

## **TEACHING SIMPLE PAST TENSE USING VIDEO CLIPS WITH ENGLISH SUBTITLES AT X MIPA GRADE OF SMAN 1 TEMBILAHAN**

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### **ABSTRACT**

This study aims to improve students' ability to understand the Simple Past Tense. This research is a Classroom Action Research (CAR). This research was carried out in one cycle in one cycle there were four meetings and in this study included the stages of planning, observation, and reflection. research participants are students of class X MIPA 3 in the academic year 2021/2022. The number of participants is half of the students in the class due to the current condition of the corona virus outbreak so that only 16 students were used as students in this research class, there were 7 boys and 6 girls. In this study, learning is not only explained through the material but students are given several video clips as a treatment which contains simple past tense sentences so that learning is more fun and not boring besides that students can also understand the simple past tense material easily so that students' understanding of the simple past tense is increasing. The results showed that using video clips with English subtitles could improve students' understanding of the simple past tense. This can be proven from the results of the students' average scores. The average score of students before the action was 44 with a sufficient category. Then at the second meeting, 74 in the good category then increased again at the third meeting, namely 87 in the very good category and at the last meeting it decreased slightly, namely 84 but still in the very good range. The students really liked the learning process using video clips. Based on the previous statement, it can be concluded that teaching Simple Past tense using video clips with English subtitles can improve students' understanding of the simple past tense in class X MIPA SMAN 1 Tembilihan.

**Keywords:** *Simple Past Tense, Video Clips, Students' understanding*

### **INTRODUCTION**

Since covid 19 attacked Indonesia, many students' abilities have decreased. According to studies from Bappenas, Pusmenjar Kemendikbudristek, to the World Bank from UNICEF, the biggest impact of Covid-19 on education is

learning loss. One of the declining abilities at this time is students' cognitive abilities or students' thinking abilities in understanding something. In researcher classroom students' understanding about English has decreased

The first foreign language school subject in Indonesia is English. It even has become the subject tested in final examination in school and in curriculum 13 the school will have 2 English subject there are English and literature and English

In English grammar, there are three time systems classification, namely: present, past, and future. Based on the Lailatul Mahmudah and et,cl (2019) say that among those three systems, simple past tense regard as one of the difficult lesson for the students' primary in junior high school in learning simple past tense, they need to know how changing the verbs from the present into the past, differentiate regular and irregular verbs and use correct structure in positive, negative and interrogative.

In Indonesia, there are no tenses when students are asked to tell their past experiences the students do not have to consider the tenses, but in English, it has tenses not only that it has grammar, word choices, coherence, and others.

Talking about tenses, Errors in understanding of simple past tense are often encountered when the researcher makes corrections to students' writing in writing assignments especially in simple past tense tenses, as we know in syllabus in indicator 3.6 says students should Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to circumstances/actions/activities/events that were carried out/occurred in the past which refers to the time of its occurrence and ending, according to the context of its use. (Notice the simple past tense linguistic elements: Linguistic Elements Declarative and interrogative sentences in the simple past tense, Adverbs with since, ago, now; ) every chapter in English Textbook of X grade in semester 2 students will learn and discuss about simple Past tense even they will continue learn about it when they in the XII Grade.

Based on the tests that have been given by Allieni Harris (2014:55), has found that the students also found difficulties when writing recount texts, namely

