Regular and Irregular Verb Mastery

In Recount Text by Using Online Flashcard

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Abstract: Learning English as Foreign Language is quite challenging for English Young Learner (EYL). One of the most important as fundamental skill is recognizing verb (Language Acquisition) as part of grammatical. Student must be able to differ the kind of Verb, is it Regular or Irregular?. This transformation quite simple but need attention from teacher. The successful of student writing skill depend on their understanding of this area. The application from this skill can be anywhere, Recount text as the example of application of Regular or Irregular Verb is the basic practice for them. Many ways to improve student mastery of this skill, the simply media teacher can try is by using digital method. At this moment, Researcher would like to apply online flashcard as method to improve student mastery of Regular and Irregular Verb. Before it begins, Researcher needs to have student competency to understanding their capacity. It is interesting to engage student attention by using digital media, because common media is less interesting today.

Keywords: Regular and Irregular Verb Mastery, Recount Text, Online Flashcard, Foreign Languages, English for Young Learner.

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1. Introduction.

English proficiency is an important skill in today's global era. It helps students take part in international communication, access global information, and prepare for future careers. According to Setiawati (2024), students who are good at English can better connect with the world and use global resources. Isadaud et al. (2022) also state that English is not just a school subject, but a key skill for success in the modern world. Because of this, teachers need to find effective ways to improve students' English skills, especially in grammar and vocabulary. This research focuses on helping students master regular and irregular verbs using online flashcards as a learning tool.

English grammar is known for its complexity, which often poses significant challenges for learners, especially those studying it as a foreign language. The variety of rules, exceptions, and irregular forms can create confusion and lead to frequent errors in both written and spoken communication. As Mohanna (2024) points out, these grammatical difficulties can affect learners' confidence and hinder their ability to express themselves accurately. One common area of struggle is the correct use of regular and irregular verbs, which are essential for constructing past tense sentences, particularly in narrative or recount texts. Addressing these challenges requires targeted instructional strategies that make grammar learning more accessible and engaging for students.

Based on the preliminary observation conducted at SMPN 34 Surabaya, it was found that a significant number of students struggled to differentiate between regular and irregular verbs. This often led to errors in sentence construction and reduced the quality of their writing. According to Hinkel (2004), sentence level grammatical errors

including run-ons, fragments, subject verb disagreement, and incorrect word order can disrupt the coherence and clarity of writing, thereby lowering the overall quality of the text. Such errors hinder the reader's ability to understand the intended message and reflect weaknesses in language proficiency and syntactic control. The problem was mainly caused by a lack of engagement, traditional teaching methods, and limited exposure to repetitive and interactive vocabulary practice.

In line with current educational approaches that promote student-centered learning and technology integration, using online flashcards has shown promise as a digital learning tool to improve vocabulary retention and grammatical accuracy. Platforms such as Quizlet, Quizizz, and other interactive apps enable students to practice verbs in a more engaging and memorable way through repetition, games, and visuals. The teacher's aim is to train learners in the use of strategies to deal with such vocabulary. The Strategies include guessing from context clues, using word parts to help remember words, using vocabulary cards and dictionaries (Nation, I. S. P. 2001).

Based on the background described above, this study focuses on addressing the challenges faced by eighth-grade students in mastering regular and irregular verbs when writing recount texts. The main issue lies in their limited understanding and incorrect usage of verb forms in the past tense, which significantly impacts the accuracy of their writing. Traditional teaching methods show limited improvement in learning outcomes, as evidenced by lower grades in traditional courses compared to blended or online formats(Techera et al., 2017). Consequently, students tend to forget the correct verb forms or rely on guesswork, resulting in frequent grammatical errors.

This research aims to explore :

- How the use of online flashcards can enhance students' mastery of regular and irregular verbs, particularly in the context of recount text writing. Through the integration of digital flashcard platforms, such as Quizlet or Quizizz ?
- Additionally, the research also seeks to observe the effect of using online flashcards on students' participation and motivation in the classroom ?

Students are expected to engage with the material more actively, benefit from repeated exposure, and internalize the correct verb forms through interactive learning experiences. The Strategies include guessing from context clues, using word parts to help remember words, using vocabulary cards and dictionaries (Nation, I. S. P. 2001).

