Beyond the Textbook: Enhancing Pupils' Grammar Learning Experience Through BookWidgets Online Platform

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Abstract
This study explores the implementation of BookWidgets, an online learning platform, as a self-directed learning tool aimed at fostering improvements in English grammar proficiency among Year 6 students in Malaysia as well as to investigate pupils' perceptions towards the use of the online learning platform "BookWidgets" in grammar lessons. The study employed a mixed-method explanatory sequential design to collect data from forty Year 6 pupils from a Chinese primary school. A grammar pre and post-test, semi-structured interviews, and a questionnaire were used to collect different student data types. The results indicated that many pupils' grammar learning experience improved accuracy, fluency, range, interaction, and coherence significantly. Pupils also displayed preferences and a positive attitude in learning English grammar while engaging with "BookWidgets." As a result, teachers should integrate and use "BookWidgets" as a viable option to enhance pupils' grammar skills and provide a safe and independent learning platform to study the rules of the target language effortlessly in everyday routines. More research should be conducted on other language skills, along with other types of schools with different types of students. This study has implications for using BookWidgets as a potential pedagogical tool for English courses.
Keywords: Online Learning Platform, English Grammar, Pupils' Acceptance, Self-Directed Learning, English as a Second Language (ESL), BookWidgets

Introduction
        As modern society has transitioned into a globalised and international society, the importance of English education has increased exponentially. As English continues to dominate international relations, business, and academic discourse, English proficiency is becoming increasingly important for success in both personal and professional contexts. Consequently, there are currently more than 350 million native English speakers worldwide, while 430 million communicate with English as their secondary language (Ilyosovna, 2020). Since this international language is vital to learning Alijanian (2012), learners must acquire multiple skills, including listening, speaking, reading, and writing, to construct meaningful sentences. As a result, all English learners must consider the grammar aspect as it primarily generalises linguistic features that create the language's core system. Savignon (2017) English

has been regarded as the basis for many education curricula in multiple countries. In Malaysia, Language Awareness or grammar is a foundational support in ESL or English as a Second Language, as English is not the country's primary language. In order to prioritise this particular skill, it has been taught within English lessons, as the reference materials such as textbooks and workbooks show the essential language principles that school students must master. (Syafiqah et al., 2019).

Grammar has been vital in assessing one's English proficiency and understanding, but it remains a complex subject. With basic grammatical understanding, English learners can express their inner and accurate thoughts to other English speakers regardless of any four primary English skills (Yadegarfar & Simin, 2016). It is not enough to learn grammatical theories but a must to apply them in daily communication. At advanced stages, the probability of grammatical errors increases, significantly highlighting the importance of a strong grammar foundation among students. According to Tuzlukova & Ginosyan (2022), their study determined the extent to which high school and college students encountered writing difficulties, and they identified two major problem areas: generating topic ideas and writing grammatically correct sentences in English. According to the study, numerous college and high school students are burdened by the linguistic and content parts during essay writing in English. This is also similar to school students in Malaysia. Musa et al (2012) identified that many students still need to acquire a decent level of language competency after learning English in the primary and secondary school stages within eleven years. Additionally, Wong (2021) stated that English speaking emphasizes the articulation of sounds when expressing ideas, fluency, and grammar. Without a grammatical foundation, students need time to consider which rule to implement in their speech because students typically regulate their speech with the grammatical principles they have mastered. However, as they tried to concentrate on their speech accuracy, their speech lacked fluency and contained pauses and fillers in between words. Not only that, many English language educators have the tendency to use specific types of instructional practices that are aligned with their personal preferences and theories regarding the process of teaching grammar (Al-khresheh & Orak, 2021). Many of these studies have proven that the grammatical aspect has impeded the students' desire to master the language fully. From the beginning, students are taught to be equipped with essential grammatical knowledge since primary school; however, they encounter learning difficulties and consider grammar to be the most challenging and stressful skill in learning English due to a lack of vocabulary (Misbah et al., 2017), despite failure to understand grammatical rules frequently results in failures during communication (Al et al., 2019). Overall, grammar is a complex subject, whereby teaching and learning it is even harder.

One aspect of the educational process is that it should be interactive to give students a comprehensive and effective learning experience (Ibrahim, 2016). An effective process for acquiring grammar skills can facilitate comprehension of written and spoken language and enhance students' proficiency in written and oral communication. This procedure holds greater significance in a contemporary virtual learning environment. Previous studies in marketing education have demonstrated that incorporating online resources can augment the quality of a traditional classroom (Northey et al., 2015). The capacity of students to self-direct their learning process is a crucial element in most online programmes, and this necessitates learners to effectively manage their learning process from its inception to its conclusion (Boyer et al., 2014). Apart from self-regulation, self-directed online learner engages in decision-making regarding the timing and pacing of their learning, as well as selecting supplementary online resources to aid in the learning process (Song & Hill, 2007). However, there needs to

be more modern English learning materials and a concise learning guide for young ESL learners to learn by themselves. As the Internet becomes more and more accessible to the public, pinning down the most suitable learning resources can be tricky and time-consuming, resulting in these learners losing their motivation and inability to comprehend what they learn thoroughly. These problems are similar for English educators as many materials require much tailoring and filtering first to suit their students' specific learning needs and provide a comprehensive explanation of the materials. (Wulandari et al, 2022). Additionally, different teachers have different levels of technological readiness, which will heavily impact the quality and effectiveness of their classroom sessions. (Aliyyah et al., 2020) In order to ensure students are capable of self-learning and having a concise learning goal outside their classrooms at any time, having an autonomous, comprehensive and easy-to-use learning platform or system is imperative for all English educators and learners alike.

