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Improving Students' English Grammar Through Incorporating Games

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Abstract. This classroom action research aimed to enhance English grammar learning at a junior high school level by incorporating game-based activities, focusing on the simple present tense. There were 32 seventh graders participated in this research. The primary objective was to address identified challenges, such as low student enthusiasm and understanding of grammatical concepts. The study used classroom action research, unfolded in three cycles, each refining the game-based approach based on insights from the previous cycle. The methodology involved pre-tests, game-based lessons, observations, and reflective assessments. Results demonstrated sustained improvements, with increased scores and active participation. Key findings indicated enhanced active participation, motivation, concept understanding, collaboration, spontaneous English use, and a deeper understanding of the game-based method's shortcomings. The time required for understanding varied, reflecting the effectiveness of scaffolding in the learning environment. Implications of the research suggest the continued integration of game-based approaches, recognizing the diverse learning needs of students. Teachers should tailor scaffolding strategies to individual ZPDs, fostering collaboration and addressing language apprehension. The study contributes to the broader discourse on effective language teaching methodologies, emphasizing the dynamic interplay of theory and practice in the language learning classroom.

Keywords: Incorporating game, grammar, simple present tense

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Introduction

Grammar serves as the structural framework of a language. It encompasses the rules and principles that dictate how words are organized to convey meaning. Therefore, grammar is a crucial part of learning a language. It is the basis of efficient communication (Larsen-Freeman, 2019). Without grammar, words and ideas cannot be correctly constructed, and effective communication is all but impossible because it is the foundation of all languages (Lightbown, P. M., & Spada, 2006). When grammar is neglected, communication can become confusing, making it difficult for others to understand the intended meaning. In addition, grammar mastery is an important step in learning a language. It allows students to graduate from simple communication to complex, nuanced statements of ideas (Brown, 2014). Excellent grammar learners can form complicated sentences, employ tenses correctly, and convey nuanced ideas. To become fluent in the target language and engage in all facets of life with effectiveness, this transition is essential.

However, learning grammar in a new language can be a challenging endeavor. Grammar is a subject that many language learners find it difficult to master, which negatively affects their overall language-learning experience (Ellis, 2012). Grammar problems can be frustrating and hurt a learner's confidence and enthusiasm for language acquisition. When grammar is seen as a barrier by students, it can have an indirect effect on their learning process and overall experience. This is in line with what Kubota and Lehner (2004) stated that the belief that grammar is boring and challenging can have a detrimental effect on students' willingness to interact with the material, thereby disrupting their progress in language learning. The traditional, rule-bound approach to teaching language that lacks relevant context and real-world application may be the cause of students' perceptions of it as uninteresting and challenging (Larsen-Freeman, D., & Anderson, 2011). These approaches have the potential to alienate students from grammar by isolating it from everyday discourse and making it seem irrelevant and dull. When grammar is taught in a meaningful context and linked to real-world, everyday language use, it becomes more engaging.

Unfortunately, at MTs Al Rosyid, students encounter significant difficulties with English grammar, especially those in the 7th grade who also struggle with understanding grammar. Approximately 80% of students in the seventh grade have never been exposed to the English language in elementary school. As a result, they consider English to be a very foreign language. Furthermore, grammar has become a major issue of worry due to the results of many daily examinations, with about 80% of the students failing to meet the basic school competency requirements in this subject. The most prominent issues have been observed in class 7A, which comprises 32 students.

The expected success criteria for students at MTs Al Rosyid in terms of mastering grammar likely involves a substantial improvement in the percentage of students who can confidently and accurately use English grammar. The specific target may depend on the school's or program's goals, but in general, the objective is to increase this percentage significantly. This will indicate that students have gained a strong command of grammar, which is an essential step towards becoming proficient in English and effectively communicating in the language.

Incorporating games into grammar lessons has emerged as a compelling

alternative solution, supported by empirical evidence demonstrating its efficacy in fostering active involvement and deeper comprehension of language norms in the classroom (Ur, 2013). According to Richards, J. C., and Rodgers (2014), games serve as excellent teaching tools for grammar, enhancing student enthusiasm and aiding in the long-term retention of language structures. Moreover, the integration of games in grammar instruction injects an element of fun and engagement, making language learning more appealing for students and facilitating the application of language skills in real-world scenarios (Dörnyei & Ushioda, 2011). Scrivener (2011) further highlights that games, by introducing an enjoyable competitive aspect, not only motivate students but also cultivate a willingness to actively participate in language activities.

