COLLABORATIVE VIDEO PROJECTS IN EDUCATIONAL CONTEXT: EXPLORING THE OUTPUT OF GRAMMAR LEARNING

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ABSTRACT

This research endeavored to represent the results of students' grammar learning as recapitulated in the Collaborative video project. It strived to find out whether students were able to adapt the context of the video content with the usage of grammar itself. This was a qualitative case study research that departed from the results of the researcher's observations in class where students still have grammar scores below 70 and many students still duplicated sentences from the internet if requested to create a sentence using certain tenses in class. This research method was a descriptive analysis where the researcher transcribed utterances in three randomly selected videos and then categorized them into materials that have been studied in class over fourteen meetings. It was discovered that the three videos used more simple present tense and past tense. Meanwhile, material that never appeared in the video at all were past continuous and past perfect continuous. There were 33 simple present tense utterances in the first video, 18 utterances in the second video, and 6 utterances in the third video. Meanwhile, past tense utterance were 5 sentences in the first video, 9 sentences in the second video, and 6 sentences in the third video. The results of this collaborative video can increase students' creativity in adapting conditions to the use of grammar and can increase their vocabulary used in grammar. This research can be used as a reference for future researchers who desire to do something comparable by exploring different grammar points. Apart from that, this video projects can be used as a medium for further grammar learning.

Keywords: Collaborative Video Project, Educational Context, Grammar Learning

INTRODUCTION

Since English is notable as an international language that has been dominated by many people around the world, people are aware of the use of this language (Asdar et al., 2023). Even though English is demanding, people still try to grasp it because this language has been a prerequisite for achieving many things like going abroad, continuing study, and even looking for a job (Hustiana, 2021a). All people endeavor to conquer this language from all realms whether children, teenagers, or adults. Correspondingly, the way they acquire the language is not only in formal institutes but also in nonformal and informal institutes like in family, society, and organization. Moreover, all sectors like society, culture, politics, and even economics have made this language a paramount aspect. Even, technology has positioned this language to use in certain applications. Consequently, it is no wonder that English has been being of the world which is important to learn and to teach (Hustiana, 2021b).

However, despite this, there are still many certain groups who have studied English for years but still cannot master it, especially grammar issues. This term is difficult to comprehend because students do not know the sentence patterns or forget the sentence patterns that should be used. Besides, they are lack the vocabularies to fill in the sentence patterns that they already understand.

Grammar is consistently associated with formulas like mathematics. If we use the formula incorrectly, it will produce the wrong meaning. As said by Hustiana et al., (2023) grammar is characterized by formulas and rules. According to (Hustiana, 2023) grammar is an indispensable component of a language that retains some regulations that are utilized to construct the small unit of language into big units namely starting from words. While, Irzawati & Asiah, (2013) stated grammar is represented as the manner words are put together to make accurate sentences which acts as a rule to make the language output possible. Mansouri & Jami, (2022) also argue that grammar has consistently been one of the primary areas of focus both in second/ foreign language (L2) education and second language acquisition (SLA) research.

There are still other ideas related to grammar. Nan (2015) stetes Grammar is a lexicogrammatical resource for constructing sense by changing both form and meaning to confirm proper use in different circumstances. The grammar system is not closed but is rather constantly evolving, due to the ideation of its users as they make new meanings, making it impossible to discern errors from linguistic innovations without an attraction to sociopolitical factors, such as who is doing the talking (Larsen-Freeman in Nan, 2015). As addition from Rahman & Rashid (2017) who said that people consider grammar to be the heart of the English language, the main part of the language system, something that is considered essential, a fundamental skill, and a crucial element in the language, which authorizes students to convey accurate messages so that communication can run effectively. Grammar is just like a frame of house; without this framework, good materials

and building blocks cannot constitute a solid house (Wang in Supakorn et al., (2018).

Thus, it can be declared that grammar is the fundamental component of language learning and teaching which is utilized to guarantee appropriate usage in different circumstances. It implies that grammar can be altered based on the needs of the users. This aspect is the basic thing that a person must master before taking the step to master the skills in English like listening, writing, reading even speaking. Therefore, in studying language formally, grammar is a subject that should be studied in depth (Asdar et al., 2023).

If students are faced with grammar troubles, some of them say that grammar is not enjoyable, whereas others state that grammar is tricky. Hence, they will discontinue learning it. As a consequence, it could affect their familiarity and achievement in grammar because they do not have enough motivation to improve their ability. Specifically, English grammar is very demanding for EFL learners since they use English as a foreign language and do not use English naturally for daily communication (Hustiana, 2023).

