



**STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE
THROUGH VOA LEARNING ENGLISH YOUTUBE CHANNEL**

THESIS

Submitted as Partial Fulfillment to the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* (S.Pd)

By

Name : Lailatul Mahmudah

NIM : 2014850010

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATIONAL SCIENCES
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Lailatul Mahmudah (2014850010)

**STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE THROUGH
VOA LEARNING ENGLISH YOUTUBE CHANNEL**

xviii + 53 pages, 11 Tables, 2 Diagrams, 14 Appendices

ABSTRACT

The objective of the study is to find out whether VOA Learning English YouTube Channel as one of online learning media can improve students' understanding on simple past tense or not. This study was conducted at 8th (2) grade in academic year 2017/2018 at SMP Pustek Serpong. This study used quantitative method with quasi-experimental design by implementing the design of pre-test and post-test. In this study, the writer uses one class as her sample with total number of 37 students. The result of the study was calculated by using t-test. The findings showed that the students' post-test scores (67.2) was higher than their pre-test scores (52.5). By using t-test, the scores of $t_{\text{calculation}}$ (7.89) were higher than scores of t_{table} (2.026) at the significant level of 5%. It showed that this online learning media gives the significant result in improving students 8th (2) grade of SMP Pustek Serpong on simple past tense understanding.

Keywords: Online Learning Media, Simple Past Tense, VOA Learning English YouTube Channel

References 31 (2004-2018)

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**PEMAHAMAN SISWA PADA SIMPLE PAST TENSE MELALUI
SALURAN YOUTUBE VOA LEARNING ENGLISH**

xviii + 53 Halaman, 11 Tabel, 2 Diagram, 14 Lampiran

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah VOA Learning English Channel YouTube sebagai salah satu media pembelajaran online dapat meningkatkan pemahaman siswa terhadap simple past tense atau tidak. Penelitian ini dilakukan di kelas 8 (2) tahun ajaran 2017/2018 di SMP Pustek Serpong. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-experimental dengan menerapkan desain pre-test dan post-test. Dalam penelitian ini, penulis memakai 1 kelas sebagai sample dengan total siswa adalah 37 siswa. Hasil dari penelitian ini sudah dihitung menggunakan t-test. Hasilnya menunjukkan bahwa hasil post-test siswa (67.2) lebih tinggi dari hasil pre-test siswa (52.5). dengan menggunakan t-test, hasil dari $t_{\text{calculation}}$ (7.89) lebih tinggi dari t_{table} (2.026) dengan tingkat signifikansi 5%. Ini menunjukkan bahwa media pembelajaran online ini memberikan hasil yang signifikan untuk meningkatkan pemahaman siswa kelas 8 (2) SMP Pustek Serpong terhadap simple past tense.

Keywords: Media Pembelajaran Online, Simple Past Tense, VOA Learning English YouTube Channel

Referensi 31 (2004-2018)

APPROVAL SHEET

Thesis Advisor,

Lidiyatul Izzah, M.Pd.

Date :

Acknowledged by,

Head of English Education Study Program

Zaitun, M.Pd.

Date :

Name	: Lailatul Mahmudah
Student's Registration Number	: 2014850010
Thesis Tittle	: STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE THROUGH VOA LEARNING ENGLISH YOUTUBE CHANNEL
Academic Year	: 2014/2015

BOARD OF EXAMINERS APPROVAL

Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled "STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE THROUGH VOA LEARNING ENGLISH YOUTUBE CHANNEL" written by Lailatul Mahmudah, student's registration number 2014850010 was examined by the committee on August 2018. The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

Acknowledged by.

FACULTY OF EDUCATIONAL SCIENCES

Dean,

(Dr. Iswan, M.Si)

Board of Examiners	Signature	Date
<u>Ismah, M.Si</u>	_____	_____
Chairperson		
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Examiner – 1		
<u>Zaitun, M.Pd</u>	_____	_____
Examiner – 2		

ENDORSEMENT SHEET

This is to certify that board of examiners has approved the undergraduate thesis as follows:

Name : Lailatul Mahmudah
Students' registration number : 2014850010
Thesis tittle : Students' Understanding on Simple
Tense through VOA Learning English
YouTube Channel
Academic year : 2014/2015
Day : Friday
Date : August 10, 2018

..... **Ismah, M.Si.**
Chairperson

..... **Zaitun, M.Pd.**
Secretary

..... **Dr. Ansharullah, M.Ag., M.Ud.**
Examiner – 1

..... **Zaitun, M.Pd.**
Examiner – 2

PAKTA INTEGRITAS

Yang bertanda tangan di bawah ini:

Nama : Lailatul Mahmudah
Tempat, Tanggal Lahir : Tangerang, 19 September 1996
Fakultas/Prodi : Fakultas Ilmu Pendidikan/ Pendidikan
Bahasa Inggris
Nomor Pokok : 2014850010
Alamat Rumah : Jl. Bhayangkara Raya Blok Q no 1. RT/RW
001/012 Pakualam, Serpong Utara, Tangerang Selatan.
No. Tlp/Hp : 0857-7591- 4866
Judul Skripsi : Students' Understanding on Simple Past
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Nama : Lailatul Mahmudah
NIM : 2014850010
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Pendidikan
Jenis Karya : Skripsi

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Lailatul Mahmudah

DEDICATION

I dedicated this thesis to my beloved mother and father

My beloved family

And my beloved friends

MOTTO

*IT'S OKAY TO MAKE MISTAKES, BECAUSE MISTAKES WILL
MAKE YOU LEARN, LEARN, AND LEARN AGAIN.*

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This thesis entitled “Students’ Understanding on Simple Past Tense through VOA Learning English YouTube Channel”. It is written as one of the requirements to get S1 degree on English Education Study Program at Muhammadiyah University of Jakarta.

In this thesis, both aspects of the quality and quantity of the materials of the research are presented. All of this is based on the limitations of the writer. The writer also got both moral and material supports from various parties. Therefore, in this occasion, the writer would like to express her gratitude and appreciation for the support, motivation and guidance given to her. The writer thanks her beloved parents, Drs H. Muhidin and Hj. Sri Sumiyati. The writer gratitude also goes to her beloved sisters, Ainul Mardiyah, Ebah Habibah and Khoirunnisaa.

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Cirendeui, 10th of July 2018

The writer,

Lailatul Mahmudah

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is the first foreign language school subject in Indonesia. It even has become the subject that 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. So far students are aware about the important of English, yet some of them still ignore it.

In learning English, teachers should require students to have some knowledge; one of them is related to grammar knowledge. Thorne (2012: ix) defined, grammar is presented as something practical – an integral part of every reading, writing, listening and speaking experience. The aim is to establish grammatical knowledge base that can be used in everyday situations. Its knowledge includes pronunciation, spelling, vocabulary, word order, and sentence structure. Sum, grammatical knowledge is an important point to understand English effectively. In other words, students are not able to use the language properly if they do not understand the basic of grammatical structures as they are an EFL learners, it must be difficult to learn it since English is not their own language.

There are some problems that students find in learning 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 of interest in learning grammar related to the methods is being taught. Some of teachers implement conventional methods that make students bored. In same way, textbook and environment have an important role in learning grammar.

English grammar has three time systems, 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 present into past, differentiate regular and irregular verbs, and use the correct structure in positive, negative, and interrogative.

According to Azar and Stacy (2009:29) the simple past tense indicates that an activity or situation began and ended at a particular time in the past. In other words, simple past tense is used to express an action in the past. Simple past tense has its own usage like the other tenses, the use of simple past tense is to show the events and actions that are happened and finished at a specific

time in past, it also represent a past habit or practice. In Islamic perspective, there are many verses in Holy Qur'an explain about the use of simple past tense in telling the past events and stories. One of the verses is declared in surah Taha verse 99:

كَذَلِكَ نَقُصُّ عَلَيْكَ مِنْ أَنْبَاءِ مَا قَدْ سَبَقَ ۗ وَقَدْ آتَيْنَاكَ مِنْ لَدُنَّا ذِكْرًا ۙ ٩٩ (طه)

“Thus, [O Muhammad], We relate to you from the news of what has preceded. And We have certainly given you from Us the Qur'an.”

From the verse above, it can be seen that the purpose of telling the past events and stories is to remind us so we can self-introspection and become a better person in the future. It can be concluded that other uses of simple past tense is as reminder someone on their personal experiences. So it can be assumed that learning simple past tense is effective to students.

Based on the problems above, teacher needs interesting media in teaching grammar especially simple past tense. There are so many interesting teaching media nowadays. One of them is using online learning media. Anderson (2008:17) defines online learning as the use of internet to access learning materials; to interact with content, instructor,

and other learners; to obtain support during the learning process; to acquire knowledge; to construct personal meaning; and to grow from the learning experience.

There are several types of online learning media in improving students' understanding on English grammar understanding. One of them is watching videos from native speaker. By watching videos, students can learn it in any kinds of situations. In this case, the writer tries to improve students' understanding on simple past tense through American-video sharing website as called YouTube. Woon et al (2016:252) proved that YouTube videos also become a valuable media to liven up language teaching.

There are so many popular YouTube channels that can be implemented for learning English grammar. In this study, the researcher is interested in applying VOA (Voice of America) Learning English YouTube channel as media for conducting the research. VOA or Voice of America learning English YouTube channel provides over 2,996 free videos with over 669,668 subscribers. This channel will help students to learn American English and much more with captioned news reports that are able to read at a slower speed. While conducting the research, the researcher uses some of videos from VOA Learning English YouTube channel to give realer explanations and examples.

