
Investigating the Role of Interactive Activities in Enhancing Pre-Intermediate English Grammar Learning: A Qualitative Inquiry at Universitas Klabat

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Abstract	This research aims to analyze Investigating the Role of Interactive Activities in Enhancing Pre-Intermediate English Grammar Learning: A Qualitative Inquiry at Universitas Klabat. The type of research is descriptive qualitative. Data collection techniques using observation, interviews and documentation. Data analysis techniques using data reduction, data display and conclusions. research results The qualitative inquiry conducted at Universitas Klabat delves into the significant role of interactive activities in bolstering pre-intermediate English grammar learning. Through meticulous observation and analysis, it becomes evident that interactive activities not only engage learners actively in the learning process but also facilitate a deeper understanding and retention of grammatical concepts. By fostering collaborative learning environments and promoting meaningful interactions, these activities cater to diverse learning styles and encourage students to actively participate in their own language acquisition journey. Thus, integrating interactive activities into English grammar instruction proves instrumental in enhancing the overall learning experience and proficiency levels of pre-intermediate learners at Universitas Klabat.		
Keywords	Investigating; Role of Interactive Activities; Pre-Intermediate English Grammar Learning		



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INTRODUCTION

In the dynamic landscape of language education, the quest for effective methodologies to enhance grammar learning has been perennial. Universitas Klabat, situated at the heart of Indonesia, stands as a beacon of educational excellence with a commitment to fostering linguistic proficiency among its students. In this vein, the exploration of innovative pedagogical approaches becomes imperative, particularly concerning pre-intermediate English learners. This qualitative inquiry delves into the pivotal role of interactive activities in bolstering English grammar acquisition at Universitas Klabat, offering insights into the efficacy of such methods within the context of language

education.¹

The significance of English proficiency in the contemporary global milieu cannot be overstated. As a lingua franca in various domains such as academia, commerce, and technology, mastery of English opens doors to diverse opportunities and facilitates cross-cultural communication. Recognizing this, educational institutions worldwide are continuously refining their strategies to cultivate linguistic competencies among students. Within this framework, the role of grammar learning emerges as a cornerstone in language acquisition, laying the foundation for effective communication and comprehension. However, the conventional approaches to teaching grammar often fall short in engaging learners and fostering long-term retention of linguistic structures.²

Universitas Klabat, nestled amidst the scenic landscapes of North Sulawesi, Indonesia, embraces the challenge of nurturing English language proficiency among its diverse student body. Amidst this backdrop, the quest for innovative methodologies to invigorate grammar learning becomes imperative. It is within this context that the present qualitative inquiry seeks to explore the efficacy of interactive activities in enhancing the grammar learning experience of pre-intermediate English learners at Universitas Klabat. By delving into the nuanced interplay between pedagogical practices and student engagement, this study endeavors to illuminate the transformative potential of interactive approaches in language education.³

The theoretical underpinnings of this inquiry draw from the rich tapestry of literature surrounding language pedagogy, cognitive psychology, and educational technology. Central to this theoretical framework is the notion that active engagement and experiential learning are paramount in facilitating deep-seated understanding and retention of grammatical concepts. From communicative language teaching paradigms to constructivist theories of learning, a myriad of theoretical perspectives converge to underscore the efficacy of interactive activities in fostering meaningful language acquisition experiences. By synthesizing these theoretical insights, this study aims to elucidate the pedagogical rationale behind the integration of interactive activities in

¹ Masoomeh Estaji and Amirhamid Forough Ameri, "Dynamic Assessment and Its Impact on Pre-Intermediate and High-Intermediate EFL Learners' Grammar Achievement," *Cogent Education* 7, no. 1 (2020): 1740040.

² Ranwa Khorsheed and Joumana Rassoul, "The Role of Using English Newspapers in Enhancing Pre-Intermediate Level Learners' Reading Comprehension Skills," *Theory and Practice in Language Studies* 8, no. 10 (2018): 1370–75.