As such, modern teaching and learning approaches, including blended learning techniques and integrating ICT in lessons, have proven to be a superior instructional strategy for addressing this issue because students prefer a more relaxed and collaborative learning environment. (Noureddine, 2017) Additionally, the recent COVID-19 outbreak has catalysed online learning platform applications in the learning and teaching process more than ever, as well as replacing the practice of conventional class-based learning (Mseleku, 2020). The educational process became more interactive, giving students a comprehensive and practical learning experience. Ibrahim (2016) because an effective process for acquiring grammar skills can facilitate comprehension of written and spoken language and enhance students' proficiency in written and oral communication. This procedure holds greater significance in a contemporary virtual learning environment. Previous studies in marketing education have demonstrated that incorporating online resources can augment the quality of a traditional classroom (Northey et al., 2015; Yunus et al., 2014). The capacity of students to self-direct their learning process is a crucial element in most online programmes, and this necessitates learners to effectively manage their learning process from its inception to its conclusion (Boyer et al., 2014). However, as online services become more and more accessible to the public, pinning down the most suitable learning resources can be tricky and time-consuming, resulting in these learners losing their motivation and inability to comprehend what they learn thoroughly. These problems are similar for English educators as many materials require much tailoring and filtering first to suit their students' specific learning needs and provide a comprehensive explanation of the materials. (Wulandari et al., 2022). Additionally, different teachers have different levels of technological readiness Aliyyah et al (2020), which will heavily impact the quality and effectiveness of their classroom sessions.

Henceforth, a standard learning management system or LMS facilitates an inclusive learning environment to improve academics via segments that allow reinforcement among instructors and students in the education process in online classroom environments. Bradley (2021) Some of the main features of an LMS that are useful for students include checking their educational progressions, assessing their learning comprehension, gaining online guidance from their teachers, and having complete access to different materials and specialised operations. Kehrwald & Parker (2019) Specific LMS also automate most manual work when planning and executing lessons, such as automatic marking and results grading functions. Some LMS examples include Google Classroom, Moodle, Canvas, Schoology and many more. In recent years, some research has been conducted to evaluate the usefulness of online learning platforms in teaching English grammar. For example, a study by Liu et al (2020) discovered that three hundred students with varying academic performance had enhanced

their results after integrating online learning platforms. The greatest improvement has occurred among pupils with "unsatisfactory" grades; more than fifty per cent have improved their performance, and most agreed on the platforms' convenience and accessibility. This advantage is also supported by a study done by Sujana et al (2021), which stated the positive feedback from students from implementing Google Classroom, and a literature review from Yen and Mohamad (2020), which highlighted the use of e-learning to improve primary school ESL pupils on learning to spell. The implications of e-learning for ESL students in elementary school revealed that it can increase students' motivation and provide them with meaningful knowledge when learning to spell at their own pace.

One of these learning platforms, BookWidgets, has been proven to be a useful and adaptive tool for teachers to create a customised and autonomous lesson. At the same time, the students can learn the teacher's lesson independently. A study by Zaitun et al (2021) stated that the BookWidgets application has significantly improved the students' learning interest in English because BookWidgets provides multiple interesting features, such as interactive widgets and mini activities. Another study from Cinganotto (2019) found that learning became more fun when the teacher applied interesting and interactive media from BookWidgets in their daily lessons. Not only that, a study done by Chi (2021) focused on listening skills among students with the same platform and the researcher discovered the students were more engaged when listening to tasks independently, considering their errors for further improvement, and engaged in better self-directed learning in this study. Additionally, they mostly perceived themselves to improve their listening and pronunciation in the future. However, not much research has been done on BookWidgets in a standard classroom for the past decade, and there are minimal studies on applying them in the English learning and teaching process. Thus, this research is conducted to fill in the gap and provide additional context to its potential application.

To summarize, this study focuses on analysing the benefits of one specific online learning platform and whether the platform can improve the students' perceptions of self-directed learning towards English grammar, as well as how it can improve the grammar learning process among primary school pupils, primarily their learning autonomy. It is with the hope that the findings of this study can provide teachers, students, and future researchers with valuable information regarding online learning creation platforms to improve students' English grammar learning experience. This study intends to inspire ESL instructors to plan and create engaging and autonomous grammar lessons using this platform. In addition, the researcher hopes this study will persuade students to be self-directive in their English grammar learning process, as online learning creation platforms will provide an environment that encourages students to learn confidently and independently at their own pace. Lastly, it is anticipated that future researchers who intend to conduct similar research would find this study's findings serve as a guide for future researchers to help them conduct further studies.

Research Objectives
Based on the background above, the research objectives are as stated below:
1. To study the self-directed learning challenges that pupils face in learning grammar in an ESL classroom.
2. To what extent is the usefulness of BookWidgets in improving pupils' grammar in an ESL lesson?
3. What are the pupils' perceptions towards the use of BookWidgets in a self-directed English grammar lesson?