Based on the background above, the writer tries to raise the case of her thesis entitled; Students' Understanding on Simple Past Tense through VOA Learning English YouTube Channel.

B. Identification of the Problem

Based on the background above, the writer was interested in:

1. Students' difficulties in applying simple past tense
2. Students faced the pattern function of simple past tense are confusing
3. Students faced difficulty in changing verbs from present into past
4. Students are still confused of regular and irregular verbs

C. Limitation of the Problem

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 VOA Learning English YouTube Channel. In this study, the writer focused on how students' applying verbs as predicate in simple past tense and how they form it.

D. Problem of the Study

Based on the background of the problem and problem identification, the problem of the study will be formulated as follow: can VOA Learning English YouTube Channel improve students' understanding on simple past tense?

E. The Objective of the Study

The purpose of this study is to find out whether VOA learning English YouTube channel can improve students' understanding on simple past tense.

F. Significance of the 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 VOA Learning English 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 VOA Learning English YouTube 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 VOA Learning English YouTube channel.

CHAPTER II

LITERATURE REVIEW

D. The Description of the Theory

3. Simple Past Tense

a. Tenses

Hung (2005:5) said on his book, grammar is about the way the words of a language are put together to make sentences. The words have to be put together according to the 'rules' of grammar and these 'rules' differ from language to language. In English there are three grammatical paradigms that relate to the domains of time and reality. These paradigms are usually describe as tense, aspect, and mode (TAM for short) – “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; while mode relates the speaker’s commitment to the probability that the situation is real, necessary, or likely” Payne (2011:279). In this research, the writer focuses on tense which relates to the grammatical expression of relative time.

According to Gupta (2006:237) any of the forms of a verb that may be used to indicate the time of the action or state expressed by verb is known as 'Tenses' in English Grammar and the word 'Tense' is derived from the Latin word 'tempus'

meaning 'time'. In English grammar, there are three kinds of tenses those are:

- 1) Present tense
- 2) Past tense
- 3) Future tense

According to Gupta (2006:237) division according to degree of completeness and division of the tenses are as following:

Table 2.1 Degree of Completeness and Division of the Tenses

Tenses		
Present Tense	Past Tense	Future Tense
Present indefinite tense	Past indefinite tense	Future indefinite tense
Present continuous tense	Past continuous tense	Future continuous tense
Present perfect tense	Past perfect tense	Future perfect tense
Present perfect continuous tense	Past perfect continuous tense	Future perfect continuous tense

b. Definition of Simple Past Tense

There are many definitions of simple past tense. According to Bradeley (2015:7) simple past tense is a tense that is used to describe an action started and finished in the past. For example, I saw a movie last night. In addition, Dixon said (2011:9) “when a condition was true yesterday, last night, last week, or at some time in the past, use the past tense”. It explain the example before, the word “last night” clearly shows the verb see in the past. In short, Piercy (2014:25) stated the past simple 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.

Based on the definitions above, it can be concluded that simple past tense is a tense that is used to express an action that happened in the past. It also can be used to express a completed action that repeated in the past or we usually called it past habits.

c. The Forms of Simple Past Tense

Piercy (2014:25) said on his book, the past simple 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. In short, simple past tense is classified into two kinds of verbs, regular verbs and irregular verbs.

1) Regular verbs.

According to Joshi (2016:1) regular verbs form their past tense and past participle by adding 'ed' in base (simple present) form. Patterns for making past tense of regular verbs are as follows:

- a) Base form (simple present) does not end in 'e'. We add 'ed' in base form to make the past tense and past participle.

Example: book-booked-booked (past tense and past participle ending in 'ed')

- b) Base form (simple present) ends in 'e'. We add 'd' in base form to make the past tense and past participle.

Example: abase-abased-abased

- c) We repeat the last letter of the base form (simple present) in the past tense and past participle before adding 'ed'.

Example: rag-ragged-ragged

- d) Base form (simple present) ends in 'y' (and there is consonant before 'y'). We replace 'y' with 'i' in the past tense and past participle before adding 'ed'.

Example: accompany-accompanied-accompanied

2) Formula.

According to Johnson (2010) simple past tense are formulated as follows:

a. Declarative : Subject + verb + ed + rest of sentence

They + wash + ed + dishes in the sink

Example : He danced all night

Bob rested his head on the table

She jump up and down

b. Negative : Subject + did + not + verb + rest of the sentence

They + did + not + wash + dishes in the sink

Example : He did not dance all night

Bob did not rest his head on the table

She did not jump up and down

c. Interrogative : Did + subject + verb + rest of the sentence?

Did + they + wash + dishes in the sink?

Example : Did he dance all night?

Did Bob rest his head on the table?

Did she jump up and down?

3) Irregular verbs.

Young and Ann (2006:119) stated irregular verbs do not add 'ed' or 'd' to the base form for the past tense. Their past tense forms need to be memorized. In addition, Joshi (2016:1) said that irregular verbs form their past tense and past participle in a different way from adding 'ed'. The simple past tense and past participle of irregular verbs can end in a variety of ways:

- a) Verbs which all the three (simple present, past and future) forms are the same.

Example: cut-cut-cut

- b) Verbs in which two of the three forms are the same.

Example: become-became-become

- c) Verbs in which all three (simple present, past and future) forms are different.

Example: go-went-gone

Gouzerh (2008:11) said the verb 'be' is 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.

Bond and Chris (2013:10) stated how to write the verb 'to be'.

Table 2.2 Forms of Verb to be

DOES OF THE ACTION+ACTION WORD+ACTION		
(pronoun)	+ (verb)	+ (action)
I	+ was	+ at the cinema last night
He/she/it	+ was	+ in the car park just now
We/they/you	+ were	+ at the shopping center yesterday

d. The Use of Simple Past Tense

Bond and Chris (2013:9) classified general uses of simple past tense are:

- 1) To refer to events that are happened at a specific time in past.

Example: the old man walked towards me slowly, but I was paralyzed by fear.

- 2) To refer to an action or event that went on for a period of time and is now ended.

Example: John picked the lock and we were soon inside the abandoned warehouse.

- 3) To show a past habit or practice.

Example: human hunter-gatherers lived off the land, taking only what they needed to survive.

e. Past Simple for Past Habits and States

Simon (2016) said on his book, the simple past is used to express habits and states that existed during a period of time in the past. This period can be implied or expressed with a time expression or a clause:

Example:

- 1) When I was a child, I visited my grandma every weekend. (habit)
- 2) When my brother was young, He liked spinach. (state)
- 3) Where did you go to primary school? (habit, where the implied period of time is when you went to primary school)

In addition, DK (2016:44) explained when talking about habits or states in the past. “Used to” or “would to” are often used. English often uses these forms to contrast the past with the present.

- 1) “Used to”
 - a) “Used to” can be used with the base form of a verb to talk about past habits.

Example: we used to play tennis every day, but now we prefer golf. (Refer to a past habit)

b) “Used to” can also be used to talk about fixed states at some indefinite time in the past.

Example: we used to live in London before we moved to Sydney. (Refer to a past state)

Further examples of negative and interrogative sentences:

(?) Did you use to ride a scooter when you were a student?

(-) I did not use to believe in ghost until I visited a haunted house. (“Used” becomes “use” in questions and negative forms)

2) “Would”

“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.

Example: when I was little, we would go for a picnic every Sunday. (Refers to a past habits)

Further examples: Whenever there were sports on TV, we just would not do our homework.

f. Teaching Simple Past Tense in Junior High School

English is an international language that has been taught in almost all countries in the world. In Indonesia, English is a foreign language which is a compulsory subject to be taught in all schools from lower secondary to upper secondary schools. Even in some elementary schools, English is offered as an

elective subject. However, we have seen that the proficiency in English of secondary school graduates still creates disappointment among teachers themselves as well as parents Roberson and Roger (2006:241).

Teaching simple past tense in Junior High School can be easy or even difficult. It can be easy for them who learn English since childhood or whose mother tongue is English, but it can be difficult for the students who are EFL learners. In Indonesia, English is a foreign language. So many students find learning English is difficult; they said that because it's not their mother tongue language or their first language.

Cajkler and Ron (2012:1) stated the positive and negative factors influenced children's attitude in learning a foreign language, those are: age, peer-group pressure, school ethos, home background attitudes, and the teachers' skills. Based on statement before, we can see that age is the one that influenced children's' attitude in learning foreign language. Students in junior high school are in the process of changing from children to adult. Their age are varied between thirteen to fifteen years old. In those ages, students are usually getting some teenagers' problem such as less motivated, humorous, and have a high curiosity.

Based on the statement and argument above, it can be assumed that students will meet learning problems that make teachers need something interesting in order to get students' goals in learning foreign language especially simple past tense. One thing that can help teacher to get students interest and teaching goals is use the proper learning media.

