

**IMPROVING IRREGULAR VERB MASTERY BY USING SHORT  
VIDEO  
(A Classroom Action Research on 5<sup>th</sup> Grade Students)**

**A Thesis  
Submitted as a Partial Fulfillment of The Requirements for  
Undergraduate Degree**

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## ABSTRACT

This research focused on the knowledge of irregular verbs improved or not after saw a short video. The objective of the research was aimed to know whether the student's mastery of irregular verb improved or not by using short video of fifth grade in Elementary School Insan Mandiri Bandar Lampung in the academic year of 2020/2021.

A short video was one of the instructional tools that helped students master irregular verbs. A classroom action research was undertaken in this research. The population of the research was the students at the second semester of fifth grade at Elementary School Insan Mandiri Bandar Lampung especially in class V D that consisted of 24 students. The data was collected via observation notes, pre- and post-tests, and documentation. When giving them a pretest, a treatment (through short video) was gave and then a post-test after the treatment was completed.

The result of the pre-test was less than that of the post-test. The average pre-test score was 61.67, the average of first post-test score was 79,58 and second post-test was 86. It indicated a significant difference in post-test average score. This shown that treatments employed short video improved more than those who did not. A short video shown a fifth-grade student's grasp of irregular verbs at Insan Mandiri Bandar Lampung Elementary School.

**Keyword:** *Mastery of Irregular Verb, Short Video*

## DECLARATION

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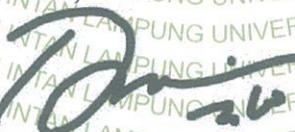
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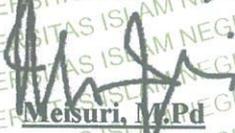
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## MOTTO

بَيْنَ فَاَلْفِ اَعْدَاءِ كُنْتُمْ اِذْ عَلَيكُمْ اللهُ نِعْمَتٌ وَاذْكُرُوا ۗ تَقَرُّوْا وَلَا جَمِيْعًا اللهُ بِحَبْلِ وَاَعْتَصِمُوْا  
اللهُ يَبِيْنُ كَذٰلِكَ ۗ مِنْهَا فَاَنْقَذَكُمْ النَّارِ مِّنْ حٰفِرَةٍ سَفَا عَلٰى وَاَكُنْتُمْ اِخْوَانًا بِنِعْمَتِهِ فَاَصْبَحْتُمْ قُلُوْبِكُمْ  
تُهْتَدُوْنَ لَعَلَّكُمْ اٰيٰتِهٖ لَكُمْ

Hold fast, all together, to Allah's cord, and do not be divided [into sects]. Remember Allah's blessing upon you when you were enemies, then He brought your hearts together, so you became brothers with His blessing. And you were on the brink of a pit of Fire, whereat He saved you from it. Thus does Allah clarify His signs for you so that you may be guided. (QS. Ali Imran:103)<sup>1</sup>

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<sup>1</sup> Abdullah Yusuf Ali, The meaning of Holy Al-Qur'an, (Maryland: Amma Publication, 1987)

## **DEDICATION**

All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to :

1. Allah SWT who always loves and keeps me everywhise and every time.
2. My beloved parents, Firmansyah Miolo and Sutiana Hadi who always pray for my success and give me motivation and support to study hard until now. I love them so much, Allah blesses you mom and dad.
3. My beloved lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my development.

## CURRICULUM VITAE

Muhamad Gabriel Miolo was born on 28 February 1997 on West Jakarta. He is the first of three children of Firmansyah Miolo and Sutiana Hadi. He has one younger brother and one younger sister named Mikhael Ibrahim Miolo and Nasya Atiqah Miolo

He accomplished his formal education at kindergarten Al Azhar 2 Lampung and finished on 2003. After that, he entered SD Kartika II-5 Bandar Lampung and finished on 2009. After that he continued his school at SMP Al Azhar 3 Bandar Lampung, from 2009 and finished in 2012. Next he decided to continue his education at SMAN 15 15 Bandar Lampung, from 2012 and finished in 2015. After that he continued his study at UIN Raden Intan Lampung.

He was well-known as aviation and railway enthusiast, as active member of KFAI (*Komunitas Fotografer Aviasi Indonesia*/Indonesian Aviation Photography Community) and a public relation on Baradipat (*Barisan Railfans Divre Empat*) community. He also an active contributor on Skyscrapercity and Wikipedia. But, behind of it he always remembers his main duty, as a students of English Education UIN Raden Intan Lampung.

