

**IMPROVING STUDENTS' MASTERY OF THE
SIMPLE PAST TENSE, MOTIVATION, AND
INTEREST THROUGH ANIMATED VIDEOS AT
THE EIGHT GRADE OF MTS AL-MUNAWWAR**

SKRIPSI



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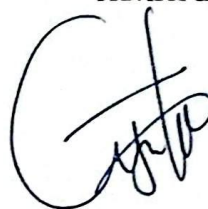
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LEGIMINATION

The skripsi entitled "IMPROVING STUDENTS' MASTERY OF THE SIMPLE PAST TENSE, MOTIVATION, AND INTEREST THROUGH ANIMATED VIDEOS AT THE EIGHT GRADE OF MTS AL-MUNAWWAR" is compiled by:

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MOTTO AND DEDICATION

MOTTO

“Hard to envision, complex to execute, yet capable of achieving success.”

(The Resercher)

DEDICATION

There is no page more meaningful than this one. With deep appreciation and respect, I dedicate this work to:

1. My beloved parents, whose unconditional love, endless prayers, and unwavering support have been the foundation of my strength and perseverance.
2. My advisors, Oktha Ika Rahmawati, S.Pd., M.Pd., and Ayu Fitrianingsih, S.Pd., M.Pd., for their patience, insightful guidance, and genuine support during the process of completing this skripsi.
3. To my beloved husband, Thank you for your endless love, patience, prayers, encouragement, and unwavering support throughout every step of this journey. This achievement is not mine alone, but also yours, because you have always stood beside me with sincere love and belief in my dreams.
4. My closest friends, for sharing the laughter, tears, and unforgettable moments that made this journey meaningful and bearable.

Thank you for all the time, energy, and support you have given. May this skripsi serve as a source of insight and benefit for others. Aamiin.

ACKNOWLEDGEMENTS

All praise and gratitude are due to Allah SWT for His infinite mercy, blessings, guidance, and grace, which have enabled the writer to complete this undergraduate thesis entitled "Improving Students' Simple Past Tense Mastery Using Animated Videos at the Eighth Grade of MTs Al-Munawwar." May peace and blessings always be bestowed upon Prophet Muhammad SAW, who has guided humankind from the age of ignorance to an era illuminated by knowledge.

This undergraduate thesis was submitted as one of the requirements for obtaining a Bachelor's Degree in Education from the English Language Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Throughout the process of completing this undergraduate thesis, the writer encountered various challenges. However, with the prayers, support, guidance, motivation, and assistance of many individuals, all of these challenges were successfully overcome, enabling the completion of this thesis. On this occasion, the writer would like to express sincere gratitude and deepest appreciation to:

1. Dr. Junarti, M.Pd., Rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M.Pd., Dean of the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.
3. Ayu Fitrianingsih, M.Pd., Head of the English Education Study Program, IKIP PGRI Bojonegoro.
4. Mrs. Oktha Ika Rahmawati, M.Pd., as the first supervisor, for her invaluable guidance, motivation, constructive criticism, and insightful suggestions throughout the completion of this undergraduate thesis.
5. Mrs. Ayu Fitrianingsih, M.Pd., as the second supervisor, for her patience, guidance, valuable feedback, and continuous support that enabled the writer to complete this undergraduate thesis.
6. The Principal of MTs Al-Munawwar, along with all teachers and staff, for granting permission, providing assistance, and giving the researcher the opportunity to conduct this research.
7. The eighth-grade students of MTs Al-Munawwar in the 2025/2026 Academic Year, for their active participation throughout the research process.

The researcher realizes that this undergraduate thesis is still far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement and refinement of this scholarly work in the future. It is hoped that this thesis will be beneficial to the researcher, the readers, and future researchers, particularly those engaged in the field of English language teaching.

Bojonegoro, July 14th 2026

The Researcher

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STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

**IMPROVING STUDENTS' MASTERY OF THE SIMPLE PAST TENSE,
MOTIVATION, AND INTEREST THROUGH ANIMATED VIDEOS AT
THE EIGHT GRADE OF MTS AL-MUNAWWAR**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I **personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, July 14th 2026



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ABSTRACT

Fathoonah, Niella Purna. 2026. Improving Students' Simple Past Tense Mastery Using Animated Videos at the Eighth Grade of MTs Al-Munawwar. Skripsi, English Education Department Faculty of Languages and Art Education IKIP PGRI Bojonegoro, Lecturer: 1) Mrs. Oktha Ika Rahmawati, S.Pd., M.Pd., 2) Mrs. Ayu Fitrianingsih, S.Pd., M.Pd.

Keywords: animated videos, Simple Past Tense, grammar mastery, learning motivation, learning interest.