4. VOA Learning English YouTube Channel

a. Learning Media

According to Shepherd (2015:190) learning media provide the means for us to deliver our chosen methods. Unlike teaching and learning methods, which stay constant over time, media are constantly evolving with new advances in technology. In addition, Sarita and Monika (2004:18) defined media as the symbol system that teachers and students use to represent knowledge; technologies are the tools that allow them to share their knowledge representations with others. Based on the definition of media above, we can define learning media as a tool in teaching and learning, it can be used to get teaching materials, to acquire knowledge, and to help teaching and learning process to be success. There are two types of learning media; those are offline learning media and online learning media. For online learning media, teachers usually use books which are already provided by the school, or even use

dictionary as a helper. Other than that, teachers can use online learning media to find the newest teaching materials by accessing the internet.

b. Offline Learning Media

Shepherd (2015:190) said that when new media gradually became available to provide an alternative to face-to-face learning, starting with the printed book and extending, in the twentieth century, to include all sorts of recordable media, the idea that these were to be consumed 'offline' made no sense. However, now that most new learning media operate in an online context, i.e. through a computer network, it is a useful distinction. Offline media may be in decline as internet bandwidth becomes ubiquitous, but still provide a useful vehicle for self-study, for those situations in which internet access is not available. In addition, the term 'offline' encompasses all those technologies that allow people to consume and interact with content asynchronously (in their own time) but which do not require them to be connected to the internet or some other network such as internet. Offline media provide the ideal counterpoint to face-to-face learning until, of course, the internet came along, Shepherd (2015:192).

As we know that offline learning media can be defined as educational materials that is presented on a printed book or

other printed materials that we do not even need any connection to the internet to get it. It also has many benefits in every types of it for both teacher and student, Shepherd (2008:124) stated the benefits of offline learning media as follows:

Table 2.3 The Benefits of Offline Learning Media

	Practical benefits	Learning benefits
Online media	No requirement for a network connection	Potential for high-quality media
Book / others printed materials	Portable easy to use	Potential for every high resolutions text and still images
Workbook	Portable easy to use	Encourage limited interactivity when used for self-study
Video (cassette, DVD) / also broadcast TV	Can be watched at home or in a training room without the need for a PC	Potential for high-quality video and audio
Audio (cassette, DVD) / also	Can be listened to at home or in a	Potential for high-quality audio

broadcast radio	<p>training room</p> <p>without the need for a PC</p> <p>Can be listened to in cars or using portable music players while on the move</p>	
Simulator	<p>Allows learners to develop complex skills without the need for access to the real equipment or job environment, and without risk to safety</p>	<p>Learners can experiment with maneuvers that would be too risky or expensive using real equipment in the real job environment</p>
<p>Removable computer media (CD-ROM / DVD-ROM / memory sticks / flash card, etc.)</p>	<p>Usable on any computer or mobile device with the appropriate drive, whether or not there is a</p>	<p>Can contain all forms of interactive, self-study materials, including assessments, tutorials, games and</p>

	network connection Much cheaper to replicate and less bulky than printed materials	simulations
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c. Online Learning Media

Teaching English grammar to an English foreign language learner is difficult, especially teaching simple past tense. Teacher needs interesting teaching media. There are so many interesting teaching media nowadays, and one of the most used media for teaching and learning is an online learning media.

Carliner (2004:212) defines online learning as educational material that is presented on a computer. In addition, Khan (1997) in Anderson (2008:17) defines online instruction as an innovative approach for delivering instruction to a remote audience, using the web as the medium. Moreover, Anderson (2008:17) defines online learning as the use of the internet to access learning materials, 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.

Based on the definitions above, online learning media is an interesting teaching media, learning can be more focus and easy because we just need to use the internet to get all the materials, instructions, and other learners. In short, online media can be defined as a tool to reach both interest in teaching and motivation or support during learning.

d. Benefits of Online Learning

According to Anderson (2008:17) there must be perception that using online learning provides major benefits. Some of the benefits for learners and instructors are:

- 1) 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.
- 2) For instructors, tutoring can be done anytime, anywhere. Online materials can be uploaded, and learners can see the changes immediately.

e. Advantages and Disadvantages of Online Learning Media

Online learning media has several advantages and disadvantages. According to Oerman et al (2018:96) the advantages of online learning environments are that 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 a learning centered.

In addition, Oerman et al (2018:96) stated the advantages and disadvantages of online learning media as follows:

Table 2.4 The Advantages and Disadvantages of Online Learning Media

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

f. YouTube

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 (2011:8). Moreover, Lam

et al (2015:199) said YouTube is classified as a socially interactive technology that can be applied in classrooms. It involves many potential uses in teaching and learning. In addition, by referring the book “YouTube Educational Potential and Pitfalls” Jones and Cuthrell in Lam et al (2015:199) analyzed and elaborated on the above idea as follows:

- 1) 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.
- 2) 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 the other teachers by sharing innovative ideas about teaching.
- 3) Students can share feedbacks to each other after viewing the videos, which peer reviews can be facilitated in the process.

Based on the explanations above, the writer defines YouTube not only as a media for sharing videos, but also as an educational tool. Teachers can use YouTube for helping students learning a foreign language and motivate them at once.

g. VOA Learning English

There are so many YouTube channels which become the channel for learning English. One of them is VOA learning English YouTube channel. 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 learning English that included pronunciation and words understanding. The writer chooses VOA learning English YouTube channel because she argued that this channel will fit enough to improve students' understanding on English grammar especially simple past tense.

E. Theoretical Frameworks

In English Language Teaching (ELT), grammar is an important aspect as it is an important step in learning English. With mastering grammar, learners can speak and write the language properly. As EFL learners, the students are required to understand about grammar. They need to learn from the basic

of grammar in order to know how the structure of the language is. If they do not understand about the basic of grammar they cannot use the language properly as it is not their first language.

There are so many problems in teaching grammar to EFL learners, especially in teaching simple past tense in Junior High School. In short, students find learning grammar is difficult, because they need to memorize the set of grammar rules; memorizing the regular and irregular words change in past. They also need to get motivation in learning grammar; they need the real examples to get the best achievement.

Thus, the learners need effective and interesting media to improve their understanding on grammar especially simple past tense and one of the teaching media that is used by the writer is online learning media. "VOA Learning English" YouTube Channel is one of effective learning media to teach grammar. The students will be fun in learning grammar by watching the videos of VOA learning English. VOA Learning English YouTube Channel also provides free videos that will help students to learn English grammar with captioned news reports that are able to read at a slower speed.

F. Hypothesis

Based on the problem statements that presented by the writer, the research hypothesis was formulated as follow:

1. Positive hypothesis (H_1): VOA Learning English YouTube channel can improve students' understanding on simple past tense.
2. Negative hypothesis (H_0): VOA Learning English YouTube channel cannot improve students' understanding on simple past tense.

CHAPTER III

METHODS AND PROCEDURES

G. Time and place of the Study

This research was taken at 8th (2) grade junior high school at SMP Pustek Serpong, South Tangerang on October until February 2018 in the second semester of 2017/2018 academic year. In this research the writer focused on students' grammar understanding on simple past tense.

H. Method of the Study

In this research the writer used quantitative method to collect data from students. Quasi experimental design applied. In this research, the writer used VOA Learning English YouTube Channel to improve students' understanding on simple past tense. This online learning media was chosen because the writer aimed to attract the students' interest in learning English grammar. Besides, this online learning media is expected to be effective to improve students' understanding on English grammar especially simple past tense.

I. Operational Definition of Variables

There are two types of variables, either independent variable or variable X and dependent variable or variable Y.

1. Haris (2015:15) defines independent variable is what you change in experiment. You are charge of how it changes, and it does not

depend on anything else. Independent variable or variable X is VOA Learning English YouTube channel.

2. Dependent variable is what you are going to measure. It's called that because it depends on what happens on independent variables (Haris, 2005:15). Dependent variable or variable Y is students' understanding on simple past tense.

J. Population and Sample

1. Population is the group of all individuals, organizations, or artifacts that could be involved in the study. The population is also the group that researcher wants to results of the study to apply to at the conclusion of the study Blankenship (2010:82). The population of the study is 110 students from three classes of the 8th grade of SMP Pustek Serpong, South Tangerang.
2. Blankenship (2010:82) argued a sample is the subset of individuals, groups, or organizations selected through the sampling process to participate in the study. Each individual person selected for a sample is referred to as a subject. The individuals or groups selected as the sample will participate in the study, and data will be gathered from them to formulate the conclusion of the study. In this study 37 students from 8th (2) grade in SMP Pustek Serpong South Tangerang as a sample.

K. Techniques of Collecting the Data

To obtain the data on this study, the writer used the techniques to help collecting the data, those are:

1. Pre-test

Pre-test was conducted before the implementation of VOA learning English YouTube channel in teaching simple past tense.

2. Treatment

In this study, the writer used VOA learning English YouTube channel as online learning media. Treatment was given to the students by the writer used some materials, explanations, and examples from VOA learning English YouTube channel.

3. Post-test

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 order to measure students' understanding on simple past tense on pre-test and post-test, the writer used the simple past tense assessment rubric. This rubric presents the indicator of simple past tense, number of questions, amount, and scores.

Table 3.1 Simple Past Tense Assessment Rubric

Simple Past Tense	No of Questions	Amount	Score
Regular Verbs	1,4,12,18	4	4x10=40
Irregular Verbs	2,3,5,6,13,14,16,2 4,25	9	9x10=90
Past Habits	7,8,9,10,19,20,22	7	7x10=70
Nominal Sentence/Verb "to be"	11,15,17,21,23	5	5x10=50
Form of Positive sentence	27,29,30	3	3x25=75
Form of Negative sentence	26,27,28	3	3x25=75
Form of Interrogative sentence	26,28,29,30	4	4x25=100
Total		40	500

Source: <http://www.rcampus.com/> and modified by author.

