



## Students' Understanding on Simple Past Tense through VOA Learning English YouTube Channel

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### ABSTRACT

The objective of the study is to find out the effect of VOA Learning English YouTube Channel on students' simple past tense. This study was conducted at 8<sup>th</sup> grade students of SMP Pustek Serpong in academic year 2017/2018. The researcher used quantitative analysis with a quasi-experimental design. As the sample, the researcher uses one class with total number of 37 students. By using t-test, the finding showed that  $t_{\text{calculation}}$  (7.89) was higher than  $t_{\text{table}}$  (2.026) at a significant level of 5%. It indicates that VOA Learning English YouTube Channel gives the positive significant result in improving students' simple past tense.

*Keywords:* online learning media, simple past tense, VOA learning English YouTube channel

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### INTRODUCTION

English is the first foreign language school subject in Indonesia. It even has become the subject tested in the National Exam. To master English, students need to learn the language components such as phonetics, morphology, lexical, syntax, and context. Along with grammar, semantics, and pragmatics.

In English grammar, there three time systems classification, namely: present, past, and future. Among those three systems, simple past tense regard as one of the difficult lessons 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 past, differentiate regular and irregular verbs, and use the correct structure in positive, negative, and interrogative.

In addition, there are three grammatical paradigms that relate to the domains of time and reality. These paradigms are usually described as Tense, Aspect, and Mode (TAM). Tense, expresses the time of discourse would situations in relation to some reference point, usually the time of speaking; Aspect, describes the internal temporal "shape" of a situation; and Mode, relates

the speaker's commitment to the probability that the situation is real, necessary, or likely (Payne, 2011).

### **Simple Past Tense**

Tense, as explained by Gupta (2006), is derived from the Latin word 'tempus' meaning 'time'. 'Tenses' is defined as any of the forms of a verb that may be used to indicate the time of the action or state expressed by verb. There are three kinds of tenses: present tense, past tense, and future tense. Considering the simple past tense become a focus of the study, Bradeley (2015) defined as a tense that is used to describe an action started and finished in the past.

In similar definition with Bradley, Piercy (2014, p. 25) also stated that simple past is a tense that is used to describe an action that has occurred in the past and has finished or repeated completed action in the past. It is formed with the past tense and is formed by adding 'ed' or 'd' with regular verbs but takes on different forms with irregular verbs.

As the regular verb forms, Joshi (2016) explained the detail forms as follows: 1) Adding 'ed' in base form simple present (does not end in 'e') to make the past tense and past participle. Example: book-booked-booked (past tense and past participle ending in 'ed'), 2) Adding 'd' in base form simple present (ends in 'e') to make the past tense and past participle. Example: abase-abased-abased, 3) Repeating the last letter of the base form (simple present) in the past tense and past participle before adding 'ed'. Example: rag-ragged-ragged, 4) Replacing 'y' with 'i' in the base form simple present (ends in 'y' and there is

consonant before 'y') before adding 'ed' Example: accompany-accompanied-accompanied

While in Irregular verbs forms, the base form for the past tense, are not added by 'ed' or 'd' said that irregular verbs form can end in a variety of ways: 1) Verbs which all the three (simple present, past, and future) forms are the same. Example: cut-cut-cut. 2) Verbs in which two of the three forms are the same. Example: become-became-become. 3) Verbs in which all three (simple present, past, and future) forms are different. Example: go-went-gone

Nevertheless, the verb 'be' is an exception. Like other verbs, it has a base form (be), a progressive form (being), and a past participle (been). Yet the present tense of "be" has three distinct forms: (1) am, (he/she/it) is, and (we/you/they) are. Moreover, the past tense of "be" has two distinct forms: (I/he/she/it) was, (We/you/they) were (Torres-Gouzerh, 2008, p. 11).

In addition to verb form, Johnson (2010) formulated the simple past as follows: 1) Declarative: S + V + ed + rest of sentence. 2) Negative: S + did + not + V + rest of the sentence. 3) Interrogative: Did + S + V + rest of the sentence?. Based on the general uses of simple past tense, Bond & Hughes (2015, p. 9) classified as follows: 1) Referring to events that are happened at a specific time in the past.. 2) Referring to an action or event that went on for a period of time and is now ended. 3) Showing a past habit or practice.

In addition, DK (2016, p. 44) explained that in sentence form, simple past is often use "Used to" or "would to". "Used to" can be used with the base form

of a verb to talk about past habits. It can also be used to talk about fixed states at some indefinite time in the past. In addition, "Used to" can be replaced by "would" in writing and formal speech, but only to talk about past habits. These statements often include a reference to time to describe when, or how often something happened.

So far students are aware of the importance of those English language components, but some of them still ignore it because of the problems faced, especially in mastering grammar. First, some of the students believe that learning grammar means memorizing a set of rules, especially their necessities in applying grammatical pattern into sentences and purposes. Second, students are required to change the verbs based on their time system and regularities. The last, students lack interest in learning grammar related to the methods is being taught. Some of the teachers implement conventional methods that make students bored. By way of explanation, the researcher assumed that online learning media can be one of solution way to solve students' difficulties in English grammar.

**Online Learning Media**

Carlner (2004, p. 212) defines online learning as educational media that is presented on a computer. In similar, Khan (1997 as cited in Anderson, 2008, p. 7) stated that online learning as an innovative media for delivering instruction to a remote audience, using the web as the medium. The purpose of using this kind of media is to interact with content, instructor, and other learners; and to obtain support during

the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.

