



A CONTENT ANALYSIS OF TEACHER'S MORPHOLOGICAL AWARENESS IN TEACHING PAST TENSE VERBS THROUGH YOUTUBE

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Abstract

This study examines the teacher's morphological awareness in teaching English, specifically focusing on the past-tense verb forms. The analysis is based on a YouTube instructional video titled "Pembelajaran Bahasa Inggris Kelas 8 SMP: Simple Past Tense," the objective is to identify the application of morphological theories in teaching method employed. The research questions based on three primary aspects: The morphological awareness indicators evident in the teaching techniques used by the teacher in the video; The extent to which the teacher uses morphemes to teach past tense; The ways used by the teacher to demonstrate the application of theories and strategies of teaching past tense verbs in the instructional video. The results indicate that the teacher demonstrates a strong understanding of morphological awareness, clearly explaining verb changes, and applying interactive educational techniques. The study highlights the significance of morphological awareness in language instruction and proposes that digital platforms such as YouTube might improve the teaching and learning process. The research provides useful insights into the implementation of morphological awareness in classroom settings and offers recommendations for additional research and practice. Despite its emphasis on a single YouTube video, this study not only improves comprehension of morphological awareness in digital contexts, but it also offers practical solutions for educators to improve grammar teaching effectiveness. **Keywords:** content analysis, digital platforms language teaching techniques, morphological awareness, past tense verbs

INTRODUCTION

Morphological awareness is a key component of the various processes involved in learning and mastering English language, as stated by Aronof &

Fudeman (2022); Zeh (2016) that the ability to recognize, comprehend, and work with morphemes, the smallest grammatical units in a language with meaning, is crucial, especially for the teacher who teaches English to non-native learners. Morphological awareness is also essential for successful language use, and morphological knowledge may facilitate the acquisition of new words (Sukying, 2020). Nation (2020) emphasized its importance in vocabulary development, particularly when students have achieved a certain level of word knowledge. Similarly, Bauer and Nation (2023) advocated for explicit instruction on word parts such as suffixes and prefixes, emphasizing specific techniques for mastering these components. Furthermore, it is important to provide clear and direct instruction in morphological awareness and cognitive strategies for analyzing words into morphemes (Oz, 2014). The previous study of Oz (2014) mentioned five indicators that can measure teachers' morphological awareness. First, teachers must understand word parts. Second, the teacher must explain how words are produced. Third, the teacher must use morphological methods when teaching. Fourth, the teacher must identify morphemes in words. The last, teacher must apply this knowledge to teach vocabulary.

In recent years, there has been high interest in morphological awareness. However, a lack of study exists on the teacher practical implementation of morphological awareness when teaching past tense verbs to junior high students through digital platforms. Even-though some previous studies, such as Yadav's (2021), has examined the use of morphology in English language instruction indicating that the comprehensive teaching of morphological components could facilitate students' acquisition of new vocabulary, and the study from Kusumawardhani (2023) emphasized how digital platforms can be used to improve English language skills, but there is a lack of study in integrating morphological awareness into practical teaching process through digital platforms based on existing English language theories. This study attempts to close the gaps by examining a YouTube instructional video "Pembelajaran Bahasa Inggris Kelas 8 SMP: Simple Past Tense" by Maesaroh's (2021). This instructional video offers a practical illustration of morphological awareness implementation in teaching past tense verbs for junior high students through YouTube digital platform. This study uses qualitative content analysis method to reveal the morphological awareness indicators in the teaching techniques used by the teacher in the video; to measure the extent to which teacher uses morphemes in teaching past tense; and to examine the ways used by the teacher in demonstrating the application of theories and strategies of teaching past tense verbs. The procedure incorporates a detail examination of the data from the instructional video with a coding system that describes the indicators of teacher's morphological awareness and its description, the evidence of the indicators taken from instructional video and their implication in teaching past tense verbs. This study contributes to the field of language education by showcasing how morphological awareness can be implemented in teaching practice utilizing the potential of digital media like YouTube instructional video for junior high students.