L. Techniques of Analyzing the Data

After collecting the data, the writer analyzed the result of the test statically. The scores achieved from pre-test and post-test analyzed by using the t-test statistical analysis to test the hypothesis, and a formula of t-test for one group which is also known as Paired Sample t-Test. Will be applied as follows:

$$\bar{D} = \frac{X_j - X_i}{n}$$

$$S = \sqrt{\text{Variance}}$$

$$\text{Variance } (S^2) = \frac{1}{n-1} \sum_{i=1}^n (X_j - X_i) - \bar{D})^2$$

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

The steps of Paired Sample t-test are as follows:

1. Determining MEAN of DIFFERENCE score of 1 and 2

$$\bar{D} = \frac{X_j - X_i}{n}$$

Note:

$X_j - X_i$ = Total of Students' gained score of experimental class.

2. Determining DEGREES of FREEDOM (*df*)

N-1

Note:

N= Total of the students

3. Determining VAR

$$\text{Variance } (S^2) = \frac{1}{n-1} \sum_{i=1}^n (X_j - X_i) - \bar{D})^2$$

4. Determining STANDARD DEVIATION

$$S = \sqrt{\text{Variance}}$$

5. Determining t_{cal} or $T_{\text{calculation}}$

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

CHAPTER IV

FINDINGS AND INTERPRETATIONS

A. Finding of the Research

This chapter discusses the findings during the research and interpretation. It consists of the description of the data, the analysis of the data, and the interpretation of the data.

1. The Description of the Data

The writer held this research by teaching at one class of 8th (2) grade students of SMP Pustek Serpong. A total number of 37 students participated in this study.

- a. The result of the students' pre-test scores of simple past tense.

Students' pre-test scores of simple past tense was presented in the following table 4.1

Table 4.1

Students' Pre-Test Score of Simple Past Tense

Understanding.

No	Name	Score
1	Aisyah	72
2	Aldi Mansyur M.	41
3	Ana Suryani	46
4	Andika Mei Fadlan	35
5	Andika Ridho M.	43

6	Anifa Sabrina	48
7	Celvin Boba Dilla	48
8	Dian Natasia	89
9	Dina Aulia	77
10	Elsa Kurniasari	95
11	Elza Syafira	56
12	Eryanti Sapitri	76
13	Fauzi Jamal Ramadhan	28
14	Feril Lianto K.	11
15	Fikri Ramadani	50
16	Fitrah Ramadani	41
17	Fiola Ayu Sartika	48
18	Haikal Yusuf A.	47
19	Ibyan Santoso	42
20	Jessenia Kayla P.	62
21	Meyra Nur Rahma	73
22	Muhammad Amal L.	48
23	Nisa Nursita	56
24	Nur Aeni	54
25	Nuridho	29
26	Raisa Maharani	47
27	Raka Bayu P.	70

28	Ramadhani Alya S.	49
29	Ratih Komalasari	77
30	Rivando Satria A.	54
31	Rizki Khairul Anwar	41
32	Syarif Hidayatullah	40
33	Selfia Fadilah	58
34	Selma Febiyanti	25
35	Tia Devi Lestari	52
36	Yulira Tirta Wati	28
37	Zaskia Nova Andini	86
N = 37	Total	1942
	Mean	52.5
	Max	95
	Min	11
	Mode	48
	Median	48

The result of the data analysis and statistical calculations showed that empiric scores of students' simple past tense exercises. The highest score of pre-test was 95, and it obtained by one student.

Then, the lowest result of pre-test was 11, and it obtained by one student, with mean 52.5 and mode 48. The spread of score was presented in the frequency distribution table 4.2 below:

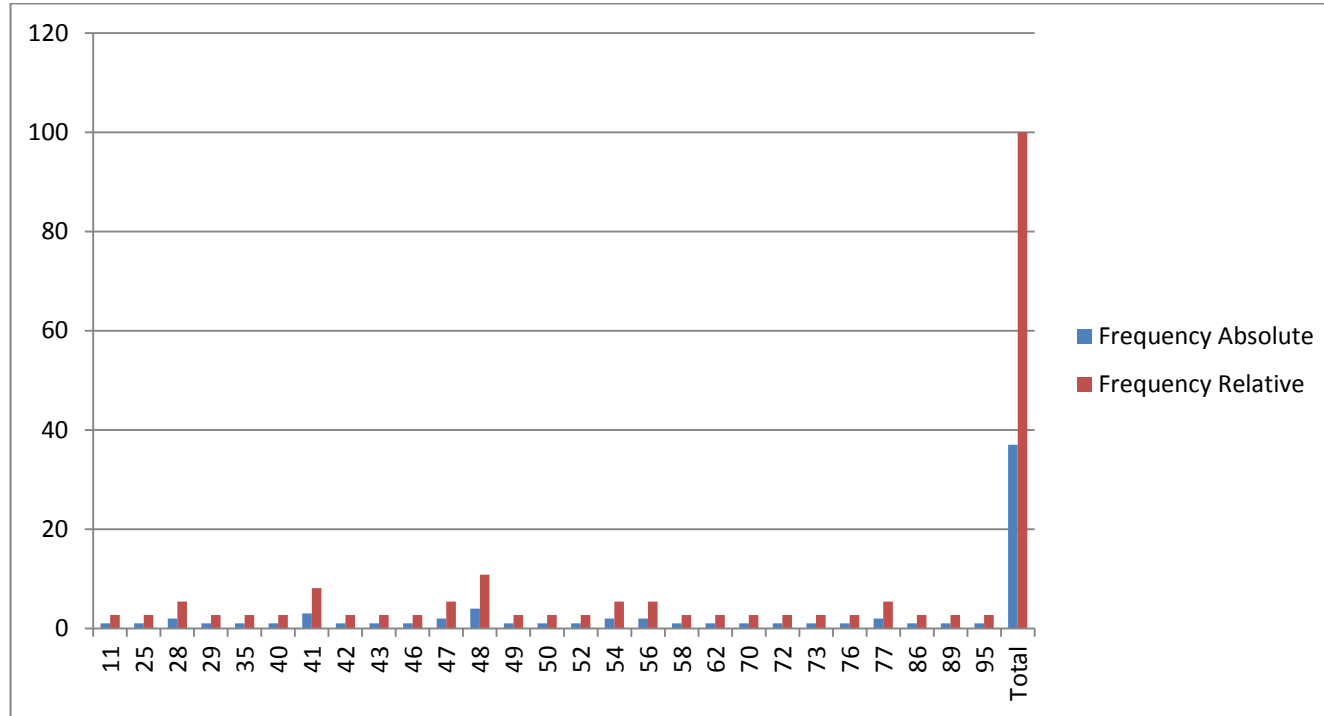
Table 4.2
The Frequency Distribution of Pre-Test of the Experimental
Class:

Score	Frequency	
	Absolute	Relative
11	1	2.7
25	1	2.7
28	2	5.4
29	1	2.7
35	1	2.7
40	1	2.7
41	3	8.1
42	1	2.7
43	1	2.7
46	1	2.7
47	2	5.4
48	4	1.8
49	1	2.7
50	1	2.7

52	1	2.7
54	2	5.4
56	2	5.4
58	1	2.7
62	1	2.7
70	1	2.7
72	1	2.7
73	1	2.7
76	1	2.7
77	2	5.4
86	1	2.7
89	1	2.7
95	1	2.7
Total	37	100

Diagram 4.1

Diagram of frequency distribution of pre test



It can be seen from the diagram above that 1 student (2.7%) got 11, 1 student (2.7%) got 25, 2 students (5.4%) got 28, 1 student (2.7%) got 29, 1 student (2.7%) got 35, 1 student (2.7%) got 40, 3 students (8.1%) got 41, 1 student (2.7%) got 42, 1 student (2.7%) got 43, 1 student (2.7%) got 46, 2 students (5.4%) got 47, 4 students (10.8%) got 48, 1 student (2.7%) got 49, 1 student (2.7%) got 50, 1 student (2.7%) got 52, 2 students (5.41%) got 54, 2 students (5.4%) got 56, 1 student (2.7%) got 58, 1 student (2.7%) got 62, 1 student (2.7%) got 70, 1 student (2.7%) got 72, 1 student (2.7%) got 73, 1 student (2.7%) got 76, 2 students (5.41%) got 77, 1 student (2.7%) got 86, 1 student (2.7%) got 89, 1 student (2.7%) got 95. Mean score gained by the students was 52.5 with the highest score 95 and the lowest one was 11.

b. The result of students' post-test of simple past tense.

Students' post-test score of simple past tense were described in the following table 4.3.