in using language features. This difficulty relates to the use of simple past tenses, action verbs, linking verbs, and pronouns. The cause of this difficulty is interlingual transfer, intralingual transfer, and the lack of vocabulary that is owned by students. So it can be concluded that the students still experience many difficulties in writing a sentence that is good and correct in recount texts according to the applicable rules. Furthermore, based on the results of this study, it is hoped that teachers can provide better teaching techniques and students can do more exercises to improve students' writing skills. The case from Allieni Harris's research is the same in the process of learning and teaching in the class, in SMAN 1 Tembilihan, students are lack of knowledge about it. Lack of knowledge in understanding about simple past tense is the one of a problem which faced the researcher has found it, even the researcher has experienced in the class especially in X grade in SMAN 1 Tembilihan, when the Teacher asked the students to write a sentence they do not have an idea for writing they do not know where should start, then they are lack of vocabulary that is the fact the difficulties they faced in writing are in generating ideas, organizing ideas and translating ideas into readable text. According to Intan Wahyuni Saputri(2014: 2), Learning media have a great influence on the education system to explore student's abilities. Many media can use for those problems. video is a medium of entertainment for anyone, especially students, sometimes they spend their time watching videos, especially videos that can be found anywhere, whether on YouTube, Facebook, Instagram, and others. even in the video can find several concepts and themes related to recount text. But, in SMAN 1 Tembilihan some teachers seldom use media for teaching, according to M.Sobry Sutikno (2013) says In the learning process, the presence of the media is very necessary, because it has a major role in influencing the achievement of learning objectives ... the obscurity or complexity of learning materials can be helped by presenting the media as an intermediary. Even in certain cases, the media can represent a lack of teachers in communicating learning materials.

In Curriculum 2013 especially in Senior High school in ten grade, simple past tense will always be learned in the textbook or the X grade have to learn

about this text and have to understand about it .Therefore the students have to understand about simple past tense that will be learned in the first meeting in semester 2 in chapter 7 and will discuss grammar in textbook.

Teachers rather chose a simple way to teach their students than using good media such as Video Clips with English subtitles. It does not matter what kind of video and the language are used in the video the point is the video clips with English subtitles to make students better in understanding and make the class not bored. Many students said the class was bored because the material was boring. Besides in syllabus curriculum 2013 X in Learning Resources are Audio CD/ VCD/DVD. According to the syllabus student not only read but also have to watch a video to make them more understand about past tense in the recount text. Then Unik Fadillatus Salimah (2017:2) says the use of interesting media also contributes to the better learning process, both improving student's participation and their interest in classroom activity which might lead them to have better ability in writing. The teaching and learning process will not be able to be conducted well if there are some problems related to the student's good interest in the learning process.

Researcher wants to use Video as media to improve students' understanding in simple past tense, and it is supported with finding in another research by Eko Sigit Purnomo (2017: 5) says Animation video could make a different atmosphere in class. The students were more excited and active during the teaching-learning; they paid attention to the teaching and learning process better. Then from Amir Mohammadian et.al (2018: 22) says actually, using video materials in educational settings can motivate students because they can experience real feelings to complete their understanding of the situation of the video. Also, authentic materials like videos can provide a real environment for the fulfilment of theoretical tenets of the communicative approach which concentrates on the social interaction and cultural aspect of a language.

Based on the results from that another researches using video as treatment, the researcher wants to know students' improvement in understanding of simple Past Tense by using video clips with English subtitle in SMAN 1 Tembilahan in

the tenth grade the academic year 2020/2021. In addition, this might be the way to help the teacher to provide a good quality of teaching and learning in the classroom.

## **LITERATURE REVIEW**

### ***Understanding***

Understanding is the a knowledge which students discover, master and understand from an abstract or physical object, such as a person, situation, or message whereby or how something works.

### ***Cognitive Ability***

In general, there are four types of learning, namely, visual, auditory, reading or writing, and kinaesthetic:

a. Visual learners.

People who dominate this type of learning will learn better in an environment that has a lot of visual stimuli. They are often referred to as “photographic memories” as they can memorize images, pages of text and any visual cues they see.

b. Auditory learners.

If visual learners are great at memorizing text, then auditory learners are great at listening to the subject they are studying.

c. Using reading or writing

Using the reading or writing method is two ways (reading and writing) as a good reminder method to learn quickly.

d. Kinesthetic students.

Those who adopt this learning method are not at all effective with the given textbooks. They need to do whatever they learned before. In other words, they prefer hands-on practice to theory, theory and theory.