LITERATURE REVIEW

Morphology

Morphology in Language Teaching

Morphology, or the study of the internal structure of words, is critical for comprehending language and improving language teaching methods. Aronoff and Fudeman (2022) give a foundational investigation of English morphology, aimed at both linguists and English as Foreign Language (EFL) educators. Their work focuses on morphemes, the smallest grammatical elements in a language, as well as word creation processes including derivation and compounding. These procedures are critical for language learners because they allow them to create new words and expand their vocabulary. The authors' goal is to provide advanced students, teachers, textbook writers, and curriculum designers with a complete understanding of English morphology, especially from the perspective of non-native learners. This method recognizes EFL students' unique issues and offers strategies for navigating the complexity of English morphology. However, the book's goal of serving as a guide for teachers in efficiently instructing EFL students is only partially achieved. While it introduces fundamental concepts and approaches, it lacks strong practical applications in the real classroom teaching methods.

In contrast, Twardzisz (2023) examines Aronoff and Fudeman's work critically, arguing that the recommended teaching procedures and methodology more testing and adjustment. Twardzisz emphasises the significance of inflectional morphology, which involves changing words to express grammatical categories such as tense, case, voice, aspect, person, number, gender, and feeling. This emphasis on inflection is critical for EFL learners since grasping these grammatical complexities can greatly improve their English skills and comprehension. Furthermore, Twardzisz (2023) discusses the relationship between morphology and other linguistic sciences, such as phonology, syntax, and semantics. This holistic viewpoint emphasizes the need for language educators to use an integrated approach while teaching morphology, as it does not exist in isolation, but rather interacts dynamically with other language components. Twardzisz (2023) recommends for a more complete instructional framework that can better support EFL teachers in dealing with the complexities of English morphology by emphasizing their inter-connectivity.

Both works contribute valuable insights into the teaching of morphology within the context of English language education. Aronoff and Fudeman (2022) lay a theoretical foundation, while Twardzisz (2023) calls for practical adaptations and empirical validation of teaching strategies. Together, these texts highlight the need for ongoing research and development in the field of language teaching, particularly regarding the effective instruction of morphology to non-native speakers through digital platforms. Future studies could explore innovative pedagogical approaches, integrate technology in morphology instruction, and assess the efficacy of various strategies in diverse classroom settings, ultimately aiming to enhance the learning experience for EFL students.

Morphological Awareness

The Indicators of Teacher's Morphological Awareness in English Language Teaching

Morphological awareness is extremely important in English language instruction, especially for non-native speakers. Oz (2014) emphasizes the need of explicit teaching in morphological awareness and the cognitive skills needed to

break down words into their constituent morphemes. Oz (2014) identifies five key indicators of teachers' morphological awareness: (1) comprehension of word parts, (2) the ability to explain word formation, (3) the use of morphological tactics in teaching, (4) morpheme identification within words, and (5) the application of this knowledge to improve vocabulary instruction. These indicators provide a framework for teachers to increase their understanding of words and improve their teaching practices.

In addition, Oz (2014) emphasizes the value of using cognitive methods and observational morphology to analyse words at the morpheme level. When teaching complicated grammatical structures like past-tense verbs, these methods are extremely helpful for helping pupils identify words and understand them better. This is consistent with Zeh's (2016) research, which emphasizes the role that morphological awareness plays in the development of reading. Zeh (2016) emphasizes that comprehending and modifying word meanings depend on one's capacity to identify and work with morphemes, such as suffixes and prefixes. While Zeh's research does not specifically list markers of teachers' morphological knowledge, Oz's indicators align with Zeh's observations.

Nation and Bauer (2023) expand on this foundation, emphasizing the role of morphological awareness in vocabulary learning. Their research examines the importance of understanding how words are generated (morphology), which has a direct impact on vocabulary learning. Drawing on Jack Richard's research in vocabulary, the authors claim that a thorough understanding of morphological information, particularly derivative affixes, improves students' linguistic ability. They provide clear criteria for which word components to focus on, how much time to devote to these activities, and ways that teachers and students can use to improve morphological awareness. To help students develop these skills, the authors provide practical classroom activities and tools that may be used in educational contexts.

In summary, the research by Oz (2014), Zeh (2016), and Nation and Bauer (2023) emphasizes the importance of morphological awareness in language teaching. Oz's indicators give a complete framework for measuring and enhancing instructors' morphological awareness, while Nation and Bauer provide tangible tactics and activities to increase this understanding among students. This literature review emphasizes the interconnections of these studies and the significance of incorporating morphological awareness into teacher training and instructional practices, ultimately leading to a better understanding of vocabulary and word formation in English language education.

