STUDENTS PERCEPTION ON THE USE OF ONLINE GAMES TENSES IN ENGLISH

THESIS

Submitted in Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S. Pd) English Education Program

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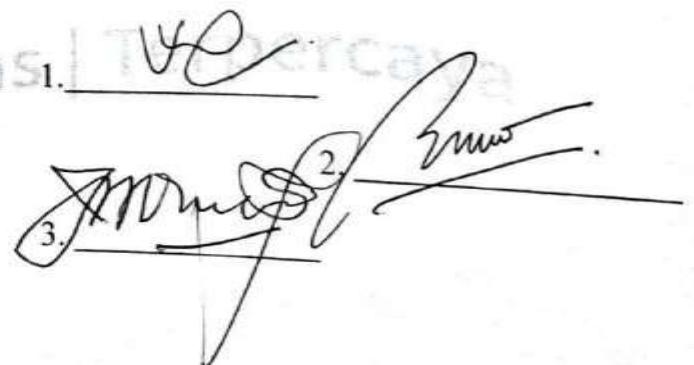   (   ) Tidak Lulus

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17/05-2025	Correcting the questionnaire.	
21/06-2025	Make sure the findings match the problem Identification.	
5/07-2025	Revising chap 5. Suggestions should match the significance of study.	
8/07-2025	Indonesian terms used in the Research should be Italicized	
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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, English learning, language*

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CHAPTER I

INTRODUCTION

1.1. Background of Study

Learning English has become a global necessity in modern education. In the era of globalization, English language skills are essential for students to compete in the international job market. Therefore, English should receive primary attention in the education curriculum. One crucial component of learning English is tenses, which serve as the foundation for understanding sentence structure and improving communication effectiveness.

Tenses are a crucial concept in English because they function to express time and events in a sentence. Specifically, past tenses are used to describe events that have occurred in the past. According to Harmer (2001), past tenses are one of the most difficult aspects of learning English because they require a precise understanding of the concepts of time and events. Therefore, learning past tenses should be one of the main focuses in the English language curriculum.

Learning past tenses plays an important role in helping students express experiences and events that have happened in the past. Additionally, past tense learning contributes to deepening students' understanding of more complex time and event concepts. According to Larsen-Freeman (1999), past tenses play a role in conveying past events, thereby helping students understand the concept of time more effectively. Thus, a good understanding of past tenses will enhance students' English language skills.

Nunan (1999) stated that past tenses are used in various contexts, such as conversations, writing, and presentations. Thus, learning past tenses is not only about understanding grammar rules but also about developing a communication skill that can be applied in different situations. Past tenses play an important role in both academic and professional communication. In conversations, past tenses help students clearly narrate their experiences. In writing, such as essays and reports, their use ensures a logical flow of ideas. In presentations, past tenses facilitate the effective delivery of information about past events.

To enable students to master past tenses well, innovation in the method of delivering material is needed. The conventional learning approach that has been used so far is often considered less attractive and less effective in improving students' understanding of past tenses. The lack of variation in teaching strategies can lead to low learning motivation, resulting in limited student understanding of this concept. As cited in Nurhayati (2022), teaching methods that focus solely on the teacher (teacher-centered) without active student involvement in direct practice tend to result in suboptimal student understanding of tenses.

Conventional learning methods have several weaknesses, such as limited interaction between students and teachers, limited opportunities for students to practice past tenses in real-life situations, and inadequate feedback on their abilities. Accroding to Dr. Syarifuddin (2022) in conventional learning, the focus was mainly on increasing knowledge and presenting information in a

general way. Learning was seen as a process of memorizing, imitating, and repeating what the teacher explained. Students were expected to recall and express what they had learned through quizzes or regular tests. Therefore, innovation in English language learning is needed, particularly in teaching past tenses, to improve the quality of learning and student abilities more effectively.

Innovation in English language learning can be achieved through more interactive and engaging approaches. One method that can be applied is the use of technology, such as digital learning applications and language-based educational games. This approach enables students to practice using past tenses in more dynamic and applicable contexts. Additionally, the use of technology can increase student engagement in the learning process, motivate them, and create a more enjoyable and effective learning experience. Nadia Mayang Sari (2024) stated interactive multimedia resources, gamified language applications, and immersive virtual environments can make language learning more enjoyable, captivating, and relevant to students' digital native lifestyles.

Effective interaction between students and teachers plays a crucial role in learning, and technology has become a means of supporting active communication in educational settings. Aisyah Zakaria (2024) emphasize that the utilization of technology in English language learning can enhance interaction between students and teachers through digital tools that support active communication. With the help of technology, teachers can deliver nstructions more flexibly and tailor their teaching to meet the needs of students.

Meanwhile, students have more opportunities to ask questions, engage in discussions, and receive feedback directly. Technology features that support interaction enable teachers to identify students' difficulties more easily, allowing them to provide more targeted guidance. Overall, the use of technology not only enhances communication in learning but also creates a more inclusive and adaptive learning environment that caters to the needs of individual students.

Games to Learn English is one example of innovative learning media that uses technology to help students learn English. The platform offers various types of games designed to help students understand basic English concepts, such as tenses, grammar and vocabulary. One example of a popular game on Games to Learn English is the Past Tense game, which helps students understand the concept of past tense in English. By using interesting and interactive visual images, this game can help students understand the concept of Past Tense more easily and effectively. Visual aids are used to realize, understand, and enable the students' learning experiences interesting (2024).

One of the main advantages of Games to Learn English, especially the Past Tense game, is its interactive approach in helping students understand verb changes from verb 1 to verb 2. In this game, students are given various verbs in the base form (verb 1), and then asked to change them to the past tense (verb 2). With repeated and game-based practice, students memorize irregular verb changes more easily and enjoyably. In addition, this game also teaches sentence building in the past tense. Students not only learn to change verbs, but also learn to construct correct sentences in the past tense. This is very helpful in improving

students' writing and speaking skills, as they can understand how to properly structure sentences in English when talking about past events.

Another advantage of the Past Tense game in Games to Learn English is the use of attractive visuals to emphasize the concept of past tense. These visuals serve as cognitive aids that reinforce students' understanding of the context in which the past tense is used. For example, in this game there are pictures that show activities in the past, such as someone eating yesterday or someone playing soccer last week. With these visuals, students can more easily connect grammatical concepts with real situations, thus improving their understanding. Accroding to Ijaz Mahmood (2024), Visual aids are used to enhance students' interest in and keep them engaged with their lessons, to simplify complex information/concept, to make data and information accessible, and to keep them informed and organized in the classroom.

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 to Krasen (1982), 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. 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.

1.2   Research Focus

The scope of this research focuses on exploring the perceptions of students at SMP Dharma Putra Medan regarding the use of Games to Learn English as a supporting medium for learning tenses in English language education. The tense chosen for the learning material is the Past Tense, as students are still struggling to master this concept. This study is limited to analyzing the experiences of students in grades 9. Specifically, the research examines how students respond to, experience, and evaluate the effectiveness of game-based learning media in understanding the concept of the Past Tense. The findings of this study are expected to provide valuable insights for teachers in creating interactive media to enhance student learning.

1.3   The Formulation of the Problem

The problems of this research are as follows:

1. What are the perceptions of students at SMP Dharma Putra Medan regarding the use of Online Games Tenses in English?

2. How are the perceptions realized by the students?

3. Why are the perceptions realized in the ways they are?

1.4   The Objective of Study

In line with the problems, the objective of the study are as follow,

1. To elicidate the perceptions of students at SMP Dharma Putra Medan regarding the use of *Online Games Tenses* in English.

2. To analyze the realization of perceptions to *Online Games Tenses* can help students understand the concept of tenses more easily and enjoyably, and

3. To explain the reasons for the realizations of perceptions.

1.5   The Significance of Study

Finding of the study are expected to be useful theoretically and practically.

1. Theoretically, this research can give help to get prior information about the students' perception in learning past tense.

2. Practically, the findings are useful for:

    a. For the teachers, the result of this research is expected to give information about students' perception to Game to Learn English as interactive learning media in teaching past tense. The teacher also can use different media while teaching past tense but be more careful about the media that used in the classroom.

    b.   For the students, the research is expected to motivate, interest and understanding them in learning language in the classroom especially in learning past tense.

    c. For the researchers, the research result is expected to give information and

knowledge about students' perception to Games to Learn English as interactive learning media in teaching past tense and to do the next research better in the future.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Review

2.1.1 Perception

Perception is one of the important aspects in education because it relates to how individuals receive, understand and interpret information acquired from the previous environment. Perception can be defined as a cognitive process that allows a person to interpret the stimulus received through the five senses. This is supported by Démuth (2013) explanation that perception is the process of organizing, identifying, and interpreting information received through the five human senses with the aim of understanding the surrounding environment. The general definition can be understood as a person's ability to see, hear, feel, imagine, and understand what he or she thinks physically and mentally about the environment and social life.