Based on the outcomes of observations in the field, it was encountered that there were still many students majoring in third-semester English language education who still had a tiniest understanding of grammar. They only comprehend the grammar patterns, but when requested to make sentences, they will have hardship completing them. They also discover it difficult to analyze what grammar is appropriate to use in certain situations. This could be because Indonesian grammar and English grammar are distinct. For instance, there are no modifications to the verbs in Indonesian

sentences, whereas in English there are modifications to the verbs and the order of the words based on the tenses used. This is quite destructive because if they cannot compose sentences well it will disrupt their communication process both verbally and non-verbally. As Souisa & Yanuarius (2020) said grammar is regarded as a critical part of learning a foreign language and it should be learned and conquered by foreign language students to produce acceptable communication because the primary task of present-day English language teaching (ELT) methodology is to guarantee that the teaching-learning process allows students to immerse in noteworthy communication (Odehova et al., 2022).

Indeed, grammar is quite difficult to master, especially as many small things need to be studied in more depth, for example, the use of the simple present which is not only for expressing facts but can be used to express plans. This is also the reason why students find it difficult to conquer grammar in more detail. Accordingly, lecturers always make eclectic efforts to make the students comprehend the use of grammar well in everyday life. As stated by Jakarta (2017) grammar expertness can be picked up in diverse ways, such as using a puzzle, word guessing, or role-playing. Lecturers can also use other media such as crosswords, grammar games, and videos.

One method to make grammar learning enjoyable for students as mentioned before is to watch a movie, then they are requested to examine the grammar material they have studied or fill in the blanks on the worksheet provided, or they can also rewrite sentences that fall into certain tenses in the movie.

Movie is an audio-visual work that will have a big influence on students' comprehensio of the learning process. Fauzi, (2019) audiovisual media is selected as an alternative because it has some benefits that are interesting for students, it also makes the learning materials more effective. Students can get more value because, with the audio-visual media, students become more widely thought in analyzing and adding their memory.

In recent years, studies have been launched to estimate the efficiency of using films (Önen Öztürk in Unlu (2022) and short videos (Warner, Lamm & Rumble in Unlu (2022) for educational purposes. For example, in a study accomplished with students at the university level, the use of documentaries enhanced the participants' perceptions of environmental issues and donation tasks (Janpol & Dilts, 2016). The outcomes of the current study also evidence that the use of environmental documentary movies has an important prospect for fostering environmental awareness among pre-service teachers (Alyaz et al., 2017). Short films were used to enhance the reading comprehension skills of the students before reading, and short films influenced reading comprehension achievement and self-efficacy perceptions; however, this effect decreased as socioeconomic status increased (Aksoy, 2021). The other outcome stated that movies draw students' attention toward the target language (Kabooha, 2016). As Sabouri, & Zohrabi (2015) said that in learning English, movies can help with hardship variables, such as lack of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills.

However, in this case, watching activities have often been carried out by other researchers. Thus, the researchers tried to reverse the activity, namely that students were not asked to watch, but they were asked to make a video in order they better understand the use of grammar. This activity is the application of Project Based Learning (PjBL). According to Mahedo and Bujez, the choice of project-based learning teaching is justified because this learning will be student-centered which makes them more active and encourages them to be more involved in the learning process (Jalinus et al., 2017).

In the video, they have to retain the grammar material they have learned. This will be a challenge for them because they have to modify the grammar to their conditions in the video and the content of the video must be related to each other. It also suggests that the structure of grammar arises from the conceptualization of experience and that how people use language reflects how they think and perceive the world (Klomkaew & Boontam, 2023). Students can gain high-level cognitive, emotional and psychomotor skills through making films (Backenroth & Sinclair in Unlu (2022).

If the production of a collaborative video project succeeds improve the students' comprehension in grammar, it will be a tool to assess the students' outcome of grammar class in the future. For this purpose, in this research, the participants' collaborative video projects were evaluated in terms of the usage of grammar as the outcome of their understanding after the learning process. It is hoped that with its technological and pedagogical implications, the results of this research will significantly contribute to the educational literature, in particular the literature on environmental education The integration between literacy and

digital technology will increase day by day (Leu & Kenzer In Aksoy (2021).

METHOD
This qualitative case study recounted the outcome of grammar learning by the students in the third semester of the English Education Department, at West Sulawesi University. This study strived to figure out the students' acquaintance of grammar that has been learned for fourteen meetings delivered in collaborative video projects. Data collection in this research was carried out using a random sampling technique, namely selecting three videos from six videos. Three videos were selected to anticipate the content of the article being too dense. Besides, three videos can represent all the videos made by students..