### ***Definition of Video***

Indah Kemala Ternate (2018) finds that video as a tool of communication and the powerful vehicle of information that is packed with messages, images, and ambiguity and presents rich content in the learning classroom. With video student

will get support and get more interest in learning and teaching classroom because it can be one of the good alternatives to teaching students, it related with the statement by Amid Saed (2018) that the application of video materials in educational settings can be a fabulous strategy, so that, EFL learners are provided with a lot of advantages when they are employed in combination with a dynamic learning strategy. Using videos in instructional settings permits the second language learners to get entry to multiple information when listening to the files. As a matter of fact, the learners can listen and observe what is going on at the same time.

### ***Definition of Past Tense***

According to Azar in Ari Nurweni Journal states that the simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999).

According to Pardiyono (2006) Past tense is a form of tense from the past group, which in its function as a means of daily communication receives a relatively large portion of usage. various means of communication can be expressed with sentences that are conveyed in the past tense, especially for things that have happened or been done at certain times in the past.

There are 3 past tenses form in tense; Simple Past Tense, Past Continue, Past Perfect. Slamet Riyanto and et.al (2013) have explained them in their book.

### **Simple Past Tense**

A simple past tense is a verb form that is used to express one action which happened or took place at a particular time in the past or repeated habitual action in the past.

## **RESEARCH METHOD**

This research is a Classroom Action Research (CAR), which using Video Clips to Improve in improving students' understanding about simple past tense. Arikunto Suharsimi, et. al(2012; 3) described that Classroom Action Research is an examination of learning activities in the form of actions, which are deliberately

raised and occur in a class together. the action is given by the teacher or by the teacher's direction made by the student.

Moreover according to Arikunto Suharsimi (2010; 129) says that CAR is one of the problem-solving strategies that utilizes concrete actions in the form of an innovative development process that is tried on the fly in detecting and solving problems. Class Action Research has a purpose it is an improvement or upgrades quality in learning practice, help to solve a problem in the learning and teaching process, improve professionalism and grow an academic culture.

It can be concluded that Classroom Action Research is research that done in the classroom conducted by the teacher in the classroom in a school using innovative development process for improving student and another process in learning that can be achieved well.

The research was conducted at the grade X of SMAN 1 Tembilahan. the amounts of students were 35 students due to Covid-19 the researcher only took 16 students; 7 males and 9 females. In this research, there was only one cycle, the researcher use 4 meetings in one cycle. This research was conducted through the steps of planning, action, observation, and reflection. At the last meeting, the researcher ended by giving the test to the students.

The instrument for knowing the improvement of the students will use pretest in the first meeting to find out students' base score and post test at the end of in every meeting in the first cycle and use post-test in at the end every meeting the second cycle. There are 25 items in the test and students will do it in the google form. It functioned to measure students' improvement after getting treatment. Next, the researcher interviewed every student for the data display.

There are four steps that the writer did in the research. They are as follow;

### *1. Planning*

To improve the students' understanding of simple past tense at x grade, specifically at grade X MIPA 3 of SMAN 1 Tembilahan. The writer makes pre-test and test about simple past tense that was formed in objective questions.

## 2. Action

The duration of each meeting was done 120 minutes. Here the students were given some material or subject about simple past tense and some video clips to watch. Then after the teaching and watching process is done, the teacher give the test in the end of teaching process

## 3. Observation

The observation is needed to see students' responses or activities in the class during the teaching-learning process. Therefore, the information about the students' activities, strengths, and weaknesses of the strategy was obtained through observation.

## 4. Reflection

The reflection was done after the teaching-learning process with a collaborator to make the learning process better than before and to know how far the students' improvement would applicable for the next meeting.

This research just used qualitative data, qualitative means that the data is presented in the form of verbal report. Miles and Huberman (1984) said that the activities in the analysis of qualitative data are done interactively and continues until finished, so the data is saturated. There are some activities in the data analysis; data reduction, data display, and conclusion drawing/verification.

This research is quantitative design. It is to know how many percentage the students' achievement in understanding of simple past tense. This reserch was done by the teacher English teacher who teaches in the classroom, which focused to improve in the learning process and learning by doing.

