

## ARTICLE

# Using the Video-ISL Collective: Integrated English Grammar Worksheet's Effectiveness

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## ABSTRACT

This study investigates the development and effectiveness of integrated English grammar worksheets utilizing Video-ISL Collective, a platform that combines video content with interactive learning tasks. The research was driven by the growing demand for engaging, student-centered materials that move beyond traditional, textbook-based grammar instruction. Conventional methods often fail to capture students' interest or meet the diverse learning needs of today's learners. In response, the study designed and implemented video-based grammar worksheets intended to create a more dynamic and interactive learning environment. The findings revealed a remarkable improvement in students' grammar proficiency, with an average pre-test score of 55 increasing to a post-test score of 90—indicating significant learning gains. Additionally, 93% of the students demonstrated mastery in grammar usage through the evaluations conducted. Feedback gathered from participants further underscored the approach's success, with 100% of the students reporting high levels of satisfaction and appreciation for the video-based worksheets. Students found the materials more enjoyable, accessible, and effective in helping them understand complex grammar concepts. The study concludes that incorporating video-based learning tools like ISL Collective significantly enhances student engagement and grammar acquisition. It offers a more flexible, visually rich, and interactive approach to language learning. The positive outcomes suggest that such resources should be integrated more broadly into English language curricula. Future research is encouraged to explore the long-term impact of video-integrated materials and their application across other areas of language instruction.

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**Keywords:** Video-ISL Collective; Worksheet; English Grammar; ADDIE Model; Student Centred Materials

# 1. Introduction

The need for interactive tools and advancements in technology are transforming language education. For today's learners, static exercises and traditional textbooks are no longer adequate. Through the use of cutting-edge platforms like Video-Integrated ISL Collective (VISL), educators are improving grammar training by fusing traditional worksheets with video information. This improves comprehension and practical language abilities.

This article demonstrates how integrated English grammar worksheets using VISL can be creatively applied to meet the evolving needs of both teachers and students in the context of modern language education. It also looks at how these worksheets were made and what benefits they have.

The article highlights the innovative use of Video-Integrated ISL Collective (VISL) in the creation of interactive English grammar worksheets aimed at enhancing learners' understanding and retention of grammatical concepts. While traditional grammar instruction remains foundational in language education, it often fails to accommodate the diverse learning styles, preferences, and engagement needs of 21st-century students<sup>[1, 2]</sup>. VISL addresses these challenges by incorporating interactive video content that presents grammar in authentic, visually enriched contexts, enhancing learner motivation and comprehension. This strategy aligns with flipped learning models, in which digital tools support independent learning outside of class, followed by more interactive application-based tasks during classroom sessions<sup>[3]</sup>. The integration of multimedia materials and real-life language use in VISL mirrors Communicative Language Teaching<sup>[4]</sup> and multimedia learning principles<sup>[5]</sup>, allowing grammar instruction to be more meaningful and context-driven.

Additionally, VISL leverages features such as immediate feedback, learner-paced progression, and personalized learning pathways to cultivate learner autonomy and self-assessment. Daulay et al.<sup>[3]</sup> emphasized that such technology-enhanced learning environments improve student outcomes and foster deeper engagement, particularly in writing and grammar-focused instruction. These affordances enable learners to monitor their own progress, revisit diffi-

cult areas, and interact with content that suits their individual needs. In this way, VISL serves as an effective pedagogical model that transforms conventional grammar instruction into an engaging, student-centered experience.

Effective language instruction is increasingly guided by constructivist theories, which emphasize learners' active participation, the role of prior knowledge, and the construction of meaning through real-world, authentic experiences<sup>[6]</sup>. The development of integrated English grammar worksheets using Video-Integrated ISL Collective (VISL) is aligned with these principles. VISL promotes socio-constructivist learning by encouraging collaborative interaction and leveraging video-based content to connect abstract grammar rules with practical, communicative contexts<sup>[7]</sup>. This approach enables learners to apply grammatical concepts in meaningful scenarios, which enhances both comprehension and engagement.

Furthermore, VISL embodies the cognitive apprenticeship model through scaffolded tasks and authentic language experiences that support learning via observation, practice, and gradual mastery<sup>[8]</sup>. The inclusion of multimodal learning tools—visual, auditory, and interactive media—caters to various learner preferences and reinforces grammar acquisition<sup>[9]</sup>. Such multimodal approaches not only improve retention but also promote deeper understanding by engaging multiple cognitive channels.

In addition, the real-time feedback, adaptive learning paths, and self-directed modules embedded in VISL empower learners to assess their own progress and revisit content as needed. These features are consistent with modern pedagogical trends emphasizing learner autonomy and formative assessment<sup>[6]</sup>. Grounded in constructivist theory, VISL thus represents an effective, technology-enhanced approach to grammar instruction that supports language development in a dynamic and student-centered way.

## 1.1. Language Learning Theory: Integrative Approaches for Enhanced Proficiency

In the realm of language learning theory, integrated approaches play a crucial role in promoting comprehensive language acquisition and proficiency. The application of

such approaches to the development of English grammar worksheets using Video-Integrated ISL Collective (VISL) is grounded in several theoretical frameworks that enhance its pedagogical effectiveness. Integrated language learning theory, particularly when employed through VISL, facilitates language acquisition by contextualizing grammar instruction within authentic communicative environments and supporting multimodal learning strategies.

VISL aligns closely with the principles of Communicative Language Teaching (CLT), which emphasizes the importance of meaningful communication and learner interaction in the classroom<sup>[4]</sup>. By embedding grammar instruction into real-world scenarios, VISL encourages learners to apply grammatical knowledge functionally, rather than in isolation, thereby supporting the development of communicative competence<sup>[10]</sup>. Additionally, the use of multimedia elements such as videos caters to multiple sensory modalities, enhancing retention and understanding through visual and auditory engagement<sup>[11]</sup>. This multimodal learning environment is consistent with constructivist theories, which advocate for active knowledge construction through meaningful, context-rich experiences<sup>[12]</sup>.

In sum, VISL serves as an effective integrative approach that not only supports the communicative use of grammar but also addresses diverse learning styles, ultimately leading to improved engagement and language proficiency.

## 1.2. Exploring Integrated Approaches in English Grammar Education

Through authentic circumstances, increased engagement, and improved comprehension and retention of grammatical ideas through visual and auditory stimuli, multimedia services like VISL improve language acquisition<sup>[13]</sup>.