Utilizing Technology in EFL Instruction

Exploring the Impact of YouTube Digital platform on Morphological Awareness in Teaching the Simple Past Tense

Kusumawardhani (2023) investigated the use of YouTube short tales as a teaching aid for English as a Foreign Language (EFL) students, with a particular emphasis on the simple past tense from a morphological perspective. The study focuses on how technology has altered English language training, promoting the development of critical abilities through integrated reading, writing, speaking, and listening activities. The research used a descriptive qualitative methodology and included first-semester students from the English Department at the University Bina Sarana Informatika. The primary research tool was an examination of student-

submitted papers. The findings revealed that most students could distinguish between regular and irregular verb patterns in the simple past tense.

In another study, Maya, Dewanti, and Suseno (2023) examined an English teacher's linguistic competency in teaching morphology using a series of YouTube videos. This study compared the teacher's knowledge to established linguistic theories from recognized textbooks, such as *How English Works: A Linguistic Introduction* by Curzan and Adams, *Linguistics: An Introduction* by Radford et al., and *Contemporary Linguistic Analysis: An Introduction* by O'Grady and Archibald. The purpose of this comparison study was to determine the efficiency of video-based training in improving morphological concept understandings showed that most students could distinguish between regular and irregular verb patterns in the simple past tense.

These results demonstrate that digital platforms such as YouTube not only engage learners but also greatly improve their morphological awareness, improving the English language learning experience.

RESEARCH METHOD

This study employs a qualitative research method to investigate how aware English language teachers are of morphology when they are teaching English grammar, with a focus on writing simple past tense verbs in both regular and irregular form. As educators face a variety of linguistic obstacles in the classroom, knowing how morphological knowledge influences their pedagogical judgments becomes increasingly important. This study will look at an instructional video to see how well the teacher understands morphology when teaching simple past-tense verbs and how well they match up with theories of suffixes in past-tense form. This will be done using indicators. Some signs are knowing what parts of words are (verbs), showing how words are made (for example, starting the lesson with an idea about the simple past tense), using morphological strategies to teach (for example, by showing how to add -ed to regular verbs to make them past tense and giving examples of irregular past tense verbs), finding morphemes in words (for example, by showing the root word and suffixes in the form of past tense verbs), and using this knowledge to teach vocabulary (for example, by showing students how to look at a word for known morphemes). The teacher should explain to the students that for regular past tense verbs, the word "worked" can be broken down into "work" and "ed."

The data source is taken from the instructional video titled "Pembelajaran Bahasa Inggris Kelas 8 SMP: Simple Past Tense," which is publicly available on the YouTube channel @Maesaroh14. This research's data are the verbal and non-verbal content presented in the video, including the teacher's explanations, instructions, and any on-screen text or visual aids that contribute to the teaching of the simple past tense. The video watched several times to make sure we fully get the information. After that, a verbatim (word-for-word) transcription would be made to record any spoken directions and clarifications pertaining to the application of past tense verbs. Important instances of morphological awareness were highlighted for further analysis. Data analysis was conducted using an inductive coding methodology. Next, we will group these codes to identify trends in the morphological training the teacher has provided. These categories served as the basis for developing themes that will clarify the teacher's morphological awareness.