Research Questions

Based on the objectives above, the research questions are formulated as following:

1. What are the self-directed learning challenges that pupils face in learning grammar in an ESL classroom?

2. To what extent is the usefulness of BookWidgets in improving pupils' grammar in an ESL lesson?

3. What are the pupils' perceptions towards the use of BookWidgets in a self-directed English grammar lesson?

Literature Review

Blended Learning

Technology has constantly facilitated the creation of a dynamic learning environment, which is imperative for effective teaching and learning in the 21st century (Lim et al., 2021). Thus, blended learning emerged as a prominent mode of online education, especially during the shift from conventional pedagogical approaches to virtual learning. For decades, blended learning has been widely recognised as one of the most significant and prevalent instructional approaches in current educational institutions. Jerry & Yunus (2021) This recognition is due to its ability to seamlessly integrate in-person and technology-mediated instruction, affording learners the benefits of flexible and continuous learning (Porter et al., 2014). The first definition from Graham (2006) is "blended learning systems combine face-to-face instruction with computer-mediated instruction", while Garrison et al (2004) define blended learning as "the thoughtful integration of classroom face-to-face learning experience with online learning experiences". Since the early 2000s, numerous educational institutions have implemented diverse approaches to integrate online into face-to-face learning environments. This has included technology and media for delivering learning content, various teaching and learning techniques (both online and traditional), synchronous and asynchronous interactions, and individual or group learning activities within their classrooms. Some of these sessions are frequently denoted as blended, hybrid, or inverted based on the degree of integration between in-person and online sessions.

The blended learning trend is becoming increasingly evident among the education communities. In a blended learning context, students acquire knowledge within and beyond the confines of the traditional classroom setting. This is more advantageous as it enables students to incorporate diverse learning styles and skill levels while augmenting offline activities through visual, additive, and interactive tools. For instance, Podoliak (2022) showed that blended learning to traditional and distance education was more successful because mixing in-person and online learning approaches offers a new, comfortable approach to education. This allows for integrating the strengths of the two learning approaches, addressing issues that can arise when learning remotely, and modernising conventional instruction. Not only that, Krishnan et al (2019) have demonstrated that blended learning instruction can promote independent learning among instructors by utilising their information and communication technology (ICT) competencies. Furthermore, it aids educators in enhancing the vocabulary and comprehension of sentence structures among students with lower language proficiency. Numerous studies have found additional advantages of using blended learning in an ESL classroom, from enhancing students' learning of listening and speaking at the elementary level Hussein et al (2019) to creating a positive learning environment in language acquisition Wang et al (2021), employing computer-aided and technologically assisted tools Kwee et al (2022), along with better advantages for both learner autonomy and

students' motivation components when compared to traditional learning Wong et al (2020) and even in rural learning environments. Yunus & Abdullah (2011) Ultimately, blended learning possesses the potential to enhance student engagement and motivation. The integration of conventional and digital pedagogical approaches has been observed to facilitate communication among language learners both in and beyond the confines of the classroom.

Self-directed Learning

In a blended learning setting, giving students greater flexibility in determining when, how, and with which content and activities they engage is crucial. This option requires students to adjust their behaviour and monitor their actions according to the specific learning context Zimmerman (2000), highlighting the significance of self-directed learning. Self-directed learning is a multifaceted concept subject to terminological confusion in previous studies, leading to challenges in effectively communicating about it. Van der Walt (2019) proposes two options for self-directed learning researchers: either clarify their interpretation of the concept or deviate from the traditional definition established by Knowles and his colleagues, which considered self-directed learning as the transfer of information influenced by external factors (Merriam, 2001). For this study, self-directed learning is broadly defined as a process in which individuals take the initiative in identifying their learning needs, setting learning goals, identifying appropriate resources, selecting and implementing suitable learning strategies, and evaluating the outcomes of their learning with or without assistance from others (Loeng, 2020).

Self-directed learning encompasses more than assuming control over learning techniques after considering various perspectives. While taking charge of the learning environment is one component, self-directed learning also requires the ability and inclination to reflect, exercise critical judgment, and be knowledgeable about alternatives for effective learning (Loeng, 2020). Therefore, a student's self-directed learning skill is essential for facilitating an online learning platform's effectiveness and promoting self-autonomy. Several key features can characterize self-directed learners. Firstly, they exhibit a notable level of self-efficacy, enabling them to manage their learning process effectively. Additionally, they are intrinsically motivated, deriving their drive to learn from within rather than relying on external factors. Moreover, self-directed learners can identify their learning needs, allowing them to tailor their educational pursuits accordingly. They are adept at setting objectives based on careful analysis and possess the capacity to select appropriate strategies to attain these objectives. Furthermore, self-directed learners are skilled at evaluating their progress using internal evidence and external feedback. Lastly, they demonstrate a willingness to embrace new challenges as they arise. (Pintrich & De Groot, 1990; Schunk, 2005; Yunus & Arshad, 2015)

Challenges of self-directed learning and English grammar learning

Motivation and self-discipline were highlighted challenges among self-directed English students in a blended learning classroom. A study by Kim and Frick (2011) suggests that the online learning process can significantly impact learners' motivation and satisfaction. However, the lack of online learning aptitudes among students Assareh & Bidokht (2011), unfamiliarity with online learning, inadequate connectivity, and physical health condition Octaberlina & Muslimin (2020) could also significantly impact the autonomy of online learning and influence their motivation and satisfaction. Consequently, the insufficient fulfilment of students' fundamental needs can lead to decreased motivation and satisfaction. Furthermore, Ali (2004) also identified seven challenges to implementing e-learning in Malaysia, including

(1) insufficient knowledge, (2) limited acceptance, (3) connectivity and bandwidth constraints, (4) inadequate e-content quality, (5) challenges in engaging learners, (6) language barriers, and (7) digital divide and computer literacy. Regardless, these challenges can severely affect the children's learning experiences from a social perspective one way or the other, including the duration of learning, learning activities, and the availability of resources to facilitate learning. To fully utilise the benefits of self-learning, teachers must ensure the learning platform is practical and concise enough for the students to have a clear, achievable learning objective and to learn independently and asynchronously. Additionally, providing learners the autonomy to apply the target language in their communication is crucial. Syafiqah et al (2019) because this approach encourages learners to actively use the targeted grammar items. It promotes autonomy in utilising the target language instead of relying solely on memorising rules and isolated exercises to avoid developing a superficial understanding of grammar and asking for help transferring knowledge to real-life communication situations.

