

Using “A Yell Video” To Develop Third Semester Students’ Ability in Present Tense

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Abstract: The purpose of this study was to determine the level of third semester students’ ability in mastering simple present tense using a Yell Video technique. The research method used was a Classroom Action Research (CAR). The research data included the results of the pre test and post test regarding the simple present tense. The data collection techniques used were classroom observation, interviews, notes, pre test and post test. The results of this study showed that the average score of students was 54.5 in pretest, increased from to 68.1 in Cycle I to 72.3 in Cycle II. It indicated that the use of a Yell Video could improve students' ability in understanding the simple present tense. Furthermore, this technique can be one of effective ways for lecturers in teaching tenses especially simple present tense.

Keywords: *Yell Video Technique, Simple Present Tense, Classroom Action Research*

INTRODUCTION

In English, grammar is not an easy part to learn. It contains many rules and forms. Learners who learn English will encounter problems related to English structures and usages. For example, to learn speaking, the learners are still trapped into the errors in grammar while speaking. In writing, they also face same problems. Therefore, the discussion of grammar still becomes hot issue among them. Tense is a part of grammar that is very important to learn. It is basic grammar knowledge that has correlation to other discussion in grammar. However, tense still becomes the most difficult aspects for students to learn (Megawati: 2019).

Based on phenomena occurred among students in Business English Study Program in State Polytechnic of Bengkalis, they found difficulties in answering question related to tenses. Even, learning simple present tense which the first tense that should be mastered still became problem for them. Therefore, appropriate teaching method need to be taken account for a lecturer as a facilitator to transfer knowledge to students to learn tenses. The lecturer tried to modify teaching

techniques in teaching grammar especially tenses. In this study, a Yell Video technique was used in teaching tenses. It was expected that there was improvement of students' mastery of tenses by using the technique.

REVIEW OF RELATED LITERATURE

Long and Richards (1987) stated that grammar plays a central role in the four language skills and vocabulary for constructing communicative tasks. Therefore, to be able to master the four skills, students must have good grammar knowledge.

Grammar can consist of types of forms. According to Harmer (2003) grammar is the way how the word can change the form and combine into a sentence to express ideas, events, or activities in English. Furthermore, Swan (2005) says grammar is the way how to combine, arranged or changed the word become a good sentence appropriate with the rule and have meaning. In grammar there are tenses conclude present tense, past tense and future tense. Those tenses are formulated by using different form and verbs. There are sixteen rules of tenses that students must master and one of them is the simple present tense. Learning tenses include four activities. They are memorizing the tense name, formulating the tenses, understanding the tenses. (Nunan: 2003). In addition, Eastwood (2002) states that the simple present tense is used to express repetitive actions, thoughts, feelings, conditions, permanent facts and routines. Simple present is used to state actions in the presents, habits, or general truth. Azar (2006).

Nominal form (no verb)

For example: She is friendly.

Verbal form (uses verb)

For example: They play football every week.

According to Hariyono and Carthy (2008), the simple present expresses *daily habits*, or *usual activities* as in (a). The simple present expresses *general statements of fact* as in (b). In summary, the simple present is used for events or situations that exist always, usually, or habitually in the past, present and future as in (c).

(a) She *watches* TV *every day*

(b) I *usually* drink tea in the morning

(c) Babies cry, birds fly a.

A verbal sentence is a sentence that has a verb. The forms are as follow:

(+) S + Verb -s/-es

(-) S + do/does + not + verb

(?) Do/does + S + verb ?

A nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb.

(a) Sinta is happy

(b) Sinta isn't happy

(c) Is Sinta happy?

The forms are as follows:

- (+) S + to be (is,am,are) + ...
- (-) S + to be (is,am,are) not +
- (?) To be (is,am,are) + S +....?