Table 4.3

Students' Post-Test Score of Simple Past Tense:

No	Name	Score
1	Aisyah	81
2	Aldi Mansyur M.	76
3	Ana Suryani	73

4	Andika Mei Fadlan	29
5	Andika Ridho M.	57
6	Anifa Sabrina	72
7	Celvin Boba Dilla	74
8	Dian Natasia	90
9	Dina Aulia	95
10	Elsa Kurniasari	95
11	Elza Syafira	83
12	Eryanti Sapitri	76
13	Fauzi Jamal Ramadhan	52
14	Feril Lianto K.	31
15	Fikri Ramadani	84
16	Fitrah Ramadani	87
17	Fiola Ayu Sartika	62
18	Haikal Yusuf A.	48
19	Ibyan Santoso	31
20	Jessenia Kayla P.	88
21	Meyra Nur Rahma	84
22	Muhammad Amal L.	76
23	Nisa Nursita	75
24	Nur Aeni	60
25	Nuridho	51

26	Raisa Maharani	58
27	Raka Bayu P.	79
28	Ramadhani Alya S.	53
29	Ratih Komalasari	81
30	Rivando Satria A.	89
31	Rizki Khairul Anwar	66
32	Syarif Hidayatullah	60
33	Selfia Fadilah	62
34	Selma Febiyanti	36
35	Tia Devi Lestari	68
36	Yulira Tirta Wati	40
37	Zaskia Nova Andini	63
N = 37	Total	2485
	Mean	67.2
	Max	95
	Min	29
	Mode	76
	Median	72

The result of the data analysis and statistical calculations showed that empiric scores of students' simple past tense exercises. The highest score of post-test was 95, and it obtained by two students. Then, the lowest result of pre-test was 29, and it

obtained by one student, with mean 67.2 and mode 72. The spread of score was presented in the frequency distribution table 4.4 below:

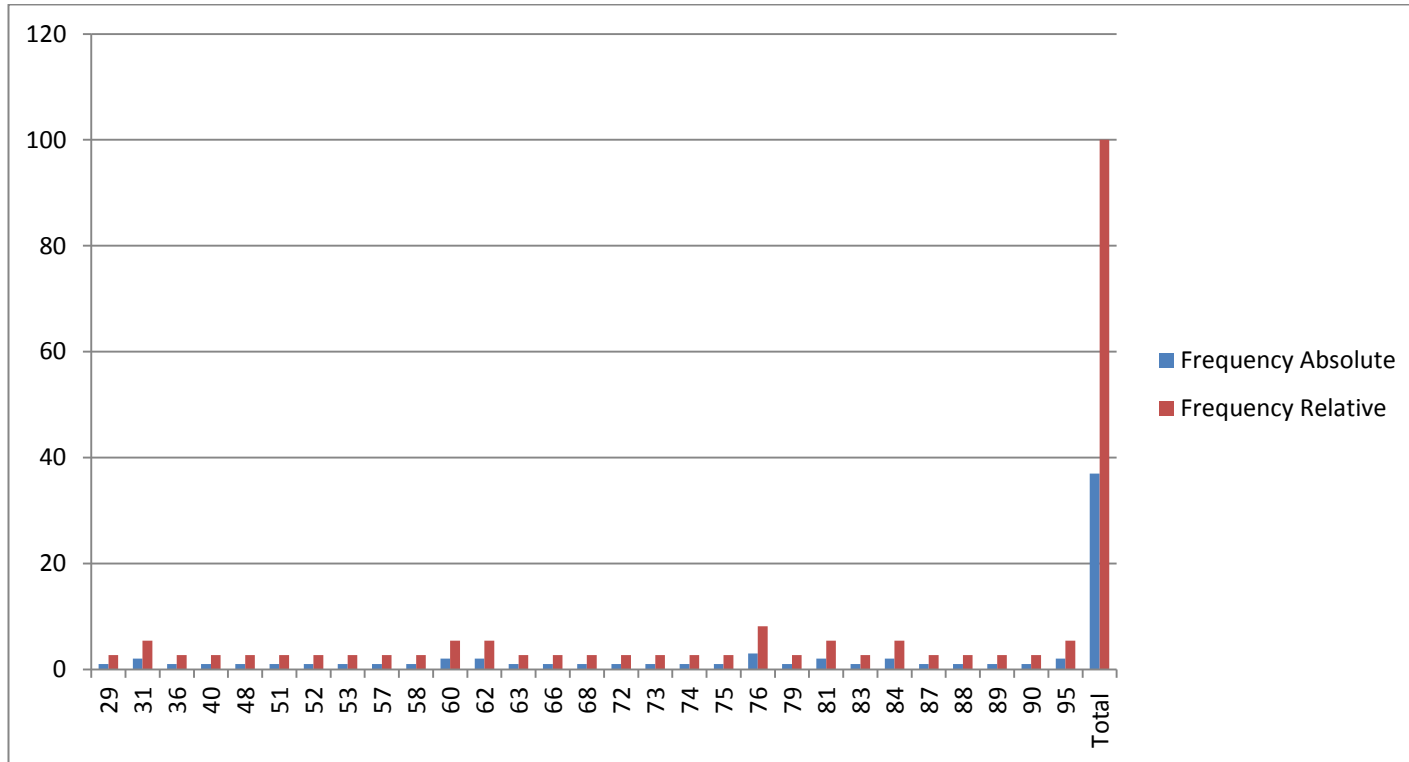
Table 4.4
The Frequency Distribution of Post-Test the Experimental Class.

Score	Frequency	
	Absolute	Relative
29	1	2.7
31	2	5.4
36	1	2.7
40	1	2.7
48	1	2.7
51	1	2.7
52	1	2.7
53	1	2.7
57	1	2.7
58	1	2.7
60	2	5.4
62	2	5.4
63	1	2.7
66	1	2.7

68	1	2.7
72	1	2.7
73	1	2.7
74	1	2.7
75	1	2.7
76	3	8.1
79	1	2.7
81	2	5.4
83	1	2.7
84	2	5.4
87	1	2.7
88	1	2.7
89	1	2.7
90	1	2.7
95	2	5.4
Total	37	100

Diagram 4.2

Diagram of Frequency Distribution of Post Test



It can be seen from the data above, that 1 student (2.7%) got 29, 2 students (5.41%) got 31, 1 student (2.7%) got 36, 1 student (2.7%) got 40, 1 student (2.7%) got 48, 1 student (2.7%) got 51, 1 student (2.7%) got 52, 1 student (2.7%) got 53, 1 student (2.7%) got 57, 1 student (2.7%) got 58, 2 students (5.4%) got 60, 2 students (5.4%) got 62, 1 student (2.7%) got 63, 1 student (2.7%) got 66, 1 student (2.7%) got 68, 1 student (2.7%) got 72, 1 student (2.7%) got 73, 1 student (2.7%) got 74, 1 student (2.7%) got 75, 3 students (8.1%) got 76, 1 student (2.7%) got 79, 2 students (5.4%) got 81, 1 student (2.7%) got 79, 2 students (5.4%) got 84, 1 student (2.7%) got 87, 1 student (2.7%) got 88, 1 student (2.7%) got 89, 1 student (2.7%) got 90, 2 students (5.4%) got 95. Mean score gained by the students was 67.2 with the highest score 95 and the lowest score was 29.

2. Analysis of the Data

Table 4.5

Statistical Table of Students' Pre-Test and Post-Test

NO	Pre test X_i	Post test X_j	$X_j - X_i$	\bar{D}	$\left(\frac{x_j - x_i}{- \bar{D}}\right)$	$\left(\frac{(x_j - x_i)}{- \bar{D}}\right)^2$
1	72	81	9		0.61	0.3721
2	41	76	35		2.38	5.6644
3	46	73	27		1.84	3.3856
4	35	29	-6		-0.40	-0.8
5	43	57	14		0.95	0.9025

6		72	24		1.63	2.6569
	48					
7		74	26		1.77	3.1329
	48					
8		90	1		0.06	0.0036
	89					
9		95	18		1.22	1.4884
	77					
10		95	0		0	0
	95					
11		83	27		1.84	3.3856
	56					
12		76	0		0	0
	76					
13		52	24		1.63	2.6569
	28					
14		31	20		1.36	1.8496
	11					
15		84	34		2.31	5.3361
	50					
16		87	46		3.13	9.7969
	41					
17		62	14		0.95	0.9025
	48					
18		48	1		0.06	0.0036
	47					
19		31	-11		-0.74	-1.48
	42					
20		88	26		1.77	3.1329
	62					
21		84	11		0.74	0.5476
	73					
22		76	28		1.90	3.61
	48					
23		75	19		1.29	1.6641
	56					
24		60	6		0.40	0.16
	54					
25		51	22		1.49	2.2201
	29					
26		58	11		0.74	0.5476
	47					
27		79	9		0.61	0.3721
	70					

28	49	53	4		0.27	0.0729
29	77	81	4		0.27	0.0729
30	54	89	35		2.38	5.6644
31	41	66	25		1.70	2.89
32	40	60	20		1.36	1.8496
33	58	62	4		0.27	0.0729
34	25	36	11		0.74	0.5476
35	52	68	16		1.09	1.1881
36	28	40	12		0.81	0.6561
37	86	63	-23		-1.56	-3.12
Total	1942	2485	543	14.67	36.8	61.4065

Based on the result of pre-test and post-test of students above, the writer analyzed the results to find out the improvement of students' understanding on simple past tense through VOA learning English YouTube channel. The writer calculated them based on the steps of the t-test formula as follow:

$$\bar{D} = \frac{543}{37} = 14.67$$

$$\text{Variansi } (S^2) = \frac{1}{n-1} \sum_{i=1}^n ((X_j - X_i) - \bar{D})^2$$

$$= \frac{1}{36} \cdot 61.4065 = \frac{61.4065}{36} = 1.70573611$$

$$S = \sqrt{\text{Variansi}}$$

$$\begin{aligned}
 &= \sqrt{1.70573611} \\
 &= 1.30 \\
 t &= \frac{\bar{D}}{\frac{SD}{\sqrt{n}}} \\
 &= \frac{14.67}{\frac{1.30}{\sqrt{37}}} = \frac{14.67}{\frac{1.30}{6.08}} = \frac{14.67}{1.8585} = 7.89 \\
 &= 7.89
 \end{aligned}$$

Table 4.6
The Result of Hypothesis Test

t-calculation	t-table (α) = 0.05	Significant
7.89	2.026	Significant

B. Data Interpretation

In order to prove the hypothesis, the writer used the result gained by the students to be calculated by *t-test* and follow assumption as below:

Based on the result of t-test calculation above, 7.89 was obtained in the degree of freedom (df) of 37, (37-1=36). With the degree of significance 5%, it gained score of 2.026 the result of calculation above showed that $t_{\text{calculation}}$ is higher than t_{table} the

alternate hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

It means that there is an improvement on students' understanding on simple past tense through VOA Learning English YouTube Channel. 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. It can be seen from the students' post-test scores (67.2) which are higher than their pre-test scores (52.5). The significance score of students' test result which was higher than 0.05 showed that this online learning media gives the significant results to improve 8th (2) grade students of SMP Pustek Serpong understanding on simple past tense.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

Based on the findings and interpretations of the data above, the scores of $t_{\text{calculation}}$ (7.89) was higher than the scores of t_{table} (2.026) at the significance level of 5%. Thus, it can be concluded that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. This means that there are significant differences between teaching simple past tense with VOA Learning English YouTube Channel and teaching simple past tense without VOA Learning English YouTube Channel. Thus, this research concludes that VOA Learning English YouTube Channel gives significant effect on students' understanding on simple past tense of 8th (2) grade students of SMP Pustek Serpong.