This research holds significant importance in addressing persistent challenges related to grammar instruction, including issues of student disengagement, motivational barriers, and comprehension difficulties. By delving into the impact of game-based approaches in teaching English grammar, the study seeks to align traditional instructional methods with interactive, learner-centered strategies. The potential benefits extend beyond the enhancement of students' engagement, motivation, and grammar comprehension, offering a holistic improvement to their overall language-learning experience. Recognizing the foundational role of language education in effective communication and literacy skills, the findings from this research promise valuable insights for educators, curriculum designers, and policymakers. These insights, rooted in the transformative potential of dynamic and student-friendly strategies, can inform more effective and enjoyable English grammar instruction, ultimately contributing to elevated language proficiency among students.

The statement of the problem centers on the inquiry into the feasibility and effectiveness of incorporating games to improve students' English grammar lessons. The research objectives, stemming from this problem statement, aim to provide a comprehensive description of the potential enhancement brought about by the integration of game-based learning into English grammar instruction.

In terms of significance, this research holds promise for educators, particularly in the Indonesian context, where innovative approaches, such as game-based learning, may enhance outcomes in second-language acquisition. The study's outcomes can serve as a valuable resource for educators seeking alternative methodologies or refining existing ones based on empirical evidence, contributing to the ongoing improvement of language education practices.

The scope of the study is focused on middle school teachers and 7th-grade students at MTs Al Rosyid, where English is taught as a foreign language. The limitation primarily pertains to the investigation of whether incorporating games is possible to improve students' English grammar lessons, thus providing specific parameters for the study.

Operationally defining key terms, "games" are structured activities with set rules designed specifically for educational purposes, while "English Grammar" encompasses basic elements such as tenses and sentence structure, extending to advanced concepts like conditional clauses or reported speech. These definitions establish a clear framework for the research, ensuring a common understanding of the key components under investigation.

Method

The subject of the study

The participants of the study were the students of 7A at MTs Al Rosyid. There were 32 students in that class. This study was the collaboration of the English teacher at MTs Al Rosyid and the researchers.

Research design

This action research was implemented in three cycles. Each cycle consisted of four stages, they are planning, implementing, observing, and reflecting (Kemmis & McTaggart, 2014).

1. Cycle 1

a. Planning

The teacher determined the issue or difficulty with teaching English grammar during the first cycle. The issue could be that students were unmotivated to study grammar or were having trouble understanding particular grammatical ideas. Using incorporating games, the instructor established specific goals and objectives for student progress.

b. Implementing

The instructor incorporated game-based exercises into the English grammatical courses. These games were made to solve the mentioned issue and add interest to the study of grammar. The process of implementation involved choosing appropriate games and incorporating them into the curriculum.

c. Observing

The teacher gathered information about the students' reactions to the game-based method at this stage. Observations of students' involvement, concentration, and performance in grammar exercises may be included in the data. Recording the students' responses and interactions during these classes was crucial.

d. Reflecting

After putting game-based training into practice, the instructor evaluated the information gathered. This reflection analyzed how the use of games has affected students' attitudes, comprehension, and performance in English grammar.

2. Cycle 2

a. Planning

In the second cycle, the teacher used the insights gained from the first cycle to refine and adjust the game-based activities. The planning phase may have involved selecting different games, modifying the rules, or addressing any issues that emerged in the first cycle.

b. Implementing

The teacher reintroduced the modified incorporating games into the English grammar lessons. This cycle has aimed to build on the improvements identified in the first cycle.

c. Observing

Data was collected once again to assess how students responded to the refined game-based approach. This may have involved observations, surveys, or assessments to measure changes in student performance and engagement.

d. Reflecting

The teacher reflected on the data collected in the second cycle and compared it to the data from the first cycle. The goal was to determine if the modifications have led to further improvements in students' understanding of English grammar.

3. Cycle 3

a. Planning

In the third cycle, the teacher further refined the game-based activities based on the findings from the second cycle. Any remaining issues were addressed, and the activities were optimized for maximum effectiveness.

b. Implementing

The teacher reintroduced the optimized incorporating games, aimed to achieve the best possible outcomes in terms of improved grammar learning.

c. Observing

Data was collected once more to assess the impact of the refined game-based instruction in the third cycle. This data was crucial for evaluating the long-term effects of the approach.

d. Reflecting

In the final reflection phase, the teacher analyzed the data from the third cycle and compared it to the data from the previous cycles. The research was designed to determine whether incorporating games has significantly improved students' English grammar skills.