Perception is also the process by that individuals select, organize, and observe images that come from their environment as a result of their learning and experience. Based on Fahmi (2021), perception is the experience of objects, events or connections obtained by inferring information and interpreting messages. From the explanation above, it can be concluded that perception is the process of perceiving what is happening in the external world. In addition, the information received is interpreted and summarized. The purpose of perception itself is to show individual thinking.

Perception is a process, which is defined as a series of steps that individuals take to receive, interpret and make sense of information from the immediate environment. In an educational context, a thorough understanding of this process is crucial, as it affects the way students process information and, ultimately, their learning outcomes. According to Qiong (2017) research, there are three main stages in the perception process, which includes selection, organization, and interpretation.

The first stage, Selection, focuses on the selection of a particular stimulus from the environment that will be noticed by the individual. In an educational environment, students are often exposed to various stimuli, such as the teacher's voice, writing on the blackboard, and interactions with peers. In this case, dual coding theory emphasizes the importance of selective attention in determining which information will be processed further, especially when information is presented simultaneously in verbal and visual form.

After a thorough selection stage, individuals move on to the organization stage, where they organize the information they have received into a structure that has meaning. This process involves grouping information based on recognized categories or patterns. In the context of learning, students tend to group interrelated concepts to facilitate understanding. For example, in learning math concepts, students can group formulas that have similarities, so that the learning process becomes more efficient.

The final stage is interpretation, where individuals give meaning to the information that has been organized. In this phase, prior experience, existing

knowledge and situational context play an important role in how the information is interpreted. In an educational setting, proper interpretation is essential for students to understand the subject matter correctly. Misinterpretation can lead to misconceptions, which in turn can negatively impact the learning process.

Based on the above three points of selection, organization, and interpretation, it can be concluded that everyone has different perceptions. When people react differently in a situation, some of their actions can be explained by looking at their perceptual processes and how their perceptions lead to their reactions.

According to Irwanto (2002), after individuals interact with perceived objects, the results of perception can be divided into two, namely:

a. Positive perception. Perceptions that describe all knowledge (whether you know or not) and responses that are continued with efforts to utilize them. It will continue with activeness or acceptance and support for the perceived object.

b. Negative perception. Perceptions that describe all knowledge (whether you know it or not) and responses that are not in line with the object object being perceived. It will continue with passivity or reject and oppose the perceived object.

Taking into account the above points, positive or negative perceptions will always affect one's actions. Furthermore, whether the perception is positive or negative depends on how a person describes knowledge about the perceived object.

2.1.2 Learning Media

"Medius" is the Latin word for Media which means an intermediary, delivery, or bandage. According to Muhammad Arifin (2021), media in general is something that can channel information from the information source to the information receiver. Media is basically one of the elements of the learning system. As an element, the media is an integral part and must be synchronized with the learning stages in general. The concept of media in teaching and learning activities is often defined as photographic, graphic, or electronic means to capture, process, and reorganize visual and verbal information. It can be concluded that the media is a container of messages that the source wants to pass on to the recipient of the message, the material received is an instructional message, and the goal achieved is the achievement of the learning process. Febriana (2019), explains that learning media means a medium that carries learning messages or is charged with teaching someone. In line with this opinion, Ani Daniyati (2023) state that learning media is anything that can convey messages through various channels, such as stimulating students' thoughts, feelings, and pubic so that it can encourage the creation of an effective learning process to add new information to students so that learning objectives can be achieved properly.

Based on the explanation of several sources of understanding of learning media above, it can be concluded that learning media is a means made to be used as an intermediary in conveying information related to lessons so that the expected learning objectives can be achieved. The use of learning media is an

effort to create a more meaningful and quality learning process. The use of appropriate media can help students understand the material better and create a more effective and efficient learning atmosphere.

Learning media can be categorized into several types based on its characteristics. Based on Arifin (2021), the types of learning media are,

a. Text; the basic element for conveying information, which has various types and forms of writing that seek to provide attractiveness in conveying information.

b. Audio Media; helps convey information more memorably and increase the attractiveness of an impression. Types of audio include background sounds, music or voice recordings and others.

c. Visual Media; media that can provide visual stimuli such as pictures or photos, sketches, diagrams, charts, graphs, cartoons, posters, bulletin boards, and others.

d. Motion projection media; including motion pictures, motion pictures, TV programs, videotapes (CD, VCD, DVD).

Learning media has an important role in improving the quality or quality of education and teaching, because it can make it easier for teachers to explain the subject matter, and can make it easier for students to understand the subject matter. In addition, the use of learning media can also overcome the limitations of space and time in learning. Digital technology allows students to access material anytime and anywhere, so the learning process is not limited to the classroom. According Sapriyah (2019) emphasizes that with the development of

technology and information, learning media plays an important role in assisting the teaching and learning process, so that an educator can take advantage of learning media that is starting to develop to be used as a tool in delivering material. It is in line with what is mentioned by Ani Daniyati (2023), utilizing learning media well can be,

a. Make it easier for students to better understand certain concepts, principles and skills through the use of the most appropriate media according to the nature of the teaching material.

b. Provide a different and varied learning experience so that it is more of a student's interest and motivation to learn.

c. Foster certain attitudes and skills in technology, so that students are interested in using or operating certain media.

d. Creating a learning situation that cannot be forgotten by students.

e. Clarify information or messages in learning.

f. Improve the quality of teaching and learning at school.

Based on the above statement, it can be concluded that learning media is a means or tool that can convey teaching information to the general public.

2.1.3 Game Based Learning (GBL)

Along with the development of existing technology, there are several ways to get education, one of which is through games. Game-Based Learning (GBL) is an educational approach that utilises game elements to achieve specific learning objectives. This approach combines subject matter with game mechanics, creating an interactive and fun learning experience for learners. This

is explained by Richard E. Mayer (2020) game-based learning means a learning task is redesigned as to make it more interesting, meaningful, and, ultimately, more effective for learning than either a nongame or gamified task. In the same line Saringatun Mudrikah (2022) according to him that Game-based Learning is a learning method that is specifically designed according to the purpose of giving a message but only the form is different, Game-based Learning more often uses fresh visualisation so that information is more easily absorbed. In Maxwell Hartt (2020), Game-based learning is the use of game elements, game thinking, and game mechanics in non-game contexts to engage users in an activity.

Based on this explanation, Game Based Learning can be one of the new breakthroughs to create an interesting learning atmosphere and can attract students with various types of games that can be tried to absorb material more efficiently. There are several benefits of using games in learning, including Komang Redy Winatha (2020):

a. Motivate and involve all learners in learning.

b. Train learners' abilities such as literacy and numeracy skills.

c. As a therapeutic medium to overcome cognitive difficulties.

d. Playing a certain role or profession before practising in real life.

e. Empowering learners as producers of multimedia or game-based content.

With game-based learning, children can develop their abilities, intelligence and imagination, with games children get a variety of emotions or feelings, both pleasure and joy without taking into account the final result.

Games become an educational tool, because games can provide a sense of excitement, satisfaction, and happiness in children.

2.1.4. Learning Evaluation

Learning evaluation is an essential component in the education process that aims to assess the effectiveness and efficiency of teaching and learning activities. Experts have diverse views on the definition, principles and objectives of learning evaluation As according to Dr. Rina Febriana (2019), learning evaluation is an ongoing process of collecting and interpreting information, in assessing decisions made to design a learning system. In the same line Irwan Soulisa (2022) states, Learning Evaluation is the stage of producing sources and information that can be used to determine how learning evaluation activities are carried out in order to make the desired judgments and achievements. From this explanation, learning evaluation emphasises the assessment of the understanding of learning carried out by learners including the effectiveness of the learning strategy carried out, the effectiveness of learning materials, the way teaching is delivered, through talent, the attitude of the student learning model.

Learning evaluation can be said to run well if in the process of implementation it always adheres to the principles that exist in learning, these principles include Dr. Rina Febriana (2019):

1. Comprehensive Principle is meant by this comprehensive concept is that the implementation of evaluation cannot be carried out separately, but includes various aspects that describe a change or development of behaviour that occurs in students.

2. Continuity Principle is meant by the principle of continuity is an assessment that is carried out continuously from time to time which can enable the teacher to obtain information that can provide an overview of changes in students.

3. The Principle of Objectivity is meant by the principle of objectivity is where an educator gives an assessment as it is according to the ability of the students. Attitudes of likes or dislikes, feelings, desires and a negative prejudice must be eliminated.

4. Co-operative Principle is meant by the cooperative principle is that educators should be able to work together with all parties, such as fellow teachers, principals, parents and the students themselves. It is intended that all concerned can feel satisfied with the results of the evaluation and the party can feel valued.

5. Principle of Practicality is meant by practical here is that there is ease in conducting learning evaluations. Both in preparing it, using it or obtainingthe result.