D. Suggestion

After this research has been successfully conducted, the writer offers several suggestions for English teacher, students, and other researcher as follows:

1) For the teacher:

Teaching English can be more interesting nowadays, there are so many media that can be used for give the realest explanations and examples. Teaching students by watching videos from VOA Learning English YouTube channel is one of

the alternatives in order to reach the learning goals. It also can improve students' understanding on simple past tense and give them more explanation about English. There are so many videos on VOA Learning English YouTube channel and it will be fun if the teacher used it for teaching English. This channel also helps people to learn American English and much more with captioned news reports that are able to read at a slower speed.

2) For the students:

The writer hopes that the students will be more spirit in learning English since learning by watching videos was so much fun. There are so many things that we can learn from it, and the most important is grammar especially simple past tense is really easy to learn.

3) For other researchers:

- Giving contribution in the research how to improve students' understanding on simple past tense through VOA Learning English YouTube channel.
- Giving a profitable description to any further researcher who wants to study the same case, so this study becomes helpful information for the next study.

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Source from Internet:

<https://learningenglish.voanews.com>

<https://quran.com>

www.rcampus.com

www.youtube.com

Appendix 1

LESSON PLAN

School : SMP Pustek Serpong

Subject : English

Class : 8 (2)

Topic : Simple Past Tense

Skill : Listening

Time Allocation : 2 x 40 minutes

A. Standard Competence

7. Understand the meaning of short simple transactional and interpersonal conversations to interact with the environment.

B. Basic Competence

7.1 Responding to the simple, accurate, fluid, and dynamic meaningful, simple, interpersonal (short-term) and interpersonal meaning to interact with the environment that involves speech acts: asking, rejecting, refusing, asking, giving, rejecting, and ask, give and deny information, solicit, give, and refuse, and offer / accept / reject something.

7.2 Meaningful conflict contains simple, accurate, fluent, and interactive conversation to interact with an environment that involves speech acts: requesting, approving, responding to statements, giving attention to the speaker, initiating, extend,

and close the conversation, and start, extend, and close the phone conversation.

C. Learning Objective

1. Students understand the generic structure of simple past tense.
2. Students are able to identify, change, and arrange the regular and irregular verbs, positive, negative, interrogative sentences, verb “to be”, and past habits.

D. Teaching-Learning Methods

1. Presentation
2. Direct Method

E. Materials

1. Language Features:

a. Verbal Sentence

Positive : Subject + Verb 2

Negative : Subject + did not + Verb 1

Interrogative : Did + Subject + Verb 1

b. Nominal Sentence

Positive : Subject + was / were + C

Negative : Subject + was / were + not + C

Interrogative : Was / were + Subject + C

c. Adverb of time

- Ago - This morning - In 1990

- Yesterday - Just now - Last night. Etc

d. Usage

- Used to represent an event that happened in the past
- Used to express past habits and states

2. Listening:

- a. Explanations of simple past tense: meaning and use, form of negative and interrogative sentences, yes no questions, verb to be, and past habits.
- b. Conversations of simple past tense: meaning and use, form of negative and interrogative sentences, yes no questions, verb to be, and past habits.

F. Learning Activities

1. First Meeting (Pre-Test)

a. Pre-Test

- Teacher greets, asks students' conditions, and introduces herself in the classroom.
- Teacher asks students to pray before start the lesson.
- Teacher asks students to do pre-test before teacher gives the treatment.
- Teacher gives some instruction to do pre-test.
- Students do the pre-test individually in 40 minutes.

b. Closing

- Teacher closes the class by saying salaam and thank you.

2. Second meeting (treatment)

a. Warming up (5 minutes)

- Greeting and checking students' attendance.
- Praying before starting the lesson guide by the chief of class.
- Teacher explains about the learning objectives.
- Teacher asks students some questions to guide them thinking into the topic like "What did you do yesterday?".

b. Main Activities (65 minutes)

- Teacher asks students to tell about their past activities in order to simulate them about the simple past tense.

- Teacher gives a video about the explanations, types, and examples of simple past tense from VOA Learning English YouTube Channel and asks random students to summarize the video by speaking.
 - Students writing the simple past tense explanations that given by the teacher.
 - Teacher gives students 10 verbs in present and asks them to change it into past verbs individually.
 - Students collect their 10 verbs.
 - Teacher discusses the task together with the students and asks them to assess it by changing to their next chair mate.
 - Teacher asks students to read the following text on page 179 and asks them to identify the regular and irregular verbs on the table by giving a check.
 - Students collect their tasks.
- c. Closing (10 minutes)**
- Summarizing the lesson and reflecting on the activities.
 - Asking students about their understanding on today's lesson by asking how they spent their weekend.

3. Third meeting (treatment)

a. Warming up (5 minutes)

- Greeting and checking students' attendance.
- Praying before starting the lesson guide by the chief of class.
- Teacher explains about the learning objectives.

- Teacher asks students about the previous lessons.

b. Main Activities (65 minutes)

- Teacher asks students some questions to guide them thinking into the topic like “Did you eat breakfast?”
- Teacher gives a video about the explanations of simple past tense “yes no questions” from VOA Learning English YouTube Channel and asks random students to summarize the video by speaking.
- Students writing the simple past tense “yes no questions” explanations that given by the teacher.
- Teacher gives students a task.
- Students do the task individually.
- Students collect the task.
- Teacher discusses the task together with the students and asks them to assess it by changing to their next chair mate.

c. Closing (10 minutes)

- Summarizing the lesson and reflecting on the activities.

4. Fourth meeting (treatment)

a. Warming up (5 minutes)

- Greeting and checking students’ attendance.
- Praying before starting the lesson guide by the chief of class.
- Teacher explains about the learning objectives.
- Teacher asks students about the previous lessons.

b. Main Activities (65 minutes)

- Teacher gives students short simple sentences of simple past tense and asks them to identify it.
- Teacher explains about today’s topic.

- Teacher gives a video about “polite offers and simple past tense” from VOA Learning English YouTube Channel and asks random students to summarize the video by speaking.
- Teacher explains about the negative and interrogative sentences in simple past tense.
- Students writing the negative and interrogative sentences explanations that given by the teacher.
- Teacher gives students a task.
- Students do the task individually.
- Students collect the task.
- Teacher discusses the task together with the students.

c. Closing (10 minutes)

- Summarizing the lesson and reflecting on the activities.

5. Fifth meeting (treatment)

a. Warming up (5 minutes)

- Greeting and checking students’ attendance.
- Praying before starting the lesson guide by the chief of class.
- Teacher explains about the learning objectives.
- Teacher asks students about the previous lessons.

b. Main Activities (65 minutes)

- Teacher gives students a conversations video of simple past tense from VOA Learning English YouTube Channel and asks random students to summarize the video.
- Teacher explains about what the conversations video means are.

- Teacher asks students to make conversations of two using the positive, negative, and interrogative sentence of simple past tense.
- Students collect the task.
- Teacher asks each student to perform their task.
- Teacher asks students to vote the best performance; the best performance will get some gift from the teacher.

c. Closing (10 minutes)

- Summarizing the lesson and reflecting on the activities.

6. Sixth meeting (treatment)

a. Warming up (5 minutes)

- Greeting and checking students' attendance.
- Praying before starting the lesson guide by the chief of class.
- Teacher explains about the learning objectives.
- Teacher asks students about the previous lessons.

b. Main Activities (65 minutes)

- Teacher asks students some questions to guide them thinking into the topic like "How was your weekend?"
- Teacher explains about what "verb to be" is.
- Teacher gives students a conversations video using verb to be from VOA Learning English YouTube Channel and asks random students to summarize the video.
- Students writing the verb to be explanations that given by the teacher.
- Teacher gives students a task.

- Students do the task individually.
- Students collect the task.
- Teacher discusses the task together with the students.

c. Closing (10 minutes)

- Summarizing the lesson and reflecting on the activities.

7. Seventh meeting (treatment)

a. Warming up (5 minutes)

- Greeting and checking students' attendance.
- Praying before starting the lesson guide by the chief of class.
- Teacher explains about the learning objectives.
- Teacher asks students about the previous lessons.

b. Main Activities (65 minutes)

- Teacher gives students a sentence using past habits and asks them to identify it.
- Teacher explains about what past habit means, use, and examples.
- Students writing the verb to be explanations that given by the teacher.
- Teacher gives students a task on the white board.
- Students do the task in team.
- Students answer the task conjunctively by raising their hands.
- Teacher discusses the task together with the students.

c. Closing (10 minutes)

- Summarizing the lesson and reflecting on the activities.

