

**USING BBC LEARNING ENGLISH VIDEO TO IMPROVE STUDENTS’  
SIMPLE PAST TENSE MASTERY IN WRITING RECOUNT TEXT OF X  
GRADE AT SMA N 1 NOGOSARI IN THE ACADEMIC YEAR 2020/2021**

**THESIS**

Submitted as Partial Requirements for Undergraduate Degree in English

Language Education



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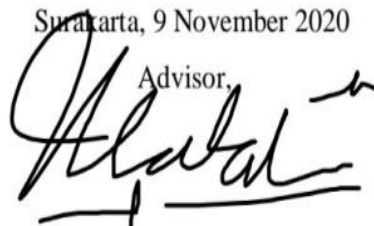
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Here with, I state all statements, opinions, and analysis that I have written in this thesis are my originally work, I optimally conducted my own research with the help of references and suggestions. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved mom, Rebiyati and my dad, Taufiq Nur Aslam who always pray, support and motivate me so that I can reach this level.
2. My lovely siblings who always support me on their own ways.
3. My Almamater IAIN Surakarta.

## **MOTTO**

Surely, there is ease after hardship.

(Al-Insyirah: 6)

Jadilah mata air yang jernih yang memberikan kehidupan kepada sekitarnya.

(B. J. Habibie)

Be your BEST self.

(@hitmansystem)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"Using BBC Learning English Video to Improve Students' Simple Past Tense Mastery in Writing Recount Text of X Grade at SMA N 1 Nogosari in the Academic Year 2020/2021"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 23 November 2020

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The researcher realizes that the study is still far from being perfect. The researcher has a great expectation for every comments, suggestions and criticisms. Hopefully, the thesis will be beneficial and useful for all the readers.

Surakarta, 23 November 2020

The researcher



Dessy Megasari

## TABLE OF CONTENTS

TITLE .....	i
ADVISOR SHEET .....	<b>Error! Bookmark not defined.</b>
RATIFICATION.....	<b>Error! Bookmark not defined.</b>
ADMISSION SHEET .....	iv
DEDICATION .....	v
MOTTO .....	vi
PRONOUNCEMENT .....	vii
ACKNOWLEDGEMENT .....	viii
TABLE OF CONTENTS.....	x
ABSTRACT.....	xiii
LIST OF FIGURE.....	xvii
LIST OF TABLE .....	xviii
LIST OF APPENDICES .....	xix
CHAPTER I.....	1
A. Background of the Study.....	1
B. Problem Identification.....	5
C. Problem Limitation .....	6
D. Problem Statement .....	7
E. Objectives of the Study .....	7
F. Benefit of the Study .....	7
G. Definition of Key Terms .....	9
CHAPTER II.....	12
A. Theoretical Description.....	12
1. Recount Text.....	12
2. Review on Grammar .....	16
3. Review on Simple Past Tense.....	22
4. Review on Motivation.....	27

5. Media in Language Teaching Learning .....	31
6. Video in Language Teaching Learning.....	33
7. Review on BBC Learning English.....	34
B. Previous Study .....	46
C. Rationale .....	55
D. Hypothesis.....	56
CHAPTER III .....	57
A. Research Method .....	57
B. Research Setting.....	59
C. Population, Sample and Sampling Technique .....	60
1. Population .....	60
2. Sample.....	60
3. Sampling Technique .....	61
D. Procedure of the Research.....	61
1. Planning .....	61
2. Implementing action .....	62
3. Observing the research.....	63
4. Reflecting the research.....	63
E. Technique of Collecting the Data .....	64
1. Test.....	64
2. Questionnaire .....	64
F. Technique of Analyzing the Data .....	65
1. Reducing the data.....	65
2. Explaining the data .....	66
3. Drawing Conclusion .....	66
G. Techniques of Validating the Data.....	67
1. Reliability.....	67
2. Validity .....	67
CHAPTER IV .....	69
A. Research Findings .....	69
1. The First Cycle.....	79

2. The Second Cycle .....	87
B. Discussion .....	99
CHAPTER V .....	103
A. Conclusion .....	104
B. Suggestion.....	106
BIBLIOGRAPHY .....	108
APPENDICES .....	113

## ABSTRACT

Dessy Megasari. 2020. *Using BBC Learning English Video to Improve Students' Simple Past Tense Mastery in Writing Recount Text of X Grade at SMA N 1 Nogosari in the Academic Year 2020/2021*. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor: Nor Laili Fatmawati, M.Pd.

Key words: Video, BBC Learning English, Simple Past Tense, Motivation, Classroom Action Research, Writing, Recount Text.

The objectives of this research was to find out how BBC Learning English video improve students' grammatical mastery in writing recount text and to find out how is the students' motivation in the class when BBC Learning English video is used in writing 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.

This research was classified as an action research. It was conducted in two cycles, which was held for 2 meetings in each cycle. It was divided into two main steps, namely reconnaissance which is the step of identifying the field problems and the action which is the step of planning, implementing, evaluating and reflecting the actions. The subjects of this research were 36 students of X IPS 1 of SMA N 1 Nogosari. The data were obtained through observation during the implementation of the actions and students' tasks. The data were presented into

qualitative and quantitative data. The qualitative data was in the form of interview. Meanwhile, the quantitative data were gained by assessing the students' writing skill through pre-test, post-test and questionnaire.

The results of the research showed that there was an improvement in the students' achievement in grammatical mastery. The improvement of students' grammatical mastery could be seen from the result of the data. There was an improvement of the students' mean score from pre-test to post-test 2. In the pre-test, the students' mean score was 59. The post-test 1 was 66.1. The post-test 2 was 72.6. It means that the students' grammatical mastery improved. Meanwhile, based on the observation and questionnaire, the student had good responses in teaching learning process. The researcher discovered that the students became more active in responding to the teaching and learning process. The questionnaire concluded there are 3.61 for rating motivation level before the action, and 3.64 for rating motivation level after the action. There is 0.03 point of rating motivation level regarded BBC Learning English video increased in grammar.

## ABSTRAK

Dessy Megasari, 2020. *Penggunaan video BBC Learning English untuk meningkatkan Penguasaan Simple Past Tense siswa dalam penulisan recount text kelas X di SMA N 1 Nogosari pada tahun pelajaran 2020/2021*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Adab dan Bahasa.

Pembimbing: Nor Laili Fatmawati, M.Pd.

Kata kunci: Video, BBC Learning English, Simple Past Tense, Motivasi, Penelitian Tindakan Kelas, Menulis dan Recount Text.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana video BBC Learning English meningkatkan penguasaan grammar siswa dalam penulisan recount text dan untuk mengetahui bagaimana motivasi siswa di kelas ketika video BBC Learning English digunakan dalam penulisan recount text. Penggunaan video BBC Learning English dalam penelitian ini diharapkan mampu meningkatkan penguasaan grammar siswa dalam penulisan recount text.

Penelitian ini digolongkan dalam penelitian tindakan. Penelitian ini dilakukan dalam dua siklus, yang diadakan selama 2 kali pertemuan di setiap siklus. Penelitian ini dibagi menjadi dua langkah utama, yaitu peninjauan yang merupakan langkah mengidentifikasi masalah lapangan dan tindakan yang merupakan langkah perencanaan, pelaksanaan, pengevaluasian dan refleksi tindakan. Subjek penelitian ini adalah 36 siswa kelas X IPS 1 di SMA N 1 Nogosari. Data diperoleh melalui observasi selama pelaksanaan dan tugas-tugas siswa. Data disajikan ke dalam data kualitatif dan kuantitatif. Data kualitatif

berupa daftar wawancara. Sementara itu, data kuantitatif diperoleh dengan menilai keterampilan menulis siswa dalam mengerjakan pre-test, post-test dan kuisioner.

Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan prestasi siswa dalam penguasaan grammar. Peningkatan siswa dalam penguasaan grammar dapat dilihat dari hasil data. Terdapat peningkatan rata-rata nilai siswa dari pre-test sampai post-test 2. Dalam pre-test, rata-rata nilai siswa adalah 59. Dalam post-test 1 adalah 66.1. Dalam post-test 2 adalah 72.6. Hal itu berarti penguasaan grammar siswa meningkat. Sementara itu, berdasarkan observasi dan kuisioner, siswa mempunyai respon yang baik dalam proses belajar mengajar. Peneliti menemukan bahwa siswa menjadi lebih aktif dalam merespon proses belajar mengajar. Kuisioner menyimpulkan bahwa ada 3.61 untuk penilaian level motivasi sebelum tindakan, dan 3.64 untuk penilaian level motivasi setelah tindakan. Terdapat 0.03 point untuk penilaian level motivasi yang dapat ditingkatkan dalam grammar berkenaan dengan penggunaan video BBC Learning English.



## LIST OF FIGURE

Figure 2.1 The Logo of BBC Learning English.....	35
Figure 2.2 BBC Learning English YouTube Channel .....	37
Figure 2.3 Lessons in BBC Learning English.....	38
Figure 2.4 Basic Grammar Series .....	41
Figure 2.5 Lower Intermediate Grammar Series.....	42
Figure 2.6 Intermediate Grammar Series .....	43
Figure 2.7 Upper Intermediate Grammar Series .....	44
Figure 2.8 Advanced Grammar Series .....	46
Figure 3.1 Classroom Action Research Concepts by Kemnis in Hopkins (1993) .....	59

## LIST OF TABLE

Table 2.1 The similarity and difference between previous studies and the research .....	50
Table 4.1 The Schedule of the Research.....	69
Table 4.2 The Result of Pre-Test .....	72
Table 4.3 Likert Scale Rating .....	75
Table 4.4 Standard of Mean by Likert Scale .....	75
Table 4.5 The Questionnaire Result Before the Action .....	77
Table 4.6 The Result of Post-Test 1 .....	83
Table 4.7 Score Comparison of Pre-Test and Post-Test 1 .....	86
Table 4.8 The score of pre-test, post-test 1 and post-test 2.....	90
Table 4.9 The Result of the Questionnaire After the Action .....	95
Table 4.10 The Results Comparison Between Questionnaire Before the Action and After the Action.....	97

## **LIST OF APPENDICES**

Appendix 1 Students' List of Name .....	113
Appendix 2 Lesson Plan .....	115
Appendix 3 The Result of Pre-Test.....	123
Appendix 4 The Result of the First Post-Test.....	132
Appendix 5 The Result of the Second Post-Test .....	141
Appendix 6 The Result of the First Questionnaire .....	150
Appendix 7 The Result of the Second Questionnaire .....	162
Appendix 8 Field Note.....	174
Appendix 9 Photograph of BBC Learning English Video.....	175
Appendix 10 Letter of Permission .....	182

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents about the background of the study, problem identification, problem limitation, problem statement, objectives of the study, and benefits of the study.

#### **A. Background of the 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). Moreover, there are so many foreign corporations that exist in Indonesia. It makes English becomes the most important language in education and employment field.

English in Indonesia is taught since in elementary schools. It becomes one of the compulsory subjects in junior and senior high schools. It is one of the five subjects that are tested at the UN (*Ujian Nasional*). It is taught as an integrated subject to develop the students' language competences. It is learnt by the students in order to communicate.

In Indonesia, there are no many students who are interested in improving their English communication skills. Therefore, the country stresses on the use of English in school education in order to equip its students with the proficiency of English communication both in spoken

and written form. The communicative competence covers four competences namely grammatical, sociolinguistics, discourse and strategic (Savignon, 1997).

To learn English student should be able to use appropriate basic structural patterns, master grammar and vocabulary. Grammar is an important aspect to form English sentences. The form of words can change and can be varied into sentences in that language based on the grammar used (Harmer, *The Practice of English Language Teaching*, 2001). Grammar is the most important aspect to communicate with other people, because grammar can show our meaning in communication so that other people can understand our message. Therefore the student should master it, especially in simple past tense. The first, because simple past tense is an important material in this semester, so the students have to master it. The second, because simple past tense is considered difficult by the students because there are some differences of verb change between regular verbs and irregular verbs, so the researcher wants to find a way to solve that problem.

In senior high school, simple past tense is very important material because it is included on syllabus in recount text material. There are two objectives in learning simple past tense. The first, general objective, the students should have to make sentence using simple past tense. The second, specific objective, the students should have to be able to identify simple past tense sentences.

The students are usually confused of the rules and the use of tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Betty Azar (2016:28) argued that the problems often encountered by students while studying English is boredom in studying the basics of English tenses because they use books as the media, and most of them felt difficult to memorize all of the materials that have been studied in the school. In addition, the students fear of the grammar, so they neglect grammar. It made a lot of students have low scores on English and less confident to speak English in front of the public because they failed to master English grammar. The previous problems are faced by the first grade students in SMA N 1 Nogosari.

The researcher had done pre-research in July 2020 at SMA N 1 Nogosari located on Nogosari Street, Dusun 2, Glonggong, Boyolali. This school has three grades. The grades are tenth grade, eleventh grade, and twelfth grade. Each grade consists of 4 classes. The first, the researcher visit the school and asked the permission with the teacher. And then, the researcher interviewed Dewi, the English teacher about teaching and learning process in tenth grade.

The results of the interview are how the learning process held and what were the students' problems in learning process. The teacher uses book for teaching English without other media. The problem of the learning process are students have low motivation in learning grammar especially in learning simple past tense, so are not enthusiastic when studying English

in the class. The students have low vocabulary mastery, so they do not understand every single word in the lesson. The students get bored with the teaching learning process because the teacher use books as the media and most of them felt difficult to memorize all of the materials that have been studied in the school. The students fear of the grammar so they neglect grammar. All of the reasons above made a lot of students have low score in English. They got under the 70, the pass grade for English lesson.

According to the pre-research above, the researcher tries to implement the new alternative to solve the problems. BBC Learning English offer the solution of the problems, because BBC Learning English has solved the same problems in many researches especially in grammar. The teacher's problem in making media also will be done. 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 characters in the videos. According to Harmer (2007), that video can add special extra dimension to the learning experience. Based on explanation above that video is media can transfer message or information which serves visual, symbolic codes, language images, literacy, and emotional experience BBC Learning English is suitable media for research, because BBC Learning English video is real record of native speaker from English so the students can

recognize it through the gesture of each characters, it makes the lesson more clear and it can add special extra dimension to the learning experience. The duration of BBC Learning English is about 6 minutes, so the students will not get bored.

Based on the explanation above, the researcher interested in doing research entitled **USING BBC LEARNING ENGLISH VIDEO TO IMPROVE STUDENTS' SIMPLE PAST TENSE MASTERY IN WRITING RECOUNT TEXT OF X GRADE AT SMA N 1 NOGOSARI IN THE ACADEMIC YEAR 2020/2021.**

#### **B. Problem Identification**

Based on the background of the study, the researcher can identify many problems why students' achievement in simple past tense at the X grade of SMA N 1 Nogosari still low. The problems can be identified as follows:

1. Students have low motivation in learning grammar especially in learning simple past tense.
2. Students have low vocabulary mastery.
3. Students get bored with the teaching-learning process because the teacher uses books, traditional method as the media.
4. Most of the students felt difficult to memorize all of the materials that have been studied in the school.
5. Most of the students fear of the grammar, so they neglect grammar.



### C. Problem Limitation

The researcher limits the object of the research just in the X IPS 1 class by purposive sampling technique. The researcher had chosen the class which the low score in English lesson, because the aim of this research is to improve students' grammatical mastery.

The researcher only concern on the teaching of simple past tense in writing recount text, because of several reasons. The first, because simple past tense is an important material in this semester, so the students have to master it. The second, because simple past tense is considered difficult by the students because there are some differences of verb chance between regular verbs and irregular verbs, so the researcher wants to find a way to solve that problem.

The researcher only concern in using video on BBC Learning English as an instrument because BBC Learning English is a simple video by a native English speaker which explain about English especially simple past tense material. The duration of BBC Learning English is about 6 minutes, so the students will not get bored. In this research the researcher only use the BBC Learning English video in part simple past tense by the link <https://www.youtube.com/watch?v=PgsG98vByiw&t=6s>, <https://www.youtube.com/watch?v=KB50c8rHUFc&t=44s> and <https://www.youtube.com/watch?v=R1IwtXbuvTQ&t=342s>.

#### **D. Problem Statement**

Based on the background of the study, the researcher identifies the problem, as follow:

1. How does BBC Learning English improve students' simple past tense mastery in writing recount text of X grade at SMA N 1 Nogosari in the academic year 2020/2021?
2. How is the students' motivation in the class when BBC Learning English is used in writing recount text of X Grade at SMA N 1 Nogosari in the academic year 2020/2021?

#### **E. Objectives of the Study**

Based on the problem statement above, the researcher find out the objectives of the study, as follow:

1. To find out how BBC Learning English improve students' simple past tense mastery in writing recount text of X grade at SMA N 1 Nogosari in the academic year 2020/2021.
2. To find out how is the students' motivation in the class when BBC Learning English is used in writing recount text of X Grade at SMA N 1 Nogosari in the academic year 2020/2021.

#### **F. Benefit of the Study**

Based on the objectives above, this study are benefits both theoretically and practically.

1. Theoretical benefits

Theoretically, the benefits of this study are follows:

- a. The finding of this study is expected to be useful to give information about English teaching learning process using BBC Learning English.
- b. The finding of this study can help teacher in making students more enjoy to learn English.
- c. The finding of this study can be used as a reference by another researcher who wants to conduct a research about an applying of video in English teaching process.

## 2. Practical benefits

Practically, the benefits of this study are follows:

- a. For the students

The finding of the study will help them have new motivation and spirit to learn English. They will find new learning style by using this educated video. This study can help the students to feel enjoy in the process of learning English.

- b. For the teacher

The finding of this research will help the teacher in delivering English material for the students using BBC Learning English as a technique. This study also helps the teacher to be creative and they will create new other teaching style anymore.

- c. For the other researcher

This research is valuable for enriching the literary study, especially for the researcher who wants to take research about the study of video as a technique in English teaching learning process.

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

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

### **1. Video**

According to Deakin (2014) video is 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 characters in the videos.

### **2. BBC Learning English**

BBC Learning English is a department of the BBC World Service devoted to English language teaching. The service provides free resources and activities for teachers and students, primarily through its website. It also produces radio program which air on some of the BBC World Service's language services and partner stations. It has won numerous awards, including two Eltons from the British Council and an English Speaking Union award for innovation in English language teaching.

### **3. Simple Past Tense**

Frank (1990:49) states that past tense represents definite time, it refers to events what were completed before the statement is made. It is often accompanied by such expression of definite past as yesterday last year, two years ago, etc. It means that simple past tense shows an action in the past taking place that ends when the speaker uses it in real communication. In the same line, according to Alexander (2000:126) past tense is generally used to talk about events, actions or situations which happened in the past and are now finished. It can be seen that past tense used to talk about an action that happened in the past.

#### 4. Motivation

Based on Harmer (1991:3), motivation is kind of interval drive, which pushes someone to do or think in order to achievement.

#### 5. Classroom Action Research

Classroom action research is a combination of two different activities which are action and research. Action is related to the process of taking an action by introducing a treatment and intervention to a social context, and the latter includes systematic observations and data collection and analysis (Wang, 2016). Miles (2011) clarifies the stage of action research that includes, identify an area of focus, collect data, develop an action plan, and analyze and interpret data.

#### 6. Writing

There are some definitions of proposed by some experts. Based on Longman Dictionary, writing means the activity of creating pieces of written work, such as stories, poems or articles. Based on Urquhart and McIver (2005: 5-6), writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.

#### 7. Recount Text

Derewianka (2004:14) states that recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

In this chapter the researcher presents about theoretical description, previous study, rationale, and hypothesis.

#### **A. Theoretical Description**

##### **1. Recount Text**

###### **a. Definition of Recount Text**

According to Anderson (1997: 48), a recount text is a piece of text that retells past events, usually in the order in which they happened. Thus, the special features of recount text could be found in it is a sequence of events in which the past events are written chronologically. The purpose of the text is usually to give the reader a description of the event. Besides, it is the most common purposes are to inform and to entertain. Moreover, recount text is one type of texts that retells some events in the past in includes eyewitness account, newspaper report, letter, conversation, television interviews and speeches (Ibid, 1998: 49). Based on the explanation above, recount text is one of the text types that retells past events

###### **b. The kinds of Recount Text**

According to Kaleen (2011: 26-92) recount text is classified into three kinds: personal recount, factual recount and, imaginative recount. They will be explained briefly:

#### 1) Personal Recount

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purpose of the personal recount is to inform and to entertain the reader (Kaleen, 2011: 26)

#### 2) Factual Recount

A factual recount is a list of records of a certain event. It can be used to retell the particular incident or event such as an accident report, eyewitness, science experience, historical events, and newspaper report. It is purposed just to inform the reader about what was going on in the past (Kaleen, 2011: 46).

#### 3) Imaginative Recount

According to Kaleen (2011: 77), an imaginative recount retells as an imaginative story through the eyes of a fictional character. It means the event that happened in the text does not occur in real life. Its purpose is usually to entertain, and it usually can be found in the textbook.



From those three kinds of recount text, it can be seen that there is one typical characteristic that is the text retells past even chronologically.

c. Generic Structure of Recount Text

According to Council (2008: 6-7), Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of orientation, events, and reorientation. They will be explained briefly.

1) Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives the reader background information needed to understand the text and the reader will recognize about scene-setting and context of the text (Council, 2008: 6).

2) The Sequence of events

The event is the main activity that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for the reader (Council, 2008: 7).

3) Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/her comment or statement, but it is optional. (Council, 2008:7).

d. Language Features of Recount Text

According to Council (2008: 50), there are some language features of recount text, as follows:

- 1) Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdote, storytelling.
- 2) A word that shows the order of events (then, next, first, afterward, just, before, that, at last, meanwhile).
- 3) The subject of a recount text to focus on individual or group participants (third person, they, all, she, he, we, etc)
- 4) A personal recount is common (the first person: I was on my way to school....we got on the bus).
- 5) Using action verbs and circumstances such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

These are all about recount text, and in this research only concern on simple past tense as a part of recount text, material in Senior High School's syllabus.

## **2. Review on Grammar**

### **a. Definition of Grammar**

Hermer (2007:12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. According to Thornbury (2000:1), grammar is description of the rules that govern how a language's sentences are formed. Moreover, Kollin (2012:5) defines that grammar is formal description of the rule; it refers to the branch of linguistic science. It means that grammar is the rule that must be obedient by the writer in writing.

Grammar is conventionally seen as the study of the syntax and morphology of sentences. Syntax is the system of rules that cover the order of words in a sentence, while the systems of rules that cover the formation of words are called morphology (Thornbury, 2002:2). According to Nunan (2003:154), grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Hornby (2010:559) defined grammar as the rules in a language for changing the form of words and joining them into sentences. Grammar is also the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2007:362).

According to the statements, it can be concluded that grammar is description of rules which word can change their forms

or it can be combined into sentences and grammar is the rules of the order of word to changing and joining words to the good sentence.

#### **b. Division of Grammar**

According to Kollin (2012:5), grammar is divided into three branches, as follow:

##### **1) Descriptive Grammar**

It is guided by the work of linguists, who look at the way language is actually used. It describes the way people speak in everyday situation. Such a description recognizes a wide variety of grammatical forms.

##### **2) Structural Grammar**

It describes about the structural examined sentences objectively, paying particular attention to how words change in sound and spelling (their form and how they are used in sentences (their function).

##### **3) Transformational Grammar**

It wanted to unlock the secrets of language, to build a model of our internal rules, a model that would produce all of the grammatical and non grammatical sentences. It might be useful to think of our built in language system as a computer program.

From the explanation above, it can be concluded that grammar has three branches such as descriptive grammar,

structural grammar, and transformational grammar. In this research, the researcher discuss about structural grammar especially in simple past tense sentence.

**c. Grammatical Mastery in Writing Recount Text**

Grammatical mastery refers to the students understanding in using the correct rules of English by changing the form of words correctly and joining them into sentence. Purpura defined grammatical mastery as the following.

Purpura (2004:86) defines grammatical mastery as the capacity to realize grammatical knowledge accurately and meaningfully in testing other language-use situation. This definition refers to grammatical form and grammatical meaning. Further, he explains that both of knowledge of grammatical forms and meanings refers to phonology, lexis, cohesion, information management and interaction.

Grammatical knowledge is divided into two categories. The first category is grammatical form that consists of phonological form, lexical form, cohesive form, information management form, interactional form. Then, the second one is grammatical meaning that consists of phonological meaning, lexical meaning, cohesive meaning, information management meaning.

Although in the figure explains two categories, the researcher only uses grammatical form to test the students' knowledge of

simple past tense because in this research the researcher only focus on the form of simple past tense.

Writing, like other skills in general, has some aspects that must be well understood and used by the writers. Bell and Burnaby (1984, as cited in Nunan, 1989: 36) state that the writers should have sufficient control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter information. Writing is a skill that requires many aspects of language in its production such as organization, content, language use, mechanics, and vocabulary. Brown (2000: 357) outlines some aspects of writing such as content, discourse, organization, syntax, mechanics, and vocabulary. Further, Nunan (1989: 37) mentions some characteristics of being a successful writer such as mastering the mechanics of letter formation, using the grammatical system to convey one's intended meaning, organizing content at the level of paragraph and the complete text to reflect given or new information and topic or comment structures, and electing an appropriate style for one's audience.

To sum up, by summarizing those experts' explanation, there some components of writing that should be understood and used by the writers especially grammar. Good writing should have good grammar because this aspect can determine whether the writing is good or bad.

#### **d. Teaching Grammar**

According to Freeman (2009:256) states that teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately. There are two major ways in teaching grammar namely teaching grammar deductively and teaching grammar inductively. Thornburry (2002:29) explains that teaching grammar deductively means the teacher start with presentation of a rule and it is followed by examples in which the rule is applied. Furthermore, teaching grammar inductively means that the teachers start with some examples from which a rule is inferred.

Celce Murcia (2000:27) states that grammar lesson consists of four parts as follows:

- 1) Presentation: in this part, the teacher introduces the grammar structure either inductively or deductively.
- 2) Focused practice: in this part, the teacher allows the students to manipulate the structure in question while all other variables are held constant. The purpose of this step is to allow the learner in gaining control of the form without the added pressure and distraction of trying to use the form for communication.
- 3) Communicative practice is a part in which the students' engages in communicative activities to practice the structure being learnt.

4) Teacher feedback and correction. In this part, the teacher can give some corrections throughout the lesson based on the phase of the lesson. There is one element of correction, however, that it should be remain constant, regardless of when correction is made, teacher feedback should attempt to engage the students cognitively rather than point out the error and provide the appropriate target form.

According to the explanation above, it can be concluded that in teaching grammar, the teacher should cover some activities such as explanation, practice and the feedback. Those activities are important to make students understand about grammar easily.

#### **e. Grammatical Mastery Testing**

Thornburry (2002:141) mentioned two ways in testing grammatical mastery as follows:

- 1) Testing grammatical mastery using discrete-item test. It is a test where the individual components of the students' knowledge are tested using task such as gap fills or multiple choice tasks.
- 2) Testing grammatical mastery in an oral performance test. This test is fine to test a functional objective, for example ordering meal, but concerns in grammar testing.

According to the explanation above, it can be simplified that there are two main ways to test grammatical mastery. The first is used written test and the second used oral test.



### **3. Review on Simple Past Tense**

#### **a. Definition of Simple Past Tense**

In term of definition, different linguists define past tense differently. However the definitions are more or less same. Frank (1990:49) states that past tense represents definite time, it refers to events what were completed before the statement is made. It is often accompanied by such expression of definite past as yesterday last year, two years ago, etc. It means that simple past tense shows an action in the past taking place that ends when the speaker uses it in real communication. In the same line, according to Alexander (2000:126) past tense is generally used to talk about events, actions or situations which happened in the past and are now finished. It can be seen that past tense used to talk about an action that happened in the past.

Moreover, Azar (2002:27) said that past tense indicates that an activity or situation began and ended at a particular time in the past. Therefore, it is used to express the situation or activity that exists in the past.

Furthermore, according to Michael (2002:469), simple past tense is the one most often used to talk about past. It can refer to short, quickly finished actions and events, to longer actions and situations, and to repeated happenings.

According to the definition above, it can be said that simple past tense is a form that indicates an activity or situation that happened in the past.

#### **b. The Forms of Simple Past Tense**

According to John (2006:18), simple past tense is a regular past form end in *ed*, some verbs have an irregular past form, it uses *did* and *were/was* in negatives and questions.

Moreover, Murphy (2012:10) states that “very often the past simple ends in *-ed* (regular verb). Example: *The police stopped me on my way home last night.* But many verbs are irregular. The past simple not end in *-ed*. For example: *I got good mark at math test yesterday.* It means that regular verb is formed by adding *-d* or *-ed* to the basic verbs. Here are some formulas in the simple past tense:

##### **1) Affirmative statements**

For making an affirmative statement, we use this formula:

a) S + V2 + (O/Adv).

Example: He bought some fruits yesterday.

She visited my house last week.

b) S + to be (was/were) + Adj/Adv.

Example: She was absent yesterday.

They were at home last holiday.

##### **2) Negative Statements**

For making a negative statement, we use this formula:

- a) S + did + V1 + (O/Adv).

Example: She didn't go to school yesterday.

They didn't come to his party last month.

- b) S + to be (was/were) + not + Adj/Adv.

Example: She was not absent yesterday.

They were not at home last holiday.

### 3) Interrogative Statements

For making an interrogative statement, we put did before the subject, the formula is:

- a) Did + S + V1 + (O/Adv)?

Example: Did you go to school yesterday?

Did she buy fruits yesterday?

- b) Was/were) + Subject + Adj/Adv?

Example: Was she absent yesterday?

Were they at home last holiday?

### 4) Adverb of Time

According to Anggraini (2014:70), there are some adverbs of time in simple past tense as follows:

Yesterday, last..., this morning, two days ago, ...ago.

From the explanation above, it can be regarded that past tense has three formulas. Each formula has different function there are affirmative, negative and interrogative.

## c. The Use of Simple Past Tense

Parrot (2004:219) explains the use of the simple past tense:

1) Finish periods of time

The simple past is one of the tenses we use to refer for completing events, states or actions. We choose past simple when we consider that the events, state or action took place within a finished period time.

2) Time anchor

In telling stories and describing what happened in the past, we use the simple past as a “time anchor” to establish the key “time frame” of events. We also use the past simple to describe the key events that move story forward. Besides, Azar (2003:25) states some usage of simple past tense as follows:

- a) The simple past tense used to talk about activities or situation that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990).

Example:

- (1) She slept well last night.
- (2) Mary walked downtown yesterday.
- (3) He visited my house yesterday.

- b) For expressing the duration of an event completed in the past.

Example:

(1) I lived in Sragen for two years. ( but I do not live there now)

(2) Shinta was in Paris for two years. ( Shinta is in Jakarta now)

(3) He studied in junior high school for three years. (he is in vocational high school now).

c) For expressing the habitual action in the past.

Example:

(1) They always helped us when we were in difficulty.

(2) Miss Widi always gave me a present when I went to her house.

(3) She always read comic when she was bored.

According to the explanation above, it can be concluded that simple past tense has some functions consist of explaining activities that began and ended in the past, duration of event in the past and explain about habitual action in the past.

#### **d. Grade of Sentence**

According to Sidney (2002:125) sentence is divided into three categories as follows:

##### **1) Simple Sentence**

A sentence that consists of one clause, it has no conjunction.

For example:

I am just a student

The girls are playing baseball

## 2) Compound Sentence

Compound or multiple sentences is a sentence that contains one or more clauses (structures that can be analyzed in terms of sentence elements such as subject and predicate). The coordinated clauses are normally linked by one of the coordinating conjunctions (and, or, but).

For example:

She is a superb administrator, and everybody knows that

Send it to me by post or bring it around yourself

## 3) Complex Sentence

Complex sentence is a multiple sentence in which one or more subordinate clauses are embedded.

For example:

Everybody knows that she is a superb administrator

I am glad that you are joining our company

From those explanations above, it can be concluded that sentence has three category, they are simple sentence; compound sentence and complex sentence. In this research, the researcher uses simple sentence of simple past tense.

## 4. Review on Motivation

In this section, the researcher will explain the theories related to the motivation.

a. Definition of Motivation

Based on Harmer (1991:3), motivation is kind of internal drive, which pushes someone to do or think in order to achievement. It means that motivation comes from inside of the person who functions to encourage him or her to conduct an activity to achieve her or his purpose.

David (1982:215) states that motivation is from the base word motive, and motive is the force that impels a person to move toward a certain goal. This definition shows that motivation is a power that urges human on a moving his self toward what becomes his object. Motivation can also interpreted as something within a person such as need, idea organic state, or emotion incites him to action in other to realize his imaginations need, idea organic state, and emotion in certain time can be power of human to move his self to a course of action.

Motivation is essential of learning to achieve something. According to Penny (1996:274), learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance or the topic for the teacher.

Based on the explanation above, it can be concluded that motivation is a power coming from inside or outside of the individual to do an action.

## b. Kinds of Motivation

Motivation can be divided into two kinds, intrinsic motivation and extrinsic motivation.

### 1) Intrinsic Motivation

According to Harter (1978) intrinsic motivation is the true driven in human nature, which drives individuals to search for and to face new challenges. It means that the individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached. Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and they enjoy the learning process as well (Schiefele, 1991). Highly intrinsically motivated students are able to learn new concepts successfully and show better understanding of the subject matter (Stipek, 2001). Intrinsic motivation is a willing to achieve the goal of her activities without being influenced from the outside of herself. Sardiman (2001:89) also said that intrinsic motivation are inherent in the learning situation and meet pupil needs and purposes.

### 2) Extrinsic Motivation

Extrinsic motivation is caused by any number or outside factors, for example, the need to pass exam, the hope or



financial reward, etc (Harmer, 1991:51). According to Penny (1996:277), extrinsic motivation is that which drives from the influent of some kind of external incentive, as distinct from the wish to learn for it is own case or interest in task. Extrinsic motivated behavior, are carried out in anticipation or a reward from outside and beyond the self.

c. Motivation in Teaching and Learning

Motivation is one of the most important aspects in teaching and learning process. According to Patel and Jain (2008:41) there are some important of motivation, such as:

- 1) Motivation makes the teaching learning and process effective
- 2) Motivation creates teaching atmosphere in the classroom
- 3) Motivation makes students active and creative
- 4) Motivation creates interest for students to study by themselves, so that the atmosphere of motivated situations could be created
- 5) Motivation makes students identifying themselves.
- 6) Motivation inspires students to prove their goals and objectives.

In conclusion, motivation is the thoughts and feelings which make students want to do or attain something. When students are motivated, they do not think of failure. They will be actively participating in the teaching and learning process.

## **5. Media in Language Teaching Learning**

### **a. Definition of Media**

Media is one of strategies and also tool that are used by teacher to convey material and messages to the student. According to Naz and Akbar (2004: 35) media are for transmitting or delivering messages and in teaching learning perspective delivering content to the learner, to achieve effective instruction. The use of media in teaching learning process can help teachers to create learning situation effectively. In addition, media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. By using media in teaching learning process teacher are able to increase student's desire in learning English.

There are some advantages of media as follow:

- 1) It helps students in greater acquisition of knowledge and ensures longer retention of the gained knowledge.
- 2) It easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive.
- 3) It gives classroom instructions a more scientific base and enables teachers to transfer the knowledge in an organized way and more systematically.