This study was conducted due to students' low mastery of the Simple Past Tense and their low motivation and interest in learning English. It aimed to improve students' mastery of the Simple Past Tense, motivation, and learning interest through the use of animated videos. The study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of planning, acting, observing, and reflecting in two cycles. The participants were 32 eighth-grade students of MTs Al-Munawwar in the 2025/2026 academic year. Data were collected through pre-test, post-test, observation, questionnaires, and documentation. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed descriptively. The findings showed that the students' mean score improved from 61 in the pre-test to 83 in the post-test, exceeding the Minimum Mastery Criterion (KKM) of 75. The questionnaire results also indicated that students' motivation and learning interest reached 85%, categorized as very high. Therefore, animated videos were effective in improving students' mastery of the Simple Past Tense, motivation, and learning interest.

ABSTRAK

Fathoonah, Niella Purna. 2026. Improving Students' Simple Past Tense Mastery Using Animated Videos at the Eighth Grade of MTs Al-Munawwar. Skripsi, English Education Department Faculty of Languages and Art Education IKIP PGRI Bojonegoro, Lecturer: 1) Mrs. Oktha Ika Rahmawati, S.Pd., M.Pd., 2) Mrs. Ayu Fitriyaningsih, S.Pd., M.Pd.

Kata Kunci: video animasi, Simple Past Tense, grammar mastery, motivasi belajar, minat belajar.

Penelitian ini dilatarbelakangi oleh rendahnya penguasaan siswa terhadap Simple Past Tense serta rendahnya motivasi dan minat belajar bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan penguasaan Simple Past Tense, motivasi, dan minat belajar siswa melalui penggunaan video animasi. Penelitian menggunakan metode Classroom Action Research (CAR) model Kemmis dan McTaggart yang terdiri atas tahap perencanaan, pelaksanaan, observasi, dan refleksi dalam dua siklus. Subjek penelitian adalah 32 siswa kelas VIII MTs Al-Munawwar Tahun Ajaran 2025/2026. Data dikumpulkan melalui pre-test, post-test, observasi, angket, dan dokumentasi. Data kuantitatif dianalisis menggunakan statistik deskriptif, sedangkan data kualitatif dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa penggunaan video animasi meningkatkan penguasaan Simple Past Tense siswa, ditunjukkan oleh peningkatan nilai rata-rata dari 61 pada pre-test menjadi 83 pada post-test dan telah melampaui KKM 75. Selain itu, hasil angket menunjukkan motivasi dan minat belajar siswa mencapai 85% dengan kategori sangat tinggi. Dengan demikian, video animasi efektif meningkatkan penguasaan Simple Past Tense, motivasi, dan minat belajar siswa.

PREFACE

First of all, the writer would like to express sincere gratitude to Allah SWT for His blessings, guidance, and grace, which have enabled the writer to complete this thesis entitled “Improving Students’ Simple Past Tense Mastery Using Animated Videos at the Eighth Grade of MTs Al-Munawwar.” This thesis is submitted as one of the requirements for obtaining a Bachelor’s Degree in English Education at IKIP PGRI Bojonegoro.

The completion of this thesis would not have been possible without the support and assistance of many people. Therefore, the writer would like to express sincere gratitude to the lecturers, especially the thesis advisor, for their valuable guidance, suggestions, and corrections throughout the writing process. The writer also sincerely thanks the principal, teachers, staff, and students of MTs Al-Munawwar for their cooperation and support during the research.

The writer would also like to express sincere gratitude to the writer’s parents, family, husband, and friends for their prayers, encouragement, patience, and continuous support throughout the writer’s study and the completion of this thesis.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for its improvement. Hopefully, this thesis will be useful for readers, English teachers, students, and future researchers, especially those interested in teaching Simple Past Tense through animated videos.

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CHAPTER 1

INTRODUCTION

A. Background of Study

English currently plays a very important role, namely as a language that is widely used for international communication between individuals from different countries with different linguistic backgrounds. Therefore, English is referred to as a lingua franca that is not only used in business but also in various fields including education, technology, and industry. In Indonesia, English language proficiency has become an important requirement in line with technological developments and globalization. In order to develop knowledge, technology, and communication skills through an international language, the education curriculum in Indonesia requires English to be taught as a foreign language and as a compulsory subject from junior high school to university (Millah, 2022). In the context of education, English is a compulsory subject that aims to improve competitiveness and global competence, as well as broaden students' horizons through mastery of an international language.

