STUDENTS' PERCEPTIONS OF USING "PRESENTOWN" IN GRAMMAR LEARNING

A Quantitative Case Study

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Abstract

Learning grammar is often challeging for students. Traditional methods of teaching grammar are considered boring and monotous. Therefore, the use of the technology is needed to make learning grammar more engaging and effective. Various digital educational tools for learning grammar are available nowadays. Many applications can be employed in the classroom to ease both teachers and students. One of the most effective tools is games, which can make learning grammar more interactive and enjoyable.

This study aims to examine students' perceptions on the use of "Presentown", a self-developed digital game, in grammar learning. The study was conducted at SMP 3 Bae, Kudus involving 32 seventh-grade students as participants. Using a quantitative method, data were collected through a questionnaire. The findings revealed that most students have positive responses towards the use of the game in grammar learning. They indicated that learning through games is an enjoyable and fun activity. Futhermore, the game had a positive impact in enhancing students' motivation, participation and supporting their grammar learning. This study highlights the importance of integrating technology, especially games, into English classrooms to enhance students' motivation and engagement.

Keywords – learning grammar, game, students perceptions

Introduction

Grammar is a fundamental component of language learning. Grammar has an important role in mastering English as it forms the foundation for effective communication. It enables learners to construct meaningful and accurate sentences, which are essential for both spoken and written communication. It also supports the language skills such as speaking, writing, reading and listening. Expressing ideas clearly and appropriately needs a solid understanding of grammar. According to Brown (2007), grammar is a system that supports learners in conveying meaning in communication, not only a rule. Therefore, it is impossible to separate grammar from the process of learning a language.

In English language teaching, grammar learning is often associated with the understanding of sentence patterns, tenses, word forms, and grammatical structures. Students who have adequate grammatical knowledge are generally more capable of expressing ideas clearly and accurately. In

contrary, limited understanding of grammar may lead to misunderstandings and difficulties in communication. Without grammar, communication may become unclear and difficult to interpret.

However, many students assume that grammar is the hardest part of learning English. This perception is due to the abstract rules of grammar and repetitive learning processes typically used in traditional classroom. In many traditional classrooms, grammar is taught using conventional methods such as lectures, drills, and the grammar translation method, which tend to be teacher-centered and less engaging (Richards & Rodgers, 2014). Students are often required to memorize rules and do the exercises without fully understanding how to apply them in real communication. As a result, students may have negative perceptions of traditional grammar classroom.

According to Aprilia & Nasekhah (2025), the lack of practice in the use of grammar further complicates the learning process because, without sufficient practice to apply it, their understanding of grammar rules is less. Consequently, it is difficult for students to use grammar accurately in real-life communication, both spoken and written communication. In addition, boring and monotonous traditional grammar class impacts to the students' perceptions and motivation. When students are not engaged, their learning achievements tend to decline and low. Therefore, teachers need to create a learning environment that is more interactive, enjoyable, and student-centered.

Teaching grammar is one of the most challenging parts in English learning and teaching, especially for junior high school students. Many seventh-grade students still have low achievement and engagement in grammar. It indicates that traditional teaching methods may not be effective to support their learning needs. Furthermore, students' perceptions in teaching strategies can affect to their learning achievement (Santoso, et al., 2024).

According to Ainy and Pratama (2020), students' perceptions' of teacher competence, students' learning motivation and academic success in English lesson have a positive correlation. It means that when students perceive their teacher as supportive, competent, and capable in delivering lessons effectively, they tend to have higher motivation and achieve better academic performance.

Based on the problems stated above, teachers need to employ more engaging and effective teaching strategies. One of them is gamification, a strategic innovation in 21st-century education which can balance entertainment and learning aspects and encourage students to learn more enthusiastically and meaningfully (Safitri et al., 2025). The basic concept of game-based learning revolves around game principles such as clear goals, immediate feedback, progressive challenges, and rewards, which encourage active participation and fulfil diverse learning styles, making it an inclusive approach that accommodates the needs and preferences of different students (Aprilia & Nasekhah, 2025).

However, the implementation of game-based learning in the classrooms still faces several challenges. Some teachers have some issues related to technology and limited resources in implementing game-based learning. Lack of training and less familiarity with digital tools have been other problems for teachers. These challenges may hinder the effective integration of game-based learning into classroom practice. Nevertheless, with the rapid advancement of technology and increasing access to digital tools, these challenges can gradually be addressed.