- 1) Studies show that VISL platforms effectively support language learning by integrating videos into instruction, encouraging active engagement and skill development in a variety of educational contexts<sup>[14]</sup>.
- 2) In order to improve students' actual application of grammatical principles, modern grammar training places an emphasis on contextualized and communicative methods<sup>[15]</sup>, and incorporates worksheets with video content<sup>[16]</sup>.
- 3) **Engagement and Motivation in Language Learning:**

Motivation and engagement are crucial factors in language acquisition. Research suggests that multimedia-rich environments, such as those facilitated by VISL, increase learner motivation by providing interactive and visually stimulating learning experiences<sup>[17]</sup>.

- 4) **Impact of Constructivist Learning Theories:** Constructivist theories emphasize active learning and knowledge construction. VISL supports these theories by encouraging learners to interact with grammar concepts through multimedia resources, fostering deeper understanding and retention<sup>[18]</sup>.
- 5) **Future Directions and Innovations in Language Education:** The integration of technology continues to shape language education practices. Future research may explore innovative uses of VISL and similar platforms to personalize learning experiences, accommodate diverse learning styles, and assess learner progress in real time<sup>[19]</sup>.

Motivation and engagement are factors that affect language acquisition; environments rich in multimedia, such as VISL, can boost motivation. VISL promotes active learning and knowledge production, which is consistent with constructivist learning theories. Future studies could examine the creative ways that VISL can be used to tailor lessons, take into account different learning preferences, and monitor students' progress in real time.

## 2. Research Methods

The study used research and development method. Thirty students and two instructors from the English and Literature Department at Universitas Negeri Medan's Arts and Language Faculty participated in this study. A mix of questionnaires, observations, and interviews was used to compile thorough data on the efficiency of the Video-ISL Collective. Interviews with lecturers and students yielded qualitative insights into their experiences with the integrated English grammar worksheet, including subjective opinions about its usefulness and effect on learning objectives as well as in-depth feedback. When the worksheet was used in the classroom, observations were made to gauge student participation, engagement, and the general dynamics of the learning environment. To gather quantitative data, instructors and students were given structured questionnaires that included a

range of items meant to gauge the Video-ISL Collective's usefulness, efficacy, and level of satisfaction. A Likert scale was used to rate the responses in order to make statistical analysis easier.

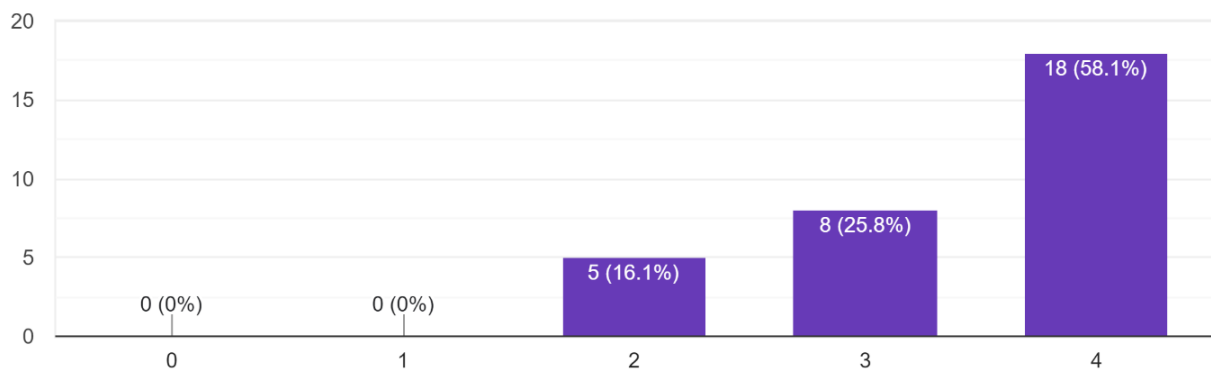
Both qualitative and quantitative techniques were used to analyze the data that had been gathered. Deeper insights into the participants' experiences and the worksheet's influence on their learning processes were obtained through the application of thematic analysis to the observation and interview data, which involved coding to identify recurrent themes and patterns. The questionnaire responses were compiled using descriptive statistics, which also showed general trends in the participants' evaluations of the worksheet's usefulness and efficacy. Additionally, pre- and post-implementation data were compared in order to identify any notable improvements in learning outcomes. This allowed for a comparative analysis to be carried out in order to measure changes in student performance and engagement before

and after the Video-ISL Collective was implemented. By combining these techniques, the effect of the Video-ISL Collective on learning English grammar could be thoroughly assessed.

### 3. Results

#### 3.1. Need Analysis

This study explored the development of integrating video-based resources from the online platform ISL Collective into English grammar worksheets. The needs analysis phase involved understanding the specific requirements of the target audience, which consisted of undergraduate students with varying proficiency levels in English. Data was collected through surveys, interviews, and classroom observations. Based on the results, the students need English grammar skill as described in **Figure 1** below.

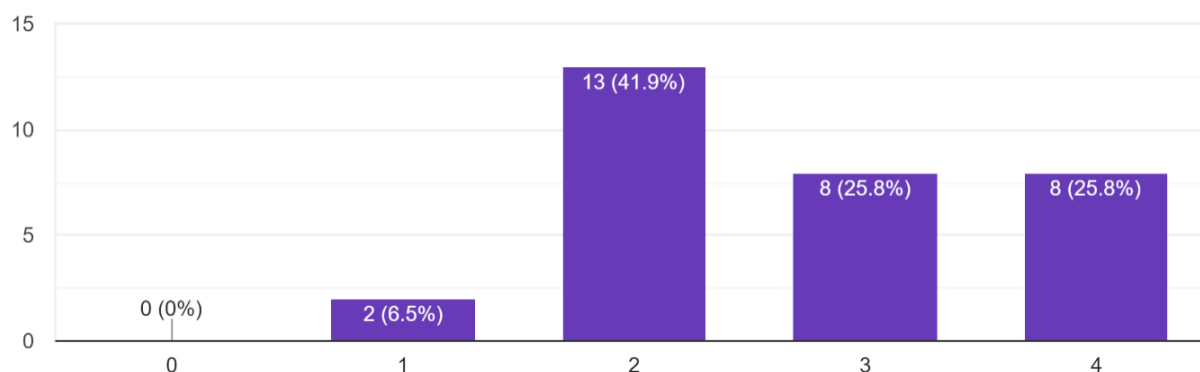


**Figure 1.** Students' Need on English Grammar Skill.

Based on the data presented in **Figure 1**, it is evident that students overwhelmingly recognize the importance of English grammar skills. A significant majority, 83.9%, strongly agreed on the value of mastering English grammar. This strong consensus reflects the critical role that grammar plays in various aspects of students' academic and professional lives. The 16.1% of students who agreed at a medium level likely acknowledge the importance of grammar but may not prioritize it as highly due to several factors. Some students might focus more on other language skills, such as vocabulary acquisition or conversational fluency, viewing grammar as important but not the sole focus of their language

learning efforts. Additionally, students' confidence levels can influence their perception of grammar's importance. Those who find grammar rules challenging might struggle with its complexities, affecting their level of agreement. Furthermore, certain students might deem grammar less critical in informal communication contexts, such as social media or casual conversations, while recognizing its importance in formal settings.