According to Arief Aulia Rahman (2019) the purpose of evaluation is fourfold:

a. Keeping Track is to track and trace a student's learning process in accordance with a predetermined implementation plan.

b. Checking Up is to check the achievement of students' self-sufficiency in the teaching and learning process and check the shortcomings of students during the teaching and learning process.

c. Flinding Out is to detect, find and look for mistakes, shortcomings or weaknesses from students in the teaching and learning process, so that educators can immediately find a way out.

d. Summing Up is to conclude a level of mastery from students towards the competencies that have been determined.

2.2   Previous Related Studies

In supporting this research, the researcher refers to two previous studies that have high relevance to the topic of grammar learning, especially tenses through online-based game media. Both of these studies discuss game-based learning strategies as well as students' perceptions of online applications in English language learning. These studies are the works of Ratna Sari Lubis (2017) and Miss Asuenah Yusoh (2023).

The first research was conducted by Ratna Sari Lubis (2017) with the title "The Implementation of Verb Search Game Strategy in Improving Students' Ability in Using Simple Past Tense". This study aims to improve students' ability in using simple past tense through an educational game strategy called Verb Search Game. The method used was Classroom Action Research involving 40 students of class VIII at MTs Hifzhil Qur'an Islamic Center Medan. Data collection was done through observation, interview, daily notes, and written test. The findings showed that the use of Verb Search Game was able to improve students' ability to understand and use simple past tense. The improvement can be seen from the quantitative side through the increase of students' test scores, as well as from the qualitative side through the increase of

students' activeness, motivation, and participation in the learning process. This strategy is considered effective in making grammar learning more fun, interactive, and not boring.

The second research was conducted by Miss Asuenah Yusoh (2023) with the title "Students' Perception of Using Online Application on Vocabulary at Thai Middle High School". This study aims to determine students' perceptions of using online applications such as Duolingo, Echo English, Hello English, and Cake Learn English in learning English vocabulary. This study used quantitative method with questionnaire and interview instruments distributed to 59 students of grade VIII at Thamvitya Mulnithi School, Thailand.

The findings showed that most of the students had positive perceptions towards the use of online applications in English learning. Students feel more motivated, interested, and not bored when using the application because it can be used anytime and anywhere. As many as 71.1% of students stated that learning outside the classroom with online applications provides convenience and flexibility that supports independent vocabulary learning.

Based on the review of the two studies above, there is no study that specifically examines students' perceptions of the use of grammar-based online games, especially those that focus on mastering tenses, such as past tenses. Therefore, there is a research gap that can be filled by this study, which examines students' perceptions of the use of online games in learning past tenses using the Games to Learn English website.

Therefore, this research is expected to make a real contribution to the

development of technology-based learning media that is not only effective in improving students' understanding of English grammar, but also able to increase their motivation and involvement in the teaching and learning process.

2.3   Conceptual Framework

This study aims to investigate the perceptions of learners at SMP Dharma Putra Medan regarding the use of "Games to Learn English" as a medium for enhancing English language learning. Through observations, interviews, and documentation, the study gathers insights into students' experiences and evaluations of the game. The findings are then analyzed to interpret students' perceptions—both positive and negative—regarding the effectiveness of the game in improving motivation and engagement. The conceptual framework is presented in the diagram below:
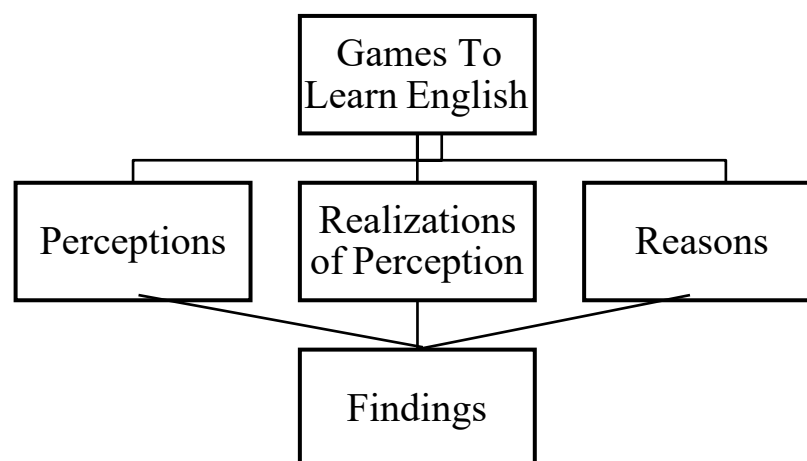

Figure 2.1 Conceptual Framework

CHAPTER III

METHODOLOGY OF RESEARCH

3.1   Research Design

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.

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.

3.2 Location and Time

The data in this study were obtained from the ninth grade students of Dharma Putra Junior High School Medan. The school is located at Jl. Darat No. 67, Kecamatan Medan Baru, Kota Medan, Sumatra Utara. This research has started since the researcher occupied the 8th semester in 2025 until now. This research has been ongoing since January and data collection ended in April before the ninth grade students at SMP Dharma Putra Medan graduated from school. For the research timeline will be presented in the following table:

Table 3.1 of Research Schedule

No	Activity	Month						
		JAN	FEB	MAR	APR	MAY	JUN	JUL
1	Research Preparation Stage							
	a. Designing and submitting the research proposal title	██						

	b. Writing the background, literature review, and research methodology	🟨						
	c. Submitting and presenting the research proposal	🟨						
2	Research Conduction Stage							
	a. Conducting research and data collection		🟨					
	b. Analyzing the data		🟨					
	c. Observing			🟨				
3	Result				🟨	🟨	🟨	🟨

3.3 Subject and Object of Research

The data in this study were obtained from the ninth grade students of Dharma Putra Junior High School Medan, totaling 10 people as the research subjects. The selection of grade 9 as the data source was based on the consideration that students at this level have had sufficient English learning experience and are more able to express their views and opinions regarding the use of game-based learning media. Data were collected through observation, interview, questionnaire, and transcribing the interview with the students of SMP Dharma Putra Medan.

3.4 Research Instruments

There were two main instruments used in this study:

a.   Questionnaire Sheet

The questionnaire sheet was used with the aim of accurately describing students' perceptions of the use of "Games to Learn English" in English language learning. Students were asked to read each statement on the questionnaire sheet and tick (√) the option that best suits their views on the utilization of the educational game. The questionnaire was prepared in Indonesian language to minimize misunderstanding and to ensure that the respondents understood each statement well. There are 9 statements regarding students' perceptions as well as the advantages and disadvantages of this online game and there are 2 choices for each statement, namely yes or no.

Researchers used previous research questionnaires from Nada Shofa Kamila (2024), but the questionnaire was modified to suit this study.

Table 3.2 of Questionnaire Sheet

No	Pernyataan	IYA	TIDAK
1	Belajar *Past Tense* menggunakan game online itu menyenangkan.		
2	Belajar *Past Tense* menggunakan game online efektif untuk belajar bahasa Inggris dengan mudah.		
3	Belajar *Past Tense* menggunakan game online lebih menarik dibandingkan belajar secara normal.		
4	Keterampilan mengingat perubahan verb 1 ke verb 2 meningkat setelah belajar *Past Tense* menggunakan game online.		

5	Belajar *Past Tense* menggunakan game online membantu saya dengan mudah meningkatkan pemahaman tata bahasa (grammar).		
6	Saya akan memainkan game ini untuk meningkatkan tata bahasa (grammar) saya.		
7	Saya lebih mudah memahami pelajaran jika menggunakan media yang interaktif seperti game.		
8	Saya merasa lebih percaya diri mengerjakan soal *Past Tense* setelah berlatih melalui game.		
9	Saya menyukai cara belajar yang tidak membosankan, sehingga saya lebih terbuka dengan penggunaan game dalam pelajaran.		

b.   Interview Transcript

The next instrument was an interview conducted by recording students' voices as the main data. Given the various factors that can influence students' perception of the use of "Games to Learn English", interviews were conducted to complement the data from the questionnaire sheet. Procedures in conducting interviews can be arranged systematically in order to obtain clear and accurate information and data (2022). In this research, researchers used guided interviews, which means that interviews were conducted by asking structured questions to obtain more detailed information. The 6 questions contain perceptions as well as the advantages and disadvantages of online games. This interview was conducted face to face with the researcher to obtain clear information and a neutral situation. Just like the questionnaire, the interview was also conducted face to face

with the researcher to obtain clear information and a neutral situation. Just like the questionnaire, the interview was also conducted in Bahasa Indonesia to make it easier for respondents to express their opinions and reduce the potential for misunderstanding.

Researchers used previous research interview transcript from Nada Shofa Kamila (2024), but interview transcript was modified to suit this study.