The findings of this research are expected to bring meaningful benefits to various educational stakeholders. For students, it is anticipated that they will experience an improvement in their grammar proficiency, particularly in recognizing and using the correct past-tense verb forms in context. Utilizing structured approaches that break down grammar into manageable components allows learners to analyze sentences effectively(Bache & Davidsen-Nielsen, 1997). For teachers, the study may serve as a reference for implementing innovative, technology-based strategies in grammar instruction. Furthermore, the research outcomes may support schools in promoting more interactive and engaging English learning environments. Finally, for future researchers, this study may provide a useful foundation for further investigations into digital media integration in language learning.

Based on the problems and objectives outlined above, the hypothesis of this study is that the use of online flashcards can significantly improve students' mastery of

regular and irregular verbs in writing recount texts and positively influence their engagement and participation in the English learning process.

Learning English as a foreign language (EFL) has become increasingly significant in non-native contexts due to globalization and the growing demand for cross-cultural communication. EFL learners face several challenges, particularly in mastering grammar and vocabulary, which are fundamental to both written and spoken communication. According to Rahman et al. (2020), learners of English as a foreign language often struggle with language components like verb conjugation due to limited exposure outside the classroom. In this context, the implementation of engaging and technology-supported teaching strategies becomes essential for enhancing linguistic competence (Putri & Hidayati, 2022). Effective learning of EFL requires not only structural instruction but also motivation, context-rich materials, and interactive methods that can bridge the gap between theoretical knowledge and practical use.

Young learners, such as junior high school students, require different pedagogical approaches compared to adult learners. English for Young Learners (EYL) emphasizes the use of visual, auditory, and kinesthetic resources that align with children's cognitive development stages. As noted by Alqahtani (2018), children learn more effectively when they are engaged in meaningful and playful activities that use concrete materials, such as flashcards, pictures, and games. Cameron (2019) supports this by stating that young learners benefit from repetitive, contextualized language exposure, which aids in vocabulary retention and grammatical understanding. Thus, teaching strategies for young learners should be dynamic, visually stimulating, and interactive in order to maintain attention and support language development.

Language acquisition, especially for grammar and vocabulary, is most effective when it incorporates natural exposure, meaningful use, and continuous reinforcement. Krashen's Input Hypothesis, although established earlier, remains relevant and has been supported by recent studies emphasizing comprehensible input in digital contexts (Wulandari & Rukmini, 2021). Furthermore, according to Lailiyah and Kustati (2020), the integration of digital tools in language acquisition promotes learner autonomy and allows students to engage with language at their own pace. Online flashcards, for instance, provide repetitive exposure to vocabulary and verb forms in a manner that is both structured and accessible, which aligns with principles of second language acquisition. Therefore, combining technologyenhanced input with age-appropriate strategies can support more effective grammar mastery in young EFL learners.

2. Method.

a. Research Design.

This study employed Classroom Action Research (CAR) using the spiral model proposed by Kemmis and McTaggart (1988). The research design follows a cyclical process consisting of four stages: Planning, Acting, Observing, and Reflecting. These stages may be repeated in multiple cycles to achieve the desired improvement in students' mastery of regular and irregular verbs, particularly in the context of writing recount texts.

The action was carried out collaboratively between the English teacher (as the researcher) and the students of Grade VIII/C at SMPN 34 Surabaya. The purpose of this research is to enhance students' understanding and usage of regular and irregular verbs by integrating online flashcards as a teaching media during the learning process.

b. **Setting and Participants**.

The research was conducted at SMPN 34 Surabaya, during the second semester of the academic year 2024 - 2025. The participants were 31 students of Grade VIII/C, consisting of both male and female students with mixed levels of English proficiency. The selection of the class was based on the teacher's preliminary observation, which indicated that students had difficulties using regular and irregular verbs appropriately in writing recount texts.

c. **Research Procedure**

The research was implemented in two cycles. Each cycle consisted of four stages. In this stage, the researcher designed a lesson plan focusing on the use of online flashcards (e.g., Quizlet, Quizizz) to introduce and reinforce the use of regular and irregular verbs. Teaching materials, worksheets, assessment tools (pre-test and post-test), and observation checklists were also prepared.

The action stage involved the implementation of the lesson plan in the classroom. Online flashcards were used to present and practice verb forms interactively. Students engaged in flashcard-based learning sessions followed by guided and independent practice through writing activities in the form of recount texts.