In obtaining the data, the researchers conducted a learning process for fourteen meetings. After that, at the end of the class, the researchers asked the students to split the class into groups that consisted of 8 students to make a collaborative video project where the content of the video must cover all of the materials that have been learnt namely *simple present tenses, present continuous, Stative verbs, Past tense, Past continuous, Present perfect, past perfect, Present perfect continuous, past perfect continuous, Future tense, Gerund and infinitive, Passive voice, Conditional sentence and Question Taq.* In the video, there was at least one sentence that represented every tenses that have ever been studied. They were free to choose any theme with a minimum video duration of five minutes.

After selecting three video projects, the researcher transcribed the video content and select utterances that are appropriate to the material studied in class.

FINDINGS AND DISCUSSION
This section comprises the findings obtained as a result of data analysis of the transcribing student utterances in collaborative video projects and the relation bertween video project and students' outcome in grammar learning.

1. **Analysis utterances in collaborative video projects**

Students studied grammar for fourteen meetings. They have discussed the following materials in table 1 below:

Table 1. The topic of the grammar

Meeting	Topik
1	Simple present tenses
2	Present continuous
3	Stative verbs
4	Past tense
5	Past continuous
6	Present perfect
7	past perfect
8	Present perfect continuous
9	past perfect continuous
10	Future tense
11	Gerund and infinitive
12	Passive voice
13	Conditional sentence
14	Question Taq

After the learning process, they were asked to create a collaborative video project to apply all the material they have learned while measuring their level of understanding. Those materials must be covered in a collaborative video project. Therefore, this will be a challenge for students because they have to adjust the content of the video to their utterances. In this research there were three video projects analyzed which were described as follows:

a. The first Video's Tittle: Two Beautiful Harmonies

This video was made by eight student at the third semester in English Education Department, Teacher training and Education, at West Sulawesi University. This video told about two sisters who have very different tastes and preferences. One of them was very modern, while the other has a passion for classic things like reading classic books and collecting antiques things. The video can be watched here: https://youtu.be/LeP9beWjFqI?si=_4br4c25n67Fo9Ny.

The Utterances of the video have elaborated and it was encountered that in the video project, the students had used some topics that have been learned for fourteen meetings namely 33 utterances of simple present tenses, 3 utterances of Present continuous, 1 utterance of Stative verbs, 5 utterances of Past tense, 3 utterances of Present perfect, 1 utterance of present perfect continuous, 2 utterances of Future tense, 6 utterances of Gerund and infinitive, 1 utterance of Conditional sentence, and 1 utterance of Question Taq. The topics that were not included in the video were Past continuous, past perfect, Present perfect continuous, past perfect continuous, and Passive voice. The result can be elaborated in the diagram 1 below:
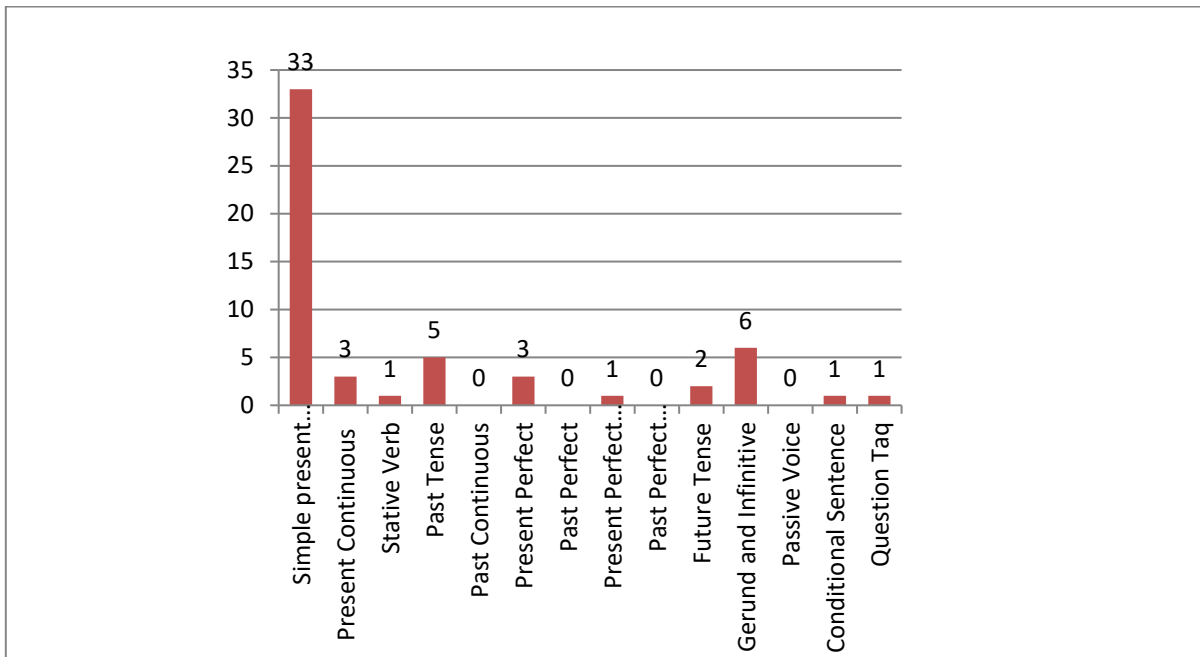