Besides the OL's purpose, Anderson (2008) argue that using online learning provides major benefits. For learners, learners can use the internet to access up-to-date and relevant learning materials and can communicate with experts in the field that they are studying. For instructors, tutoring can be done anytime, anywhere. Online materials can be uploaded, and learners can see the changes immediately.

Besides Learners and instructors' benefit, Oermann (2013) believed that environments also can get positive impact. By implementing online learning, course material and activities are accessible 24 hours a day and 7 days a week anywhere with internet access. There are opportunities for high-quality dialogues for students as learning-centred.

Table 1. The Advantages and Disadvantages of Online Learning Media

Advantages	Disadvantages
1. Time barriers is reduced	1. Computer literacy is required, including word-processing and file management
2. Space barriers are reduced	2. Students need to be motivated and self-disciplined and
3. Learning takes place anytime and anywhere	3. Students have limited face to face time with peers and instructor
4. Learning is flexible	

Referring to these benefits, in specific, by watching YouTube videos in current situations.

### **VOA YouTube English Channel**

Liu, Wang, & Ryan (2015) proved that YouTube videos can become a valuable media to liven up language teaching. Launched in 2005 by three young men in California, YouTube had become a popular site. Founders Steve Chen, Chad Hurley, and Jawed Karim had developed YouTube as a means to share videos quickly and easily, and they encourage users to broadcast themselves (Rowell, 2011, p. 8). In addition, Lam et al (2015, p. 199) said that YouTube is classified as a socially interactive technology that can be applied in classrooms. It involves many potential uses in teaching and learning.

Referring to the book "YouTube Educational Potential and Pitfalls", Jones and Cuthrell in Lam et al (2015) analyzed and elaborated on the some ideas as follows. YouTube videos can serve as guidelines for students to learn. The videos can be used as a model for classroom discussion or activities as well. Besides, teachers can also search for creative lesson plans on YouTube. It includes video of model teachers presenting lectures which have been proven effective in classrooms. Even teachers can interact with other teachers by sharing innovative ideas about teaching. Students then can share feedbacks to each other after viewing the videos, which peer reviews can be facilitated in the process. There are so many YouTube channels which become the channel for learning English. One of them is VOA learning English YouTube channel.

There are so many popular YouTube channels that can be implemented for learning English grammar. VOA or Voice of America

learning English YouTube channel provides over 2,996 free videos with over 669,668 subscribers. This channel helps people to learn American English and much more with captioned news reports that are read at a slower speed. This channel also provides so many videos from different themes, such as, Everyday Grammar, American Stories, News Word, Health Report, Agriculture Report, Economic Report, Education Report, Technology Report, and let's learn English that included pronunciation and words understanding. Together with this statement, in this study, the researcher is interested in applying VOA (Voice of America) Learning English YouTube channel as media for conducting the research.

### **RESEARCH METHODOLOGY**

The researcher applied the quantitative method and quasi-experimental design to see the effect of applying VOA Learning English YouTube Channel in improving students' understanding of simple past tense. As the study participant, the population of the study is 110 students from three classes of the 8<sup>th</sup> grade of SMP Pustek Serpong, South Tangerang. Then 37 students from 8<sup>th</sup> grade in SMP Pustek Serpong South Tangerang were selected as a sample.

To obtain the data on this study, the researcher used the techniques to help to collect the data. Pre-test was conducted before the implementation of VOA learning English YouTube channel in teaching simple past tense. In this treatment of study, the researcher used VOA learning English YouTube channel as online learning media. Treatment was given to the students by the researcher

used some materials, explanations, and examples from VOA learning English YouTube channel. Then, in the last meeting, the post-test was conducted after the implementation of its VOA learning English YouTube channel as online learning media. It is used to know the students' achievement and their progress after given the treatment.

In this research, the researcher analyzed the data of the test statistically. The analysis of data does after the researcher gets the students' writing procedure text in both tests: pre-test and post-test. To analyze the data, the writer using the T-test statistic and formula of t-test for one group that is called Paired Sample t-Test.

#### **FINDING AND DISCUSSION**

The data analyzed was from the result of the students' test. The data shown were collected from students' pre-test and post-test scores. As the research findings, it showed that the mean of students' post-test scores was 67.2 and pre-test scores was 52.5. Then, in order to prove the hypothesis, the researcher calculated gained score by *t-test*. The *t-test* calculation showed that  $t_{\text{calculation}}$  was 7.89 in the degree of freedom (df) of 37,  $(37-1=36)$ . Then the degree of significance 5% of  $t_{\text{table}}$  was 2.026.

#### **CONCLUSION**

Based on the research that was conducted in SMP Pustek Serpong, the writer concluded that the scores of students' understanding on simple past tense after being treated with Video of VOA Learning English were higher than their scores before the treatment. The value of  $t_{\text{calculation}}$

(7.89) was higher than the value of  $t_{\text{table}}$  (2.026) at the significance level of 5%. It can be concluded that negative hypothesis ( $H_0$ ) was rejected and positive hypothesis ( $H_a$ ) was accepted. It means that there are significant differences in teaching English grammar with VOA YouTube English Channel. Therefore, it can be concluded that the use of VOA YouTube English Channel improves students' understanding in simple past tense. In specific, it gives a significant effect on 8<sup>th</sup> grade students of SMP Pustek Serpong.

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