Relating to the learning process conducted by students, not all students were able to maximize an independent learning, it is described in **Figure 2** below.

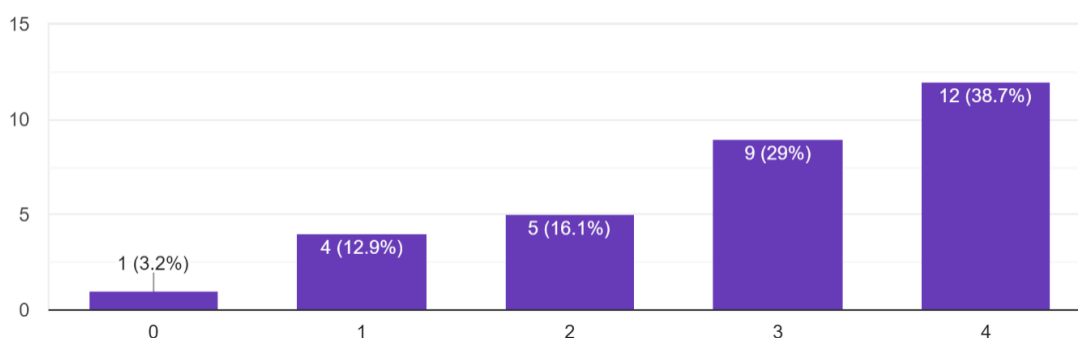


**Figure 2.** Independent Learning English Grammar Process.

Based on the data presented in **Figure 2**, students hold varied views on the effectiveness of independent learning in improving English grammar skills. The diagram reveals that 48.4% of students agree at a medium level that independent learning is a viable method for enhancing their grammar proficiency. This suggests that while nearly half of the students recognize the potential benefits of independent learning, they may also feel that it has limitations or requires additional support to be fully effective. The other 51.6% of students express a high level of agreement regarding the effectiveness of independent learning for improving their English grammar skills. This slight majority indicates a strong belief among these students in their ability to learn and refine grammar skills on their own. This confidence in independent learning could stem from various factors, such as the availability of self-study resources, personal learning preferences, or past successful experiences with self-directed learning. The data highlights the need for educators to consider these perspectives when designing instructional strategies. For students

who are moderately confident in independent learning, educators can provide structured guidance and resources to facilitate effective self-study. This might include curated lists of reliable grammar resources, online exercises, and clear learning objectives. Additionally, integrating technology, such as language learning apps and interactive grammar tutorials, can offer engaging and accessible ways for students to practice independently. For the 51.6% of students who are highly confident in independent learning, educators can further empower these learners by promoting autonomy and self-regulation skills. Encouraging students to set personal learning goals, track their progress, and reflect on their learning strategies can enhance their independent learning experience. Providing opportunities for peer learning and collaboration can also enrich the learning process, allowing students to share insights and support each other's progress.

However, in responding the students' needs above, the demand of students on 21st century learning has not been maximized as describing in **Figure 3** below.

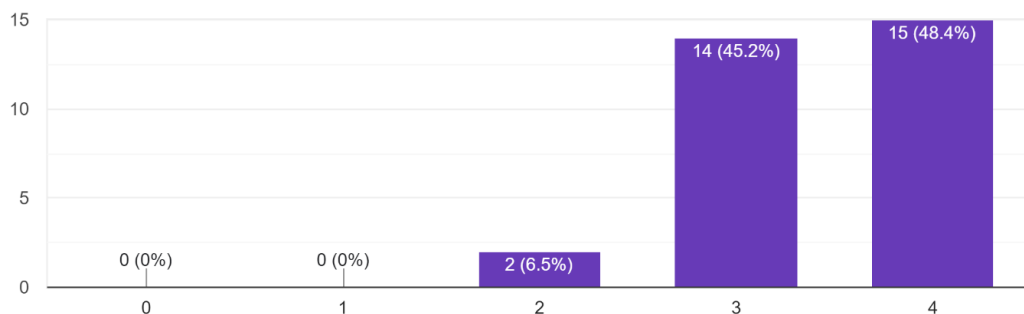


**Figure 3.** Learning Media based on 21st Century Learning.

Based on the data presented in **Figure 3**, it is evident that students overwhelmingly support the integration of media relevant to 21st-century learning in English grammar education. Specifically, 83.8% of students strongly agree that modern educational media should be used for learning English grammar. This high level of agreement highlights a strong recognition among students of the benefits that contemporary digital tools and resources can bring to grammar instruction. The substantial agreement from the majority suggests that students are likely aware of and accustomed to the use of technology in their daily lives and educational experiences. They recognize that interactive media, such as educational apps, online exercises, and video tutorials, can make learning grammar more engaging and accessible. Such tools often provide immediate feedback, allow for personalized learning paths, and can accommodate various learning styles, which can significantly enhance the learning experience. Meanwhile, 16.2% of students agree at a low level with the necessity of using 21st-century learning media for grammar education. This smaller segment of students might prefer traditional learning methods or may not yet be fully comfortable or familiar with digital learning tools. Their lower level of agreement could also stem from a lack of ac-

cess to technology or a preference for face-to-face instruction. These findings underscore the importance for educators to not only incorporate modern media in grammar teaching but also to ensure that all students can benefit from these tools. For the majority who strongly support the use of 21st-century learning media, educators should continue to leverage technology to create interactive and engaging grammar lessons. This could involve using educational apps, online platforms that offer grammar exercises, video lessons, and other digital resources that align with students' familiarity and comfort with technology. For the 16.2% of students who agree at a low level, it is crucial to provide additional support to help them transition to and become comfortable with digital learning tools. Educators can offer introductory sessions on using these technologies, provide alternative resources for those with limited access, and blend traditional and digital methods to cater to all learning preferences. This blended approach ensures that no student is left behind and that everyone has the opportunity to benefit from the advantages of modern educational media.