However, despite being labelled as one of the most essential components in mastering English, learning English grammar is still a significant challenge as it involves multiple complex rules and principles. This is particularly challenging for non-native students because they do not consider English grammar a need among their social circles, and thus, this causes them to underutilise it even further. Certain studies also stated that the environment around second language users rarely encourages them to utilise English. Tunku et al (2015); Griffiths & Soruç (2020) To make matters worse, the traditional approach of constantly explaining grammar rules and presenting them out of context can quickly demotivate learners. In previous ESL teaching and learning methods, grammar concepts were typically learned through rote memorisation, repetitive exercises, regular writing practice, and visual aids to reinforce understanding of the grammatical elements being taught. Lim et al (2021) Henceforth, grammar instruction no longer applies traditionally but engages learners in interactive activities that allow them to communicate meaningfully with the language to self-explain to themselves/others the meanings they intend to express (Harun et al., 2019)

Another potential obstacle is the need for prior experience and the diversity of linguistic backgrounds. Numerous students originate from households or communities where English is not the primary language (Getie, 2020). As a result, they may have difficulty understanding the grammatical rules and structures that differ substantially from their native languages. Mohammed (2018) Several other challenges include fear of accuracy over literacy, where students over-emphasise the grammatical aspect of the language, which results in unnatural languages in communications Panggabean (2015), a lack of support from the student's social circle Alizadeh (2016), insufficient material causing in a lack of vocabulary understanding in English Souriyavongsa (2013), and most importantly, insufficient motivation to learn, which will heavily determine the success or failure in the learning process (Briewin et al., 2013). Conclusively, grammar should not be considered as a context-independent collection of rules specified for language forms, but rather, it is now seen as an essential aspect of communication. It is vital to teach proactively while constantly encouraging learners to actively participate in discussions and utilise the specific grammatical concepts being taught.

Theoretical Framework
The Theory of Planned Behaviour and the Technology Acceptance Model
The Theory of Planned Behaviour is one of the widely regarded social psychological theories on predicting human behaviour as the result of a planned process in which perceived behaviour control, norms, and attitudes influence the behaviour. These three primary

constructs influence behaviour via their impact on behavioural intention. (Lung-Guang, 2019) According to Ajzen (2020), a person's intentions can be presumed to "…capture the motivational factors that influence a behaviour, and they are indicators of how hard people are willing to try, of how much effort they are planning to exert, to perform the behaviour". There are three main components stated by Ajzen (2020) regarding his Planned Behaviour theory: the role of intention, attitude, and perceived control in driving behaviour, while online learning platforms provide the necessary resources, flexibility, and support for self-directed learners pursuing English grammar proficiency. For example, Ngafeeson and Gautam (2021) have stated that the decision to continue using an initial LMS relies on the different influences of personal control perceptions about technology and subjective norms. In this case, perceived behavioural control pertains to the individual's subjective assessment of their ability to conduct a given action effectively. As such, online educational platforms allow self-directed learners to schedule their studies flexibly and tailor their learning paths to their needs while completing modules at their own pace.

However, the Technology Acceptance Model provides a more profound and better contextualization of the benefits of online learning platforms among students. By origin, TAM was proposed by Davis (1986) as an adaption of the Theory of Reasoned Action (TRA) that has been proven to be a theoretical model in helping to explain and predict user behaviour of information technology. The Technology Acceptance Model (TAM) has proven instrumental in understanding and assessing individuals' acceptance and utilization of technology Lazim et al (2021) due to its emphasis on two factors: perceived ease of use and perceived usefulness. Both factors are vital and complement each other as perceived usefulness directly impacts intention to use, while perceived ease of use influences intention to use indirectly through attitude. Davis (1989) When applied to the context of online learning platforms among English learning students, TAM becomes a crucial lens through which to examine the complex dynamics of technology adoption. English learning students often encounter diverse challenges in their language acquisition journey, and integrating online learning platforms represents a pivotal technological intervention. In Malaysia, numerous studies were conducted among higher-level institutions that applied the Technology Acceptance Model as their primary framework for investigating the factors influencing students' acceptance of online learning. Sukendro et al (2020); Lazim et al (2021) Consequently, this intervention can boost learners' self-assurance and motivation to acquire English grammar autonomously and successfully (Xiaoquan & Huijuan, 2020).

Moreover, although self-directed learners only sometimes have the opportunity for immediate in-person interactions, the virtual spaces on online learning platforms offer a modular means for learners to connect with peers with similar goals and interests. In addition to peer interactions, online learning platforms facilitate communication with instructors or language experts. Thus, learners can seek guidance, clarification, and feedback from instructors. At the same time, they can provide targeted feedback, offer additional resources, and address learners' individual needs, further shaping subjective norms in a positive and supportive manner (Kazemian et al., 2021)

Social Cognitive Theory
Social Cognitive Theory, stated by Albert Bandura, is a psychological perspective on human functioning that highlights the essential role played by the social environment towards human self-regulation, learning, and motivation (Schunk & Usher, 2012). Despite multiple iterations, many aspects of Bandura's Cognitive theory emphasise the role of observation, imitation, and

social interaction in the learning process Schunk & DiBenedetto (2020), while online learning platforms provide a digital environment that facilitates these principles and enhances the acquisition of grammar skills. For example, Bandura's theoretical framework highlights self-efficacy, which refers to individuals' conviction in their capability to execute specific tasks (Bandura, 1977). Personalised learning experiences through online learning platforms can potentially augment students' self-efficacy in acquiring English grammar skills. Frequently, these platforms provide adaptive learning technologies, progress monitoring, and self-evaluation instruments that enable learners to oversee their progress and obtain input on their achievements. Through utilising their learning data and gradual achievement, students can cultivate a sense of self-assurance and drive, resulting in enhanced grammatical aptitude and overall linguistic proficiency (Akpan et al., 2020)