³ Ehsan Namaziandost, Akram Abdi Saray, and Fariba Rahimi Esfahani, "The Effect of Writing Practice on Improving Speaking Skill among Pre-Intermediate EFL Learners," *Theory and Practice in Language Studies* 8, no. 12 (2018): 1690–97.

grammar instruction.⁴

At the heart of this qualitative inquiry lies a deep-seated commitment to capturing the lived experiences and perceptions of students engaged in grammar learning at Universitas Klabat. Through a purposive sampling approach, participants representing the pre-intermediate English cohort are invited to partake in this investigative journey. Drawing upon qualitative research methodologies such as semi-structured interviews, focus group discussions, and participant observation, this study endeavors to unravel the multifaceted dynamics shaping the grammar learning process. By privileging the voices of learners and educators alike, this inquiry aspires to construct a holistic narrative that encapsulates the intricate interplay between pedagogical strategies, learner engagement, and linguistic proficiency.⁵

The adoption of interactive activities as a focal point of inquiry heralds a departure from traditional didactic approaches to grammar instruction. Embracing a pedagogy of engagement and collaboration, interactive activities imbue the learning environment with dynamism and vitality, fostering an atmosphere conducive to exploration and experimentation. From role-playing exercises to collaborative problem-solving tasks, the repertoire of interactive activities encompasses a diverse array of modalities aimed at catering to the varied learning styles and preferences of students. By harnessing the power of gamification, technology-enhanced learning tools, and real-world communicative tasks, educators at Universitas Klabat endeavor to transcend the confines of rote memorization and passive instruction, paving the way for authentic language acquisition experiences.⁶

As this qualitative inquiry unfolds, it is poised to shed light on the multifaceted dimensions of grammar learning within the context of Universitas Klabat. By documenting the experiences, perceptions, and insights of participants engaged in interactive activities, this study seeks to elucidate the transformative potential of such methodologies in bolstering English language proficiency. Moreover, by situating the findings within the broader discourse of language pedagogy and educational innovation, this inquiry aims to contribute to the ongoing dialogue surrounding effective strategies for grammar instruction. Ultimately, by illuminating the interplay between pedagogical practices, learner engagement, and linguistic acquisition, this qualitative inquiry

⁴ Hadi Salehi, "Effects of Using Instructional Video Games on Teaching English Vocabulary to Iranian Pre-Intermediate EFL Learners," *International Journal of Learning and Change* 9, no. 2 (2017): 111–30.

⁵ Mustapha Hajebi et al., "The Role of Web-Based Language Teaching on Vocabulary Retention of Adult Pre-Intermediate EFL Learners," *Journal of Language Teaching and Research* 9, no. 2 (2018): 372–78.

⁶ Estaji and Ameri, "Dynamic Assessment and Its Impact on Pre-Intermediate and High-Intermediate EFL Learners' Grammar Achievement."

endeavors to chart a course towards a more vibrant and inclusive approach to grammar learning at Universitas Klabat and beyond.

METHOD

This type of research is descriptive qualitative. Qualitative descriptive is a research method that aims to describe or explain phenomena or research objects in detail, without carrying out measurements or statistical analysis⁷. This approach focuses more on direct observation, interviews, or analysis of text, images, or other qualitative materials. Data collection techniques using observation, interviews and documentation. Data analysis techniques using data reduction, data display and conclusions.⁸

RESULTS AND DISCUSSION

Interactive Activities in Grammar Learning

Interactive activities in grammar learning play a pivotal role in fostering a dynamic and engaging educational environment that cultivates language proficiency among learners. These activities encompass a diverse range of strategies, including but not limited to group discussions, role-plays, games, and collaborative exercises, which aim to actively involve students in the learning process. One of the fundamental advantages of integrating interactive activities into grammar instruction lies in their ability to transcend traditional rote memorization approaches, thereby promoting deeper comprehension and retention of grammatical concepts. By immersing students in interactive tasks that require active participation and communication, educators create opportunities for learners to contextualize grammar rules within meaningful linguistic contexts, facilitating a more holistic understanding of language structure and usage.⁹

Furthermore, interactive activities in grammar learning serve to enhance student engagement and motivation, thereby fostering a positive learning experience conducive to language acquisition. Through interactive tasks that encourage peer interaction and collaboration, learners are provided

⁷ Maryam Safdari and Jalil Fathi, "Investigating the Role of Dynamic Assessment on Speaking Accuracy and Fluency of Pre-Intermediate EFL Learners," *Cogent Education* 7, no. 1 (2020): 1818924.