During the action, the researcher observed the teaching and learning process. Data were collected through observation sheets, student activity logs, and teacher notes to identify students' participation, engagement, and progress.

After each cycle, the researcher analyzed the data to evaluate the effectiveness of the strategy. The reflection helped identify what worked well and what needed to be improved in the next cycle. Based on the results, necessary revisions were made to the instructional plan for the subsequent cycle.

d. **Data Collection Techniques**.

To collect relevant data, the researcher used the following instruments:

- **Pre-test and Post-test:**
  Used to measure students' mastery of regular and irregular verbs before and after the intervention in each cycle.
- **Observation Sheets:**
  Used to monitor student engagement, participation, and behavior during the implementation of the online flashcard strategy.
- **Field Notes:**

Taken during the lesson to document unexpected occurrences, student responses, and teaching reflections.

- **Student Worksheets:**
Used to assess student understanding through writing tasks using regular and irregular verbs in recount text format.

e. Data Analysis.

The data collected from tests were analyzed quantitatively using percentage gains to measure improvement in students' scores. Meanwhile, qualitative data from observations and field notes were analyzed descriptively to interpret student engagement and the effectiveness of the teaching strategy. The success criteria were determined by:

- An increase in the average score of students' post-test results,
- At least 75% of students achieving the minimum mastery criteria (KKM),
- Positive engagement and active participation during the learning process.

f. Research Procedure.

This Classroom Action Research was conducted over a period of approximately six weeks during the second semester of the academic year 2024 - 2025. The research consisted of two cycles, with each cycle involving the following stages: Preliminary Study, Planning, Action (Implementation), Observation, and Reflection (Kemmis, S., & McTaggart, R. 1988).

The research was carried out from beginning of semester at 21 January 2025 to 22 May 2025, during regular English lessons scheduled once a week. Each cycle lasted for approximately two weeks, with time allocated for the pre-test, teaching sessions, post-test, and reflection.

Before conducting the action, a preliminary study was conducted to identify students' problems in mastering regular and irregular verbs. This was done through informal interviews with the English teacher, analysis of students' previous writing assignments, and classroom observation. The result of the preliminary study showed that most students had difficulty distinguishing between regular and irregular verbs, particularly when writing recount texts. English verb tenses, particularly the aspectual distinctions, can be intricate. Many learners find it difficult to grasp the nuances of tense usage, which can lead to errors in production and comprehension (Svalberg, 2019). This became the basis for selecting the focus of the classroom action research.

In this stage, the researcher designed a lesson plan incorporating online flashcards as the primary learning media. Educators identify specific issues or areas for improvement in the classroom. This stage involves designing interventions or strategies to address these issues, such as implementing new teaching methods or materials (Bakhrudin et al., 2024)(Hayati et al., 2022). Activities were developed to help students recognize, memorize, and use regular and irregular verbs in sentences and short texts. Additional materials such as worksheets, evaluation tests, observation sheets, and reflection forms were also prepared. The researcher also set the success criteria, including a target of 75% of students reaching the minimum score based on the school's KKM (Kriteria Ketuntasan Minimal).

During the implementation phase, the teaching and learning process was carried out based on the lesson plan. The researcher, acting as the teacher, used online flashcard platforms (e.g., Quizlet or Quizizz) to introduce and practice regular and irregular verbs interactively. Students were given opportunities to engage with the flashcards through individual activities, followed by guided writing tasks focused on composing recount texts using the target vocabulary. The planned strategies are executed in the classroom. This may involve new teaching techniques, such as Case Based Learning or demonstration methods, aimed at engaging students and enhancing their learning experience(Hayati et al., 2022)(Mukayah, 2023).

Observation was conducted simultaneously with the implementation of the action. During this phase, educators collect data on the effectiveness of the implemented strategies. This can include student performance metrics, engagement levels, and qualitative feedback from students (Wibawanto, 2024)(Tripathi, 2022). The researcher and a collaborating teacher used observation sheets to record students' participation, enthusiasm, and interaction with the material. Students' behaviour, engagement levels, and responses to the learning activities were noted in detail. Additionally, field notes were taken to capture significant events during the lessons that might not have been reflected in the observation checklist.