- 4) It is appropriate teaching tools which helps teachers to draw and fix the attention of students towards teaching. Attention and concentration improve students' learning and improves classroom discipline.
- 5) It enhances comprehension skills and the clarity of communication can be greatly enhanced by using them.
- 6) It helps in stirring the imaginal, thinking process and the reasoning power of the students.
- 7) It helps the teachers to save their time and energy. Since these effective materials can clarify the concepts easily, lots of time and energy can be saved by it.
- 8) It also serves as ideal tools to review the learning outcome and to evaluate the completeness of certain learning.
- 9) They open out greater scope for interactive learning and offers opportunities of individual learning.

#### **b. Classification of Media**

Media is a tool that use by teacher to convey material for students. The media can be divided some various. According to Ghaedsharafi and Sadegh (2012) Media are classified into three categories like mentioned bellow:

- 1) Audio

Audio media is called by listen media, usually it is used to listen and understand passage. For example: radio, tape recorders, printed materials, work books and Display materials

## 2) Visual

Visual media is a kind of media that can be seen or touched by the students. For example: picture, diagram, and chart.

## 3) Audio Visual

Audio visual is media that two have sources, it is hearing and watch. According to Ashaver and Igyuve (2013) Audio-Visual is an Aids as “training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, used in classroom instructions, library collections or the likes. For example: video clip, and slide.

# 6. Video in Language Teaching Learning

There are some of media that use to help teacher easy convey material, One of media that can use teaching learning English is video. Video can categorize as audio visual, because students will get any information like sound and picture. On the other hand, video can make students easy to absorb material that was conveying and also video can attract learning motivation of learners. 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 characters in the videos. According to Harmer (2007), that video can add special extra dimension to the learning experience. Based on explanation above, that video is media can transfer message or information which serves visual, symbolic codes, language images, literacy, and emotional experience.

## **7. Review on BBC Learning English**

### **a. Overview of BBC Learning English**

BBC Learning English is a department of the BBC World Service devoted to English language teaching. The service provides free resources and activities for teachers and students, primarily through its website. It also produces radio program which air on some of the BBC World Service's language services and partner stations. It has won numerous awards, including two Eltons from the British Council and an English Speaking Union award for innovation in English language teaching.



Figure 2.1 The Logo of BBC Learning English

The department was established in 1943. Since then, it has changed names multiple times, appearing as "English by Radio" (or ExR), "English by Radio and Television" and "BBC English", before arriving at "BBC Learning English". BBC World Service began broadcast English language teaching program in 1945 for beginners, intermediate and advanced learners, for adult and children. There were number of series for teaching language comprehension with a help of song lyrics, such as Pop Words. It was usual for the major broadcasters in the 1950s to have a program teaching the language of the country the broadcaster served.

As part of the BBC World Service, BBC Learning English has been teaching English to global audiences, offering free audio, video and text materials to learners around the world. From

people mobile English courses in Bangladesh and Latin America to people online offer for millions of Chinese learners, BBC Learning English provides multimedia English language teaching materials to meet learners' needs.

Many of people materials are delivered as full length courses but each component of the course is standalone and can be studied on its own. This means the learner can choose the best way to study for them; by following a full course or by following the individual materials most appropriate to them. People can find out more about BBC Learning English current and future courses in the website. BBC Learning English also have a range of long-running features such as 6 Minute English, The English We Speak and Lingohack.

In this research, the researcher used the videos from BBC Learning English YouTube channel. The researcher took simple past tense videos from BBC Learning English YouTube channel as an instrument of this research with the duration about 6 minutes each video.

#### **b. BBC Learning English YouTube Channel**

BBC Learning English has a YouTube channel since 2008. The aim of BBC Learning English is to help the transformation of national education system in order to bring the high-quality of language materials to every learner and teacher who wants. BBC

Learning English facilitates the International students to come and study in the UK and British in order to experience for living abroad. Besides, BBC Learning English also facilitates schools around the world together through online, so both learners and teachers from different countries can learn each other.

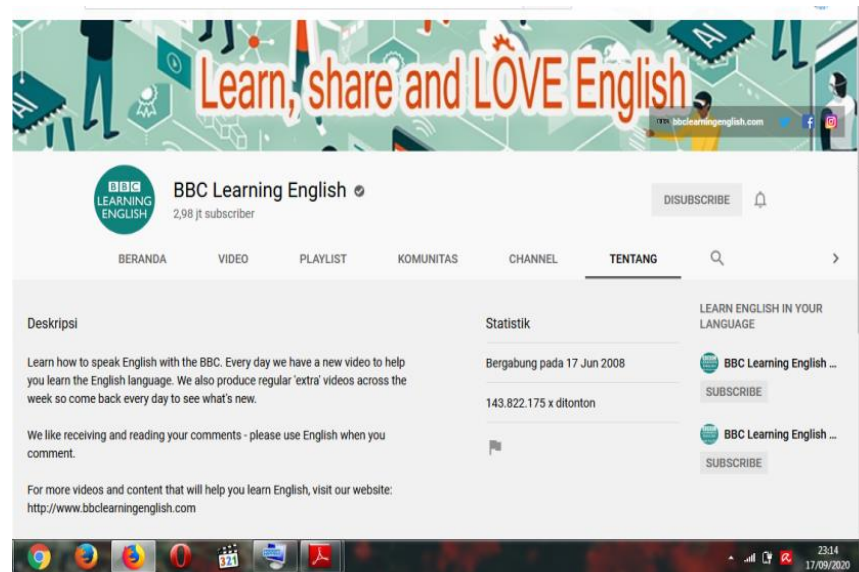


Figure 2.2 BBC Learning English YouTube Channel

BBC Learning English YouTube Channel has 2.98 million subscribers and it has been accessed by 143.822.175 times until September 2020, through broadcasts and publication. BBC Learning English works with more 100 countries across the world in the fields of English language; arts and culture; and education and civil society. In BBC Learning English YouTube channel covers all of the language lessons which consist of reading, writing, listening and speaking, grammar, vocabulary, etc.



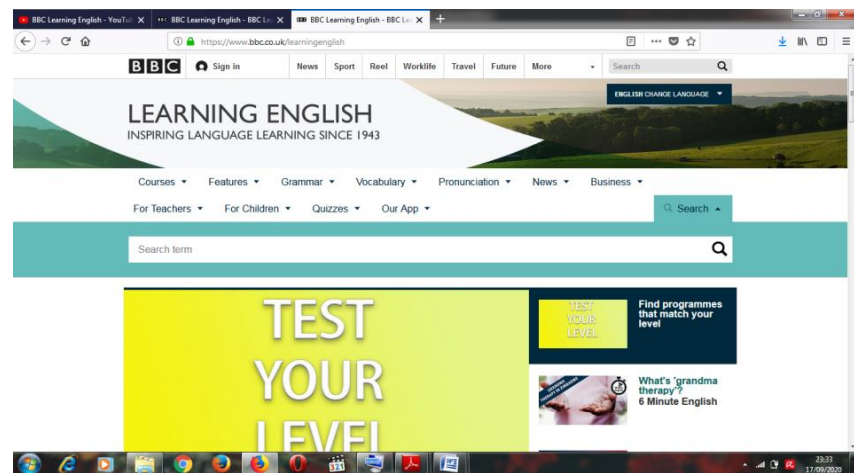


Figure 2.3 Lessons in BBC Learning English

YouTube can offer many features as a teaching tool. As a free teaching resource it can save educational budget. It will also help students learn English language in and out the classroom; they can explore different English cultures with different accents. However, the two main advantages of using BBC Learning English video as part of YouTube are authenticity and student motivation. These two concepts can possibly be incorporated and enhanced by using YouTube.

Another significant advantage of using BBC Learning English video of YouTube is motivation. It is one of the important factors contributed to SLA. When students expose to real language of real people in which they can learn English language as native speakers, they will be more motivated and enthusiastic to learn. Moreover, students of the Net-generation are more frustrated and bored of the traditional methods of learning English language. Therefore, using BBC Learning English video videos in teaching English can stimulate students' attention and interest. Boster (2002) referred to studies in which teachers believe that video presentations increase students' attention and curiosity and therefore increase their motivation and retention.

BBC Learning English video has an easy access for students either by their cell phones or laptops, they can watch videos anytime outside or inside the classroom which make them

more motivated and eager to learn. Lin (2000) believed that “short film clips and longer films can be used in class to motivate ESL students and enhance their listening and speaking skills”. In study by Jun Choi and Johnson (2005) on the effect of context-based video instruction on students’ learning and motivation in online courses, they found that there is a significant difference in learners’ motivation and retention compared to traditional text-based instruction. Similarly, Bravo, Amante, and Enache (2011) investigated the use of videos as an educational tool to increase student motivation at the School of Industrial and Aeronautical Engineering of Terrassa (ETSEIAT). The results of their study indicated that students considered videos are more enjoyable ways to introduce the subject and a mean to increase their motivation.

**c. The Series of Video Playlist on BBC Learning English**

**YouTube Channel**

There are several series of video playlist on BBC Learning English YouTube Channel, they are:

**1) Basic Grammar**

This is the grammar series for beginner level learners.

On this page people can find a range of basic grammar videos to boost their language skills. Each video covers a key grammar point with all the explanations, examples and

activities people need to become a basic grammar champion - in just 6 minutes. Grammar topics include present simple and present continuous tenses, the present perfect, prepositions, relative clauses, modal verbs, adjectives, the first conditional, phrasal verbs and much, much more.

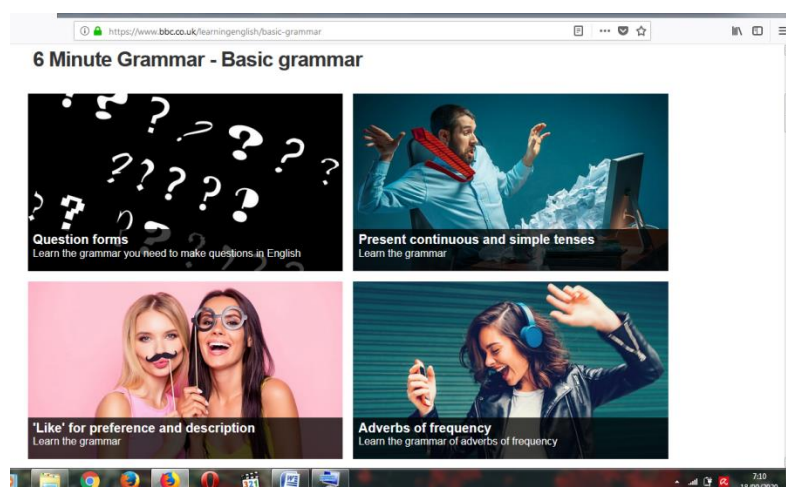


Figure 2.4 Basic Grammar Series

## 2) Lower Intermediate Grammar

This is the next level of basic grammar. On this page people can start the intermediate level and learn deeper about grammar. On this page people can find a range of lower intermediate grammar videos to boost their language skills. Each video covers a key grammar point with all the explanations, examples and activities people need to become a lower intermediate grammar champion - in just 6 minutes. Grammar topics include how to say “hello”, suffixes, question forms, etc.

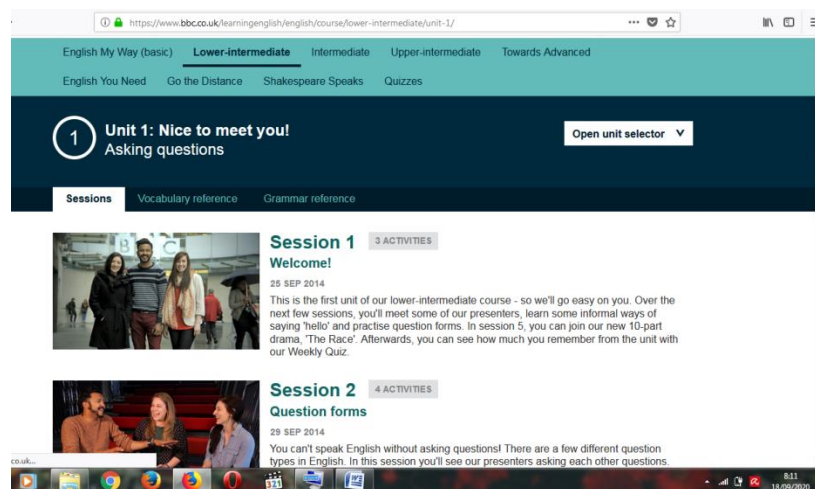


Figure 2.5 Lower Intermediate Grammar Series

### 3) Intermediate Grammar

This is the next level of lower intermediate grammar. On this page people can continue the intermediate level and learn deeper about grammar. On this page people can find a range of intermediate grammar videos to boost their language skills. Each video covers a key grammar point with all the explanations, examples and activities people need to become an intermediate grammar champion - in just 6 minutes. Grammar topics include using hyphen, Compound adjectives with hyphens in them include: adjective/adverb + present participle, ages and numbers before a noun compound numbers from twenty-one to ninety-nine. Compound adjectives can be formed in other ways, for example: adjective/adverb + noun, noun + adjective, adverb/noun + past participle before a noun, three-word

compound adjectives before a noun, Compound adjectives without hyphens include: adverb/noun + the past participle after a noun, three-word compound adjectives after a noun, compound adjectives made with an adverb ending in -ly, both before and after a noun. Compound nouns do not usually have a hyphen.

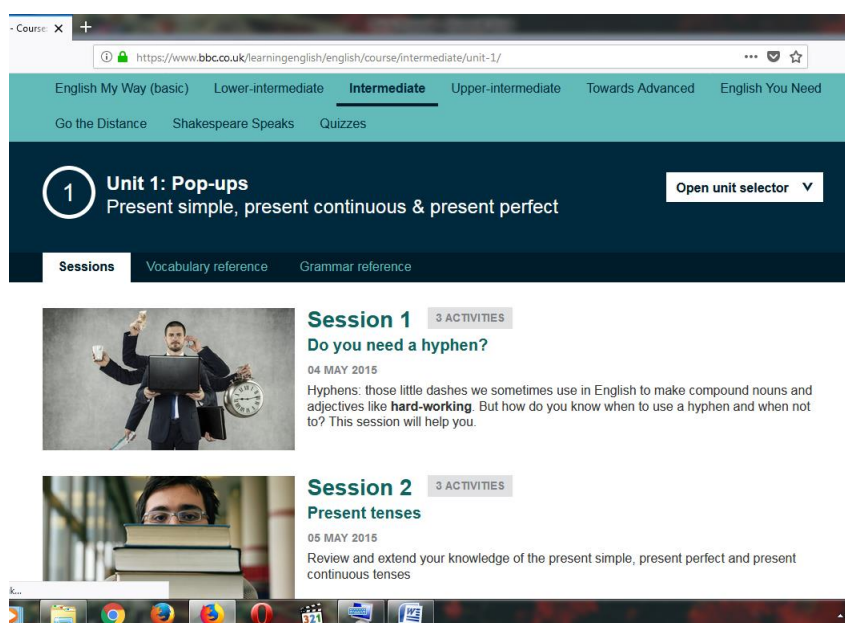


Figure 2.6 Intermediate Grammar Series

#### 4) Upper Intermediate Grammar

This is the next level of intermediate grammar. On this page people can continue the intermediate level and learn deeper about grammar. On this page people can find a range of upper intermediate grammar videos to boost their language skills. Each video covers a key grammar point with all the explanations, examples and activities people need to become

an upper intermediate grammar champion - in just 6 minutes. Grammar topics include the third conditional that talk about imagined past events: things that might have happened in the past, but did not happen. A conditional sentence has two parts. In the third conditional, the **if** part is the imaginary situation in the past, and the main part is what could have happened (but didn't happen) as a result. When make the third conditional with **if + past perfect**, and **would have + past participle**. The two parts can come in any order. When write, put a comma between the if part and the result part. Don't use a comma when the resultpart comes first.

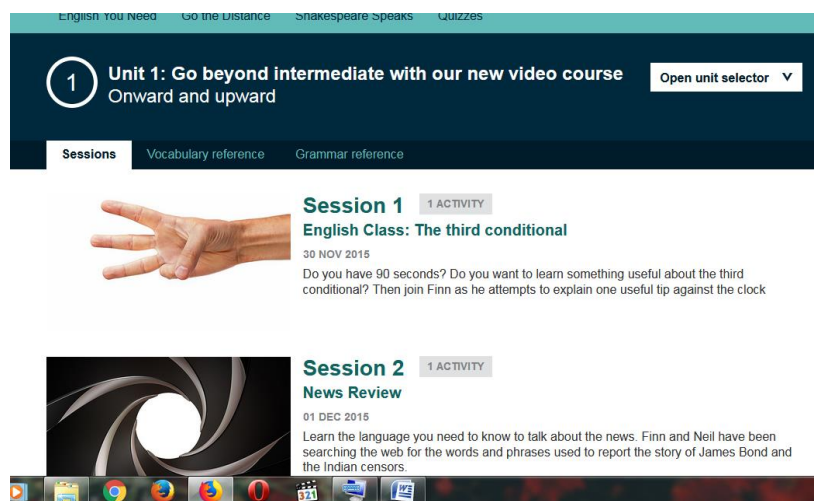


Figure 2.7 Upper Intermediate Grammar Series

## 5) Toward Advanced Grammar

This is the next level of intermediate grammar. On this page people can start the advanced level and learn deeper

about grammar. On this page people can find a range of upper intermediate grammar videos to boost their language skills. Each video covers a key grammar point with all the explanations, examples and activities people need to become an upper intermediate grammar champion - in just 6 minutes. Grammar topics include all about relative clauses.

Relative clauses are used to give additional information about a noun, such as a person, place or thing. Relative pronouns introduce a relative clause. They include who for people, that and which for things, when for time, and whose to show possession. Relative clauses belong to one of two categories: defining relative clauses and non-defining relative clauses.

The screenshot displays the 'Towards Advanced' section of the English My Way website. The top navigation bar includes links for 'English My Way (basic)', 'Lower-intermediate', 'Intermediate', 'Upper-intermediate', and 'Towards Advanced' (which is highlighted). Below this, there are links for 'English You Need', 'Go the Distance', 'Shakespeare Speaks', and 'Quizzes'. The main header area features a large '1' in a circle, indicating 'Unit 1: Towards advanced', with the text 'Welcome to our new course' and an 'Open unit selector' button. Below the header, there are tabs for 'Sessions', 'Vocabulary reference', and 'Grammar reference'. The 'Sessions' tab is active, showing two sessions: 'Session 1: BBC Masterclass' (dated 04 JUL 2016) and 'Session 2: News Review' (dated 05 JUL 2016). Each session has a '1 ACTIVITY' button. The 'BBC Masterclass' session includes a video thumbnail titled 'Non-defining relative clauses' and a description: 'Non-defining relative clauses are a speaker's friend. Dan teaches us five ways to use them in this bite-sized video.' The 'News Review' session includes a video thumbnail showing the NASA Juno mission and a description: 'NASA's Juno mission has arrived at Jupiter. Find out more with Neil and Sian as they look at how the world's media is reacting and the words you need to talk about the story.'



Figure 2.8 Advanced Grammar Series

According all the explanation above, there are five level series of BBC Learning English YouTube channel. There are basic grammar, lower intermediate grammar, intermediate grammar, upper intermediate grammar and advanced grammar. In this research only concern on basic grammar, especially about simple past tense.

## **B. Previous Study**

There are several studies in applying video or technology in English teaching learning process. Misty Ratnadya Pridadi, the student of IAIN Surakarta conducted a research entitled “Improving Students’ Motivation and Reading Comprehension by Using Kahoot! (Classroom Action Research at the Eleventh Grade of SMA N 1 Wonosari in Academic Year 2019/2020)”. The research was conducted in two cycles at the eleventh grade students of SMA Negeri 1 Wonosari in academic year 2019/2020. Every cycle consists four meetings include post-test. Each meeting consists of four steps: planning, action, observation, and reflection. The research data were collected by using questionnaire and test. The qualitative data were analyzed through describing all of the implementations in both cycles. The result of the test showed the improvement of students’ motivation and students’ reading comprehension. The improvement of students’ motivation can be seen at the result questionnaire, they were the significant improvement of students’ motivation.

Muhammad Pahlevi conducted the research entitled “Using YouTube Video on the Tenth Graders’ to Improve Writing Procedural Text Achievement at SMA N 1 Klego”. The population of this research were 98 students and through random sampling method. There are two cycles in this research. The result of this research is YouTube video significantly affected the tenth graders’ writing procedural text achievement at SMA N 1 Klego.

The fourth, from the International Seminar on education by Sanny Noviana Dian Astuti in 2019 entitled “Fun Activities in English by Using BBC Learning English”. The result of this paper is the use of technology also increases students’ engagement and motivation and accelerates learning. However, mostly students get bored with traditional tools and ways of teaching. In this case, teachers’ creativity in modifying teaching and technology is needed since students nowadays are engaged with their digital tools. Therefore, there is one solution to overcome this case which called BBC Learning English. It can be used to monitor each student’s knowledge and to identify areas where the students would benefit from more one-to-one teaching, but it is more generally used as a break from traditional classroom activities.

Rahmi Soraya conducted the research entitled “The Contribution of Grammar Mastery toward Speaking Ability at the Second Year Students of MAN 2 Model Pekanbaru”. The design of this research was correlation study. This study tried to find out the contribution of grammar to English

speaking ability. The writer took 30 students of second year as research subjects. In collecting data, the writer used a grammar test and oral test. The writer used SPSS 16 to analyze the data. From result of data analysis, it could be concluded the students' grammar mastery was enough and their speaking ability was less. The value of coefficient correlation ( $r$ ) = 0.616. And it showed that there was significance contribution of grammar mastery to speaking ability which was showed by the result of  $t$ -computed bigger than  $t$ -table. From the result above, it could be concluded that there was positive contribution of Grammar Mastery toward Speaking Ability of Second Year Students at MAN 2 Model Pekanbaru.

Arum Mustikawati conducted the research entitled "The Effectiveness of Using Video in Teaching Speaking for the Eight Grade Students of SMP N 1 Manisreggo". This research was classified as a quasi-experimental study. It involved 68 students of two groups, Class VIII A as the experimental group and Class VIII B as the control group. The experimental group was taught using video, whereas the control group was taught using the textbook-based technique. The data were calculated by using a computer program, SPSS 19.0 for Windows. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using the ANCOVA test. The results of the research show that the video technique significantly improves the students' speaking ability in the English teaching at SMP N 1 Manisrenggo.

Ebtesam Thabet Alqahtani conducted the research entitled “The Effectiveness of Using YouTube on Enhancing EFL Students’ Listening Comprehension Skill”. The subjects were 26 students from the third secondary grade at Al Arqam Saudi Private School. The sample of the study was randomly selected and divided into two groups by the researcher; the experimental group consisted of 14 students and the control group consisted of 12 students and they participated in an eight week experiment during the first semester. The experimental group was instructed using YouTube videos while the control group was instructed using the traditional audio-method. At the end of the experiment both groups were post tested on their listening comprehension performance and the results were calculated using a t-test. These results implied that the use of YouTube videos provided an authentic native speaker setting that is beneficial to EFL learners. It is also regarded as a motivating factor that encouraged EFL students to develop their listening comprehension skills and gained a deeper understanding of the foreign language.

Zari Saeedi conducted the research entitled “The Application of Technology in Teaching Grammar to EFL Learners: the Role of Animated Sitcoms”. In this research there are 34 participants were selected and divided into two groups. In the control group (N=17) conditional sentences were taught through the explicit way of teaching grammar whereas the participants of the experimental group (N=17) learned about the conditional sentences through exposure to the animated sitcom. The results

showed a positive attitude to the animated sitcom as well as its use in teaching conditional sentences. The findings of this study have implications for L2 learners, encouraging them to change their view of grammar and looking at it from a more communicative perspective.

Aniyatu Sholikhati conducted the research entitled “The Use Video to Improve the Twelfth Grade Students’ Ability in Writing News Item Text at MA NU 01 Banyuputih Batang in the Academic Year of 2019/2020”. The methodology of this research was Classroom Action Research (CAR). The subject of this research is 36 students of XII Bahasa at the MA NU 01 Banyuputih. The data collected were qualitative but also supported by quantitative data. The researcher used SPSS 20.00 for analyzing the test. The result of this research shows that using of video can improve the twelfth grade students’ ability in writing news item text at MA NU 01 Banyuputih.

According to the all previous study above, it can be shows the similarities and the differences with this research, as followed:

Table 2.1 The similarity and difference between previous studies and the research

No	Title	Year	Similarity	Difference
1	Improving Students’ Motivation and Reading	2019	The similarity is using	The differences are on the variable and media. In that previous study,

	Comprehension by Using Kahoot! (Classroom Action Research at the Eleventh Grade of SMA N 1 Wonosari in Academic Year 2019/2020)		Classroom Action Research to improve students' score	the variables are motivation and reading comprehension whereas this research is grammatical mastery. And the media used on the previous study is Kahoot, whereas in this research is BBC Learning English.
2	Using YouTube Video on the Tenth Graders' to Improve Writing Procedural Text Achievement at SMA N 1 Klego	2018	The similarities are the using of media, it is YouTube video, and the same kind of research it is Classroom Action	The differences are on the variable. In that previous study, the variables are writing procedural text achievement whereas this research is grammatical mastery.

			Research.	
3	Fun Activities in English by Using BBC Learning English	2019	The similarity is using BBC Learning English to learn English	The differences are the method used on the research and objectives of the research. In that previous study, the researcher uses qualitative research, whereas in this research, the researcher uses classroom action research. And the objective of the study from that previous study is just for analyzing BBC Learning English for fun activities in English, whereas in this research, the objective of the study is to improve students' grammatical mastery.

4	The Contribution of Grammar Mastery toward Speaking Ability at the Second Year Students of MAN 2 Model Pekanbaru	2018	The similarity is the main variable, it is grammar mastery.	The difference is objectives of the study. The objective of the study of that previous study is to know the contribution of grammar mastery toward speaking ability, whereas in this research, the objective of the study is to improve students' grammatical mastery.
5	The Effectiveness of Using Video in Teaching Speaking for the Eight Grade Students of SMP N 1 Manisreggo	2017	The similarity is both of the researches are using video in teaching English.	The differences are the kind of the research and the objectives of the study. That previous study is experimental research, whereas in this research is classroom action research. And the objective of the



				research of that previous study is to know the effectiveness of using video in teaching speaking, whereas in this research, the objective of the study is to improve students' grammatical mastery by using video.
6	The Effectiveness of Using YouTube on enhancing EFL Students' Listening Comprehension Skill	2017	The similarity is both of the researches are using video in teaching English.	The differences are the kind of the research and the objectives of the study. That previous study is experimental research, whereas in this research is classroom action research. And the objective of the research of that previous study is to

				know the effectiveness of using video in teaching listening comprehension, whereas in this research, the objective of the study is to improve students' grammatical mastery by using video.
7	The Application of Technology in Teaching Grammar to EFL Learners: the Role of Animated Sitcoms	2017	The similarity is using technology to teach grammar.	The differences is kind of the technology used, it is video from BBC Learning English.

### C. Rationale

According to the all statement above, grammar is the important part of English that have to be mastered by the students. And based on pre-research conducted by the researcher, the tenth grade students of SMA N 1 Nogosari have difficulties in arranging simple past tense sentence. Video is a good media for learning English especially grammar. There are many researches about improving students' grammatical mastery using video,

and the result shows that video successfully improve students' grammatical mastery.

According to the statement above, the researcher will conduct the research about improving students' grammatical mastery using video from BBC Learning English for the tenth grade students of SMA N 1 Nogosari.

#### **D. Hypothesis**

Based on the theory that is stated above, the researcher formulates the hypothesis that the using of BBC Learning English can improve the simple past tense mastery of the students in X IPS 1 class.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher presents about the research method, research setting, population, sample and sampling technique, procedure of the research, technique of collecting the data, and technique of analyzing the data.

#### **A. Research Method**

In this research, the researcher will conduct a classroom action research. Action research is a combination of two different activities which are action and research. Action is related to the process of taking an action by introducing a treatment and intervention to a social context, and the latter includes systematic observations and data collection and analysis (Wang, 2016). Miles (2011) clarifies the stage of action research that includes, identify an area of focus, collect data, develop an action plan, and analyze and interpret data.

Kemmis and McTaggart (in Nunan 1992:17) argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative, and thirdly, that it is aimed at changing things. From the above definitions, it can be summarized that action research is a systematic research done, by teachers, researchers, principals, school counselors, administrator, or other educational professionals to solve problems in order to get better improvement. In this

research, the researcher aims to overcome the students' problem in improving their grammatical mastery. The researcher collaborates with the teacher. The researcher discusses with the teacher about the topic and the test items. The researcher watches and observes the process.

According to Kember (2000:25) the process of action research is cyclical or spiral process where each cycle consists of planning, action, observation and reflection, which usually leads to revise or totally a new plan and continuation of the action research process in second cycle, and so on until the student's achievement have reached particular limitation as purposed. In order to make it easier, we would like to present a model of action research stated by Kemmis and McTaggart in Hopkins (1993).

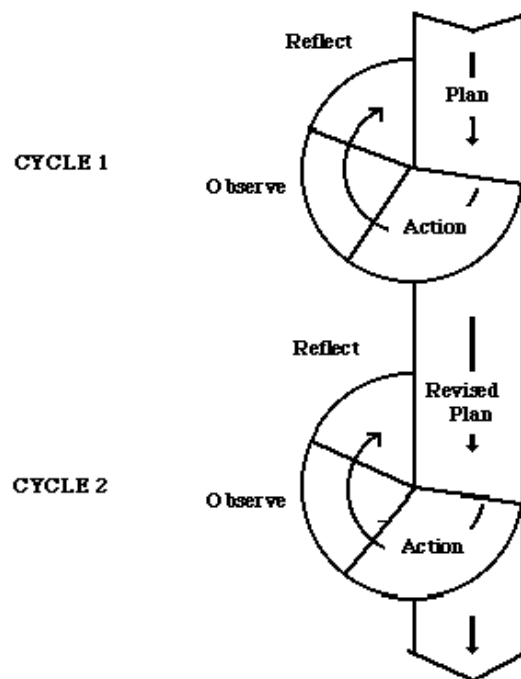


Figure 3.1 Classroom Action Research Concepts by Kemnis in Hopkins (1993)

## B. Research Setting

Based on the title, this research will be conducted at SMA N 1 Nogosari in the academic year 2020/2021. SMA N 1 Nogosari is located on Nogosari Street, Dusun 2, Glonggong, Boyolali. This school has three grades. The grades are tenth grade, eleventh grade, and twelfth grade. Each grade consists of 4 classes.

The research will be conducted in X IPS 1. Based on the interview with the teacher, the students have many problems in learning English. And the teacher still has problems in teaching technique and limited media. Based on the observation, the students have difficulties in

grammatical mastery. They have the difficulties in using the right pattern of tenses.

### **C. Population, Sample and Sampling Technique**

#### **1. Population**

According to Muijs (2004: 15), population is the group of people we want to generalize to. Scott and Deirde (2009: 26) argued that population is the universe of people to which the study could be generalized, and a sample is the subject of people from the population who will participate in the current study.

The population of this research is the tenth grade students of SMA N 1 Nogosari in the academic year 2020/2021. There are five classes for the tenth grade students of the school. They are 178 students those are divided into five grades namely grade X MIPA 1, X MIPA 2, X MIPA 3, X IPS 1 and X IPS 2.

#### **2. Sample**

Sample is a part of population. It means that sample is a part of population from which the research data are obtained. The sample should represent the population since the research result will be generalized to the population.

When large populations, and researchers may not learn all that there is in the population (Sugiyono 2013: 118). The sample of this research is X IPS 1 with 36 students.

### **3. Sampling Technique**

Arifin (2012: 216) states that sampling is the way to take the sample and usually depend on the technique or type of sampling that used. According to Darmawan (2013: 238) states that sampling is the number of group members and random samples taken necessary and appropriate between the subject and the number of established measurement procedures.

In this research, the researcher use purposive sampling to take the sample. According to the interview with the teacher, X IPS 1 is the class that has a low score than other classes. X IPS 1 also has the problems in making a good sentence in simple past tense according to the score they got. According all the reasons, the researcher chooses X IPS 1 as the sample of this research in order to improve their grammatical mastery in simple past tense.

### **D. Procedure of the Research**

The implementation of classroom action research in this study as follow:

#### **1. Planning**

In this step, the researcher is helped by a collaborator to prepare everything before the teaching and learning process. The collaborator in this research is Dewi, an English teacher in SMA N 1 Nogosari. The researcher and the collaborator prepare everything related to the action as follows:



- a. Making lesson plan.
- b. Preparing the material in BBC Learning English and researcher's video and designing the step in doing the action.
- c. Preparing test for pre-test and post-test.
- d. Designing an observation checklist.
- e. Designing the questions for interviewing the students.

## **2. Implementing action**

This step is implementation of BBC Learning English to teach simple past tense by steps as follows:

- a. Giving pre-test

The researcher gives the pre-test to the students to know the grammatical mastery of each student. The test is about simple past tense. The allocation time for the students is 30 minutes.

- b. Teaching simple past tense using BBC Learning English and video by researcher.

After knowing the grammatical mastery of the students, researcher teaches the students with the media that researcher prepared before. The media used in this research is BBC Learning English and explanation video from researcher. The students will be ordered by teacher to watch the video given by the researcher in WhatsApp group.

- c. Giving post-test

The form of this test is written test, it does to understand the improvement of understanding simple past tense. The test will be given in each cycle, after the material was given.

### **3. Observing the research**

The researcher will do the teaching process and the researcher also monitored the students in the session when they respond to the researcher during teaching and learning process via WhatsApp group. The researcher used the observation checklist as a guidance of the research. And the researcher notes the responses of the students in the teaching and learning process. And the researcher interview for the students and the English teacher about the lesson via WhatsApp.

### **4. Reflecting the research**

Reflecting is an action to reflect or think about evaluation which is done by the researcher related to the classroom action research. The results of the observation are analyzed to remember what have happened. Meanwhile, the researcher evaluates the teaching and learning process during the implementation phase through self-reflection and observer notes. To reflect on the students' improvement, the researcher used the test score on each cycle. From the results above, the next cycle can be resolved and designed.

In this study, the classroom action research will conducted to improve students' grammatical mastery in simple past tense. The researcher use BBC Learning English video as the media to help the

students. The reflection shows whether BBC Learning English can improve students' grammatical mastery or not.

## **E. Technique of Collecting the Data**

In collecting the data, the researcher used qualitative data. The detailed techniques of the data collections are on the following explanation:

### **1. Test**

The test is a set of question, exercises, or practical activities to measure someone's skill, ability, or knowledge (Longman, 2008:1647). Test method is used to assess and measure the student achievement especially cognitive aspect. The test is composed in question that given to the participant to get the answer from the participant in written form. In this study, test is used to get the data about the students' grammatical mastery in simple past tense. The researcher and the collaborator discussed to make the grammatical mastery test together.

### **2. Questionnaire**

A questionnaire is one of some techniques used by the researcher. The questionnaire was used to know the improvement of students' motivation in writing recount text. The researcher gave two questionnaires to students, before implementing BBC Learning English video and after implementing BBC Learning English video.