Table 3.3 of Interview Transcript

NO	QUESTIONS
1	Bagaimana perasaan anda setelah bermain game online bahasa inggris untuk pembelajaran past tense?
2	Apakah pemahaman pada perubahan verb 1 ke verb 2 bertambah setelah bermain game ini? Kenapa?
3	Bagaimana skill grammar teruntuk past tense anda meningkat?
4	Menurut anda apa kelebihan dalam menggunakan media game online tersebut?
5	Menurut anda apa kekurangan dalam menggunakan media game online tersebut?
6	Apakah dengan menggunakan media game online past tense ini membuat anda semangat belajar grammar?

3.5 Technique of Data Collection

The main approach of qualitative researchers is to collect their own data by examining documents, observing behavior, or interviewing participants Cresswell (2009). In this study, researchers will use questionnaire and interview techniques.

a.   Questionnaire

A questionnaire is a set of questions used to collect information from respondents about their perceptions. Explained by Nugroho (2018), the questionnaire contains a list of structured questions with alternative answers available, so that respondents only need to choose answers that match their aspirations, perceptions, attitudes, circumstances or personal opinions. This questionnaire was distributed to students. This questionnaire contains identities and questions that aim to obtain information about students' perceptions of Games to Learn English as an interactive media in learning Past Tense comprehension in class IX SMP Dharma Putra Medan. After that, the researcher analyzed the data from the questionnaire.

b.   Interview

According to Dr. Salma Seth (2022), Interview is an appropriate method if individual opinions, ideas, or perceptions need to be collected in the form of data. Interview is a method of data collection that requires talking directly to selected respondents to obtain oral answers that are considered valid and reliable. Before conducting the interviews in this study, the students were grouped based on the findings of the questionnaire that revealed their perceptions. To obtain comprey data, the researcher conducted interviews with students who had the highest and lowest questionnaire scores. The researcher asked the interview subjects to elaborate on their comments to gain further clarity and details. During the interview, the researcher asked thethe researcher asked the students 6

questions. The information collected from the questionnaires and interviews were then examined.

3.6   Technique of Analyzing Data

Data analysis in qualitative research is carried out both during data collection and after the data collection process within a certain period (2019). During interviews, researchers analyze the responses of the interviewees. Data analysis in qualitative research is conducted before entering the field, during fieldwork, and after leaving the field. This analytical model provides a framework for researchers to plan and organize the data analysis process, enabling them to continuously examine and understand the data throughout the research.

a.   Data Collection

In this study, data collection was conducted using questionnaires and interviews to gain a deeper understanding of the use of *Games to Learn English* as an interactive medium to enhance students' understanding of the Past Tense. Additionally, the researcher conducted observations of ninth-grade students in one of the classes. The observations were carried out in a classroom learning context, providing valuable information that complemented the data obtained from questionnaires and interviews.

b.   Data Reduction

The process of data reduction aims to simplify, abstract, and transform raw data obtained from field notes. Data reduction is carried out continuously

throughout the qualitative research process. During the data collection stage, the next phase of data reduction involves summarizing, coding, exploring themes, creating clusters, partitioning, and taking notes. Data reduction is a form of analysis that sharpens the focus, classifies, directs, eliminates unnecessary elements, and organizes data in such a way that accurate and verifiable final conclusions can be drawn.

c. Data Presentation

Data presentation is the process of organizing information in a structured manner to facilitate better conclusions and actions. It serves as a primary tool for valid qualitative analysis and includes various forms such as matrices, graphs, networks, and charts. All these elements are designed to present organized information in an easily understandable way. This allows analysts to see what is happening, determine whether the conclusions drawn are accurate, or continue with further analysis according to the suggestions presented as potentially useful insights.

d. Data Conclusions

The final part of this research is to provide a concise summary of the entire study and examine the collected data for analysis to verify its accuracy. The final verification process involves reviewing field notes to ensure that the emerging meanings from other data have been tested for validity, robustness, consistency, and credibility. Final conclusions are not only drawn during the data collection process but also need to be verified to ensure they can be fully accounted for.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher analyzes to find out the junior high school about "Students Learner's Perception on the Use of Online Games Tenses in English". The profile of the respondents I chose was ninth grade students at SMP Dharma Putra Medan in the 2024/2025 school year. The researcher selected one class for the ninth grade of junior high school consisting of 10 students containing 6 female students and 4 male students, who were asked to fill out a questionnaire as well as an interview. The students who participated in this study have tried and used the online game before the researcher will collect their respondents to find out the satisfaction of using the online game tanses. The online game has been designed by researchers so that students can play it and see the score results when playing the game. The online game can be accessed through the following link www.gamestolearnenglish.com. The data was classified based on the three objectives of the study, which were to find out the students' perceptions, the realization of their perceptions, and the reasons behind those perceptions. Each section analyzed the data and generated 9 questionnaire statements and 6 interview questions. Data collection techniques were conducted through closed-ended questionnaires with students' responses to questionnaires about perceptions with YES or NO options and open-ended interviews. Questionnaires and interviews used Indonesian language so that students could understand the questions and statements given.

4.1 Finding of the Research

Table 4.1 of Finding of the Research: Questionnaire

No	Pernyataan	IYA	TIDAK
1	Belajar *Past Tense* menggunakan game online itu menyenangkan.	(100%)	(0%)
2	Belajar *Past Tense* menggunakan game online efektif untuk belajar bahasa Inggris dengan mudah.	(90%)	(10%)
3	Belajar Past Tense menggunakan game online lebih menarik dibandingkan belajar secara normal.	(80%)	(20%)

In this questionnaire there is a question regarding "Students' Perception of the Use of Online Games in Past Tense Learning". In the table above statement number 1, 10 respondents chose yes (100%) that learning Past Tense using online games is fun, and 10 respondents chose no (0%) for the statement that learning Past Tense using online games is fun. It can be seen that respondents agree that using online games as a medium for learning Past Tense is fun.

This is also supported by statement number 2, 9 respondents chose yes (90%) that learning Past Tense using online games is effective for learning English easily. In statement number 3, 8 respondents chose yes (80%) that learning Past Tense using online games is more interesting than learning normally. This implies that playing online games may be a strategy that is more interesting than conventional methods. This shows that students' initial perception of learning with games is very positive.

The results of the questionnaire above are also supported by 1 representative question "Students' Perception of the Use of Online Games in Learning Past Tense" from the results of interviews with respondents:

1. *"Bagaimana perasaan Anda setelah bermain game online untuk pembelajaran Past Tense?"*

   "How do you feel after playing online games for learning Past Tense?"

   R1: *Sangat senang kak, dikarenakan game-nya sangat membantu.* (I'm very happy, because the game is very helpful.)

   R2: *Sangat menyenangkan.* (I'm very enjoyable.)

   R3: *Sangat senang dan menantang kak.* (I feel very happy and challenged).

   The results from the interviews with the three representative respondents said that most of the students stated that they felt happy and interested when learning grammar using the game. They said it was fun because it was a new experience for them and easy to understand. After learning through the game, they feel happy because the images in the provide good visualization for them and can attract their attention. To conclude, three representatives of the respondents agreed that online games can motivate them in learning Past Tense. The researcher made a conclusion that the questionnaires and interviews from supported each other.

Table 4.2 of Finding of the Research: Questionnaire

No	Pernyataan	IYA	TIDAK
4	Keterampilan mengingat perubahan verb 1 ke verb 2 meningkat setelah belajar *Past Tense* menggunakan game online.	(90%)	(10%)
5	Belajar *Past Tense* menggunakan game online membantu saya dengan mudah meningkatkan pemahaman tata bahasa (grammar).	(80%)	(20%)
6	Saya akan memainkan game ini untuk meningkatkan tata bahasa (grammar) saya.	(100%)	(0%)

In the table above, this questionnaire will explain about "Realization of the perception that the Online Tenses Game can help students understand the concept of tenses more easily and fun". Most of the students felt that the game helped them remember the form of changing verb 1 to verb 2 and understand grammar more easily. It can be seen in statement number 4, as many as 9 respondents chose Yes (90%) that the skill of remembering the change of verb 1 to verb 2 improved after learning Past Tense using online games. This statement refers that the visualization and examples of changes given make students quickly remember what they see directly.

Supported by the next statement number 5, namely learning Past Tense using online games helps me easily improve my understanding of grammar, 8 respondents chose Yes (80%). And in statement number 6, 10 respondents chose Yes (100%) that I will play this game to improve my grammar. This statement refers to their willingness to play this game in the future to improve their grammar. The results of this questionnaire clearly

show that online games effectively improve the mastery of grammar especially Past Tense for students.

This is supported and in line with the results of interviews with respondents. In this interview will explain 2 questions for "Realization of perceptions of Online Game Tenses can help students understand the concept of tenses more easily and fun":

1. "*Apakah pemahaman pada perubahan verb 1 ke verb 2 bertambah setelah bermain game ini? Kenapa?*"

    Has your understanding of changing verbs from V1 to V2 improved after playing this game? Why?