The purpose of teaching English is to help learners understand the language and to be able to use it verbally and in writing. In junior high school level, students are expected to develop four language skills, namely listening, speaking, reading, and writing, supported by a good understanding of grammar. Grammar constitutes a fundamental aspect of English language learning because students are required to demonstrate the ability to apply correct grammatical structures in their language production (Abdulatifova and Branch, 2025). The use of appropriate grammar is essential not only for constructing clear and meaningful

sentences but also for ensuring effective communication, whether delivered orally or in written form. Without adequate grammatical mastery, learners may encounter difficulties in expressing ideas accurately and in maintaining coherence in both spoken and written interactions (Puspita et al., 2025). Grammar is the rules that govern how words are arranged into correct and understandable sentences. It includes sentence structure, parts of speech, and verb forms. Teaching grammar in context of education positively affects learners' competence to use grammar in language skills. Moreover, teaching grammar in context also is usually considered one of the language components which students should acquire. In grammar the learners can learn about many things, one of them is tense (Pabayo, Rosnija, and Wajdi, 2022). Grammar serves as the foundation that governs sentence structure, enabling messages to be conveyed clearly and accurately. One fundamental aspect of grammar is tenses, which allow speakers to convey information based on specific time frames.

One important element in grammar learning is the simple past tense. The simple past tense is a verb tense which talks about the activity that happened in the past (Pabayo et al., 2022). The simple past tense is a basic structure used to describe events, actions, or circumstances that occurred and were completed at a specific time in the past. For students to use this tense accurately, they need to understand that verbs within this structure are divided into two main categories: regular verbs, which follow predictable patterns, and irregular verbs, which require memorization due to their non-standard forms. A clear understanding of both types is crucial, as mastery of the simple past tense supports students in expressing past events correctly and developing greater accuracy in their overall

language use. Mastery of the simple past tense is fundamental for students in understanding various types of texts at the junior high school (SMP)/Madrasah Tsanawiyah (MTs) level. A good command of the simple past tense will serve as an important foundation for developing recount and narrative writing skills, which are core competencies for eighth-grade students.

Some students still had difficulties learning tenses, especially grammar with the topic of simple past tense. They had trouble distinguishing between nominal and verbal sentences. The students did not understand the difference between of regular and irregular verbs. Moreover, the students also were still confused about using verb 2, the auxiliary “did”, and to be “was, were.” Students’ difficulty in understanding grammar is supported by Rahmah et.al., (2023) who said that most students are confused about learning grammar. One reason the causes difficulty in learning grammar, especially the simple past tense, is students’ weak memory of the material that has been delivered. So they had difficulty doing the exercise and applying the rules in real communication. As a result, students’ grammar scores were still low (Khairunnisa Dwinalida & sholeh setiaji, 2020). The students also are difficult to understand Irregular Verb Forms. According to Dukes (2016), “irregular verbs in the simple past tense pose a significant challenge for English language learners, as they must be memorized individually and do not follow regular patterns like regular verbs. “The existence of irregular verbs, which don't follow the typical “-ed” pattern, can be confusing. Students may find it challenging to memorize irregular verb forms (No, Kain, and Pematang, 2022).

Based on initial observations conducted in class VIII of MTs Al-Munawwar, it was found that most students were unable to use the simple past tense properly. Common mistakes include the incorrect use of verb forms (verb 2), incorrect sentence structure, and difficulty in distinguishing between regular and irregular verbs. This low level of mastery is due to several factors, one of which is the students' lack of enthusiasm for learning. The grammar learning process often uses lecture or written exercise methods. According to Latifah & Rahmawati (2019), The students' difficulties in learning simple past tense are caused by a lack of motivation to learn, interest in learning, a monotonous learning and teaching style. This shows that the learning process still needs to be developed to be more interesting, interactive, and relevant to students' learning styles so that students do not get bored easily. The concept of tenses, especially the changes in irregular verbs, is often considered difficult and confusing by students if presented without visualization or relevant context. As a result, learning motivation decreases, and understanding of the material is not optimal.

To overcome this comprehension problem, learning media that can present material in a contextual, interesting, and interactive way is needed. In today's digital age, the use of learning media has become one of the factors that can improve the quality of the teaching and learning process. Media that is interesting and suits the characteristics of students can make lesson material easier to understand, as well as increase student motivation and focus. One relevant medium for use in English language learning is animated videos. Use short animation video in learning English in the classroom make students more focused, develop their ideas, make the learning atmosphere more interactive and fun (Anon,

2022). In this case, animated videos are believed to have great potential as a solution. Animated videos combine visual, audio, and narrative elements that can attract the attention of eighth-grade students. This medium allows for a clear presentation of the Simple Past Tense material, shows the flow of time, and provides an understanding of verb changes through interesting videos, thereby facilitating easier and more enjoyable understanding for students.