The researcher created the questionnaire based on the motivation theory by Harmer (2007). The researcher used intrinsic and extrinsic motivation as the indicator. The questionnaire consists of 20 items. The researcher distributed the questionnaire to the students at the preliminary study. It enabled to know the students' difficulties and improvement in learning English, especially in grammatical mastery.

#### **F. Technique of Analyzing the Data**

The researcher classified the data used model analysis by Miles and Huberman (Sugiyono, 2012:246) which consist of three activities. The activities are:

##### **1. Reducing the data**

The researcher must short, classify and simplify the note from observation checklist and test. The researcher got observation checklist from the result of observation. The observation was done by the researcher who observed all of the activities during the teaching and learning simple past tense through BBC Learning English. It is done to know the reflection and responses of the students in teaching learning process and to know the condition of the subject. Test finished after the researcher giving the material of simple past tense by using BBC Learning English. In this section, the researcher wants to know the grammatical mastery of students in simple past tense by using BBC Learning English. The score of writing test is to know the achievement and to measure the students' grammatical mastery improvement.

## 2. Explaining the data

In this step, the researcher arranged the description of the data. They were the data of observation and test. The researcher described and discussed the finding of the research in the form of systematic classification. The result of pre-test and post-test analyzed using a formula proposed by Arikunto et.al. (2010:150).

The formula is:  $X = \frac{\sum X}{N}$  and  $Y = \frac{\sum y}{N}$

X = mean of pre-test

Y = mean of post-test

N = number of students

$\sum x$  = the sum of pre-test

$\sum y$  = the sum of post-test

If the mean score increase in post-test, it means the students' grammatical mastery is improving. Then, it can be concluded that BBC Learning English can be used to overcome the students' problems in simple past tense.

## 3. Drawing Conclusion

The last step is drawing conclusion. The researcher will take the conclusion and suggestion of the investigation of the data displays. The researcher made conclusions from the data which has been discussed or a result of the study. In making the conclusion, the researcher collaborated with the collaborator.

## **G. Techniques of Validating the Data**

The researcher also needs to analyze the validity of the data sources to get the valid data. To get the data validity of the research, the researcher used reliability and validity.

### **1. Reliability**

Reliability refers to the consistency of a measure. Psychologists consider three types of consistency: over time (test-retest reliability), across items (internal consistency), and across different researchers (inter-rater reliability).

In this research, the researcher use assessing test-retest reliability requires using the measure on a group of people at one time, using it again on the same group of people at a later time, and then looking at test-retest correlation between the two sets of scores.

### **2. Validity**

Validity is the extent to which the scores from a measure represent the variable they are intended to. When a measure has good test-retest reliability and internal consistency, researchers should be more confident that the scores represent what they are supposed to. There has to be more to it, however, because a measure can be extremely reliable but have no validity whatsoever.

In this research, the researcher use content validity, it is the extent to which a measure “covers” the construct of interest. It is assessed by

carefully checking the measurement of the data using Microsoft Excel and SPSS.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the result of classroom action research. It describes research findings and discussions about the improvement of students' grammatical mastery in writing recount text by using video on BBC Learning English as media in teaching learning process. This chapter also purposed to answer the problem formulations above. The explanation of each part is presented below.

#### **A. Research Findings**

This research is about the implementation of BBC Learning English video to improve students' simple past tense mastery of the X grade students of SMA Negeri 1 Nogosari. The objective of this research is to improve students' simple past tense mastery in writing recount text of the X grade students of SMA Negeri 1 Nogosari and how the students' motivation in the class when BBC Learning English video is used. This chapter has two main sections, they are implementation and discussion. The schedule of the research was:

Table 4.1 The Schedule of the Research

<b>No</b>	<b>Date</b>	<b>Activity</b>	<b>Time</b>
1	20 July 2020	Pre-research, observation	09.00 a.m –



No	Date	Activity	Time
		and Interview with the teacher	11.00 a.m
2	27 July 2020	Interview with the students, pre-test and questionnaire	08.30 a.m – 10.00 a.m
3	16 September 2020	Cycle 1 First meeting	07.00 a.m - 08.30 a.m
4	18 September 2020	Cycle 1 Second meeting	08.30 a.m – 10.00 a.m
5	23 September 2020	Cycle 2 First meeting	07.00 a.m - 08.30 a.m
6	25 September 2020	Cycle 2 Second meeting	08.30 a.m – 10.00 a.m
7	30 September 2020	Questionnaire	07.00 a.m - 08.30 a.m

In order to reach the objectives of the research, the researcher used classroom action research (CAR) which consisted of two cycles and every cycle was conducted in 2 meetings. Here each cycle contains 4 elements, namely planning, acting observing, and reflecting. The description of each cycle can be seen as follows:

Before doing action, the researcher conducted the observation to know the condition of the English teaching and learning process of X IPS 1 students of SMA Negeri 1 Nogosari in the academic year 2020/2021.

Based on the observation, the researcher found the problems during the English teaching learning process at X IPS 1 students of SMA Negeri 1 Nogosari in the academic year 2020/2021. The students' scores was low, it was under the passing grade. It caused by the low of students' simple past tense mastery and enthusiast in learning English.

Based on the interview with the students, they were bored and assumed that English is a difficult subject. They also assumed that reading is a boring activity. In the teaching learning process, the teacher used the conventional techniques and media. The teacher used the book to explain it.

Therefore, the researcher wanted to give alternative media to teach English to improve their grammatical mastery. From the implementation of BBC Learning English video, the researcher hoped that it can improve the students' grammatical mastery. So, the researcher gave a pre-test and the questionnaire to the students before the implementation of BBC Learning English video as media. The students' grammatical mastery was measured by the test. The pre-test was given on Monday, 27 July 2020. The rules of pre-test and interview are as the following:

1. Opening

Dewi, the English teacher of SMA Negeri 1 Nogosari opened the learning process in WhatsApp group. The teacher asked the students to pray together before start the meeting. Furthermore, the teacher checked attendance of the students. After all the students have

been present, the teacher continued to inform the students about the activities to take place.

## 2. Informing the Students

The teacher gave information on the same activities in those four times. The activities were pre-test, the teaching material, and then the post-test. Then, the teacher gave information about the procedure of pre-test, the material of pre-test and time allocation.

## 3. Giving Pre-Test

The teacher gave a pre-test that consists of 20 questions and the allocation time was around 45 minutes. The form of the test was multiple choices. After gave the pre-test, the teacher asked the students to answer interview question from the researcher in WhatsApp group before the action to know the students' difficulties in teaching learning English before implementing video on BBC Learning English.

## 4. The Result of Pre-Test and Questionnaire

The result of pre-test can be seen from the scores of students' grammatical mastery as followed:

Table 4.2 The Result of Pre-Test

No	Name	Pre-Test Score	Passing Grade	Category
1	AH	50	70	Failed

No	Name	Pre-Test Score	Passing Grade	Category
2	AE	65	70	Failed
3	AN	60	70	Failed
4	DA	55	70	Failed
5	DR	60	70	Failed
6	DA	65	70	Failed
7	DE	70	70	Passed
8	EF	50	70	Failed
9	EA	55	70	Failed
10	EW	65	70	Failed
11	FA	55	70	Failed
12	FS	50	70	Failed
13	FN	65	70	Failed
14	GR	60	70	Failed
15	GI	70	70	Passed
16	HB	70	70	Passed
17	IA	45	70	Failed
18	MR	65	70	Failed
19	MM	75	70	Passed
20	MN	70	70	Passed
21	NK	50	70	Failed

No	Name	Pre-Test Score	Passing Grade	Category
22	NI	55	70	Failed
23	NH	60	70	Failed
24	NM	65	70	Failed
25	PAD	75	70	Passed
26	PA	40	70	Failed
27	RS	50	70	Failed
28	RD	45	70	Failed
29	RM	60	70	Failed
30	RH	50	70	Failed
31	SJ	55	70	Failed
32	SN	55	70	Failed
33	SS	60	70	Failed
34	SA	65	70	Failed
35	US	55	70	Failed
36	YN	65	70	Failed
	TOTAL SCORE	2.125		
	MEAN	59		

From the data score of students' pre-test, it can be calculated using formula proposed by Arikunto et.al. (2010:150). Then the result of the mean score of students' pretest on the table as follow:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2.125}{36}$$

$$X = 59$$

The researcher also gave the questionnaire before implementing BBC Learning English video to know the students' motivation in learning English. The score of questionnaire is based on Likert Scale rating on the table below:

Table 2.3 Likert Scale Rating

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree (SA)	5	5
Agree (A)	4	4
Neutral (N)	3	3
Disagree (D)	2	2
Strongly Disagree (SD)	1	1

Standard of mean by Likert Scale as follows:

Table 4.4 Standard of Mean by Likert Scale

Mean Range	Interpretation
3.68 – 5.00	High degree of

	motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

The students answered the questionnaire in google form by the link bellow <https://forms.gle/bz8zVKeQnPsS22Aj9>. The questionnaire results of students' motivation are followed:

Table 4.5 The Questionnaire Result Before the Action

**Descriptive Statistics**

<b>Questionnaire</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Rating of Motivational Level</b>
X1.1	36	1	5	3.61	Moderate
X1.2	36	1	5	3.58	Moderate
X1.3	36	1	5	3.75	High
X1.4	36	1	5	3.75	High
X1.5	36	1	5	3.72	High
X1.6	36	2	5	3.67	Moderate
X1.7	36	1	5	3.69	High
X1.8	36	1	5	3.58	Moderate
X1.9	36	1	5	3.39	Moderate
X1.10	36	1	5	3.61	Moderate
X2.1	36	1	5	3.31	Moderate
X2.2	36	1	5	3.61	Moderate
X2.3	36	1	5	3.81	High
X2.4	36	1	5	3.67	Moderate
X2.5	36	1	5	3.61	Moderate
X2.6	36	1	5	3.44	Moderate
X2.7	36	1	5	3.53	Moderate
X2.8	36	1	5	3.67	Moderate
X2.9	36	1	5	3.61	Moderate
X2.10	36	1	5	3.58	Moderate
<b>MEAN</b>				<b>3.61</b>	<b>Moderate</b>

X1 = Questions for intrinsic motivation

X1.1 = Questions for intrinsic motivation number 1



- X1.2 = Questions for intrinsic motivation number 2
- X1.3 = Questions for intrinsic motivation number 3
- X1.4 = Questions for intrinsic motivation number 4
- X1.5 = Questions for intrinsic motivation number 5
- X1.6 = Questions for intrinsic motivation number 6
- X1.7 = Questions for intrinsic motivation number 7
- X1.8 = Questions for intrinsic motivation number 8
- X1.9 = Questions for intrinsic motivation number 9
- X1.10 = Questions for intrinsic motivation number 10
- X2 = Questions for extrinsic motivation
- X2.1 = Questions for extrinsic motivation number 1
- X2.2 = Questions for extrinsic motivation number 2
- X2.3 = Questions for extrinsic motivation number 3
- X2.4 = Questions for extrinsic motivation number 4
- X2.5 = Questions for extrinsic motivation number 5
- X2.6 = Questions for extrinsic motivation number 6
- X2.7 = Questions for extrinsic motivation number 7

X2.8 = Questions for extrinsic motivation number 8

X2.9 = Questions for extrinsic motivation number 9

X2.10 = Questions for extrinsic motivation number 10

From the table above, the researcher can conclude that the students had moderate motivation with the mean of rating motivation level score is 3.61 in learning English. Most of them were not interested in English. They assumed that English was boring. They also had difficulties. On the other hand, they wanted to get a good score. They were very satisfied when they could get best score, and understood the difficult material in teaching learning.

The implementation of improving students' grammatical mastery through the use of BBC Learning English through classroom action research consisted of two cycles. For both cycles, the researcher gave the post-test. The test had 20 questions to be answered. Each cycle consisted of four meetings for delivering the materials and group discussions. Each meeting took 90 minutes. Every cycle consisted of steps consisting of identifying the problem, planning the action, the implementation of the action, observing or monitoring the action, reflecting and evaluating the result of the test, and revising the plan.

## **1. The First Cycle**

### **a. Identifying the Problem**

Before making the planning of the action for cycle 1, the problems identified in the pre-research were as follows. 1) the students had low motivation in learning grammar especially in learning simple past tense, so they are not enthusiastic when studying English in the class, 2) the students had low vocabulary mastery, so they do not understand every single word in the lesson, 3) the students get bored with the teaching-learning process because the teacher use books as the media, and most of them felt difficult to memorize all of the materials that have been studied in the school, 4) the students fear of the grammar, so they neglect grammar. To solve these problems, the researcher decided to conduct action research by using BBC Learning English to improve the students' grammatical mastery. The researcher believed that teaching grammar by using BBC Learning English can improve the students' grammatical mastery, also can change their assumption toward English lesson especially in grammar.

#### b. Planning the Action

By considering the facts explained above, the researcher planned to solve the problem. The researcher chose to go through BBC Learning English to teach grammar. The researcher believed that teaching grammar through BBC Learning English could improve students' grammatical mastery.

The researcher constructed the lesson plans that consisted of three terms. They are opening, main activity, and closing. The time allotment for every meeting was 90 minutes. The genre was recount text.

c. Implementing the Action Research

Dealing with the implementation of action research, the researcher conducted the research in two cycles consisting of four steps such as planning, acting, observing, and reflecting. There was an additional step in cycle one. It was revising the plan. The first cycle was based on the problem identification that had been conducted, while the second cycle was based on the revision of the first cycle. There were two meetings in each cycle include the post-test.

1) The First Meeting of Cycle 1 (Wednesday, 16 September 2020)

a) Opening

The first meeting was conducted on Wednesday, 16 September 2020 on WhatsApp group. At the beginning of the lesson, the teacher asked the students to pray together and checked the students' attendance. The teacher tried to make a good condition in the class by telling to the students that the day's activities would be grammar lesson about simple past tense.

b) Main Activity

The teacher gave the link of material that consisted of basic lesson of simple past tense by BBC Learning English video combined with the researcher explanation in YouTube. The students are given the opportunity to understand the purpose, the textual structure and the nature of the simple past tense. The students are given opportunity to ask about the things that they did not understand about the material.

c) Closing

The teacher asked the students to review the video and understanding it clearly. The teacher closed the meeting by praying together.

2) The Second Meeting of Cycle 1 (Friday, 18 September 2020)

a) Opening

The second meeting was conducted on Friday, 18 September 2020 on WhatsApp group. At the beginning of the lesson, the teacher asked the students to pray together and checked the students' attendance. The teacher tried to make a good condition in the class by telling to the students that the day's activities would be grammar lesson about simple past tense.

b) Main Activity

The teacher gave the review of material before. And then, the teacher gave a link of first post-test for the students. The students did that post-test in 45 minutes.

c) Closing

The teacher asked the students to review the video and understanding it clearly. The teacher closed the meeting by praying together.

The result of the first post-test as followed:

Table 4.6 The Result of Post-Test 1

No	Name	Passing Grade	Pre-Test	Post-Test 1	Category
1	AH	70	50	55	Failed
2	AE	70	65	65	Failed
3	AN	70	60	65	Failed
4	DA	70	55	60	Failed
5	DR	70	60	65	Failed
6	DA	70	65	65	Failed
7	DE	70	70	75	Passed
8	EF	70	50	70	Passed
9	EA	70	55	65	Failed
10	EW	70	65	65	Failed
11	FA	70	55	60	Failed

No	Name	Passing Grade	Pre- Test	Post- Test 1	Category
12	FS	70	50	55	Failed
13	FN	70	65	60	Failed
14	GR	70	60	75	Passed
15	GI	70	70	75	Passed
16	HB	70	70	75	Passed
17	IA	70	45	60	Failed
18	MR	70	65	60	Failed
19	MM	70	75	80	Passed
20	MN	70	70	70	Passed
21	NK	70	50	60	Failed
22	NI	70	55	65	Failed
23	NH	70	60	70	Passed
24	NM	70	65	70	Passed
25	PAD	70	75	85	Passed
26	PA	70	40	60	Failed
27	RS	70	50	65	Failed
28	RD	70	45	65	Failed
29	RM	70	60	65	Failed
30	RH	70	50	65	Failed
31	SJ	70	55	60	Failed

No	Name	Passing Grade	Pre- Test	Post- Test 1	Category
32	SN	70	55	70	Passed
33	SS	70	60	70	Passed
34	SA	70	65	65	Failed
35	US	70	55	60	Failed
36	YN	70	65	65	Failed
	<b>TOTAL SCORE</b>		2.125	2.380	
	<b>MEAN</b>		59	66.1	

From the calculation of the students' score, we knew that the students' grammatical mastery improved significantly. There was an improvement in the students' grammatical mastery from pre-test to post-test. Then the result of the mean score of the students' post-test 1 on the table is as follow:

$$Y = \frac{\sum y}{N}$$

$$Y = \frac{2.380}{36}$$

$$Y = 66.1$$

From the result of the tests, the mean score of the pre-test is 59 and the mean of post-test 1 is 66.1. It indicates that the students' grammatical mastery increased but it had



not satisfied yet. Therefore, the researcher had to do something to improve the students' grammatical mastery. The table of score comparison of the pre-test and the first post-test as followed:

Table 4.7 Score Comparison of Pre-Test and Post-Test 1

<b>Score Explanation</b>	<b>Pre-Test</b>	<b>Post-Test 1</b>
<b>Sum of the Score</b>	2.125	2.380
<b>The Number of Students</b>	36	36
<b>Students' Mean Score</b>	59	66.1
<b>Mean Score Improvement</b>	7.1	

Based on the table above, it can be summarized that the students' grammatical mastery improved from the pre-test to post-test 1. There was an improvement in the students' grammatical mastery. It was shown from the result of the post-test 1 that was 66.1. It was a higher score than the mean of the pre-test was 59 and the improvement in this cycle was 7.1.

After observing and evaluating the result of the test in cycle 1, there was an improvement of the students' grammatical mastery. It was shown from the result of the post-test 1 that was 66.1. It was higher than the mean score of the pre-test that was 59. There were changes in the students' response towards teaching learning process. It could be seen from the students' interest and motivation during the lesson. They paid more attention to the teacher's explanation, it can be seen from students' response toward the instrument had given to them, and they did their test quickly. The researcher concluded that the score was increased and BBC Learning English video was interesting and suitable for tenth grade students of senior high school, especially in teaching grammar.

## **2. The Second Cycle**

### **a. Revised Plan**

Based on the first cycle, it was found that some students were still confused in the material. The researcher also found that the others were active and interested when the researcher used BBC Learning English video in teaching learning process. In this cycle, the researcher taught the same topic combined with BBC Learning English video that is simple past tense, but with addition nominal sentence material. In the first cycle, the lesson plan just

focus on general sentence such as positive and negative sentence. In this cycle the researcher added the nominal sentence for make the students more understand and more enjoy the BBC Learning English video.

b. Designing the Lesson Plan

This lesson plan was design as the result of the revised lesson plan in cycle 1. The researcher made a lesson plan for two meetings. It was divided into a meeting for implementing and the other meeting for the post-test. The time allotment for each meeting was 2x45 minutes. In this step, the researcher planned pre-teaching, while teaching and also post-teaching.

c. Implementing the Action

1) The First Meeting in Cycle 2 (Wednesday, 23 September 2020)

a) Opening

The first meeting was conducted on Wednesday, 23 September 2020 on WhatsApp group. At the beginning of the lesson, the teacher asked the students to pray together and checked the students' attendance. The teacher tried to make a good condition in the class by telling to the students that the day's activities would be grammar lesson about simple past tense.

b) Main Activity

The teacher gave the link of material that consisted of basic lesson of simple past tense by BBC Learning English video combined with the researcher explanation in YouTube. The students are given the opportunity to understand the purpose, the textual structure and the nature of the simple past tense. The students are given opportunity to ask about the things that they did not understand about the material.

c) Closing

The teacher asked the students to review the video and understanding it clearly. The teacher closed the meeting by praying together.

3) The Second Meeting of Cycle 2 (Friday, 25 September 2020)

a) Opening

The second meeting was conducted on Friday, 25 September 2020 on WhatsApp group. At the beginning of the lesson, the teacher asked the students to pray together and checked the students' attendance. The teacher tried to make a good condition in the class by telling to the students that the day's activities would be grammar lesson about simple past tense.

b) Main Activity

The teacher gave the review of material before. And then, the teacher gave a link of first post-test for the students. The students did that post-test in 45 minutes. While the students did that post-test, the teacher carried out the observation from the researcher.

c) Closing

The teacher asked the students to review the video and understanding it clearly. The teacher closed the meeting by praying together.

The comparison of the scores resulted from the pre-test, post-test 1, post-test 2 can be seen in the following table:

Table 4.8 The score of pre-test, post-test 1 and post-test 2

No	Name	Passing Grade	Pre-Test	Post-Test 1	Post-Test 2	Category
1	AH	70	50	55	70	Passed
2	AE	70	65	65	75	Passed
3	AN	70	60	65	70	Passed
4	DA	70	55	60	70	Passed
5	DR	70	60	65	80	Passed
6	DA	70	65	65	75	Passed
7	DE	70	70	75	70	Passed
8	EF	70	50	70	75	Passed
9	EA	70	55	65	70	Passed

No	Name	Passing Grade	Pre- Test	Post- Test 1	Post- Test 2	Category
10	EW	70	65	65	75	Passed
11	FA	70	55	60	70	Passed
12	FS	70	50	55	65	Failed
13	FN	70	65	60	70	Passed
14	GR	70	60	75	75	Passed
15	GI	70	70	75	90	Passed
16	HB	70	70	75	70	Passed
17	IA	70	45	60	65	Failed
18	MR	70	65	60	65	Failed
19	MM	70	75	80	90	Passed
20	MN	70	70	70	75	Passed
21	NK	70	50	60	65	Failed
22	NI	70	55	65	65	Failed
23	NH	70	60	70	75	Passed
24	NM	70	65	70	65	Failed
25	PAD	70	75	85	90	Passed
26	PA	70	40	60	65	Failed
27	RS	70	50	65	70	Passed
28	RD	70	45	65	70	assed
29	RM	70	60	65	75	Passed

No	Name	Passing Grade	Pre- Test	Post- Test 1	Post- Test 2	Category
30	RH	70	50	65	80	Passed
31	SJ	70	55	60	75	Passed
32	SN	70	55	70	75	Passed
33	SS	70	60	70	75	Passed
34	SA	70	65	65	70	Passed
35	US	70	55	60	70	Passed
36	YN	70	65	65	65	Failed
	<b>TOTAL SCORE</b>		2.125	2.380	2.615	
	<b>MEAN</b>		59	66.1	72.6	

From the calculation of the students' grammatical mastery, we know that the students' grammatical mastery is more improved. Then, the result of the mean score of students' post-test 2 in the table is as follows:

$$Y = \frac{\sum y}{N}$$

$$Y = \frac{2.615}{36}$$

$$Y = 72.6$$

Based on the table above, it was shown the score from the pre-test 59 to 72.6 in the post-test 2. It was the higher between all scores. It was improved 13.6 points

from pre-test to post-test 2. The table above show the interested of the students influenced the score. The students enjoyed the teaching learning process. Therefore they could achieve grammatical mastery aim.

Based on the table, the use of BBC Learning English video can improve the students' grammatical mastery. It can be concluded by analyzing the result of pre-test, post-test 1 and post-test 2. There was a significant improvement between three tests above.

The improvement of the students' grammatical mastery especially in analytical recount text it found the pre-test that held by the researcher got score 59. In post-test 1, the score increased become 66.1. And in the last post-test, the score becomes 72.6. The score indicates that using BBC Learning English video in the English teaching learning process especially in reading can improve students' grammatical mastery. The researcher concludes that the implementation of BBC Learning English video in teaching writing can improve students' grammatical mastery at the tenth grade of students of SMA Negeri 1 Nogosari.

To know the students' motivation, the researcher measured with questionnaire analysis. During the teaching



learning process, the students more interested when using BBC Learning English video. They were more active to asked and express their opinion.

There was the result of questionnaire before action conducted by the researcher. Most of students are not interest in English. They assume that English is boring. They also had difficulties in understanding the materials. On the other hand, they want to get a good score. They are very satisfied when they can get best score, and understand the difficult material in teaching learning process.

The table of the questionnaire result after the action  
as followed:

Table 4.9 The Result of the Questionnaire After the Action

Descriptive Statistics					
Questionnaire	N	Minimum	Maximum	Mean	Rating of Motivation Level
X1.1	36	2	5	4.00	High
X1.2	36	2	5	3.64	Moderate
X1.3	36	1	5	3.56	Moderate
X1.4	36	2	5	3.67	Moderate
X1.5	36	1	5	3.47	Moderate
X1.6	36	2	5	3.67	Moderate
X1.7	36	1	5	3.50	High
X1.8	36	1	5	3.61	Moderate
X1.9	36	1	5	3.47	Moderate
X1.10	36	2	5	3.72	High
X2.1	36	2	5	3.67	Moderate
X2.2	36	2	5	3.72	High
X2.3	36	2	5	3.64	Moderate
X2.4	36	1	5	3.50	Moderate
X2.5	36	2	5	3.72	High
X2.6	36	3	5	3.69	High
X2.7	36	2	5	3.58	Moderate
X2.8	36	2	4	3.78	High
X2.9	36	1	4	3.67	Moderate
X2.10	36	3	4	3.44	Moderate
<b>MEAN</b>				<b>3.64</b>	<b>Moderate</b>

X1 = Questions for intrinsic motivation

X1.1 = Questions for intrinsic motivation number 1

X1.2 = Questions for intrinsic motivation number 2

X1.3 = Questions for intrinsic motivation number 3

X1.4 = Questions for intrinsic motivation number 4

X1.5 = Questions for intrinsic motivation number 5

X1.6 = Questions for intrinsic motivation number 6

X1.7 = Questions for intrinsic motivation number 7

X1.8 = Questions for intrinsic motivation number 8

X1.9 = Questions for intrinsic motivation number 9

X1.10 = Questions for intrinsic motivation number 10

X2 = Questions for extrinsic motivation

X2.1 = Questions for extrinsic motivation number 1

X2.2 = Questions for extrinsic motivation number 2

X2.3 = Questions for extrinsic motivation number 3

X2.4 = Questions for extrinsic motivation number 4

X2.5 = Questions for extrinsic motivation number 5

X2.6 = Questions for extrinsic motivation number 6

X2.7 = Questions for extrinsic motivation number 7

X2.8 = Questions for extrinsic motivation number 8

X2.9 = Questions for extrinsic motivation number 9

X2.10 = Questions for extrinsic motivation number 10

The table of results comparison between questionnaire before the action and after the action as followed:

Table 4.10 The Results Comparison Between Questionnaire Before the Action and After the Action

Descriptive Statistics					
Questionnaire	Mean 1	Rating of Motivation Level 1	Mean 2	Rating of Motivation Level 2	Comparison of Rating Motivation Level 1 and 2
X1.1	3.61	Moderate	4.00	High	Increase
X1.2	3.58	Moderate	3.64	Moderate	Constant
X1.3	3.75	High	3.56	Moderate	Decrease
X1.4	3.75	High	3.67	Moderate	Decrease
X1.5	3.72	High	3.47	Moderate	Decrease
X1.6	3.67	Moderate	3.67	Moderate	Constant
X1.7	3.69	High	3.50	High	Constant

X1.8	3.58	Moderate	3.61	Moderate	Constant
X1.9	3.39	Moderate	3.47	Moderate	Constant
X1.10	3.61	Moderate	3.72	High	Increase
X2.1	3.31	Moderate	3.67	Moderate	Constant
X2.2	3.61	Moderate	3.72	High	Increase
X2.3	3.81	High	3.64	Moderate	Decrease
X2.4	3.67	Moderate	3.50	Moderate	Constant
X2.5	3.61	Moderate	3.72	High	Increase
X2.6	3.44	Moderate	3.69	High	Increase
X2.7	3.53	Moderate	3.58	Moderate	Constant
X2.8	3.67	Moderate	3.78	High	Increase
X2.9	3.61	Moderate	3.67	Moderate	Constant
X2.10	3.58	Moderate	3.44	Moderate	Constant
<b>MEAN</b>	<b>3.61</b>	<b>Moderate</b>	<b>3.64</b>	<b>Moderate</b>	<b>Constant</b>

The results of questionnaire before doing the action showed that 4 items of statement gain high of intrinsic motivation level and 6 items of statements gain moderate intrinsic motivation level. It means the students have 40% high intrinsic motivation and 60% extrinsic motivation. The results also showed that an item of statement gain high of extrinsic motivation level and 9 items of statements gain moderate extrinsic motivation level. It means the students have 10% high extrinsic motivation and 90% extrinsic motivation.

The results of questionnaire after doing the action showed that 3 items of statement gain high of intrinsic motivation level and 7 items of statements gain moderate intrinsic motivation level. It means the students have 30% high intrinsic motivation and 70% extrinsic motivation. The

results also showed that 4 items of statements gain high of extrinsic motivation level and 6 items of statements gain moderate extrinsic motivation level. It means the students have 40% high extrinsic motivation and 60% extrinsic motivation.

According the results of questionnaires, it can be concluded that students' motivation level is improved by 0.03 point in rating of motivation level. The results also showed that students' intrinsic motivation decrease 10% and students' extrinsic motivation increase 30%. It can be concluded that BBC Learning English video can improve students' extrinsic motivation. Students recommended BBC Learning English video in teaching learning process. Based on the students' perception, BBC Learning English video is interesting media in teaching learning process. This perception is admitted by the students who get differences atmosphere when BBC Learning English video was implemented. BBC Learning English video also helped students to improve students' motivation and students' interest in teaching learning process.

## **B. Discussion**

Based on the test in cycle 1 and cycle 2, it can be concluded that BBC Learning English video can improve the students' simple past tense mastery for the tenth grade students of senior high school. It can be seen in the improvement of students' scores from cycle 1 and cycle 2.

From the result of the implementation of the action, there are some improvements as follows:

1. The lesson seemed to be more attractive to be noticed by the students during writing class, such as according to Deakin (2014) video is also a popular tool used to engage learners and enhance a learning experience.
2. The students paid more attention to the lesson, so the class was comfortable in the teaching learning process proved by students' responses in WhatsApp group.
3. The students were more motivated in learning process proved by the results of questionnaire, such as the theory of Boster (2002) referred to studies in which teachers believe that video presentations increase students' attention and curiosity and therefore increase their motivation and retention.
4. The mean score result for the pre-test was 59, post-test 1 was 66.1 and the post-test 2 was 72.6.

In the other hand, there were some weaknesses of BBC Learning English video in teaching learning process during conducted the research, such as:

1. BBC Learning English video need a lot of time to prepare before the teaching learning process.
2. BBC Learning English video needs good internet connectivity, but there were some students that have no good internet connection.

Based on the explanation above, it can be seen that the action hypothesis is accepted. Teaching students through BBC Learning English video can improve students' grammatical mastery.

The researcher discovered that the students became more active in responding to the teaching and learning process. The questionnaire concluded there are 3.61 for rating motivation level before the action, and 3.64 for rating motivation level after the action. There is 0.03 point of rating motivation level regarded BBC Learning English video could be increased in grammar.

The results of questionnaire before doing the action showed that 4 items of statement gain high of intrinsic motivation level and 6 items of statements gain moderate intrinsic motivation level. It means the students have 40% high intrinsic motivation and 60% extrinsic motivation. The results also showed that an item of statement gain high of extrinsic motivation level and 9 items of statements gain moderate extrinsic motivation level. It means the students have 10% high extrinsic motivation and 90% extrinsic motivation.

The results of questionnaire after doing the action showed that 3 items of statement gain high of intrinsic motivation level and 7 items of statements gain moderate intrinsic motivation level. It means the students have 30% high intrinsic motivation and 70% extrinsic motivation. The results also showed that 4 items of statements gain high of extrinsic motivation level and 6 items of statements gain moderate extrinsic



motivation level. It means the students have 40% high extrinsic motivation and 60% extrinsic motivation.

According the results of questionnaires, it can be concluded that students' motivation level is improved by 0.03 point in rating of motivation level. The results also showed that students' intrinsic motivation decrease 10% and students' extrinsic motivation increase 30%. It can be concluded that BBC Learning English video can improve students' extrinsic motivation. Students recommended BBC Learning English video in teaching learning process. Based on the students' perception, BBC Learning English video is interesting media in teaching learning process. This perception is admitted by the students who get differences atmosphere when BBC Learning English video was implemented. BBC Learning English video also helped students to improve students' motivation and students' interest in teaching learning process.

Based on the result of the questionnaire after the action, there was the positive response if compared with the result of the questionnaire after the action which was conducted. The theory of Boster (2002) who referred to studies in which teachers believe that video presentations increase students' attention and curiosity and therefore increased their motivation and retention was proved. Most of the students interest in teaching learning process after using BBC Learning English video. They are satisfied in using BBC Learning English video and got the highest score.

They also very satisfied when their answer was true and they can explain the reason. The researcher can conclude that students' motivations are improved.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presented the conclusion, implication, and suggestion of the study about improving students' simple past tense mastery by implementing BBC Learning English video as media.

#### **A. Conclusion**

The researcher in the research concluded that there was an improvement in the students' achievement in simple past tense in writing recount text of X grade at SMA N 1 Nogosari. The improvement of students' grammatical mastery could be seen from the result of the data. There was an improvement of the students' mean score from pre-test to post-test 2. In the pre-test, the students' mean score was 59. The post-test 1 was 66.1. The post-test 2 was 72.6. It means that the students' grammatical mastery improved.

Based on the test and questionnaire, the student had good responses in teaching learning process. The researcher discovered that the students became more active in responding to the teaching and learning process. The questionnaire concluded there are 3.61 for rating motivation level before the action, and 3.64 for rating motivation level after the action. There is 0.03 point of rating motivation level regarded BBC Learning English video could be increased in grammar.

The results of questionnaire before doing the action showed that 4 items of statement gain high of intrinsic motivation level and 6 items of statements gain moderate intrinsic motivation level. It means the students have 40% high intrinsic motivation and 60% extrinsic motivation. The results also showed that an item of statement gain high of extrinsic motivation level and 9 items of statements gain moderate extrinsic motivation level. It means the students have 10% high extrinsic motivation and 90% extrinsic motivation.

The results of questionnaire after doing the action showed that 3 items of statement gain high of intrinsic motivation level and 7 items of statements gain moderate intrinsic motivation level. It means the students have 30% high intrinsic motivation and 70% extrinsic motivation. The results also showed that 4 items of statements gain high of extrinsic motivation level and 6 items of statements gain moderate extrinsic motivation level. It means the students have 40% high extrinsic motivation and 60% extrinsic motivation.

According the results of questionnaires, it can be concluded that students' motivation level is improved by 0.03 point in rating of motivation level. The results also showed that students' intrinsic motivation decrease 10% and students' extrinsic motivation increase 30%. It can be concluded that BBC Learning English video can improve students' extrinsic motivation. Students recommended BBC Learning English video in teaching learning process. Based on the students'

perception, BBC Learning English video is interesting media in teaching learning process. This perception is admitted by the students who get differences atmosphere when BBC Learning English video was implemented. BBC Learning English video also helped students to improve students' motivation and students' interest in teaching learning process.