In this context, the development of self-developed games offers a promising

solution. One such example is "Presentown", a self-developed digital game to support grammar learning, especially in teaching simple present tense to beginner level. As an interactive learning tool, "Presentown" integrates game elements to create an engaging and meaningful learning experience. It allows students to practice grammar in a fun, enjoyable and interactive way, both inside and outside the classroom, with or without the teacher. It enables students to learn independently at their own pace.

Although previous studies have shown the benefits of game-based learning on students' language learning, there is still a need for further research. Most existing studies focus on general digital games or learning applications, while limited research has been conducted on self-developed games adjusted to specific learning objectives and student's needs. This condition indicates the need for further investigation about the effectiveness and students' perceptions of self-developed game-based learning media in English classrooms.

Therefore, this study aims to fill these gaps by examining students' perceptions on the use of "Presentown", a self-developed digital game, in grammar learning. This study focuses on the research questions of how students perceive the use of "Presentown" in grammar learning, particularly in learning simple present tense. The study was conducted at SMP 3 Bae, Kudus involving 32 seventh-grade students as participants. By examining students' perceptions, this study is expected to provide a more comprehensive understanding of the impact of game-based learning. Furthermore, the findings of this study may contribute to the development of more effective and engaging teaching strategies in English language classrooms.

Methodology

Quantitative research methodology deals with numerical data and was analyzed using statistical techniques. According to Creswell (2014), quantitative research focuses on testing objective theories by investigating the relationship among variables. This study aimed to investigate the students' perceptions of "Presentown" in grammar learning using a quantitative approach. The quantitative approach was considered appropriate for this study because it enabled the researcher to examine the students' perceptions of the instructional treatment through measurable data and statistical analysis.

In this study, the independent variable was the use of "Presentown" as a learning medium, while the dependent variable was students' perceptions. Through numerical analysis, the researcher was able to identify how the implementation of "Presentown" was perceived by students in grammar learning, particularly in learning the simple present tense.

The participants of this study were seventh-grade students from SMP 3 Bae, Kudus, in the academic year 2025/2026. The class containing 32 students was chosen as the research participants and received the treatment using "Presentown" during the learning process.

This study used a questionnaire to collect data on students' perceptions toward the use of "Presentown" game in grammar learning. The questionnaire consisted of close-ended questions using a Likert scale ranging from strongly agree, agree, neutral, disagree, to strongly disagree. The questionnaire was distributed to the participants after the treatment in order to identify students' responses and perceptions toward the use of the game. The use of questionnaires enabled the researcher to gather data efficiently from all participants and provided a clear overview of students' responses after using the game.

Furthermore, documentation was also used as supporting data in this study. The documentation included students' scores, lesson plans, classroom activities, and photographs taken during the implementation of the treatment. These supporting documents helped strengthen the research findings and provided additional information regarding the learning process.

There were several stages in data collection procedures. The first step was preparation. In this step, the researcher prepared the research instruments or the questionnaire, lesson plans, the tools and teaching materials related to the simple present tense. Moreover, permission from the target school was important. The researcher requested permission from the school and coordinated with the English teacher regarding the process and the implementation of the research. After obtaining the permission, the researcher explained the objective and procedures of the study to the participants. Students were informed that their participation is voluntary and that the data collected was only used for academic purposes.

The second step was the treatment process. During the treatment sessions, students were taught simple present tense using the "Presentown" game. In the implementation process, students engaged in interactive learning activities involving grammar exercises, discussions, challenges, and collaborative tasks provided in the game.

The last step in data collection was distributing questionnaire to the students. The questionnaire was administered after the treatment to gather data on students' perceptions toward the use of "Presentown" in learning grammar. Students were asked to respond honestly based on their experiences during the learning process.

The questionnaire consisted of 20 items that covered 5 aspects. They were motivation, interest, grammar understanding, engagement and usability. The motivation aspect focused on students' ethusiasm and willingnes to learn grammar using "Presentown". The interest aspect examined whether "Presentown" made grammar learning more enjoyable and fun. Grammar understanding explored how the tools helped students comprehend grammar materials, including tenses and difficult concepts. Engagement referred to students' participation, focus, and involvement during the learning process. Meanwhile, the usability aspect investigated the attractiveness, ease of use, instructions, and features of "Presentown" that supported learning activities.

