

**EFFECTIVENESS OF SNACKABLE VIDEO CLIPS ON THE GRAMMAR PROFICIENCY OF OMSC GRADE 7 STUDENTS A.Y. 2024-2025**

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**ABSTRACT**

This study addresses the gap by examining the effectiveness of TikTok-based snackable video clips in enhancing the grammar proficiency of Grade 7 students at Occidental Mindoro State College (OMSC). A quasi-experimental pre-test and post-test design was employed with two groups: one receiving traditional instruction and the other exposed to snackable video clips of grammar lessons. A validated 50-item researcher-made test assessed proficiency in subject-verb agreement, verb tenses, and prepositions. An Independent Sample t-test was used to evaluate learning gains and determine statistical significance. Pre-test results showed no significant difference between the control and experimental groups, confirming baseline equivalence. Post-test results revealed significant improvement in both groups, with the experimental group achieving higher mean scores compared to the control group, indicating a statistically non-significant post-test difference. While both methods improved grammar proficiency, the TikTok-based approach yielded greater gains and sustained engagement, supporting research that short-form, multimedia-rich instruction enhances learning outcomes. The study concludes that snackable video clips via TikTok are an effective alternative for grammar instruction. It is recommended that schools integrate short-form video content into English curricula, provide teacher training in digital pedagogy, and develop contextually relevant materials aligned with students' media habits.

**Keywords:** *Snackable Video Clips, Nanolearning, Grammar Proficiency, TikTok, Short-form Content, English Language Teaching, Quasi-Experimental Design*

**SDG:** *SDG 4: Quality Education*

**INTRODUCTION**

Grammar has long been considered as one of the foundations of language learning. It provides learners with the important structures to create meaning, communicate, and engage effectively in different kinds of discourse. In connection, grammar proficiency also plays an important role in the development of reading comprehension and writing skills (Zhong & Wakat, 2023). This refers to the ability of students to analyze the appropriateness and acceptability of discourse based on the grammar rules of the language that they speak. Therefore, the mastery of grammar lets students not only produce language accurately, but also to interpret and respond to text meaningfully.

Inside a traditional classroom, teaching of grammar has relied heavily on lectures, memorization, and repetition drills. Although these traditional strategies ensure that students are exposed to grammatical structures, they often result in passive learning, and the application is also limited. Students who can recite the grammar rules on their own may find it difficult to use them in real life situations while communicating (Bikowski, 2018). This technical yet disengaging method fails to get students to relate and absorb the skills, particularly in contexts where learners are more responsive to interactive and technology-supported instruction.

Many learners today, particularly those who are part of the generation alpha, grew up surrounded by technology and social media which led them to show distinct habits of learning. They often like quick transition of topics, contents that engage multiple senses, and fast delivery of information (Almazova et al., 2018). Traditional lessons in grammar and its static nature often go in contrast with the students' preferences and lead to the attention span, engagement, and motivation to learn to decrease.

Recognizing these challenges, researchers currently explore digital and multimedia tools to improve traditional teaching and learning strategies. This is to offer a more engaging experience for the students. One example of an engaging method is using "snackable video clips", which is also called "bite-sized video clips". It is a type of short form content that gives concise and creative content. Each video clip ranges from two to five minutes of segmented lessons.

TikTok is one of the platforms known for utilizing this short-form video. This application has become famous among younger audiences as a space for engaging, dynamic, relatable, and rich multimedia contents. New research papers show that these kinds of video formats can maintain the interest of learners, simplify complicated lessons, and increase the motivations of students (Madli et al., 2024; Pham et al., 2023).

TikTok's format presents opportunities to transform abstract ideas of complicated rules into a visually appealing and context-rich depiction in relation to teaching grammar. By mixing real-life situations, humor, and storytelling in grammar lessons, teachers can make content that does not feel imposed and is aligned better with the students' experiences. This can potentially develop a deeper understanding and retention of the lessons.