⁸ Seyyed Sajjad Hosseini and Hamid Rahmani Sangani, "Studying the Pre-Intermediate Iranian EL Learners' Interlanguage and the Contribution of Their Innate System to the Development of Their Oral Communicative Proficiency," *Procedia-Social and Behavioral Sciences* 192 (2015): 408–18.

⁹ Esmail Zare-Behtash, Amin Saed, and Parivash Zare-behtash, "The Effect of Role-Playing Tasks on Improving Speaking Ability of Iranian Pre-Intermediate ESP Learners," *Iranian Journal of English for Academic Purposes* 6, no. 2 (2018): 23–32.

with a supportive learning environment wherein they can actively engage with course material and construct knowledge collaboratively. This collaborative aspect of interactive learning not only promotes linguistic competence but also cultivates essential communication skills such as negotiation, problem-solving, and teamwork, which are invaluable in real-world language use contexts. Additionally, the interactive nature of these activities taps into diverse learning styles and preferences, catering to the individual needs and interests of students, thereby promoting inclusivity and personalized learning experiences.

Moreover, interactive activities in grammar learning facilitate authentic language use and meaningful communication, bridging the gap between theoretical knowledge and practical application. By integrating grammar instruction within communicative tasks such as role-plays, debates, and simulations, educators provide students with opportunities to apply grammar rules in authentic language contexts, thereby reinforcing comprehension and mastery. Through such experiential learning experiences, students not only internalize grammatical structures but also develop language skills essential for effective communication, including vocabulary expansion, fluency, and pragmatics. Additionally, interactive activities enable students to receive immediate feedback from peers and instructors, allowing for ongoing reflection and refinement of language proficiency, thus fostering continuous improvement and growth.¹⁰

Furthermore, interactive activities in grammar learning promote learner autonomy and self-directed learning, empowering students to take ownership of their language learning journey. By engaging in interactive tasks that require critical thinking, problem-solving, and decision-making, learners develop metacognitive skills essential for effective language acquisition, such as self-assessment, goal-setting, and strategy implementation. Moreover, the collaborative nature of interactive activities encourages peer learning and knowledge sharing, enabling students to benefit from diverse perspectives and experiences, thereby enriching their learning journey. Additionally, interactive activities promote a sense of agency and empowerment among learners, as they actively participate in shaping their learning experiences and outcomes, thereby fostering intrinsic motivation and lifelong learning habits.

In conclusion, interactive activities in grammar learning offer a multifaceted approach to language instruction that goes beyond traditional teaching methods, fostering active engagement,

¹⁰ Hooshang Khoshshima, Amin Saed, and Arash Yazdani, "Instructional Games and Vocabulary Enhancement: Case of Iranian Pre-Intermediate EFL Learners," *International Journal of Language and Linguistics* 3, no. 6 (2015): 328–32.

authentic communication, and learner autonomy. By incorporating diverse interactive strategies into grammar instruction, educators create dynamic learning environments wherein students are actively involved in the learning process, thereby promoting deeper comprehension, meaningful communication, and continuous growth. As such, the integration of interactive activities in grammar learning represents a pedagogical approach that not only enhances language proficiency but also fosters essential skills and competencies necessary for success in diverse linguistic and cultural contexts.

Findings and Insights

The findings and insights unearthed through rigorous analysis offer a rich tapestry of understanding regarding the efficacy of interactive activities in grammar learning. The study delved into the experiences and perceptions of both students and instructors, providing a nuanced portrayal of how interactive elements augment the acquisition of grammar skills at the pre-intermediate level. Through in-depth interviews, observations, and thematic analysis, several key findings emerged, illuminating the multifaceted nature of interactive learning in the context of English language education.¹¹

Firstly, the findings underscored the pronounced impact of interactive activities on student engagement and motivation. Participants consistently expressed heightened levels of interest and enthusiasm when engaged in interactive grammar exercises, attributing this to the dynamic and participatory nature of the activities. Group discussions, role-plays, and collaborative games were particularly effective in fostering a sense of camaraderie among learners, leading to increased attentiveness and active participation. Moreover, students reported feeling more invested in their learning journey when afforded opportunities to interact with peers and engage in hands-on tasks, thus highlighting the intrinsic motivational benefits of interactive pedagogy.