The selection of animated videos as a learning medium is a strategy that is relevant to the characteristics of today's students, who are more familiar with technology and digital visuals. Through animated videos, teachers can create a more enjoyable, creative, and meaningful learning environment. A preceding study by Abdo and Al – Awabdeh in the “Neurological Study of How Students Learn and Retain English Grammar” journal (2017) mention that using animated video in explaining English grammar rules will provide an entertaining and efficient atmosphere where the students enjoy the animation videos then retain more rather than learning in a traditional way (through drills and grammar exercises from a workbook). The use of this medium also allows students to observe examples of the Simple Past Tense in context, making it easier for them to understand its application directly. In a more engaging learning environment, students will be more active, motivated, and confident in using the past tense in communication. Motivation and interest of the students’ are higher when joining every discussion of task in English class. They are very happy and enthusiastic when watching animation video and do the task. Besides that, activities using animation video make the students’ more concentrate to the teacher’s explanation,

so that the students' understanding about material become higher. Finally, the students' ability in writing English narrative text is improved (Anon, 2022).

Considering the importance of mastering the simple past tense for eighth-grade students, as well as the problems in the learning process at MTs Al-Munawwar, this research is considered important to be carried out because the researcher is interested in conducting classroom action research aimed at determining the extent of improvement in students' mastery of the simple past tense after the application of animated video media. Furthermore, the results of this study are expected to provide a suitable solution for teachers in developing more innovative and interactive learning methods and media that are tailored to students' needs. Thus, this study is formulated under the title: "Improving Students' Simple Past Tense Mastery using Animated Videos at the Eighth Grade of MTs Al-Munawwar."

B. Formulation of the Problems

Based on the background of the study, the problems of this research are formulated as follows:

1. How can animated videos improve the students' mastery of Simple Past Tense at the eighth grade of MTs Al-Munawwar?
2. How can animated videos increase students' motivation so that they actively participate and show a high level of interest in learning grammar?

C. Objectives of the Study

In line with the formulation of the problems above, the objectives of this research are:

1. To describe how animated videos can improve the students' mastery of Simple Past Tense at the eighth grade of MTs Al-Munawwar.
2. To find out animated videos increase students' motivation so that they actively participate and show a high level of interest in learning grammar.

D. Significance of the Study

This research is expected to give both theoretical and practical contributions to the field of English language teaching.

1. Theoretical Significance

Theoretically, this study is expected to:

- a. Improve theoretical understanding of the use of multimedia, especially animated videos, in grammar teaching.
- b. Provide additional references for future researchers on the use of video animation-based learning media in improving students' mastery of English tenses.
- c. Reinforce theories that state that contextual, visual, and interactive learning media can improve students' understanding, motivation, and language mastery.

2. Practical Significance

- a. For Teachers

This study is expected to help English teachers determine learning media, especially in teaching grammar. Animated videos can serve as an

effective medium to create a more interesting and interactive learning environment and prevent students from getting bored.

b. For Students

The use of animated videos can help students understand grammar concepts more easily and in a less monotonous way, especially when learning Simple Past Tenses. This can also increase their motivation, concentration, and enthusiasm during the learning process.

c. For Schools

The findings of this study can encourage schools to improve or integrate digital-based learning media in English classes to enhance the quality of teaching and learning, especially in grammar mastery.

d. For Future Researchers

This study can serve as a reference or comparison for future studies related to the use of digital-based media, grammar teaching, or classroom action research in English education.

E. Definition of Terminologies

To avoid mis understanding, the key terms in this study are explained as follows:

1. Simple Past Tense

Simple Past Tense is a form of verb used to express activities or events that happened in the past. According to the Online Cambridge Dictionary, the past simple/the simple past refers to the verb form utilized to indicate an action that occurred prior to the present time and is no longer occurring. Typically

formed by adding–Ed (Bumi et al., 2025). This tense uses Verb 2 and includes two types of verbs: regular verbs (ending in *–ed*) and irregular verbs (which have different forms). The term past simple typically applies to related interrogative and negative forms, which, except with *be*, necessitate the appropriate form of the auxiliary verb, *did/didn't* (Bumi et al., 2025).

2. Mastery

Mastery refers to the students' ability to understand and use the Simple Past Tense correctly, both in identifying verb forms and in constructing sentences.

3. Animated Videos

Animated videos are learning media in the form of moving pictures combined with sound and narration. In this study, animated videos are used to help students understand the Simple Past Tense through simple and interesting visual explanations.

4. Improvement

Improvement means the progress shown by the students after the treatment. In this study, improvement is seen from better understanding, fewer mistakes, and increased scores.

5. Eighth Grade Students of MTs Al-Munawwar

This term refers to the students of class VIII at MTs Al-Munawwar who are involved as the subjects of this research.