



The Use of Short Video Clips to Improve Students' Comprehension in Learning Simple Present Tense

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Abstract

This research investigates the effectiveness of using short video clips to enhance students' comprehension of the Simple Present Tense in English language learning. The study employed a pre-experimental design with a one-group pre-test and post-test model, involving 31 seventh-grade students at SMP Negeri 1 Kuala Batee. Data collection was conducted through multiple-choice tests administered before and after the treatment. The analysis showed a significant improvement in students' understanding, with the average pre-test score rising from 43.39 to 74.19 in the post-test. A paired sample t-test revealed a statistically significant difference (Sig. 2-tailed = 0.000), confirming the effectiveness of short video clips in improving grammatical comprehension. These findings suggest that incorporating engaging and context-rich audiovisual materials can significantly support grammar instruction in English as a Foreign Language (EFL) setting. However, limitations such as the small sample size call for further research involving broader and more diverse populations to generalize the results. Additionally, combining short video clips with other interactive teaching strategies is recommended to maximize learning outcomes.

Keywords: *short video clips; simple present tense; student comprehension*

Introduction

Language is an essential communication tool that allows people from different backgrounds to share information, feelings, and ideas (Devianty, 2017). English is the global lingua franca among the numerous languages spoken around the world, and it is essential for professional development, education, and international communication. A strong command of grammar, especially the simple present tense, which is widely employed in both academic and everyday communication, is essential to learning English.

In Indonesia, English is taught as a foreign language from primary to higher education levels. However, students frequently encounter major obstacles when trying to improve their English language skills. These challenges are exacerbated by elements like little time spent in class and few chances for real-world application (Panggabean, 2015). Students' comprehension and use of grammar, particularly the simple present tense, which is crucial for both written and oral communication, is one of the most enduring problems.

According to Muliana (2021) asserts that speaking, writing, listening, and reading are the four core language abilities required for successful communication. They fall into two categories: productive skills (speaking and writing) and receptive skills (listening and reading) (Sabina, 2018). Grammar is essential for assisting students in creating meaningful sentences, which supports both skill kinds. However, traditional teaching approaches that frequently lack engagement and contextual relevance cause many students to struggle with learning the Simple Present Tense. Their comprehension is further hampered by the lack of interesting learning resources and the preponderance of rote memorization and repetitive drills. Therefore, to improve students' comprehension and usage of the simple present tense, creative teaching strategies are required.

One effective strategy to overcome this problem is the use of short video clips as learning media. Degeng et al. (2019) contend that integrating succinct audiovisual materials, such as brief video clips, into language instruction can optimize the efficacy of media in enhancing learning. Video clips enable students to witness the application of grammar in authentic circumstances, facilitating comprehension and utilization of language structures.

Furthermore, Mulawarman (2018) discovered that exposure to English videos markedly enhanced students' comprehension and use of the Simple Present Tense. Canning-Wilson (2000) asserts that the visual context offered by video enhances learners' ability to internalise grammatical concepts more successfully. Similarly, Arsyad (2011) contends that audiovisual media improve learning outcomes by stimulating several senses—auditory, visual, and kinesthetic—thereby facilitating the comprehension of abstract ideas such as grammar. Sari and Sugirin (2013) assert that video materials foster authentic learning settings, enhancing students' engagement and comprehension of English language. Rokni and Ataee (2014) demonstrated that pupils instructed in grammar via video outperformed those educated using conventional techniques.

The previous research was conducted by Azzahra (2024) “the use of short clip movies on reading comprehension at higher education”. The researcher discovered that the short clip movies match the student knowledge and helped the student comprehension on studies. It indicates that using short clip movies enhance student comprehension. Another study that was conducted by Djoko, Sri and Maria (2021) stated that using multimedia is not only helping teacher in

delivering the target language but also motivating the student in learning simple present tense. Furthermore, the majority of these studies have been conducted at higher educational levels, leaving a gap in research concerning junior high school students in Indonesia. This study aims to bridge that gap by investigating the effectiveness of short video clips in improving students' understanding of the Simple Present Tense at the junior high school level. Based on these previous studies, the researcher wants to conduct research using a more specific approach and media, namely short video clips that we take from the British Council. Researchers want to overcome students' difficulties by using short video clips media.

According to Phan and Dubien (2021), using video in grammar instruction helps English language learners acquire grammatical structures more effectively by providing contextualized, engaging, and multimodal input. Short video clips can make abstract grammar rules, such as the simple present tense, more concrete and meaningful for learners. Therefore, the hypothesis for this research is proposed as the follows, (H_a): The use of short video clips to improve students' comprehension in learning simple present tense. (H₀): The use of short video clips does not improve students' comprehension in learning simple present tense. Based on the discussion above, this study was proposed with the following research question: Does the use of short video clips improve students' comprehension of the Simple Present Tense?

According to Phan and Dubien (2021), using video in grammar instruction helps English language learners acquire grammatical structures more effectively by providing contextualized, engaging, and multimodal input. Short video clips can make abstract grammar rules, such as the simple present tense, more concrete and meaningful for learners. Therefore, the hypothesis for this research is proposed as the follows: (H_a): The use of short video clips to improve students' comprehension in learning simple present tense. (H₀): The use of short video clips does not improve students' comprehension in learning simple present tense.