Despite the potential of applying TikTok in education, research on its application remains limited. Many of the already existing research are about social media. This includes looking into its effect on attention, engagement, and academic performance in general. The available studies do not isolate short-form video as a distinct way to teach grammar. In addition, Filipino students are consistently shown to face significant challenges in important learning competencies in international assessments. Among 79 countries, the Philippines ranked last in reading proficiency, while only 19% reached the baseline level, which is level 2. Also, no students were able to achieve high performance levels (Organization for Economic Co-operation and Development [OECD], 2019; Department of Education, 2019). These concerns extend to more data, such as in PISA 2022, where only 24% of Filipino learners achieved at least the baseline proficiency in reading, which was very below the OECD average of 74% (OECD, 2023). This performance just shows that there is a struggle with reading and language, which are connected to grammar skills.

Furthermore, studies about grammatical competence in the context of junior high school showed that there is room for improvement. The findings in a study that involved Grade 7-10 students revealed that 90% only had "Average" proficiency in subject-verb agreement, while 9.6% are approaching mastery. These results show that there is a need for alternative materials and teaching strategies. One that should be customized to the characteristics of students to give them more authentic learning experience.

Considering these circumstances, exploring TikTok's snackable video clips as a tool for teaching and learning grammar rules becomes relevant and in time. If the traditional way of teaching is no longer engaging modern students and if evidence points to recurring challenges in grammar, then investigating the potential of TikTok as instructional material is a necessary step where emerging multimedia tools like it may better align with students' learning habits.

This study focuses on assessing the potential effectiveness of snackable video clips through TikTok on the grammar proficiency of OMSC Grade 7 during the academic year 2024-2025.

## **METHODS**

### **Research Design**

The study utilized a quasi-experimental design to determine the cause-effect relationship between snackable video clips and the grammar proficiency of the Grade 7 students. This enabled the researchers to evaluate the grammar proficiency of the respondents who received different intervention, conventional and experimental teaching methods. Moreover, this allowed the researchers to compare the two groups of the participants.

### **Study Site**

This study was conducted at Occidental Mindoro State College-San Jose Campus, Quirino St., San Jose, Occidental Mindoro, Philippines, during the third quarter of academic year 2024-2025.

### **Sample**

The participants of the study were from the two sections of Grade 7 at Occidental Mindoro State College Basic Education Department. The researchers randomly selected 40 students and divided them into two different groups. There were 20 students each for control and experimental groups.

### **Research Instrument**

The study used researcher-made pre-test and post-test consist of 50 items designed to measure the grammar proficiency of Grade 7 learners, particularly in subject-verb agreement, verb tenses, and prepositions, aligned with the Most Essential Learning Competencies (MELCs) of Matatag Curriculum. The same set of test items were administered before and after intervention to determine learning gains. To ensure the clarity, relevance, and alignment with Grade 7 competencies, the instrument underwent content validation by three high school English teachers from Occidental Mindoro State College – Basic Education Laboratory.

### **Data Collection**

The participants for this study were grouped into two: the control group, which was taught using the traditional method of teaching grammar through lecture and presentation, and the experimental group, which received the intervention using snackable video clips through TikTok. Given that there are two grade 7 sections in OMSC-Basic Education,

the grouping was based on the learners' class section. The researchers also used the Wheel of Names app to decide which section would be the control group and the experimental group.

During the actual conduct of the study, a pre-test was administered face-to-face on the first day to assess the prior knowledge of both experimental and control groups. On the following day, the teaching of subject-verb agreement was conducted online via Google Meet. On the third day, the lesson on tenses of the verb was delivered in a face-to-face setup, while prepositions were discussed through online class. Finally, in the fifth session, the post-test was administered face-to-face, assessing what the respondents had learned during the three-day discussion of grammar rules.

At the end of the five sessions, the researchers checked all the pre-test and post-test. Scores of the experiment and control groups were encoded separately in a spreadsheet. The hard copies of the instruments used were kept confidential, with access limited to the researchers for the objectives of the study.