FINDING AND DISCUSSION

Finding

Prior studies have noted the importance of morphological awareness in teaching English to non-native young learners. An initial objective of this study is to analyze an English language teacher's morphological awareness, as evidenced in the instructional video "Pembelajaran Bahasa Inggris Kelas 8 SMP: Simple Past Tense" on the Maesaroh14 YouTube channel (2001). This study is limited to a single instructional video analysis, which may not represent the larger practices of English language teaching. The focus is limited to past-tense verbs for eighth graders. Despite these limitations, the study fills a gap in the existing literature by offering useful insights on the use of morphological knowledge in language instruction. It advances the teacher's understanding of how they should effectively explain complex grammatical topics, such as past tense verb forms, to students. This study enhances the teacher's morphological awareness when teaching English language practice. To support this study, the researcher has taken the verbatim transcription from YouTube channel @Maesaroh14 (2021) as follow: *"Past tense itu menggunakan kata kerja bentuk kedua atau dalam bahasa inggrisnya Verb two atau disingkat V2, haah emang verb two itu apa sih miss? Jadi anak anak verb two itu kata kerja bentuk kedua. Loh emangnya ada ya miss kata kerja bentuk pertamanya. ada kata kerja bentuk pertama atau verb one itu kalau kalian searching di dictionary atau Google Translate. Misalnya kalian mau cari bahasa inggrisnya membeli, kalian mau cari bahasa Inggrisnya pergi,dan menulis.Nah kalian pasti temukan di dictionary nya membeli itu buy, pergi itu go, menulis itu write. Nah ini adalah contoh kata kerja asli atau kata kerja bentuk pertama. Nah kita tidak menggunakan kata kerja bentuk pertama di past tense atau di verb 2. Nah kita tau dari mana dong miss bedanya verb 1 sama verb 2? kalau kalian mau cari verb 2 dari kata kerja bahasa Inggris kalian searching aja di google misalnya v2 dari minum nanti disitu ketemu verb 2 dari dari minum apa. Nah verb 2 ini dibagi menjadi 2 kategori yang pertama yaitu regular verb atau kelompok kata kerja yang hanya ditambahkan -ed di belakangnya contohnya disini ada add added atau call called close jadi closed dan masih banyak lagi contoh regular verb. Sedangkan kelompok yang kedua yaitu dinamakan Irregular verb atau kelompok kata kerja yang tidak beraturan. Kenapa disebut tidak beraturan karena dia berubah dari kata asli nya contohnya seperti ini ada come berubah jadi came. Go jadi went. Drink jadi drank. Nah itu contoh kata kerja yang tidak beraturan atau tidak sama seperti kata kerja bentuk pertamanya. Okey sekarang kita lanjut ke contoh kalimatnya miss Mai disini kasih contoh kalimat positif negatif dan kalimat tanya. Nah silakan kalian istirahat dulu boleh minum dulu atau boleh makan dulu. Oke sudah siap? Nah ini miss Mei kaih contoh kalimat positifnya seperti ini she joined the English club yesterday. Atau kalau dalam bahasa Indonesia dia ikut klub bahasa Inggris kemarin. Okey kita bisa liat disitu kalau see posisi nya sebagai subject, join sebagai verb 2, English club sebagai object, dan yesterday sebagai keterangan waktu. Nah kalian bisa liat disitu kalau joined itu bentuk kata kerja kedua tapi disitu kata kerjanya regular verb atau kata kerja beraturan hanya ditambahkan -ed aja. Sekarang kita masuk ke kalimat negatifnya kita ubah kalimat positif itu jadi kalimat negatifnya gimana? Kita turunkin she nya kita tambahkan did not lalu kita ubah joined nya jadi kata kerja pertama lagi yaitu join . Jadinya she did not join the English club yesterday. Jadi di negatif ini kita tambahkan did not dan kita ubah verb 2 nya jadi verb 1 lagi. Okey. Loh kenapa miss kok verb 2 nya diubah jadi verb 1 lagi di kalimat negatif? Iya karena di kalimat negatif udah ada perwakilan did not jadi kata kerja keduanya kita ubah jadi kata kerja bentuk pertama. Lalu kita ubah lagi jadi kalimat tanya nya gimana ya oke kita liat sama sama kalimat tanya nya berubah jadi did you join the English club yesterday jadi yang pertamanya kita tambahkan did she lalu ubah lagi verb 2 nya menjadi verb 1 join. Kesimpulannya adalah kalo kalimat positif pasti subject, verb 2, kemudian object dan jangan lupa dikasih keterangan waktu ya. Kalo yang negatif iya akan berubah jadi subject ditambahkan did not jangan lupa ya kalo di negatif ada kata did not nya kemudian dia berubah jadi kata kerja bentuk pertama atau kata kerja aslinya. Kemudian kalau di kalimat tanya dia diawali dengan kata kata did kemudian diikuti subject dan verb 1.ingat ya di kalimat tanya juga diganti verb 1.semoga sampai sini kalian faham ya. Oke supaya kalian lebih faham lagi coba kalian kerjakan latihan yang ini. Ada dua soal yang pertama kalian*

ubah jadi kalimat negatif dan kalimat tanya kemudian yang kedua kalian ubah jadi kalimat positif. Kalian bisa kerjakan di buku masing masing ya. Coba bisa ga ya. And dan selesai tentang past tense gimana paham atau masih pusing. Kalau kalian belum faham kalian bisa ulang ulang video ini ya . Thank you so much for watching and see you in the next video. Bye bye from miss mae. Wassalaamu'alaikum warohmatullahi wabarokaatuh”.

