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The Use of Animated Videos to Improve Students' Mastery of Simple Past Tense and Learning Motivation

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abstrak— Penelitian ini dilatarbelakangi oleh rendahnya penguasaan siswa terhadap Simple Past Tense serta rendahnya motivasi dan partisipasi siswa dalam pembelajaran grammar. Siswa mengalami kesulitan dalam memahami penggunaan verb 2, membedakan regular dan irregular verbs, serta Menyusun kalimat dengan benar. Penelitian ini bertujuan untuk meningkatkan penguasaan Simple Past Tense serta motivasi dan minat belajar siswa melalui penggunaan video animasi dengan menggunakan metode Classroom Action Research (CAR) model Kemmis, Stephen dan McTaggart, Robin yang meliputi planning, acting, observing, dan reflecting. Subjek penelitian terdiri atas 32 siswa kelas VIII tahun ajaran 2025/2026. Instrumen penelitian meliputi pre-test, post-test, observasi, kuesioner, dan dokumentasi. Data kuantitatif dianalisis menggunakan descriptive statistics melalui mean score, sedangkan data kualitatif dianalisis secara deskriptif melalui hasil observasi dan kuesioner. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 61 pada pre-test menjadi 80 pada post-test dan telah melampaui KKM 75. Hasil kuesioner juga menunjukkan bahwa motivasi dan minat siswa mencapai 85% dengan kategori sangat tinggi. Dengan demikian, penggunaan video animasi efektif dalam meningkatkan penguasaan Simple Past Tense serta motivasi dan minat belajar siswa.

Kata kunci: video animasi, simple past tense, motivasi, minat, grammar mastery

Abstract— This study was conducted due to students' low mastery of the Simple Past Tense and their low motivation and participation in grammar learning. Students had difficulties in understanding the use of verb 2, distinguishing regular and irregular verbs, and constructing sentences correctly. This study aimed to improve students' mastery of the Simple Past Tense as well as students' motivation and interest through the use of animated videos by applying Classroom Action Research (CAR) based on the model of Kemmis, Stephen and McTaggart, Robin, which consists of planning, acting, observing, and reflecting stages. The subjects of this study were 32 eighth-grade students in the 2025/2026 academic year. The research instruments included pre-test, post-test, observation, questionnaires, and documentation. Quantitative data were analyzed using descriptive statistics through mean score, while qualitative data were analyzed descriptively through observation and questionnaire results. The results showed that the students' average score improved from 61 in the pre-test to 83 in the post-test and exceeded the Minimum Mastery Criterion (KKM) of 75. The questionnaire results also showed that students' motivation and interest reached 85% and were categorized as very high. Therefore, the use of animated videos was

effective in improving students' mastery of the Simple Past Tense as well as their motivation and interest in learning.

Keywords: animated videos, simple past tense, motivation, interest, grammar mastery

INTRODUCTION

English has become an international language that is frequently used in various fields, including education, technology, commerce, and intercultural communication. Therefore, students are expected to develop adequate English proficiency to meet global communication demands. In Indonesia, English is taught as a compulsory subject because mastery of English is considered essential for improving students' global competence and communication skills (Millah 2022). Students are expected to develop four language skills, namely listening, speaking, reading, and writing, which are supported by adequate grammar mastery. Grammar plays a fundamental role in language learning because it enables learners to construct sentences that are both meaningful and grammatically correct. Grammar competence also contributes to effective communication both in spoken and written forms production (Abdulatifova and Branch 2025). Grammar learning requires appropriate learning strategies because students use different ways to understand grammatical concepts and language structures. Oktha Ika Rahmawati and Tirtanawati (2024) found that students frequently employ metacognitive and compensation strategies in grammar learning to help them understand grammar materials more effectively. Their findings suggest that effective learning media and strategies play an important role in supporting grammar mastery among EFL learners.