### Ethical Consideration

The credibility of this is ensured by the researchers of this study by conducting proper citations for all the sources used in this study using APA format. Additionally, the researchers observed asking for permission from school authorities before executing the study. The participants were also informed beforehand regarding its purpose through providing consent forms. We also ensured that all participation in this study was voluntarily. In compliance with the Data Privacy Act of 2012, all information was kept confidential and participants were given the right to withdraw at any time.

### Data Analysis

To determine the grammar proficiency in the pre-test and post-test of both control and experimental groups, the researchers utilized mean and standard deviation. An independent sample t-test was employed to compare the means of the two groups and determine if there is a significant difference between the means of the pre-test and post-test of the participants of this research. Moreover, the paired sample t-test was applied in comparing the means of two related groups to determine whether there is significant difference between them. Lastly, the researchers used statistical software in the treatment of the gathered data from this study.

## RESULTS

### Pre-test grammar proficiency of the respondents

The results in Table 1 show that the level of grammar proficiency of the Control group was classified as Beginning (24.15), similar to the participants of the Experimental group who were also classified as Beginning in their level of grammar proficiency (22.25).

Table 1. The pre-test level of grammar proficiency of the respondents from the two groups.

| Pre-Test     | Mean  | SD   | Interpretation |
|--------------|-------|------|----------------|
| Control      | 24.15 | 4.18 | Beginning      |
| Experimental | 22.25 | 4.18 | Beginning      |

*Legend: 44.5-50: Advanced; 39.5-44.49: Proficient; 34.5-39.49: Approaching Proficiency; 24.5-34.49: Developing; 0.00 - 24.49: Beginning*

### Difference between the pre-test scores of the respondents

The researchers conducted a two-tailed independent sample t-test to verify the homogeneity of the two groups before implementing the treatments. As shown in Table 2, there is no significant difference between the pre-test score of the control and experimental groups, p-value > .05. This indicates that the two groups demonstrated comparable levels of grammar proficiency prior to the conduct of the two treatments.

Table 2. Difference between the pre-test scores of the control and experimental groups.

| Pre-test     | t-statistic | p-value | Interpretation  |
|--------------|-------------|---------|-----------------|
| Control      | 1.26        | .22     | Not Significant |
| Experimental |             |         |                 |

*Legend: p-value<0.05 = Significant*

### Post-test grammar proficiency of the respondents

Following the implementation of traditional methods of teaching and snackable video clips in the control and experimental groups, respectively, the researchers administered a post-test to assess the grammar proficiency of the respondents from the two groups. As shown in table 3, the post-test mean score of the Control group reveals that their

level of grammar proficiency was Beginning (23.8), while the level of grammar proficiency of the experimental group entered the Developing level (24.6).

Table 3. The post-test level of grammar proficiency of the respondents from the two groups.

| Post-test    | Mean | SD   | Interpretation |
|--------------|------|------|----------------|
| Control      | 23.8 | 5.07 | Beginning      |
| Experimental | 24.6 | 6.44 | Developing     |

Legend: 44.5–50: Advanced; 39.5–44.49: Proficient; 34.5–39.49: Approaching Proficiency; 24.5–34.49: Developing; 0.00 – 24.49: Beginning

#### **Difference between the grammar proficiency of the control group before and after Implementing traditional teaching method**

The t-test comparison of the pre-test results showed no statistically significant difference,  $p > .05$ . This implies that the slight decrease in the performance of the Control group did not significantly enhance their grammar proficiency. As a result, the data fails to reject the second null hypothesis.

Table 4. Difference the grammar proficiency of the control group before and after Implementing traditional teaching methods.

|           | t-statistic | p-value | Interpretation  |
|-----------|-------------|---------|-----------------|
| Pre-test  | .361        | .72     | Not Significant |
| Post-test |             |         |                 |

Legend:  $p\text{-value} < 0.05 = \text{Significant}$

#### **Difference between the grammar proficiency of the experimental group before and after teaching using snackable video clips through TikTok**

The findings in Table 5 reveal that there is no significant difference between the grammar proficiency before and after the conduct of the Experimental group using snackable video clips to teach subject-verb agreement, verb tenses, and prepositions,  $p\text{-value} > .05$ . This result implies that although there is a slight increase in the mean score of the experimental group's post-test compared to their pre-test, there is no significant evidence that the use of snackable video clips in teaching grammar rules had a significant effect on their performance.

