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Students Learner's Perception On The Use Of Online Games Tenses In English

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ABSTRACT

This study investigates the perceptions of ninth-grade students at SMP Dharma Putra Medan toward the use of online games, specifically "Games to Learn English," as a medium for learning the Past Tense. Utilizing a descriptive qualitative method, data were gathered through questionnaires and interviews involving ten students who had prior experience using the online game. The results show that the majority of students perceive the use of online games as fun, effective, and more engaging compared to traditional learning methods. Students reported improved understanding of verb changes from V1 to V2 and demonstrated increased motivation and confidence in learning grammar. Despite some limitations such as the lack of initial instructions and the need for teacher guidance the overall perception was positive. The findings suggest that online games can serve as an innovative and interactive learning medium, especially when supported by clear pedagogical guidance from teachers. This research highlights the importance of integrating technology into English language instruction to enhance grammar mastery and student engagement.

Keywords *:perception, online games, past tense, English learning, game-based learning*

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PENDAHULUAN

Learning English, especially the topic of Past Tense, is still a challenge for students at SMP Dharma Putra Medan. Based on the students' profile at this school, most students feel that English is a difficult subject to understand and learn. The main problem they face is the understanding of the the concept of past tense and the transition of verbs from the base form to the past tense. This was triggered by their lack of habit in using English on a daily basis, making them more inclined to think in Indonesian. As a result, when faced with the task of remembering verb tense changes or constructing sentences in the past tense, students often experience confusion. According Alzoubi (2018) language learning will be more effective if students are exposed to the language in a meaningful context, not just through memorization or written exercises. Another problem is the change in verb tense from verb 1 to verb 2, especially irregular verbs. Students often have difficulty in memorizing verb tense changes because in Indonesian there are no verb tense changes like in English. For example, the verb "eat" in Indonesian remains the same in both present and past contexts, while in English it changes from eat to ate. These changes leave many students confused, especially if they just memorize without understanding the patterns or rules behind them.

To overcome this problem, the use of educational games can be a good answer. By using technology-based interactive games, students can understand the concept of past tense more easily as they learn through fun experiences. For example, games that show the change from first to second tense verbs through quizzes or challenges can help learners remember irregular verbs more effectively Sari et al (2024). .In another example, games that give learners the opportunity to construct sentences in the past tense based on pictures or situations can also support them in understanding the context

in which this grammar is used better. According to a study conducted by Yu (2023), educational games can increase students' motivation in learning English and improve their recall of grammar structures.

This research aims to direct the extent to which games can support past tense learning at Dharma Putra Medan Junior High School. By understanding students' perceptions towards the use of games in learning, it is expected that more effective and engaging methods can be found for students. This study will evaluate the effectiveness of educational games in improving students' understanding of past tense concepts, as well as identify factors that influence their perceptions towards the use of games as a learning medium.

METHODS

This research uses descriptive qualitative methods to describe the perceptions of students at SMP Dharma Putra Medan towards the use of "Games to Learn English" as an English learning media. According to Sugiyono (2019), descriptive qualitative research aims to understand social phenomena in depth by prioritizing the meaning and interpretation of data collected naturally without statistical intervention. Thus, this research will collect data directly from respondents through observations and interviews to obtain a comprehensive picture of learners' experiences and views in the English learning process using educational games Nissa, K.et al (2023).

This research focuses on an in-depth understanding of how students perceive the use of games in English language learning and its impact on their motivation and understanding. According to Rokhamah (2024), qualitative research allows researchers to dig deeper into learners' subjective experiences through data collection techniques such as in-depth interviews and participatory observation. The data collected will be analyzed using thematic analysis techniques to identify patterns and themes that emerge from students' perceptions regarding the use of games as learning media.

Triangulation techniques will be applied to increase data validity by comparing information from various sources, such as teacher interviews, classroom observations, and documentation of learning outcomes This is in line with Sugiyono (2019) opinion that data triangulation is an important step in qualitative research to ensure the validity of findings and reduce interpretative bias. With this approach, it is hoped that the research can provide in-depth insight into the views of Dharma Putra Medan Junior High School students on the effectiveness of using "Games to Learn English" in English language learning.