One of the important grammar topics taught at the junior high school level is the Simple Past Tense. Simple Past Tense is used to describe actions, experiences, or events that occurred and were completed in the past (Pabayo et al. 2022). Mastery of this tense is necessary because it supports students' ability to understand and produce recount and narrative texts. However, many students still experience difficulties in learning the Simple Past Tense. They often struggle to distinguish between regular and irregular verbs, identify appropriate verb forms, and construct correct sentence

patterns. These difficulties frequently result in low grammar achievement and reduced confidence in using English.

Initial classroom observations at MTs Al-Munawwar revealed that many eighth-grade students experienced difficulties in understanding and applying the Simple Past Tense correctly. Many students experienced difficulties in selecting appropriate verb forms, arranging sentence patterns correctly, and applying auxiliary verbs accurately in their writing and speaking activities. In addition, students showed low motivation and limited participation during grammar lessons (Latifah & Rahmawati2019). The learning process was generally dominated by conventional teaching methods, which tended to make students bored and less interested in learning grammar. Students' achievement in learning a language is strongly influenced by their level of motivation, as motivated learners tend to participate more actively in classroom activities. According to Oktha Ika Rahmawati, Nurdianingsih, and Fitriyaningsih (2022), students tend to show higher motivation when learning activities utilize digital learning media that provide new and engaging learning experiences.

In order to overcome these challenges, teachers should employ instructional media that make grammar lessons more engaging, meaningful, and learner-centered. The use of innovative learning media is essential for creating meaningful and enjoyable learning experiences. Oktha Ika Rahmawati and Nurdianingsih (2022) explain that technology-based learning media can help students access materials more independently and increase their engagement during the learning process. The integration of visual and digital learning resources also supports students in understanding learning materials more effectively. One learning medium that has considerable potential is animated video. Animated videos combine moving images, sound, narration, and visual effects that can create a dynamic learning experience and support students' understanding of instructional materials. Through animated videos, students can observe examples of language use in context and understand grammar concepts more easily. Previous studies have reported that animated videos improve students' motivation, participation, and learning outcomes in English language learning (Azizah, Hanafi, and Luqman 2025).

Animated videos are particularly suitable for teaching the Simple Past Tense because they can visually present past events and actions. Through visualization, students can better understand verb changes and sentence patterns while maintaining their interest in the learning process. Therefore, this study investigates the use of animated videos to improve students' mastery of the Simple Past Tense and enhance their motivation and interest in learning grammar at MTs Al-Munawwar.

METHOD

The present study adopted a Classroom Action Research approach based on the cyclical framework developed by Kemmis and McTaggart to improve classroom learning practices systematically. The research procedure consisted of two action research cycles conducted systematically to achieve the research objectives. Each cycle involved preparation of instructional materials, classroom implementation using animated videos, systematic observation of student responses, and reflective evaluation to determine subsequent improvements.

The study was conducted at MTs Al-Munawwar during the 2025/2026 academic year. The participants were eighth-grade students consisting of 32 students. The research focused on improving students' mastery of the Simple Past Tense through the implementation of animated videos in grammar instruction.

The research procedure consisted of two cycles. Each cycle involved four stages:

1. Planning, including preparing lesson plans, learning materials, animated videos, observation sheets, and assessment instruments.
2. Acting, involving the implementation of grammar lessons using animated videos.
3. Observing, focusing on students' participation, motivation, and responses during the learning process.
4. Reflecting, evaluating the strengths and weaknesses of the implemented actions and determining improvements for the following cycle.

Various instruments were employed to gather the research data, including pre-tests, post-tests, observation sheets, questionnaires, and documentation. The quantitative data derived from students' achievement scores were analyzed by

calculating the mean score to measure learning improvement. Meanwhile, qualitative data collected from observations and questionnaires were interpreted descriptively to examine changes in students' motivation, classroom participation, and learning interest throughout the implementation of the action research.

RESULTS AND DISCUSSION

Results

Initial Conditions (Pre-Test)

Before the intervention was implemented, the researcher conducted a pre-test to determine the students' initial proficiency in mastering the Simple Past Tense. The pre-test results indicated that most students still struggled with using the second form of verbs (verb 2), distinguishing between regular and irregular verbs, and correctly completing Simple Past Tense sentences.