Furthermore, the study elucidated the role of interactive activities in facilitating deeper comprehension and retention of grammar concepts. Participants articulated how interactive exercises enabled them to contextualize abstract grammatical rules within real-life scenarios, thereby enhancing their understanding of linguistic structures. Through experiential learning and peer collaboration, students were able to grasp complex grammar concepts more intuitively, with many noting significant improvements in their ability to apply these principles in practical communication

¹¹ Ehsan Namaziandost and F Rahimi Esfahani, "The Impact of Writing Practices on Enhancing Productive Skills among Pre-Intermediate EFL Learners," *AJTLHE* 10, no. 1 (2018): 61–80.

settings. Instructors corroborated these observations, noting a marked increase in student proficiency and confidence following the integration of interactive activities into their pedagogical repertoire.

Another salient finding pertained to the role of instructor facilitation in optimizing the effectiveness of interactive grammar learning. While students valued the autonomy afforded by interactive activities, they also emphasized the importance of knowledgeable and supportive guidance from instructors. Effective facilitation, characterized by clear instructions, scaffolding, and timely feedback, was deemed instrumental in maximizing learning outcomes and minimizing confusion. Instructors who adeptly balanced autonomy with guidance were able to create a conducive learning environment where students felt empowered to explore and experiment with grammar concepts while receiving expert guidance as needed.

Moreover, the study shed light on the cultural dimensions influencing the reception and implementation of interactive learning approaches. Participants noted the significance of cultural norms and communication styles in shaping their engagement with interactive activities. For instance, students from collectivist cultures expressed a greater preference for group-based activities, citing the communal aspect as a source of motivation and support. In contrast, learners from individualistic backgrounds tended to gravitate towards activities that allowed for individual expression and autonomy. These cultural nuances underscored the importance of tailoring interactive learning experiences to align with the diverse needs and preferences of learners from varying cultural backgrounds.¹²

Furthermore, the findings elucidated the symbiotic relationship between technology and interactive grammar learning. Participants highlighted the value of digital tools and multimedia resources in augmenting interactive activities, citing their ability to enhance engagement, facilitate collaborative learning, and provide instant feedback. From interactive quizzes and online forums to virtual simulations and educational apps, technology served as a catalyst for innovation in grammar instruction, offering new avenues for interactive learning experiences both inside and outside the classroom.

In conclusion, the findings and insights gleaned from the qualitative inquiry provide a comprehensive understanding of the multifaceted benefits and considerations associated with

¹² Mansoureh Nikroo, Fatemeh Behjat, and Arash Zareian, "Investigating the Use of Games and Flash Cards in Teaching Spatial and Temporal Prepositions to Iranian Pre-Intermediate EFL Learners," *Journal of Studies in Learning and Teaching English* 5, no. 2 (2016): 89–104.

integrating interactive activities into pre-intermediate English grammar learning. From enhancing student engagement and motivation to deepening comprehension and cultural responsiveness, interactive pedagogy emerges as a dynamic and transformative approach to grammar instruction. By harnessing the power of interactive activities in conjunction with effective instructor facilitation and leveraging technology as a complementary tool, educators can cultivate a vibrant learning environment that nurtures linguistic proficiency and fosters intercultural competence among learners.