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This thesis is presented to the English Education program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' partial fulfillment of the requirement to obtain undergraduate degree. Then, thank you to the following people for their ideas, time and guidance for this thesis :

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Finally, none or nothing is perfect is this thesis. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

**Bandar Lampung, January 2022**

**Muhamad Gabriel Miolo**  
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# CHAPTER I INTRODUCTION

## A. Background of the Problem

Language is the most essential aspect of anyone's ability to communicate with others. It means that if we don't understand the language, we'll have a lot of problems in life. For example, if he has no knowledge of the language he hears or reads, he will be unable to comprehend what he hears or reads. Then he is unable to communicate what he wishes to say or write, as he is unsure of the correct or proper words to use. Whereas, BSNP (Badan Standar Nasional Pendidikan) explain, that English is a tool to communicate oral and writing. Communicating is understanding and expressing information, thinking, feeling and growing knowledge, technology, and culture as mentioned on Q.S.Ibrahim: 4<sup>1</sup>.

فَإِضْلَالًا لِلَّهِمْنِشَاءً وَيَهْدِيمُنِشَاءً ۚ رَسُولًا لَّا يَلْسَانَتُهُمْ لِيُبَيِّنَ لَهُمْ مَّا أُرْسِلْنَا بِهِ  
وَهُوَ الْعَزِيزُ الْحَكِيمُ

“And We did not send any messenger except in the language of his people to state clearly for them, and Allah sends astray (thereby) whom He wills and guides whom He wills and He is the Exalted in Might, the Wise”<sup>2</sup>

Listening, reading, speaking, and writing are all abilities that students must master when studying English. Structure, spelling, pronunciation, vocabulary, and grammar are all components that must be learned by the learner in order to combine those skills. The student has also learned grammar. Mart mentioned that grammar is a collection of principles that plays an important part in language learning since it aids learners in combining and organizing words in order to construct sentences and appropriately convey their

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<sup>1</sup>Badan Standar Nasional Pendidikan, *Standar Isi Untuk Pendidikan Dasar dan Menengah*, (Jakarta:2006), p.123

<sup>2</sup>*Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani), Al-Qolam: 1, p.1138

views.<sup>3</sup>Grammar is unquestionably an essential aspect of language acquisition. It expresses a notion that grammar is essential not as a distinct entity from communication, but rather as a means of facilitating or enabling communication.<sup>4</sup>It is particularly relevant to verbs, as they are the most important components of sentences.<sup>5</sup>The verb is essential: no sentence can be constructed without it. The notion requires a verb, and the verb is the sole portion of speech that can communicate a thought on its own.<sup>6</sup>Furthermore, Silvia Robertson stated that the verb is the key to the meaning of the phrase in general. Because of their relevance, verbs must be learned and mastered by students.

Thornburry stated that a verb is one of the word classes that expresses an action, an event, or a state.<sup>7</sup>Regular verbs and irregular verbs are the two types of verbs based on their past form. Regular verbs are past forms of verbs that are appended by “d” or “ed” to convert them from present to past form, whereas irregular verbs are past forms of verbs that do not have a formula to transform them from present to past form.<sup>8</sup>Most learners find it difficult to study irregular verbs because they have three forms, which causes students to become confused. Nesbitt, Hellen, and others feel that irregular verbs are somewhat complex, a little more sophisticated than nouns, and you must master all three forms.<sup>9</sup>Irregular verbs is one of the most difficult grammatical patterns for ESL students to acquire.<sup>10</sup>The uneven

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<sup>3</sup> Mart, C. (2013). Teaching grammar in context: Why and How?, Theory and Practice in Language Studies, 3(1),124

<sup>4</sup> Torres,Emanuelli Fernanda. *SomeImportant Aspects in the Grammar Teaching Process*. Curitiba, 2005, p.3

<sup>5</sup> Deterding and Poedjosoedarmo. *The Grammar of English: Morphology and Syntax for English Teachers in Southeast Asia*, Singapore:Prentice Hall, 2002, p.36.

<sup>6</sup> Fernald, James C. *English Grammar Simplified*, (New York: Barnes & Noble Books, 1979) p.79

<sup>7</sup> Thornburry, Scott.*How to Teach Vocabulary*, England: Longman), 2002, p.144.