Table 1 The Classification of student's scores

No	Interval	Interpretation
1	80-100	Very Good
2	70 – 79	Good
3	60-69	Enough
4	40 -59	Less
5	0-49	Failed

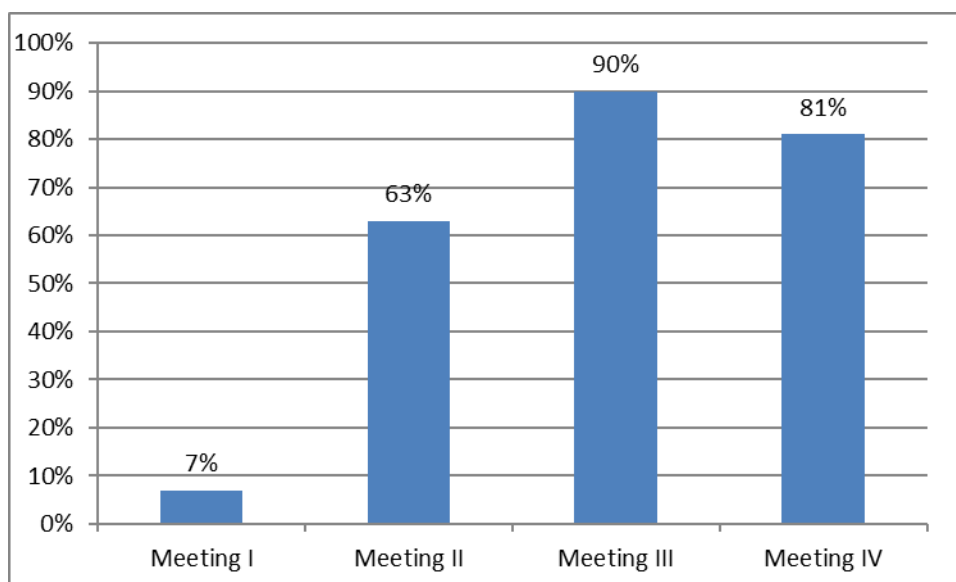


The classification based on *Buku Pedoman Akademik Fakultas Keguruan dan Ilmu Pendidikan UNISI in Yeni,Melda Thesis (2015)*.