Table 1. Pre-test Results Table

Indicator	Result
Number of students	32
Mean Score	61
KKM	75
Category	Low value

Based on the pre-test results, the students' mean score was still below the Minimum Passing Score (MPS) set by the school, which is 75. Therefore, measures are needed to improve students' mastery of the Simple Past Tense.

Implementation of Learning Using Animated Videos

The lesson was conducted using animated videos that presented the Simple Past Tense material visually and contextually. The videos demonstrated the use of regular verbs, irregular verbs, verb conjugations, and example sentences used in daily life.

During the learning process, students appeared more focused and enthusiastic compared to conventional grammar instruction. Students found it easier to understand verb conjugation concepts because they could directly observe usage examples through engaging visualizations.

Post-Test Results

Following the implementation of the animated videos, students took a post-test to assess improvements in their mastery of the Simple Past Tense.

Table 2. Post-test Results Table

Indicator	Result
Number of students	32
Mean Score	83
KKM	75
Category	Good

The post-test results showed a significant improvement compared to the pre-test results. The students' mean score increased from 61 to 83.

Table 3. Improvement in Learning Outcomes

Test	Mean Score
Pre-Test	61
Post-test	83
Improvement	22

An improvement of 22 points indicates that the use of animated videos has a positive impact on students' ability to understand and use the Simple Past Tense.

Results on Motivation and Interest in Learning

In addition to improvements in learning outcomes, this study also measured students' motivation and interest in learning through a questionnaire administered after the intervention was implemented.

Table 4. Results of the Motivation and Interest in Learning Questionnaire

Aspect	Percentage
Motivation and Interest in Learning	85%
Category	Very High

The questionnaire results indicate that students demonstrated high levels of motivation and interest in learning after participating in lessons using animated videos. Most students reported that the lessons became more engaging, less boring, and easier to understand.

Discussion

The results of this study indicate that the use of animated videos facilitated students' comprehension of Simple Past Tense patterns and improved their ability to apply them accurately. The substantial increase in students' achievement suggests that visual and auditory input provided through animated videos facilitated a deeper understanding of verb transformations and sentence construction in the Simple Past Tense that animated videos are effective in helping students understand grammatical concepts, particularly the use of the past tense.

Animated videos help students understand verb conjugations through a combination of visuals, audio, and engaging narration. Through contextual presentation, students can see how the Simple Past Tense is used in real-life situations, making a concept that was previously considered abstract easier to understand.

The findings of this study align with Arsita's (2022) research, which found that animated videos can enhance students' focus and create a more interactive learning environment. Additionally, Azizah, Hanafi, and Luqman (2025) state that animated videos can boost learning motivation by presenting engaging visuals and easily understandable stories. Elgahawy's (2020) research also indicates that the use of animation in grammar instruction can improve student performance while reducing boredom during the learning process.

In addition to improving grammar proficiency, animated videos have also been shown to boost students' motivation and interest in learning. Questionnaire results indicate that 85% of students fell into the "very high" category. During the lessons, students were more active in answering questions, participating in discussions, and showing enthusiasm while watching the videos used in the lessons.

These findings reinforce the theory that learning media that combine visual and audio elements can increase students' attention and engagement in the learning process. Thus, animated videos can serve as an effective alternative learning medium for teaching grammar, particularly the Simple Past Tense to junior high school students.

CONCLUSION

Based on the research findings, it can be concluded that:

1. The implementation of animated videos enhanced the effectiveness of grammar instruction by increasing student engagement and helping learners comprehend Simple Past Tense concepts more effectively MTs Al-Munawwar. This is evidenced by an increase in the students' average score from 61 on the pre-test to 83 on the post-test.
2. Animated videos helped students understand the use of verb 2, distinguish between regular and irregular verbs, and construct Simple Past Tense sentences more accurately.
3. The use of animated videos also increased students' motivation and interest in learning. The questionnaire results showed a percentage of 85% falling into the very high category.
4. Animated videos created a more engaging, interactive, and enjoyable learning atmosphere, making students more active in the grammar learning process.

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