<sup>8</sup>*Ibid*

<sup>9</sup> Ayuba, Hassan. *Competence and performance in the use of Irregular verb by student in selected senior secondary schools in Kano*, September 2014, p.2.

<sup>10</sup> Idek and Fong.*The Use of Dictogloss as an Information Gap Task in Exploiting Dual Application Principle in Learning Irregular Verbs*, Journal of Management Research, ISSN 1941-899X 2015, Vol. 7, no. 2.

shifting of vowels in irregular verbs must make it difficult for students to learn, especially in the past form. Thomson and Martinet stated that the simple past form of each irregular verb must be learned, but once this is done, there is no other difficulty, because irregular verbs (like regular verbs) have no inflexions in the past tense, which means that the past form of an irregular verb is difficult to learn because it has inflexions.<sup>11</sup>

Relevant research is designed to avoid plagiarism of other researchers' designs and findings. In order to determine the parallels and differences between prior study and present research, the researcher must evaluate previous research on related themes.

The first research, by Virgin Junnilalita Aisyah, is titled "The Use of Snakes and Ladder's Game as Medium to Improve The Student's Mastery of Past Form Irregular Verb". The purpose of this study was to determine the usefulness of utilizing and Ladders game as a medium to increase the student's knowledge of past form irregular verbs, as well as the student's opinion and feelings after using this media. The action research design was utilized in this study. The purpose of this study was to determine the usefulness of utilizing and Ladders game as a medium to increase the student's knowledge of past form irregular verbs, as well as the student's opinion and feelings after using this media. The action research design was employed on ninth grade students at SMPN 37 Semarang in this study. When administering cycle treatment to students, the devices used to collect data were a test, a questionnaire, and an observation checklist. The results revealed that cycle 2 was superior to this research, with a score of (88.80), proving that utilizing Snakes and Ladders' game may enhance students' knowledge of past form irregular verbs who did not utilize Ladder's game.<sup>12</sup>

The second, from Hasan Ayuba's undergraduate thesis entitled "The use of a matching game to increase students' knowledge of

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<sup>11</sup> Thomson and Martinet. *A Practical English Grammar*, (New York: Oxford University Press, 1986), p. 161.

<sup>12</sup> Aisyah, Virgin Junnilalita. *The use of Snakes and Ladder's game as medium to improve the student's mastery of past form irregular verb (An Action Research on the Ninth Grade Students in SMPN 37 Semarang in the Academic Year of 2014/2015)* . A Thesis.

irregular verbs in the simple past tense." This was an experimental study conducted on eighth-grade students at SMP Negeri 01 Mlonggo Jepara during the academic year 2010/2011, with three classes serving as the sample: class A (Experimental class), class B (Control class), and class C. (Try Out class). The purpose of this study was to determine the efficacy of utilizing a matching game with flash cards to increase students' comprehension of irregular verbs in the simple past tense. This study discovered that using a matching game to teach irregular verbs was highly effective. T-Score 3. 686 was greater than the t-table in the T-test. However, the shortcoming of this approach was that the English instructor, while using it, had to take into consideration or plan the scenarios carefully and in accordance with the content.<sup>13</sup>

Another research was conducted by Sari on undergraduate thesis titled "Teaching and Learning Vocabulary Through Video Clip at Second Semester of the seventh grade of SMP PGRI 6 Bandar Lampung in the Academic year of 2015/2016".<sup>14</sup>The qualitative descriptive research approach was utilized in this study. The sample was chosen using the purposive sampling approach by the researcher and selected class VII G as the sample, which included 38 students, and utilized three types of tools to collect data: observation, interviews, and questionnaires. Data reduction, data presentation, and conclusion drafting or verification were the three primary steps of data analysis employed by the researcher. The research was carried out in two meetings by the researcher. The outcomes of the data analysis are divided into three categories. The first was carried out in the academic year 2015/2016 at SMP PGRI 6 Bandar Lampung in the process of teaching and learning vocabulary using video clip. The teacher had not completed all eight videoclip steps. The procedure did not go smoothly since the teacher struggled to manage the overcrowded

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<sup>13</sup>Ayuba, Hassan. *The Use Of Matching Game To Improve Students' Understanding on Irregular Verb of Simple Past Tense*, (an experimental research at the Eighth Grade Students of SMP Negeri 01 Mlonggo Jepara in the Academic Year of 2010/2011).