RESULT AND DISCUSSION

Related to the results of the questionnaires and interviews, it can be summarized that the majority of grade 9 students at SMP Dharma Putra Medan have a positive perception of the use of online games in learning Past Tense. The majority of students stated that learning using games was more fun and interesting than conventional methods. This shows that online games are able to increase students' interest and motivation to learn, which is why they appreciate the visual appeal, memorability, and interactivity of the games.

In terms of realization, students admitted that the use of the game helped them in memorizing the verb tense changes (verb 1 to verb 2) and improved their overall understanding of grammar. Interviews supported this finding, where they said that it helped that the game provided good repetitive practice. Although not all students felt the same improvement, most showed a positive influence on their confidence in doing Past Tense problems after using the game media.

However, when asked about the shortcomings of the online game, there is still a difference in perception in terms of the ease of understanding the material through game media. Only half of the students felt that interactive media such as games made it easier for them to understand the lessons. Some students said that they still needed an explanation from the teacher to clarify the content of the online game. Even so, the majority still liked the non-boring way of learning and were open to the use of games as an alternative to learning. The findings show that online games have great potential in English language learning, but need to be balanced with teacher guidance to be more effective.

Discussion

The results showed that most of the 9th grade students at SMP Dharma Putra Medan have a positive perception towards the use of online games in learning Past Tense. This was supported by the questionnaire data which showed that 100% of students felt that learning through games was fun, 90% considered it effective, and 80% felt that this method was more interesting than the usual way of learning. According to Yunita (2024), this is because students' intrinsic motivation can be boosted, because they feel the learning process is not only an obligation, but also an entertaining and fun activity.

Engaging learning media such as online games provide visual stimulus and repetitive practice, which helps students remember verb tense changes (verb 1 to verb 2) more quickly and accurately. This is evident in the questionnaire results which showed 90% of students felt that their verb tense recall skills improved, and 80% of students stated that their grammar understanding was better after playing the game. Support from the interview results made it clear that the interactive features and visualizations in the game helped students learn in a more contextual and less boring way. This is based on Ferdinan (2025) said, the use of a combination of text and images can improve students' understanding and strengthen their memory. In addition, the study revealed that games can boost students' confidence. About 80% of the students felt more confident when completing the work after engaging in the game, as they were given the opportunity to try and correct answers without pressure.

However, results also showed that only 50% of students found it easier to understand the lesson through the game, indicating variations in learning styles among students. Some students still need clear explanations from the teacher to support the use of the game. Quoted by Rizky Setiawan (2020), teachers must recognize and understand these characteristics in order to interact well with students and motivate them when teaching English materials. This means that although online games have great potential as learning media, their use must still be balanced with the role of the teacher as a facilitator so that the process remains directed and effective even though students have different learning styles.

SUGGESTION AND CONCLUSION

This study was conducted to determine students' perceptions of the use of online games in learning Past Tense as an effort to create a more enjoyable and effective learning atmosphere. The online game used is a website called www.gamestolearnenglish.com. By using descriptive qualitative method, data were collected through questionnaires and interviews with the 9th grade students of SMP Dharma Putra Medan. Theoretical studies and the results of previous studies support that interactive learning media such as online games can increase students' interest in learning, understanding of grammar, and active participation in the English learning process.

Based on the analysis of data obtained from questionnaires and interviews with 9th grade students of SMP Dharma Putra Medan, it can be concluded that the majority of students have a positive view of the use of online games as a means of learning Past Tense. This can be seen from the number of students who revealed that learning using online games feels fun, interesting, and effective. They feel more motivated and understand the material more easily when learning is delivered through learning media such as games.

The realization of the positive perception can be seen from the students' increased understanding of the change from verb 1 to verb 2 as well as the grammatical structure of Past Tense as a whole. The online game used in this study offers repetitive practice, verb visualization, and sentence context which help students to better remember and understand the grammar. In addition, students also showed increased confidence in solving Past Tense problems after playing the game, thanks to the fun and non-boring learning atmosphere.

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