After all data were collected, the researcher organized and prepared the data for further analysis. The questionnaire response were tabulated systematically to facilitate the statistical analysis process.

In this study, the data were analyzed quantitatively to determine the students' perceptions of the use "Presentown" in grammar learning. The study used statistical methods in analyzing the collected data objectively and systematically. The descriptive statistics was used to analyze students' responses to the questionnaire about students' perceptions. Each response on the Likert scale was assigned a numerical value to facilitate the calculation process. The total score, mean score, and percentage of each item were calculated to identify the overall level of students' perceptions.

The results obtained from questionnaire were interpreted to determine the level of students' perceptions after using "Presentown" in grammar learning. High scores on the questionnaire indicated positive perceptions toward the educational digital game. In contrast, lower scores indicated that students had negative perceptions toward the game.

In addition, the researcher interpreted the findings by relating them to previous studies and relevant theories about game-based learning, grammar learning and students' perceptions. This process helped strengthen the discussion and provided a deeper understanding of the students' perceptions after using "Presentown" in grammar learning.

Ethical considerations were important in ensuring that the research process was carried out in a responsible, professional and respectful manner. Before conducting the study, informed consent was obtained from all participants involved. The students were provided with clear information about the objectives of the study, the procedures to be implemented throughout the study, as well as their right to discontinue participation at any stage without any negative consequences (Creswell, 2014).

Second, confidentiality was maintained by ensuring that participants' identities were kept anonymous. The data collected were coded, and no personal information was disclosed in the research report. Third, data protection was ensured by securely storing all collected data. Both digital and printed data were kept in safe storage, and access was limited to the researcher only. The data were used only for research purposes.

Finding and Discussion

This study aims to examine students' perceptions on the use of "Presentown", a self-developed digital game, in grammar learning. According to Qiong (2017), perception refers to a person's opinions or beliefs about the information they receive from others. Positive or negative responses from students can be defined as students' perceptions (Mamudi & Alamry, 2021).

In evaluating teaching effectiveness, students' perception is important. Students' perceptions of teacher's teaching methods have a correlation with students' learning motivation and academic success in English lesson (Ainy and Pratama, 2020). Therefore, this study focuses on the research questions of how students perceive the use of "Presentown" in grammar learning, particularly in learning simple present tense.

Before conducting the study, the teacher prepared the lesson plan, teaching materials, questionnaire and developed the game that would be used in the classroom. "Presentown" was implemented by the teacher as an educational digital tool in teaching simple present tense. After the treatment, a questionnaire was distributed to the students to investigate their perceptions of using the game in grammar learning.

The questionnaire consisted of 20 statements covering five aspects about students' perceptions on the use of "Presentown". They were motivation, interest, grammar understanding, engagement and usability. The students' responses were classified using a Likert scales, ranging from strongly agree, agree, neutral, disagree, and strongly disagree. The students were asked to answer the questionnaire based on their experiences during the grammar learning process using "Presentown".

The questionnaire data were analyzed using descriptive statistics in the form of mean scores, percentages, and interpretation categories. The purpose of the analysis was to identify students' perceptions toward the implementation of "Presentown" in grammar learning. It could be determined whether the students perceived the use of "Presentown" positively or negatively from the results of the analysis. The data obtained from the questionnaire were then calculated using a Likert scale formula to determine the average score of each statement. Afterward, the scores were converted into percentages and categorized into several interpretation levels, such as very positive, positive, neutral, negative, and very negative. Through this analysis,

the researcher was able to describe students' responses toward the use of "Presentown" and identify how the game influenced students' experiences during grammar learning, particularly in learning the simple present tense.