Research instruments

Some instruments used in this study were as follows:

1. Pre-intervention surveys

Pre-intervention surveys could be administered to students to assess their prior knowledge, attitudes toward grammar learning, and perceptions of the difficulty of English grammar.

2. Classroom observations

Observations could provide valuable insights into how students interact with the game-based grammar activities. They could assess student engagement, participation, and behavioral changes. Researchers have documented student behaviors, interactions, and responses while incorporating games.

3. Student performance assessments

Regular assessments could gauge students' progress in mastering English grammar. These assessments could be both formative (e.g., quizzes, and assignments) and summative (e.g., tests). Assessment items should align with the specific grammar concepts taught through games.

4. Teacher reflective journals

The teacher's reflective journal has been able to document observations, reflections, insights, and thoughts on the progress of the action research. The journal has been able to include notes on the planning, implementation, and observations, as well as personal reflections on the effectiveness of the game-based approach.

Data analysis

The collected data has been analyzed both quantitatively and qualitatively. Pre-intervention surveys, classroom observations, and teachers' reflective journals

were analyzed qualitatively. Meanwhile, student performance assessments have been analyzed quantitatively.

Criteria of success

These criteria for success in action research have served as clear and measurable standards for assessing the impact of incorporating games into the teaching of English grammar. This has represented a high level of grammatical proficiency as a desirable outcome, reflecting the research aim to significantly improve students' grammatical skills. In this study, the success criterion was achieved when 80% of students received a score of 80 or higher in their grammar assessment.

Findings and Discussion

Findings

1. Cycle 1

To address identified problems with teaching English grammar, the teacher started a pre-test about simple present tense before beginning the first research cycle because the material taught in the class at that time was about simple present tense. The result showed that 80% of the students in the class did not reach 75 as the minimum score required.

The teacher discovered problems with student enthusiasm and understanding of particular grammatical ideas during the preparation stage. Clear objectives and goals were set for the advancement of the students. The strategy used to solve these issues was by incorporating games in the teaching of simple present tense as the topic of the lesson in the class at that time. The researcher and the teacher, then, designed the lesson plan for cycle 1.

Game-based exercises were incorporated by the teacher into the teaching of simple present tense. These games were picked with care to meet the concerns mentioned and to add interest to the study of simple present tense. Choosing suitable games and smoothly incorporating them into the materials were the steps in the process.

The lesson for cycle 1 to introduce simple present tense was conducted as follows:

- a. Introduction (15 minutes)
 - 1) Students were asked to share their usual day's activities as part of a warm-up talk regarding daily routines that started the lesson.
 - 2) The idea of the simple present tense was presented, with a focus on how it is used to describe everyday events or facts.
- b. Verb flashcards (20 minutes)
 - 1) The students were shown simple present tense verb flashcards.
 - 2) The assignment given to the students was to construct sentences with the verbs from the flashcards.
- c. Sentence construction game (20 minutes)
 - 1) Each student received slips of paper containing different subjects, verbs, and objects.
 - 2) Students randomly selected slips from each category to construct sentences using the simple present tense.
- d. Conclusion (5 minutes)
 - 1) Students were given a worksheet to complete for homework as the lecture

came to an end with a review of the material covered.

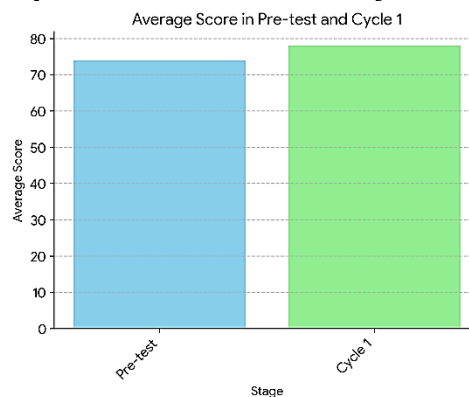
2) Formative assessment

The teacher kept a close eye on how the incorporated game activities were received by the students during its deployment. Nothing students' participation, focus, and performance during grammar tasks was one way to collect data in this stage. During the lesson, the learning atmosphere in class when games were applied to understand grammar could be more interactive and fun. Games could make students participate more actively and help them understand grammar rules, especially in the simple present tense in a more practical and focused way.