## **B. Suggestion**

At the end of this chapter, the researcher proposed some suggestions, which hopefully the suggestion would be useful for the English teacher, students and other researchers.

### **1. For the English Teacher**

In the result of this research the researcher suggests to the English teacher to teach students more innovative. The teacher should be active to involve the students in teaching and learning process to improve the students' achievement, especially in simple past tense. The researcher also hoped the teacher can implement BBC Learning English video as alternative media in teaching grammatical mastery.

### **2. For the Students**

The researcher hoped that the students to be more interested and motivated in this lesson. They should be conscious that English was important to learn. English would be useful for them today and in the future.

### **3. For the Researcher**

This study is about the implementation of BBC Learning English video as a media to improve the students' grammatical mastery. The result of this study was expected for other researchers can be used as an additional reference for future research in order to create better teaching and learning.

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## APPENDICES

### Appendix 1 Students' List of Name

No	Name	Code
1	Andi Herlangga Aditya Prastama	AH
2	Aprilia Endah Setyonigrum	AE
3	Apriliya Novitasari	AN
4	Devita Ayu Sapitri	DA
5	Dina Rona Afifah	DR
6	Dinar Agustina Ds	DA
7	Dita Emilia Septiani	DE
8	Eko Febriyanto	EF
9	Elsa Alisiyah	EA
10	Erlina Wahyuningtyas	EW
11	Fajar Adi Mahmudin	FA
12	Fernanda Setya Ramadhani	FS
13	Fitri Novita Ramadhani	FN
14	Ganang Rizki Eka Putra	GR
15	Giska Izzatunnisa	GI
16	Hanna Bilghisgina Salsabila	HB
17	Indriyani Almudaffa Prasasti	IA
18	Maharsya Risky Trenggono	MR
19	Melina Miftakhul Janah	MM

20	Muhammad Noval Ramadhan	MN
21	Najwa Khoirun Nisa	NK
22	Nining Istikhomah	NI
23	Nur Hidayah	NH
24	Nur Miftakhul Jannah	NM
25	Pricilia Anastiana Dewi	PAD
26	Putra Aditya	PA
27	Ratna Setiawati	RS
28	Reza Diah Saputri	RD
29	Riski Mukti Sari	RM
30	Rizki Hadi Saputro	RH
31	Sabrina Julianty	SJ
32	Septi Nur'aini	SN
33	Silfia Senja Kurniawati	SS
34	Siti Afiahningsih	SA
35	Umi Sholikah Alyaqiyah	US
36	Yuliana Novitasari	YN

## Appendix 2 Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

**Satuan Pendidikan** : SMA N 1 Nogosari  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / Ganjil  
**Materi Pokok** : Simple Past Tense  
**Alokasi Waktu** : 45 menit (Pertemuan Pertama di Siklus I)

#### A. Kompetensi Dasar

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

#### B. Tujuan Pembelajaran

- a. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- b. Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- c. Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- d. Menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.

#### C. Kegiatan Pembelajaran

##### 1. Kegiatan Pendahuluan

- a. Guru membuka pelajaran dengan berdoa bersama melalui grup Whatsapp
- b. Guru mengecek kehadiran siswa
- c. Guru menyampaikan kepada siswa bahwa pertemuan ini mempelajari tentang simple past tense untuk penelitian skripsi

##### 2. Kegiatan inti

- a. Guru memberikan link untuk siswa yang berisi video BBC Learning English
- b. Peserta didik diberikan kesempatan untuk memahami tujuan, struktur teks dan ciri kebahasaan materi simple past tense
- c. Peserta didik diberikan kesempatan untuk menanyakan hal-hal yang belum di pahami yang berkaitan dengan materi yang di pelajari

3. Kegiatan Penutup

- a. Guru menyampaikan kepada siswa untuk mengulang-ulang video BBC Learning English sendiri agar dapat memahami materi tersebut dengan maksimal.
- b. Guru menutup pelajaran dengan doa bersama.

**D. Penilaian**

- a. Tes tertulis pilihan ganda 20 butir soal berupa post-test

Nogosari, 27 Oktober 2020

Mengetahui

Kepala Sekolah

Mengetahui

Guru Bidang Studi



Khoirul Anwar, S. Pd., M Pd.

NIP. 197107031994121002

Dewi Chusnul Chotimah, S. Pd.

### RENCANA PELAKSANAAN PEMBELAJARAN

**Satuan Pendidikan** : SMA N 1 Nogosari  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / Ganjil  
**Materi Pokok** : Simple Past Tense  
**Alokasi Waktu** : 45 menit (Pertemuan Kedua di Siklus I)

#### A. Kompetensi Dasar

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

#### B. Tujuan Pembelajaran

- a. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- b. Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- c. Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- d. Menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.

#### C. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan
  - a. Guru membuka pelajaran dengan berdoa bersama melalui grup Whatsapp
  - b. Guru mengecek kehadiran siswa
  - c. Guru menyampaikan kepada siswa bahwa pertemuan ini mempelajari tentang simple past tense untuk penelitian skripsi
2. Kegiatan inti
  - a. Guru memberikan review tentang materi sebelumnya



- b. Guru memberikan link post-test untuk siklus pertama
  - c. Peserta didik mengerjakan post-test secara online
  - d. Guru mengisi list observasi dari peneliti
3. Kegiatan Penutup
- a. Guru menyampaikan kepada siswa untuk mengulang-ulang video BBC Learning English sendiri agar dapat memahami materi tersebut dengan maksimal.
  - b. Guru menutup pelajaran dengan doa bersama.

#### D. Penilaian

- a. Tes tertulis pilihan ganda 20 butir soal berupa post-test

Nogosari, 27 Oktober 2020

Mengetahui  
Kepala Sekolah

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### RENCANA PELAKSANAAN PEMBELAJARAN

**Satuan Pendidikan** : SMA N 1 Nogosari  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / Ganjil  
**Materi Pokok** : Simple Past Tense  
**Alokasi Waktu** : 45 menit (Pertemuan Pertama di Siklus II)

#### A. Kompetensi Dasar

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

#### B. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- Menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.

#### C. Kegiatan Pembelajaran

##### 1. Kegiatan Pendahuluan

- Guru membuka pelajaran dengan berdoa bersama melalui grup Whatsapp
- Guru mengecek kehadiran siswa
- Guru menyampaikan kepada siswa bahwa pertemuan ini mempelajari tentang simple past tense untuk penelitian skripsi

##### 2. Kegiatan inti

- a. Guru memberikan link untuk siswa yang berisi video BBC Learning English
  - b. Peserta didik diberikan kesempatan untuk memahami tujuan, struktur teks dan ciri kebahasaan materi simple past tense
  - c. Peserta didik diberikan kesempatan untuk menanyakan hal-hal yang belum di pahami yang berkaitan dengan materi yang di pelajari
3. Kegiatan Penutup
- a. Guru menyampaikan kepada siswa untuk mengulang-ulang video BBC Learning English sendiri agar dapat memahami materi tersebut dengan maksimal.
  - b. Guru menutup pelajaran dengan doa bersama.

#### **D. Penilaian**

- a. Tes tertulis pilihan ganda 20 butir soal berupa post-test

Nogosari, 27 Oktober 2020

Mengetahui

Kepala Sekolah



Khoirul Anwar, S. Pd., M Pd.

NIP. 197107031994121002

Mengetahui

Guru Bidang Studi

Dewi Chusnul Chotimah, S. Pd.

### RENCANA PELAKSANAAN PEMBELAJARAN

**Satuan Pendidikan** : SMA N 1 Nogosari  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / Ganjil  
**Materi Pokok** : Simple Past Tense  
**Alokasi Waktu** : 45 menit (Pertemuan Kedua di Siklus II)

#### A. Kompetensi Dasar

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

#### B. Tujuan Pembelajaran

- a. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- b. Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- c. Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.
- d. Menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan materi simple past tense.

#### C. Kegiatan Pembelajaran

##### 1. Kegiatan Pendahuluan

- a. Guru membuka pelajaran dengan berdoa bersama melalui grup Whatsapp
- b. Guru mengecek kehadiran siswa
- c. Guru menyampaikan kepada siswa bahwa pertemuan ini mempelajari tentang simple past tense untuk penelitian skripsi

##### 2. Kegiatan inti

- a. Guru memberikan review tentang materi sebelumnya

- b. Guru memberikan link post-test untuk siklus pertama
  - c. Peserta didik mengerjakan post-test secara online
  - d. Guru mengisi list observasi dari peneliti
3. Kegiatan Penutup
- a. Guru menyampaikan kepada siswa untuk mengulang-ulang video BBC Learning English sendiri agar dapat memahami materi tersebut dengan maksimal.
  - b. Guru menutup pelajaran dengan doa bersama.

**D. Penilaian**

- a. Tes tertulis pilihan ganda 20 butir soal berupa post-test

Nogosari, 27 Oktober 2020

Mengetahui

Kepala Sekolah



Khorrul Anwar, S. Pd., M Pd.

NIP. 197107031994121002

Mengetahui

Guru Bidang Studi

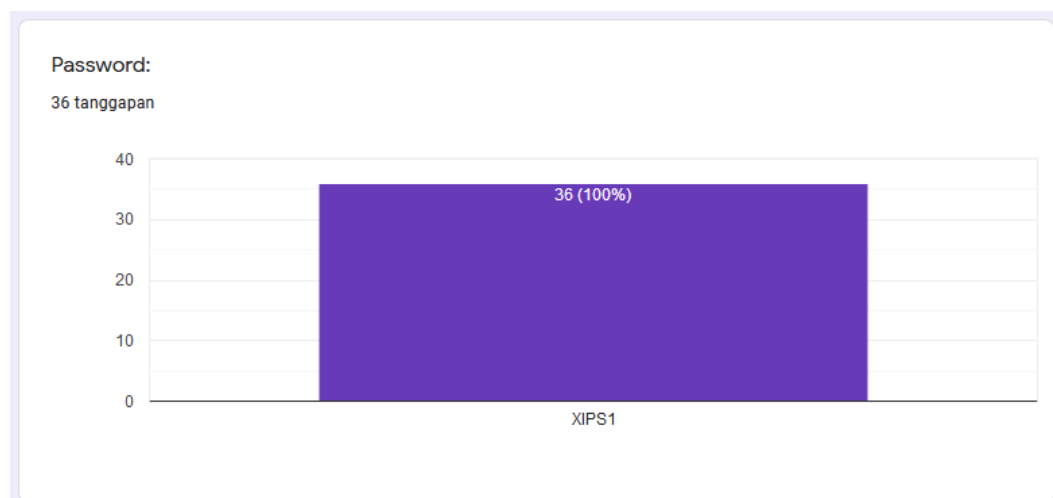
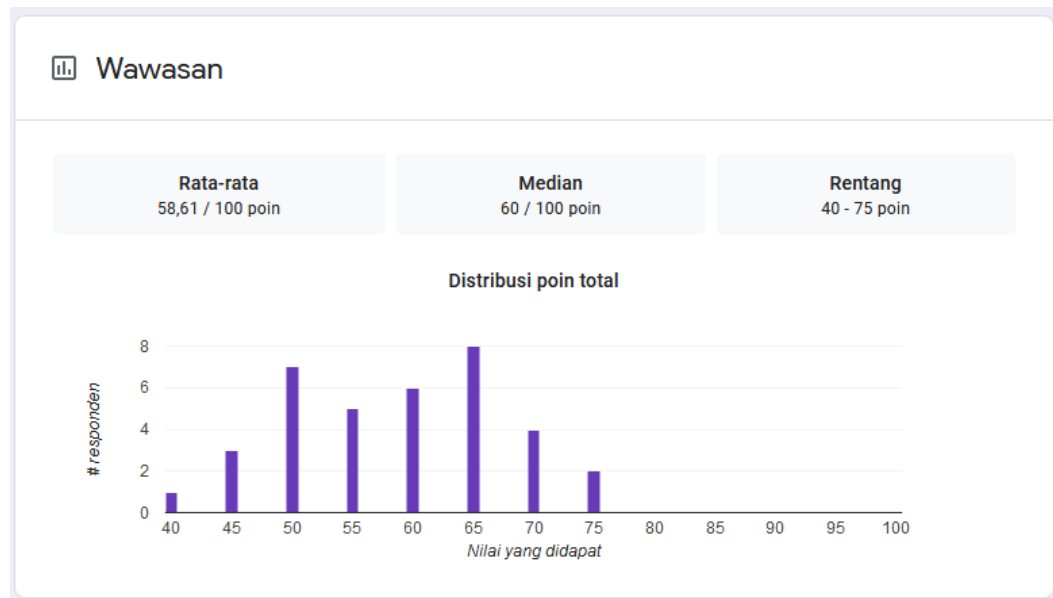
A handwritten signature in blue ink, likely belonging to Dewi Chusnul Chotimah.

Dewi Chusnul Chotimah, S. Pd.

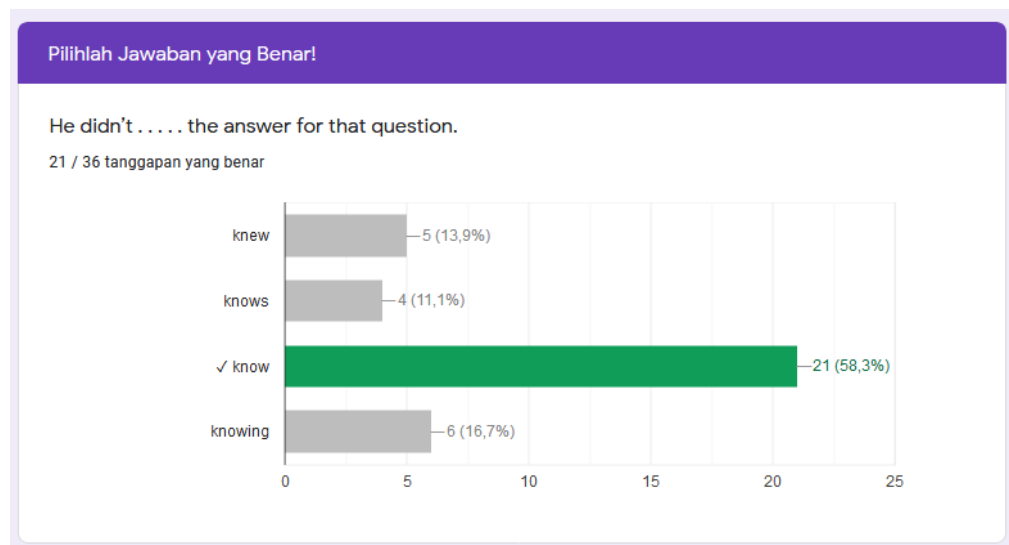


### Appendix 3 The Result of Pre-Test

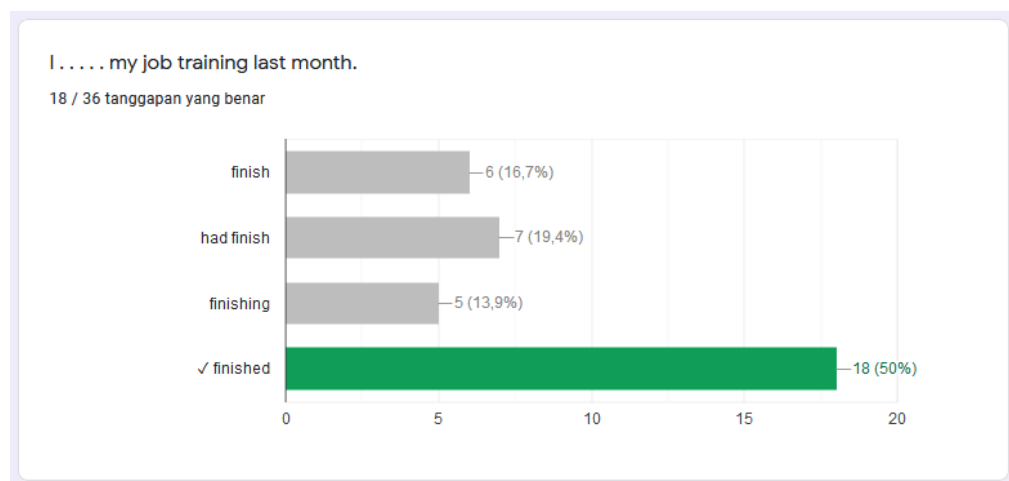
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#### 1. Question 1



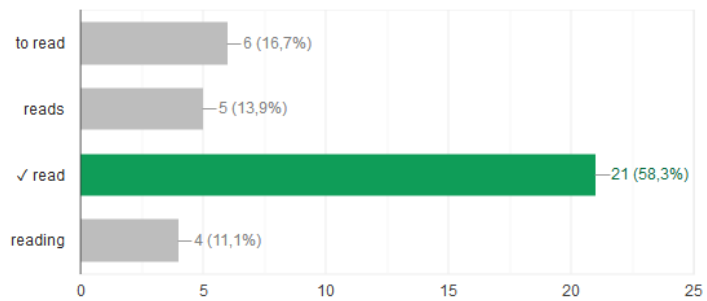
## 2. Question 2



## 3. Question 3

I . . . . a very interesting short story yesterday.

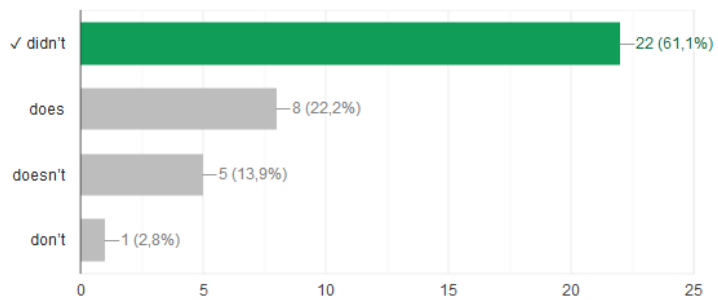
21 / 36 tanggapan yang benar



#### 4. Question 4

Nanda . . . . pass the test of University Enrolment last year.

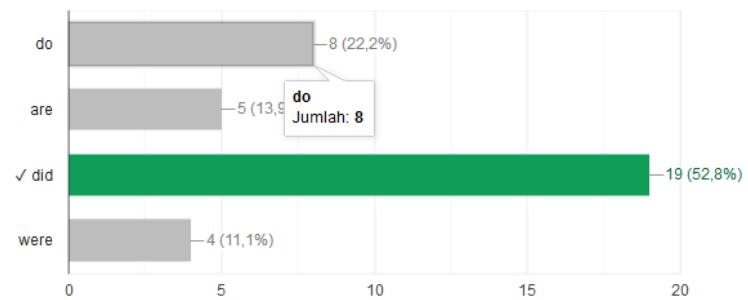
22 / 36 tanggapan yang benar



#### 5. Question 5

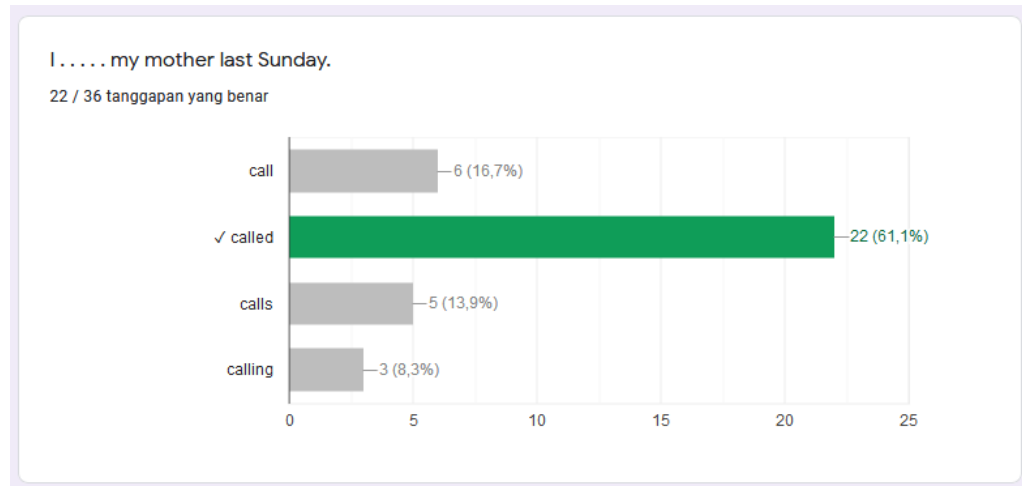
. . . . . they do their homework last night?

19 / 36 tanggapan yang benar

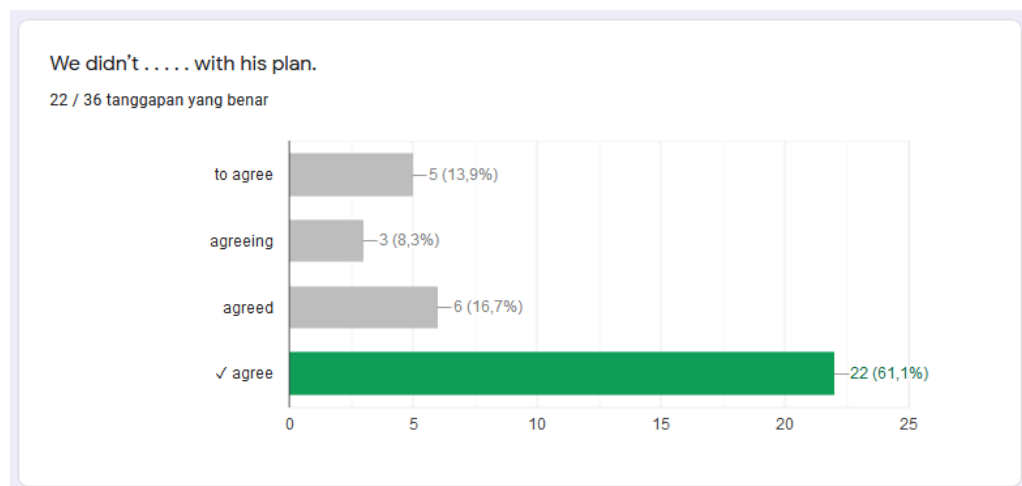




## 6. Question 6



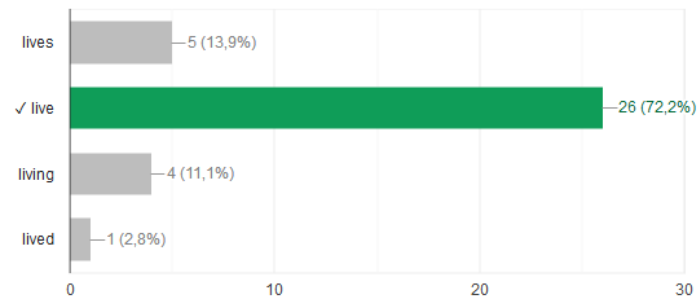
## 7. Question 7



## 8. Question 8

Where did you . . . . in 2010?

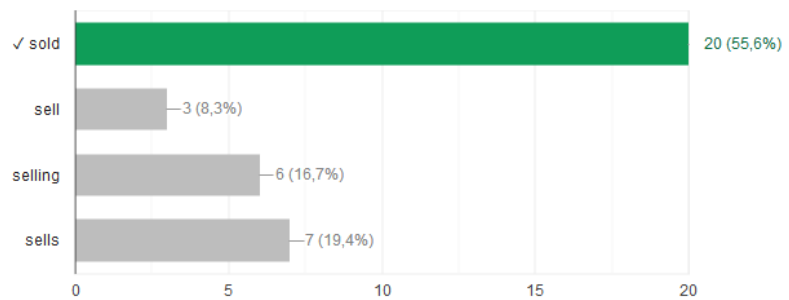
26 / 36 tanggapan yang benar



## 9. Question 9

Yoga . . . . his car three days ago.

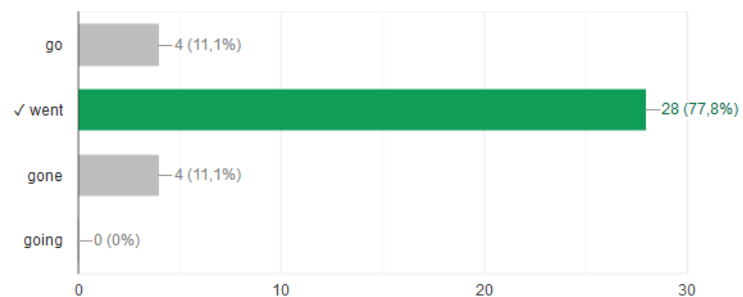
20 / 36 tanggapan yang benar



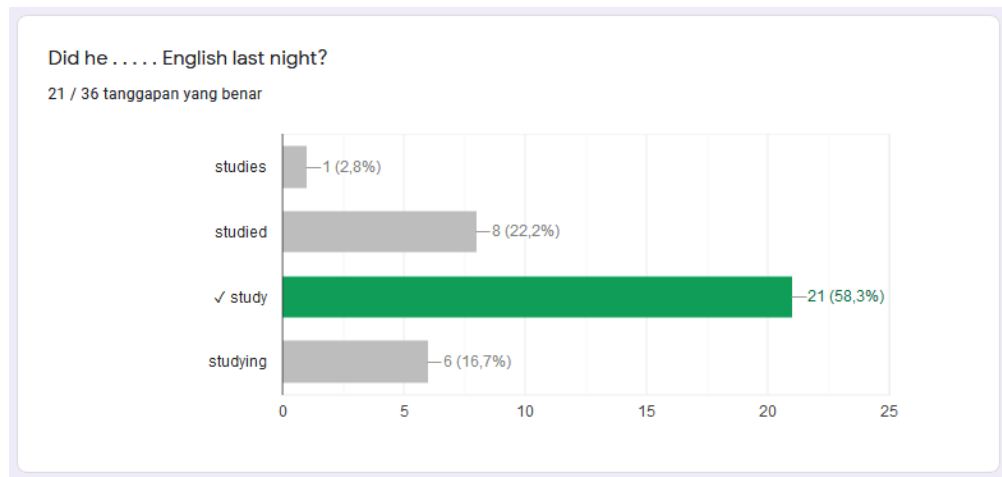
## 10. Question 10

Eko : Where did you go yesterday? Nanda : I . . . . to the beach with my friends.

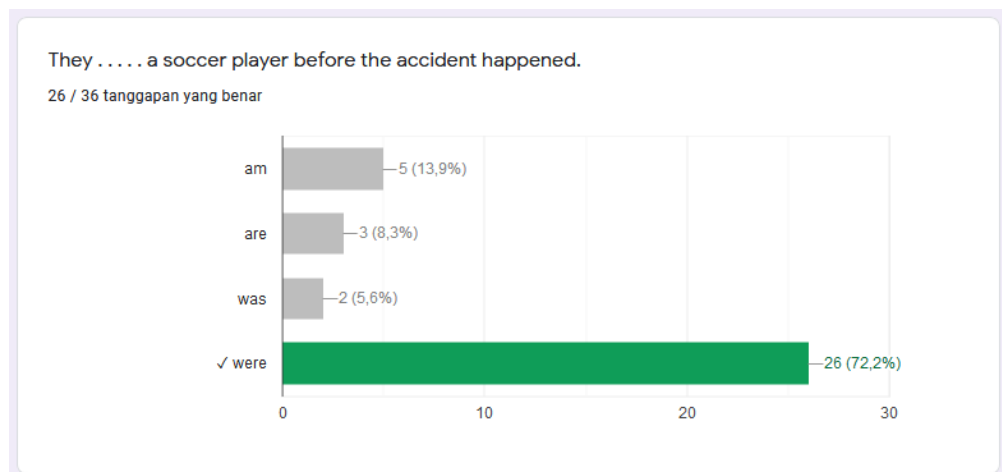
28 / 36 tanggapan yang benar



## 11. Question 11



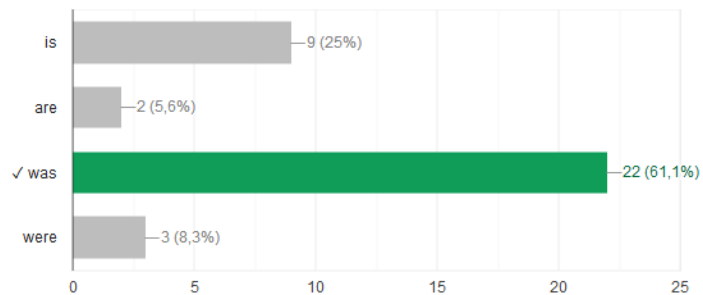
## 12. Question 12



## 13. Question 13

Miss Yoannita . . . . here yesterday.

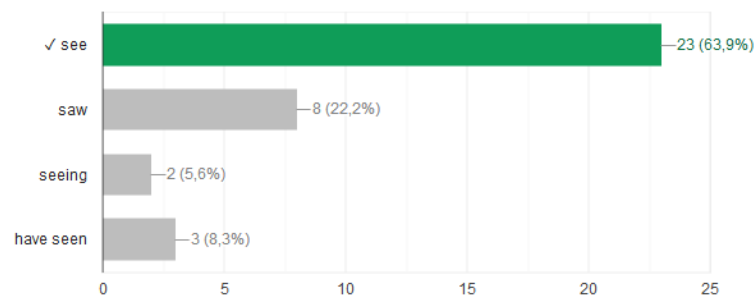
22 / 36 tanggapan yang benar



#### 14. Question 14

It was dark, so I didn't \_\_\_\_\_ him clearly.

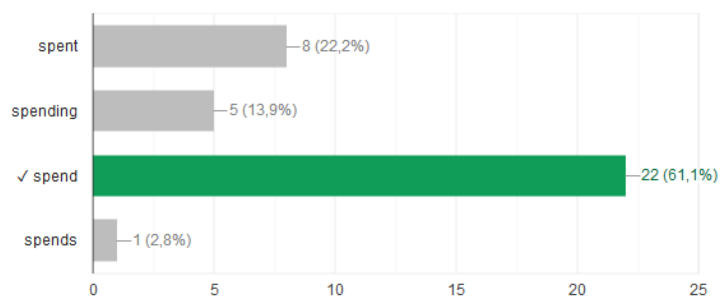
23 / 36 tanggapan yang benar



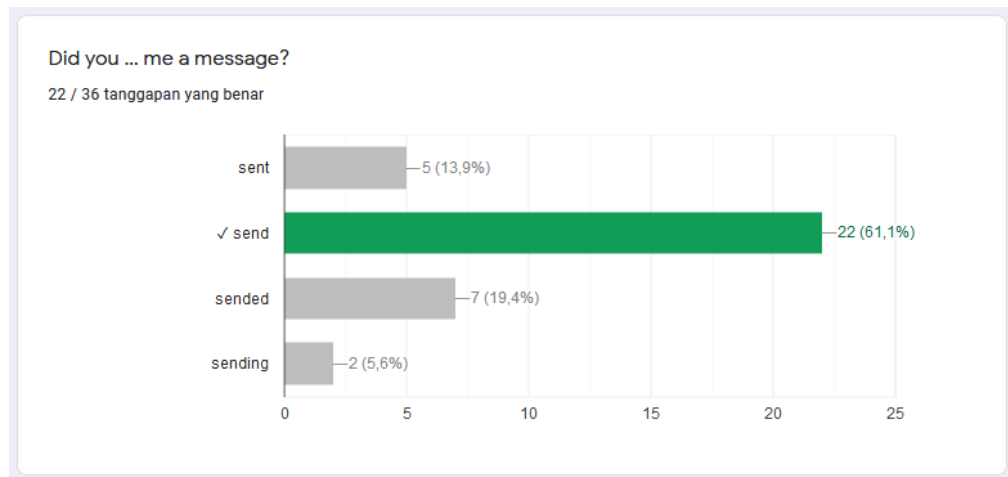
#### 15. Question 15

She didn't . . . . her holiday anywhere.

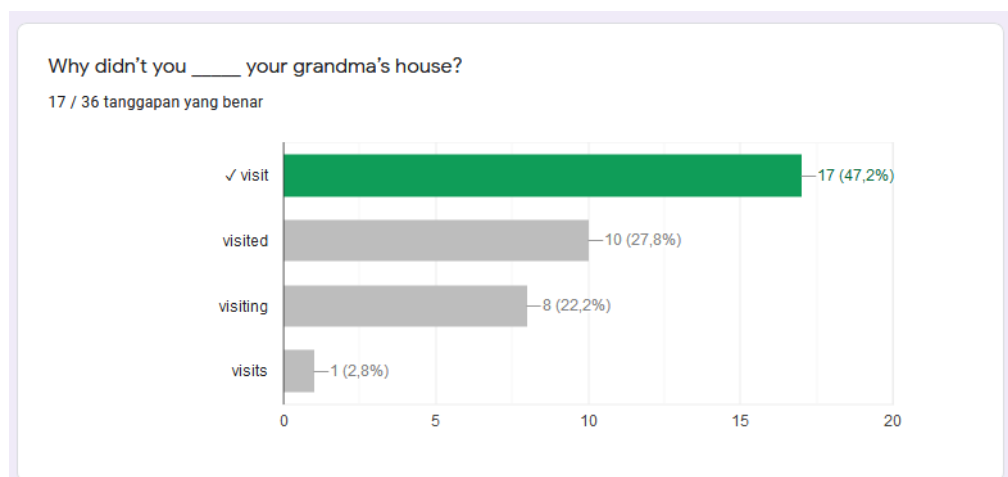
22 / 36 tanggapan yang benar



## 16. Question 16



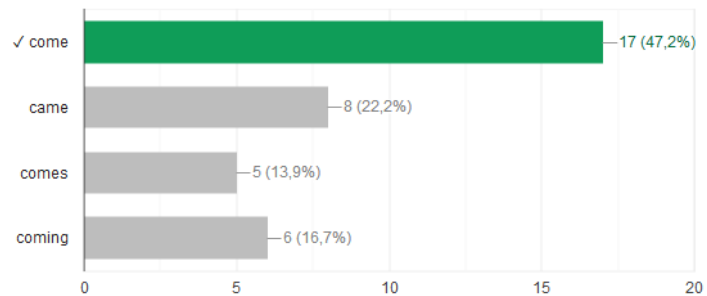
## 17. Question 17



## 18. Question 18

She didn't . . . . to my birthday party yesterday.

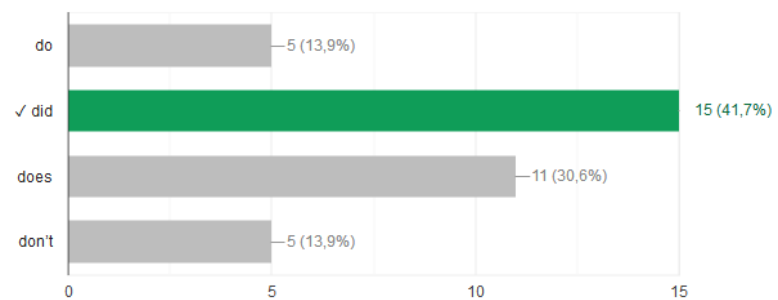
17 / 36 tanggapan yang benar



### 19. Question 19

. . . . you sleep early last night?