In addition, worksheet has a significant role in improving the students' English grammar skill. It is reflected on **Figure 4** below.

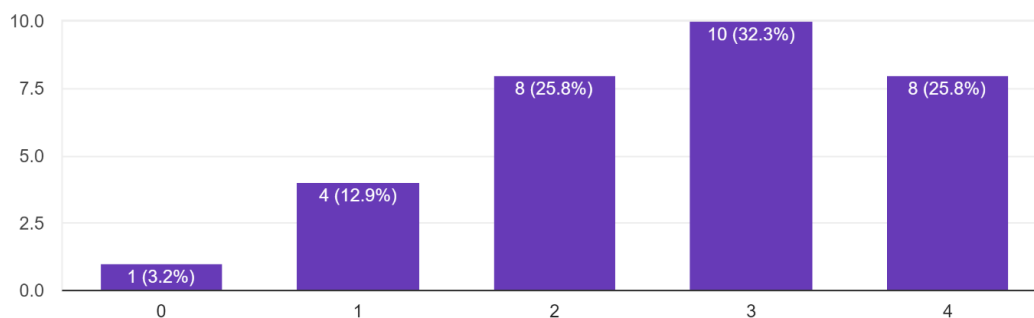


**Figure 4.** The Variations of English Grammar Assessment.

Based on the data presented in **Figure 4**, it is clear that all students unanimously recognize the need for a variety of assessment types to improve their English grammar skills. Specifically, 100% of students indicated a preference for diverse assessment formats, including multiple choice, essay, and true or false questions. This unanimous agree-

ment underscores the importance of using varied assessment methods to cater to different learning styles and provide a comprehensive evaluation of students' grammar proficiency.

Therefore, the students need a certain worksheet in covering their needs to improve English grammar skill namely, Video-ISL Collective. It is described in **Figure 5** below.

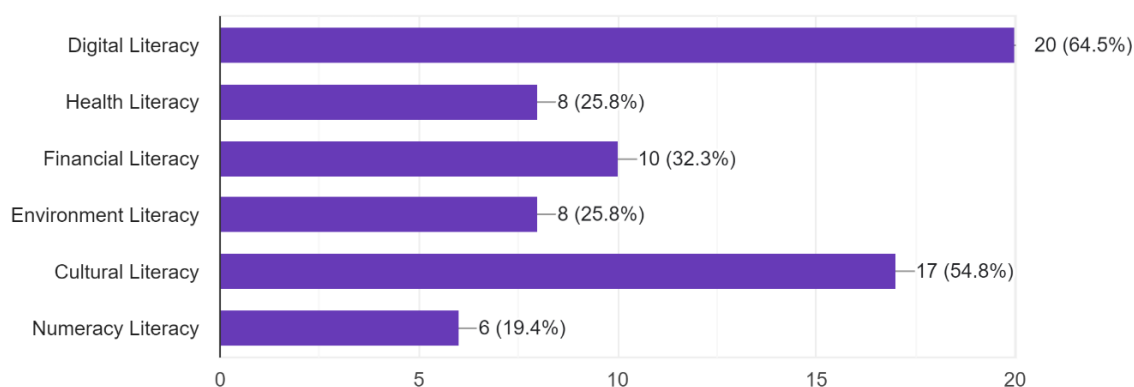


**Figure 5.** Student's Interests in using Video-ISL Collection as integrating English Grammar Worksheet.

Based on the data presented in the **Figure 5**, an overwhelming majority of students, 96.8%, express strong interest in using Video-ISL (Instructional Scaffolding Learning) Collective as a method for integrating English grammar worksheets. This significant positive response suggests that students find this approach engaging and potentially beneficial for their learning process. The appeal of Video-ISL can be attributed to several factors: its ability to capture and maintain students' attention, the combination of visual and auditory elements that cater to various learning styles, and the interactive features such as quizzes and prompts that make learning more dynamic and participatory. Moreover, videos provide real-life context for grammar usage, which helps students understand abstract grammar rules and apply them practically. The flexibility of video-based learning also allows students to learn at their own pace, making it easier to grasp challenging concepts. However, a small minority of 3.2% of students find Video-ISL uninteresting. This could be due to a preference for traditional learning methods, such as textbooks and written exercises, over digital formats. Additionally, technical challenges, such as limited access to technology or

unstable internet connections, might hinder their ability to effectively engage with video content. Personal disinterest or negative past experiences with video-based learning could also contribute to their lack of enthusiasm. The high level of interest in Video-ISL suggests that educators should incorporate engaging and interactive video content into grammar teaching strategies to maintain students' engagement and enhance their understanding. Videos can provide real-life examples and contextualize grammar rules, making learning more relevant and understandable. Including interactive elements like quizzes and reflection points can encourage active learning. For the minority who find this method less appealing, it is essential to offer alternative resources, such as printed worksheets and textbooks, and ensure that video content is accessible offline. Personalized support and guidance can also help these students adapt and find value in video-based learning.

Thus, It is needed to develop an integrating English Grammar Worksheet through Video-ISL Collective. **Figure 6** is designed based on materials related to 21st century learning.