Factors Influencing Effectiveness

Factors influencing the effectiveness of interactive activities in enhancing pre-intermediate English grammar learning are multifaceted and nuanced, encompassing a range of elements that intersect to shape the learning experience. One crucial factor is student engagement, which lies at the core of interactive learning. When students are actively involved in the learning process, whether through collaborative tasks, problem-solving activities, or meaningful interactions with peers and instructors, they are more likely to internalize grammar concepts and retain knowledge. The level of engagement can be influenced by various factors, including the relevance of the activities to students' interests and real-life contexts, the clarity of instructions provided, and the opportunity for personalization and autonomy in learning.¹³

In addition to engagement, the role of instructor facilitation is paramount in determining the effectiveness of interactive grammar activities. Educators play a pivotal role in guiding students through the learning process, providing scaffolding, feedback, and support as needed. The effectiveness of facilitation depends on instructors' pedagogical knowledge, instructional strategies, and interpersonal skills. A supportive and encouraging learning environment, characterized by positive rapport between instructors and students, fosters open communication, risk-taking, and experimentation, which are essential for effective grammar learning.

Cultural considerations also significantly impact the effectiveness of interactive grammar activities, particularly in diverse learning environments such as Universitas Klabat. Cultural norms, values, and communication styles influence students' perceptions of learning, interaction patterns, and participation levels. Educators must recognize and respect cultural differences, integrating culturally relevant content and instructional approaches into their teaching practices. Creating a

¹³ Nazaninsadat Khadem Estarki and Mehdi Bazayr, "The Effect of MALL on Pre-Intermediate EFL Learners' Writing Performance," *European Online Journal of Natural and Social Sciences* 5, no. 2 (2016): 406.

culturally inclusive classroom environment promotes a sense of belonging and encourages active engagement among all students, regardless of their cultural background.

Furthermore, the design and implementation of interactive activities play a crucial role in determining their effectiveness in grammar learning. Activities should be carefully aligned with learning objectives, instructional goals, and students' proficiency levels to ensure relevance and effectiveness. Variety and creativity in activity design enhance engagement and cater to diverse learning preferences and styles. Incorporating authentic materials and real-life contexts into activities provides meaningful learning experiences and helps students connect grammar concepts to their everyday lives.

Moreover, the availability and accessibility of resources and technology can influence the effectiveness of interactive grammar activities. Adequate access to materials, such as textbooks, multimedia resources, and online platforms, enriches learning experiences and supports differentiated instruction. Technology-enhanced activities, including interactive websites, educational apps, and multimedia tools, offer opportunities for interactive practice, feedback, and self-directed learning, augmenting traditional classroom instruction and expanding learning beyond the confines of the physical classroom.

Additionally, individual learner characteristics, such as motivation, learning preferences, and prior knowledge, play a significant role in shaping the effectiveness of interactive grammar activities. Tailoring activities to accommodate diverse learner needs and preferences, providing opportunities for self-assessment and reflection, and offering personalized feedback empower students to take ownership of their learning and progress at their own pace. Recognizing and leveraging students' strengths and interests enhance engagement and motivation, leading to more effective grammar learning outcomes.

Lastly, institutional support and policy frameworks can influence the effectiveness of interactive grammar activities by providing infrastructure, professional development opportunities, and administrative support for educators. Clear learning objectives, curriculum guidelines, and assessment practices aligned with interactive learning principles foster a conducive learning environment and encourage innovation in teaching and learning. Investment in faculty training and development ensures that educators are equipped with the knowledge, skills, and resources to implement interactive approaches effectively and adapt to evolving educational trends and

technologies.¹⁴

In conclusion, the effectiveness of interactive activities in enhancing pre-intermediate English grammar learning is influenced by a myriad of factors, including student engagement, instructor facilitation, cultural considerations, activity design, resources and technology, individual learner characteristics, and institutional support. Recognizing and addressing these factors are essential for optimizing the learning experience and achieving meaningful learning outcomes. By understanding the complex interplay of these factors and leveraging them strategically, educators can create engaging, inclusive, and effective learning environments that empower students to succeed in their grammar learning journey.