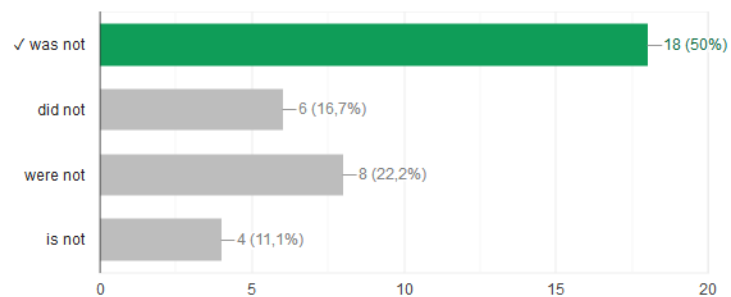
15 / 36 tanggapan yang benar



### 20. Question 20

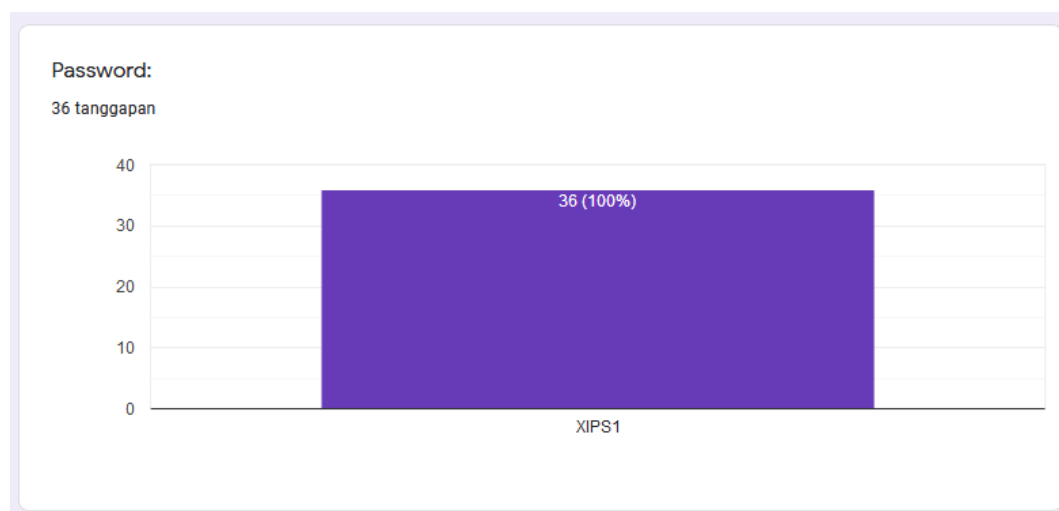
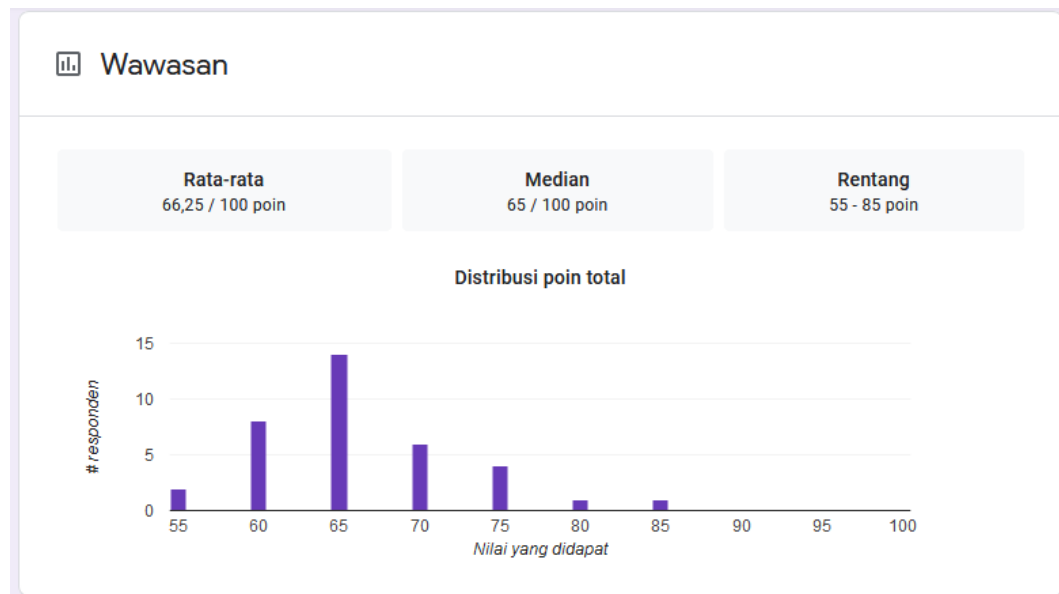
Ten years ago, a holiday trip to Australia . . . . cheap.

18 / 36 tanggapan yang benar

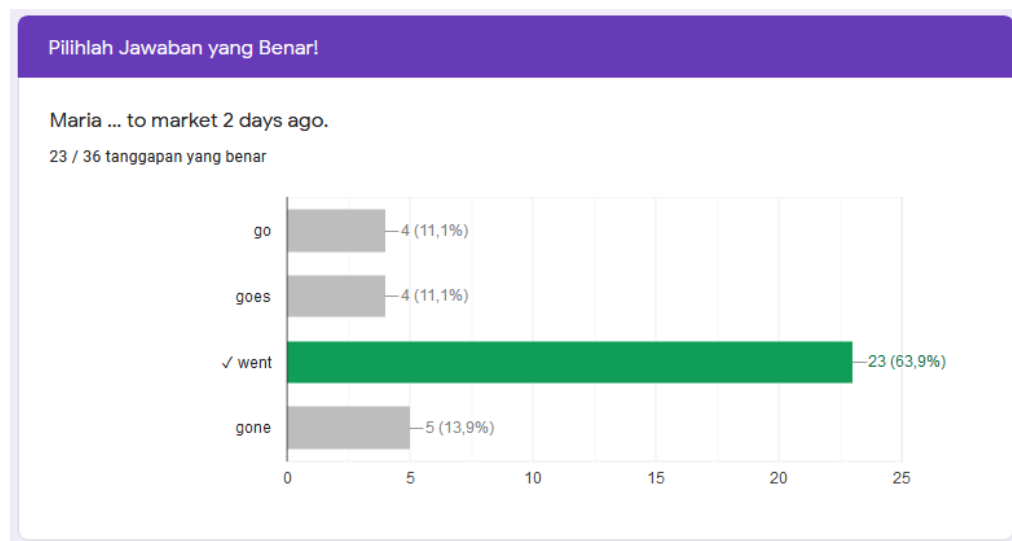


## Appendix 4 The Result of the First Post-Test

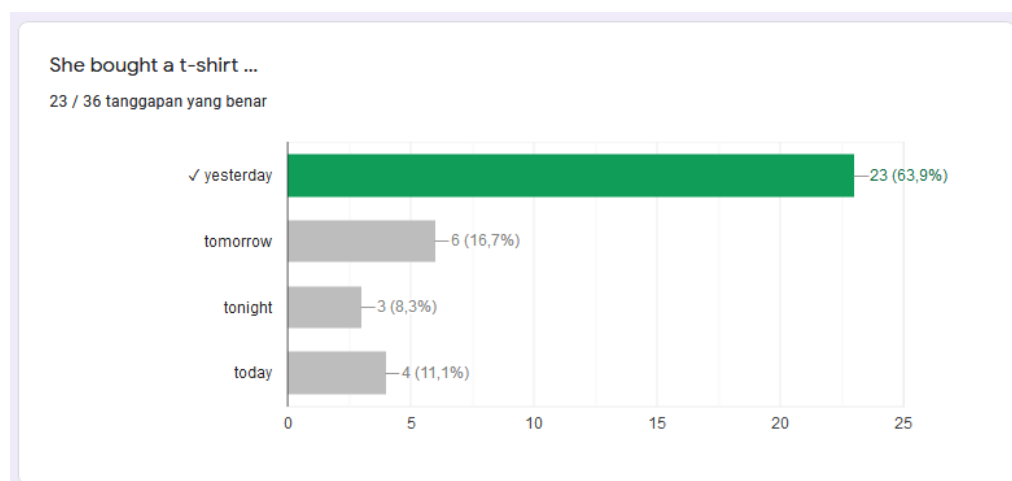
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### 1. Question 1



## 2. Question 2

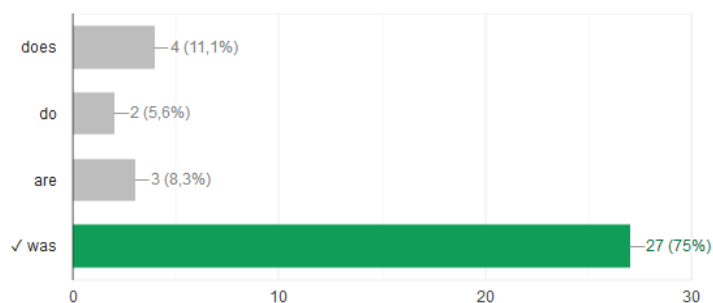


## 3. Question 3



It ... small size.

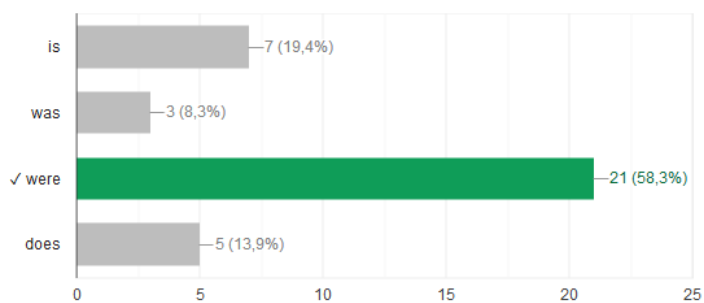
27 / 36 tanggapan yang benar



#### 4. Question 4

They ... in football field.

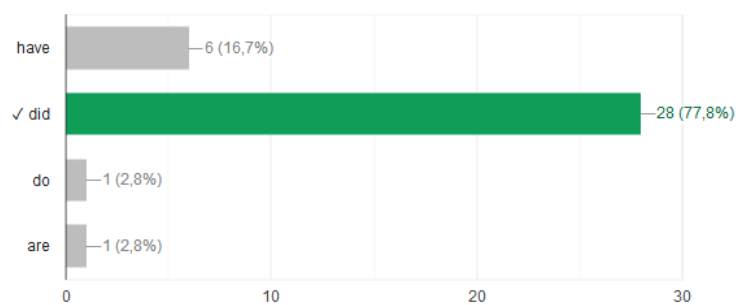
21 / 36 tanggapan yang benar



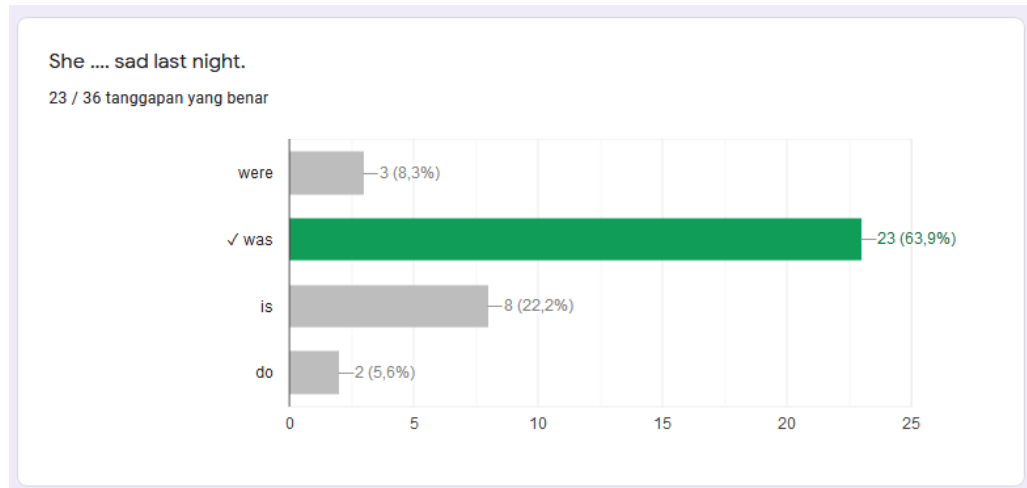
#### 5. Question 5

We ... quiz last week.

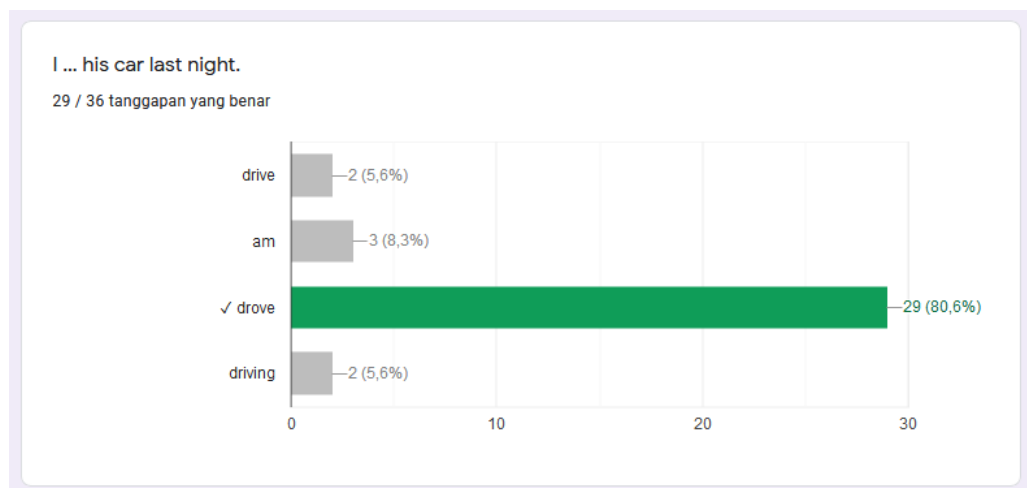
28 / 36 tanggapan yang benar



## 6. Question 6



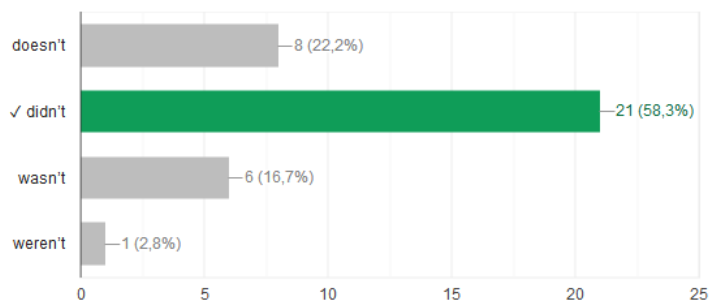
## 7. Question 7



## 8. Question 8

I am so sorry, I \_\_\_\_ hear you.

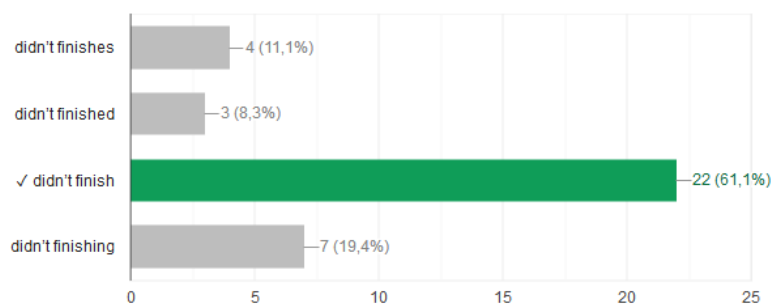
21 / 36 tanggapan yang benar



## 9. Question 9

Dina ... her report.

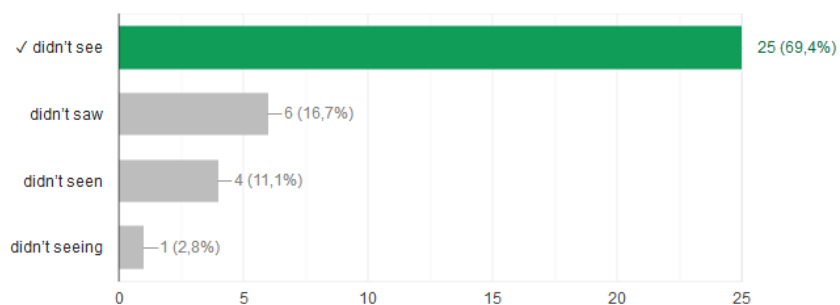
22 / 36 tanggapan yang benar



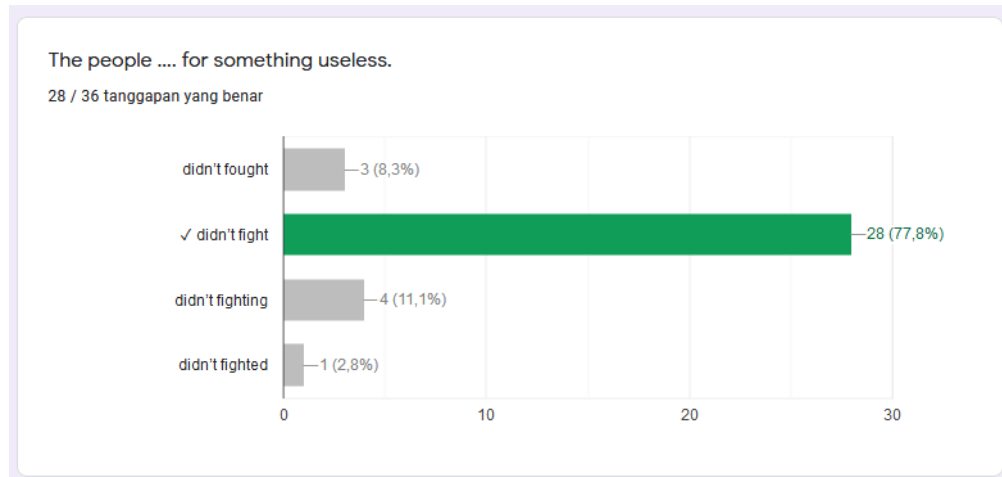
## 10. Question 10

I .... a bird on the roof yesterday.

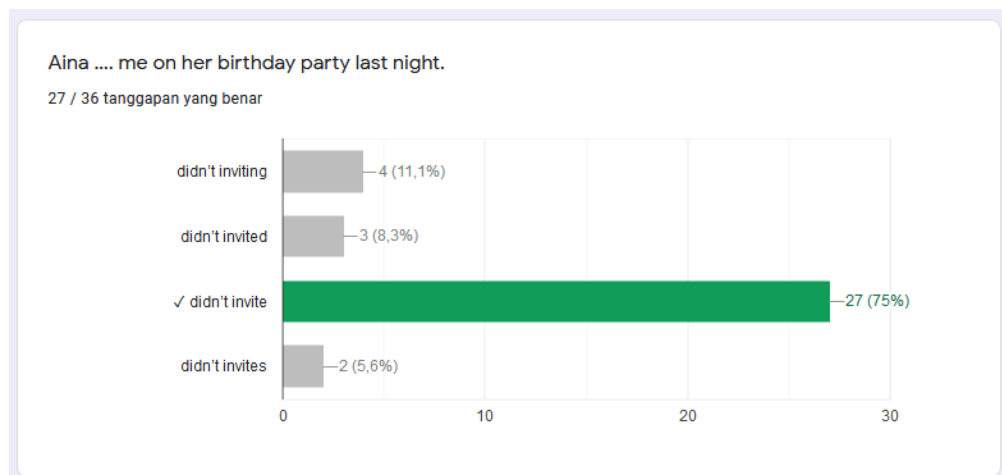
25 / 36 tanggapan yang benar



## 11. Question 11



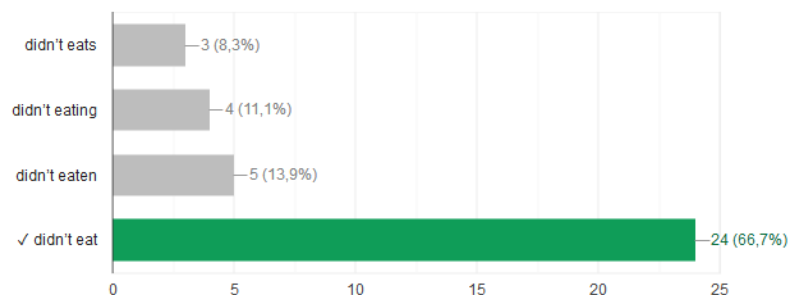
## 12. Question 12



## 13. Question 13

Jaguar .... noodle 2 days ago, because he ate rice and fried chicken.

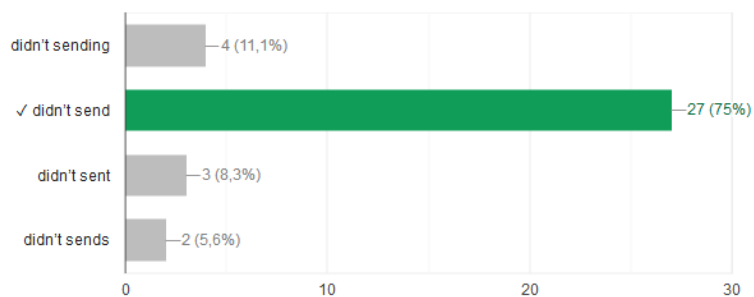
24 / 36 tanggapan yang benar



#### 14. Question 14

Bilqis ... me message last month because she was busy.

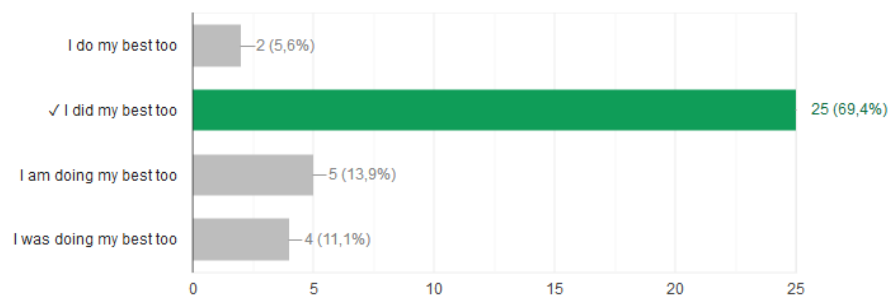
27 / 36 tanggapan yang benar



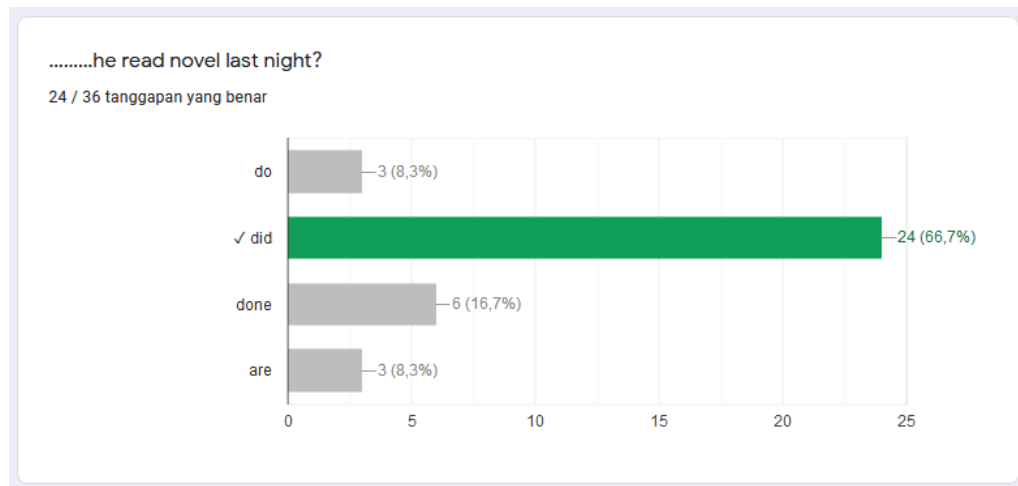
#### 15. Question 15

I did my best, how about you?

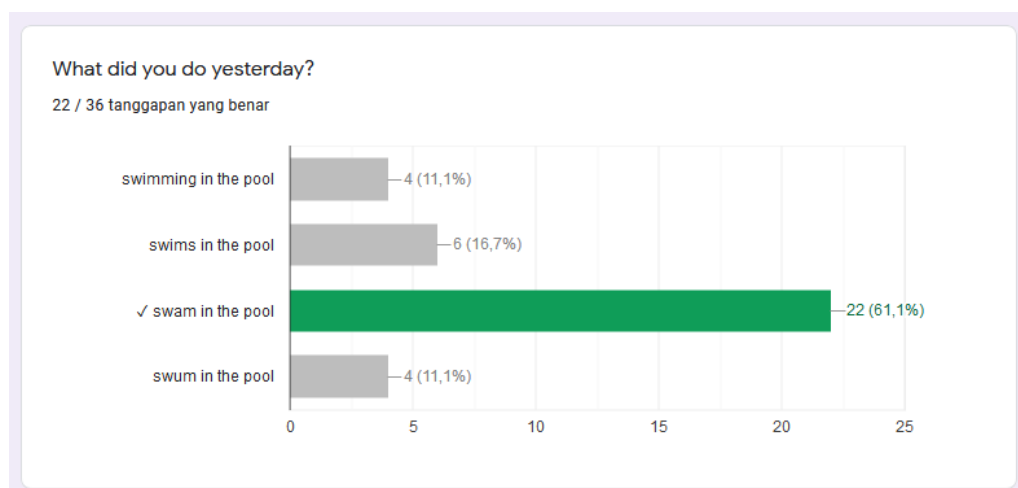
25 / 36 tanggapan yang benar



## 16. Question 16



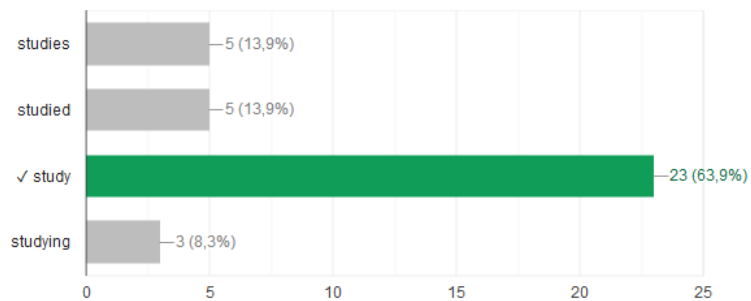
## 17. Question 17



## 18. Question 18

Did he .... English last night?

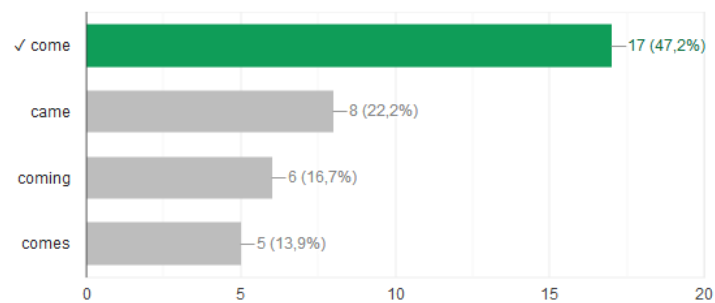
23 / 36 tanggapan yang benar



### 19. Question 19

Did you ... to my house last night?

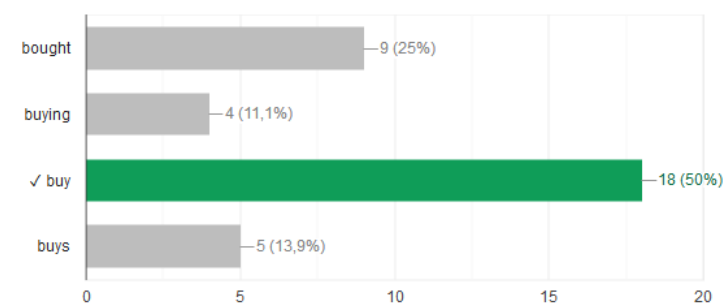
17 / 36 tanggapan yang benar



### 20. Question 20

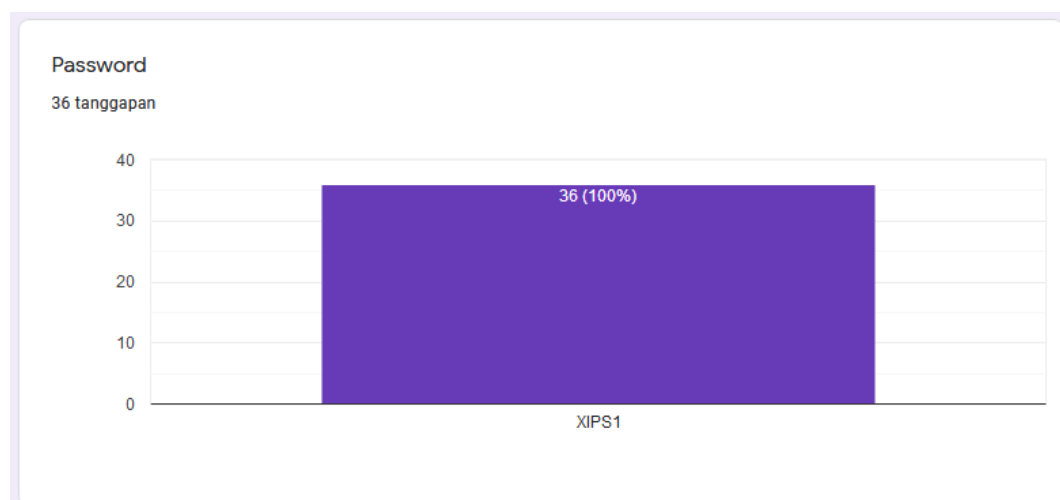
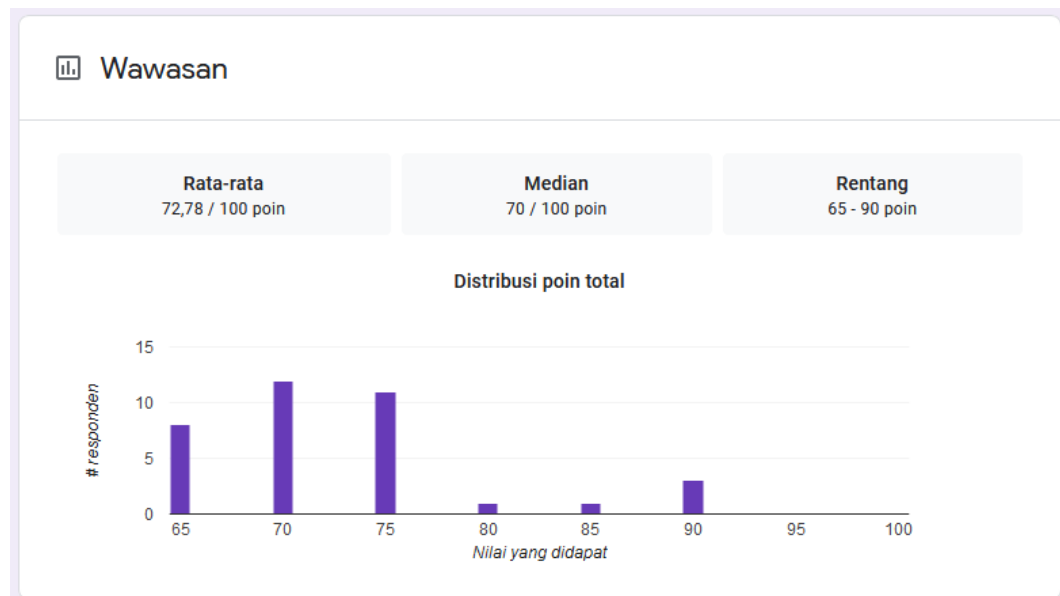
What did she ... last week?

18 / 36 tanggapan yang benar



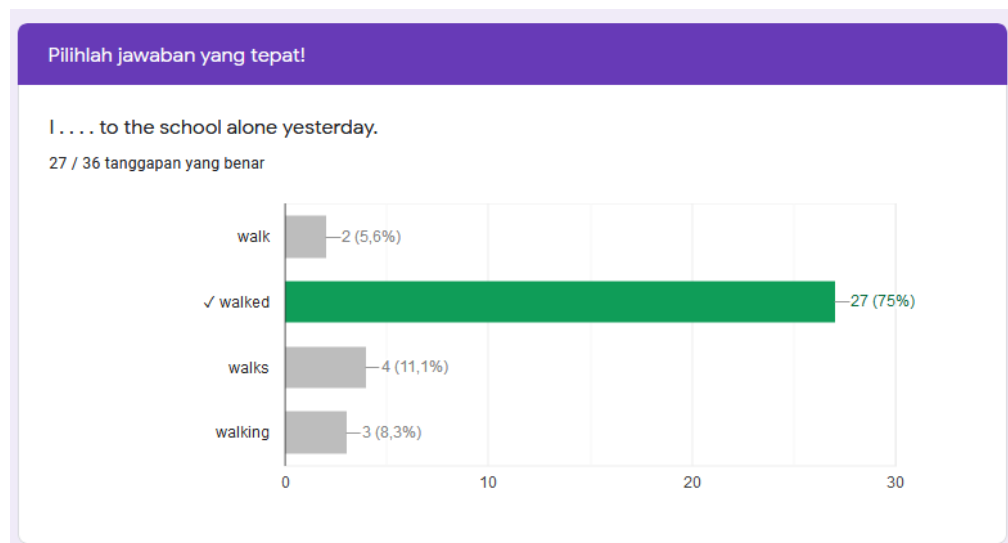
## Appendix 5 The Result of the Second Post-Test

Link: <https://forms.gle/nyCeLwucZRDFfKpM9>

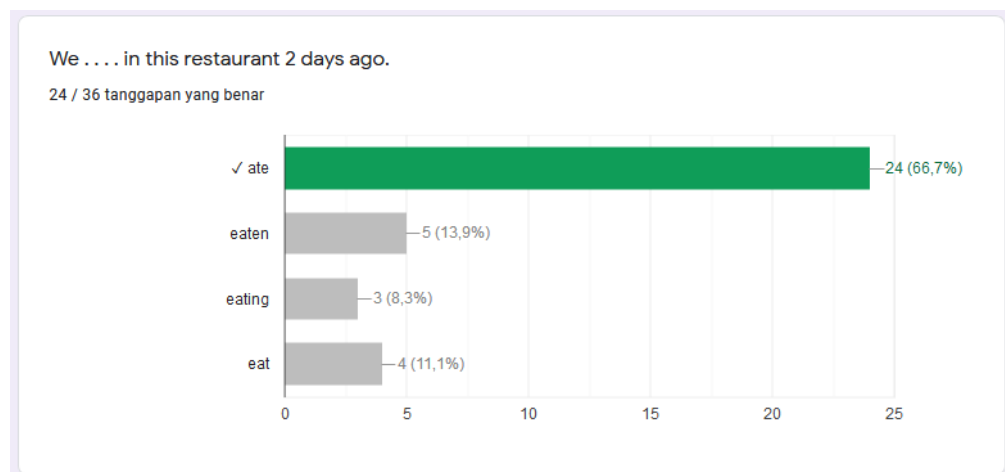


### 1. Question 1





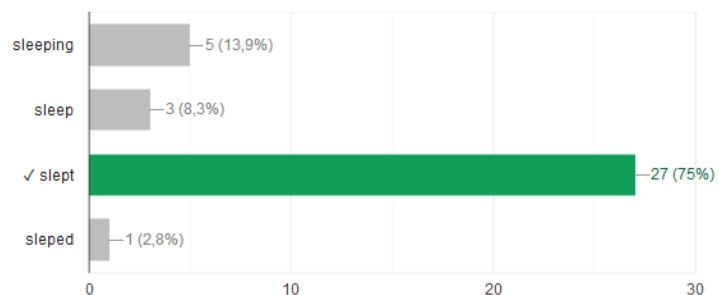
## 2. Question 2



## 3. Question 3

I . . . in this sofa with my sister last night.