From this verbatim data, the researcher conducts the coding process as shown in the table 1 below:

Table 1. coding process

Code	Indicators	Description	Evidence from Video	Implications for Teaching
Code 1	Understanding word parts	Explanation of Verb Forms	Teacher explains the difference between base form (verb 1) and past tense form (verb 2).	Enhances understanding of verb conjugation.
Code 2	Explaining how words are produced	Use of Examples	Provides examples for regular (“add” to “added”) and irregular (“go” to “went”) verbs.	Clarifies morphological changes in verbs.
Code 3	Employing morphological tactics in teaching	Instructional Techniques	Uses questioning strategies to engage students with past tense verbs.	Promotes active student participation.
Code 4	Identifying morphemes in words	Identifies Morphemes	Breaks down “worked” into “work” and “-ed” .	Demonstrates morpheme identification in practice.
Code 5	Applying morphological knowledge in teaching vocabulary	Clarifies Morphological Rules	Explains the addition of “-ed” to regular verbs and altered forms of irregular verbs when teaching vocabulary like “come” for irregular verb 1 and “came” for irregular verb 2.	Reinforces morphological rules for past tense verb in teaching vocabulary

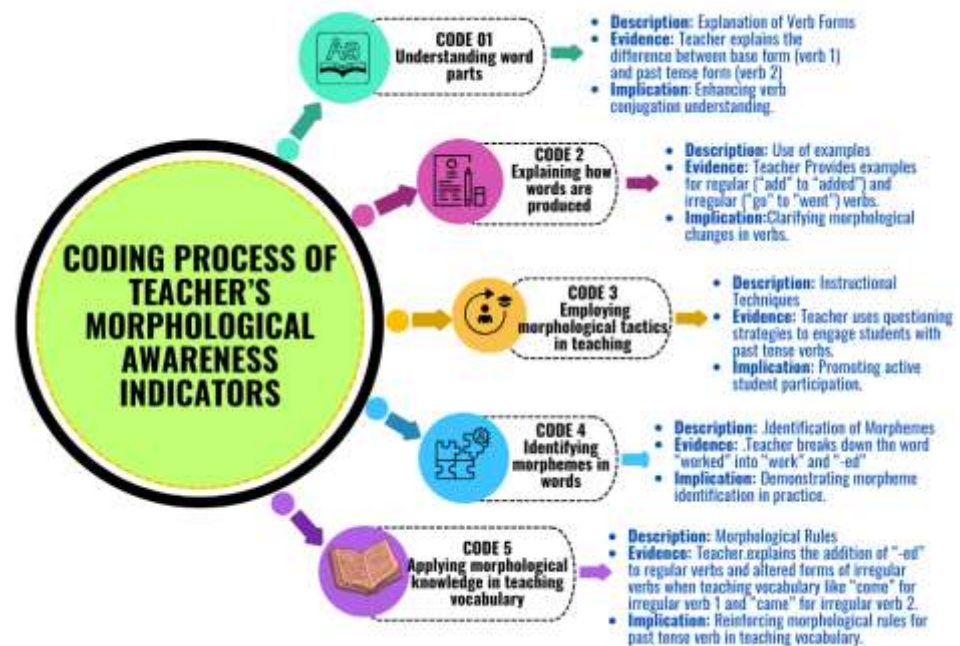
The study's findings reveal a comprehensive description of the teacher's morphological awareness as can be seen in table 1. The findings emphasize that the teacher explains how the verbs change their original form to the past tense form, which is a skill needed for young learners to comprehend English grammar. In addition to being in line with the linguistic theories highlighted by Aronoff and Fudeman (2022), the teacher's use of examples and instructional strategies also shows a pedagogically sound approach that involves students in the learning process.