    R4: *Iya bertambah kak, karena ada gambar visual kata kerjanya di gamenya jadi mudah mengingat dan menebak perubahan game tersebut.* (Yes, it improved because there were visual pictures of the verbs in the game, so it was easier to remember and guess the verb changes.)

    R5: *Bertambah, sebab latihan berulang kak jadinya hapal.* (It improved because we practiced repeatedly, so i memorized it.)

    R6: *Paham kak, karna ada visual gambar dan soalnya tentang kata kerja itu terus setiap sesi game.* (I understood it because there were visual images and the questions were about words.)

2. *"Bagaimana skill grammar teruntuk past tense anda meningkat?*

    How has your grammar skill, especially in past tense, improved?

    R6: *Meningkat kak, jadi lebih baik.* (It improved, I became better.)

R7: *Lumayan kak, lebih paham menyusun past tense.* (It's quite good, I understand better how to arrange past tense sentences.)

R8: *Lebih baik dan lebih paham untuk past tense kak.* (It's better and I understand past tense more clearly.)

Based on the interview results from 3 representatives of respondents, the majority of students answered that verb forms become easier to remember because they often appear in game questions and the questions are supported by images that visualize the activities. Some also felt that they understood better because the game provided repeated practice with different forms of questions such as matching, sentence building and verb filling. The researcher concluded that the questionnaires and interviews supported each other.

Table 4.3 of Finding of the Research: Questionnaire

No	Pernyataan	IYA	TIDAK
7	Saya lebih mudah memahami pelajaran jika menggunakan media yang interaktif seperti game.	(50%)	(50%)
8	Saya merasa lebih percaya diri mengerjakan soal *Past Tense* setelah berlatih melalui game.	(80%)	(20%)
9	Saya menyukai cara belajar yang tidak membosankan, sehingga saya lebih terbuka dengan penggunaan game dalam pelajaran.	(70%)	(30%)

This questionnaire will explain the "Reasons for Realizing Student Perceptions" section. In the table above, statement number 7, namely "It is easier for me to understand lessons if I use interactive media such as games"

shows balanced results because 5 respondents chose Yes (50%) and 5 other respondents chose No (50%). This refers that not all students feel that interactive media such as games make it easier for them to understand lessons.

This could be due to differences in learning styles or students' adaptability to digital media. However, in statement number 8, 8 respondents chose Yes (80%) that I feel more confident doing Past Tense questions after practicing through the game. This means that students feel given the opportunity and increased confidence when working on grammar questions, especially Past Tense in online games. Because when in the online game, each session is given the opportunity to correct their choices without reducing the score.

This statement is supported by the next statement number 9 which is the last questionnaire, 7 respondents chose Yes (70%) and 3 respondents chose No (30%) that I like a way of learning that is not boring, so I am more open to the use of games in lessons. This implies that most students are open to the use of online games, although there are still some who may be more comfortable with traditional methods.

The results of the questionnaire above are supported by the results of interviews with respondents regarding "Reasons for Realization of Student Perceptions". In this interview there were 3 representative questions answered by respondents:

1. *"Menurut anda apa kelebihan dalam menggunakan media game online tersebut?"*

"In your opinion, what are the advantages of using this online game as a learning medium?"

R1: *Kelebihannya gamenya itu kak dia menggunakan banyak kata kerja ga kata kerja itu itu saja, jadi lebih menantang saat main gamenya soalnya menebak nebak yang mana perubahan verb 2 nya.* (The advantage is that the game uses many different verbs, not just the same ones. So it's more challenging because we have to guess which one is the verb 2 form.)

R2: *Sebab ada visual gambarnya itu kak jadi kelebihannya.* (The advantage is because it has visual images.)

R3: *menyediakan visual gambar untuk setiap kalimatnya gitu.* (It provides visual pictures for each sentence.)

2. *"Menurut anda apa kekurangan dalam menggunakan media game online tersebut?"*

"In your opinion, what are the disadvantages of using this online game as a learning medium?"

R4: *Ada kak, awalnya bingung cara main gamenya gegara tidak ada instruksi.* (Yes, there was. At first, I was confused about how to play the game because there were no instructions.)

R5: *Penjelasan soal past tense itu ga ada kak, langsung main game saja.* (There was no explanation about past tense, we just directly played the game.)

R6: *Beberapa visual gambarnya masih kurang jelas kak, gambarnya dan kalimat soalnya kadang tidak sejalan.* (Some of the visual images were still unclear. The pictures and the sentences in the questions sometimes didn't match.)

3. *"Apakah dengan menggunakan media game online past tense ini membuat anda semangat belajar grammar?"*

"Does using this online past tense game make you more enthusiastic about learning grammar?"

R8: *Iya kak jadi semangat soalnya dijadikan game.* (Yes, I felt more motivated because it was made into a game.)

R9: *Semangat kak.* (I was motivated.)

R10: *Iya kak, soalnya seru.* (Yes, because it was fun.)

From the interviews with the respondents, it can be seen that the majority of students enjoy and are open to learning methods through online games with varying levels of effectiveness in helping students' understanding. Some students feel that it is easier to understand the material with interactive media, but others feel that the media still requires explanatory assistance from the teacher. It also shows that the game only focuses on repetitive practice without starting with proper explanation or instruction.

And other factors such as learning style preferences, technological capabilities, and game difficulty levels influence their perceptions. This is important for teachers to consider in designing game-based learning activities that are not only engaging but also pedagogically effective. However, when asked about their feelings after playing the online game, they reported feeling happy, excited and mentioned that it provided new experiences. To conclude, the researcher concluded that the questionnaires and interviews supported each other.

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.

In general, this research confirms that online games are an interesting and motivating learning medium, especially in learning grammar such as Past Tense. Games combine entertainment and education, and are able to increase students' interest, material retention, and confidence in learning English. However, to achieve optimal effectiveness, teachers need to adjust the use of games to the needs and characteristics of learners.

4.2 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.

In sum, this research confirms that online gaming is an interesting and motivating teaching tool, especially in learning grammar such as Past Tense. The game combines entertainment and education, and can increase students' interest, retention, and confidence in learning English. However, to achieve maximum effectiveness, teachers need to adjust the application of the game to the needs and characteristics of students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

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.

1. Based on the analysis of data obtained from questionnaires and interviews with 9th grade students of SMP Dharma Putra Medan, it is concluded that the majority of students have a positive view of the use of online games as a means of learning Past Tense. This is 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.

2. The realization of the positive perception is 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.

3. However, there are still some obstacles, such as the lack of clear instructions in the game and the need for additional explanation from the teacher for some students. This shows that although game media has great potential to support learning, its use is accompanied by assistance from teachers so that students can gain a thorough understanding. Overall, online games are proven to be able to increase learning motivation, grammar comprehension, and make the learning process more fun and less monotonous.

5.2 Suggestions

In line with the conclusions, suggestions are staged as the follows:

1. For English Teachers:

Teachers are advised to teach pupils on the Past by means of Games Learning English as another means. Still, teachers need also provide explicit direction and explanations before or after the game's execution. Especially for students with different learning styles, it's vital to ensure that every student can understand the principles of grammar. Teachers should serve as facilitators helping kids and clarifying any misunderstandings that might come up during

the game.

2.   For Students:

Students are urged to play online educational games both during classroom hours and individually at home to improve their grammar. Given that several pupils claimed increased enjoyment and motivation, the constant usage of game-based learning can improve their knowledge and make grammar practice more interesting. Still, pupils should ask for clarification when they come across anything puzzling rather than relying just on games.

3.   For Future Researchers:

Future researchers should explore the impacts of game-based learning on a bigger scope, perhaps by combining qualitative and quantitative techniques. They could also investigate other linguistic topics (such as vocabulary, reading understanding, or speaking) or examine a number of game-based formats. Moreover, including measurements before and after the test would offer more definite evidence of learning outcomes and effectiveness.

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APPENDIXES

Nomor : 664/II.3-AU/UMSU-02/F/2025 Medan, 13 Ramadhan 1446 H
Lamp : --- 13 Maret 2024 M
H a l : **Mohon Izin Observasi**

Kepada Yth, **Bapak Kepala**
SMP Dharma Putra Medan
Di
Tempat

Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari. Sehubungan dengan Kurikulum Merdeka Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara , dan untuk melatih serta menambah wawasan mahasiswa, maka dengan kami mohon bantuan Bapak/Ibu untuk memberikan izin observasi / Wawancara **SMP Dharma Putra Medan.**

Adapun nama mahasiswa kami tersebut adalah :

No.	Nama	NPM	Program Studi
1.	Sausan Sabila	2102050020	Pendidikan Bahasa Inggris

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wa'alaikumsalam Wr. Wb.