Table 1. The frequency percentage of each response category

Response category	Score	Frequency	Percentage
Strongly Agree	5	172	26.88%
Agree	4	257	40.16%
Neutral	3	183	28.59%
Disagree	2	21	3.28%
Strongly Disagree	1	7	1.09%
Total		640	100%

Based on the questionnaire data consisting of 32 participants and 20 items, the freequency distribution analysis, as shown in Table 1, revealed that most of the students responded positively toward the use of "Presentown" in grammar learning. Most of the questionnaire items obtained neutral, positive, and very positive categories, indicating that the application was well accepted by the students. The highest percentage of responses was found in the "Agree" category (40.16%), followed by "Neutral" (28.59%), and "Strongly Agree" (26.88%). In contrast, only 3.28% of the responses were categorized as "Disagree" and 1.09% as "Strongly Disagree." These results indicate that students generally perceived "Presentown" positively as a learning tool for grammar instruction.

Moreover, the questionnaire results showed that the total score obtained was 2486 out of the maximum possible score of 3200. The percentage score reached 77.69% indicating that students had positive perceptions toward the use of "Presentown" in grammar learning.

Table 2. Questionnaire results of students' perceptions toward "Presentown" in grammar learning

No.	Mean	Percentage	Category
1	3.94	78.75%	Positive
2	3.69	73.75%	Positive
3	3.81	76.25%	Positive
4	4.16	83.12%	Very Positive
5	4.00	80.00%	Positive
6	3.66	73.12%	Positive
7	4.03	80.62%	Very Positive
8	4.22	84.38%	Very Positive
9	3.78	75.62%	Positive
10	4.00	80.00%	Positive
11	3.87	77.50%	Positive
12	3.66	73.12%	Positive
13	3.87	77.50%	Positive
14	4.09	81.88%	Very Positive
15	4.03	80.62%	Very Positive
16	3.78	75.62%	Positive
17	3.81	76.25%	Positive
18	4.09	81.88%	Very Positive
19	3.69	73.75%	Positive
20	3.50	70.00%	Positive

Based on Table 2, the results showed that the responses of all questionnaire items were categorized as either positive or very positive. This indicates that students had favorable perceptions toward the use of "Presentown" in grammar learning. The mean scores ranged from 3.50 to 4.22, while the percentage scores ranged from 70.00% to 84.38%.

The highest score was obtained by item 8, "Presentown makes grammar learning less boring," with a mean score of 4.22 and a percentage of 84.38%, categorized as very positive. This finding suggests that students strongly agreed that "Presentown created a more enjoyable and engaging learning atmosphere. Similarly, item 4, "Presentown has an attractive and easy-to-use interface," achieved a mean score of 4.16 (83,12%), indicating that students appreciated the application's design and usability.

Several other items also received very positive responses, such as item 14, "The

features in Presentown support grammar learning well,' and item 18, "I would like to use Presentown again in future grammar lessons," both with a mean score of 4.09 (81.88%). These results imply that students considered Presentown effective in supporting grammar learning and were interested in using again in future lessons. In addition, items 7 and 15 obtained a mean score of 4.03 in the presentage of 80,62%, showing that students enjoyed grammar learning activities and felt more enthusiastic when "Presentown" was used in the classroom.

Meanwhile, the lowest score was found in item 20, "Overall, I have a positive perception of using Presentown in grammar learning," with a mean score of 3.50 and a percentage of 70,00%, although it still fell into the positive category. This result indicates that despite some differences in individual opinions, students generally viewed "Presentown" positively. This indicates that most students accepted the use of "Presentown" as a helpful learning medium in understanding grammar materials. The positive responses also imply that interactive digital games can increase students' interest and participation in English learning. Therefore, "Presentown" may serve as an alternative teaching medium that helps teachers deliver grammar materials in a more engaging and student-centered way.

The findings also demonstrate that "Presentown" contributed to students' grammar understanding. Items related to understanding grammar, tenses, and difficult materials, such as items 2, 11, 16, and 19, all received positive responses. Furthermore, items concerning motivation, focus, participation, and independent learning also gained positive results, suggesting that "Presentown" supported both students' engagement and learning experience.

Overall, the data indicate that "Presentown" was positively perceived by students and could support grammar learning by increasing motivation, engagement, enjoyment, and understanding of grammar materials.

The findings of this study contribute to the existing body of knowledge regarding the use of digital learning media, particularly educational games in English grammar classroom, in supporting students' motivation, engagemen, and grammar understanding. The positive perceptions shown by the students strengthen previous studies which stated that interactive digital applications can create a more enjoyable and meaningful learning environment (Gee, 2003; Mayer, 2021). In this study, students perceived "Presentown" as an interesting, easy to use, and supportive learning tool that helped them understand grammar materials more effectively. These findings support the view that technology integration in languange learning can enhance students' learning experiences and classroom participation.