<sup>14</sup>Sari, Indah Pravita. *Teaching and Learning Vocabulary Through Video Clip at Second Semester of the Seventh Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2015/2016*. (Bandar Lampung: IAIN Raden Intan Lampung). 2016

class. The second issue that students encountered with acquiring vocabulary was that they had trouble pronouncing, spelling, and memorizing new words. Students were also less motivated to study English, particularly vocabulary. The third issue with the teacher's challenges in teaching vocabulary was that the instructor had difficulty dealing with the students who appeared to be very boisterous throughout the process of teaching vocabulary by utilizing a video clip, and the teacher was unable to supervise the students' activities properly. In conclusion, these previous studies were used as references for the researcher in conducting this research. The differences the previous study that has been mentioned above with this research are for the first until third previous study were using different strategy, different focused that this research using short video and focused in improving student's mastery of irregular verbs by using short video at the 5th grade of Elementary School Insan Mandiri Bandar Lampung.

Students must learn irregular verbs based on the English curriculum for the fifth grade of primary school, which requires students to understand basic past tense. The simple past tense is a linguistic structure that tells what happened in the past. Students typically struggle to identify irregular verbs owing to their complexity compared to normal verbs, which merely add *d* or *ed* to the verbs. Because of the inconsistency of the altering of verbs, students have a difficult time determining the right form when employing the past form of an irregular verb.

It is quite beneficial to use short videos to improve irregular verb mastery. When students first start learning English using short videos, they are ecstatic because they want to learn everything they can about the short videos. Students are more likely to learn if they are enthusiastic. Memory is impacted by how thoroughly we digest new knowledge, according to cognitive psychology research. Students will be confused and sad if we force them to learn irregular verbs. Information is probable that they would store it in such a way that they will have difficulties finding it when they need to recall it. Using a short video to recall the term is one method.

Improving irregular verb mastery with a short movie is really beneficial, in which students create a summary of a list of irregular verbs for which they do not comprehend the meaning. They'll look it up in a dictionary, but the meaning must be acceptable for the situation. As a result, students have a variety of options for applying the text's meaning.

A short video is one type of educational media that can help students master irregular verbs. It wishes to pique the interest of elementary school children in studying irregular verbs through the use of a short video, as virtually all elementary school students like watching short videos. Besides the students can mastering new irregular verbs, the students also can get new knowledge and new information and also can expand their mind.

Elementary School Insan Mandiri is one of the elementary schools in Bandar Lampung. As one of the official institutions, this school also provide English lesson to students, which include tenses as an important component and crucial part of learning a language. It means that irregular verbs are learnt directly since they are linked with simple past tense material.

This school follows the 2013 curriculum (K13) and offers English lessons to students. Listening, speaking, reading, and writing are all part of it based on 2013 national curriculum. The objective of studying English is to enhance students' communicative competence in interpersonal, transactional, and functional text via the use of various types of English text in spoken and written form.

Based on preliminary study conducted at Elementary School Insan Mandiri Bandar Lampung, the following issues among the students are discovered as follows:

- a. Students struggle to determine the right past form of an irregular verb.
- b. Due to the limited amount of time available for learning, which is just once a week, whereas the irregular verb includes inflection in every word, three distinct forms, and a large number of verbs ranging from 150 to 160 verbs.

During the observation, it was discovered that certain fifth-grade students at Elementary School Insan Mandiri were having trouble understanding irregular verbs. The students' abilities do not

match the curriculum's expectations. Language proficiency has not yet been attained. However, some students still had some problems and can't difference between regular and irregular verbs. The Minimum Criteria Achievement (MCA) is 70 for regular class and 75 for excellence class. Most of students in Elementary School Insan Mandiri got scores lower than MCA.

From the statement above, the teacher has taught well. However, some students continued to struggle with irregular verbs. It is difficult for students, particularly Indonesian students learning English as a second language, to master irregular verbs. It's possible because English isn't utilized in everyday speech. As a result, students' knowledge of irregular verbs remains poor and falls short of expectations.

Based on the topic and description provided above, the researcher would want to undertake a classroom action research to increase irregular verb mastery by the use of a short video titled "Improving Irregular Verb Mastery by using Short Video (A Classroom Action Research on 5<sup>th</sup> Grade Students)".