**Figure 6.** Materials Needed by the Students.

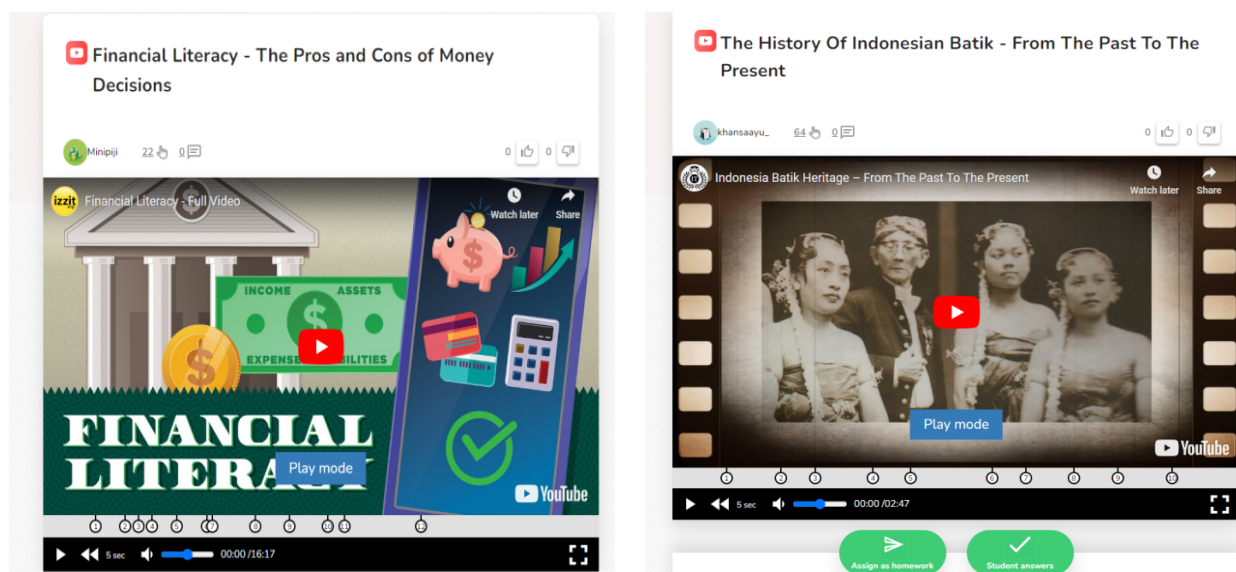


Based on the findings from **Figure 6**, it is evident that students prioritize certain types of literacy materials to complement their learning needs. Digital literacy emerges as the most dominant requirement, with 64.5% of students indicating a strong need for this skill. This reflects the increasing importance of digital technologies in education and daily life, highlighting students' recognition of the necessity to navigate and utilize digital tools effectively. Following closely is cultural literacy, identified by 54.8% of students as a significant area of interest. This indicates a desire to understand and engage with diverse cultures, traditions, and global perspectives, which is crucial for fostering cultural competence and global awareness among learners. Financial literacy is also noted as important, with 32.3% of students expressing a need for knowledge and skills related to managing finances, understanding economic principles, and making informed financial decisions. Health literacy and environmental literacy share equal importance among 25.8% of students each. These literacies underscore students' recognition of the importance of understanding health-related information and environmental issues, reflecting growing concerns about personal well-being and global sustainability. Numeracy lit-

eracy, although less prominently identified, is still valued by 19.4% of students. This highlights the importance of numerical and quantitative skills in various aspects of life, from everyday tasks to academic and professional pursuits.

### 3.2. Developing Integrating English Grammar Worksheet through Video-ISL Collective

The integration of English Grammar Worksheets through Video-ISL Collective was meticulously designed to cater to students' specific learning needs and preferences. These worksheets were crafted using materials relevant to 21st-century learning, incorporating multimedia elements to enhance engagement and comprehension. Each worksheet featured videos that illustrated grammar concepts in real-world contexts, fostering deeper understanding. This approach not only facilitated grammar learning but also promoted digital literacy skills essential for navigating modern educational environments. **Figure 7**, depicting the front of a worksheet through Video-ISL Collective, visually exemplified how these elements were integrated to create dynamic and effective learning tools, aimed at maximizing student engagement and learning outcomes.



**Figure 7.** The Front of English Grammar Worksheet through Video-ISL Collective.

After open the link to access the worksheet, the students will be able to take English Grammar test showed in

the **Figure 7** above. Then, the students will select “Play mode” that is described in **Figure 8** below.



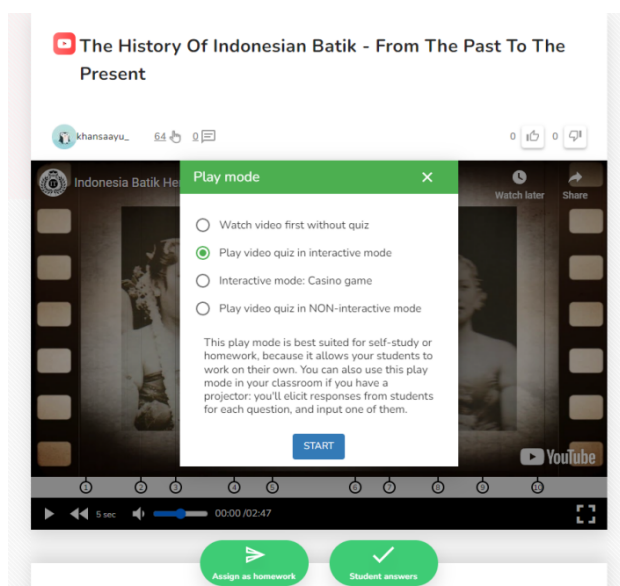


Figure 8. Play Mode of Worksheet.

Based on the **Figure 8**, the students select “play video quiz in interactive mode”. Then, the students will take the test provided by Integrating English Grammar Worksheet through Video-ISL Collective as described in **Figure 9** below.

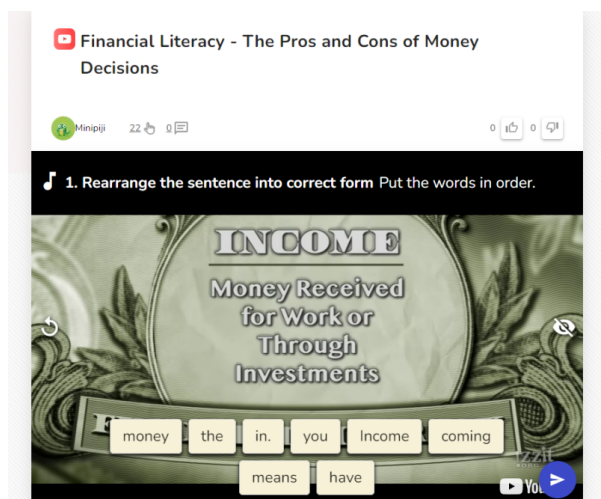


Figure 9. The Example of Question on Integrating English Grammar Worksheet through Video-ISL Collective.

### 3.3. Validation Results

Overall satisfaction in four important areas—Design and usability, Content and Effectiveness, Student Engagement and Motivation, and Overall Impact and Satisfaction—amounts to an average of 93%, according to the validation results of the Integrated English Grammar Worksheet Development through Video-ISL Collective.

The layout and usability of the worksheets were highly rated by the respondents. Users found the layout to be especially clear and easy to follow and understand. The user experience was further improved by the worksheets’ intuitive navigation, which made it easy for students to navigate through them without difficulty. The worksheets’ visual appeal was another strong point; according to 93% of students, the eye-catching design elements increased the learning process’ enjoyment and engagement. Remarks emphasized the well-thought-out arrangement and aesthetically attractive design, which greatly enhanced the educational process.

