

## **CHAPTER I**

### **INTRODUCTION**

In this first chapter starting with background of study and also focuses on identification of problems, research questions, limitation of the problem, objectives of study, significance of study, and definition of the key terms.

#### **A. Background of study**

English is the global language that keeps society connected to both national and international cases. It has related to many aspects of life. Almost all of aspects such as technology, education, and business use English as a media to communicate (Puspitorini, 2016). Besides, there are there are so many foreign companies in Indonesia. It makes English has become the most important language in education and work. Language is utilized as a form of communication with people all around the world. Individuals who want to speak with people from all around the world must first master the language. Nurhayati (2019) states The students cannot interact easily and well if they do not master the language between each other and in the absence of continuity they also cannot capture the psychic expressions and desires expressed by the communication opponents.

In English lessons there are four English skills that must be mastered by students to get good English skills, namely speaking, reading, writing, and listening. In learning English, students not only master language skills but also language components such as grammar, pronunciation and vocabulary (Nurhayati, 2020),

Teachers should expect pupils to have some knowledge when learning English, one of which is grammar knowledge. Grammar is portrayed as something practical - an inherent element of every reading, writing, listening, and speaking experience, as Thorne (2012: ix) defined it. The goal is to develop a grammatical knowledge foundation that can be

applied in real-life circumstances. Pronunciation, spelling, vocabulary, word order, and sentence structure are among the skills it possesses. To summarize, grammatical knowledge is critical for efficiently understanding English. In other words, students will not be able to use the language effectively if they do not comprehend the fundamental grammatical structures. As EFL learners, learning English must be tough because it is not their first language, Nurhayati (2021) states English is still a crucial problem for Indonesian students

In both oral and written English, the existence of grammatical rules is crucial. As a result, students need to be able to comprehend English grammar theories as well as how to use them in practice. This can be done both orally and in writing.

English grammar covers a wide range of topics. One of these is tense, which is used in various languages to specify the moment at which an act or habit occurs. The usage of tenses is a way of expressing time in English. Other languages, such as Indonesian, lack tenses, yet they may nonetheless deal about time in a variety of ways. Ron Cowan (2008: 350) assumed that tense in verbs expresses the time that an action occurs in relation to the moment of speaking. Tense can be shown by changing the spelling of a verb.

Verb tenses convey the timing of an activity in relation to the speaking moment. There are three of them: the present, the past, and the future. In this study the researcher focused on the simple past tense. Azar (1989: 24) states that The simple past tense is used to show that an activity or situation begins and ends at a certain time in the past. That is, the verb in this tense is used to describe things that already happened.

Almost all students admit that grammar is difficult part of learning english Nurhayati (2021) states the materials of grammar are complex so the students are difficult to memorize them properly. Next, the students assume that difficult to memorize 16 tenses because it is full of the pattern inside. The tenses especially the simple past tense, past continuous, past

perfect and past perfect continuous is the most challenging and confusing aspect of English, which makes them doubtful and less enthusiastic about learning the language. In this case the researcher chose the simple past tense because students must understand the simple past before studying other past tenses. Tenses are very important in English as a criterion for constructing effective and accurate phrases because they express the time of events. In junior high schools, the simple past test is very important material because it is included in the syllabus. Understanding how tenses function will have a knock-on effect on students' reading, writing and speaking skills. As a result, students will be able to write better structured sentences.

The results of the learners' struggles with tenses can be observed in many areas, such as their speaking and writing output. A straightforward reasoning states that if students do not grasp the tenses, they would not comprehend how to create effective English phrases. In English, tenses are necessary to ensure that every sentence has a clear meaning. Although there are other issues that prevent students from acquiring English, the mastery of the tenses has always been the biggest one.

The researcher found the main problem from the results of a preliminary study conducted through interviews with Mts PSM Tanen English teachers at february 13, 2023. the researcher found 3 main problems faced by junior high school students in learning tenses. First, some students had learned English from pre-school\_and some had learned English from grade 4. These different stages make some students have different knowledge background; this makes some students do not understand about irregular verbs in simple past tense sentences. Second, some students still have difficulty changing sentences from the present tense into the past tense such as adding the endings -d,-ed,-ied to regular verbs and memorizing some irregular verbs. Third, students are less interested in learning grammar related to the method being taught. Some teachers apply conventional methods that make students bored. At present,

some students feel bored quickly reading from books.

To keep students engaged and prevent boredom, it would be beneficial for English teachers to provide alternate activities, tactics, or media for teaching the simple past tense. There are numerous approaches to educate an engaging learning experience. Hamalik in Azhar Arsyad (2011: 15) explains the use of media learning in the teaching and learning process can arouse the desire and new interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. In order to make students more engaged and interested, teachers should design engaging teaching-learning processes. Nurhayati (2022) states media development is a step and process in making or perfecting a media in the learning process is that learning is more effective, efficient and able to achieve the learning objectives to be achieved. Students will then have no trouble understanding and will love the teaching-learning process. English teachers ought to be creative. By using media or a method that is appropriate for the subject matter, they can support the teaching-learning process. Based on the issues raised above, teachers can use engaging media to teach grammar, particularly the simple past tense. Nowadays, there are a plethora of educational media to choose from. One of them is using video learning media.

According to Deakin (2014) video is also a popular tool used to engage learners and enhance a learning experience. So, students are easier to understand and memorize the information from the video. Video help the learners to arrange what they will write after watching video, because they do not only listen but they may recognize it through the gesture of each character in the videos. According to Harmer (2007), that video can add special extra dimension to the learning experience.