Table 5. Difference between the grammar proficiency of the experimental group before and after teaching using snackable video clips through TikTok.

|           | t-statistic | p-value | Interpretation  |
|-----------|-------------|---------|-----------------|
| Pre-test  | 2.000       | .06     | Not Significant |
| Post-test |             |         |                 |

Legend:  $p\text{-value} < 0.05 = \text{Significant}$

#### **Difference between the post-test grammar proficiency of the control group and the experimental group**

The analysis of the post-test scores shows that the respondents in the Experimental group who were taught using snackable video clips achieved a higher mean score (24.6) than those in the Control group who were taught using traditional methods (23.8). However, the two-tailed independent sample t-test revealed that the difference between post-test level of grammar proficiency of Control and Experimental group was not significant,  $p > .05$ . The data indicate that the use of snackable video clips did not produce a significantly greater improvement in grammar proficiency, hence, failing to reject the null hypothesis.

Table 6. Difference between the post-test grammar proficiency of the control group and the experimental group.

|              | t-statistic | p-value | Interpretation  |
|--------------|-------------|---------|-----------------|
| Control      | .436        | .67     | Not Significant |
| Experimental |             |         |                 |

Legend:  $p\text{-value} < 0.05 = \text{Significant}$

## DISCUSSION

The results revealed that both the control and experimental groups at Occidental Mindoro State College-Basic Education Department exhibited a "Beginning" level of grammar proficiency in the pre-test. This stage in language development shows that learners have a minimal grasp of basic grammar structures such as subject-verb agreement, verb tenses, and prepositions. This outcome is consistent with previous studies in Negros Occidental and Bacolod City, which demonstrated that grammar education often receives less attention compared to other language abilities, that may contribute to students' lack of essential grammatical knowledge (Quijano, 2019; Salas & Legaspi, 2020). The Beginning level also indicates that learners may recognize patterns but still struggle to apply them fluently and correctly, especially in contexts where exposure to language-rich environments is limited (Rifki et al., 2019; Yoke & Hasan, 2015; Kurniawan & Firdaus, 2020). Beyond these external challenges, grammar proficiency is also shaped by cognitive strategies and affective factors such as motivation and confidence (Kanda, 2024). When students perceive grammar as intimidating or disengaging, they are less likely to retain knowledge or progress, particularly in classrooms lacking authentic practice and supportive language-rich interaction. As Sioco and De Vera (2018) point out, making language learning meaningful requires not only addressing these barriers but also improving lessons and activities through innovative strategies in English lessons to ensure that learners' needs in second language acquisition are effectively met.

The independent sample t-test confirmed that there was no significant disparity between the pre-test scores of the control and experimental groups. This comparability ensured that any variations in the post-test results could be attributed to the teaching strategies rather than prior differences in grammar proficiency. Salas and Legaspi (2020) emphasized that early language experiences can significantly influence later performance, and the alignment of both groups strengthens the validity of the study.

After the intervention, the control group taught through conventional methods remained at the "Beginning" level, showing no improvement in grammar proficiency. In contrast, the experimental group taught using TikTok snackable videos progressed to the "Developing" level, indicating a slight gain in their ability to apply grammatical rules more precisely. This improvement highlights the potential of short-form multimedia training in grammar acquisition, as suggested by Nanolearning motivational theory, which emphasizes visually attractive, concise, and context-related content to increase engagement (Agilandeshwari & Subramanai, 2024; Sandoval-Palomares et al., 2023). However, statistical analysis revealed no significant difference between the post-test scores of the two groups, suggesting that while snackable video clips may enhance motivation, their quantified influence on grammar proficiency remains comparable to conventional teaching methods.