Among the tenses, the simple present tense is the first tense that should be learned. It is one of the simplest tenses in grammar. However, the fact that happened was that the grammar was difficult and confusing. Even for students who study in English Department of State Polytechnic of Bengkalis were difficult to distinguish the use of the verb "am, is, are" and other verbs in the simple present tense. They often felt doubt why some sentences used the verb "am, is, are" instead of other verbs like "do, does, have, has". Most students still choose to say or write "He is understand" rather than "He understands". Therefore, it can be said that they were still confused in making the simple present tense sentences. The teacher's method of teaching that was not appropriate can cause students to have more difficulty in mastering the simple present tense.

Based on the previous reasons, the researcher conducted research on learning simple present tense using the Yell Videos technique. Hopefully, this technique can improve students' grammar mastery, especially simple present tense. This study aims to determine and improve students' understanding of the simple present tense material by using the Yell Videos technique. The technique used as an interactive tool to help students' learning. Students like to learn English by using an interesting medium. Through the Yell Video, students are interested in learning grammar especially tenses. The use of video can create fun teaching and learning process because the video contains English materials that are modified with interesting ways, the learning process becomes more fun. *Yell* videos were created to help the students learn tenses in enjoyable ways. Safra (2016).

METHOD

In conducting this research, Classroom Action Research was used. According to Suparno (2008), CAR is an action research conducted by teachers or lecturers with the aim of improving the quality of the implementation of learning. This research will use four stages, namely: Planning, Action, Observing, and Reflecting. The researcher collaborated with the other lecturer who teaches in English Study Program of State Polytechnic of Bengkalis.

Data Collection Techniques

Data collection techniques used in this study were observation, interviews, field notes, pretest and post test.

1. Observation

In this step, the researcher who as a practitioner used Yell Videos in the teaching and learning process, and the other lecturer who as the collaborator observed students' understanding, participation and activities in the teaching and learning process. Observation was one of the techniques used in collecting the data.

2. Interview

To get information from students about their perspective on teaching and learning process especially in tenses, an interview was done. It could support researcher's analysis on the data obtained from other data collection techniques..

3. Pretest and Posttest

The pretest was given before applying the Yell Video while the posttest was carried out after the Yell Video was applied.

Data Analyzing Technique

The data got were analyzed into:

a. Analyzing Quantitative Data

After the data were collected, the scores obtained from pre-test and post-test were calculated using descriptive statistics. It was used to answer whether there was difference between students' simple present tense mastery before and after the treatment.

The mean of the pre-test and post-test can be calculated with the formulas as follows:

$$\bar{X} = X/N$$

$$\bar{Y} = Y/N$$

Where : \bar{X} = means of pre-test scores

\bar{Y} = means of posttest scores

N = the number of samples

b. Analyzing Qualitative Data

To analyze the qualitative data, Interactive Model of Data Analysis was used as proposed by Matthew B. Miles and A.M. Huberman (1992). This model includes four different interconnected process: data collection, data reduction, data display and conclusion drawing and verification.

FINDINGS

A Yell Video Technique

The researcher must arrange the exercises from simple to complex, so that students understand more easily about new meanings and structures in simple present tense, especially in the form of words. The simple present tense can be taught in various ways. One of them is using Yell Videos technique. This technique can help students understand the pattern and formulas in the simple present tense. The students

can easily know and remember the simple present patterns using the Yell Video because they will watch and listen to the simple present tense sentences. The Yell Video used was taken by a research product created by Safra (2016) with the students' participation in the making the Yell Video. The researcher took samples in the third semester students who were carrying out simple present tense learning. The Classroom Action Research was used and conducted in two ways of cycles. Each cycle consisted of two meetings. This CAR design used Kurt Lewin's model. This model contains four components, namely Planning, Action, Observation, and Reflection.

1. Planning

In this phase, the researcher and collaborator made several plans based on the findings of preliminary study. The purpose was to develop students' understanding of using the simple present tense. Before implementing it, the researcher made plans as follows: the researcher and the observer discussed the steps that must be taken in this study and the researcher made activities for teaching and learning, such as: preparing lesson plans based on indicators, preparing materials and topics, choosing the Yell Video used in teaching simple present tense, preparing media to support the teaching and learning process, preparing a form of observation, and then preparing a test form.