In this study, the author used YouTube, an American video-sharing website, to increase students' grasp of simple past tense. Deakin University (2013) said YouTube is the world's biggest online repository of videos. Lots of instructional videos. Part of Google account there are so many

popular YouTube channels that can be implemented for learning English grammar. In this study, the researcher applying Englishclass101.com YouTube channel as media for conducting the research.

Studies that use the YouTube channel to find out effectiveness has been carried out by several previous researchers. Ikhsanudin, et all (2015) conducted a study by utilizing YouTube Channel to teach speaking skills, The results of this study showed that that the use of VoA Video Learning English “Education Report” is effective as materials to teach speaking and it gives a strong effect on students” speaking skill

Additionally, Megasari (2020) conducted research. who uses the YouTube Channel in measuring the effectiveness of teaching simple past tense in recount text, The use of BBC Learning English video as media in this research is expected to improve students’ grammatical mastery in writing recount text. The results of the research showed that there was an improvement in the students’ achievement in grammatical mastery. other research conducted by Haris Hamdani, and Ferawaty Puspitorini. applying the use of youtube videos in teaching vocabulary mastery. In term of memorizing, they can memorize English vocabularies using the application. Besides that they have more spirit in memorizing vocabularies because they utilize the videos in the application. There are many benefits that students can get from the application. They can access the application anywhere and anytime.

The Previous research above used YouTube from different channels with different material, in this study the researchers tried to implement new alternative to solve the problem. Englishclass101 offers solution of the problem, because Englishclass101 has solved the same problem in many studies, especially in the simple past tense

On the website written by Chelsea (2021) Englishclass101 is a YouTube channel that provides English lessons. in EnglishClass101. There are hundreds of video lessons to choose from, each covering a topic important for language learning. Lessons are generally fast-paced and

better suited for learners with a good general understanding of the language. Based on the statement above, EnglishClass101 is a video learning media that is suitable for learning English for junior high school students, especially in learning simple past tense, because by delivering short and clear video content accompanied by examples of phrases and sentences, and with a little explanation from the teacher, students can easily and quickly understand from learning in videos in english101 without feeling bored

Based on the explanations above, the researcher is interested to conduct a research concerning the use of Englishclass YouTube video in teaching simple past tense entitled

**“THE EFFECTIVENESS OF USING ENGLISHCLASS101 YOUTUBE CHANNEL VIDEO IN TEACHING SIMPLE PAST TENSE FOR JUNIOR HIGH SCHOOL STUDENTS AT MTS PSM TANEN REJOTANGAN TULUNGAGUNG ”**

### **B. Formulation of Research Question**

Related with the background that has been researcher explain above, the research questions are formulated as the following;

How is the effectiveness of using Englishclass101 YouTube video in teaching simple past tense for junior high school students?

### **C. Purpose of Study**

According to the formulation of the research question or problem, the purposes of study is:

To find out the effectiveness of using Englishclass101 YouTube videos on teaching the simple past tense for junior high school students

### **D. Significance of Study**

Based on this research, the writer found some significance that can be applied theoretically and practically for students, teacher, writer, and

another researcher.

#### 1. Theoretically

The writer hopes this research could be beneficial and be a good reading material that can help people to find out teaching problems especially in teaching English grammar and to share that Englishclass101 YouTube channel can be useful in teaching and learning process.

#### 2. Practically

##### a. For the students:

The writer hopes this research give good impact on students" achievement, and helps them to survive the difficulties in learning simple past tense.

##### b. For the teacher:

The writer hopes this research can help teachers" obligation, and also beneficial to be teaching grammar motivations.

##### c. For the writer:

The writer wants this research can provide her teaching experiences and helps her applying new teaching methods because she believes that Englishclass101 channel can solve the problem in learning English grammar especially simple past tense.

##### d. For another researcher:

The writer tries to give contributions in the research how to improve students" understanding on simple past tense through Englishclass101 YouTube channel.

### **E. Research Hypothesis**

There are two kinds of hypothesis those are Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

1. Null Hypothesis (Ho): There is no significant difference on student's Simple past tense score before and after being taught using Englishclass101 YouTube video.

2. Alternative Hypothesis (Ha): There is significant difference on student's Simple past tense score before and after being taught using Englishclass101 YouTube video.

## **F. Scope and Limitation of Study**

### **a. Scope of study**

To avoid misunderstanding what the researcher explained before, researcher limit the scope of research to be more detailed and focused. The scope of this research limited to the subject and object that investigated. The subject of this research is the second grades students of Mts PSM Tanen. and the scope of this research is only focused on the effectiveness of using English Class 101 YouTube videos in mastering the simple past tense. This research only focuses on the mastery of the simple past tense. In this research using englishclass101 as a learning medium to teach student's simple past tense

### **b. Limitation of study**

Based on the background and identification of the problem above, the writer restricted the limitation problem to discuss about students' understanding on simple past tense through Englishclass101 YouTube Channel. In this study, the writer focused on how students' applying verbs as predicate in simple past tense and how they form it

## **G. Definition of Key Terms**

Based on the variables above, the definitions of key terms are:

### **1. Effectiveness**

Effectiveness is the achievement of the measured target, and can provide the expected results. The condition sawing sig different score of the student before and after being taught by using Englishclass101



Youtube video that showed from the result of statistical competition. In this value is indicated by sig smaller than equal 0.05.

## 2. Englishclass101.com YouTube channel video

Englishclass101 is a channel from YouTube social media that presents videos about learning English in this channel there are several English lessons such as listening, reading, speaking, and grammar. In this channel, English learning is categorized into several classes, namely absolute beginner, beginner, intermediate, and advanced classes.

## 3. 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.