Diagram 1. Number of Utterances Found in "Two Beautiful Harmonies" Video

Based on the analysis, it was seen that the students have understood enough about how to make sentences grammatically acceptable. It is in line with Nurjannah (2017) who stated that the sentence should obey the rules of the language, and it will be grammatically correct. In addition from Rahman & Rashid (2017) who stated that grammar as "the who said that people consider grammar to be the heart of the

English language, the main part of the language system, something that is considered essential, a fundamental skill, and a crucial element in the language, which authorizes students to convey accurate messages so that communication can run effectively. It implies that, if the grammatical is not correct, the students will not be able to convey the message of the content of the video.

For instance, in *simple present tense* topic, the students uttered various sentences and followed the rules, such as:

- In verbal affirmative sentences they uttered; *Oh, these **look** really old; It **helps** me immerse myself in the world of these old stories;* and ***Looks** great!! You always **find** the best things, Siti; Hikmah **loves** collecting this vinyl; Look at that typewriter!! Hikmah **thinks** they are good for writing; I **like** my laptop better; etc.* In this case, the students have comprehended that if the subject indicated the third person, the verb must be added by s or es.

- In verbal negative as like in utterance; *Yeah, I **don't** understand the hype around these old things; They **don't** want to appear disrespectful;* and *sometimes I feel like I **don't** belong.* They adhere to the use of the auxiliary verb "*don't*" in negative sentences as a couple of subject "I" and "They".

- The nominal affirmative such as, *The choreography in this clip **is** breathtaking!; I think she's with her nerd friend, Icha; Oh, absolutely!! Elizabeth Bennet's character **is** remarkable; You **are** my sister, and your uniqueness **is** what makes you great; etc.*

- The nominal negative like *It's **nothing**, it's just. Sometimes it's **not** easy to have different interests; I'm **not** like you; etc.*

- The nominal introgative like *Who **is** with Hikmah?* and ***Are** you okay?*.

From those utterances, it was apprehended that they understood that if the subject is singular then the auxiliary verb used is "*is*" and if the subject is plural then the auxiliary verb is "*are*". The students have comprehended that grammar must obey the rules, as said by Hustiana et al., (2023) grammar is marked with formulas and rules.

The second material that has been studied was *the present continuous* which revealed that the activity is in progress right now. In the video, they should have used more *present continuous* topic because they conducted some activites. However, it turned out that in the video, they only use three utterances namely; *What are you listening to?; Hikmah, what are you reading?;* and *Hello, Siti!! Icha and I are discussing fascinating.*

The third topic was *stative verbs* which were interpreted as verbs that cannot be added with *-ing* because those are related to mental activity. In the video, the student uttered a sentence; ***I'm thinking** of making some tea.* This sentence means that "***She was thinking** about making tea*" so she used the word "*thinking*" which has meaning as a *stative verb* which cannot be added with *-ing* even though it means that the activity was in progress, the student should say ***"I think, I need a cup of tea"***. The sentence would be more appropriate. The activity of "Thinking" cannot be practiced in daily life. Even, if the word is practiced, there will be ambiguity from the observer, they will argue that "Imagining". Thus, the opinion from Klomkaew & Boontam (2023) suggests that the structure of grammar arises from the conceptualization of experience and that how people use language reflects how they think and perceive the world is acceptable.

The fourth topic was *past tense* which refered to events that have been completed in the past. The students uttered past tense sentences such as; *Hey, Siti, look what I **found** today at the flea market; I **got used to** it; Hey, Hikmah!! What **did** you find there?; Oh, Siti, Icha and I just **saw** these rare editions;* and *I **learned** a lot and it helped me see things differently.* From the example, it can be guessed that the students know the formula of past tense and its usage.