## **B. Identification of the Problem**

Based on the background, the problems identified as follows :

1. Some of the students were not able to master irregular verbs.
2. Some of the students can't different between regular and irregular verbs.
3. Irregular verb mastery of students are low.

## **C. Limitation of the Problem**

The limits of the problem only on improving 5th Grade Students of Elementary School Insan Mandiri Bandar Lampung's irregular verb mastery by using short video.

## **D. Formulation of The Problem**

Based on the background mentioned earlier, the research question formulated as follows :

1. Does short video can improve the student's mastery of irregular verbs at 5th Grade Students of Elementary School Insan Mandiri Bandar Lampung?

## **E. Objective of the Research**

The objectives of this research are:

1. This study was aimed to know whether the student's mastery of irregular verb improved or not by using short video

## **F. Significance of the Research**

Using a short video, this research attempted to describe the student's knowledge of irregular verbs. The findings of this study were intended to contribute to:

1. The Elementary School Insan Mandiri Bandar Lampung teacher: this research may be a contribution of teaching irregular verbs was efficient because short video allowed teacher to build courses or use courses provided by other users.
2. This research learn more about a pleasant approach to teach grammar by utilizing a short movie to assist and aid students in learning the past form of an irregular verb.
3. To serve as a resource for future study on the use of short video as media of learning irregular verbs for the students.

## **G. Scope of the Research**

The scope of the research are formulated as follows:

### **1. Subject of the Research**

The subject of the research was 5th Grade Students of Elementary School Insan Mandiri Bandar Lampung.

### **2. Object of the Research**

The object of the research was the problem and difficulties faced 5th Grade Students of Elementary School Insan Mandiri Bandar Lampung in mastering irregular verbs.

### **3. Place of the Research**

This research conducted at Elementary School Insan Mandiri Bandar Lampung.

### **4. Time of the Research**

This research conducted in academic year 2020/2021.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Teaching Grammar

Teaching grammar is one of the important components in learning English for students at school.<sup>1</sup> Mart stated that grammar is a collection of principles that plays an important role in language learning since it helps learners mix and arrange words in order to form sentences and express themselves appropriately.<sup>2</sup> Richards and Reppen also stated grammatical knowledge is understanding the rules for forming sentences, whereas grammatical competence include using grammar as a resource to communicate orally or in writing.<sup>3</sup> It claims that grammar plays a critical part in language teaching and learning, and that it is one of the most difficult things to teach.<sup>4</sup>

Grammar instruction should be given adequate attention and weight in the classroom. Nancy Patterson stated that we should teach grammar to assist children acquire flexibility in their language use. We "wear" language to suit a certain audience and purpose, just as we "wear" various attire for different situations. By learning grammar, students will be able to comprehend English well. For example, if the writer is able to utilize grammar effectively in writing English, the reader will grasp the meaning of a phrase or maybe a paragraph that is written by the writer. Because many people believe that grammar is a vital part of language, it should be owned and learned. It would be preferable to examine certain techniques that integrate grammatical features in language teaching and learning. Here are a few examples:

##### 1. Grammar Translation Method

Because the primary goal of language acquisition is to be able to read literature published in the target language, this technique

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<sup>1</sup>Setyowati, *Collaborative Learning as an Alternative Technique in Teaching Grammar*, a research, 143.

<sup>2</sup>Mart, C. (2013). *Teaching grammar in context: Why and How? Theory and Practice in Language Studies*, 3(1), 124.

<sup>3</sup>Özkan, Y. (2015). *Utilization of news articles in English grammar teaching*. Trakya University. *Journal of Social Science*, 17(1), 49-59.

<sup>4</sup>Richards, J. C., & Reppen, R. (2014). *Towards a pedagogy of grammar instruction*. *RELC Journal*, 45(1), 5-25.

stresses the grammar component to be taught. Grammatical rules are presented in a significant percentage and are taught deductively.<sup>5</sup>

### 2. Communicative Language Learning

The primary goal of this technique in language teaching and learning is to improve students' communication skills. The grammar aspect, on the other hand, is supplied in the same proportion as the pre-communicative tasks.

### 3. Audio-lingual Method

The objective of this technique is for students to be able to communicate in the language. There are several drills for developing habits in the target language. Grammar is taught inductively via examples; no formal grammar rules are offered.