Method

In this study, the research used quantitative approach using an experimental method. The experimental research method is used to examine the effect of a specific treatment on another variable under controlled conditions (Sugiyono, 2013). Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

This research was conducted at SMP Negeri 1 Kuala Batee, located in Pasar Kota Bahagia Village, Kuala Batee District, Southwest Aceh Regency. The population in this study included all students of class VII at SMP Negeri 1 Kuala Batee. This study employed purposive sampling, selecting a specific group of students based on predetermined criteria relevant to the research objectives. As a result, the sample consisted of 31 students from class VII-5, including 13 male

students and 18 female students.

The instrument used in this study was a test sheet, adjusted from Fitria's thesis (2018) as a reference point. However, the content of the test items was modified under the supervised by the English expert at STKIP Muhammadiyah Aceh Barat Daya (2025) to ensure validity and relevance. The test consisted of multiple-choice question. The multiple-choice format was used for the pre-test and post-test to evaluate the effectiveness of the before and after treatment.

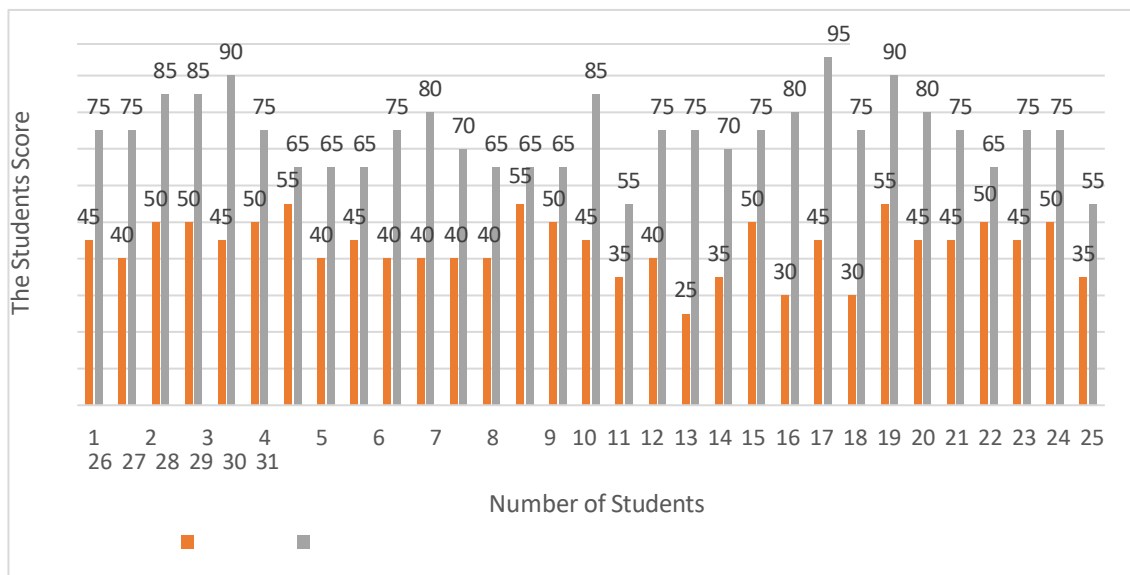
In analyzing the data, the research used both descriptive and inferential statistics. Descriptive statistics were used to summarize the students' pre-test and post-test scores, including the mean, minimum, maximum, and standard deviation. For inferential statistics, a paired sample t-test was conducted to determine whether there was a significant difference between the students' mean scores before and after the treatment. The data were analyzed using SPSS version 27 to ensure accurate results.

Results

1. Descriptive Statistics

The result of Pre-test and Post-test

The result of pretest and post-test were obtained after conducting research based on class VII-5 using short video clips and applying simple present tense material.



The graph above, displays the results of student scores from students 1-31 with different scores. The graph above shows the difference in results obtained in the pre-test and post-test. The pre-test scores are colored silver and the post-test scores are colored orange. The change in scores is based on the treatment that has been given, so that students' understanding of simple present tense with short

video clips increases in the post-test score.

Normality Test

Normality test was to find out whether the population data used from the pre-test and post-test had a normal or abnormal distribution.

Table 1. Normality Test

	Shapiro-Wilk		
	Statistic	N	Sig.
Pre Test	0.941	31	0.086
Post Test	0.948	31	0.135

The table above presents the results of the normality test. The Shapiro-Wilk test was used because it is considered the most powerful method for detecting deviations from normality in small sample sizes. According to Field (2009), the Shapiro-Wilk test is generally considered the most effective normality test for small samples. The test results show that the significance value (Sig.) for the pre-test is 0.086 and for the post-test is 0.135. Based on the standard criteria for normality (Sig. > 0.05), it can be concluded that the pre-test and post-test data are normally distributed.