The findings of this study also reveal the teacher's capacity to recognize and explain morphemes in greater detail, highlighting the significance of morphological rules in language learning. This result is consistent with the difficulties non-native speakers face in producing and recognizing words, as noted by Bauer and Nation (2020), indicating the need of providing focused training in word components. Based on the verbatim transcription, the teacher skillfully displayed a comprehensive understanding of morphology by giving clear examples of verb

usage in positive, negative, and interrogative phrases in the simple past tense verb. In the positive example, the teacher emphasized the subject-verb-object structure with a time adverb. When converting the statement to its negative form, the teacher skillfully introduced "did not" and returned the verb from its past tense to its base form. This demonstrates a comprehensive understanding of morphological rules when generating negative statements in English. Furthermore, the teacher illustrated how to construct interrogative sentences by utilizing "did" as an auxiliary verb and then returning the word to its base form.

Furthermore, the findings of this study reveal the practical application of linguistic theory through interactive learning and pedagogical practices that are in line with the recommendations of Maya et al. (2023) and Kusumawardhani (2023). The techniques used by the teacher in the transcript serve as a concrete example of how morphological knowledge can be efficiently integrated into language instruction, which is vital for both educators and language learners. In the context of teaching English, students' ability to comprehend and use the language correctly is greatly aided by their comprehension of morphological structures, particularly those related to past tense verb forms. Key components of morphological learning are taught by the teacher in the transcript through a strategy that makes it easier for students to distinguish between regular and irregular verbs as well as how to change sentences from positive to negative and interrogative forms. This technique not only raises students' morphological awareness, but it also helps them build critical and analytical thinking abilities (theeducationhub.org, 2018) as they learn to recognize and apply morphological rules. Furthermore, by providing relevant examples and planned tasks, the teacher promotes deeper internalization of knowledge, which benefits the students in the long term (teachingenglish.org.uk)

Figure 1. Figure of Data



Discussion

As mentioned in the literature review, the importance of morphological awareness in English language instruction is extensively documented, with researchers agreeing that it is a necessary basis for language proficiency. The literature study emphasized the importance of specific training in morphological structures, especially for non-native English speakers who may struggle with word recognition and production. Oz (2014) and Zeh (2016) both emphasize the significance of understanding and manipulating morphemes to improve word recognition and comprehension, which is especially important when dealing with complex grammatical structures like past tense verbs. This study indicates that morphological awareness is an important aspect of language development that helps non-native speakers improve their English skills. According to research, a thorough comprehension of morphemes—the tiniest units of meaning—can help pupils recognize new words and produce them more precisely. Oz (2014), for example, emphasizes that training students to identify prefixes and suffixes improves their ability to generate and comprehend complicated words that regularly arise in academic literature or ordinary discussions. Zeh (2016) goes on to say that this understanding helps with mastering more complex grammatical structures, such as verb forms that express tense, whether in the past or in progressive forms. In the context of teaching, approaches that incorporate morphological training into the curriculum can foster a more supportive learning environment, allowing students to actively participate in a deeper learning process rather than passively absorbing the language. Thus, morphology-focused training not only improves speaking and writing skills, but also gives students the tools they need to better appreciate the intricacies of English.

The current study's analysis of the instructional video "Pembelajaran Bahasa Inggris kelas 8 SMP: Simple Past Tense" supports these findings, suggesting that

detailed morphological instruction can help young learners understand the complexities of English grammar. The teacher's methodical explanation of verb transformations, as well as the use of auxiliary verbs in negative and interrogative phrases, are examples of the pedagogical techniques advocated by Maya et al. (2023) and Kusumawardhani. These instructional strategies not only improve language understanding, but they also encourage active student interaction, resulting in a more participative and learner-centred environment. By encouraging pupils to investigate the laws and patterns of verb usage, the teacher promotes critical thinking and problem-solving abilities. This is consistent with current educational ideas that advocate for interactive learning, in which students are encouraged to ask questions, cooperate, and apply their knowledge in real-world situations. The teacher's point on applying grammatical ideas to real-world circumstances enables students to integrate their knowledge with practical applications, making the content more relevant and interesting. This connection not only broadens their comprehension, but also inspires children to become more active participants in their own learning experiences. This technique indicates a trend away from traditional rote memorization and towards a more dynamic type of education that stresses exploration and discovery. In addition, by encouraging students to ask questions and engage in discourse, the instructor enables a more comprehensive learning experience that takes into account learners' different needs and backgrounds. This inclusivity is critical because it allows for many perspectives and encourages all kids to participate, building a sense of community and belonging in the classroom. Overall, the teaching techniques shown in the film represent best practices in language education, emphasizing the significance of combining morphological instruction with interactive and student-centered learning methodologies.