Wassalam

Dekan

Dra. Hj. Syamsuyurnita., M.Pd

Pertinggal

Nomor	: 1867/II.3.AU/UMSU-02/F/2025	Medan	07 Dzulqaidah	1446 H
Lamp	: ---		6 Mei	2025 M
H a l	: **Permohonan Izin Riset**			

Kepada Yth, Bapak/ Ibu Kepala
SMP Swasta Dharma Putra Medan
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	: Sausan Sabila
NPM	: 2102050020
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: **Students Learner's Perception on the Use of Online Games Tenses in English**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Dekan

Dra. Hj. Syamsuyurnita.,M.Pd
NIDN 0004066701

Pertinggal

SURAT KETERANGAN
NOMOR : 044/SMP-DP/VI/2025

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP SWASTA DHARMA PUTRA menerangkan bahwa :

Nama	: Sausan Sabila
NPM	: 2102050020
Program Studi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara (UMSU)

Benar telah melaksanakan penelitian di SMP SWASTA DHARMA PUTRA pada tanggal 22 Mei 2025 dalam rangka penyusunan skripsi dengan judul :

"Students Learner's Perception on the Use of Online Games Tenses in English "

Demikian Surat Keterangan ini dibuat dengan seharusnya untuk digunakan sebagaimana mestinya

Medan, 24 Mei 2025
Kepala SMP SWASTA DHARMA PUTRA

Drs. HAFNI TANJUNG

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa   : Sausan Sabila
NPM   : 2102050020
Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
SMP Dharma Putra Medan Learner's Perception on the Use of "Games to Learn English"	*(tanda tangan)*

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Prof. Amrin Saragih, Ph.D.

Medan, 13 Januari 2025
Hormat Pemohon,

Sausan Sabila

Form : K – 1
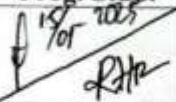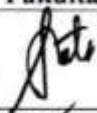
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Sausan Sabila
NPM	: 2102050020
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 119 SKS

IPK= 3,83

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
15/08 2024	SMP Dharma Putra Medan Learner's Perception on the Use of "Games to Learn English"	
	Analyzing the Changes In English Vocabulary Meanings on TikTok and New Understanding for Kelas 11 Students of SMA Negeri 12 Medan	
	Exploring Classsroom Interaction in the Use of TicTacToc English to Boost English Speaking	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 13 Agustus 2024
Hormat Pemohon,

Sausan Sabila

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : **Sausan Sabila**

NPM : 2102050020

Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**SMP Dharma Putra Medan Learner's Perception on the Use of
"Games to Learn English"**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Prof. Amrin Saragih, Ph.D.

Januari, 15th, 2025

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 15 Januari 2025
Hormat Pemohon,

Sausan Sabila

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
                     -   Untuk Ketua / Sekretaris Prog. Studi
                     -   Untuk Mahasiswa yang Bersangkutan

Nomor   : 615/II.3-AU//UMSU-02/ F/2025
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
               Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Sausan Sabila**
N P M   : 2102050020
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **SMP Dharma Putra Medan Learner's Perception on the Use of "Games to Learn English".,**

Pembimbing   : **Prof. Amrin Saragih, P.hD, M.A**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 27 **Februari 2026**

Medan, 28 Sya'ban   1446 H
        27 Februari   2025 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan
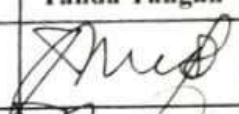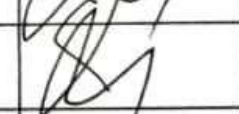
WAJIB MENGIKUTI SEMINAR

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Sausan Sabila
NPM : 2102050020
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : SMP Dharma Putra Medan Learner's Perception on the Use of "Games to Learn English"

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
21/Feb-25	The Formulation of The Problem, The Objective of Study.	
14/Mar-25	Conceptual Framework.	
17/Mar-25	Technique of Analyzing Data.	
20/Mar-25	Proofreading	
25/Mar-25	Acc	
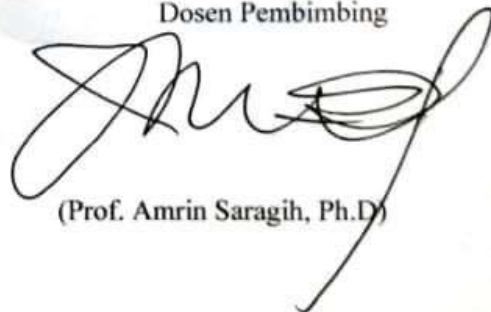
Medan, Februari 2025

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Prof. Amrin Saragih, Ph.D)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 30 Bulan April Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Sausan Sabila
N.P.M : 2102050020
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : SMP Dharma Putra Medan Learner's Perception on the Use of "Games to Learn English.

No	Masukan dan Saran
Judul	Specify the title into SMP Dharma Putra Medan learner's perception on the use of Interactive Games to learn tenses in English.
Bab I	- Cite the sources properly (name of authors, year of publication) - Use the most current advancements of the research.
Bab II	~ Make sure the writing format has been in line with the faculty one. ~ No scope of limitation
Bab III	- Insert the Questionaire, and Interview sheet. - The previous relevant study should reflect the similarities, differences and previous studies contributions.
Lainnya	References: Use the proper format.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Bambang Panca Syahputra, M.Hum.)

Dosen Pembimbing

(Prof. Amrin Saragih, Ph.D.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 1

Lembar Permohonan menjadi Partisipasi Penelitian

Kepada Yth.
Calon Partisipan Penelitian
di Tempat

Dengan hormat, saya yang bertandatangan di bawah ini:

Nama   : Sausan Sabila

NPM   : 2102050020

Instansi   : Universitas Muhammadiyah Sumatera Utara

merupakan mahasiswa Program Studi Pendidikan Bahasa Inggris yang sedang melakukan penelitian dengan judul "**Students Learner's Perception on the Use of Online Games Tenses in English**".

Saya memohon kepada Saudara untuk menjadi partisipan dalam penelitian saya. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan Online Games dari website Games to Learn English, dengan fokus pada Past Tense. Saudara akan diminta untuk menjawab *questionnaire* dan melakukan wawancara dengan peneliti terkait pengalaman dan persepsi saudara dalam menggunakan dan belajar memakai Games to Learn English. Berikut panduan dalam pengisian *questionnaire* penelitian.

Questionnaire ini dikembangkan oleh peneliti sebagai alat pengumpulan data untuk penelitian tugas akhir skripsi. Dalam questionnaire ini, Anda diminta untuk memberikan jawaban dengan jujur. Jawaban yang Anda berikan akan bersifat rahasia dan tidak mempengaruhi nilai apapun. Berikut ini merupakan petunjuk dalam pengisian questionnaire:

1. Baca semua pernyataan dengan teliti dan pilih salah satu jawaban yang mewakili keadaan Anda yang sesungguhnya.
2. Berikut ini skor pada poin-poin pernyataan. YA=Setuju, TIDAK=Kurang Setuju
3. Periksa ulang jawaban Anda sebelum dikirim.

Penelitian ini tidak menimbulkan akibat yang merugikan bagi saudara sebagai partisipan, serta kerahasiaan semua informasi yang diberikan akan dijaga dan hanya digunakan untuk kepentingan penelitian. Semua informasi yang bersifat pribadi akan akan dikelola secara rahasia dan hanya akan dipublikasikan apabila mendapatkan izin. Oleh sebab itu, peneliti memohon ketersediaan saudara untuk memberikan jawaban dengan jujur apa adanya dan tanpa ada paksaan dari pihak manapun.

Akhir kata saya mengucapkan terima kasih atas partisipasi saudara dalam penelitian ini.

Medan, 22 Juni 2025
Peneliti

Sausan Sabila

Appendix 2

<center>**Lembar Persetujuan Partisipan**</center>

Setelah membaca dan memahami isi penjelasan permohonan menjadi partisipan, saya yang bertanda tangan di bawah ini:

Nama   :
Asal Sekolah   :

dengan ini menyatakan bersedia untuk menjadi partisipan penelitian yang dilakukan mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Sumatera Utara yang sedang melakukan penelitian dengan judul **"Students Learner's Perception on the Use of Online Games Tenses in English"**. Adapun tujuan penelitian ini adalah untuk mengeksplorasi persepsi siswa terhadap penggunaan Online Games dari website Games to Learn English, dengan fokus pada Past Tense.

Dengan menandatangani di bawah ini, saya menyatakan bahwa saya telah membaca dan memahami tujuan penelitian ini, dan bersedia berpartisipasi secara sukarela.

Medan, 22 Juni 2025
Menyetujui,

(…………………………….)

Kuesioner Persepsi Siswa Terhadap Penggunaan Game Online Tenses Bahasa Inggris

Nama : …………………………………………………………………..

Sekolah : …………………………………………………………………..

Hari/Tanggal : …………………………………………………………………..

Petunjuk:

- Kuesioner terdiri dari 9 pernyataan, pertimbangkan baik-baik penyataan dalam kaitannya dalam pembelajaran pemahaman Past Tenses menggunakan media Game Online dari website "Game to Learn English". Berikan jawaban sesuai dengan pilihan mu.
- Berikan tanda centang (✓) pada salah satu pilihan dari jawaban pernyataan IYA atau TIDAK.