The next topic was *present perfect*, which meant that the activity was carried out at a certain time. The utterance in the video were interrogative sentences like ***Have you seen** these dance notations in my 19th century ballet book here?; **I've got** some time, why not?;* and ***Have you read** 'Pride and Prejudice'? It's a classic, a must-read.*

The next topic was *present perfect continuous,* which means that the sentence was ongoing from the past at a certain time until now. In the video, the student only used once, namely ***I've been thinking** about our discussion lately.* This sentence was still not grammatically acceptable because the student used the word *"Think"* which was a mental verb as explained previously. She should use it in present perfect form like; ***I think about our discussion lately.*** This sentence still showed the *"Thinking activity"* that was ongoing from the previous time until now.

In indicating future activities, participants use the future tense form, namely *I **will** always support you, no matter what* and *Hey, Hikmah!! What are you doing today?.* In the first sentence, they used a simple future tense sentence pattern in verbal form. Meanwhile, their second sentence used the present continuous pattern which refers to the future. The students comprehended that grammar is not as awkward as people think. We can use it in different circumstances. Grammar is a lexicogrammatical resource for making meaning by altering in both form and meaning to assure appropriate use in different situations (Nan, 2015).

In the gerund and infinitive section, there were six utterance covered in their video, as followed; *Yes, I love <u>collecting</u> these classics; I need <u>to understand</u> her world better; I want <u>to understand</u> your passion for these old things; I tried <u>to enter</u> your world.; Would you like <u>to share</u> a little?;* and *I began to appreciate the stories behind vintage items*. The word "Collecting" indicated as gerund, whereas the phrase "to understand"; " to enter"; and "to share" were to infinitive.

The last two materials were conditional sentences and question tags. The students only utilized one sentence each from the two topics, namely conditional sentence type 1 in the negative form as in the sentence "*Do you mind **if** I join you for a moment?* While for question Taq mereka uttered, *Hikmah's taste in books is well, a bit out of touch, **isn't it?***

Based on the result above, the researcher compared that the students tended to use simple present weather in nominal form or verbal form to the other topic. The students cannot put all the grammar in the video. It was because many items in grammar must be grasped. As Hoi (2022) argued memorizing all the grammar effectively requires persistence and strategies to memorization methods.

b. The Second Video's Tittle: Blue Check

This video was made by eight students in the third semester in English Education Department, Teacher Training and Education, West Sulawesi University. This video revealed the story of a girl who has an interest in singing. She wanted to

become a singer, even though she realized that she was not talented. However, with burning enthusiasm, she continued to practice even though in the end she still couldn't achieve her dream. This Video can be watched in: https://m.facebook.com/story.php?story_fb id=pfbid0jdMxTQT5G8DzkdMHadRsQPs FRCiKAkDiFpoEV1yfjbygGko8TyQhLyp acHpLwj5rl&id=100077959809603&mibe xtid=9R9pXO

The Utterances in the video have exaggerated and it was encountered that in the video, the students used 18 utterances of simple present tenses, 1 utterance of Present continuous, 9 utterances of Past tense, 1 utterance of Present perfect, 1 utterance of Future tense, 3 utterances of Gerund and infinitive, 2 utterances of Passive voice and 1 utterance Conditional sentence. The topics that were not included in the video project Utterances were Stative verbs, Past continuous, Past perfect, Present perfect continuous, past perfect continuous, and Question Taq.