Not only that, but Bandura's theory also established clear and well-defined objectives to stimulate and direct learners (Locke, 1997). Online educational platforms offer various resources that facilitate students in establishing objectives for their English grammar learning process. For instance, an English teacher can establish objectives such as mastering specific grammar concepts, attaining a desired level of accuracy in grammar exercises, or accomplishing a predetermined quantity of grammar-related tasks. Establishing objectives via digital platforms enables students to cultivate a sense of direction and autonomy in their educational journey, promoting their involvement and dedication to enhancing their proficiency in grammar. Not only that, educators should also take observational learning, learner control with scaffolding, and computer self-efficacy as crucial factors of social cognitive theory in order to influence students' intentions to use educational platforms, mainly when employed with the TAM model. (Al-Dokhny et al., 2021; Baba, 2022)

Experiential Learning Theory
According to Kolb (2014), experiential learning theory fundamentally differs from behavioural learning theory. It places life experience as a central and necessary part of the learning process, where "knowledge is created through the transformation of experience." Experiential learning, which focuses on hands-on experiences and active engagement, can significantly enhance the understanding and application of English grammar rules. Instead of memorising grammar concepts, students are encouraged to use the language actively in real-life scenarios. One study by Lee (2019) concluded that aspiring educators came to recognise textbooks solely as educational resources and not as their rulers after going through an experiential learning cycle. They also recognised the necessity of developing their materials and adapting grammar textbooks to increase compatibility. Thus, the experiential learning cycle empowered aspiring educators to construct their knowledge rather than receiving explicit instructions on grammar instruction via transmission.

On the other hand, integrating experiential learning and online learning platforms yields a dynamic learning environment that enables students to explore and apply English vocabulary or grammar principles authentically Duong et al (2017); Hashim et al (2019) because experiential learning encourages personal input and autonomy in language acquisition. One study done by Sinaga et al (2021) shows the students had a positive attitude toward implementing a learning platform called Moodle while demonstrating a positive attitude toward the importance of learning English in a vocational high school. While interacting with the platform, the students investigate and construct knowledge independently. They also consider the results of their experiences through their learning patterns and formulate action plans. Andrés & García (2011) Additionally, experiential activities can encourage students to

communicate using appropriate grammatical structures alongside online platforms to reinforce their comprehension and application of specific grammar concepts. Using online platforms with interactive features enables students to receive feedback promptly, monitor their advancement, and recognise their weaknesses, fostering a more profound and comprehensive comprehension of English grammar. This statement has also been proven effective in a study done by Safara & Zaim (2019), which concluded that having a mobile-based learning platform is one of the best courses of action for teaching grammar, especially given the challenges that educators confront, including a large number of students and limited time.

Research Methodology
Research Design
The study investigated the efficacy of the online learning platform "BookWidgets" as a self-directed grammar instruction in enhancing students' grammar skills. It utilized a mixed-method design, which combined quantitative and qualitative approaches for data collection and analysis. Using a mixed-method research methodology, the researcher collected detailed and insightful data in-depth to achieve the research objectives.

Research Population and Sample
The subjects of this research were Year 6 pupils from an SJKC primary school in Tanjong Karang, a suburban town in the Kuala Selangor district, which was located in Selangor. There were a population of 40 heterogenous pupils in Year 6, and both classes are chosen for this study, with 16 girls and 24 boys among them. The respondents had varying levels of English grammar proficiency. The Year 6 students were chosen due to their overall higher foundational understanding of English grammar than those from the lower standards.

Instruments for Data Collection
The instruments being applied to collect data in this research include a pre and post-test in the form of a grammar quiz, a semi-structured interview and a Google Form questionnaire for all the participants in the study. First, a grammar test was conducted to gauge pupils' grammar level and understanding. The test used is a simple 50-question quiz, explicitly focusing on present perfect tense as this is one of the grammar lessons taught in the SJKC Year 6 English syllabus. Secondly, the researcher conducted a semi-structured interview to gather data on pupils' perceptions towards using the online learning platform "BookWidgets" during their grammar lessons. The interview uses a series of preset but open-ended questions to gather respondents' viewpoints and thoughts. Next, the researcher used a questionnaire to gather individual opinions with a specific question set. The researcher created and modified a questionnaire through Google Forms to collect the pupils' opinions and highlighted the self-directed learning challenges that pupils face in learning grammar in an ESL classroom and their perceptions of the employment of "BookWidgets" during their grammar lessons in the final phase The pupils filled in their background and demographic information and responded to ten questions about the factors that make them difficult to communicate in English. In the third phase, they completed 16 questions about their perceptions of the employment of "BookWidgets" during the grammar lessons. The questionnaire was adapted from Keller's Instructional Materials Motivation Scale (IMMS) in 2010 and was reviewed by three experts. Three experts reviewed and revised the questionnaire and interview questions before being tested with Year 6 pupils from another school with similar conditions. The Cronbach alpha for the pilot study was 0.733, which is within the acceptable range.