Some students were able to understand the material well, they did not ask a lot of questions and were able to answer questions with better results during the pre-test. Some students still find it difficult when the subject is replaced with a person's name so that the verb form is still wrong. It was important to provide additional support to students who were still having difficulty, perhaps with a more focused approach to using people's names in sentences. It may also involve additional concrete examples to aid their understanding.

The collected data was thoroughly examined, with an emphasis on how the incorporated games affected students' attitudes, understanding, and grammatical proficiency in English. The purpose of this reflection was to evaluate whether incorporating games benefited the teaching and learning process or not. To make the reflection even clearer, the teacher assessed the students' knowledge about simple present tense by giving them a test. The result of the test showed that the average score of the students is increasing as can be seen in the following table. However, the increasing number was not quite significant. Therefore, cycle 2 was conducted as the follow-up of cycle 1.

Graph 1. Comparison of Pre-test and Cycle 1 Average Score



In this cycle, there were several findings including:

a. Active students' participation

The use of game methods that combine this has been proven to increase the level of active participation of students during grammar learning. Students appeared more enthusiastic and involved in game activities, making it easier to understand grammar concepts more effectively. However, this activity was not that great because some students were still passive.

b. Motivation to learn

Observation results showed an increase in students' learning motivation.

The games incorporated in grammar learning made the classroom atmosphere more fun and interesting for students so that students were more motivated to learn. However, some students still seemed not very motivated.

c. Better understanding of concepts

Through analysis of the assignments and quizzes given at the end of the learning session, it could be seen that students' understanding of grammar concepts had increased. Students were able to apply grammar rules better after engaging in structured game activities. However, some students remained silent, either because they did not understand or because they already understood very well, so the students didn't ask.

d. Collaboration between students

Playing in groups or pairs using the incorporating game method provided opportunities for students to collaborate. The results indicated increasing interaction between students and learning to help each other understand grammar concepts. However, some students were not enthusiastic to collaborate.

e. The spontaneous use of English

Students seemed more confident in using English spontaneously. They became more active in speaking and tried to apply the grammar rules learned without fear of making mistakes. However, some students were still embarrassed and could not use English spontaneously.

f. Shortcomings of the method of understanding

Teachers also discovered aspects that needed to be improved in the method of incorporating games. For example, some students still had difficulty understanding certain grammar rules, so they required adjustments or additional explanations.

g. Student response to the method

Teachers could gather feedback from students regarding their experiences with the method of incorporating games, whether students felt the method helped them learn better or certain things needed to adjust. However, some students said that the method was confusing so they did not understand it yet.

h. Time required to understand

Teachers were able to record the time it took for students to understand grammar concepts through this method. This information helped in planning time for each learning session.

2. Cycle 2

In the second cycle, the teacher strategically employed insights gained from the first cycle to enhance the effectiveness of incorporating games. This planning phase involved thoughtful adjustments, potentially including the selection of different games, modification of rules, and addressing any challenges identified in the initial cycle.

During the implementation stage, the teacher reintroduced the refined game into English grammar lessons about simple present tense, aiming to build on the improvements identified in the first cycle. The incorporation of modifications reflected an iterative process, aligning with the principles of action research, as emphasized by Mills (2018)

The lesson in cycle 2 was about “Affirmative, Negative, and Interrogative Sentences”. The flow of the lesson can be explained as follows:

a. Introduction (10 minutes)

The lesson began with a brief review of the simple present tense to set the context for the new topic.

b. Roll the Dice (20 minutes)

1) Affirmative, negative, and interrogative sentence structures were written on the board.

2) Each student rolled a dice, and based on the number rolled, they created sentences following the structure on the board

c. Mix and Match (20 minutes)

1) Flashcards with subjects, verbs, and objects were distributed.