No	Pernyataan	IYA	TIDAK
1	Belajar *Past Tense* menggunakan game online itu menyenangkan.		
2	Belajar *Past Tense* menggunakan game online efektif untuk belajar bahasa Inggris dengan mudah.		
3	Belajar *Past Tense* menggunakan game online lebih menarik dibandingkan belajar secara normal.		
4	Keterampilan mengingat perubahan verb 1 ke verb 2 meningkat setelah belajar *Past Tense* menggunakan game online.		
5	Belajar *Past Tense* menggunakan game online membantu saya dengan mudah meningkatkan pemahaman tata bahasa (grammar).		
6	Saya akan memainkan game ini untuk meningkatkan tata bahasa (grammar) saya.		
7	Saya lebih mudah memahami pelajaran jika menggunakan media yang interaktif seperti game.		
8	Saya merasa lebih percaya diri mengerjakan soal *Past Tense* setelah berlatih melalui game.		
9	Saya menyukai cara belajar yang tidak membosankan, sehingga saya lebih terbuka dengan penggunaan game dalam pelajaran.		

Appendix 4. Questionnaires Display in Word

Appendix 5. Interview Questions

Students' Interview Questions

1. Bagaimana perasaan anda setelah bermain game online bahasa inggris untuk pembelajaran past tense?

2. Apakah pemahaman pada perubahan verb 1 ke verb 2 bertambah setelah bermain game ini? Kenapa?

3. Bagaimana skill grammar teruntuk past tense anda meningkat?

4. Menurut anda apa kelebihan dalam menggunakan media game online tersebut?

5. Menurut anda apa kekurangan dalam menggunakan media game online tersebut?

6. Apakah dengan menggunakan media game online past tense ini membuat anda semangat belajar grammar?

Students Interview

1. Bagaimana perasaan anda setelah bermain game online bahasa inggris untuk pembelajaran past tense?

    Siswa 1: Sangat senang kak, dikarenakan game-nya sangat membantu.

    Siswa 2: Sangat menyenangkan.

    Siswa 3: Sangat senang dan menantang kak.

    Siswa 4: Senang kak.

    Siswa 5: Menyenangkan.

    Siswa 6; Seru kak.

    Siswa 7: Senang kak.

    Siswa 8: Sangat senang.

    Siswa 9: Senang.

    Siswa 10: Menyenangkan kak.

2. Apakah pemahaman pada perubahan verb 1 ke verb 2 bertambah setelah bermain game ini? Kenapa?

    Siswa 1: Bertambah, karena lebih gampang memahaminya sebab game.

Siswa 2: Bertambah, karena ada di perihatkan bentuk verb 1 dan verb 2 nya yang berbeda.

Siswa 3: Bertambah, dikarenakan ada visual dari gamennya kak.

Siswa 4: Iya bertambah kak, karena ada gambar visual kata kerjanya di gamenya jadi mudah mengingat dan menebak perubahan game tersebut.

Siswa 5: Bertambah, sebab latihan berulang kak jadinya hapal.

Siswa 6: Bertambah kak, karena kata kerjanya berganti ganti kak jadinya hapal.

Siswa 7: Lebih paham sebab ada visual gamenya kak.

Siswa 8: Bertambah, karena ada jawaban yang menarik dan gambar yang menarik.

Siswa 9: Iya, karena setiap tantangannya visualnya berbeda beda.

Siswa 10: Bertambah kak, gamenya menarik kak.

3. Bagaimana skill grammar teruntuk past tense anda meningkat?

Siswa 1: Saya rasa meningkat kak, soalnya makin paham.

Siswa 2: Meningkat kak, jadi ingat banyak bentuk kata kerja kedua.

Siswa 3: Meningkat kak.

Siswa 4: Awalnya bingung kak, namun lama kelamaan paham kak.

Siswa 5: Setelah bermain game jadi meningkat kak.

Siswa 6: Meningkat kak, jadi lebih baik.

Siswa 7: Lumayan kak, lebih paham menyusun past tense.

Siswa 8: Lebih baik dan lebih paham untuk past tense kak.

Siswa 9: Udah lebih baik dan meningkat.

Siswa 10: Meningkat dan lebih baik.

4. Menurut anda apa kelebihan dalam menggunakan media game online tersebut?

Siswa 1: Kelebihannya gamenya itu kak dia menggunakan banyak kata kerja ga kata kerja itu itu saja, jadi lebih menantang saat main gamenya soalnya menebak nebak yang mana perubahan verb 2 nya.

Siswa 2: Sebab ada visual gambarnya itu kak jadi kelebihannya.

Siswa 3: menyediakan visual gambar untuk setiap kalimatnya gitu.

Siswa 4: Selain mengajari past tense, gamenya memberi banyak vocabulary baru kak.

Siswa 5: Karena banyak contoh soal past tense jadi lebih paham penggunaannya kak.

Siswa 6: Banyak kosa kata baru di game itu kak.

Siswa 7: Meningkatkan pemahaman grammar.

Siswa 8: Kelebihannya biasa saja kak.

Siswa 9: Biasa saja.

Siswa 10: Soalnya lebih variasi tidak model soal umumnya kak.

5. Menurut anda apa kekurangan dalam menggunakan media game online tersebut?

Siswa 1: Awalnya bingung kak tidak ada intruksi itu soalnya bagaimana cara jawabnya.

Siswa 2: Sedikit diberi kesempatan untuk menjawab salah kak, kalau udah habis 3 nyawa gamenya langsung terulang dari awal.

Siswa 3: Kurang penjelasan aja kak.

Siswa 4: Ada kak, awalnya bingung cara main gamenya gegara tidak ada instruksi.

Siswa 5: Penjelasan soal past tense itu ga ada kak, langsung main game saja.

Siswa 6: Beberapa visual gambarnya masih kurang jelas kak, gambarnya dan kalimat soalnya kadang tidak sejalan.

Siswa 7: Bingung tidak ada penjelasannya.

Siswa 8: Tidak ada kak.

Siswa 9: Tidak ada kekurangannya kak.

Siswa 10: Tidak ada.

6. Apakah dengan menggunakan media game online past tense ini membuat anda semangat belajar grammar?

Siswa 1: Iya kak.

Siswa 2: Iya kak jadi lebih mudah saat mengerjakan grammarnya.

Siswa 3: Semangat dan lebih menarik.

Siswa 4: Semangat.

Siswa 5: Iya kak, lebih seru belajarnya.

Siswa 6: Sangat semangat kak.

Siswa 7: Iya kak, lebih motivasi.

Siswa 8: Iya kak jadi semangat soalnya dijadikan game.

Siswa 9: Semangat kak.

Siswa 10: Iya kak, soalnya seru.