After observing the outcomes, educators analyze the data to assess the impact of their interventions. This reflection informs necessary adjustments for the next cycle, fostering a culture of continuous improvement(Bakhrudin et al., 2024)(Tripathi, 2022). In the research procedure of Classroom Action Research after collecting the data, educators reflect on the outcomes to evaluate the effectiveness of the intervention. This reflection helps identify what worked well and what needs improvement, guiding necessary adjustments for the next cycle to ensure ongoing progress and better results.

g. Research Instrument.

To collect valid and relevant data throughout the study, the researcher employed multiple instruments tailored to the nature of classroom action research. The following instruments were used Field Notes and Student Worksheets.

Field notes were taken during each lesson to record observations regarding classroom dynamics, student responses, teaching strategies, and any unexpected events that occurred during the learning process. These notes served as a qualitative tool to reflect on the effectiveness of the intervention and identify areas for improvement in subsequent cycles.

Student worksheets were used to assess learners' understanding and application of regular and irregular verbs within recount texts. These writing tasks provided concrete evidence of students' vocabulary mastery and their ability to construct grammatically correct past-tense sentences. The worksheets were also analyzed to track individual and group progress across each cycle. Student worksheets, such as those developed for mastery learning in genetics, provide a framework for students to engage with complex concepts like crossing-over, enhancing understanding and retention(Megahati & Febri, 2017).

3. Research Findings and Discussion.

a. Research Findings.

This classroom action research was conducted at SMPN 34 Surabaya, specifically in class 8C. The study aimed to improve students' mastery of regular and irregular verbs through the use of online flashcards.

At the beginning of Cycle I, a pre-test was conducted to determine the students' initial understanding of regular and irregular verbs. The test consisted of 10 multiple-choice questions and 10 fill-in-the-blank items. Following the pre-test, the students engaged in learning activities using online flashcards via platforms such as Quizlet or Quizizz, with content directly aligned with the test material.

In the following meeting, the researcher opened the class by asking prompting questions to help students recall the previous lesson. Subsequently, a post-test 1 was given to measure students' progress. After the test, the class reviewed and discussed the answers together, allowing students to enrich their vocabulary knowledge through guided explanation and feedback.

In the second cycle, the learning process was further enhanced. The researcher immediately conducted post-test 2 to assess the development of the students' mastery after continued exposure to the material and the online flashcards. The same vocabulary focus regular and irregular verbs was maintained for consistency in measurement.

Throughout both cycles, the researcher conducted classroom observations to monitor student activeness and participation during the learning process. Observational data included student engagement with the flashcards, responsiveness to the teacher's prompts, and overall enthusiasm in class. The results from the tests and observations were then analyzed to determine the effectiveness of using online flashcards in improving students' vocabulary mastery, specifically in the context of regular and irregular verbs.

At the beginning of Cycle I, the students demonstrated a limited understanding of regular and irregular verbs. This was reflected in the pre-test results, where the average score of 31 students was 61, and 18 students did not meet the Minimum Mastery Criteria (KKM) of 75. During the pre-test observation, the researcher noted that several students appeared confused and unfamiliar with the material, indicating a lack of prior exposure. Specifically, students with roll numbers 9 and 27 showed significant difficulty in answering the questions. Likewise, students with roll numbers 3 and 14 scored below the mastery level due to their lack of focus during the lesson.

In response, the researcher introduced online flashcards to help students become more familiar with the target vocabulary. The flashcards contained selected regular and irregular verbs used in recount text activities, aiming to increase students' exposure and engagement with the material.

In the next meeting, prior to the learning session, the researcher used triggering questions to stimulate students' recall of the previous lesson and to assess their readiness for Post-Test 1. The structure of the test remained the same as the pre-test: 10 multiple-choice questions and 10 fill-in-the-blank items. The

results of Post-Test 1 showed a notable improvement, with the average score increasing to 85, and only 6 students remained below the KKM. This represented a 39% improvement in overall performance compared to the pre-test.

In the following session, the researcher administered Post-Test 2 without any prior prompting questions. This was done to assess the students' retention and independent readiness without additional reinforcement. During this session, students appeared more confident and engaged with the task, suggesting that they had become more accustomed to and comfortable with the learning material. The results of Post-Test 2 were highly satisfying, with the average score rising from 85 to 91, and all students achieving scores above the minimum mastery level.

These outcomes suggest that the use of online flashcards significantly enhanced students' understanding and mastery of regular and irregular verbs in recount texts, as demonstrated by the steady improvement in their test scores and classroom engagement.

b. Research Discussion.

