. H. (2020). Facilitating EFL students' English grammar learning performance and behaviors: A contextual gaming approach. *Computers & Education*, 152, 103876.
- Luoman. (2010). Benefits of Using Media In Teaching Learning Activities. <http://latesteducationarticles.blogspot.com/2010/09/benefits-of-usingmedia-in-teaching.html>
- Mayer, R. E., Fiorella, L., & Stull, A. (2020). Five ways to increase the effectiveness of instructional video. *Educational Technology Research and Development*, 68(3), 837-852.
- Mishra, P., & Koehler, M. J. (2006). *Technological pedagogical content knowledge: A framework for teacher knowledge*. Teachers college record, 108(6), 1017-1054.
- Mozaheb, M. A., Seifoori, Z., & Beigi, A. B. (2013). Effective Iranian EFL writing teachers (a technology-based framework). *Procedia-Social and Behavioral Sciences*, 70, 18-27.
- Munir, P. D. (2012). *Multimedia konsep & aplikasi dalam pendidikan*. Bandung: Alfabeta.
- Neu, J., & Scarcella, R. (1991). Word processing in the ESL writing classroom: a survey of student attitudes. In: Dunkel, P. (Ed.), *Computer-Assisted Language Learning and Testing: Research Issues and Practice*. Heinle & Heinle, Boston, pp. 169–187.
- Nikitina, L. (2010). Video-making in the foreign language classroom: Applying principles of constructivist pedagogy. *Electronic Journal of Foreign Language Teaching*, 7(1), 21–31.
- Ni'mah, Z. (2013). Penggunaan Media Video untuk Meningkatkan Pemahaman Shalat Fardlu Pada siswa kelas II MI Al-Mujahidin.
- Nuryanti, N. (2016). Utilizing Cartoon Videos To Improve Students' speaking Skill (Classroom Action Research At The First Grade Students Of Smp N 5 Yogyakarta In The Academic Year Of 2016/2017. *English Language Teaching Journal*, 5(9).
- Onwuegbuzie, A., & Collins, K. M. (2007). A Typology of Mixed Method Sampling Design in Social Science Research. *The Qualitative Report*, 12(2), 281 - 316.
- Paivio, A. and Clark, J.M. (1991) 'Dual-Coding Theory and Education'. *Educational Psychology Review*, 3(3).
- Paul Robert San Jose. (1958). *Understanding English*. State College Harper & Publisher
- Peter, D. (2008). Engaging the YouTube Google-eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. 6(2), 119-130.
- Phillips, L.K., (1995). Testing. In: Galloway, V., Herron, C. (Eds.), *Research Within Reach II. Southern Conference on Language Teaching*. Valdosta, GA, pp. 161±174.
- Phinney, M., (1991a). Computer-assisted writing and writing apprehension in ESL students. In: Dunkel, P. (Ed.), *Computer-Assisted Language Learning and Testing: Research Issues and Practice*. Heinle & Heinle, Boston, pp. 189–204.
- Phinney, M., (1991b). Word processing and writing apprehension in first and second language writers. *Computers and Composition* 9 (1), 65–82
- Phinney, M., & Mathis, C. (1990). ESL student responses to writing with computers. *TESOL Newsletter* 24 (2), 30–31.
- Pi, Z., Zhang, Y., Zhou, W., Xu, K., Chen, Y., Yang, J., & Zhao, Q. (2021). Learning by explaining to oneself and a peer enhances learners' theta and alpha oscillations while watching video lectures. *British Journal of Educational Technology*, 52(2), 659-679.
- Rahmah Fithriani. (2010). *English Grammar*. Bandung: Cipta Pustaka Media Perintis.
- Ramírez, M. (2012). Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda). *Unpublished Masters Dissertation*. Matritensis University, Spain.
- Salmero' n, L., Baccino, T., Can' as, J., Rafael, I. (2009). Do graphical overviews facilitate or hinder comprehension in hypertext? *Computers and Education* 53 (4), 1308–1319.

- Sardiman. (2009). *Media Pendidikan*. PT Raja Grafindo Persada.
- Sheskin, D. J. (2004). *Handbook of parametric and nonparametric statistical procedures* (3rd ed.). Chapman & HalVCRC.
- Shin, D. S., & Cimasko, T. (2008). Multimodal composition in a college ESL class: New tools, traditional norms. *Computers and Composition*, 25(4), 376–395. <https://doi.org/10.1016/j.compcom.2008.07.001>
- Shulman, L. S. (2013). Those who understand: Knowledge growth in teaching. *Journal of Education*, 193(3), 1-11.
- Smyrniou, Z., Georgakopoulou, E., & Sotiriou, S. (2020). Promoting a mixed-design model of scientific creativity through digital storytelling—the CCQ model for creativity. *International Journal of STEM Education*, 7(1). <https://doi.org/10.1186/s40594-020-00223-6>
- Snoeyink, R. (2014). Using Video Self-Analysis to Improve the “Withitness” of Student Teachers. *Journal of Computing in Teacher Education*. 26(3), 101-110.
- Soeradji, Drs. (1987). *Bahasa Inggris untuk SMP Kelas III Semester V*, Bandung: GanecaExact.
- Syauqiah, Awaliyah. (2022). Using Video Review Strategy in Developing Students’ Writing Skill. *IJRETAL*, 3(2), 20-27.
- Wachs, S. (2023). How do I test my data for normality?. Accendo Realiability.
- Wang, Q., East, M., & Li, S. (2021). Measuring Chinese EFL learners’ motivation and anxiety when completing a video narration task: Initial steps in designing two questionnaires. *System*, 100, 102559.
- Weigle, S. C. (2002). *Assessing Writing*. United Kingdom: Cambridge University Press.
- Wetzels, S., Kester, L., van Merriënbøer, J. Adapting prior knowledge activation: mobilisation, perspective taking, and learners’ prior knowledge. *Computers in human behavior*, Available online 31 May 2010, via Science Direct Database.
- Yeh, H. C. (2018). Exploring the perceived benefits of the process of multimodal video making in developing multiliteracies. *Language Learning & Technology*, 22(2), 28–37.
- Yilmaz, R. M., & Goktas, Y. (2016). Using augmented reality technology in storytelling activities: examining elementary students’ narrative skill and creativity. *Virtual Reality*, 21(2), 75–89. <https://doi.org/10.1007/s10055-016-0300-1>
- Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). Movie as a Helper for Students’ Pronunciation in Speaking Skill Class. *Elsya : Journal of English Language Studies*, 2(1), 15-19. <https://doi.org/10.31849/elsya.v2i1.3684>
- Zaid, M. A. (2011). Effects of web-based pre-writing activities on college EFL students’ writing performance and their writing apprehension. *Journal of King Saud University-Languages and Translation*, 23(2), 77-85.
- Zarrinabadi, N., & Alipour, F. (2020). Sequencing inquiry tasks and video modeling examples to enhance L2 willingness to communicate. *Learning and Motivation*, 72, 101669.
- Zein, M. S. (2017). Elementary English education in Indonesia: Policy developments, current practices, and future prospects: How has Indonesia coped with the demand for teaching English in schools?. *English Today*, 33(1), 53-59.
- Zhang, D., Zhou, L., Briggs, R. O., & Nunamaker Jr, J. F. (2006). Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness. *Information & management*, 43(1), 15-27.
- Zhu, W. (2004). Faculty views on the importance of writing, the nature of academic writing, and teaching and responding to writing in the disciplines. *Journal of Second Language Writing* 13, 29–48.