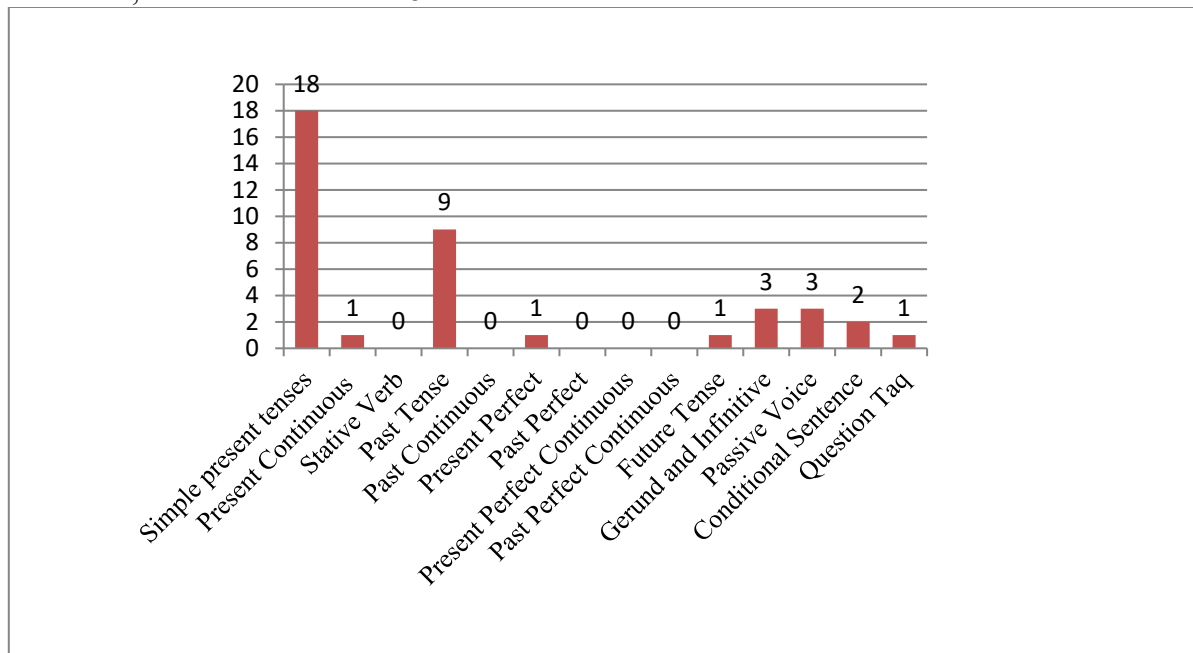The results can be seen in the diagram 2 below:

Diagram 2. Number of Utterances found in "Blue Check" Video

The first topic used in this second video was *the simple present tense* which was the most dominant utterance namely eighteen utterances. The researchers argued that the students tend to use the simple present tense because they always use it in their daily conversation. It has become their habit. Wang in Supakorn et al., (2018) states grammar is just like a frame of house; without this framework, good materials and building blocks cannot constitute a solid house. Simple present tense has been a good material for them to construct the best sentences. They just need a subject and verb in base form for verbal sentences or a subject with tobe and complement for nominal sentences. Thus, it is quite easy for them. The simple present utterances shown in the video were:

- The verbal affirmative can be heard in the utterances like; *Okay, I **admit** the lyrics of the song 'Dangerously' sound pretty Good; Well, you know I l**ike** girls who can play the guitar, especially with a good voice; **See you**

*all tomorrow; Alright, let's **see** what your abilities are like; Miss, I really **hate** myself for being unable to do anything. I **envy** people born with a good voice and innate musical talent; God **loves** you, even when you **feel** unworthy of love;* and *I **hope** everyone received theirs.*

- The verbal negative can be heard when the students said *I **don't** care.*
- The verbal introgative could be detected in the utterances like; *Rain, **do** you even hear me?* and ***Do** you want to hear the result of my practice?.*
- The Nominal affirmative sentences like; *The song **is** really good; Alright, that's it for today; Yes, Miss, **I'm** Well, in my opinion, your voice **is** really beautiful; etc.*
- The Nominal negative sentence can be heard as like *Wait, **are** you serious about wanting to learn the guitar? It's quite sudden;* and *Okay, judges, what **are** your comments?*

The second topic which was found in the video was *the present continuous.* The student just said; *Hey, where are you going?* That indicated that the students conducted the activity at that time.

The third topic which occured was *the past tense* weather in verbal or nominal sentence.

- The verbal utterances as like *It **lacked** excitement for me;* and *See, I **told** you, better off doing stand-up comedy than being a singer.*
- The nominal sentences as like *That **was** Rani from English class A, give her a round of applause; agree, her performance **was** great, especially her voice; That **was** Aggie from English class B; etc.*

The next topic was present perfect and Future tense. Present perfect form can be heard when the student said *But **you've***

***been great**; **I've seen** you practicing all week.* While for *the future tense* form can be heard as like *How long do you think it **will** take?* That indicated of planning.

Topic about *Gerund and Infinitive* can be heard when the student said; *Miss, I want <u>to learn</u> to play the guitar; <u>Trying</u> to be perfect for everyone will exhaust you, Aggie; Okay, let's try <u>starting</u> with the easiest, the C chord.* The word "To Learn" is to infinitive while the words "Trying" and "starting" were Gerund.