8. Eighth meeting (post-test)

a. Post-Test

- Teacher greets students and checks the students' attendance.
- Teacher asks students about the previous lessons of simple past tense.
- Teacher asks students to do post-test.
- Teacher gives some instructions to do post-test.
- Students do the post-test individually in 40 minutes.

b. Closing

- Teacher closes the class by saying salaam and thank you.

G. Learning Media and Source

Learning Media:

- Power Point
- White Board
- LCD Projector
- Paper

Learning sources:

- English Book "Learning More English 2 for Grade VIII"
- Videos: VOA Learning English YouTube Channel

H. Assessment

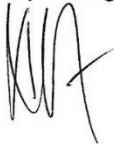
Indicators of Competence Achievement	Assessment Techniques	Form of Instrument	Instrument / Questions

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Explanation of Scoring:

Questions / Content	No of Questions	Score

Mengetahui,
Guru pamong



Asep Saefullah, S.Pd

Tangerang Selatan, 31 Januari 2018

Peneliti



Lailatul Mahmudah

Mengetahui,
Kepala Sekolah



Iwan Setiawan, M.Pd

Appendix 2

SIMPLE PAST TENSE EXERCISES

Pre-Test

Name : aisyah

Class : 8th (2) Grade

Date : 10-1-2018 (Rabu)

Score : 72

I. Choose the correct answers of simple past tense by crossing (X) a, b, c, or d!

1. My team football yesterday afternoon.

- a. playing
- b. played
- c. plays
- d. play

2. Sinta a letter for her mother last month.

- a. wrote
- b. write
- c. writes
- d. writing

3. We to this house three years ago.

- a. come
- b. came
- c. have come
- d. coming

4. Dita her shoes yesterday morning.

- a. wash
- b. have wash
- c. washed
- d. washes

5. Fahri a cup of coffee with his brother last night.

- a. drink
- b. drank
- c. drunk

- d. drinking
6. My cousin the country last Saturday.
- a. leave
 - b. have leave
 - c. leaving
 - ~~d. left~~
7. When I was little, I my grandma every weekend.
- a. visit
 - b. visiting
 - ~~c. visited~~
 - d. have visit
8. When I was in Japan for the first time, I everything very different.
- ~~a. found~~
 - b. find
 - c. have find
 - d. finds
9. When my brother was young, he spinach. Now he does not.
- a. like
 - b. likes
 - c. liking
 - ~~d. liked~~
10. When Jennie was a kid, she to a picnic every Sunday.
- a. goes
 - ~~b. going~~
 - c. went
 - d. gone

Complete the following letter with simple past tense to answer number 11 – 15 by crossing (X) a, b, c, or d !

Dear: Sarah

Sarah, I am writing to you just to memorize about our holiday in your city last year. I (11) ... so happy being there with you. We (12)... many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the places. We (13) many foods and souvenirs there. We also (14) the pictures scenery. We (15) so happy spending time together. I hope we can visit there again next time

11. ~~a.~~ Is
~~b.~~ was
c. are
d. were

12. ~~a.~~ visited
b. visiting
c. visits
d. visit

13. ~~a.~~ buy
b. buying
~~c.~~ bought
d. have buy

14. ~~a.~~ take
~~b.~~ took
c. taked
d. taken

15. a. were
b. was
c. are
~~d.~~ is

II. Change the following sentences into correct past verb!

16. She (meet) ~~met~~ met her uncle yesterday.
 17. Tommy (is) ~~is~~ was in his home last night.
 18. They (learn) ~~learned~~ learned English last month.
 19. Daniel (live) ~~living~~ lived in a boarding house. Now, he lives in an apartment.
 20. I (take) ~~took~~ took the bus to school, but now I prefer cycling.
 21. Selena Gomez (is) ~~is~~ was born in Texas.
 22. Dilan (swim) ~~swim~~ swam a lot while he was on holiday.
 23. She (is) ~~is~~ was very happy during her trip in Singapore three months ago.
 24. We (do) ~~do~~ did the test two weeks ago.
 25. Dinda (buy) ~~buying~~ bought a new novel in the bookshop two days ago.

III. Change the following sentences into positive, negative and interrogative sentence!

26. (+) Riza sent me two letters yesterday.
 (-) ~~Riza did not send me two letters yesterday~~
 (?) ~~Did Riza send me two letters yesterday?~~
27. (+) my father bought some cakes last night.
 (-) ~~my father did not buy some cakes last night?~~
 (?) Did my father buy some cakes last night?
28. (+) My mom cooked fried chicken for my birthday party last week.
 (-) ~~my mom did not cook fried chicken for my birthday party last week.~~
 (?) ~~did my mom cook fried chicken for my birthday party last week?~~
29. (+) ~~she go to school yesterday~~
 (-) ~~She did not go to school yesterday.~~
 (?) ~~did she go to school yesterday~~
30. (+) ~~she was a singer~~
 (-) ~~She was not a singer.~~
 (?) ~~did she was not a singer.~~

Appendix 3

Post-Test

Name : Aisyah

Class : 8th (2) Grade

Date : February 05 2018

Score :

81

I. Choose the correct answers of simple past tense by crossing (X) a, b, c, or d!

1. He more students to our class yesterday morning.

- a. Adds Added
- b. Adding Add

2. My uncle me money yesterday.

- a. Giving Gave
- b. Gives Have give

3. I my hair two days ago.

- a. Cut Have cut
- b. Cutting Cuted

4. Garry about the problem last Monday.

- a. Talked Talks
- b. Talking Have talk

5. Tyas "Good bye" last night.

- a. Says Have say
- b. Said Saying

6. Bianca about her plan yesterday.

- a. Think Thought
- b. Thinked Thinking

7. When I was little, My mother a big cake for my birthday party.

- a. Made Makes
- b. Have make Making

8. When Sera in Malaysia for three weeks, she ... Nasi Lemak every morning.

- a. Eating Ate
- b. Eats Eat

9. Before my dad moved to Bandung, He to the radio every night.

- a. Listened c. Listens
b. Listening d. Listen

10. When Heni was an officer in 2012, she to office by bus.

- a. Going c. Gone
b. Goes d. Went

11. I visited my new born cousin yesterday, and she healthy.

- a. Is c. Were
b. Are d. Was

12. Bobby said he really hard for the listening test four days ago.

- a. Worked c. Works
b. Working d. Have work

13. My father a new car last month.

- a. Buys c. Buying
 b. Bought d. Have buy

14. Mr Zaki the new vocabulary yesterday.

- a. Teaching c. Taught
b. Have teach d. Teaches

15. I met Gigi Hadid and her sister Bella Hadid in Hawaii last month, and they ... really beautiful.

- a. Are c. Was
 b. Were d. Is

II. Change the following sentences into correct past verb!

16. Sammy (bring) ~~bring~~ brought his friends home last night.

17. When I went to this cafe yesterday morning, the waiters (are) ~~are~~ were
very busy.

18. Dilan and Milea (walk) ~~walk~~ walked to school together yesterday.

19. My sister (like) ~~like~~ liked... fish for breakfast. Now she likes fried rice.

20. A year ago, Ramzi (buy) ~~buy~~ bought me this t-shirt from New York.

21. There (are) ~~are~~ were two bottles of milk in the box yesterday but now only one.

22. Ryan (cry) ~~cry~~ cried a lot when he was a kid.

23. Hani (is) ~~is~~ was pretty since birth.

24. We (hear) ~~hear~~ heard a lovely song together last night.

25. My sister (forget) ~~forget~~ forgot to bring her book to the class yesterday.

III. Change the following sentences into positive, negative and interrogative sentence!

26. (+) They learned the new words 2 days ago.

(-) They didn't learn the new words 2 days ago.

(?) Did they learn the new words 2 days ago?

27. (+) All the boys wore warm overcoats.

(-) All the boys didn't wear warm overcoats.

(?) Did all the boys wear warm overcoats?

28. (+) The lesson began at 7.30'.

(-) The lesson didn't begin at 7.30'.

(?) Did the lesson begin at 7.30'?

29. (+) Tono waited for Ani after school.

(-) Tono did not wait for Ani after school.

(?) Did Tono wait for Ani after school?













30. (+) The children ^{were} are very noisy.









(-) The children were not very noisy.

(?) Did the children ^{were} are very noisy?

Appendix 4

Research Activities
At SMP Pustek Serpong
January, 08 2018 – February, 07 2018

NO	DATE	ACTIVITY	EVIDENCE	
			Researcher's Signature	Tutor's Signature
1	Monday, January 08 2018	Giving a research permit to the Head Master of SMP pustek Serpong, & Approved.		
2	Wednesday, January 10 2018	First meeting, Introduction to all students in 8-2. PreTest.		
3	Monday, January 15 2018	First Treatment: "Regular Verbs explanation": How to form it & verbs change test.		
4	Wednesday, January 17 2018	Second treatment: "Irregular verbs": explanation, how to form it, and how it changes.		
5	Monday, January 22 2018	third treatment: "Negative and Interrogative sentences"		
6	Wednesday, January 24 2018	Fourth treatment: Exercise of changing the form of positive sentence to negative and Interrogative.		

7	Monday, January 29 2018	Fifth treatment : "Verb to be": explanation, 2 exercises.		
8	Wednesday, January 31 2018	The last treatment: Verb to be, and past habits : exercises.		
9	Monday, February 05 2018	Post Test, and Farewell to all students in B-2.		
10	Wednesday, February 07 2018	Giving research findings and students' score, ask for signatures, and Farewell to all teachers.		