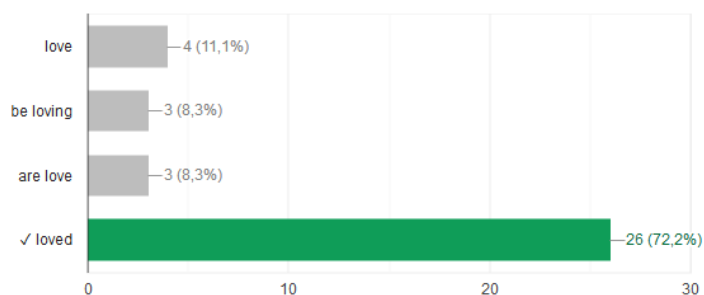
27 / 36 tanggapan yang benar



#### 4. Question 4

We . . . each other 2 years ago.

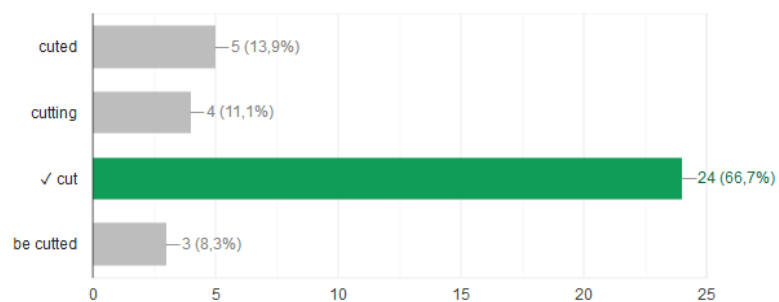
26 / 36 tanggapan yang benar



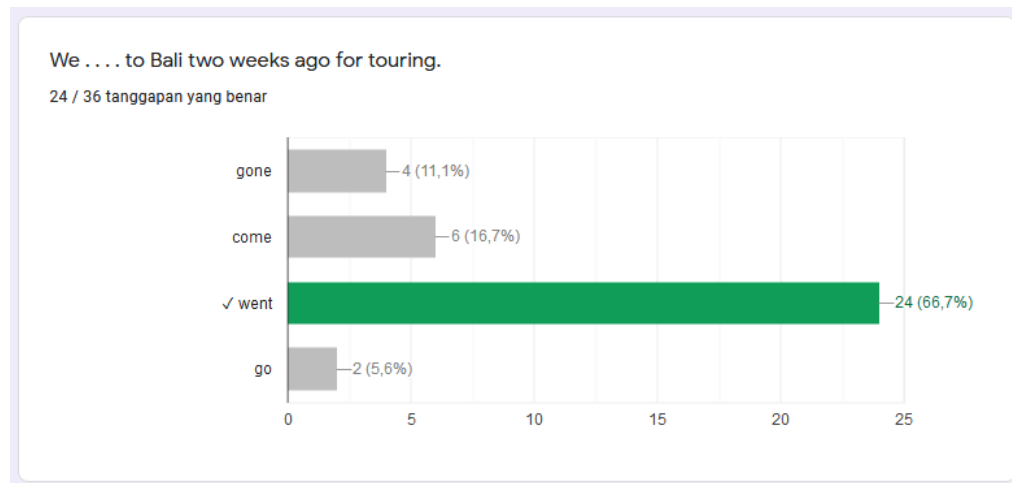
#### 5. Question 5

I . . . this scissors to cut the grass yesterday.

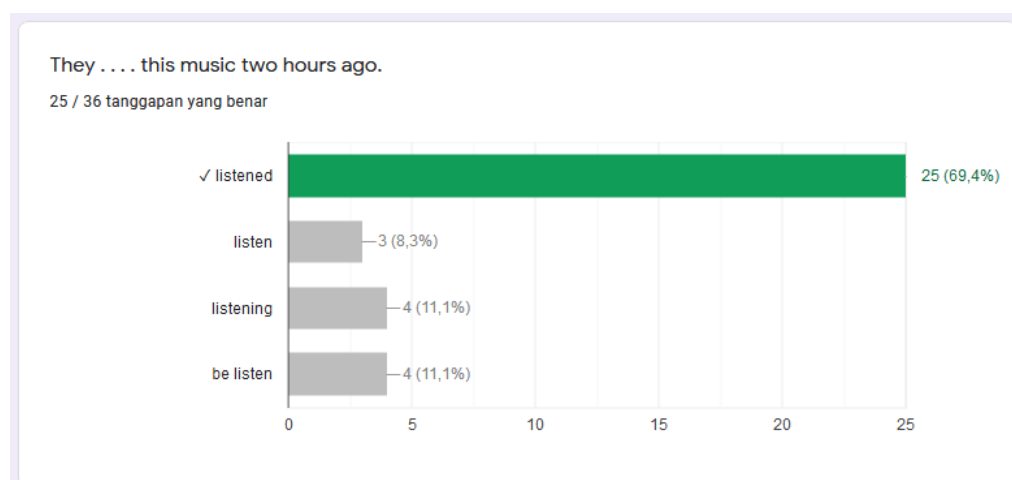
24 / 36 tanggapan yang benar



## 6. Question 6



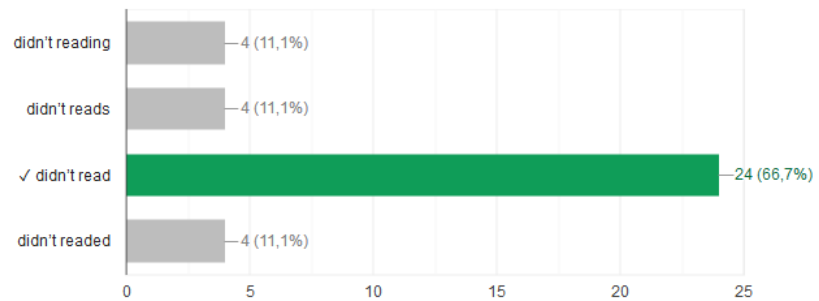
## 7. Question 7



## 8. Question 8

My brother . . . his novel last night because he slept.

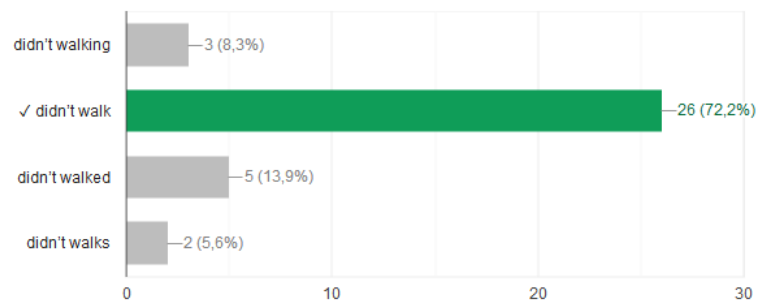
24 / 36 tanggapan yang benar



## 9. Question 9

We . . . to the college yesterday because it was raining.

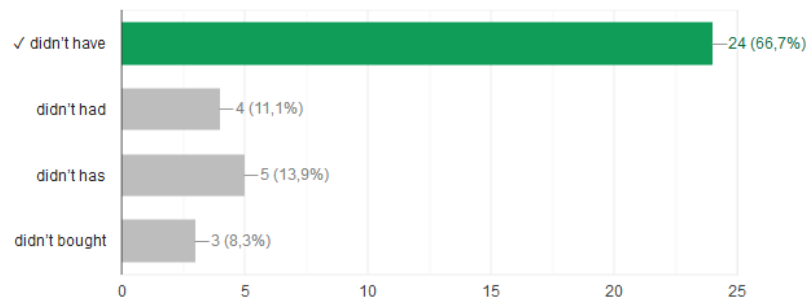
26 / 36 tanggapan yang benar



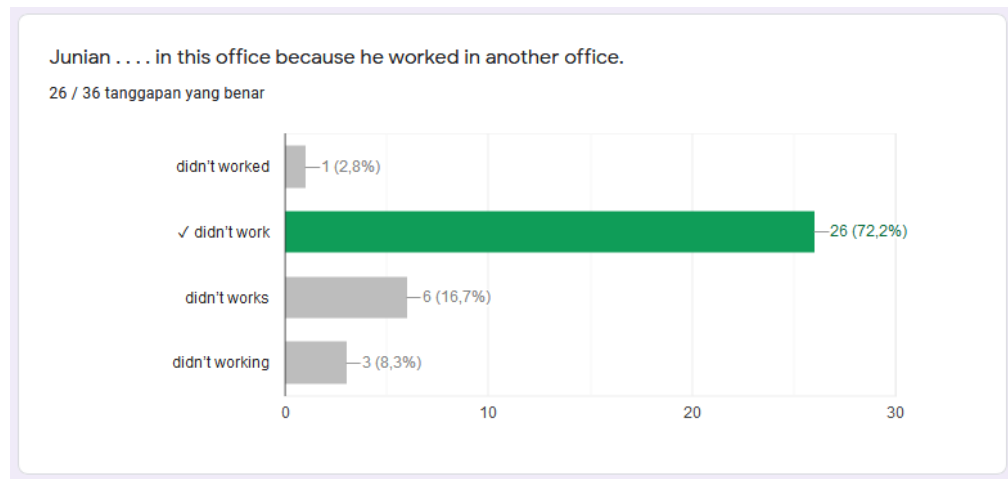
## 10. Question 10

My father . . . car, so he went to Semarang by motorcycle.

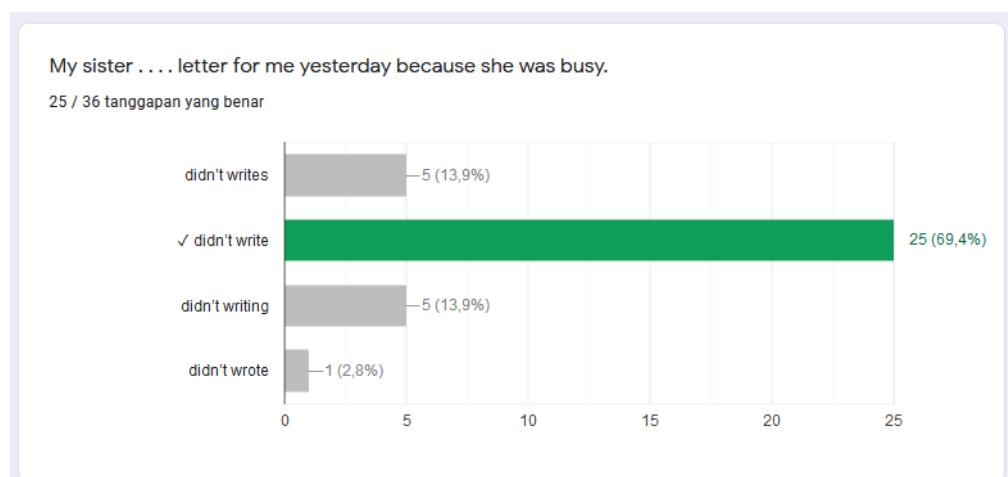
24 / 36 tanggapan yang benar



## 11. Question 11



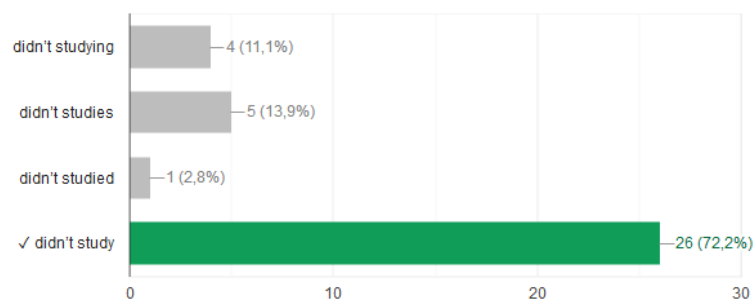
## 12. Question 12



## 13. Question 13

My students . . . study hard last night, so they get bad score.

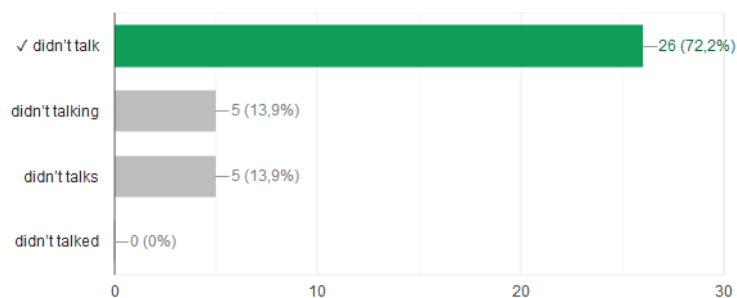
26 / 36 tanggapan yang benar



#### 14. Question 14

They . . . about this project yesterday, so I didn't know about this project.

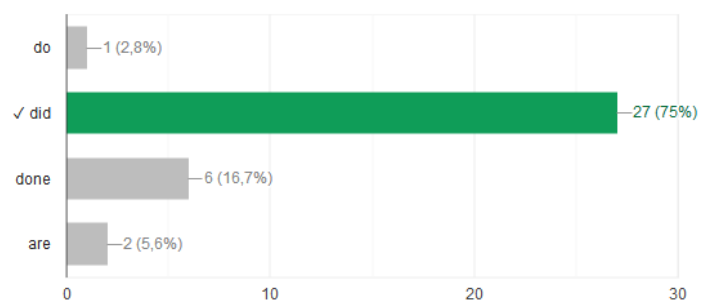
26 / 36 tanggapan yang benar



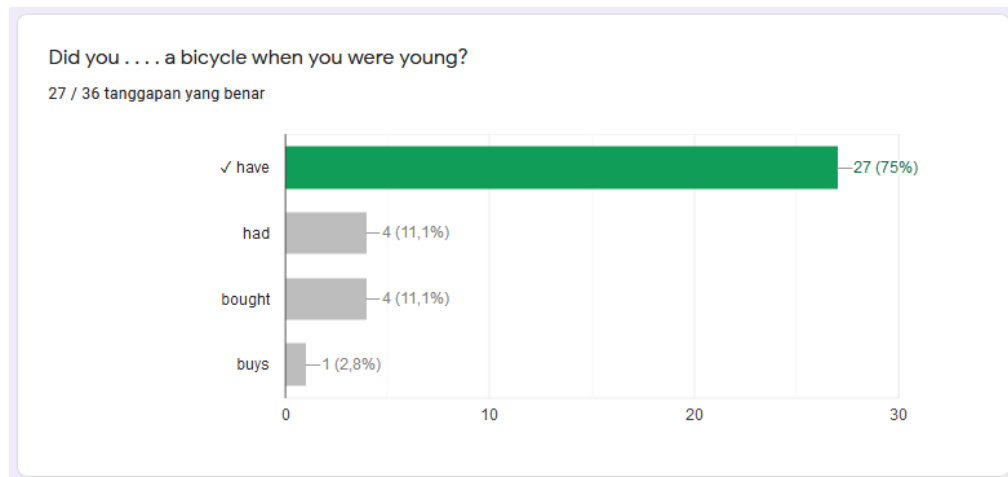
#### 15. Question 15

. . . he read novel last night?

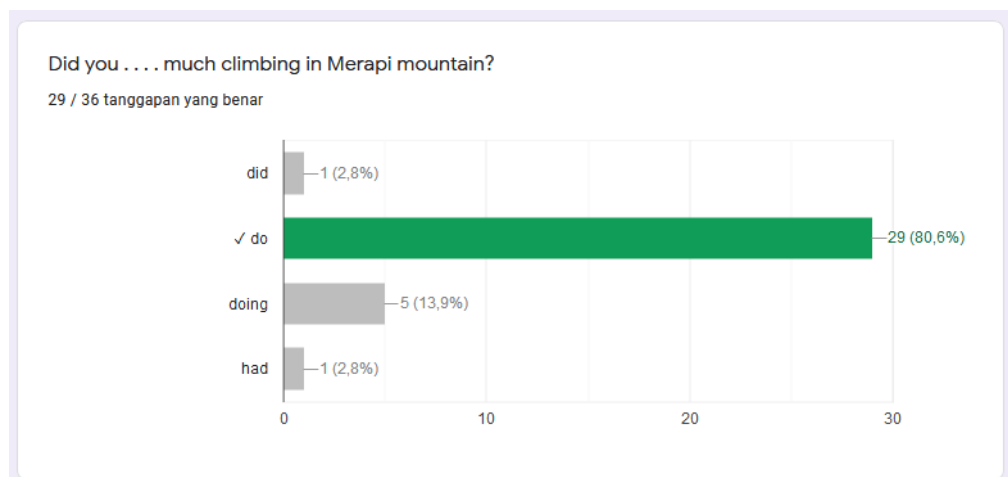
27 / 36 tanggapan yang benar



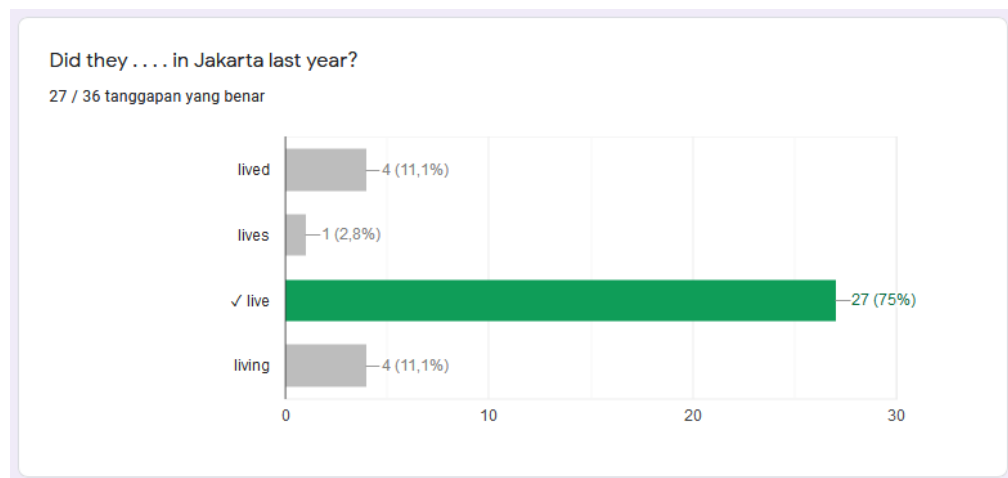
## 16. Question 16



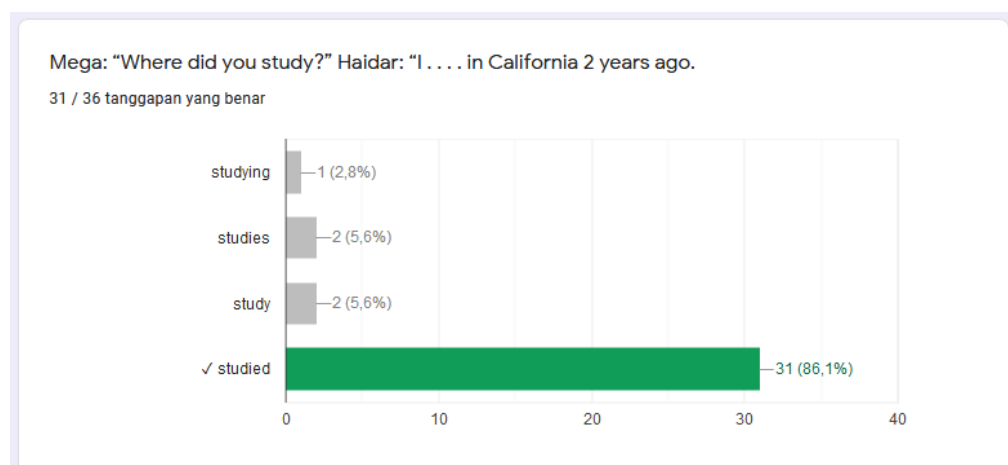
## 17. Question 17



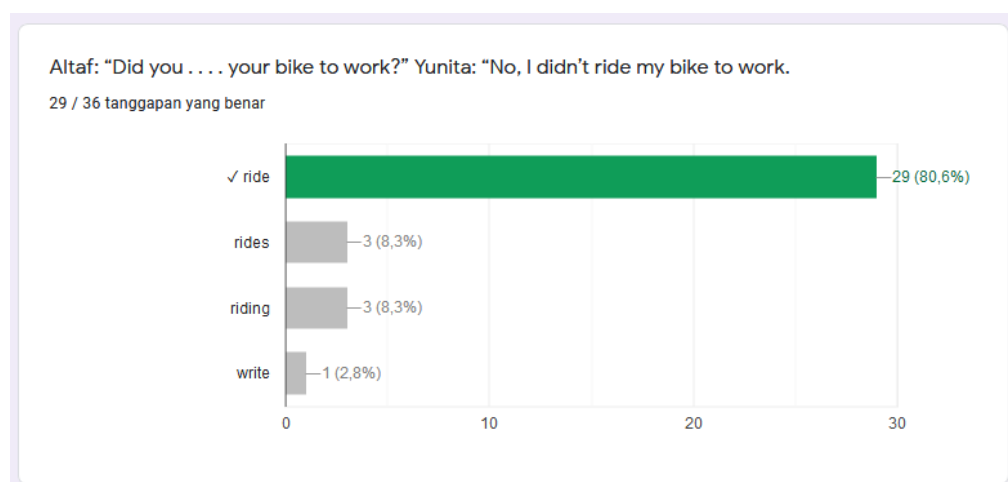
## 18. Question 18



### 19. Question 19



### 20. Question 20





## Appendix 6 The Result of the First Questionnaire

### Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

### Descriptive Statistics

Questionnaire	N	Minimum	Maximum	Mean	Rating of Motivational Level
X1.1	36	1	5	3.61	Moderate
X1.2	36	1	5	3.58	Moderate
X1.3	36	1	5	3.75	High
X1.4	36	1	5	3.75	High
X1.5	36	1	5	3.72	High
X1.6	36	2	5	3.67	Moderate
X1.7	36	1	5	3.69	High
X1.8	36	1	5	3.58	Moderate
X1.9	36	1	5	3.39	Moderate
X1.10	36	1	5	3.61	Moderate
X2.1	36	1	5	3.31	Moderate
X2.2	36	1	5	3.61	Moderate
X2.3	36	1	5	3.81	High
X2.4	36	1	5	3.67	Moderate
X2.5	36	1	5	3.61	Moderate
X2.6	36	1	5	3.44	Moderate
X2.7	36	1	5	3.53	Moderate
X2.8	36	1	5	3.67	Moderate
X2.9	36	1	5	3.61	Moderate
X2.10	36	1	5	3.58	Moderate
<b>MEAN</b>				<b>3.61</b>	<b>Moderate</b>

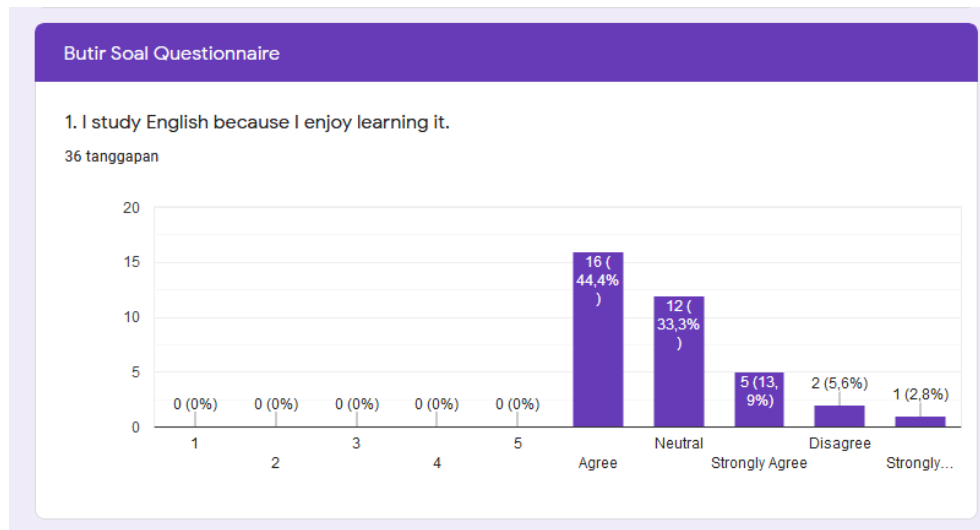
X1 = Questions for intrinsic motivation

X1.1 = Questions for intrinsic motivation number 1

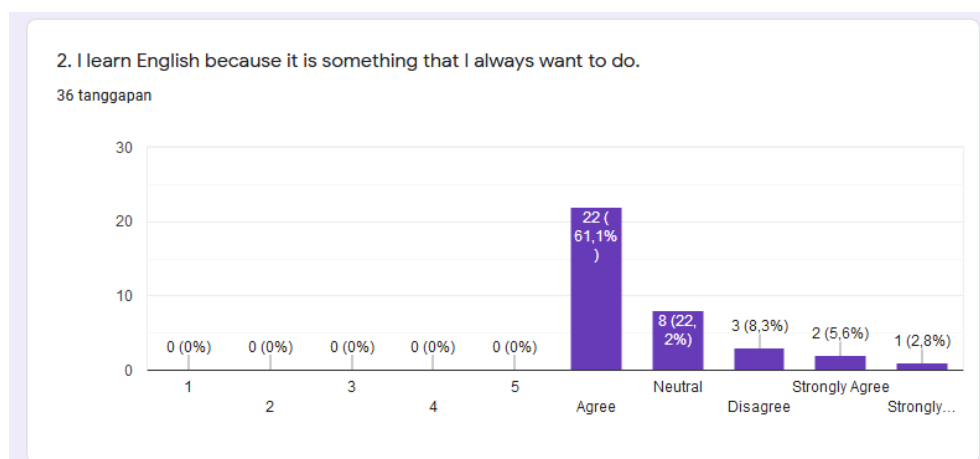
X1.2 = Questions for intrinsic motivation number 2

- X1.3 = Questions for intrinsic motivation number 3
- X1.4 = Questions for intrinsic motivation number 4
- X1.5 = Questions for intrinsic motivation number 5
- X1.6 = Questions for intrinsic motivation number 6
- X1.7 = Questions for intrinsic motivation number 7
- X1.8 = Questions for intrinsic motivation number 8
- X1.9 = Questions for intrinsic motivation number 9
- X1.10 = Questions for intrinsic motivation number 10
- X2 = Questions for extrinsic motivation
- X2.1 = Questions for extrinsic motivation number 1
- X2.2 = Questions for extrinsic motivation number 2
- X2.3 = Questions for extrinsic motivation number 3
- X2.4 = Questions for extrinsic motivation number 4
- X2.5 = Questions for extrinsic motivation number 5
- X2.6 = Questions for extrinsic motivation number 6
- X2.7 = Questions for extrinsic motivation number 7
- X2.8 = Questions for extrinsic motivation number 8
- X2.9 = Questions for extrinsic motivation number 9
- X2.10 = Questions for extrinsic motivation number 10

## Intrinsic Motivation



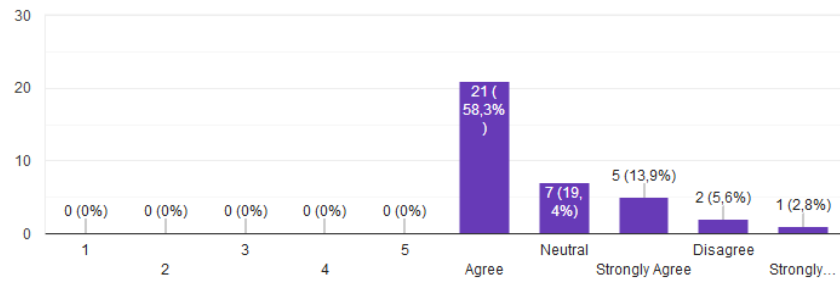
1. Strongly agree : 5 (13.9%)
- Agree : 16 (44.4%)
- Neutral : 12 (33.3%)
- Disagree : 2 (5.6%)
- Strongly Disagree : 1 (2.8%)



2. Strongly agree : 2 (5.6%)
- Agree : 22 (61.1%)
- Neutral : 8 (22.2%)
- Disagree : 3 (8.3%)
- Strongly Disagree : 1 (2.8%)

3. I learn English in order to improve my English skills.

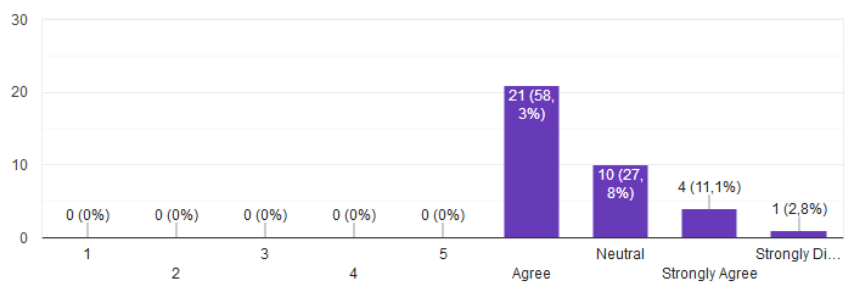
36 tanggapan



3. Strongly agree : 5 (13.9%)  
 Agree : 21 (58.3%)  
 Neutral : 7 (19.4%)  
 Disagree : 2 (5.6%)  
 Strongly Disagree : 1 (2.8%)

4. I learn English because I feel better when I can improve my English skill.

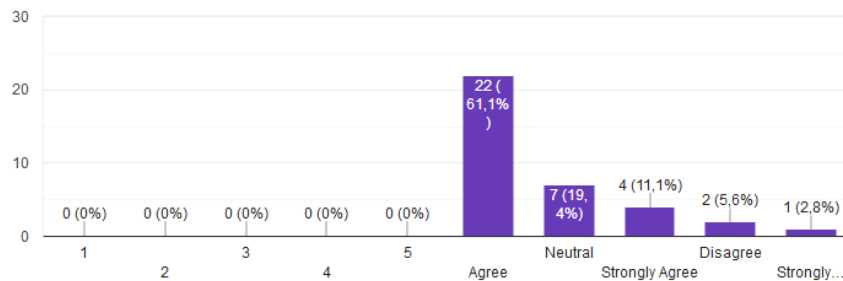
36 tanggapan



4. Strongly agree : 4 (11.1%)  
 Agree : 21 (58.3%)  
 Neutral : 10 (27.8%)  
 Disagree : 0 (0%)  
 Strongly Disagree : 1 (2.8%)

5. I feel happy when I understand new materials in English lesson.

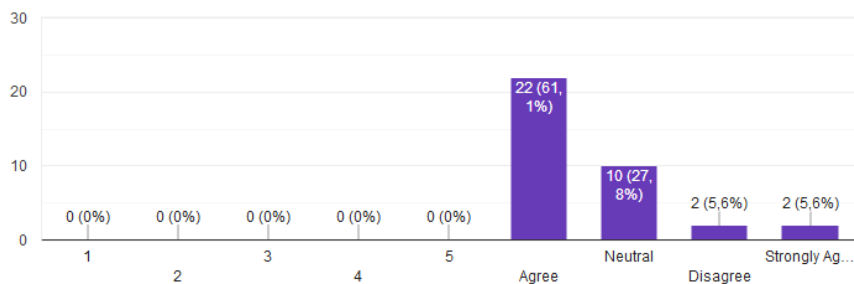
36 tanggapan



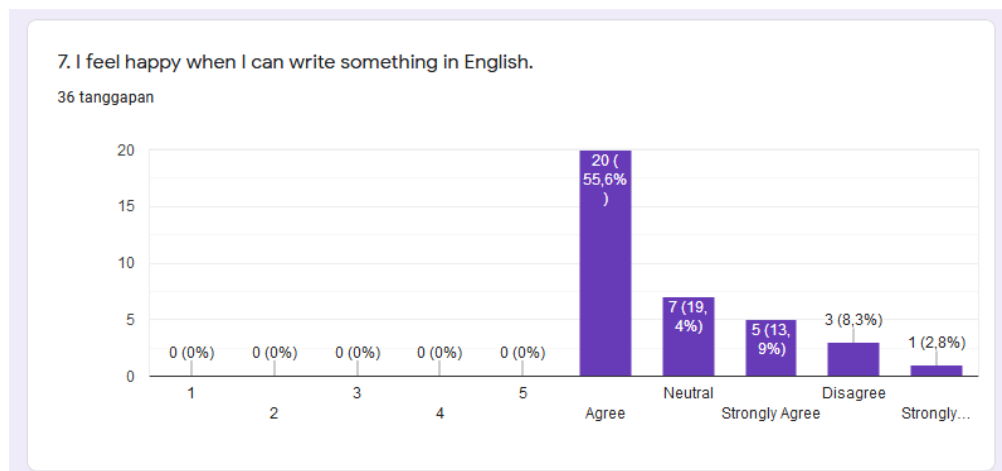
5. Strongly agree : 4 (11.1%)  
 Agree : 22 (61.1%)  
 Neutral : 7 (19.4%)  
 Disagree : 2 (5.6%)  
 Strongly Disagree : 1 (2.8%)

6. I feel happy when I can master new vocabulary.

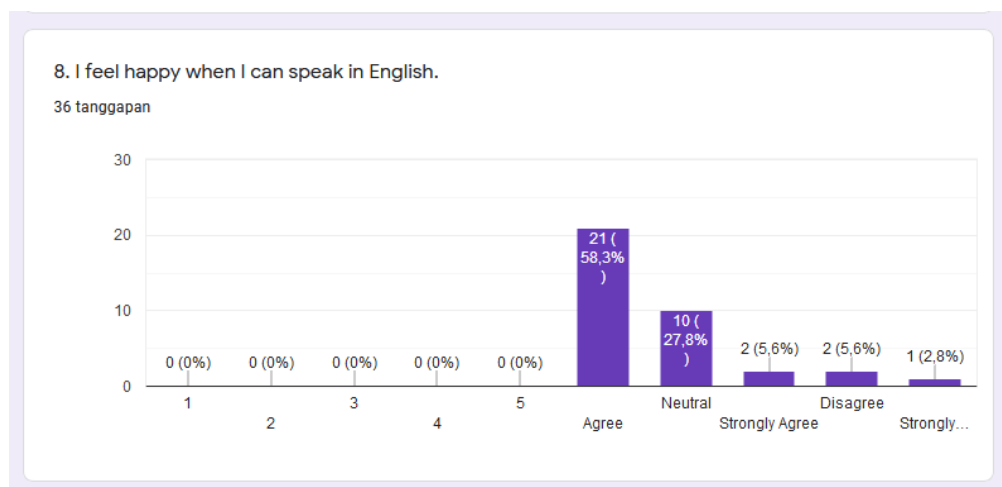
36 tanggapan



6. Strongly agree : 2 (5.6%)  
 Agree : 22 (61.1%)  
 Neutral : 10 (27.8%)  
 Disagree : 2 (5.6%)  
 Strongly Disagree : 0 (0%)



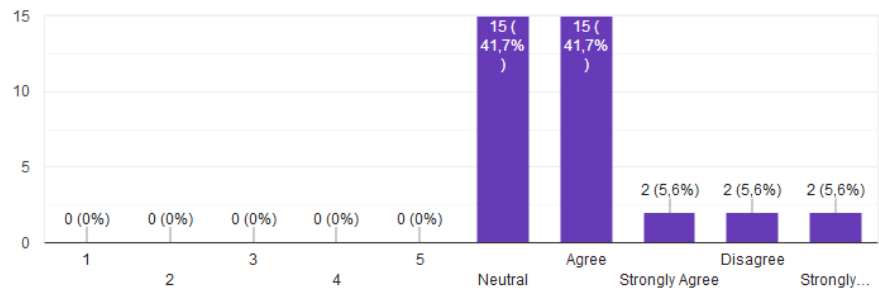
7. Strongly agree : 5 (13.9%)
- Agree : 20 (55.6%)
- Neutral : 7 (19.4%)
- Disagree : 3 (8.3%)
- Strongly Disagree : 1 (2.8%)



8. Strongly agree : 2 (5.6%)
- Agree : 21 (58.3%)
- Neutral : 10 (27.8%)
- Disagree : 2 (5.6%)
- Strongly Disagree : 1 (2.8%)

9. Learning English will allow me to be more at ease with English Speakers.

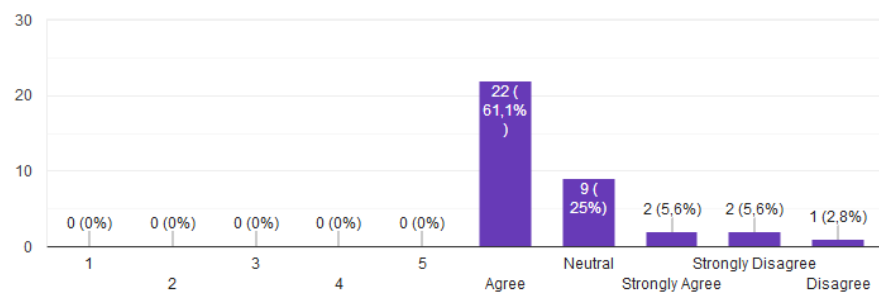
36 tanggapan



9. Strongly agree	: 2 (5.6%)
Agree	: 15 (41.7%)
Neutral	: 15 (41.7%)
Disagree	: 2 (5.6%)
Strongly Disagree	: 2 (5.6%)

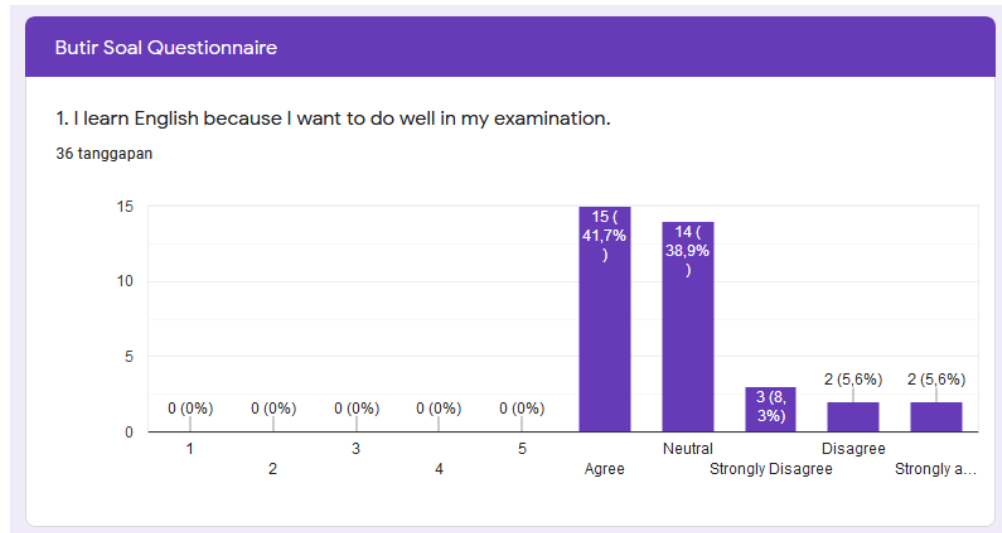
10. Learning English allows me to participate more freely in the activities of other cultural groups.