2) Students created affirmative, negative, and interrogative sentences by mixing and matching the flashcards.

d. Conclusion (10 minutes)

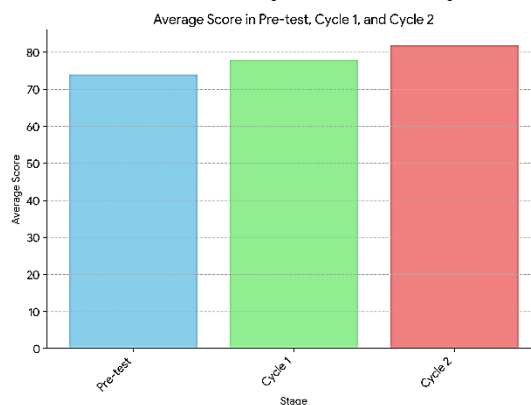
1) The lesson concluded with a discussion on the differences between affirmative, negative, and interrogative sentences using the simple present tense.

2) Formative assessment

Observations were again crucial in assessing how students responded to the refined incorporated game. Class observations and assessments were employed to measure changes in student performance and engagement. This aligns with the continuous monitoring and evaluation recommended in action research (Stringer, 2014). Learning atmosphere in which students were more enthusiastic and eager to be involved in learning because the game element adds an element of fun. Involvement in the game has also increased student motivation. There is collaboration and interaction between students. This can create an inclusive learning atmosphere. The learning atmosphere has become more creative. Students have been able to develop their grammar skills while expressing their creativity through games although there were However, there were some students who did not understand the material.

The teacher engaged in reflection after collecting data in the second cycle, comparing it to the data from the first cycle. The goal was to determine whether the modifications had resulted in further improvements in students' understanding of English grammar. This reflective practice is integral to the action research process, allowing for informed adjustments and refinements.

The implementation of Cycle 2, guided by the refined incorporated game, contributed to a dynamic and engaging learning environment. The assessment was conducted through a test. The result showed there was another improvement. The average score increased by 4 from 78 in cycle 1 to 8 in cycle 2.

Graph 2. Comparison of Pre-test, Cycle 1, and Cycle 2 Average Score

The rising number was not very noteworthy, though. Cycle 3 was therefore carried out as a follow-up to cycle 2.

Findings following the second cycle on incorporating games into grammar learning revealed several key observations:

a. Active student participation

The integration of game methods has proven to increase students' active participation during grammar learning. Students generally showed enthusiasm and engagement in-game activities, contributing to a more effective understanding of grammatical concepts. However, a few students remained passive even though the activities were interactive.

b. Motivation to learn

The introduction of games into grammar learning has increased student motivation. The class atmosphere became more enjoyable, thereby fostering a high interest in learning. However, a few students still showed lower levels of motivation even though the activities were interesting.

c. Better understanding of concepts

Analysis of assignments and quizzes showed an improvement in students' overall understanding of grammar concepts. The application of grammar rules had increased through structured play activities. However, a few students did not participate actively in the discussion, either due to a lack of understanding or a high level of pre-existing understanding.

d. Collaboration between students

Group and pair activities in the incorporating game activities facilitated increased collaboration between students. Students helped each other in understanding grammatical concepts. Despite positive outcomes, some students still showed reluctance to engage in collaborative efforts.

e. Spontaneous use of English

Students showed high self-confidence in using English spontaneously, actively applying learned grammar rules without fear of making mistakes. Despite this, some students still struggled with shyness, which hindered their ability to use English spontaneously.

f. Understanding method disadvantages

Teachers identified areas that need improvement in incorporating game learning methods. A few students faced challenges in understanding certain grammar rules, requiring adjustments or additional explanations.

g. Student response to the method:

Teacher feedback from students highlighted a wide range of experiences with incorporating game learning methods. Some students found this method beneficial in their learning, while others expressed confusion and difficulty understanding certain aspects.

h. The time to understand

Teachers recorded the time for students to understand grammar concepts through game-based methods. This information served as valuable data for planning the duration of each learning session, thereby contributing to more efficient learning planning.

3. Cycle 3

In the third cycle, the teacher continued the refinement of the incorporated game, utilizing insights gained from the second cycle. Any remaining issues were carefully addressed, and the activities were optimized for maximum effectiveness. The planning phase aimed at creating an instructional approach that would yield the best possible outcomes in terms of improved grammar learning about simple present tense.

During implementation, the teacher reintroduced the optimized incorporated game, striving to achieve the maximum positive impact on students' grammar learning about simple present tense. The refined approach sought to build on the successes and lessons learned from the earlier cycles, emphasizing continuous improvement.