2. Action

a. Pretest

The pretest was given at the beginning of the teaching and learning before the application of the Yell Video, by giving a test to determine their knowledge of the simple present tense. The pretest consisted of five questions about the simple present tense.

b. Treatment

The treatments were held twice a week for two weeks. It was based on PPP (Presentation, Practice and Production) techniques. Treatments (Presentation, Practice, Production) were used as follows:

- a. The researcher explained about the simple present tense and the formulas.
- b. She played a Yell video of simple present tense.
- c. She asked the students to follow the yell that contained the simple present tense sentences.
- d. She asked the students to memorize and perform the yell by group. This way could make them familiar with the examples of simple present tense sentences.
- e. She discussed the content of the yell with the students.

c. Post test

The post test was given at the last meeting of this research. The purpose of giving a post test is to determine the student's ability to understand the simple present tense which was taught using the Yell Video.

3. Observation

In this phase, the researcher and collaborator wrote and observed all activities that occurred in class. In making observations, the researcher used field notes to support the data. It was about the condition of the class and the students. Collecting data required a format of observation or assessment that was set accurately to carry out scenarios that acted over time and their impact on the teaching and learning process.

4. Reflection

Reflection is a phase for processing data that researchers find when making observations. Evaluation is required to conduct the next cycle that is achieved. This collaboration is carried out by researchers and teachers as observers. Participation in this section only assists the researcher to do so and evaluate.

FINDINGS AND DISCUSSION

Observation Result

The purpose of observation was to determine and increase the level of students' understanding toward simple present tense through Classroom Action Research (CAR). The observation was done on Tuesday 24th of September 2019 starting from 8.00-10.00 am where there were 11 students. Based on the observation, it was known that in teaching simple present tense in third semester students of English Department in the 2019/2020 academic year, learning tended to be teacher-centered. This made the students passive. When the the lecturer taught the simple present tense using the Yell Video, the students felt happy and they enjoyed learning the simple present tense. They can more easily understand. The lecturer also asked the students to create their own yell. This atmosphere became more enjoyable because the students were given chances to be involved in teaching and learning process.

Interview Result

In connection with teaching and learning English activities in class, the researcher explained the materials about simple present tense first and gave examples. Then she played Yell Video about present tense. Afterward, she discussed the content of Yell Video with the students interestingly so that it was easily understood by students in third semester students of English Study Program. The researcher asked questions as interviews with students about what problems made it difficult for them to learn grammar especially tenses and also teaching methods and techniques. Most students said they did not like English grammar because it was full of rules and forms that must be mastered.

The Pretest result

The pre test was carried out before the Yell Video was applied. The pre-test was held to find out how good the third semester students of English Study Program understood the simple present tense materials. This test consisted of 20 questions in the form of multiple choices which of course were related to the simple present tense.

The average score obtained from this test was 54.5. It can be concluded that the level third semester students' understanding on simple present tense was still low.

The Posttest Result

The post test was carried out after applying the Yell Video Technique. The researcher gave the same number of questions and form of multiple-choice test but different sentences. Based on the results of the data obtained, the average value of the posttest in Cycle I was 68.1 and Cycle II was 72.3. Based on these results, it can be seen that the understanding of the third semester students of English Study Program after applying the Yell Video increased from cycle I (68.1) to Cycle II (72.3).

The Mean Scores of the test

Pre-test	54.5
Post-test cycle 1	68.1
Post-test cycle 2	72.3

CONCLUSION

The use of the Yell Video technique in the process of teaching simple present tense can help students improve their understanding and mastery of simple present tense. It also create friendly and fun atmosphere of teaching and learning process. The increase of average score of students' understanding toward the simple present tense material was known through the results of the post test scores given before the end of the lesson which was 54.5 in pretest, increased from to 68.1 in Cycle I to 72.3 in Cycle II.

From the result of this research, it was suggested that the Yell Video can be used in teaching and learning process of simple present tense. It helps lecturers and students to create fun atmosphere in learning simple present tense. Therefore, the students' understanding on the materials can be maximized and of course it influences to the students' achievement.

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