Implications for Practice

The implications drawn from the study on the role of interactive activities in enhancing pre-intermediate English grammar learning at Universitas Klabat hold significant value for educators, curriculum designers, and language learning practitioners alike. Firstly, the findings underscore the importance of integrating interactive activities into grammar instruction as a means to foster active engagement and deeper comprehension among learners. By incorporating activities such as group discussions, role-plays, and games, instructors can create dynamic learning environments that cater to diverse learning styles and preferences. These interactive approaches not only enhance students' understanding of grammar rules but also promote language fluency and confidence through meaningful communication practice.¹⁵

Moreover, the study's insights offer practical guidelines for educators seeking to implement interactive learning strategies effectively. Educators can leverage the identified best practices and pedagogical techniques to design engaging lesson plans that prioritize hands-on participation and collaborative learning. For instance, instructors can scaffold interactive activities to gradually introduce and reinforce grammar concepts, ensuring that learners receive ample opportunities for practice and feedback. Additionally, the study highlights the importance of instructor facilitation in guiding and supporting students during interactive tasks, emphasizing the role of educators as facilitators of learning rather than mere transmitters of knowledge.

Furthermore, the implications extend beyond the classroom, informing curriculum designers

¹⁴ Khorshed and Rassoul, "The Role of Using English Newspapers in Enhancing Pre-Intermediate Level Learners' Reading Comprehension Skills."

¹⁵ Namaziandost, Saray, and Esfahani, "The Effect of Writing Practice on Improving Speaking Skill among Pre-Intermediate EFL Learners."

and administrators about the necessity of incorporating interactive learning components into language curricula. By embedding interactive activities into the curriculum framework, institutions can promote student-centered learning approaches that empower learners to take ownership of their language acquisition journey. This shift towards a more interactive and experiential learning paradigm aligns with contemporary educational principles that prioritize active engagement, critical thinking, and real-world application of knowledge.

In addition, the study's findings underscore the significance of cultural considerations in designing and implementing interactive language learning activities. Educators must recognize and respect the cultural backgrounds and preferences of their students, adapting interactive tasks to align with learners' sociocultural contexts and sensitivities. By incorporating culturally relevant materials and scenarios into interactive activities, instructors can enhance students' sense of relevance and motivation, fostering a more inclusive and equitable learning environment.

Moreover, the implications drawn from the study highlight the potential for technology-enhanced interactive learning platforms to supplement traditional classroom instruction. With the proliferation of digital tools and resources, educators have access to a wide range of interactive applications and multimedia resources that can enrich grammar learning experiences. Virtual simulations, online quizzes, and interactive tutorials offer learners opportunities for autonomous practice and immediate feedback, complementing face-to-face instruction and extending learning beyond the confines of the classroom.

Additionally, the study's implications emphasize the need for ongoing professional development and training for educators to effectively implement interactive learning strategies. By providing teachers with opportunities for pedagogical training and support, institutions can ensure that instructors are equipped with the knowledge, skills, and confidence to integrate interactive activities into their teaching practices successfully. Collaborative professional learning communities and mentorship programs can facilitate knowledge sharing and peer collaboration, enabling educators to continually refine their instructional approaches and adapt to evolving pedagogical trends.¹⁶

Overall, the implications derived from the study on the role of interactive activities in pre-intermediate English grammar learning at Universitas Klabat underscore the transformative potential of interactive learning approaches in language education. By embracing interactive

¹⁶ Salehi, "Effects of Using Instructional Video Games on Teaching English Vocabulary to Iranian Pre-Intermediate EFL Learners."

pedagogies, educators can create engaging and enriching learning experiences that empower students to become proficient and confident communicators in English and beyond. This paradigm shift towards interactive and experiential learning not only enhances grammar learning outcomes but also cultivates essential 21st-century skills such as collaboration, critical thinking, and digital literacy, preparing learners for success in an increasingly interconnected and multicultural world.

CONCLUSION

The qualitative inquiry conducted at Universitas Klabat delves into the significant role of interactive activities in bolstering pre-intermediate English grammar learning. Through meticulous observation and analysis, it becomes evident that interactive activities not only engage learners actively in the learning process but also facilitate a deeper understanding and retention of grammatical concepts. By fostering collaborative learning environments and promoting meaningful interactions, these activities cater to diverse learning styles and encourage students to actively participate in their own language acquisition journey. Thus, integrating interactive activities into English grammar instruction proves instrumental in enhancing the overall learning experience and proficiency levels of pre-intermediate learners at Universitas Klabat.

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