36 tanggapan

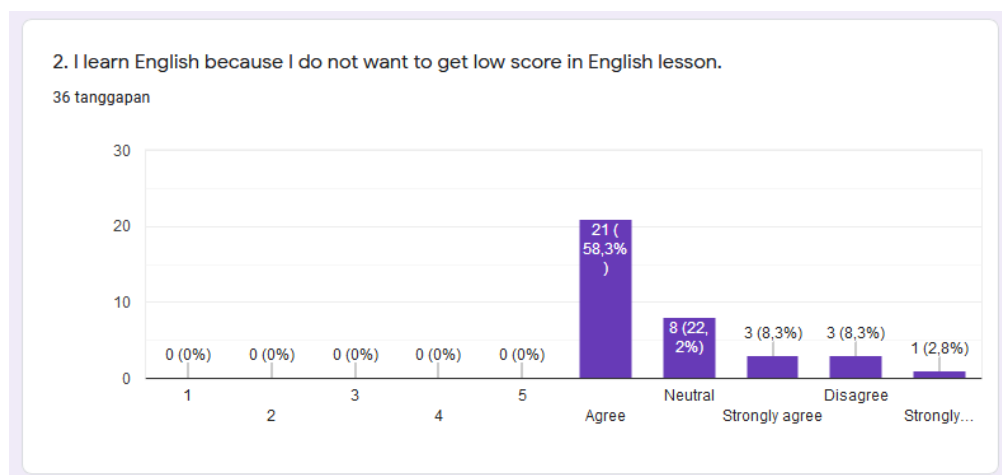


10. Strongly agree	: 2 (5.6%)
Agree	: 22 (61.1%)
Neutral	: 9 (25%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 2 (5.6%)

## Extrinsic Motivation



1. Strongly agree : 2 (5.6%)
- Agree : 15 (41.7%)
- Neutral : 14 (38.9%)
- Disagree : 2 (5.6%)
- Strongly Disagree : 3 (8.3%)

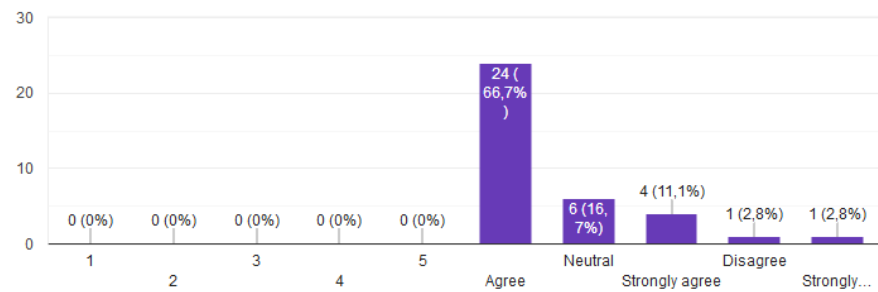


2. Strongly agree : 3 (8.3%)
- Agree : 21 (58.3%)
- Neutral : 8 (22.2%)
- Disagree : 3 (8.3%)
- Strongly Disagree : 1 (2.8%)



3. I learn English because I need to pass an exam.

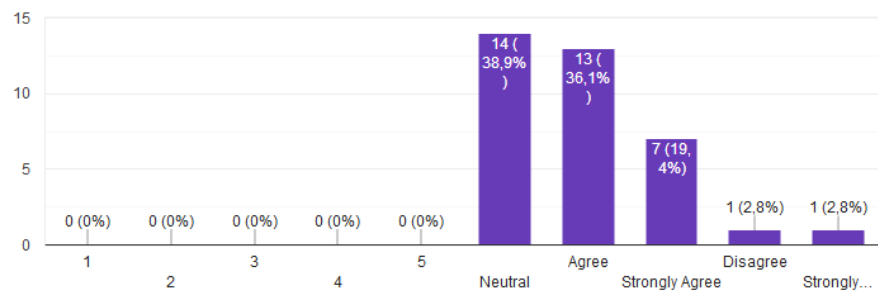
36 tanggapan



3. Strongly agree : 4 (11.1%)
- Agree : 24 (66.7%)
- Neutral : 6 (16.7%)
- Disagree : 1 (2.8%)
- Strongly Disagree : 1 (2.8%)

4. I study English in order to please my family.

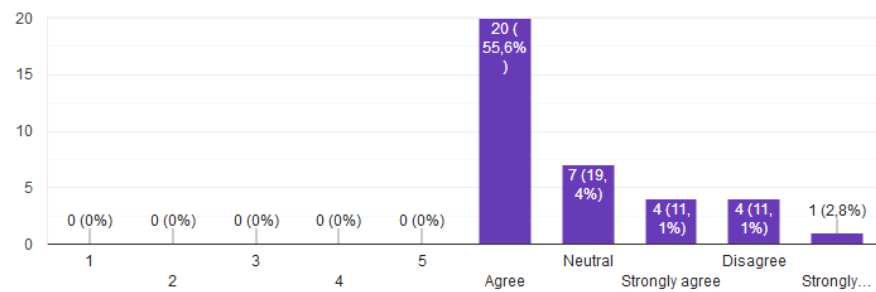
36 tanggapan



4. Strongly agree : 7 (19.4%)
- Agree : 13 (36.1%)
- Neutral : 14 (38.9%)
- Disagree : 1 (2.8%)
- Strongly Disagree : 1 (2.8%)

5. Learning English is useful in getting favorite school.

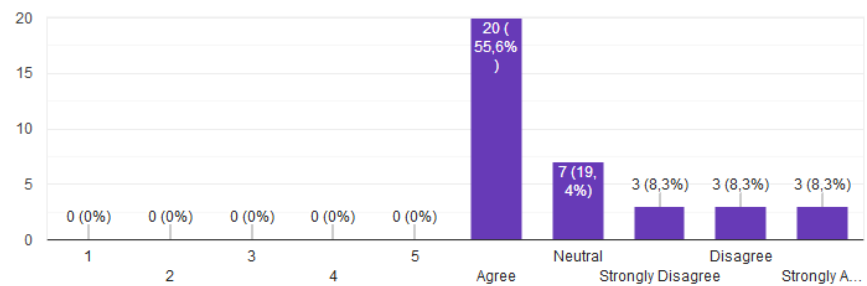
36 tanggapan



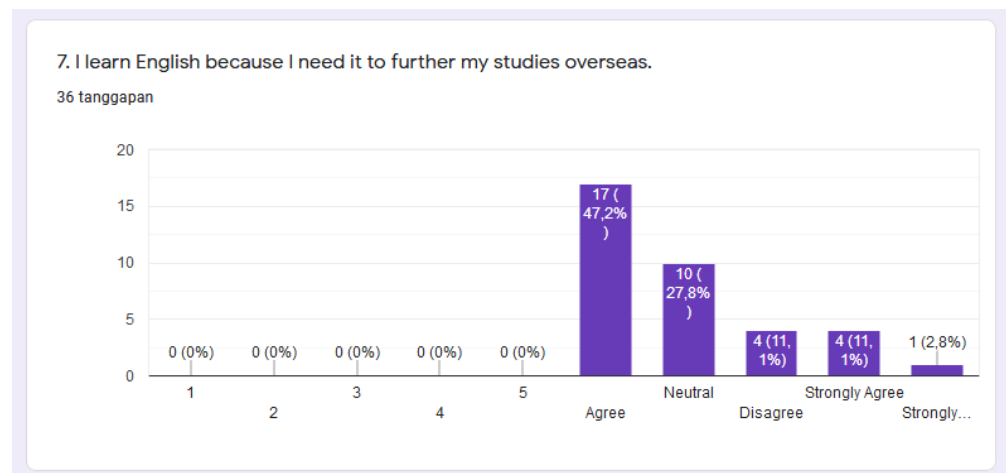
5. Strongly agree : 4 (11.1%)
- Agree : 20 (55.6%)
- Neutral : 7 (19.4%)
- Disagree : 4 (11.1%)
- Strongly Disagree : 1 (2.8%)

6. Learning English is useful in getting a good job.

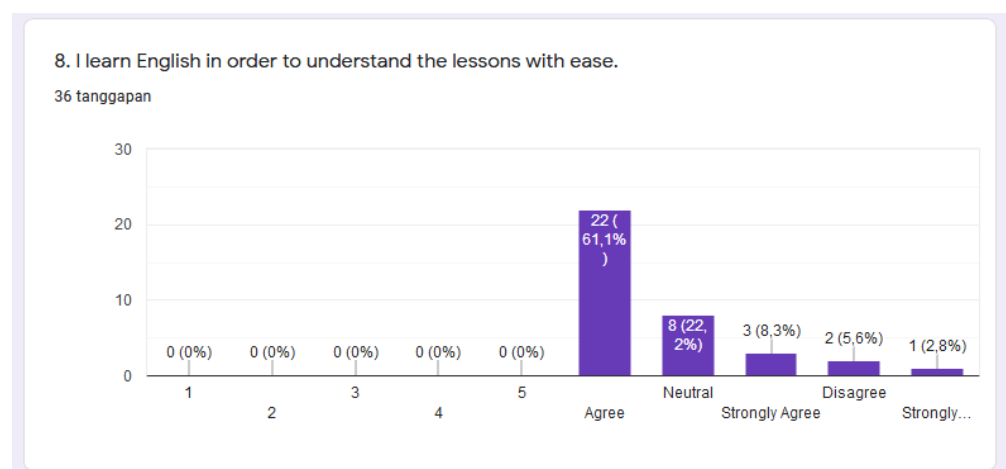
36 tanggapan



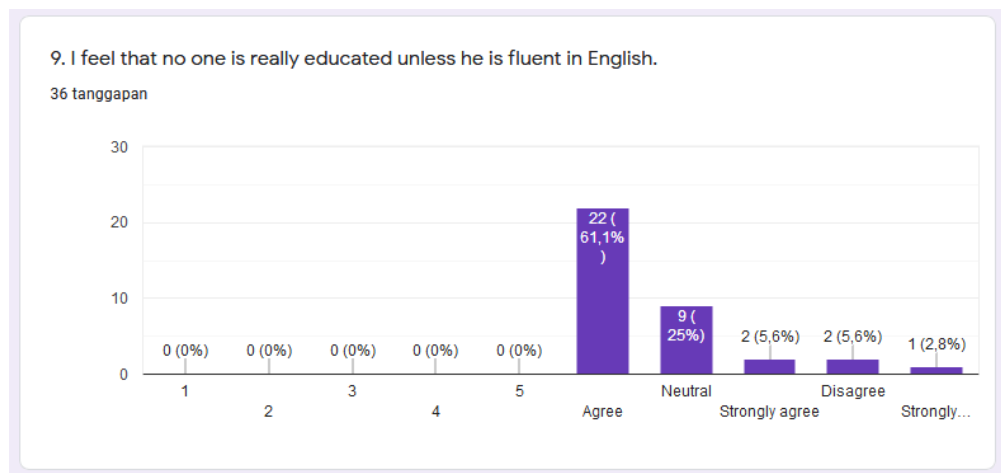
6. Strongly agree : 3 (8.3%)
- Agree : 20 (55.6%)
- Neutral : 7 (19.4%)
- Disagree : 3 (8.3%)
- Strongly Disagree : 3 (8.3%)



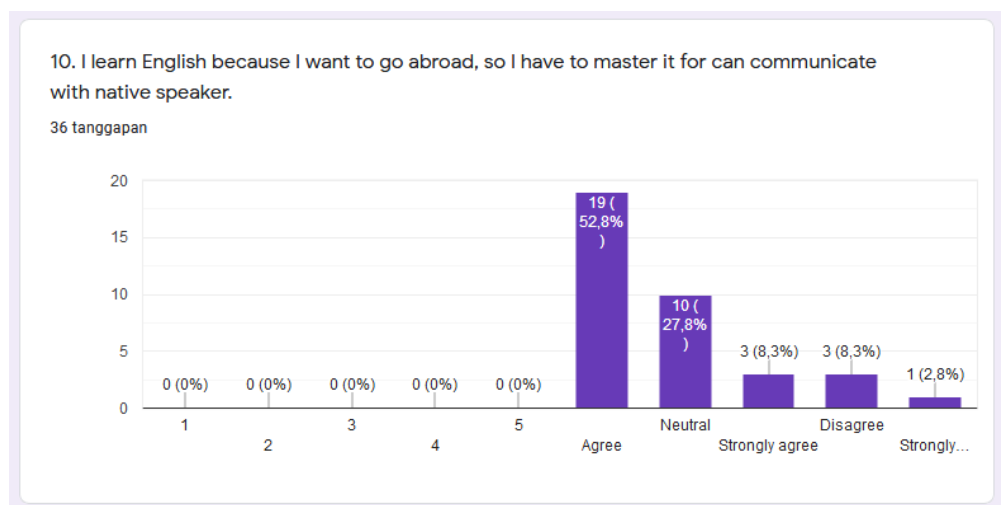
7. Strongly agree : 4 (11.1%)
- Agree : 17 (47.2%)
- Neutral : 10 (27.8%)
- Disagree : 4 (11.1%)
- Strongly Disagree : 1 (2.8%)



8. Strongly agree : 3 (8.3%)
- Agree : 22 (61.1%)
- Neutral : 8 (22.2%)
- Disagree : 2 (5.6%)
- Strongly Disagree : 1 (2.8%)



9. Strongly agree	: 2 (5.6%)
Agree	: 22 (61.1%)
Neutral	: 9 (25%)
Disagree	: 2 (5.6%)
Strongly Disagree	: 1 (2.8%)



10. Strongly agree	: 3 (8.3%)
Agree	: 19 (52.8%)
Neutral	: 10 (27.8%)
Disagree	: 3 (8.3%)
Strongly Disagree	: 1 (2.8%)

## Appendix 7 The Result of the Second Questionnaire

### Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

### Descriptive Statistics

Questionnaire	N	Minimum	Maximum	Mean	Rating of Motivation Level
X1.1	36	2	5	4.00	High
X1.2	36	2	5	3.64	Moderate
X1.3	36	1	5	3.56	Moderate
X1.4	36	2	5	3.67	Moderate
X1.5	36	1	5	3.47	Moderate
X1.6	36	2	5	3.67	Moderate
X1.7	36	1	5	3.50	High
X1.8	36	1	5	3.61	Moderate
X1.9	36	1	5	3.47	Moderate
X1.10	36	2	5	3.72	High
X2.1	36	2	5	3.67	Moderate
X2.2	36	2	5	3.72	High
X2.3	36	2	5	3.64	Moderate
X2.4	36	1	5	3.50	Moderate
X2.5	36	2	5	3.72	High
X2.6	36	3	5	3.69	High
X2.7	36	2	5	3.58	Moderate
X2.8	36	2	4	3.78	High
X2.9	36	1	4	3.67	Moderate
X2.10	36	3	4	3.44	Moderate
<b>MEAN</b>				<b>3.64</b>	<b>Moderate</b>

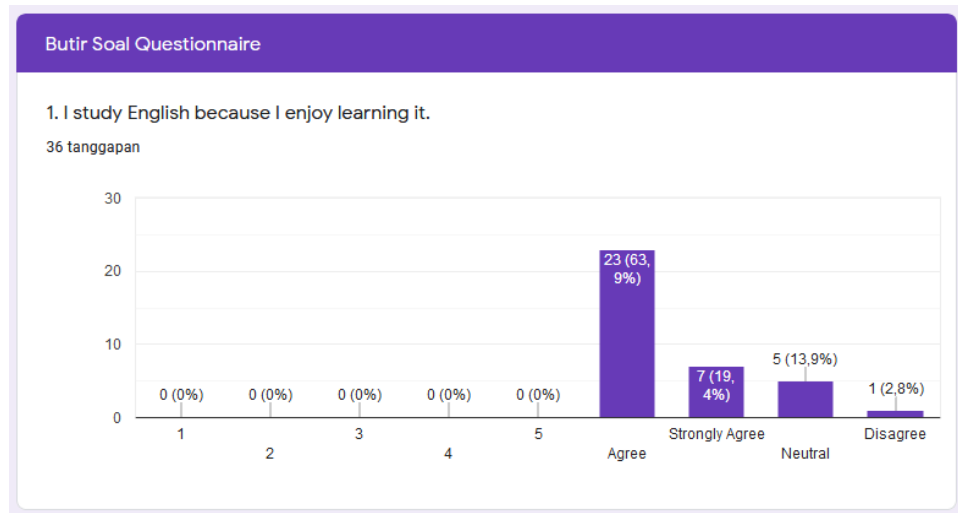
X1 = Questions for intrinsic motivation

X1.1 = Questions for intrinsic motivation number 1

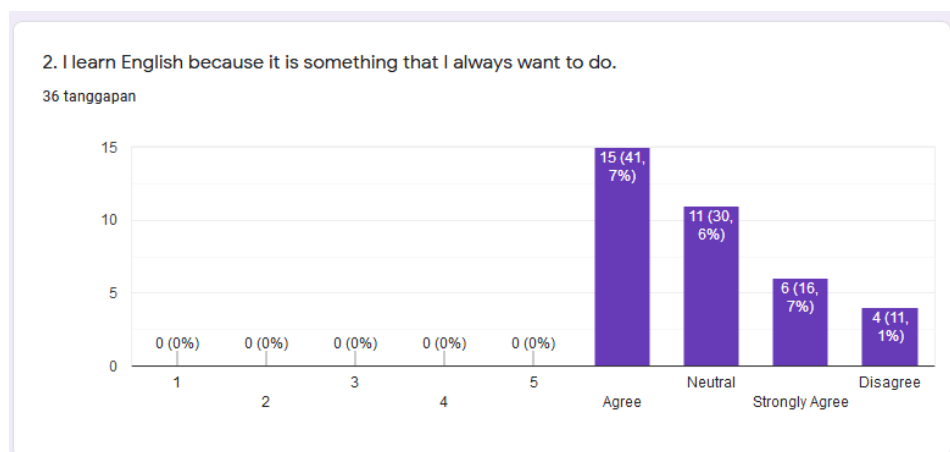
X1.2 = Questions for intrinsic motivation number 2

- X1.3 = Questions for intrinsic motivation number 3
- X1.4 = Questions for intrinsic motivation number 4
- X1.5 = Questions for intrinsic motivation number 5
- X1.6 = Questions for intrinsic motivation number 6
- X1.7 = Questions for intrinsic motivation number 7
- X1.8 = Questions for intrinsic motivation number 8
- X1.9 = Questions for intrinsic motivation number 9
- X1.10 = Questions for intrinsic motivation number 10
- X2 = Questions for extrinsic motivation
- X2.1 = Questions for extrinsic motivation number 1
- X2.2 = Questions for extrinsic motivation number 2
- X2.3 = Questions for extrinsic motivation number 3
- X2.4 = Questions for extrinsic motivation number 4
- X2.5 = Questions for extrinsic motivation number 5
- X2.6 = Questions for extrinsic motivation number 6
- X2.7 = Questions for extrinsic motivation number 7
- X2.8 = Questions for extrinsic motivation number 8
- X2.9 = Questions for extrinsic motivation number 9
- X2.10 = Questions for extrinsic motivation number 10

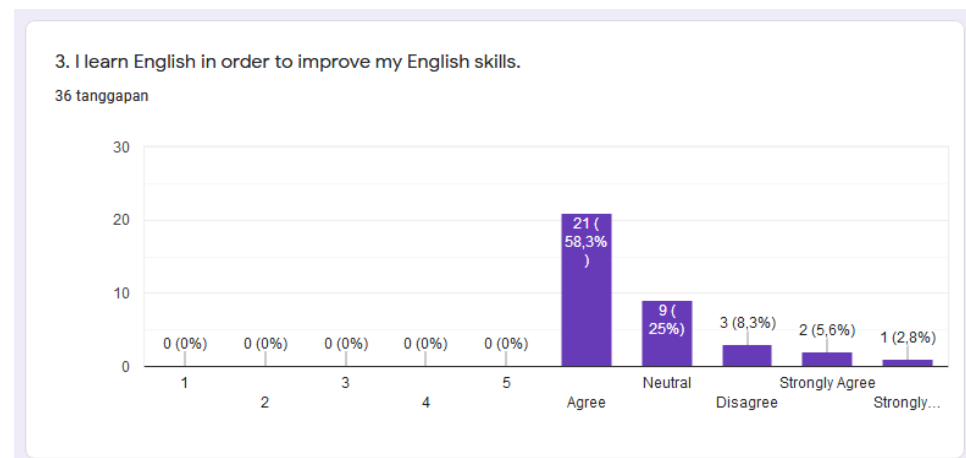
## Intrinsic Motivation



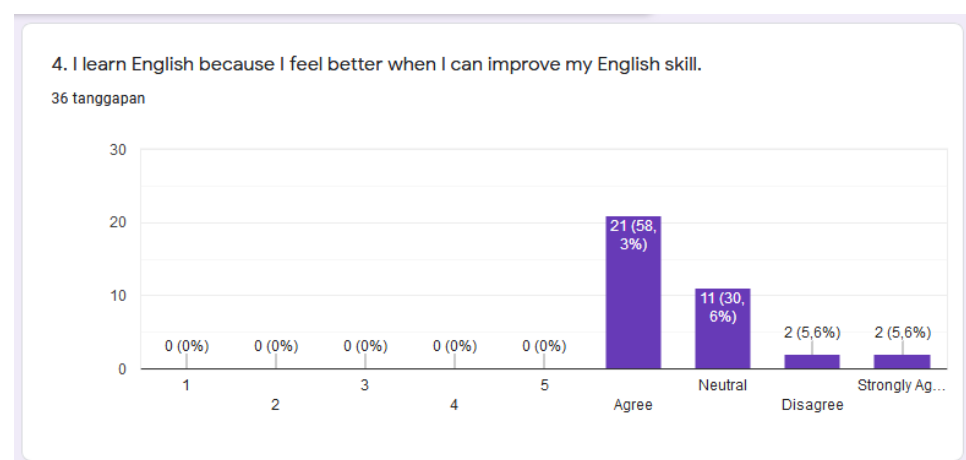
11. Strongly agree	: 7 (19.4%)
Agree	: 23 (63.9%)
Neutral	: 5 (13.9%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 0 (0%)



12. Strongly agree	: 6 (16.7%)
Agree	: 15 (41.7%)
Neutral	: 11 (30.6%)
Disagree	: 4 (11.1%)
Strongly Disagree	: 0 (0%)

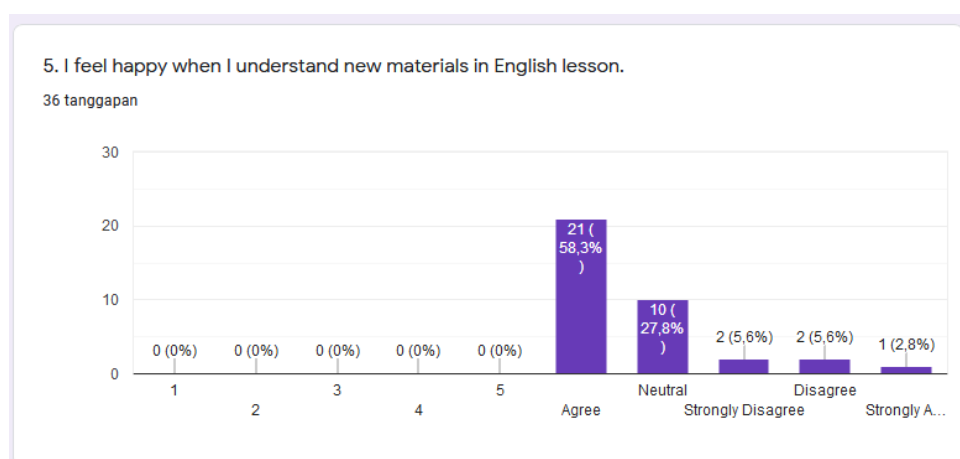


13. Strongly agree	: 2 (5.6%)
Agree	: 21 (58.3%)
Neutral	: 9 (25%)
Disagree	: 3 (8.3%)
Strongly Disagree	: 1 (2.8%)

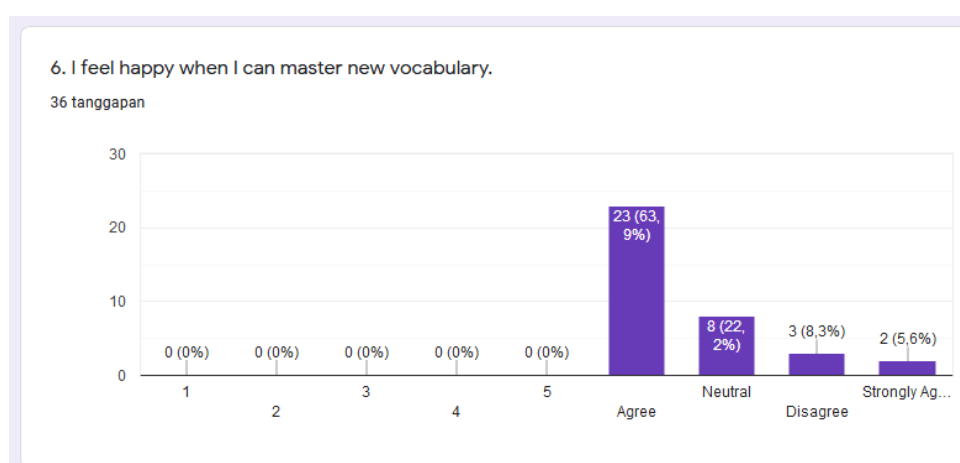


14. Strongly agree	: 2 (5.6%)
Agree	: 21 (58.3%)
Neutral	: 11 (30.6%)
Disagree	: 2 (5.6%)
Strongly Disagree	: 0 (0%)

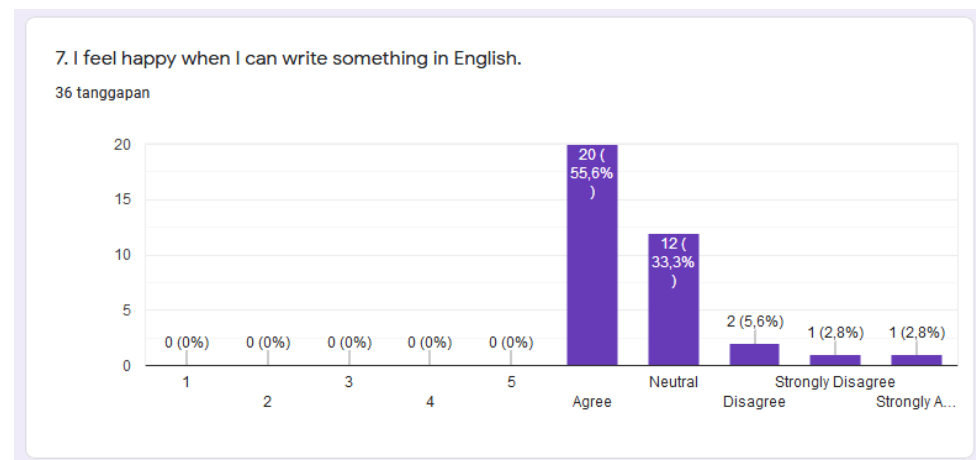




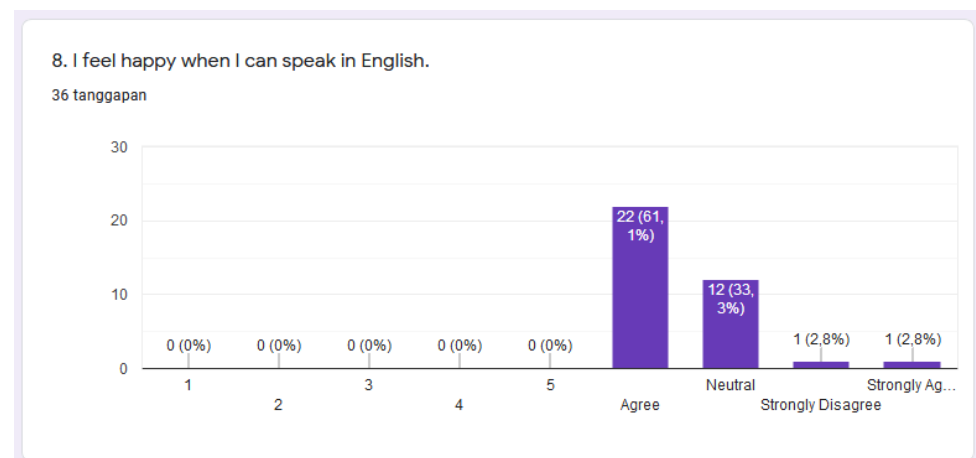
15. Strongly agree	: 1 (2.8%)
Agree	: 21 (58.3%)
Neutral	: 10 (27.8%)
Disagree	: 2 (5.6%)
Strongly Disagree	: 2 (5.6%)



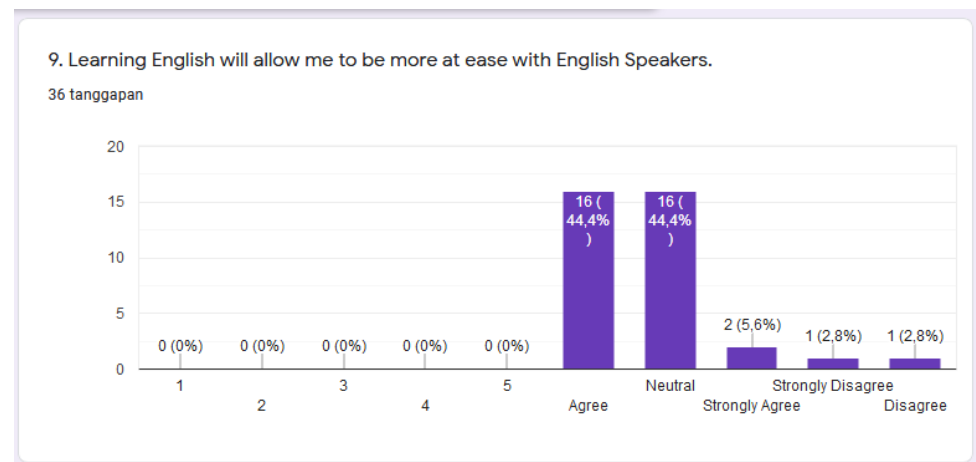
16. Strongly agree	: 2 (5.6%)
Agree	: 23 (63.9%)
Neutral	: 8 (22.2%)
Disagree	: 3 (8.3%)
Strongly Disagree	: 0 (0%)



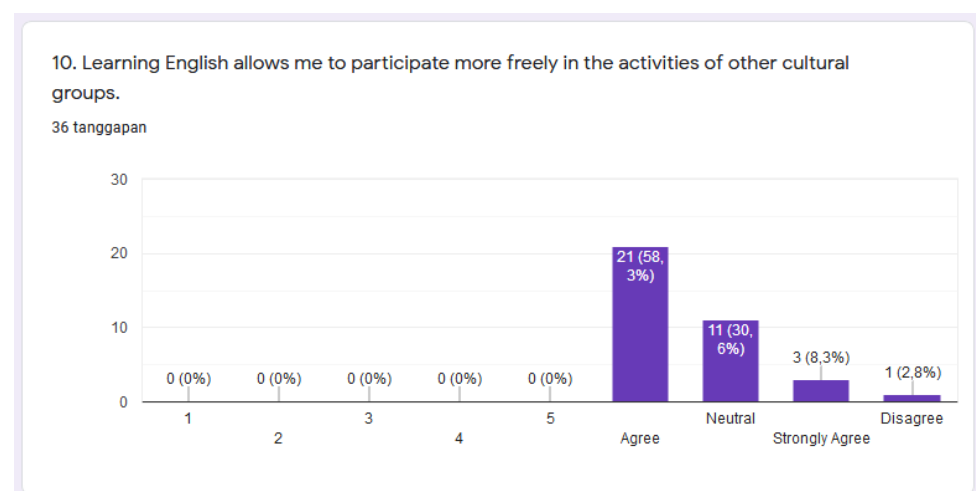
17. Strongly agree	: 1 (2.8%)
Agree	: 20 (55.6%)
Neutral	: 12 (33.3%)
Disagree	: 2 (5.6%)
Strongly Disagree	: 1 (2.8%)