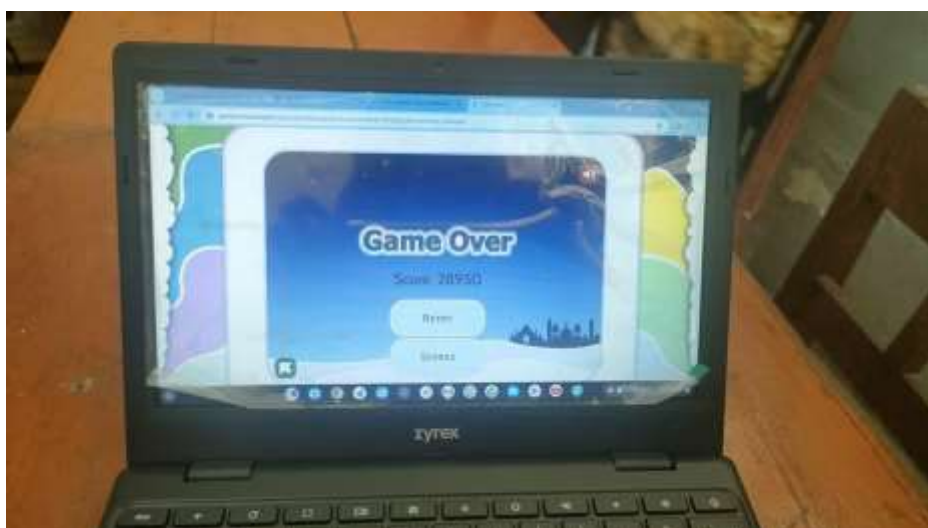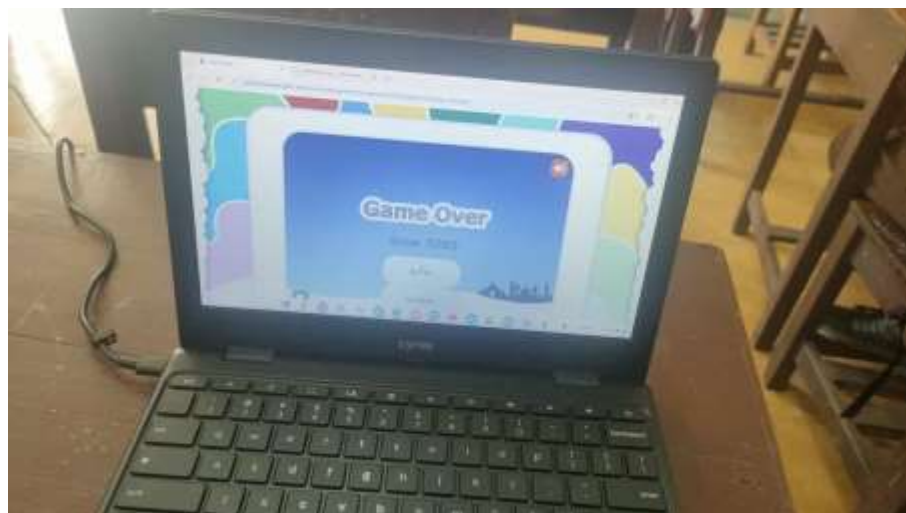Appendix 6. Research Documentation
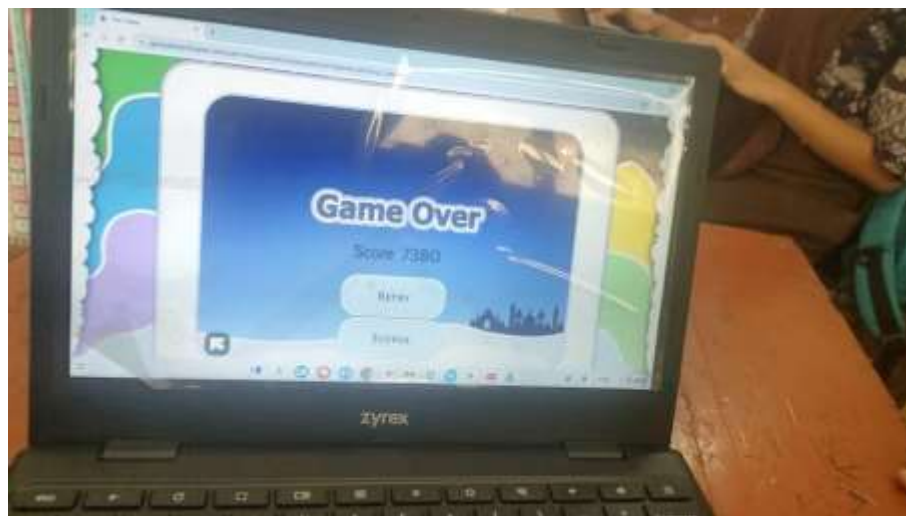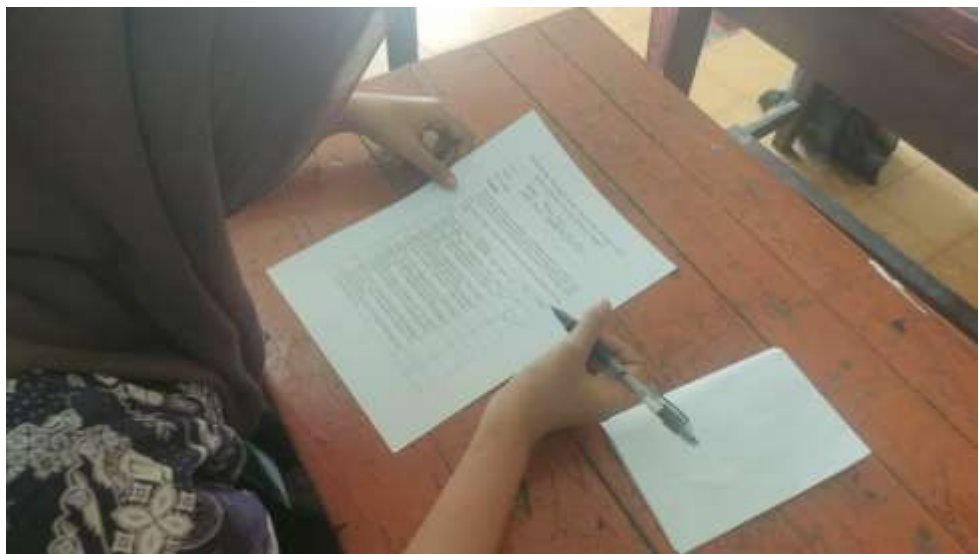
1. **Observation**

2.   Game Playing and Questionnaire Session

3.   Interview

Appendix 7. Website Games To Learn English
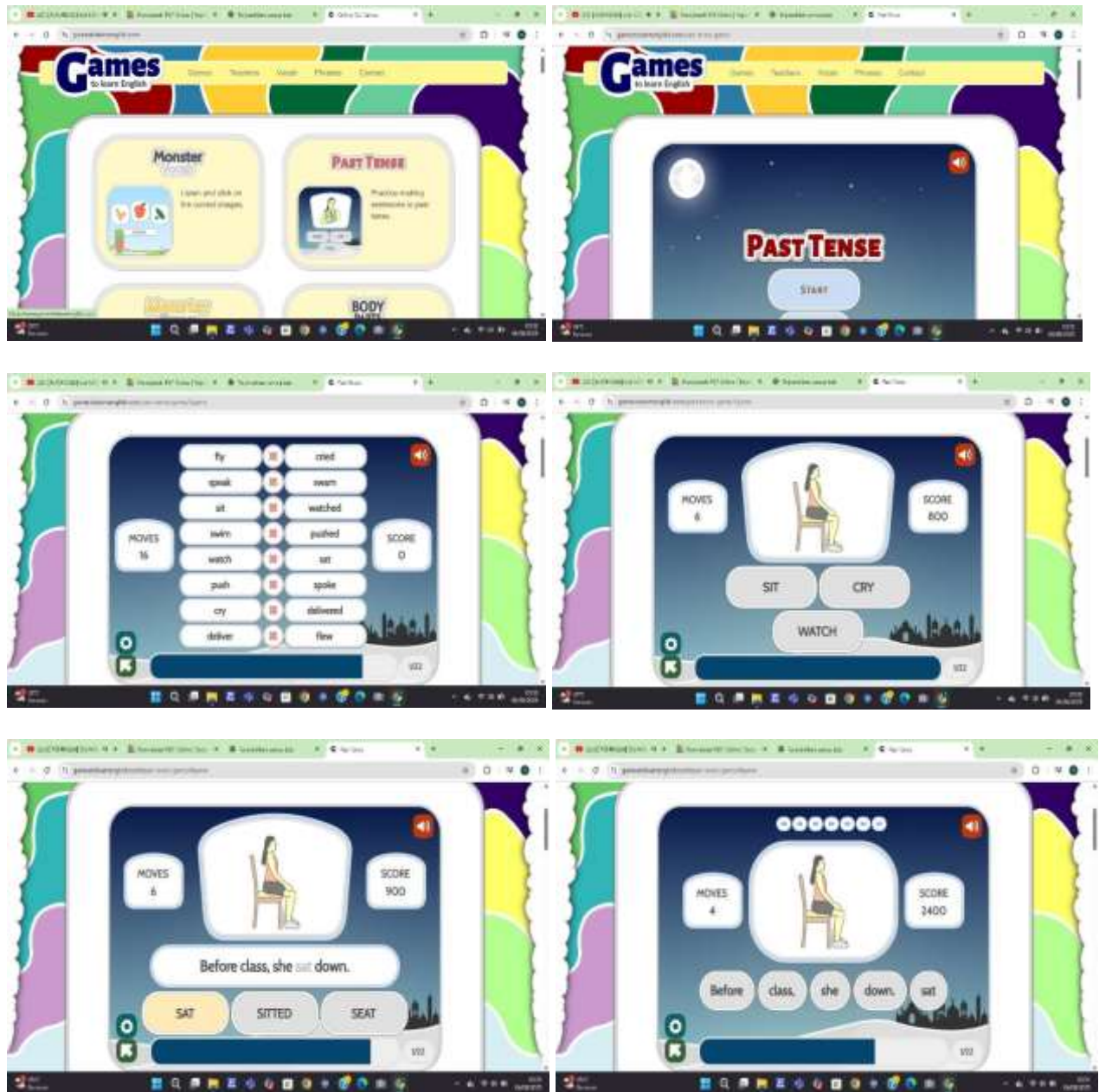
Okay

	Name	Complete	Score
1	KHANZAALEXANDRA	Yes	28950
2	TANIAKASYAVANI	Yes	8670
3	MAYADARARANTIKA	Yes	7380
4	Kamandakawibowo	Yes	7130
5	PUTRIANZANY	Yes	5970
6	MuhammadRafkaH	Yes	5080
7	titan	Yes	4360
8	GLADYS	Yes	1800
9	SHANIAENGELINA	Yes	1700
10	RIZKI	Yes	1200