The worksheets’ content received high marks for being pertinent to the students’ curricula. The exercises and explanations of grammar were deemed accurate, thorough, and effective in reinforcing the participants’ understanding of English grammar. The material was both helpful and applicable to the students’ coursework because it was in line with their studies. Pupils reported that the exercises gave them plenty of practice to reinforce their knowledge, and the clear and thorough explanations made it easier for them to understand difficult grammar concepts. In general, the content was thought to be an effective tool for improving students’ grammar skills.

A major contributing factor to the high levels of student motivation and engagement was the dynamic and interactive format of the video and worksheet components. When it came to the exercises and videos, students expressed that they were highly engaged and found them to be entertaining. Due to the exercises’ captivating format and apparent learning advantages, participants were highly motivated to finish them. One particular feature that was praised was the video content, which added dynamic and interactive elements to the learning process. Pupils were even more motivated to interact with the content because they found the videos to be a helpful resource for simplifying difficult grammar concepts.

Students were generally quite satisfied with the integrated worksheets. After completing the worksheets, they felt that their grammar had significantly improved, and they felt more confident about their ability to use English grammar correctly. Their overall success in learning was facilitated by the worksheets’ thorough and organized approach. Students also demonstrated a strong desire to suggest the worksheets to their peers, demonstrating the benefits and satisfaction that came from the integrated approach. The worksheets

were regarded as an important tool that improved students' grammar knowledge and helped them succeed academically in the English course as a whole.

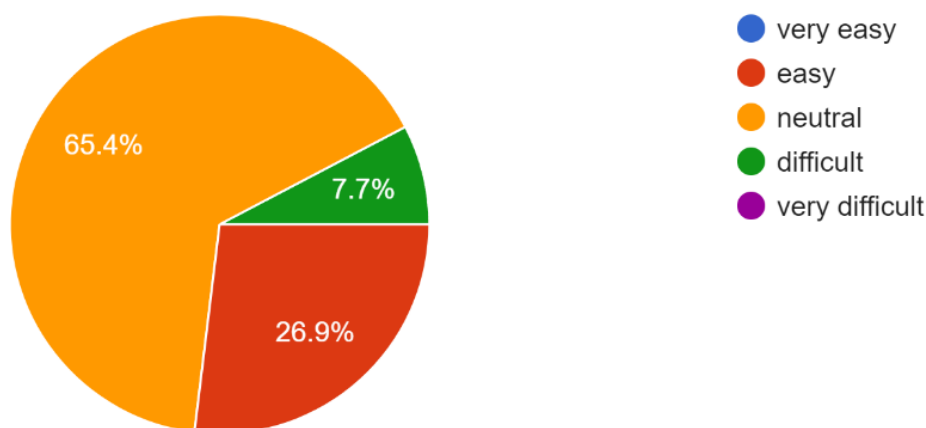
These findings show the Integrated English Grammar Worksheet Development through Video-ISL Collective's efficacy and favorable reception, highlighting its worth as a thorough teaching resource for students.

### 3.4. The Effectiveness of English Grammar Worksheet through Video-ISL Collective

For a number of reasons, students view using the English grammar worksheets provided by Video-ISL Collective as extremely advantageous. They discover that watching videos increases learning engagement and interest because the combination of visual and auditory cues improves their understanding and retention of grammar concepts compared to traditional text-based instruction. These videos are inter-

active because they include built-in exercises and quizzes that allow for quick practice and feedback, which helps students retain what they've learned. Pupils value being able to study at their own speed, rewinding and pausing videos as necessary to understand the content. Students studying tourism will find the real-world contexts and scenarios in the videos especially helpful in applying grammar rules to real-world scenarios that they will likely encounter in their future careers. Their general language proficiency and comprehension of culture are also improved by being around native speakers and cultural quirks. Their educational experience is further enhanced by cooperative exercises like role-playing based on video content and group discussions. Overall, students believe that learning is more effective and relevant to their career goals thanks to this multimedia approach, in addition to being more fun.

The students' perception toward Video-Integrated ISL Collective (VISL) is showed in the **Figure 10** below.



**Figure 10.** The Access of Video-Integrated ISL Collective.

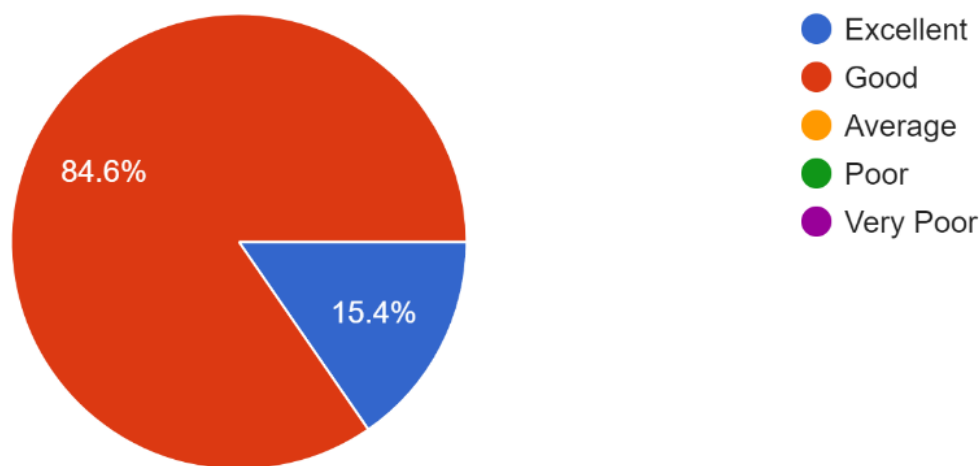
**Figure 10** shows that students' experiences with the Video-Integrated ISL Collective vary, with 26.9% finding it easy, 65.4% neutral, and 7.7% challenging. Reliability of internet connections and familiarity with digital tools are probably advantages for the 26.9% who find it easy, as they facilitate simple platform navigation and use. Periodically, technical problems or small navigational difficulties may arise for the majority of people, 65.4%, who have a neutral attitude toward accessibility; these events may cause some inconvenience, but they won't substantially impair their overall experience. Although some students may require some

initial assistance to get acquainted with the platform, they are generally able to use it efficiently. For the 7.7% who struggle, major obstacles like inadequate devices, bad internet connectivity, or low digital literacy are probably to blame.