18. Strongly agree	: 1 (2.8%)
Agree	: 22 (61.1%)
Neutral	: 12 (33.3%)
Disagree	: 0 (0%)
Strongly Disagree	: 1 (2.8%)

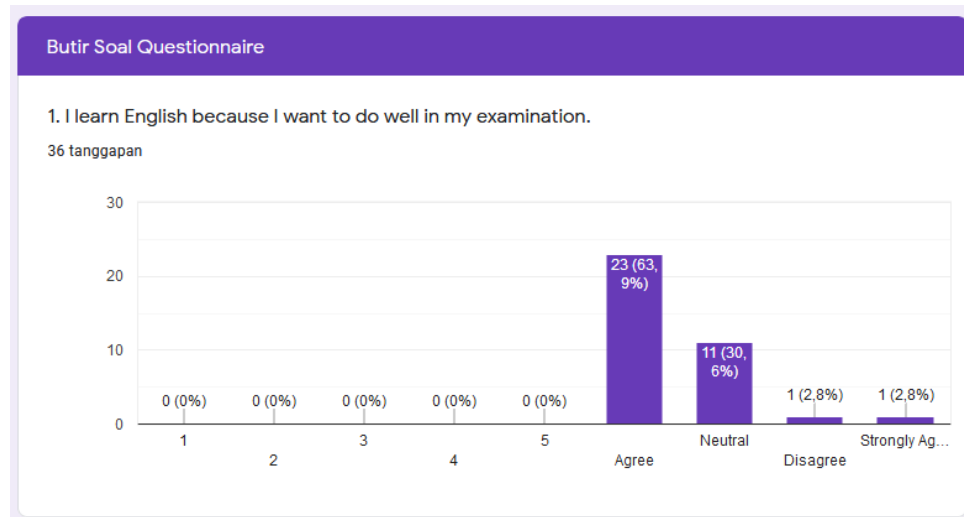


19. Strongly agree	: 2 (5.6%)
Agree	: 16 (44.4%)
Neutral	: 16 (44.4%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 1 (2.8%)

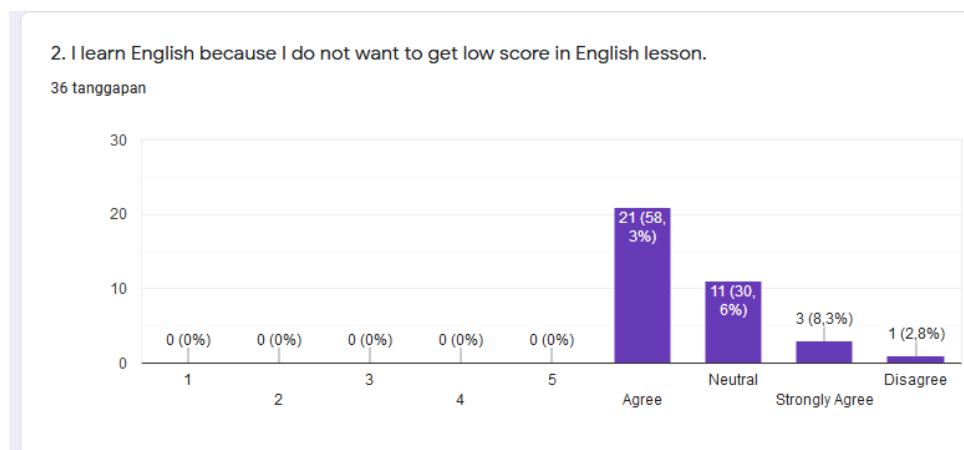


20. Strongly agree	: 3 (8.3%)
Agree	: 21 (58.3%)
Neutral	: 11 (30.6%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 0 (0%)

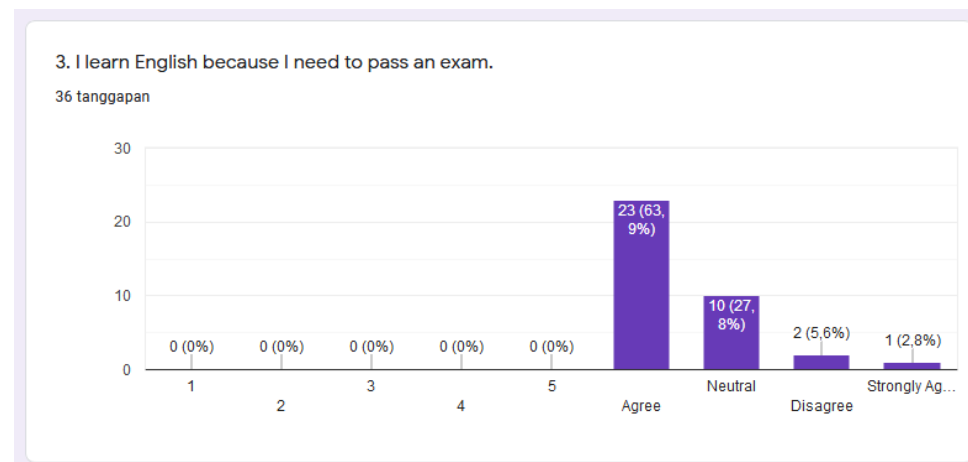
## Extrinsic Motivation



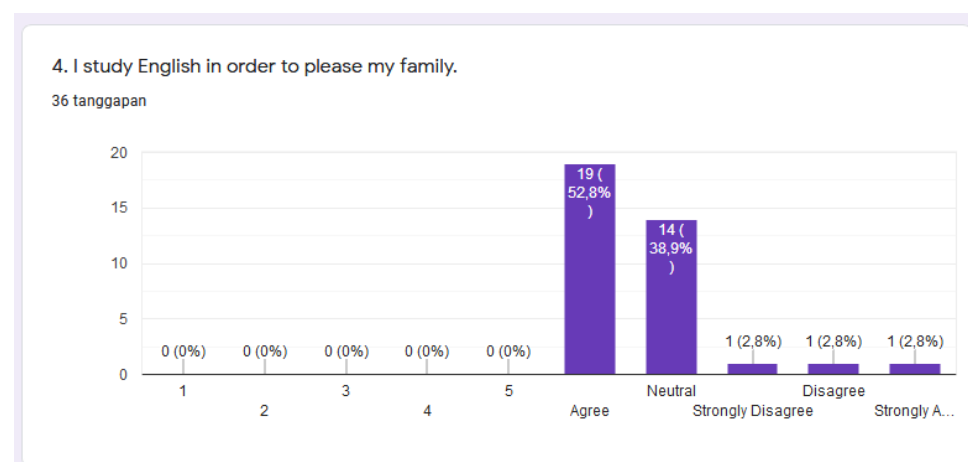
11. Strongly agree	: 1 (2.8%)
Agree	: 23 (63.9%)
Neutral	: 11 (30.6%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 0 (0%)



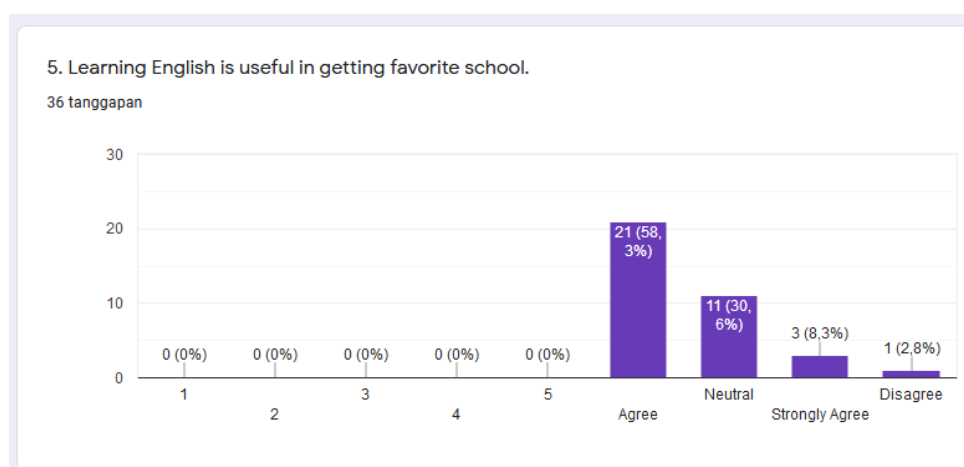
12. Strongly agree	: 3 (8.3%)
Agree	: 21 (58.3%)
Neutral	: 11 (30.6%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 0 (0%)



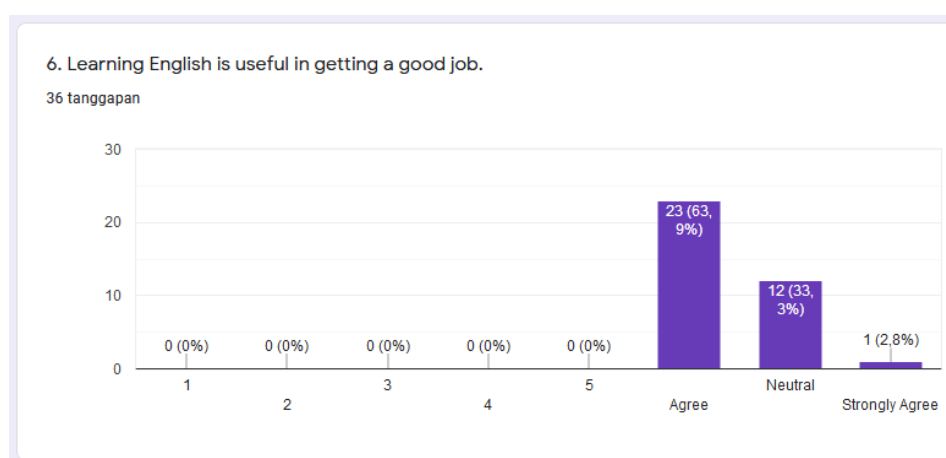
13. Strongly agree	: 1 (2.8%)
Agree	: 23 (63.9%)
Neutral	: 10 (27.8%)
Disagree	: 2 (5.6%)
Strongly Disagree	: 0 (0%)



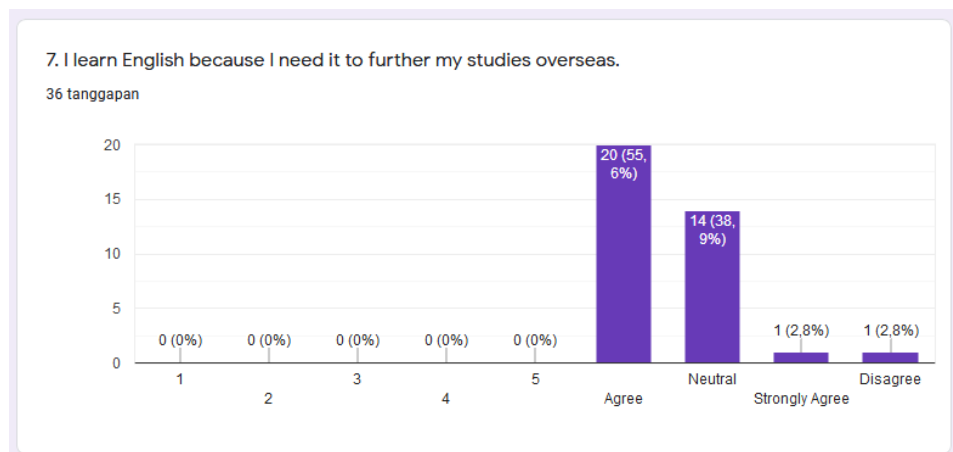
14. Strongly agree	: 1 (2.8%)
Agree	: 19 (52.8%)
Neutral	: 14 (38.9%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 1 (2.8%)



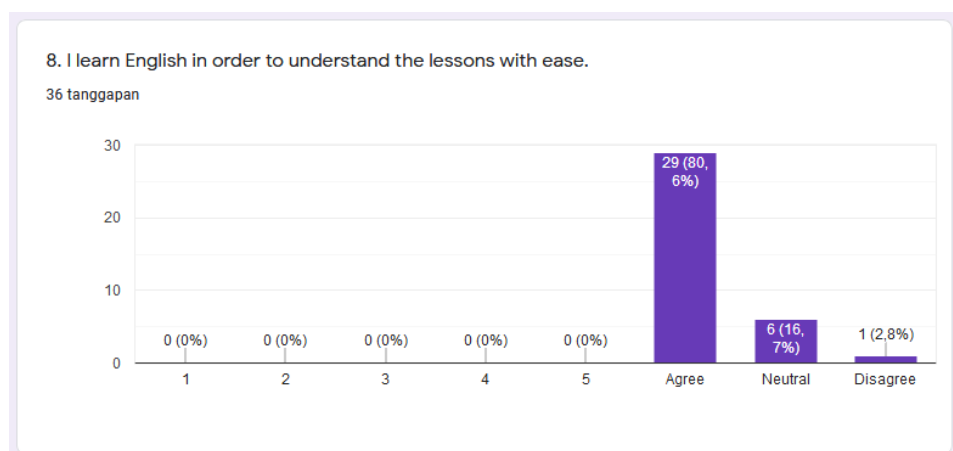
15. Strongly agree	: 3 (8.3%)
Agree	: 21 (58.3%)
Neutral	: 11 (30.6%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 0 (0%)



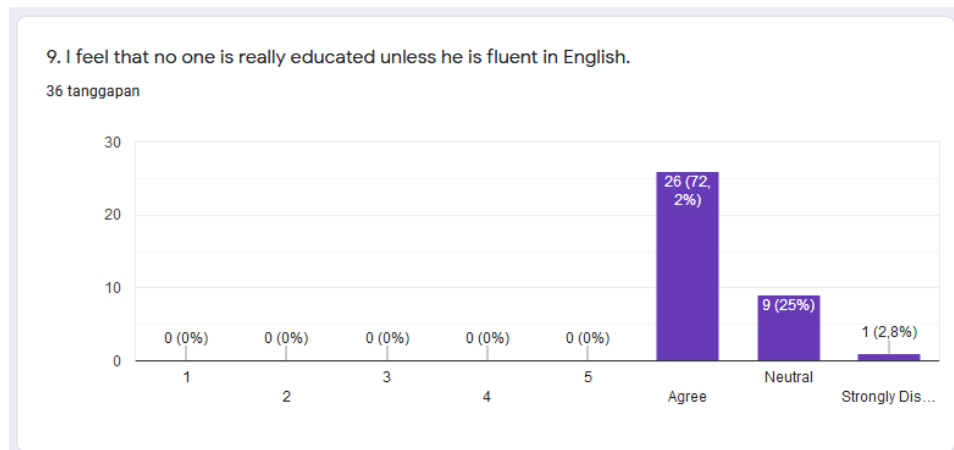
16. Strongly agree	: 1 (2.8%)
Agree	: 23 (63.9%)
Neutral	: 12 (33.3%)
Disagree	: 0 (0%)
Strongly Disagree	: 0 (0%)



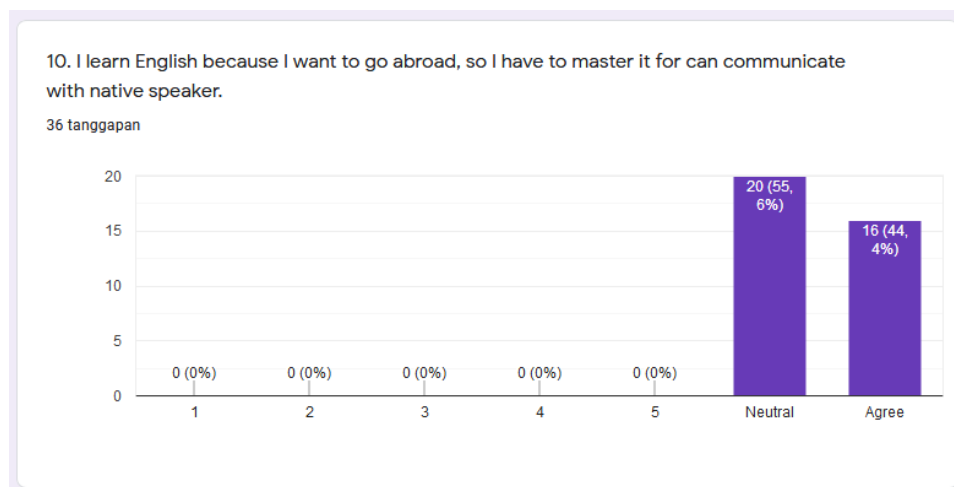
17. Strongly agree	: 1 (2.8%)
Agree	: 20 (55.6%)
Neutral	: 14 (38.9%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 0 (0%)



18. Strongly agree	: 0 (0%)
Agree	: 29 (80.6%)
Neutral	: 6 (16.7%)
Disagree	: 1 (2.8%)
Strongly Disagree	: 0 (0%)



19. Strongly agree	: 0 (0%)
Agree	: 26 (72.2%)
Neutral	: 9 (25%)
Disagree	: 0 (0%)
Strongly Disagree	: 1 (2.8%)



20. Strongly agree	: 0 (0%)
Agree	: 16 (44.4%)
Neutral	: 20 (55.6%)
Disagree	: 0 (0%)
Strongly Disagree	: 0 (0%)



## Appendix 8Field Note

### Field Note

Date : 20 July 2020

Time : 09.00 a.m – 11.00 a.m

Location : SMA N 1 Nogosari located on Nogosari Street, Dusun 2, Glonggong, Boyolali

Activity : Pre-research, observation and Interview with the teacher

In Monday morning, 20 July 2020 about 9.00 a.m the researcher arrived in SMA N 1 Nogosari. The researcher asked permission with the security to meet Dewi Chusnul Chotimah, the English teacher at SMA N 1 Nogosari and to do pre-research. The security asked the researcher to visit the teachers' office to meet Dewi Chusnul Chotimah. The researcher introduced herself to Dewi Chusnul Chotimah and others teacher in SMA N 1 Nogosari. The teacher told Dewi about the research plan would do to the X grade in SMA N 1 Nogosari and asked for the permission for doing the research. Dewi accepted the permission and the researcher started to do pre-research by asking Dewi about condition of the school, the students, the teaching and learning process and the syllabus.

This school has three grades. The grades are tenth grade, eleventh grade, and twelfth grade. Each grade consists of 4 classes. The first, the researcher visit the school and asked the permission with the teacher. And then, the researcher interviewed Dewi, the English teacher about teaching and learning process in tenth grade.

The results of the interview are how the learning process been held and what are the students' problems in learning process. The teacher uses book for teaching English without other media. The problem of the learning process are students have low motivation in learning grammar especially in learning simple past tense, so are not enthusiastic when studying

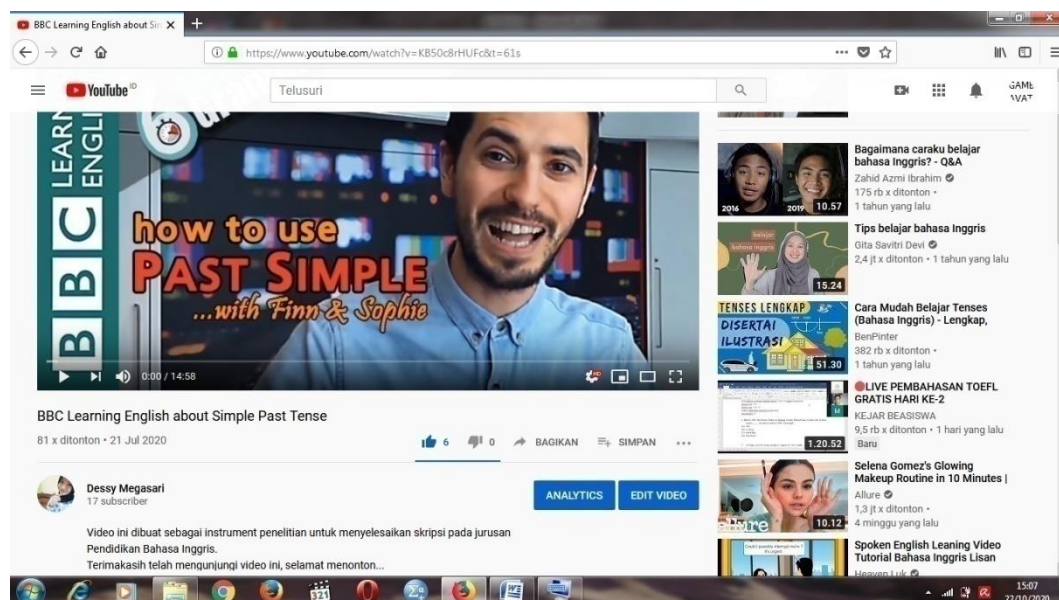
English in the class. The students have low vocabulary mastery, so they do not understand every single word in the lesson. The students get bored with the teaching learning process because the teacher use books as the media and most of them felt difficult to memorize all of the materials that have been studied in the school. The students fear of the grammar so they neglect grammar. All of the reasons above made a lot of students have low score in English. They got under the 70, the pass grade for English lesson.

The researcher asked Dewi's phone number for asking the others requisites. Dewi gave her phone number and asked the researcher to make the official letter from Institute as the requirement to do the research in SMA N 1 Nogosari and give it to the headmaster. About 11.00 a.m the researcher had done all the activity and going back home.

## Appendix 9 Photograph of BBC Learning English Video

Link of the first video:

<https://www.youtube.com/watch?v=KB50c8rHUFc&t=61s>



BBC Learning English about Simple Past Tense

https://www.youtube.com/watch?v=KB50c8rHUfc&t=61s

Telusuri

Made with KINEMASTER

6 Minute Grammar

how to use PAST SIMPLE ...with Finn & Sophie

BBC Learning English about Simple Past Tense

81 x ditonton • 21 Jul 2020

6 0 BAGIKAN SIMPAN

Berikutnya

PUTAR OTOMATIS

Percakapan Bahasa Inggris 16

Anh Ngu VIPs

8 jt x ditonton • 10 bulan yang lalu

56.42

Bagaimana caraku belajar bahasa Inggris? - Q&A

Zahid Azmi Ibrahim

175 rb x ditonton • 1 tahun yang lalu

10.57

Tips belajar bahasa Inggris

Gita Savitri Devi

2,4 jt x ditonton • 1 tahun yang lalu

15.24

TENSES LENGKAP

DISERTAI ILUSTRASI

BenPinter

382 rb x ditonton • 1 tahun yang lalu

51.30

Cara Mudah Belajar Tenses (Bahasa Inggris) - Lengkap,

BenPinter

382 rb x ditonton • 1 tahun yang lalu

1.20.52

LIVE PEMBAHASAN TOEFL GRATIS HARI KE-2

KEJAR BEASISWA

9,5 rb x ditonton • 1 hari yang lalu

Baru

Simple Past Tense

Made with KINEMASTER

BBC Learning English about Simple Past Tense

81 x ditonton • 21 Jul 2020

6 0 BAGIKAN SIMPAN

Berikutnya

PUTAR OTOMATIS

Percakapan Bahasa Inggris 16

Anh Ngu VIPs

8 jt x ditonton • 10 bulan yang lalu

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382 rb x ditonton • 1 tahun yang lalu

1.20.52

LIVE PEMBAHASAN TOEFL GRATIS HARI KE-2

KEJAR BEASISWA

9,5 rb x ditonton • 1 hari yang lalu

Baru

BBC Learning English about Simple Past Tense

https://www.youtube.com/watch?v=KB50c8rHUfc&t=61s

Telusuri

Made with KINEMASTER

Stop = Stopped  
Listen = Listened  
Start = Started

4:22 / 14:58

BBC Learning English about Simple Past Tense

81 x ditonton • 21 Jul 2020

6 0 BAGIKAN SIMPAN

Berikutnya

PUTAR OTOMATIS

Percakapan Bahasa Inggris 16

Anh Ngu VIPs

8 jt x ditonton • 10 bulan yang lalu

56.42

Bagaimana caraku belajar bahasa Inggris? - Q&A

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2,4 jt x ditonton • 1 tahun yang lalu

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TENSES LENGKAP DISERTAI ILUSTRASI

BenPinter

382 rb x ditonton • 1 tahun yang lalu

51.30

Cara Mudah Belajar Tenses (Bahasa Inggris) - Lengkap,

BenPinter

382 rb x ditonton • 1 tahun yang lalu

1.20.52

LIVE PEMBAHASAN TOEFL GRATIS HARI KE-2

KEJAR BEASISWA

9,5 rb x ditonton • 1 hari yang lalu

Baru

15:16 22/10/2020

BBC Learning English about Simple Past Tense

https://www.youtube.com/watch?v=KB50c8rHUfc&t=61s

Telusuri

Made with KINEMASTER

Go = Went  
Get = Got  
Make = Made

6:34 / 14:58

BBC Learning English about Simple Past Tense

81 x ditonton • 21 Jul 2020

6 0 BAGIKAN SIMPAN

Berikutnya

PUTAR OTOMATIS

Percakapan Bahasa Inggris 16

Anh Ngu VIPs

8 jt x ditonton • 10 bulan yang lalu

56.42

Bagaimana caraku belajar bahasa Inggris? - Q&A

Zahid Azmi Ibrahim

175 rb x ditonton • 1 tahun yang lalu

10.57

Tips belajar bahasa Inggris

Gita Savitri Devi

2,4 jt x ditonton • 1 tahun yang lalu

15.24

TENSES LENGKAP DISERTAI ILUSTRASI

BenPinter

382 rb x ditonton • 1 tahun yang lalu

51.30

Cara Mudah Belajar Tenses (Bahasa Inggris) - Lengkap,

BenPinter

382 rb x ditonton • 1 tahun yang lalu

1.20.52

LIVE PEMBAHASAN TOEFL GRATIS HARI KE-2

KEJAR BEASISWA

9,5 rb x ditonton • 1 hari yang lalu

Baru

15:17 22/10/2020



BBC Learning English about Simple Past Tense

81 x ditonton • 21 Jul 2020

6 0 BAGIKAN SIMPAN

13:36 / 14:58

Made with KINEMASTER

(+) S + V2 + Complement

(-) S + didn't + V1 + Complement

(?) Did + S + V1 + Complement

Berikutnya

PUTAR OTOMATIS

Percakapan Bahasa Inggris 16

Anh Ngu VIPs

8 jt x ditonton • 10 bulan yang lalu

56.42

Bagaimana caraku belajar bahasa Inggris? - Q&A

Zahid Azmi Ibrahim

175 rb x ditonton • 1 tahun yang lalu

10.57

Tips belajar bahasa Inggris

Gita Savitri Dewi

2,4 jt x ditonton • 1 tahun yang lalu

15.24

TENSES LENGKAP

DISERTAI ILUSTRASI

Beni Pinter

382 rb x ditonton • 1 tahun yang lalu

51.30

Cara Mudah Belajar Tenses (Bahasa Inggris) - Lengkap,

Beni Pinter

382 rb x ditonton • 1 tahun yang lalu

51.30

LIVE PEMBAHASAN TOEFL

GRATIS HARI KE-2

KEJAR BEASISWA

9,5 rb x ditonton • 1 hari yang lalu

1.20.52

Link of the second video:

<https://www.youtube.com/watch?v=R1IwtXbuvTQ&t=373s>

Nominal Sentence of Simple Past Tense

99 x ditonton • 22 Jul 2020

16 0 BAGIKAN SIMPAN

0:02 / 9:31

how to use PAST SIMPLE ...with Finn & Sophie

BBC LEARNING ENGLISH

Desy Megasari

17 subscriber

Enjoy the video..

ANALYTICS EDIT VIDEO

27 Internet Abbreviations & Acronyms YOU SHOULD KNOW

linguamarina

28 rb x ditonton • 19 jam yang lalu

9.07

Bagaimana caraku belajar bahasa Inggris? - Q&A

Zahid Azmi Ibrahim

175 rb x ditonton • 1 tahun yang lalu

10.57

Selena Gomez's Glowing Makeup Routine in 10 Minutes |

Allure

1,3 jt x ditonton • 4 minggu yang lalu

10.12

Percakapan Bahasa Inggris 16

Anh Ngu VIPs

8 jt x ditonton • 10 bulan yang lalu

56.42

Cara Cepat Menghafal 16 Rumus TENSES - Pembahasan

Adev Berbagi Ilmu

721 rb x ditonton • 2 tahun yang lalu

18.42

JEROME MASAK, DIKETAWAIN

15:21

22/10/2020

YouTube video player showing a lesson on Simple Past Tense.

**Simple Past Tense**

Timeline diagram showing Past, Present, and Future.

Video title: Nominal Sentence of Simple Past Tense

Video description: 99 x ditonton • 22 Jul 2020

Video player controls: Play (k), 3:00 / 9:31

Recommended videos:

- 500 KALIMAT SINGKAT BAHASA INGGRIS YANG SERING DIGUNAKAN SEHARI - HARI
- 27 Internet Abbreviations & Acronyms YOU SHOULD KNOW
- Bagaimana caraku belajar bahasa Inggris? - Q&A
- Selena Gomez's Glowing Makeup Routine in 10 Minutes | Allure
- Percakapan Bahasa Inggris 16

YouTube interface elements: Telusuri, 16 likes, 0 comments, BAGIKAN, SIMPAN, 15:27 22/10/2020

---

YouTube video player showing a lesson on Simple Past Tense.

*Learn English in Hamza's Classroom*

**Simple Past Tense**

Timeline diagram showing Past, Present, and Future.

Video title: Nominal Sentence of Simple Past Tense

Video description: 99 x ditonton • 22 Jul 2020

Video player controls: Play (k), 3:26 / 9:31

Recommended videos:

- 500 KALIMAT SINGKAT BAHASA INGGRIS YANG SERING DIGUNAKAN SEHARI - HARI
- 27 Internet Abbreviations & Acronyms YOU SHOULD KNOW
- Bagaimana caraku belajar bahasa Inggris? - Q&A
- Selena Gomez's Glowing Makeup Routine in 10 Minutes | Allure
- Percakapan Bahasa Inggris 16

YouTube interface elements: Telusuri, 16 likes, 0 comments, BAGIKAN, SIMPAN, 15:27 22/10/2020

**be** → **was** *I, he, she, it*  
**be** → **were** *we, you, they*

YouTube video player interface showing two screenshots of a video titled "Nominal Sentence of Simple Past Tense".

**Top Screenshot:**

- Video title: Nominal Sentence of Simple Past Tense
- Video description: 99 x ditonton • 22 Jul 2020
- Video content: A woman wearing a green hijab speaking. Text overlay: "Was = I, He, She, It" and "Were = They, You, We".
- Video progress: 6:11 / 9:31
- Engagement: 16 likes, 0 comments
- Buttons: BAGIKAN, SIMPAN

**Bottom Screenshot:**

- Video title: Nominal Sentence of Simple Past Tense
- Video description: 99 x ditonton • 22 Jul 2020
- Video content: A woman wearing a green hijab speaking. Text overlay: "S + Was/Were + Complement", "S + Was/Were + Not + Complement", and "Was/Were + S + Complement".
- Video progress: 7:57 / 9:31
- Engagement: 16 likes, 0 comments
- Buttons: BAGIKAN, SIMPAN

**Right Sidebar (Berikutnya):**

- 500 KALIMAT SINGKAT BAHASA INGGRIS YANG SERING DIGUNAKAN SEHARI-HARI (59.08)
- 27 Internet Abbreviations & Acronyms YOU SHOULD KNOW (9.07)
- Bagaimana caraku belajar bahasa Inggris? - Q&A (10.57)
- Selena Gomez's Glowing Makeup Routine in 10 Minutes | Allure (10.12)
- Percakapan Bahasa Inggris 16 (56.42)

Browser window showing a YouTube video player and recommendations.

**YouTube Video Player:**

- Tab: Nominal Sentence of Simple Past Tense
- URL: <https://www.youtube.com/watch?v=R1lwTXbuvTQ&t=373s>
- Search bar: Telusuri
- Video Title: Nominal Sentence of Simple Past Tense
- Channel: BBC LEARNING ENGLISH (bbclearningenglish.com)
- Duration: 9:29 / 9:31
- Views: 99 x ditonton • 22 Jul 2020
- Engagement: 16 likes, 0 comments
- Actions: BAGIKAN, SIMPAN

**Recommendations (Berikutnya):**

- 500 KALIMAT SINGKAT BAHASA INGGRIS YANG SERING DIGUNAKAN SEHARI - HARI (59.08)
- 500 KALIMAT SINGKAT BAHASA INGGRIS YANG SERING DIGUNAKAN SEHARI - HARI (59.08)
- 27 Internet Abbreviations & Acronyms YOU SHOULD KNOW (9.07)
- Bagaimana caraku belajar bahasa Inggris? - Q&A (10.57)
- Selena Gomez's Glowing Makeup Routine in 10 Minutes | Allure (10.12)
- Percakapan Bahasa Inggris 16 (56.42)

Taskbar at the bottom shows various application icons and the system clock: 15:31, 22/10/2020.



## Appendix 10 Letter of Permission

  
 PEMERINTAH PROVINSI JAWA TENGAH  
 DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SEKOLAH MENENGAH ATAS NEGERI 1 NOGOSARI**  
 Desa Glonggong, Nogosari, Boyolali Kode Pos 57378 Telepon 0271-6792933  
 Surat Elektronik sman1.nogosari@gmail.com

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**SURAT KETERANGAN PENELITIAN**  
**Nomor : 0505/420/X/2020**

Yang bertanda tangan dibawah ini :

Nama : Khoirul Anwar, S.Pd, M.Pd  
 NIP : 19710703 199412 1 002  
 Pangkat/Gol Ruang : Pembina Utama Muda, IV/c  
 Jabatan : Kepala Sekolah SMA Negeri 1 Nogosari

Selaku Kepala Sekolah Menengah Atas Negeri 1 Nogosari menerangkan dengan sesungguhnya bahwa :

Nama : DESSY MEGASARI  
 NIM : 163221182  
 Program Studi : Pendidikan Bahasa Inggris IAIN Surakarta  
 Semester : 9

Bahwa mahasiswa tersebut telah benar-benar melakukan penelitian di SMA Negeri 1 Nogosari pada tanggal 14 s.d 30 Oktober 2020, dengan judul skripsi " USING BBC LEARNING ENGLISH VIDEO TO IMPROVE STUDENTS GRAMMATICAL MASTERY IN WRITING RECOUNT TEXT OF X GRADE AT SMAN 1 NOGOSARI IN THE ACADEMIC YEAR 2020/2021"

Demikian surat keterangan penelitian ini dibuat, agar dapat dipergunakan Sebagaimana mestinya.

Nogosari, 26 Oktober 2020  
 Kepala SMA Negeri 1 Nogosari  
  
 Khoirul Anwar, S.Pd, M.Pd  
 NIP. 19710703 199412 1 002