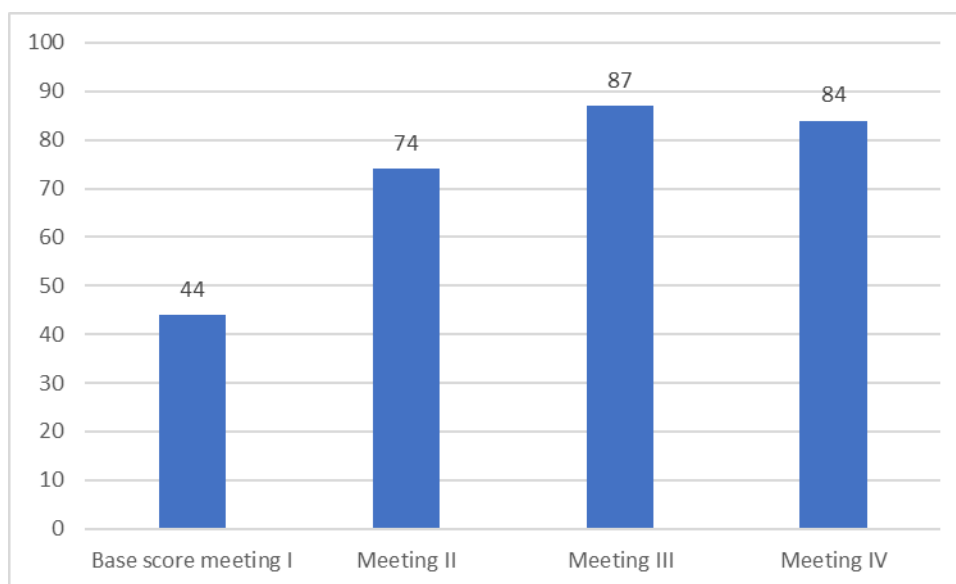
## FINDINGS AND DISCUSSION

Based on the result of the data analysis about the implementation of using Video clips with English subtitles to improve student understanding about simple past tense, it was found that the students' understanding about simple past tense was improved in cycle I from meeting II until meeting IV. The improvement also can be seen from the number of students who achieve standard score; 1 student in the base score, 10 students in meeting 2,9 students in meeting III, and 13 in the last meeting. In addition, based on the data analysis, the calculation of mean score in base score was 44 with category Enough level, in meeting II was 74 with category Good, Meeting III was 87 with category Very good, and the last meeting was 84 which was still in category Very Good. The improvement can be seen in the following chart:

**Chart I: The improvement of students who achieved the KKM**

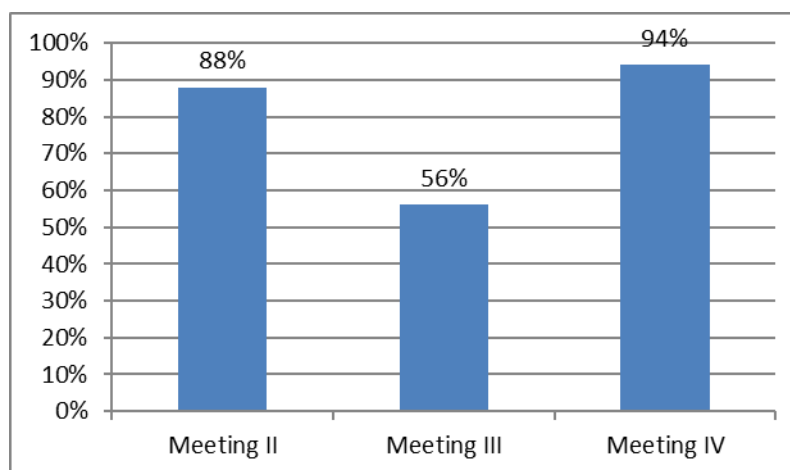


**Chart II: The improvement of students' mean Score in Base Score to IV Meeting**



Besides that, the percentage of students' participants in the learning process also improved from Meeting II until the Last meeting. In the second meeting there were 88% of students were involved and 56% in meeting III, and 94 % of students were involved in the last meeting. the improvement can be seen in the following chart:

**Chart III: The increase of Students' activity in Meeting I to the Meeting IV**



Based on the statement above, the researcher found that there was an improvement in students' understanding of the simple past tense score and their motivation from basic scores in meeting I to Last Meeting. Therefore it can be

concluded that the implementation of using Video clips with English subtitles can improve the student's understanding of simple past tense at the Grade X of SMAN 1 Tembilahan.

## **CONCLUSION**

The progress of students' means score and students' observation sheet showed that the video clips using English subtitles can improve students' understanding of simple past tense. The improvement was proved by improvement of students' mean score, in base score was 44 with category poor level, in meeting II was 74 with category Very Good, Meeting III was 87 with category Excellent, and the last meeting was 84 with category Very Good. The improvement is also supported by students' performance in teaching and learning process and result of the interview. The students' participants in the learning process also improved from Meeting II until the Last meeting. In the second meeting there were 88% of students were involved and 56% in meeting III, and 94 % of students were involved in the last meeting. It is because using video clips with English subtitles in teaching simple past tense makes the class situation more fun and the student not only watch the video they also can listen and find out the condition in the video and it makes students easy to understand simple past tense. Then the student used other media such as laptops, internet network as support media in the teaching and learning process.

This research was using only one cycle. Based on the data result of students' understanding score of test especially the mean score in the first meeting and the last post-test in the fourth meeting, it can be concluded that Teaching using video clips with English subtitles can improve students' understanding of simple past tense at the grade X of SMAN 1 Tembilahan.

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