The quality of English grammar content in the worksheets provided by Video-Integrated ISL Collective is highly regarded by students, with 84.6% rating it as good and 15.4% rating it as excellent. The majority of students, who consider the content good, find the worksheets effective in delivering clear and accurate grammar instruction, covering a comprehensive range of topics with well-structured explanations

and practical exercises. These materials help students understand and apply grammar rules, contributing significantly to their language proficiency. On the other hand, the 15.4% of students who rate the content as excellent see the worksheets as exceptionally valuable. They appreciate the detailed explanations, variety of exercises, and the contextual relevance of examples, finding the materials highly engaging, chal-

lenging, and enriching. This excellent rating suggests that the worksheets offer advanced insights and applications that significantly enhance the learning experience. Overall, the positive ratings reflect the effectiveness of the worksheets in meeting diverse learning needs, providing both solid foundational knowledge and advanced learning opportunities. It is described in **Figure 11**.

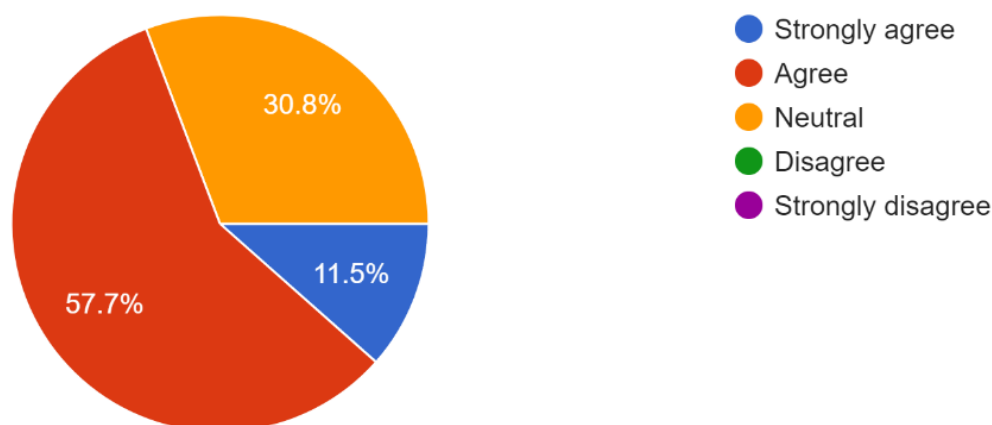


**Figure 11.** The Quality of English Grammar Content Worksheet.

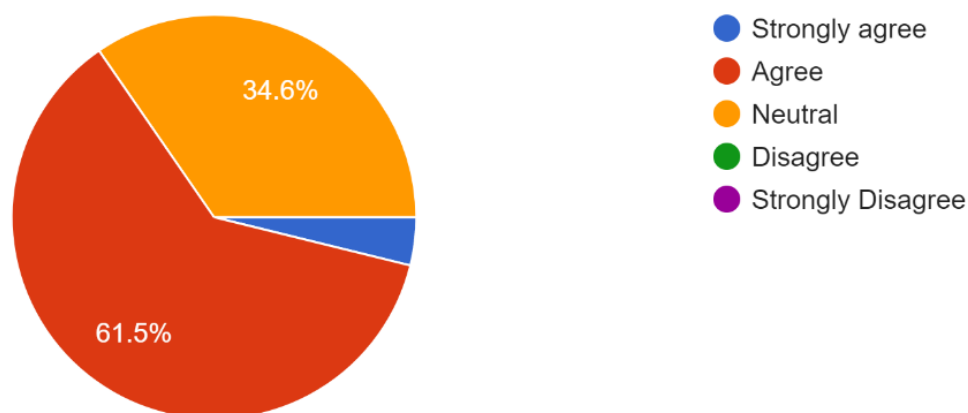
The effectiveness of the worksheets in covering a wide range of grammar topics is perceived positively by students, with 57.7% agreeing, 11.5% strongly agreeing, and 30.8% feeling neutral. The majority of students who agree (57.7%) find that the materials provide comprehensive coverage of essential grammar areas, exposing them to a variety of rules and structures through diverse exercises and examples. This helps them understand and apply grammar rules in different contexts, crucial for mastering the language. A smaller but notable group, 11.5%, strongly agree, indicating high satisfaction with the breadth and depth of the topics covered. These students appreciate the thoroughness and attention to detail, finding that the worksheets not only cover the basics but also delve into more complex and nuanced aspects of grammar, offering a richer learning experience. Meanwhile, 30.8% of students feel neutral, suggesting that while they recognize the value of the worksheets, they may feel that certain topics could be explored in more depth or that some areas might be missing. These students find the coverage adequate but not exceptional, possibly needing more varied or targeted exercises as described in **Figure 12** below.

Students demonstrate increased motivation in learn-

ing English grammar using the integrated ISL Collective worksheets compared to traditional methods. A majority of 61.5% agree that these worksheets enhance their motivation, likely due to the interactive and engaging nature of video-integrated content, which makes grammar learning more dynamic and less monotonous than traditional text-based approaches. The multimedia elements, such as videos and interactive exercises, cater to different learning styles and keep students interested. Additionally, 3.9% of students strongly agree, reflecting a high level of enthusiasm and preference for this modern approach, likely because it offers immediate feedback and real-life context, making the learning experience more relevant and enjoyable. Meanwhile, 34.6% of students remain neutral, which might indicate that while they acknowledge the benefits of the integrated worksheets, they do not find them significantly more motivating than traditional methods. This group may need further exposure to fully appreciate the advantages or may have individual preferences that make traditional methods equally effective for them. Overall, the integrated ISL Collective worksheets appear to positively impact student motivation in learning English grammar as described in **Figure 13** below.



**Figure 12.** The Effectiveness of Worksheet Content.



**Figure 13.** Students' Motivation in Using He Integrated ISL Collective Worksheet Compared with Traditional Methods.

## 4. Discussion

To improve student engagement and learning outcomes in the dynamic field of language education, new and creative methods are always being explored. Using video content in teaching strategies is one such strategy, especially when teaching grammar in English. By combining dynamic video elements with traditional grammar instruction, the Video-Integrated ISL Collective (VISL) offers a significant advancement in this field by fostering a more immersive and productive learning environment. The revolutionary effect of VISL on the teaching of English grammar is examined in this paper, along with its advantages, pedagogical theory alignment, difficulties, and potential for future innovation. Therefore, there are some benefits of transforming English Grammar Education with Video-Integrated ISL Collective (VISL).

*Enhanced Engagement and Learning Outcomes:* The development of English grammar worksheets using the Video-ISL Collective (VISL) has produced impressive results in terms of raising learner engagement and learning objectives. VISL facilitates a more profound understanding and practical application of grammar principles through the incorporation of video content that places grammar rules within real-world contexts. Teachers noted a rise in student engagement and motivation, which they attributed to VISL's interactive and visually stimulating elements<sup>[20, 21]</sup>.