The findings of this classroom action research clearly demonstrate the positive impact of using online flashcards on students' mastery of regular and irregular verbs. The learning interventions carried out over two cycles showed a consistent and significant improvement in student performance and engagement.

In the pre-test, the average score was 61, and 18 out of 31 students did not meet the minimum passing grade (KKM = 75). This initial result indicated that students lacked sufficient prior knowledge and familiarity with the use of regular and irregular verbs in English. Observational notes confirmed that many students were confused and found the material unfamiliar, with some struggling due to a lack of focus and attention.

Following the introduction of online flashcards through platforms like Quizlet and Quizizz, students began to show greater interest and participation. These tools provided repetitive exposure and interactive vocabulary practice, which aligned well with principles of language acquisition, particularly Krashen's Input Hypothesis that emphasizes comprehensible input in language learning (Krashen, 2013). As a result, Post-Test 1 showed a substantial increase in performance, with the class average rising to 85 and only 6 students scoring below the mastery threshold. This represents a 39% improvement from the pre-test, suggesting that the digital flashcard method supported vocabulary retention and application.

In Post-Test 2, conducted without a prior prompting session, the students scored even higher, with an average of 91, and all students surpassed the minimum mastery criteria. This indicates not only academic improvement but also stronger learner autonomy and internalization of the target vocabulary. According to Nation (2013), repeated exposure to high-frequency vocabulary and formmeaning mapping through tools like flashcards enhances lexical acquisition and retrieval efficiency.

Additionally, the students showed greater enthusiasm and confidence in their learning, as observed in both teacher field notes and classroom behavior. These results also align with the principles of constructivist learning, where

students actively engage with the content and construct understanding through meaningful interaction. Educational technologies enable tailored learning experiences, allowing students to explore content at their own pace and according to their interests(Worthington, 2015).

The ongoing reflection after each cycle allowed for the identification and resolution of issues, such as student motivation and focus, which were addressed through varied instructional strategies. These iterative improvements are in line with Kemmis and McTaggart's (2014) spiral model of action research, emphasizing reflection, planning, action, and observation.

Overall, this study supports the integration of digital learning tools in language instruction and affirms that technology-enhanced vocabulary learning, when implemented effectively, can significantly enhance students' English grammar mastery, particularly in learning verb forms for narrative writing.

The follow-up plan aims to ensure the sustainability and broader application of the strategies found effective during the Classroom Action Research. First, the integration of online flashcards into regular English lessons will be maintained, expanding their use beyond verb mastery to cover other language skills such as grammar and vocabulary. This will help students consistently reinforce their learning through familiar and engaging tools. Second, more varied and interactive digital media, including educational games and student-created content, will be developed to maintain interest and adapt to different learning styles. Third, additional support will be provided to students who initially demonstrated slower progress. Personalized mentoring or remedial sessions will be conducted to address their specific learning gaps. Furthermore, students will be encouraged to take a more active role in their learning process by creating their own flashcards, fostering creativity and ownership of their knowledge. Finally, to promote the wider adoption of effective practices, the teacher will share the findings and methods with colleagues through training or workshops, supporting the development of a digitally enriched and student-centered learning environment.

4. Conclusion, Implication and Suggestion.

The results of this classroom action research indicate that the use of online flashcards significantly improved students' mastery of regular and irregular verbs in recount texts. Through two research cycles, students showed marked improvement in their understanding and application of verb forms. Initially, many students scored below the minimum mastery criteria; however, after the implementation of learning with online flashcards, there was a notable increase in test scores, participation, and engagement. The use of interactive media such as Quizlet or Quizizz helped students become more familiar with the vocabulary, encouraged independent learning, and created a more enjoyable and effective learning environment. This study successfully answers the research problem by demonstrating that online flashcards are an effective tool to enhance English vocabulary acquisition among eighth-grade students.

The implication of this research is that integrating digital learning media into classroom instruction can significantly support language acquisition, especially for grammar and vocabulary. It also highlights the importance of using student-friendly, interactive tools that match their learning preferences and digital literacy. Teachers should consider adopting similar strategies to address learning gaps and foster better learning outcomes.

Based on the results, it is suggested that English teachers incorporate online flashcards or similar platforms into their teaching practices regularly. Schools should also support teachers in gaining access to digital resources and training. Future researchers are encouraged to explore other digital tools and expand the use of this strategy across different language components and educational levels.

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