

The Analyzing of Interactive Media to Enhance Grammar Learning in Fourth Grade Students at SD Negeri 005 Palembang

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Abstract

Grammar is a fundamental element in English language learning, especially for elementary school students, as it supports the formation of clear and meaningful sentences. However, grammar learning is often considered difficult due to traditional teaching methods that rely heavily on memorization and rule-based instruction. This study aims to analyze the use of interactive media in enhancing grammar learning among fourth-grade students at SD Negeri 005 Palembang. The research employed a qualitative descriptive method using a questionnaire to gather students' perceptions of learning grammar through interactive media. The participants consisted of 27 fourth-grade students selected through random sampling. The data were analyzed descriptively to identify patterns of students' engagement and learning frequency. The results showed that 60% of students reported using interactive media often, while 40% reported always using it, with no students selecting sometimes or never. These findings indicate a high level of consistency and positive acceptance of interactive media in grammar learning. In conclusion, interactive media plays a significant role in increasing students' engagement, motivation, and understanding of grammar, making it an effective tool for grammar instruction in elementary school settings.

Keywords: *Interactive media, grammar learning, fourth-grade students, English as a Foreign Language (EFL), elementary school*

Introduction

Grammar is a fundamental component of English language learning, serving as the foundation that enables learners to construct clear, meaningful, and accurate sentences. In Indonesian elementary schools, however, grammar is often perceived as a difficult subject because it is traditionally taught through rote memorization and rule-based instruction. According to Richards and Schmidt (2023), grammar instruction must be meaningful, contextualized, and integrated with interactive experiences to enhance young learners' understanding. Many fourth-grade students still struggle with basic grammar structures such as simple present tense, which often affects their ability to communicate effectively in English.

In the current educational context, especially with the implementation of the Merdeka Curriculum, teachers are encouraged to use more flexible, student-centered approaches that promote active engagement. Interactive media has emerged as an effective tool to support this shift. Mishra and Sharma (2022) emphasize that digital interactive media can significantly increase students' motivation, provide visual reinforcement, and simplify complex language concepts into enjoyable learning activities. For elementary

students, interactive learning environments—with animations, audio, quizzes, and touch-based navigation—make grammar more approachable and less intimidating.

Despite these potential benefits, the use of interactive media for grammar instruction in Indonesian primary schools remains limited. Many teachers still rely on textbooks and worksheets, which may not fully support students' diverse learning needs. This gap highlights the need for developing grammar-focused interactive media tailored to the cognitive level and learning style of young learners. Moreover, the urban school context of SD Negeri 005 Palembang presents an opportunity to integrate low-cost digital tools into classroom instruction, given the increasing availability of mobile devices and school technology facilities.

Therefore, the development of interactive media in this research is aimed at improving students' understanding of grammar through visually rich, user-friendly, and pedagogically structured digital content. The media is expected not only to support more effective grammar learning but also to enhance students' engagement, autonomy, and confidence in using English. This study explores how interactive media can transform grammar instruction, particularly for fourth-grade students, and examines students' perceptions through qualitative data obtained from questionnaires.

In addition, the rapid advancement of educational technology in recent years has created new opportunities for enhancing language learning through multimodal resources. Studies from 2024–2025 increasingly emphasize that interactive digital platforms can support deeper cognitive processing by combining visual, auditory, and kinesthetic elements in a single learning environment. For young learners, this multimodal exposure is crucial, as it allows them to internalize grammar patterns through repeated practice, immediate feedback, and context-driven tasks rather than passive instruction. Thus, integrating interactive media into grammar learning aligns with current educational demands and the developmental characteristics of elementary students.

Furthermore, the integration of interactive media in grammar learning supports differentiated instruction, allowing students with varying learning styles and proficiency levels to engage with the material at their own pace. Visual learners benefit from animations and illustrations, auditory learners gain support through sound and narration, while kinesthetic learners interact with touch-based activities. According to Widiastuti (2024), technology-enhanced grammar instruction enables teachers to tailor learning experiences, making it possible to address individual difficulties more effectively than traditional paper-based methods. This flexibility is particularly important for fourth-grade students who are still developing their cognitive and linguistic abilities.

Additionally, interactive media aligns with global trends in 21st-century education, where digital literacy and independent learning are essential competencies. Recent studies highlight that students exposed to technology-rich environments tend to display higher levels of engagement, curiosity, and motivation in language learning tasks (Nurhayati, 2024). When students actively participate through games, drag-and-drop tasks, or instant feedback quizzes, they develop not only grammatical competence but also digital problem-solving skills. Therefore, the development of interactive media in this study aims to foster a learning environment where grammar is not only understood intellectually but also practiced meaningfully through continuous interaction and exploration based on the objectives in SD Negeri 010 Palembang interview with English teacher the research will be conducted

Literature Review

1. Definition of Grammar

Grammar refers to the system of rules that governs how words are formed, arranged, and used to convey meaning in a language. According to Crystal (2023), grammar is “the structural framework that allows speakers to construct meaningful, coherent, and intelligible sentences.” Grammar plays a central role in enabling learners to understand how linguistic elements interact within a sentence.

Similarly, Harmer (2022) explains that grammar is not merely a set of prescriptive rules but a meaningful system that helps learners express ideas accurately and appropriately in different contexts. Larsen-Freeman (2020) further emphasizes that grammar consists of three interconnected dimensions: form, meaning, and use, which must be understood together to achieve communicative competence.