Data Collection
The grammar test was given twice as a pre-test and a post-test to examine any improvements after the implementation. Pupils' performances were evaluated based on the results of both tests, and the numerical data from both tests were tabulated for further analysis. Then, the researcher conducted a semi-structured interview with the respondents in the school to gather detailed information. The interview session was recorded separately, and the interviewer rephrased and simplified the questions beforehand to ensure mutual understanding between the interviewer and the participants. Following the implementation of "BookWidgets", the participants completed the Google Form questionnaire sent via Google Classroom. Before the questionnaire was distributed, the items in the questionnaire and the purpose of the research were explained to ensure that the respondents understood before filling it out.

Data Analysis
The researcher applied the explanatory sequential method to increase the validity and credibility of the research outcomes. The data collected from the questionnaire filled in by the respondents were analysed using the SPSS program. Descriptive statistics like means, frequency, and percentage were used to find the factors that hinder pupils' English grammar learning by themselves and their perceptions of using "BookWidgets" in the process. Next, the information gathered through the semi-structured interview was transcribed, coded and underwent thematic analysis. The results from the grammar tests were cross-checked with the data from both the semi-structured interviews and the questionnaire to ensure validity and reliability and enable the researcher to find a correlation to hypothesised outcomes and conclusions from the research.

Results and Findings
Demographic Background of the Participants
The table shows the demographic background of the participants. There are 4- participants and all of them are twelve years old and they are a mix of different races with different levels on English grammar proficiency.

Table 4.1
Respondents' Demographic Background

Demographic Information	Frequency	Percentage (%)
Main language used		
English	2	5
Chinese	30	75
Malay	7	17.5
Tamil	1	2.5
Frequency of learning English grammar		
I seldom learn English grammar.	8	20
I only learn it during English lessons.	21	52.5
I learn it every day.	11	27.5

n=40
As shown in the table, 75% (n = 30) preferred Chinese, while only 5% (n = 2) used English to communicate as the main language in daily conversations, which makes sense as the school is

heavily Chinese centred. 17.5% (n = 7) used Malay in their daily speech. Additionally, it is observed that 27.5% of the pupils (n = 11) learn English grammar daily, while 52.5% (n = 21) only learn English grammar during English lessons in school. Finally, 11 out of the 40 students (27.5%) seldom uses English grammar from the questionnaire. This states that a majority of the students either do not have the interest in learning or only learns when the situation needs it instead of independent studies.

Pupils' Improvement in Grammar

The total data collected were recorded in frequency count, and scores from the tests were converted into percentages as standardised by the Ministry of Education Malaysia, whereby each score belonged to a different grade. The findings are reported in the table below.

Table 4.2
Pre-test and post-test results

Grades	Range of scores (%)	No. of students	
		Pre- test	Post-test
A	80-100	2	6
B	65-79	5	6
C	50-64	6	9
D	40-49	7	7
E	0-39	20	12
TOTAL		40	40

According to Table 4.4, there was an increase in the results of the participants' post-test. For grade A, it showed an increase of 4 participants from the pre-test. In grade B, only five participants obtained the grade in the pre-test, while in the post-test, one extra participant managed to get the grade. Subsequently, the number of participants who obtained a grade C in the pre-test was 6 students, whereas in the post-test, there were 9. In other words, the online learning platform can improve ESL learners' grammar learning experience and results. Also, 7 participants scored a D grade for their pre-test and post-test. As the number of students had a higher score than the pre-test, the number of participants for grade E became significantly lower, around 8 participants. The results proved that BookWidgets can improve ESL grammar even among low-proficiency learners. Most of the participants received better grades, and they were able to improve themselves in grammar learning. Thus, more participants benefited from it as a whole.

The outcomes of the planned aim are examined based on the pre-and post-test comparison results. First, as the goal of this paper also indicates, the rising pre-test scores demonstrated the efficacy of every intervention that was implemented. The outcomes can be beneficial when adopting online learning platforms such as BookWidgets as interventions. There is a slight improvement in grammar using BookWidgets; fewer people receive a D or E on the post-test. According to research by Hashim et al (2019), students do better when they learn using gamified and interactive methods like BookWidgets, which offer various forms of

participation during the question-answering process. With the help of online language learning platforms, many ESL students can improve their grammar because these resources align with 21st-century learning and enable improved performance due to student engagement and active participation in the classroom. Therefore, in contrast to traditional learning, modern learners are more independent in their learning process (Wang et al., 2021). Learners' success in acquiring a second language can be significantly impacted by the availability of a platform that incentivizes the learning process while establishing a step-by-step procedure that fosters motivation (Wong, 2020). In conclusion, using a step-by-step grammar learning platform that fosters a self-learning environment is a successful way to help primary kids become more proficient with grammar.

Pupils' Perceptions towards Using Bookwidgets in A Self-Directed English Grammar Lesson

A semi-structured interview and a questionnaire were used to collect pupils' perceptions of using the online learning platform "BookWidgets." The third segment of the questionnaire was divided into four aspects: confidence, attention, satisfaction, and relevance. The findings are tabulated in the SPSS program to obtain the percentage, mean and standard deviation data.