*Effectiveness of Multimedia Integration:* In order to accommodate a variety of learning styles and preferences, a multimodal learning environment is supported by the integration of multimedia resources through VISL. Teachers can better understand abstract concepts by providing tangible and visual stimuli alongside traditional grammar exercises. Research shows that these kinds of multimodal approaches,

through interactive engagement, not only improve retention but also foster a deeper comprehension of grammar rules<sup>[14]</sup>.

*Alignment with Pedagogical Theories:* VISL is highly compatible with modern pedagogical theories, including constructivist learning methods and communicative language instruction. Via the use of video scenarios, VISL integrates grammar instruction into communicative contexts that encourage active learning and knowledge construction. Grammar rules should be applied practically by students in order to reinforce their understanding in real-world contexts<sup>[15, 16]</sup>.

However, the implementation of VISL is not without difficulties. The successful implementation of VISL in language classrooms can be impacted by a number of important factors, including the need for educator training in digital literacy, access to appropriate multimedia content, and technical requirements. To overcome these obstacles and maximize the platform's instructional potential, educators need constant support and professional development opportunities.

In terms of future directions, VISL's approach to teaching English grammar presents exciting opportunities for advancement. Future studies could examine learner analytics-driven personalized learning pathways, artificial intelligence integration for personalized feedback and assessment, and adaptive learning technologies within VISL. These developments could improve personalized instruction and improve language learning outcomes across a range of educational contexts<sup>[22]</sup>.

## 5. Conclusions and Suggestions

### 5.1. Conclusions

To sum up, the development of integrated English grammar worksheets using VISL is a revolutionary method in language instruction. VISL improves engagement, encourages deeper learning, and is in line with modern pedagogical practices by using multimedia resources to contextualize grammar instruction. Teachers can develop a more dynamic, efficient, and student-centered approach to teaching English grammar as long as they keep investigating and utilizing VISL's potential. This will help students all over the world become proficient and develop their communication skills.

English grammar worksheet development has advanced significantly with the inclusion of Video-ISL Collective (VISL), providing teachers and students with a dynamic

and efficient method of grammar instruction. VISL has been demonstrated to increase engagement, deepen comprehension, and improve learning outcomes by combining interactive video content with traditional grammar exercises. Important conclusions drawn from the investigation of VISL are as follows:

1. **Enhanced Engagement and Motivation:** VISL engages learners through interactive video content that provides authentic language contexts, fostering increased motivation and participation in grammar learning activities.
2. **Improved Comprehension and Retention:** By contextualizing grammar rules within real-world scenarios, VISL enhances learners' comprehension and retention of grammar concepts, making abstract rules more tangible and applicable.
3. **Alignment with Pedagogical Theories:** VISL aligns with contemporary pedagogical theories such as communicative language teaching and constructivist learning approaches. It supports active learning, knowledge construction, and the application of grammar rules in meaningful contexts.
4. **Multimodal Learning Environment:** The integration of multimedia resources in VISL caters to diverse learning styles, providing visual and auditory cues that facilitate deeper understanding and engagement among learners.

### 5.2. Suggestions

1. **Professional Development:** To optimize VISL's educational potential and improve educators' digital literacy, they must continue their professional development. Effective integration techniques, developing interactive learning environments, and making the most of VISL's features ought to be the main focuses of training programs.
2. **Curriculum Integration:** Include VISL in the curriculum as an additional resource for teaching English grammar. Create worksheets with video content that is in line with particular grammar themes so that it can be easily incorporated into lesson plans and learning goals.
3. **Assessment and Feedback:** Provide learners with fast

feedback on their development and comprehension of grammar concepts by developing assessment strategies in VISL. To improve learning results, make use of interactive tests, self-evaluation resources, and peer review exercises.

4. **Research and Development:** Encourage studies that investigate new developments in VISL, such as personalized learning pathways, artificial intelligence integration for individualized feedback, and adaptive learning technologies. To guarantee VISL's wide applicability and effectiveness, look into how well it works in various educational environments and with various populations.
5. **Collaborative Learning Communities:** To share resources, lesson plans, and best practices for successfully incorporating VISL into language instruction, encourage educators to collaborate. Establish online groups or discussion boards where teachers can share ideas, work through problems together, and motivate one another by using VISL in creative ways.

By following these suggestions and expanding on the findings from the incorporation of VISL into English grammar instruction, teachers can fully utilize multimedia-enhanced learning to support language competency, critical thinking abilities, and communication competence in their students. A more interactive, captivating, and successful method of teaching and learning grammar in the twenty-first century is made possible by VISL, which is evidence of the revolutionary power of technology in the field of language education.

## 6. Limitation

Despite the promising results and potential of the Video-ISL Collective (VISL) in enhancing English grammar instruction, several limitations must be acknowledged. First, the study was conducted within a relatively small and specific student population, which may limit the generalizability of the findings to broader educational contexts. Larger and more diverse samples would be necessary to confirm the effectiveness of VISL across different age groups, proficiency levels, and cultural backgrounds. Second, the research primarily focused on short-term improvements in grammar proficiency, as evidenced by pre- and post-test scores. Longitudi-

nal studies are needed to assess the sustainability of learning gains and the long-term impact of VISL-integrated instruction. Third, the effectiveness of VISL may vary depending on students' digital literacy and access to technological resources. In under-resourced educational settings, limited access to stable internet connections or devices may hinder the implementation of video-based learning tools. Lastly, while VISL supports multimodal learning, it may not fully address the needs of learners who require more traditional, text-based instruction or those with specific learning difficulties. A blended approach that combines VISL with other instructional methods may be necessary to accommodate diverse learner needs. Recognizing these limitations provides direction for future research and encourages the development of more inclusive, scalable, and adaptable grammar teaching strategies using digital tools like VISL.

## Author Contributions

Conceptualization, I.W.D. and S.L.; methodology, I.W.D.; software, M.D.; validation, I.W.D. and M.D.; formal analysis, I.W.D.; investigation, M.D.; resources, M.D.; data curation, I.W.D.; writing—original draft preparation, I.W.D. and S.L.; writing—review and editing, I.W.D., S.L., M.D., and D.S.; visualization, I.W.D.; supervision, I.W.D.; project administration, M.D.; funding acquisition, I.W.D. All authors have read and agreed to the published version of the manuscript.

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## Conflicts of Interest

The authors declare no conflict of interest.

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