South Tangerang, February 07 2018

Tutor Teacher



Asep Saefullah, S.Pd

Researcher



Lailatul Mahmudah

Head Master of SMP Pustek Serpong



Iwan Setiawan, M.Pd

Appendix 5

27	Raka Bayu P.	✓	✓	✓	✓	✓	✓	✓	✓
28	Ramadhani Alya S.	✓	✓	✓	✓	✓	✓	✓	✓
29	Ratih Komalasari	✓	✓	✓	✓	✓	✓	✓	✓
30	Rivando Satria A.	✓	✓	✓	✓	✓	✓	✓	✓
31	Rizki Khairul Anwar	✓	✓	✓	A	✓	✓	✓	✓
32	Syarif Hidayatullah	✓	✓	✓	✓	✓	✓	✓	✓
33	Selfia Fadilah	✓	✓	✓	✓	✓	✓	✓	✓
34	Selma Febiyanti	✓	✓	✓	✓	✓	A	✓	✓
35	Tia Devi Lestari	✓	✓	✓	✓	ζ	✓	✓	✓
36	Yulira Tirta Wati	✓	✓	✓	✓	✓	✓	✓	✓
37	Zaskia Nova Andini	✓	ζ	✓	A	✓	✓	✓	✓

South Tangerang, February 05 2018

Tutor Teacher


Asep Saefullah, S.Pd

Researcher


Lailatul Mahmudah

Head Master of SMP Pustek Serpong



Iwan Setiawan, M.Pd

Appendix 6



UNIVERSITAS MUHAMMADIYAH JAKARTA
 FAKULTAS ILMU PENDIDIKAN
 KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok : Lailatul Mahmudah / 2014850010
 Masa Bimbingan : 18 OKTOBER 2017 – 18 APRIL 2018
 Program Studi : PBI
 Judul Skripsi : ~~Understanding~~ Students' Understanding on Simple Past Tense Through VOA Learning English Youtube Channel
 Pembimbing : Lidiyatul Izzah, M.Pd

NO	TANGGAL	URAIAN	PARAF PEMBIMBING
1.	18 Oct 2017	Discuss on research title and formulation of research problem	
2	25 Oct 2017	chapter I revise the sentence structure on Background of the study	
3	09 Nov 2017	chapter II : AEE chapter II : Revise description of theories	
4.	15 Nov 2017	chapter II : AEE chapter III : revise methods and design	
5	23 Nov 2017	chapter III AEE allowed to conduct research	
6	06 Dec 2017	chapter III : testing pre-test score	
7.	13 Dec 2017	chapter III : analyzing score pre-test and post test	

Appendix 7



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN

Jl. KH. Ahmad Dahlan Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330
Website: <http://www.fipumj.ac.id> Email: fip_umj@yahoo.co.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Lailatul Mahmudah
NIM : 2014850010
Prodi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	Jum'at/ 18 Agustus 2017	Siti Aenul Mardiyah	Indirect feedback technique on simple present tense error to improve students' writing quality	
2	Jum'at/ 18 Agustus 2017	Shabrina Qisthi Dien	Enhancing Student's English Pronunciation through Rachel's English Youtube Channel.	
3	Jum'at/ 18 Agustus 2017	Aditya Eko Julianto	The Effectiveness of Role-playing Game Genre through Gaming in Increasing Student's Vocabulary	
4	Sabtu/ 06 Januari 2018	Nevi Anggraeni	The Effectiveness of homophone Games to Improve Students' pronunciation	
5	Sabtu/ 06 Januari 2018	Rahanee che loh	The Effect of students' Vocabulary Pronunciation abilities through phonics poster materials.	
6	Sabtu/ 06 Januari 2018	Padeela Kaso	The correlation between students motivation in learning their English speaking skill.	
7	Senin/ 12 Januari 2018	Putri Fadhri Aulia Fatah	News Anchor Through Audio-lingual method to Improve students' speaking skill.	
8	Senin/ 12 Februari 2018	Richo Aida Pratama	Team word-webbing to Improve students' Reading Comprehension	
9	Senin/ 12 Februari 2018	Anita	The Effectiveness of Graphic novels on students' Vocabulary mastery.	
10	Senin/ 12 Februari 2018	Nadya Yunia	The use RERR to Improve The students Reading Comprehension.	

Mengetahui,
Ka. Prodi,

Zaitun, M.Pd



Appendix 8



UNIVERSITAS MUHAMMADIYAH JAKARTA FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fipumj.ac.id, Email: fip_umj@yahoo.co.id

No. Surat : 6 /F.8-UMJ/X/2017
Lamp. : 1 (satu) berkas
Perihal : Pembimbing Skripsi

12 Oktober 2017

Kepada Yth :
Lidiyatul Izzah, M.Pd.
Dosen Fakultas Ilmu Pendidikan
Universitas Muhammadiyah Jakarta
di –
Jakarta

Assalamu'alaikum wr.wb

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami mohon kepada Ibu untuk dapat menjadi dosen pembimbing skripsi atas nama :

Nama : Lailatul Mahmudah
No. Pokok : 2014850010
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *Improving Students' Understanding on Simple Past Tense Through VOA Learning English Youtube Channel*

Bersama ini kami lampirkan proposal skripsi mahasiswa yang bersangkutan. Proposal tersebut masih bersifat sementara, untuk itu kami mohon kiranya Ibu berkenan membantu menyempurnakan judul dan *out linenya*.

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Ibu kami ucapkan terima kasih.

*Wabillahittaufiq walhidayah
Wassalamu'alaikum wr.wb.*



Herwina Bahar, MA

Appendix 9



UNIVERSITAS MUHAMMADIYAH JAKARTA FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nomor : 006/F.8-UMJ/1/2018
Lamp : -
Perihal : Permohonan Penelitian

4 Januari 2018

Kepada Yth.,
Bapak/Ibu
SMP Pustek Serpong
di-
Tangerang Selatan

Assalamu'alaikum wr. wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama : Lailatul Mahmudah
Nomor Pokok : 2014850010
Program Studi : PBI

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi) dengan judul "Students' Understanding on Simple Past Tense Through VOA Learning English Youtube Channel".

Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

*Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.*

Dekan,

Dr. Iswan, M.Si

Tembusan:

1. Sekolah ybs
2. Arsip untuk lampiran skripsi

Appendix 10



YAYASAN PENGEMBANGAN SAIN DAN TEKNOLOGI PUSTEK
SEKOLAH MENENGAH PERTAMA
SMP PUSTEK SERPONG
 TERAKREDITASI : A

Sekolah Plus Bermuansa Teknologi Berwawasan Imtag

Jl. Raya Serpong No. 17 Priyang Kelurahan Pondok Jagung (samping WTC Matahari) Serpong Utara, Tangerang Selatan,
 Provinsi Banten Telp. 021-5388244 Fax. 021-5388243. Call Center. 081311441143

SURAT KETERANGAN

Nomor : 056 / SMP-PUSTEK/II/2018

Yang bertanda tangan dibawah ini, Kepala SMP PUSTEK Serpong menerangkan :

Nama	: Lailatul Mahmudah
NIM	: 2014850010
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: (S1) Strata Satu

Yang tersebut diatas benar-benar telah melaksanakan penelitian di SMP PUSTEK Serpong mulai tanggal 08 Januari s/d 07 Februari 2018 dengan judul : ***"Students' Understanding On Simple Past Tense Through VOA Learning English YouTube Channel"***

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya .



Serpong, Utara, 07 Februari 2018

Kepala Sekolah,

Iwan Setiawan M.Pd

Sekolah Plus Bermuansa Teknologi Berwawasan Imtag

Appendix 11

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Aswir, M.Pd

Instansi : FIP UMJ

Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal uji untuk kerja pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul "STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE THROUGH VOA LEARNING ENGLISH YOUTUBE CHANNEL" oleh peneliti:

Nama : Lailatul Mahmudah

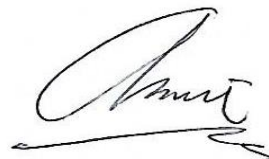
NIM : 2014850010

Prodi : Pendidikan Bahasa Inggris

Instrumen penelitian ini telah diperiksa dan telah diuji kelayakannya serta dapat digunakan dalam pengumpulan data di lapangan.

Cirendeu, 01 Januari 2018

Validator,



Aswir, M.Pd

Appendix 12



UNIVERSITAS MUHAMMADIYAH JAKARTA FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nama Mahasiswa:

Lailatul
Mahmudah

BIMBINGAN PASCA SIDANG SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JAKARTA
Tanggal 10 Agustus 2018 (R. 303 FIP UMJ)

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
23/8/18	Revision ok	
27/8/18	Limitation problem: Verb or competency?	
30/8/18	1 CD + Cardok <u>say</u> Berkas <u>hasil</u> <u>final</u>	

Penguji I,

Dr. Ansharullah, M.A., M.Ed

Penguji II,

Zaitun, M.Pd

Appendix 13

DOCUMENTATIONS





Appendix 14**CURRICULUM VITAE**

Name : Lailatul Mahmudah

Date of Born : Tangerang, September 19, 1996

Address : Jl. Bhayangkara raya Blok Q no 1
RT/001
RW/012 Kelurahan Pakualam,
Kecamatan
Serpong Utara, Tangerang Selatan

Hobby : Listening music and browsing

Motto : It's okay to make mistakes, because
mistakes
will make you learn, learn, and learn
again.

Telephone : +6285775914866

Email : lailatulmahmudahh@yahoo.co.id

Educational Background : TK RA Ar-Rahmaniyah 2002
SD Plus Ar-Rahmaniyah 2008
SMP Plus Ibadurrahman 2011
SMA Plus Ibadurrahman 2014