The result are consistent with theories of constructivism by Jean Piaget (1972), which emphasize that students learn more effectively when they are actively involved in the learning process. Through interactive activities provided by "Presentown", students became more engaged, motivated, and enthusiastic during grammar lessons. This finding aligns with the idea that learning media which encourage interation and participation can improve students' involvement and comprehension. Furthermore, the study also supports motivational learning theories, particularly the idea that enjoyable and attractive learning environments increase students' intrinsic motivation to learn.

In addition, the findings reinforce previous research on technology-assisted language learning which suggests that digital platforms can reduce students' boredom

and anxiety in learning grammar. Grammar is often considered one of the most difficult and monotonous aspects of English learning. However, the students in this study reported that "Presentown" made grammar learning more enjoyable and less boring. This indicates that interactive digital media may transform students' perceptions of grammar learning from a difficult activity into a more engaging experience.

Based on the findings, this study found that positive perceptions toward digital educational games are influenced by the combination of usability, engagement, and learning support features. Existing theories commonly focus on motivation or technology acceptance separately. However, this study suggests that students' positive perceptions emerge when digital learning media simultaneously provide attractive features, ease of use, active participation opportunities and meaningful learning experiences. Therefore, the findings may extend existing theories of educational technology acceptance and grammar comprehension support within digital learning environment.

Overall, this study contributes to the development of knowledge about digital grammar learning by confirming and extending existing theories related to motivation, engagement, constructivism theory, and technology-assisted language learning. It also offers pratical implications for teachers to integrate interactive digital applications such as "Presentown" in grammar instruction to create more student-centered and motivating learning experiences.

Conclusions

This study aimed to investigate students' perceptions of using "Presentown" in grammar learning. Based on the findings obtained from the questionnaire results, it can be concluded that students had positive perceptions toward the use of "Presentown" as a learning tool in grammar instruction. The data showed that all questionnaire items were categorized as either positive or very positive, indicating that Presentown was well accepted by the students and contributed positively to their learning experience. The result revealed that "Presentown" helped create a more interesting and enjoyable learning atmosphere. Students agreed that the application made grammar learning less boring and more engaging compared to conventional teaching methods. The highest percentage score was found in the statement stating that "Presentown" made grammar learning less boring, which suggests that interactive digital media can increase students' interest and enjoyment during the learning process. This finding indicates that "Presentown" successfully supported a more attractive classroom environment and encouraged students to participate actively in grammar lessons.

In addition, "Presentown" was perceived as helpful in improving students' understanding of grammar materials. Students felt that they could understand grammar concepts, including the use of English tenses, particularly the simple present tense and difficult grammar materials, more easily when using "Presentown". The interactive activities and engaging features provided by the game helped students comprehend grammar rules in a more enjoyable and understandable way. As a result, students became more confident in applying grammar during learning activities. This finding indicates that the integration of educational digital games can support students' comprehension and facilitate more meaningful grammar learning experiences.

The game also helped students remember grammar materials for a longer time and supported their grammar improvement. These findings demonstrate that the use of digital learning media can facilitate

students' comprehension and make abstract grammar concepts easier to understand.

The findings also showed that "Presentown" positively influenced students' motivation and engagement in learning grammar. Students reposted feeling more enthusiastic, motivated, and confident during grammar learning activities. They also became more active in participating in classroom activities when "Presentown" was used by the teacher. Furthermore, students considered that the game was easy to use because of its attractive interface, understandable instructions, and supportive features. This suggests that usability is an important factor influencing students' positive perceptions toward educational technology.

Overall, the study concludes that "Presentown" can be an effective digital learning tool for grammar instruction. It does not only enhance students' motivation and participation but also supports grammar understanding and creates a more enjoyable learning experience. Therefore, "Presentown" can be considered as an alternative medium for English teachers, particularly in teaching simple present tense to junior high school students. Future researchers are recommended to conduct further studies involving larger participants, different educational levels, or experimental research designs to examine the effectiveness of "Presentown" in improving students' grammar achievement more comprehensively.

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