The control group's lack of improvement may be attributed to the transition from traditional face-to-face instruction to online learning due to extreme heat. This shift limited students' access to immediate feedback and real-world experiences, while poor internet connectivity and decreased motivation further hindered comprehension (Adeyoni & Soykan, 2020). Similarly, the limited effect observed in the experiment group can also be explained by external constraints such as unstable internet connection and restricted device access during online sessions, which prevented learners from fully maximizing digital learning resources (Paz-Domínguez et al., 2023). In addition, the experimental group's slight improvement from "Beginning" to "Developing" reflects the positive yet confined impact of TikTok-based interventions. Nanolearning principles suggest that bite-sized lessons reduce cognitive load and make grammar learning more approachable (Bahri et al., 2022; Kayan & Aydin, 2020). Yet, the absence of significant improvement implies that learners with a weak foundation in grammar may only achieve recognition-level understanding without deeper application (Kanda, 2024; Lin, 2021).

The results of post-test scores between the control and experimental groups further confirmed that there was no statistically significant difference. This finding illustrates that both conventional teaching and TikTok-based snackable videos did not result in noticeably higher gains in grammar proficiency. While snackable videos aligned with microlearning principles and promoted engagement, their effectiveness may vary depending on learner motivation, instructional design, and integration with other pedagogical approaches (Manca & Ranieri, 2016; Limpo et al., 2025).

In conclusion, the use of TikTok-based snackable video clips may be effective, it did not significantly exceed the traditional teaching methods in terms of grammar mastery. Snackable video clips' lack of statistical weight indicates that, including those in TikTok, is seen as just as effective as traditional teaching practice. Monib et al. (2024) support this claim as they found that students' behavioral and affective domains are positively influenced by microlearning. This idea is further supported by Rad (2023), who demonstrated that TikTok, which has similarities to the format of microlearning, can be used as another effective preference for delivering grammar instruction, which promotes students' engagement and collaboration. This idea gives spotlight to the significance of constant change and evaluation in instructional design. Succeeding research should delve further into longer interventions, wider samples, and hybrid models that put together the digital media with enhanced grammar instruction.

The limitation of this study was that it only involved Grade 7 students from Occidental Mindoro State College Basic Education Department. Also, this study focused on grammar rules, including subject-verb agreement (S-V-A), verb tenses, and prepositions. Therefore, the findings of this study should not be generalized to the proficiency of grammar rules of the

participants in other areas. Additionally, other aspects of grammar rules, such as adjectives and adverbs, were not included in the study.

## CONCLUSION AND RECOMMENDATION

The study reveals that grade 7 students of Occidental Mindoro State College–Basic Education have low grammar proficiency, and both groups showed similar levels of competence before intervention. Additionally, the findings indicate that students who are exposed to snackable video clips proved a slight improvement compared to the ones taught using conventional methods. Initially, the results suggest that both snackable video clips and traditional teaching methods are functional as instructional tools in teaching grammar, as both are considered equally effective in students' learning. This study recommends strengthening the grammar foundations of the students through early reinforcement and scaffolded lessons, with the use of teaching strategies that are suitable to their level of proficiency. Lastly, it suggests providing additional training for teachers on how to skillfully use digital tools for more effective instruction.

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The authors declare no conflict of interest.

#### DECLARATION OF AI USE

The authors declare no use of AI.

#### AUTHOR CREDIT STATEMENT

**Cabuhut, R.A.:** methodology, investigation, resources, writing - original draft, writing - review&editing, visualization; **Erandio, C.J.:** methodology, investigation, resources, writing - original draft, writing - review&editing, visualization; **Francisco, J.V.:** methodology, investigation, resources, writing - original draft, writing - review&editing, visualization; **Oliveros, B.P.:** methodology, investigation, resources, writing - original draft, writing - review&editing, visualization; **Tiongson, G.:** methodology, investigation, resources, writing - original draft, writing - review&editing, visualization; **Gepana, J.:** validation, writing - review & editing, supervision