### 4. Direct Method

The goal of learning is for students to be able to communicate in the target language. As a result, the proportion of grammatical rules to be taught is quite small. It is often taught inductively, which means that learners are given instances and must deduce the rule or generalization from the examples.<sup>6</sup>

Based on the review above, teaching grammar is something that cannot be overlooked. Teachers should employ enjoyable media to teach grammar in class, as well as the notion of MALL (Mobile Assisted Language Learning), which allows users to be motivated to study English independently anytime and wherever they choose.<sup>7</sup> MALL (Mobile Assisted Language Learning) also includes a smartphone.

In this day and age, many people use their smartphones as a communication tool. Not only adults, but even teenagers and students, utilize them. Language learning media are devices such as

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<sup>5</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (English: Oxford University Press, 1986), 9 th Ed., 9.

<sup>6</sup>Ibid

<sup>7</sup>Tabari, Khodareza. *The Effect of Using Multimedia on Vocabulary Learning of Pre-Intermediate and Intermediate Iranian EFL Learners*, *Journal of Basic and Applied Scientific Research, J. Basic. Appl. Sci. Res.*, 2(12)12879-12891, 2012 © 2012, TextRoad Publication ISSN 2090-4304, p. 3

smartphones, iPads, iPods, and tablets.<sup>8</sup>Because the gadgets' functions and features are expanding, they play an essential part in enhancing one's English skill.<sup>9</sup>As a result, students who are interested in learning English may do so by using them. This study made use of a short YouTube video to assist students in learning grammar.

## **B. Teaching Simple Past Tense**

The purpose of this study was to determine whether or not the students' mastery of irregular verbs would be improved by using a short video at the 5th grade of Elementary School Insan Mandiri Bandar Lampung, the base competence of English curriculum for the fifth grade of elementary school in which students must be able to memorize the difference between regular and irregular verbs. For instance, *yesterday, last month, three weeks ago, and in 1997*. The student must recall and comprehend how to write in this tense, which contains the following formula:

### **1. The Pattern of Simple Past Tense**

- S+V2+O+C

Note:

S: Subject

V2: Past verb

O: Object

C: Complement

One component of the formula is verb, which is split into two types: regular and irregular verbs in the simple past tense. Greenbaum and Quirk said that verbs are employed in two ways: one is as sentence structural components such as subject and object in a clause, and the other is as a verb. A verb is a component of a word class; verbs are classified into three types;<sup>10</sup>

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<sup>8</sup>Cabrera, Paola. *THE IMPACT OF USING PIXTON FOR TEACHING GRAMMAR AND VOCABULARY IN THE EFL ECUADORIAN CONTEXT*, Teaching English with Technology, 18(1), p. 53-76,

<sup>9</sup>Barakati, D. (2013). *Dampak Penggunaan Smartphone dalam Pembelajaran Bahasa Inggris (Persepsi Mahasiswa)*. Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi,1(1),1-13, 5

<sup>10</sup>Greenbaum, Quirk. R. "A Student's Grammar of English", p. 25.

- a. Full verbs: shot, sank, swim etc.
- b. Primary verbs: be, have, do etc.
- c. Modal auxiliaries: had, could, might etc.

Students who are writing a phrase in the simple past tense are frequently perplexed about using the right verb for the simple past tense since this verb also has an inconsistent verb as the form of the past participle. Regular and irregular verbs contain five forms or major parts: infinitive, simple present, simple past, past participle, and present participle, although the construction of the simple past and past participle differs.

For the examples see the table below:

**Table 2.1**  
**Five Forms of Verb**

INFINITIVE	SIMPLE PRESENT	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
To click	Click(s)	Clicked	Clicked	Clicking
To stop	Stop(s)	Stopped	Stopped	Stopping
To dry	Dri(es)	Dried	Dried	Drying
To close	close(s)	closed	closed	closing

In contrast to the simple past and past participle of irregular verbs, which can finish in a variety of ways with no clear pattern, table 2.1 revealed the five types of verb.

For the examples see the table below:

**Table 2.2**  
**Inconsistent Pattern of Simple Past and Past Participle**

INFINITIVE	SIMPLE PRESENT	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
to get	get(s)	Got	Gotten	Getting
to pay	pay(s)	Paid	Paid	Paying
to put	put(s)	Put	Put	Putting
to run	run(s)	Ran	Run	Running

The example in table 2.2 is of some inconsistent verbs, and it is common for authors to make two mistakes with irregular verbs. They either add an erroneous ed at the end of an irregular verb or mix

up the simple past and past participle. That instance, the writer's mistake in choosing an irregular verb made it impossible for him to distinguish between the forms of simple past and past participle.