The lesson in cycle 3 focused on reviewing on applying simple present tense. The flow of the lesson can be illustrated as follows:

a. Introduction (10 minutes):

The lesson began with a review of concepts learned in previous meetings, setting the stage for the new activities.

b. Sentence race (25 minutes):

The class was divided into teams, each provided with flashcards containing subjects, verbs, and objects. Sentence structures were called out, and teams raced to create correct sentences using their flashcards.

c. Time challenge (20 minutes):

- 1) Students were grouped
- 2) Students were given a list of verbs.
- 3) A timer was set for 10 minutes, during which students created as many sentences as possible using the simple present tense and the given verbs.
- 4) Students in groups presented their sentences.

d. Conclusion (5 minutes):

- 1) The lesson concluded with a review of key points and providing feedback to students.
- 2) Formative assessment

Observations were conducted once again, collecting crucial data to assess the impact of the refined game-based instruction in the third cycle. This data was essential for evaluating the long-term effects of the approach, providing insights into the sustained benefits of incorporating games in English grammar teaching.

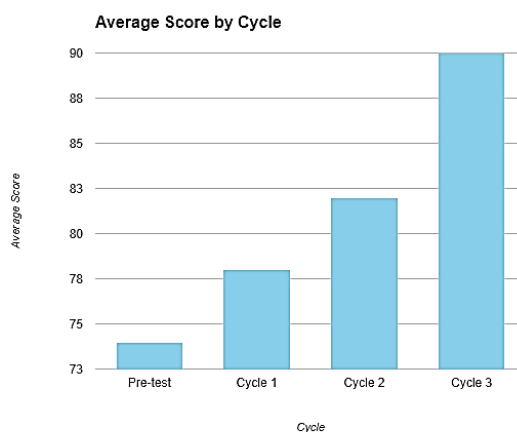
In the third cycle of action research, there is an atmosphere of increased learning in the form of integrated feedback from the previous cycle, adjustments

to learning strategies, and the provision of more complex challenges in the game. The aim has been to deepen students' understanding of grammar and improve their ability to apply these rules contextually. Two students did not understand the grammar material.

In the final reflection phase, the teacher analyzed the data from the third cycle, comparing it to the data from the previous cycles. The research was designed to determine whether incorporating games significantly improved students' English grammar skills throughout the action research. This comprehensive reflection process allowed for a holistic assessment of the effectiveness of the intervention.

The results of cycle 3's formative assessment showed that there was another improvement from the previous cycles. The average of the students' scores was 90. It increased by 8 points from 82 in cycle 2 become 90 in this cycle.

Graph 3. Comparison of All Cycle Average Score



The implementation of Cycle 3 marked the culmination of the action research, showcasing the evolved and refined incorporated game. The sustained engagement with incorporating games aimed to solidify the positive impact on students' grammar skills, aligning with the ongoing goals of the research.

Some findings from the cycle are as follows:

a. Active student participation

Two students were less active in this cycle, meaning that a great majority of the students had actively participated in incorporating grammar-based activities.

b. Motivation to learn

There had been maintained high levels of motivation for the majority of students. The game had been adapted to meet the interests of students with low motivation, resulting in improvements. On average, students expressed

- higher motivation
- c. Better understanding of concepts

Differentiated instructions have been introduced to address different levels of understanding. Teachers monitored and supported students with pre-existing understanding, ensuring continued active participation. On average, students understood the concept of simple present tense material well.
 - d. Collaboration between students

Collaboration was strengthened through a variety of group and pair activities. Teachers had taken team-building initiatives to reduce reluctance among certain students, monitoring and addressing specific challenges that hinder collaborative efforts.
 - e. Spontaneous use of English

Teachers had implemented interventions that targeted students who struggled with shyness, promoting supportive environments. There were a few students who could not speak English, especially in using the simple present tense.
 - f. Understand the shortcomings of the method

Teachers monitored the effectiveness of adjustments and adjusted strategies. There were only two students whose scores were the same as the minimum standard, so this method was deemed appropriate to apply.
 - g. Student response to the method

Students were very enthusiastic in answering the researcher's questions.
 - h. The time it takes to understand

There were differences in students' time in understanding concepts and working on worksheets, but the average time was almost the same.