"BookWidgets" Boosts Confidence and Motivation
Table 4.3
Mean Score and Standard Deviation of Confidence

No	Item	SD %	D%	A%	SA%	Mean	Standard Deviation
1.	"BookWidgets" is easy to use and interactive for me.	2 (5)	11 (27.5)	15 (37.5)	12 (30)	2.93	0.89
2.	The platform motivates me to learn English grammar.	1 (2.5)	16 (40)	17 (42.5)	6 (15)	2.70	0.76
3.	I feel the exercises in this lesson were easy enough for me to complete the whole lesson.	2 (5)	11 (27.5)	19 (47.5)	8 (20)	2.83	0.81
4.	I feel less worried to learn English grammar by myself while using 'BookWidgets'.	4 (10)	14 (35)	14 (35)	8 (20)	2.65	0.92

S.D.: Strongly Disagree; D.: Disagree; A.: Agree; S.A.: Strongly Agree

Table 4.5 shows the confidence constructs towards using "BookWidgets". The highest mean among the items goes to item 1 (M=2.93). Twenty-seven pupils (67.5%) among the participants agreed that "BookWidgets" is easy to use and highly interactive. As a result, many students felt the exercises in this lesson were easy enough for them to complete the whole lesson. (M = 2.70). These pupils also mostly agree that they become more motivated to learn English grammar (M = 2.70), and they felt less worried about learning English grammar (M = 3.07) after using "BookWidgets" in the self-learning process. The findings prove that

"BookWidgets" helps boost pupils' confidence in grammar and improve their motivation to learn further.

In this scenario, the educator employs the primary six stages of developing a self-directed learning session for this study: identifying the sequence and structure of activities, establishing a timeline for completing learning activities, identifying the materials needed to achieve each objective, and providing feedback. Robinson & Persky (2020) This ensures that the students gain confidence in every step of the learning process. Additionally, this is unanimous with the data from the interview where P3 stated, "For me, this 'BookWidgets' can evaluate my work quickly and correctly. The results can motivate me to learn more by myself." Not only that, one of the participants stated, "I can understand with more detail, and I can finish it without using Google and Google Translate". This is backed up by a similar study by Zaitun et al (2021) and Chi (2021) that applied BookWidgets, where the participants reported positively in their respective English learning activities. As previously mentioned, motivation plays a central role in a self-learning environment to foster independent learning Xiaoquan & Huijuan (2020) and personal competence Wong (2020), and it can be strongly implied that this online learning platform is a viable option to achieve this objective.

"BookWidgets" Increases Attention and Promotes Self-Learning
Table 4.4
Mean Score and Standard Deviation of Attention

No	Item	SD %	D%	A%	SA%	Mean	Standard Deviation
1.	The instructions in 'BookWidgets' are easy to understand and follow all by myself.	0 (0)	17 (42.5)	12 (30)	11 (27.5)	2.85	0.83
2.	The step-by-step explanation in the grammar lesson is clear for me.	5 (12.5)	10 (25)	18 (45)	7 (17.5)	2.68	0.92
3.	The materials are more eye-catching and colourfully designed than the books.	2 (5)	9 (22.5)	19 (47.5)	10 (25)	2.93	0.83
4.	The variety of reading passages, exercises, pictures and exercise types helps me focus on the lesson.	0 (0)	9 (22.5)	22 (55)	9 (22.5)	3.00	0.68

S.D.: Strongly Disagree; D.: Disagree; A.: Agree; S.A.: Strongly Agree

This construct consisted of four items representing attention to the game. The mean score and standard deviation of each item are displayed in Table 4.8. This construct consisted of four items representing attention to the game. The mean score and standard deviation of each item are displayed in Table 4.8. The tabulated results imply that "BookWidgets" succeeds in raising pupils' attention during grammar lessons. Among the four queries, item 4 has the highest mean (M=3.00, SD=0.68); most pupils agree that the variety of reading passages, exercises, pictures, and exercise types helps them focus better throughout the lesson. It is followed by item 3 (M=2.93, SD=0.83). Pupils prefer more eye-catching and colourfully

designed materials in the platform than regular books. Besides, 23 pupils in total either 'strongly agree' (27.5%) or 'agree' (30%) that the instructions in 'BookWidgets' are easier to understand and follow.

Similar findings were also revealed in the semi-structured interview. The transcript showed the pupils' preference for "BookWidgets". P2 said, "It is good because it has pictures that we can refer to ourselves." P5 also commented, "I think it is a good thing to use because it has pictures and videos. I can understand with more detail and I can finish it without using Google and Google Translate." Similarly, P1 stated, "It has many pictures, notes and sometimes sound in it. These can help me to understand better the knowledge taught by my teacher after studying the notes by myself." According to John Keller's ARCS Model of Motivational Design (1987), gaining pupils' attention is the most crucial step in motivating them. Based on the statement, the online learning platform "BookWidgets" helps arouse pupils' attention in grammar learning due to its appealing layout and fascinating aspects. According to most participants, the ability to input custom-made media in "BookWidgets" keeps pupils engrossed in the lessons by creating suspense and arousing their curiosity. Teachers can attract the pupils' attention by triggering their interest and curiosity (Afjar et al., 2020). As a result, pupils demonstrated a willingness to participate in the activity and pay better attention than in class because they desire to learn more (Wong et al., 2020)

"BookWidgets" Suits the Student's Self-Learning Needs
Table 4.5
Mean Score and Standard Deviation of Satisfaction

No	Item	SD %	D%	A%	SA%	Mean	Standard Deviation
1.	I really enjoyed studying the lesson this way than doing exercises in books.	1 (2.5)	12 (30)	16 (40)	11 (27.5)	2.93	0.83
2.	I feel satisfied that I can learn the whole lesson without needing much of my teacher's help.	2 (5)	18 (45)	13 (32.5)	7 (17.5)	2.63	0.84
3.	The feedback after the exercises, or other comments in this lesson, helped me feel rewarded for my effort.	0 (0)	13 (32.5)	22 (55)	5 (12.5)	2.80	0.65
4.	I am interested to continue revising or learning more English grammar with "BookWidgets'.	0 (0)	13 (32.5)	18 (45)	9 (22.5)	2.90	0.74