Learning irregular verbs is a tough task for English language students,<sup>11</sup> and also one of the most difficult grammatical structures for ESL students to learn, especially for Indonesian learners, because there is no rule in Indonesian language has to change the form of verb based on the time of action, and it must be difficult to learn. Fong also stated that irregular verbs are one of the most challenging grammatical structures for ESL students to learn.<sup>12</sup>

Ayandele described irregular verbs, in particular the past form, as verbs that yield their past forms when vowels are altered or left unchanged.<sup>13</sup> It means that because of the inconsistency of changing the past form of irregular verbs, they are difficult to learn; additionally, the simple past form of each irregular verb must be learned; however, once this is done, there is no other difficulty, because irregular verbs (like regular verbs) have no inflexions in the past tense.<sup>14</sup> This case resulted in learners finding it difficult to master irregular verbs; additionally, irregular verbs have so many verbs that it is impossible for students to memorize them all in a short period of time. There are 160 of the most commonly used irregular verbs in English, each of which has two different forms.<sup>15</sup>

Celcia-Murcia and Larsen Freeman described that "there are five major drawbacks: unfamiliarity with infinitives, witless memorization, drilling, repetitive exercises, and an inability to distinguish past or past-participle forms of irregular verbs despite knowing all of them by heart." Despite having had limited time to

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<sup>11</sup>Stella Gorbani and Roxolana Galit, "*Ways of Teaching Irregular verbs at the lesson of English*", an article, 38.

<sup>12</sup>Sirhajwan Idek, and Lee Lai Fong, "*The Use of Dictogloss as an Information Gap Task in Exploiting Dual Application Principle in Learning Irregular Verbs*", *Journal of Management Research*, ISSN 1941-899X 2015, Vol. 7, no. 2.

<sup>13</sup>Ayandele, F. & Ayandele, K, "*Communication for Tertiary Institutions*", Kano: Makola commercial printers, 2010.

<sup>14</sup>Thomson and Martinet, "*A Practical English Grammar*", (New York: Oxford University Press, 1986), 161.

<sup>15</sup>*Ibid*

master the infinitives correctly, students are required to recall the past and past participle forms of irregular verbs”.<sup>16</sup>

For example: *She didn't knew* the event. That it should be *She didn't know* the event.<sup>17</sup> All of the errors are due to the student's faults in the form of irregular verbs. The student is struggling to comprehend how to create the right form of irregular verbs. Furthermore, Taatgen and Anderson have the same viewpoint on why students make mistakes in constructing irregular verbs, and they propose three separate stages for young learners to master past tense forms:

1. Learners either learned irregular past tense in pieces (e.g., broke, went, awakened) or had no past form at all.
2. Learners begin to notice and utilize normal past tense form, and occasionally add –ed suffixes to irregular verbs (e.g. break-ed, go-ed, wak-ed).
3. All verbs are appropriately inflected.<sup>18</sup>

Some examples of irregular verb:

**Table 2.3**  
**Examples of Irregular Verb**

Verbs	Past simple form	Past participle form
Begin	Began	Begun
Bite	Bit	Bitten
Run	Ran	Run
shake	Shoke	Shaken
Choose	Chose	Chosen

Table 2.3 depicts several distinct forms of irregular verbs. Based on the statement above, it can be inferred that irregular verbs are difficult for students to learn, particularly the past forms of irregular verbs, since students struggle to predict the right form of

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<sup>16</sup>Andrea Tesařová, DiS, Bachelor's Diploma Thesis: "Irregular Verbs Teaching Methodology". Faculty of Art Department of English and American Studies English Language and Literature, 2009, 5.

<sup>17</sup>Marianne Celce Murcia, and Diane Larsen-Freeman, "*The Grammar Book: An Esl /Efl Teachers' Course*", Cambridge: Newbury House Publisher, 1999

<sup>18</sup>NA Taatgen , & JR Anderson, "Why do children learn to say 'Broke'? A model of learning the past tense without feedback.Cognition", 2002, 86 (1), 123-155

irregular verbs.<sup>19</sup> As a result, as a teacher, we must devise an effective technique or strategy for teaching irregular verbs.

### C. Video Concept

Video is an example of audio visual media and a type of media that teachers may use to show or perform to students how to do something or produce something.<sup>20</sup> That is, video is a type of media used as a tool to transmit messages or information from sender to recipient.