Furthermore, the study's methodology reflects the systematic approach to content analysis provided by Drisko and Maschi (2015), which involves coding instructional content to show trends in the teacher's morphological instruction. This approach is consistent with the practical applications of digital media in language teaching, as investigated by Kusumawardhani (2023) and Maya et al. (2023), and emphasises the pedagogical value of platforms such as YouTube. Bauer and Nation (2020) and Yadav and Yadav (2021) emphasise non-native speakers' difficulties with word creation, calling for specific morphological studies in language training. This study's findings back up their claim, demonstrating that a comprehensive understanding of morphology helps to improve vocabulary. The teacher's use of examples and instructional tactics in the video demonstrates how morphological information may be effectively integrated into language training, which is critical for both educators and language learners. According to Aronoff and Fudeman (2022), morphology is the study of word structure and morphemes, with a focus on word production processes. The teacher's comments in the video describe this concept by assisting students in understanding word structure and the changes that occur in various grammatical contexts. Nation and Bauer (2023) recommend specific classroom exercises to help students learn word structure, particularly derivation affixes, which align with the educational strategies seen in the video.

The current results conduct major contributions to the existing literature by giving empirical evidence for the efficacy of morphological education in language teaching. This emphasizes the need of educators having a thorough understanding

of morphological structures and communicating this knowledge in an engaging and accessible manner to pupils. Such teaching approaches are critical not just for improving students' linguistic skills, but also for instilling a greater respect for language as a dynamic and developing phenomenon. Furthermore, the study suggests that more research be conducted to expand on these findings by investigating morphological training across a range of age groups and educational contexts. This additional research is critical for validating the existing findings and identifying novel educational tactics that may be used to a variety of learning situations. By investigating how different groups respond to morphological education, we may better adjust our approaches to meet the diverse requirements of all students.

Furthermore, the findings emphasize the significance of critically evaluating and altering the instructional strategies and procedures outlined by Twardzisz (2023). These tactics must be adaptable to the different backgrounds and learning styles of students. Educators should be equipped not just with theoretical knowledge, but also with practical skills for adapting their approaches in real time, promoting a welcoming classroom situation. In conclusion, this study lays the framework for a more nuanced view of morphological education by proposing for an integrated strategy that integrates empirical research and practical implementation. Future research must continue to delve into this rich field of study, with the goal of refining educational techniques that can effectively serve a diverse range of learners and, eventually, improve language acquisition in various context and situations.

CONCLUSION AND SUGGESTION

This study set out to analyze the teacher's morphological awareness in English language teaching practice focusing on teaching past tense verb for eighth graders. The research aimed to fill the gap in the existing literature discussing the implementation of morphological knowledge in classroom settings, as well as providing insights into the pedagogical strategies used by teachers in digital media like YouTube channel. The primary outcomes of the study show that the teacher in the video @Maesaroh14 (2021) has a high level of morphological awareness. The teacher's explanations of verb forms, usage of examples, and instructional strategies are consistent with the linguistic theories proposed by Aronoff and Fudeman (2022), demonstrating a pedagogically sound approach that actively engages students in the learning process. The coding technique described in table 1 offers a clear overview of the teacher's morphological knowledge, emphasizing the appropriate usage of morphemes when teaching past tense verbs. The limitation of the study is in analyzing one instructional video, which may not well represent broader teaching techniques. However, it recognizes that this targeted analysis has provided important insights into the efficient teaching of complex grammatical issues. Despite the limitations, this study contributes to education field by describing how morphological theory can be practically applied in teaching methods and by emphasizing the potential of digital media to enhance language instruction. It recommends that further research should explore a broader range of instructional videos and teaching contexts to confirm the results and deepen the

understanding of morphological awareness in teaching practice. This study's conclusion emphasizes the value of morphological awareness in English language instruction and establishes the foundation for upcoming research and applications in the field. It provides a model for other educators to follow and modify in their own educational environments by analyzing the educational strategies used in the video which are able to develop the morphological awareness teaching languages practice.

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