Discussion

Table 1. Comparison of the Average Scores in Each Cycle

Cycle	Average Score	Percent Improvement from Previous Cycle
Pre-test	74	-
Cycle 1	78	5.41%
Cycle 2	82	5.13%
Cycle 3	90	9.76%

1. Active participation

The cycles' continuous improvement in active engagement is congruent with Vygotsky's sociocultural theory. Vygotsky asserts that collaborative learning is the optimal mode of learning and highlights the significance of social contact in the learning process. By including games, teachers can create a more collaborative and social learning environment where students actively participate and negotiate language structures together (Vygotsky, 1978).

2. Motivation

Self-determination theory is consistent with the observed sustained high motivation (SDT). According to SDT, people become motivated when their psychological requirements for relatedness, competence, and autonomy are met

(Deci, E. L., & Ryan, 1985). Students can exercise autonomy through incorporating game-based activities, where they can choose how to participate in structured exercises. In addition to providing a favourable social environment and a sense of competence, games' entertaining and engaging elements also meet the psychological demands mentioned in SDT.

3. Understanding of concept

The theory of Piaget's Cognitive Constructivism explains the observed differences in comprehension. Piaget emphasizes the value of active engagement with new information in his theory that assimilation and accommodation lead to cognitive growth (Piaget, 1952). Although the game-based approach's tailored instructions cater to diverse cognitive abilities, certain children might still need extra help to fully understand grammatical ideas.

4. Collaboration

The focus on cooperation is consistent with Vygotsky's notion of the Zone of Proximal Development (ZPD). ZPD is a measure of the variety of tasks a learner can do with the assistance of a more experienced person (Vygotsky, 1978). Through cooperative activities incorporating game-based activities, students can operate within their Zone of Proximal Development (ZPD) and facilitate the transfer of knowledge by scaffolding one other's learning.

5. Spontaneous use of English

The Affective Filter Hypothesis proposed by Krashen helps explain why students' spontaneous English usage varies. According to the theory, emotional elements like anxiety have an impact on language learning (Krashen, 1989). Incorporating game-based activities lowers the affective filter and encourages more natural language use by making learning fun and lowering fear.

6. Understanding method shortcomings

The process of identifying methodological flaws is consistent with Reflective practice (Schon, 1983). Reflective practice entails continually assessing and modifying instructional strategies in light of continuing observations. The acknowledgment of the teacher's areas for growth shows a dedication to reflective teaching, which is an essential component of successful pedagogy.

7. Students' response to method

The different answers from the students align with Gardner's Multiple Intelligences theory (Gardner, 2011). Students' learning preferences and strengths vary widely. A more inclusive method of learning languages is offered by game-based learning, which takes into account several intelligences, including linguistic, interpersonal, and intrapersonal intelligences.

8. Time to Understand

Bruner's scaffolding theory (1978) can be used to explain differences in how long pupils take to learn things. According to Bruner, educators should scaffold students' learning so they can understand concepts that fall within their zone of proficiency. It is possible to explain the differences in concept comprehension times by looking at how well scaffolding works in the game-based learning environment.

The use of game-based learning in the instruction of English grammar is consistent with several educational theories and offers a stimulating and dynamic setting for language learning. The Zone of Proximal Development, Vygotsky's

Sociocultural Theory, Piaget's Cognitive Constructivism, Self-Determination Theory, the Affective Filter Hypothesis, Reflective Practise, Multiple Intelligences, and Scaffolding Theory all help to explain the results and findings that have been observed. The favourable results highlight how crucial it is to incorporate theoretical ideas into effective teaching strategies for improved language acquisition.

Conclusion

This Classroom Action Research demonstrates the positive impact of incorporating games as a learning strategy to enhance students' understanding of simple present tense grammar. The integration of games with grammar concepts leads to a notable increase in students' comprehension of grammar rules. These games prove successful in elevating active participation and motivation levels among students, contributing to an enhanced learning experience. Moreover, the games are effective in fostering students' ability to use English spontaneously. Tailoring the selection of games based on students' needs and preferences emerges as a key strategy for success.

In the first cycle, approximately 68% of the learning objectives were achieved, as ten students scored below the minimum score. This outcome necessitates the implementation of a second cycle to address the areas that require improvement. In the second cycle, 78% of the learning objectives were met, with only seven students scoring above the minimum score, indicating that further refinement is needed. Subsequently, the third cycle is conducted to enhance the learning outcomes. In the third cycle, 92% of the learning objectives were achieved, with only two students not mastering the materials. This progression signifies the effectiveness of the iterative cycles, showcasing continuous improvement in students' understanding of simple present tense grammar through the incorporation of games.

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