The next topic which found was *Passive Voice*. The student said *this is a song **taught** by Miss Santi, promise not to laugh, okay?; But I just want to **be loved**;* and *You **are loved**.*

The last topic was *the conditional sentence*. In this case the student used conditional sentence type 1 in the uttarance as like ***If we're** beautiful, **there will be** someone more beautiful; **if we're** talented; **there will be** someone more talented.*

Based on the result above it can be concluded that the tenses that the students used dominantly in their video are simple present tense and simple past tense. It indicated that the students like to use a simple sentence that has simple rules. As Irzawati & Asiah (2013) argue Grammar is defined as the way words are put together to make correct sentences which is functioned as a rule to make the language output possible.

c. **The third Video's** *Title:* **"The Emigrate Friends"**

This video was made by eight students in the third semester in English Education Department, Teacher Training and Education, West Sulawesi University. This video was about Female friendship, where they promised each other not to fall in love until they got married. The Video can be watched in this link: https://youtu.be/YZ28RwNEoYE?si=I35uADs_Frey-f2U

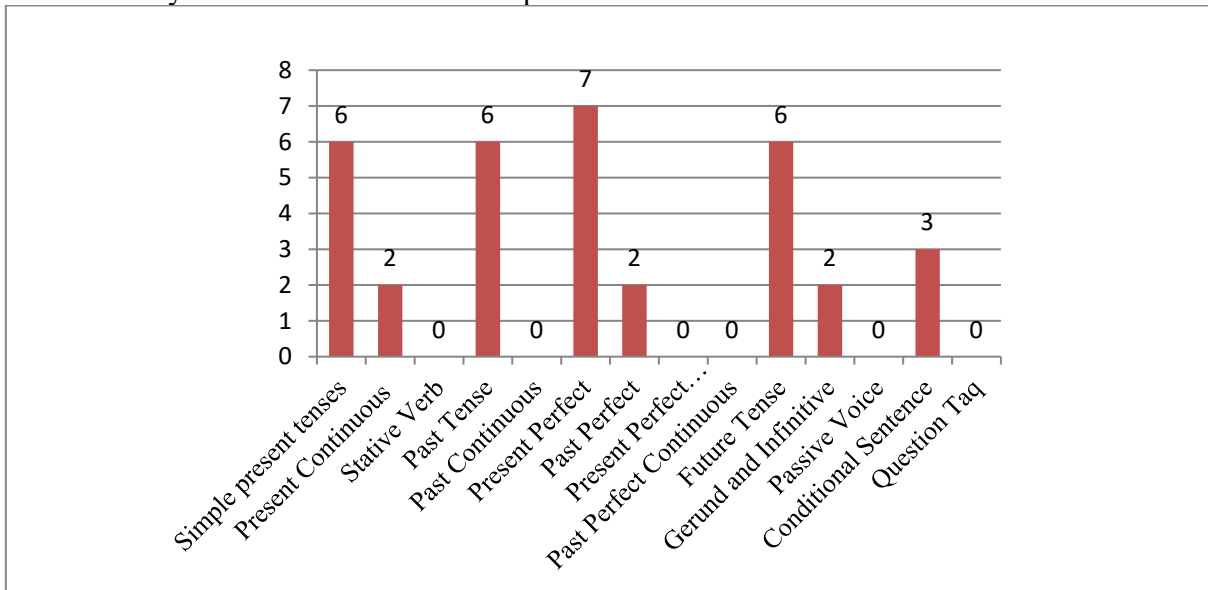The utterances in the video were elaborated by researchers into some topic categories in the diagram 3 below:

Diagram 3. Number of Utterances Found in "Emigrated Friends" Video

Based on the result of data analysis for the collaborative video project with the title **The Emigrate Friends** made by the students, it can be seen that the students put some topics that have been learned namely 6 utterances of the simple present, 2 utterances of present continuous, 6 utterances of past tense, 7 utterances of present perfect, 2 utterances of past perfect tense, 6 utterances future tense, 2 utterances of gerund and infinitive, and 3 utterances of conditional sentences. While, the topics which were not included in the conversation in the video were stative verbs, past continuous, present perfect continuous, past perfect continuous, passive voice and conditional sentence.

There were not as many topics about simple present tense as there were utterances produced by students as in the previous video. Below were the results of the transcript of the utterances:

- The simple present tense in Verbal form can be noticed in the utterances like *Oh I feel tired today, don't you guys have plans to go out today?; don't believe it! we should have been asking Zoya for yesterday at the time; You don't have a boyfriend, right Zoya?; Do you still remember our agreement, Right?.*
- The simple present tense in Nominal form can be heard from utterances like; *This is a chat between Zoya and her boyfriend;* and *Well, this is the real Zoya.*

The second topic covered in the video was *present continuous*. The utterance about this topic occurred as like *Oh my mom calling me, I think I will go home first,* and *It's like Zoya is hiding something from us.* Those utterances revealed as the activity was in progress.