In other words, a video is a program, film, or other visual media output that has moving pictures with or without audio..<sup>21</sup> It means that video is a software that consists of moving pictures and sounds.

The use of video in language education has been a regular element for many years as mentioned by Harmer. It is uncommon these days for a publisher to release a major course book without including a video component, and teachers regularly enliven their sessions using off-the-air content or tape method for language acquisition. It indicates that video has become a popular medium and is regularly utilized by teachers in the teaching and learning of English.

### D. Short Video Definition

A short video is a type of multimedia that may give a lot of visual stimulation by combining images, audio, graphics, and text.

A combination of music, visuals, mental images, perceptions, numbers, text, and other elements can increase student engagement and the learning process. Short films can depict locations, actions, emotions, and gestures, which can provide valuable visual stimuli for

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<sup>19</sup> Sidney Greebaum, & Randolph Quirk, "A student's grammar of English", 25.

<sup>20</sup> Walyatalat of Umie, *Thesis The Influence Of Using Videos Toward Students Procedure Text Writing Ability*, p.23

<sup>21</sup> Shahla Yassaei, *Using Original Video and Sound Effects to Teach English*, Vol, 1 (2012), p.1

language practice and acquisition.<sup>22</sup>It indicates that a short video is a blend of sound, text, and image that may serve as an essential visual stimulus for language practice and acquisition.

In other words, the short video is made up of frames, and each frame may be thought of as a modified image of the reference frame.<sup>23</sup>It indicates that a short video is made up of frames, and each frame may be converted into an image. From the theory above, short video is a frame that transformed a picture, and short video is a short movie that consists of an image in motion and a combination of sound and text that lasts three or four minutes at most and can provide important visual stimulus for language practices and learning. Because of its short duration, short videos vary from other types of videos. These short videos may be seen on a computer or on television.

### **E. Using a Short Video to Teach Irregular Verbs**

Short video bring training and education to life and may be used to reinforce ideas and lessons while also encouraging debate. Learning may be made more pleasurable by using humorous and engaging video.<sup>24</sup> Its mean that teaching short video can be used to help the lesson and funny and entertaining clips can make learning more enjoyable.

It means that short videos for teaching may be utilized to supplement the lecture, and amusing and engaging films can make learning more pleasurable.

The majority of people love viewing short videos. They might be a pleasant break from the monotony of learning a foreign language. For English learners, watching short videos for learning English may be very beneficial since it can help them improve their listening and speaking abilities, it can also be valuable tools in the study of

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<sup>22</sup> Muniandy and Veloo, *Managing and Utilizing Online Video Clips for Teaching English Language: Views of TOESLPre Service Teacher*, V01.13, (2011), p.175

<sup>23</sup> Raymond H. Chan, *Resolution Enhancement for Short Videos: Tight Frame Approach*, (2005), p. 406

<sup>24</sup> CETL • Old Library 1142 • University of Wisconsin-Claire • Eau Claire WI 54702-4004

vocabulary and cultures, and it has the added bonus of entertaining the learners.

There are several benefits to employing short videos to improve students' irregular verb proficiency. We may infer that it can assist students improve their irregular verb mastery, it can also be a valuable tool in the study of vocabulary and cultures, and it has the added bonus of entertaining the learners. As a result, students should study English through short videos because it has been demonstrated to have several benefits. It means that short videos may be effective aids in the acquisition of irregular verbs, and one of the biggest advantages of using short videos for learning English is that they delight the students.

Furthermore, employing audio-visual resources in the classroom, as mentioned by Cruse, is nothing new. Since filmstrips were originally examined as a training aid for soldiers during World War II, educators have recognized the ability of audio-visual materials to catch learners' attention, improve motivation, and enhance their learning experience.<sup>25</sup>It indicates that using a short film in the classroom is nothing new. A short movie may boost student enthusiasm and improve their learning experience. As a result, the short video is beneficial to students in the classroom.

From the aforementioned hypothesis, teaching irregular verbs using short video is beneficial to students in the classroom, and short video may be valuable tools in the learning of vocabulary. Another advantage of using short video for learning English is that it entertains the learners.

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<sup>25</sup>Emily Cruse M.Ed, *Using Educational Short video in the Classroom* : Theory Research and Practice Curriculum Director, Library Video Company p.1

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