S.D.: Strongly Disagree; D.: Disagree; A.: Agree; S.A.: Strongly Agree

Next, the info in Table 4.7 shows the satisfaction constructs towards using "BookWidgets". As a result, the highest mean among the items goes to item 1 (M=2.93). 27 pupils (67.5%) agree or strongly agree that they enjoyed studying the lesson this way rather than doing exercises in books. They are also interested in continuing to revise or learn more English grammar with

"BookWidgets" (M = 2.90). Pupils also agree that they felt satisfied with the feedback after the exercises or other comments in this lesson because it helped them feel rewarded for their effort. (M = 2.80) after the implementation of "BookWidgets". However, the opinions regarding the satisfaction with which the students can learn the whole lesson without needing much of the teacher's help are split among the pupils. (M = 2.63) Half of the pupils disagreed and stated they still needed the teacher's help completing the lesson. Despite this, the findings still prove that "BookWidgets" can provide a sense of satisfaction for the pupils.

Table 4.6
Mean Score and Standard Deviation of Relevance

No	Item	SD %	D%	A%	SA%	Mean	Standard Deviation
1.	The content of the platform is related to my current learning standard.	2 (5)	11 (27.5)	18 (45)	9 (22.5)	2.85	0.83
2.	There are examples of how to use the grammar knowledge in the lesson.	2 (5)	10 (25)	18 (45)	10 (25)	2.90	0.84
3.	The BookWidgets module is suitable for my knowledge level.	3 (7.5)	7 (17.5)	19 (47.5)	11 (27.5)	2.95	0.88
4.	The content of this lesson will be useful to me in the future.	1 (2.5)	8 (20)	17 (42.5)	14 (35)	3.10	0.81

S.D.: Strongly Disagree; D.: Disagree; A.: Agree; S.A.: Strongly Agree

The learning process should highlight the subject's relevance so pupils can connect it with everyday life. In order to achieve the learning objectives of any grammar lesson on their own, using an online learning platform is a wise choice for pupils to practise learning grammar, provided that the content is relevant and suitable to the student's current learning standards. Table 4.8 shows that applying "BookWidgets" has a medium-high relevance. In this aspect, item 4 has the highest mean (M=3.10); this also means 14 out of 40 pupils (43.3%) strongly agree that "BookWidgets" makes them want to learn more and the content of this lesson will be helpful to them in the future. Item 2 and Item 3 have similar means (M=2.95) (M= 2.90). For example, in Item 3, 30 pupils either strongly agree (27.5%) or agree (47.5) that the entire lesson module and examples used are comprehensible and suitable for their knowledge level. Besides, 27 pupils (67.5%) strongly agree that the content is related to what they have learnt in their standard syllabus in their school books (M = 2.85).

It is further highlighted in the interview that the content and questions on the platform were in context with pupils' lesson syllabi and language levels from start to finish. P3 said, "Definitely. This online tool has given me a complete lesson and information to understand. I can also revise the lesson with this" "Ooh, yes, I can because I can learn the whole lesson with it quickly." P1 also shared, "It has many pictures, notes, and sometimes sounds. These can help me better understand the knowledge taught by my teacher after studying learning theory from 1984, emphasising the individual learning process, which involves linguistic contextualisation and skill integration for authentic communication. "BookWidgets" enables

pupils to build knowledge based on active learning and reflection experiences. They can actively explore and construct knowledge independently as they progress through the lesson. Sinaga et al (2021) They can identify their limitations and strengths directly and internalise the knowledge acquired throughout the process. Instead of just receiving knowledge from instructors, pupils can experience hands-on learning. In brief, the context-relatedness and relevance of "BookWidgets" promote experiential learning among English grammar learners.

Conclusion

The current study contributes to grammatical English learning by emphasising the usefulness of online learning platforms in developing self-learning skills among pupils. The development of the online learning platform "BookWidgets" has projected a positive response from the Year 6 ESL pupils. Most of the pupils ' grammar learning results improved during the grammar post-test after adopting "BookWidgets". Using the learning platform resulted in a more fun and engaging learning experience than the traditional method. Pupils demonstrated a capacity to learn the targeted grammatical term smoothly and confidently, which differed from their pre-test grammar results. In conclusion, "BookWidgets" broadens pupils' knowledge of grammar while providing sufficient and comprehensive information to function as an independent learning resource for future educators to develop. Henceforth, English language teachers can integrate this online learning platform into the standard classroom to establish self-confidence among pupils. Pupils will eventually appreciate the English grammar knowledge they acquired independently and improve themselves through exploration. It is believed that pupils' grammar learning experience will be further enhanced if they continue to practise and utilise "BookWidgets" in the future.

Limitations and Recommendations

In this study, only 40 elementary pupils from a Chinese school participated, and it lasted only two months. As a result, due to the study's context and time constraints, the findings need to be more generalizable. Future research should be undertaken with a larger sample size, multiple different types of schools, and over a more extended period to acquire a more reliable and viable result. In addition, as the current study was only done among primary pupils in a Chinese suburban school, similar studies in urban and rural schools should be conducted to see if the current study's conclusions are supported or contradicted. Furthermore, future academics could investigate the application of "BookWidgets" to improve other language abilities like listening, reading, writing, and grammar, as this study only focuses on a small fraction of its diverse and functional applications within the program. Finally, more future research is also highly recommended to investigate English teachers' perceptions and responses towards using "BookWidgets" in ESL classrooms. The outcomes of these studies will provide better implications and suggestions for ESL teachers worldwide on what they can do with this learning tool/platform to provide future learners with a user-friendly environment to acquire new grammatical knowledge independently and efficiently.

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