The third topic was simple past tense that revealed past events. In the video it was discovered that the students constructed verbal and negative forms of simple past as like below:

- In verbal form, the utterance could be; *Actually, two days ago accidentally **heard** Zoya called someone in the toile;t I **didn't remembe**r it; When* did

11

*you eat?; You **didn't hear** that right?; **How did** you know that it was Zoya's boyfriend?; I **heard** on Zoya's phone a man's voice, and Zoya **called** him baby, and after that I also **saw** her chat in the class.*

- While the sentence that used nominal form as like in utterance; *I **was being sure** that it was Zoya's boyfriend.*

The next topic was past perfect tense. In the two previous videos, this topic was not encountered. However, in this video, the students endeavored to enter one utterance, namely "*I **had ate** at my home before we went to the beach*". Eventhough it still has grammatical errors. In this utterance, he should have said **I had eaten**, because everything related to the *perfect* must always be paired with the past participle (V3). The other sentence *"The news is that Zoya had been broken off with her boyfriend when she found out that her boyfriend was cheating on her and now she is crying in the class"* was a fragment of the student conversation in the video. This sentence was included in the past perfect sentence in nominal form.

Another topic found in this video is the topic of future tense. Utterances heard include: *That one, that we will not date until there is a man who can marry us; What about you Zoya, will you come?; We will be completing our assignments at Zila`s house, will you be coming?; But we shall have completed our assignment by the afternoon because the deadline is tomorrow; Yeah I know, I will have completed my assignment, when you work on your assignment; Okay Zoya, we will give you 2 choices, the first is that you break up with your boyfriend and come back with us, or the second you quit our friendship.* All spoken utterances referred to plans in either verbal or nominal form.

The topic about Gerund and infinitive can be illustrated from the utterance like; *Yeah, I have started to feel it too; I think, we have to find out what Zoya was hiding from us.* "***To feel***" and "***To find***" were infinitives. Meanwhile, the topic of conditional sentences appears in statements such as; ***if a man** is jealous then **he will never** invite you to commit disobedience; Okay, **I'll decide, if I come** to the beach it means I'm breaking up with my boyfriend, and getting back together with you guys and **if I don't come** to the beach it means **I'm leaving** our friendship; if I had not been dating, I would have filled a time with your guys*".

If we look at the diagram, the number of utterances using simple present tense, past tense, present perfect and future tense is almost the same.

2. Relation between Video project and students' outcome in learning grammar

Based on the three collaborative video projects made by students, the topics that are quite ordinary and that they use more often are simple present tense and past tense. Meanwhile, topics that never appeared in the video at all were past continuous and past perfect continuous.

The researchers related the results of the video which was the output of their grammar knowledge, it was quite enlightening. It was clear that although there are still many tenses that have not been included in their videos, students have been able to maximize the use of several tenses, although they are still in an unbalanced number.

Compared with the situation in class, the students will be more likely to look for sentence examples on the internet rather than create their own. With this video project, students can be more creative and adjust the context of the story to the sentences they want to utter in their video. It was in line with Kabooha, (2016) who stated that the other outcome stated that

movies draw students' attention towards the target language. In addition, Sabouri, & Zohrabi (2015) also said that in learning English, movies can help with problem variables, such as lack of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills. In this research, students were not asked to watch a video, but instead to create videos. The results achieved from creating videos are almost the same as the results from watching videos. However, creating a video will be more challenging for students because they have to compose a story that has not existed before, they have to choose the right plot so that all the tenses they have studied can be included in the video, and they have to look for vocabulary that will be used in constructing sentences in the video. videos.

CONCLUSION

Watching a video as a medium for learning English has often been accomplished by previous researchers. In this study, the researchers attempted to reverse the situation, namely by requesting students to make video projects that covered all the grammar topics that had been studied during fourteen meetings in intermediate grammar class, including, simple present tenses, present continuous, Stative verbs, Past tense, Past continuous, Present perfect, past perfect, Present perfect continuous, past perfect continuous, Future tense, Gerund and infinitive, Passive voice, Conditional sentence and Question Taq. There were three videos analyzed, it was encountered that the three videos always used simple present tense and past tense. Meanwhile, topic that never appeared in the video projects at all were past continuous and past perfect continuous. There are 33 simple present tense sentences in the first video, 18 in the second video, and 6 in the third video.

Meanwhile, past tense, 5 sentences in the first video, 9 sentences in the second video, and 6 sentences in the third video. The results of this collaborative video can increase students' creativity in adapting conditions to the use of grammar and can increase their vocabulary used in grammar.

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