Recent studies also highlight a more dynamic view of grammar. According to Sari and Putra (2023), grammar in modern pedagogy is seen as a flexible cognitive tool rather than a fixed structure, allowing learners to build language awareness through meaningful input, interaction, and feedback. Thus, grammar is essential not only for accuracy but also for fluency and effective language development.

2 Types of Grammar

Several types of grammar are relevant in language learning, particularly in the context of English instruction for young learners:

1. **Descriptive Grammar**, Descriptive grammar refers to the way language is actually used by speakers. It describes natural language patterns without judging correctness. Crystal (2023) notes that descriptive grammar helps learners understand real-life usage and variations in language.

2. Prescriptive Grammar, Prescriptive grammar focuses on the “correct” or standard forms of language. According to Richards and Schmidt (2023), prescriptive grammar provides formal rules and conventions that guide proper language use in academic and formal settings.

3. Pedagogical Grammar, Pedagogical grammar is specifically designed for teaching and learning purposes. Harmer (2022) explains that this type of grammar simplifies rules, presents examples, and uses contextualized explanations to support learners’ understanding. It is especially suitable for elementary students.

4. Functional Grammar, Functional grammar, introduced in modern ELT approaches, highlights how grammar works to express meaning and achieve communicative purposes. Mustafa and Arifin (2023) state that functional grammar helps students understand not only how sentences are formed but why certain forms are used in specific contexts.

5. Generative Grammar, Although more theoretical, generative grammar (Chomskyan perspective) describes the innate rules that allow humans to create infinite sentences. Recent educational interpretations (Nurhayati, 2024) argue that exposure to rich input helps children develop intuitive grammatical competence.

3 Functions of Grammar in Language Learning

Grammar plays several important functions in the process of language acquisition, especially for young learners:

1. Structural Function, Grammar provides the basic framework that arranges words into meaningful phrases, clauses, and sentences. As Larsen-Freeman (2020) notes, grammar is essential for constructing well-formed utterances that can be clearly understood by others.

2. Communicative Function, Grammar helps learners convey ideas accurately. According to Harmer (2022), mastering grammar allows students to communicate with precision, avoid ambiguity, and express different time frames, intentions, and relationships between ideas.

3. Cognitive Function, Grammar supports the development of higher-order thinking skills. Sari and Putra (2023) argue that understanding grammar enhances learners’ ability to categorize information, recognize patterns, and apply rules logically.

4. Meaning-Making Function, Modern grammar teaching views grammar as a tool for constructing meaning. Richards and Schmidt (2023) emphasize that grammar enables learners to choose appropriate structures based on context and communicative purpose.

5. Learning-Awareness Function, Grammar provides learners with metalinguistic awareness. Recent research (Widiastuti, 2024) shows that when students learn grammar consciously through interactive media, they become more aware of language patterns, which improves accuracy and fluency over time.

Methodology

This research employed a qualitative descriptive method with a questionnaire-based approach. The purpose was to obtain in-depth information about students' and teachers' perceptions of using interactive media in grammar learning. The participants were 55 of fard greadl elementary school SD Negeri 005 Palembang 2025/2026 academic year. The participants were selected using Random sampling,

Population

No	Class	Numbers Of Students
1	IVa	28
2	IVb	27
Total		55

Source: SD Negeri 005 Palembang

Sample

No	Class	Numbers Of Students
1	IVa	28
Total		28

Source: SD Negeri 005 Palembang

The data collection technique was a questionnaire consisting of open-ended and closed-ended questions. The questionnaire explored students' experiences, motivation, and challenges in learning grammar through interactive media. Responses from the questionnaire were categorized and interpreted thematically to identify patterns related to the effectiveness, usability, and engagement aspects of the developed interactive media

Result and Discussion

The present study was based on research conducted on 27 questionnaire respondents. The respondents expressed a high level of enthusiasm and eagerness to learn English using the picture dictionary method, which was found to facilitate the learning process.

Tabel 1

Category	Respondent	Percentage
Often	23	60%
Always	4	40%
Sometimes	0	0
Never	0	0
Total	27	100%

Source: SD Negeri 005 Palembang

Based on the data above, out of a total of 27 respondents, the majority reported **often**, with 23 respondents or **60%**. Meanwhile, 4 respondents or **40%** reported **always**. There were no respondents who selected **sometimes** or **never**, each accounting for **0%**. This indicates that all respondents fall into high-frequency categories, namely often and always, with no respondents reporting low frequency.

The data indicate a very strong tendency toward frequent and consistent behavior among respondents, as 100% of them fall into the categories of *often* and *always*. This suggests that the activity being measured is well established and regularly practiced by all respondents.

Conclusion

The findings from the table demonstrate that students show a very high level of consistency in engaging with the activity being measured. All 27 respondents fall into the categories of *often* (60%) and *always* (40%), with no responses in the *sometimes* or *never* categories. This indicates that the use of interactive media in grammar learning is not occasional but regularly experienced by the students, reflecting strong acceptance and frequent implementation in the learning process.

Furthermore, the absence of low-frequency responses suggests that interactive media has become an integral part of grammar instruction for the respondents. This consistent exposure likely contributes

positively to students' motivation, engagement, and understanding of grammar concepts. Overall, the data support the conclusion that interactive media is effectively integrated into grammar learning and plays a significant role in enhancing students' learning experiences.

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