Paired Sample Statistics

Table 2. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Paired 1	Pre Test	43.39	31	7.570	1.360
	Post Test	74.19	31	9.583	1.721

The descriptive test results show a comparison between the mean scores of the pre-test and post-test conducted on 31 students. The mean value of the average pre- test score is 43.39 with a standard deviation of 7.570 and the std. mean error value in the pre-test is 1.360, which shows that before the application of short videos, students' understanding of the use of simple present tense is still low. After the application of short video clips, the average value of the post-test score

increased significantly to 74.19 with a standard deviation of 9.583. and the std. mean error value on the post-test was 1.721. this increase shows that the use of short video clips in learning successfully improves students' understanding of the material taught.

Based on the explanation above, the table of descriptive statistics is presented below:

Table 3. Descriptive Statistics

Statistics Descriptive	Pre-Test	Post-Test
Max. scores	55	95
Min. scores	25	55
Mean	43.39	74.19
Std. deviation	7.57	9.58

2. Inferential Statistics Paire Sample T-Test

Table 4. Paired Sample T-Test

Class		t	df	Sig. (2-tailed)
Pair 1	Pre-test – Post-test	15.435	30	0.000

Hypothesis were tested using inferential statistics. In this study, the researcher used a paired sample t-test to determine whether there was a significant difference between the students' mean scores on the pre-test and post-test. The paired sample t-test results showed a significant difference between the pre-test and post-test scores. The mean difference between pre-test and post-test scores was 30.806 with a standard deviation of 11.113.

This value indicates that there was a substantial increase in student comprehension after using the short video clips. With a t-value of 15.435 and a degree of freedom (df) of 30, the test results showed a significance value (Sig. (2-tailed)) of 0.000, which is well below the significance level of 0.05. Indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, it is concluded that the use of short video clips has a significant positive effect on students' understanding of simple present tense and is considered an effective method in English language teaching.

Discussion

Based on the data findings, the results show that short video clips give a positive effect on students' comprehension in learning the simple present tense. The paired sample t-test indicated a significant difference between the pre-test and post-test scores, with a mean difference of 30.806 and a standard deviation of 11.113. This suggests a substantial improvement in students' understanding following the implementation of short video-based learning. These findings confirm the effectiveness of short video clips as an instructional medium in grammar learning, particularly for introducing and reinforcing the simple present tense.

This result is consistent with a growing body of research emphasizing the effectiveness of video-based learning in enhancing students' language skills. For instance, Zhu et al. (2022) reported that short video learning increased students' final exam scores by 9.0%, and nearly 80% of participants indicated that it boosted their interest in learning English. This aligns with the present study, where students demonstrated not only better comprehension but also higher engagement after being exposed to video materials.

Furthermore, Yassin (2024) highlighted that videos provide exposure to authentic language use in real-life contexts, which helps develop communicative competence—an essential component of language learning. This supports the idea that videos are more than just visual aids; they serve as tools that connect students with real-world language applications. A similar positive impact was found by Wijayanti and Gunawan (2021), who used short YouTube videos to teach vocabulary to elementary students. Their findings showed consistently high median scores across multiple sessions, indicating that short videos can reinforce language acquisition effectively over time.

Likewise, Fauziyah et al. (2020) showed that character-enriched animated videos significantly improved learning outcomes, as evidenced by the results of a paired sample t-test ($\text{Sig.} = 0.000 < 0.05$). Jannah and Astuti (2025) also emphasized the power of short videos in capturing children's attention and promoting vocabulary retention both of which are crucial for early language development. In addition, Melisa et al. (2023) found that YouTube videos supported self-directed learning, enabling students to practice pronunciation independently and gain confidence through repeated exposure to authentic language structures. These findings illustrate how videos can cater to different learning styles and encourage active learning.

Although not limited to language learning, Putri et al. (2023) demonstrated that animated video content in mathematics instruction led to significant gains in student understanding. This further reinforces the broader applicability and effectiveness of video as a teaching medium across subjects. Taken together, these findings, along with the results of the current study, confirm that short video clips are not only effective in improving students' grammatical comprehension but also

beneficial in fostering student motivation, autonomy, and engagement. Therefore, it is strongly recommended that future educators incorporate short video clips into their teaching practices, particularly for teaching grammar concepts like the simple present tense. This approach not only enhances understanding but also cultivates a more interactive and student-centered learning environment.

Conclusion

The purpose of this study was to examine the effectiveness of using short video clips in improving junior high school students' understanding of the simple present tense. The results of the data analysis showed that the normality test confirmed the pre-test and post-test data followed a normal distribution. Descriptive analysis revealed a clear improvement in students' understanding after the use of short video clips, indicating that this method is effective in enhancing learning outcomes. Therefore, it is recommended that teachers incorporate short video clips as an instructional strategy to improve students' comprehension.

Although the findings demonstrated the effectiveness of short video clips, several limitations should be acknowledged. This study involved a relatively small number of students, which may limit the generalizability of the results to a broader population. Therefore, further research with a larger and more diverse sample is recommended to validate these findings. Future studies may also explore the use of other instructional media and their impact on students' understanding in various educational contexts. It is suggested that short video clips be integrated with other teaching methods to achieve more optimal outcomes in English language instruction.

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