



Students' perception on the use of Gamestolearnenglish.com as a tool for grammar learning at SMP 2 Panti

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Article History

Submitted: 2025-10-27

Accepted: 2025-11-05

Published: 2025-12-01

Keywords:

Gamestolearnenglish.com, grammar learning, digital game-based learning, Technology Acceptance Model.

Abstract

This study aimed to investigate students' perceptions of using the Website Gamestolearnenglish.com as a tool for grammar learning, specifically focusing on the past tense, comparatives, adverbs, and future tense topics. The research employed a quantitative descriptive design using a survey method. The participants were 58 eighth-grade students from SMPN 2 Panti, who were selected through cluster sampling. Data were collected through a closed-ended questionnaire based on the extended Technology Acceptance Model (TAM) framework, which measured five key constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Hedonic Motivation (HM), Attitude Toward Use (ATU), and Behavioural Intention (BI). The results indicated that students' perceptions were positive across all five TAM constructs, with an overall mean score of 2.85. Findings revealed that students found the website useful, efficient, and effective for improving their grammar performance. They also perceived the website as easy to use and understandable. Additionally, students found learning the four grammar topics using this website fun and entertaining. Consequently, these positive perceptions led to favourable attitudes toward using the website and strong intentions to continue using it for grammar learning. These findings suggest that Gamestolearnenglish.com is a promising supplementary learning tool that enhances grammar mastery for junior high students. The study recommends integrating Gamestolearnenglish.com into English language learning to enhance students' grammar outcomes.

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How to Cite: Asyfa, S. & Rani, Y. A. (2025). Students' perception on the use of Gamestolearnenglish.com as a tool for grammar learning at SMP 2 Panti. *Journal of English Language Teaching*, Vol. 14(4), 536-548, <https://doi.org/10.24036/jelt.v14i4.136277>

INTRODUCTION

Grammar is a fundamental component in English language learning. It is essential for constructing correct sentences and enabling effective communication (Ruzmetova, 2024). For junior high school students, mastering basic grammar is crucial as it forms the foundation for more advanced language skills (Rossiter, 2021). In the Indonesian context, the Merdeka Curriculum outlines specific grammatical competencies for 8th-grade students. As detailed in the "English for Nusantara" textbook, a primary resource designed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022), eighth-grade students are expected to learn various topics, including past tense, future tense, adverbs of manner, and comparatives. Mastering these fundamental grammar concepts is vital for building students' confidence in using English and significantly improves their ability to comprehend grade-level texts (Munibi, 2023).

However, despite this importance, many Indonesian students struggle with grammar. They often perceive it as difficult and tedious due to factors such as lack of motivation and traditional teaching methods (Komara & Tiarsiwi, 2021; Tarigan & Stevani, 2022). These challenges also occur at SMPN 2 Panti, where students demonstrate a low level of grammar mastery. Upon investigation, it was found that the main cause was attributed to students' limited English background knowledge and insufficient time for learning grammar at school. These factors further contribute to students' perception that grammar is challenging to comprehend.

To address these challenges, the teacher has implemented Gamestolearnenglish.com as a supplementary learning tool for over 6 months, from August 2024 until now. The Website Gamestolearnenglish.com is an educational website developed by Owen Dwyer that offers a variety of interactive grammar exercises specifically tailored for English language learning. The website offers several games that focus on vocabulary and grammatical aspects, including the past tense, future tense, adverbs, comparatives, and other topics. These games can be played on mobile phones or computers, and both students and teachers can access them via the website.

Several previous studies have proven the website effective and engaging for vocabulary learning (Jihan et al., 2022; Kamila et al., 2024). While the website Gamestolearnenglish.com does not solely focus on vocabulary learning, it also presents games for practicing grammar. However, the researcher found that no studies have specifically examined the implementation of Gamestolearnenglish.com for grammar learning. Moreover, other studies have shown that digital game-based learning (DGBL) through websites works well for grammar learning. (Krishiantoro, 2021; Trihartati, 2025). Gamified websites were more effective than traditional methods for improving students' grammar mastery. This represents a significant research gap that needs to be addressed, especially considering that Indonesian EFL students often encounter difficulties in mastering grammar.

Although Gamestolearnenglish.com has been used for grammar learning at SMPN 2 Panti, there has been no study investigating how students perceive this website for grammar learning. Understanding students' perceptions of this tool is crucial, as their perceptions correlate with learning motivation and outcomes (Jones & Carter, 2019). In this study, perception refers to how students process and interpret their sensory experiences when interacting with Gamestolearnenglish.com. It reflects

their subjective evaluations of the platform. Perception can be positive or negative (Robbins & Judge, 2013). These types of perceptions are crucial for categorizing the students' perception of Gamestolearnenglish.com as a grammar learning tool.

To systematically examine these perceptions, this study employs the extended Technology Acceptance Model (TAM) framework proposed by Shen et al. (2022). This model provides a comprehensive lens through five key dimensions of user acceptance. First, Perceived Usefulness (PU) measures the degree to which students believe the website is effective, efficient, useful, and enhances their grammar performance. Second, Perceived Ease of Use (PEOU) assesses how easy to use, understandable, and uncomplicated students find the platform, as well as how quickly they can become skilled in using it. Third, Hedonic Motivation (HM) evaluates the level of enjoyment, fun, and entertainment students experience when using the website. These three constructs collectively shape students' Attitude Toward Use (ATU), which reflects their overall positive feelings about the idea of using this website for learning grammar and their perception of the benefit of using the website for learning grammar. Finally, this attitude influences their Behavioural Intention (BI), indicating their plans, intentions, and prediction to continue using the website for future grammar learning. Therefore, this study aims to investigate students' perceptions of using Gamestolearnenglish.com for grammar learning through the lens of the extended TAM framework.

METHOD

This research employed a descriptive study with a quantitative approach to systematically describe and quantify students' perceptions. The population consisted of 114 eighth-grade students at SMPN 2 Panti, Pasaman, in the academic year 2024/2025. For the sample selection, the researcher employed a cluster sampling technique, randomly selecting two classes (8.1 and 8.2) from four available classes, resulting in 58 students who had actively utilized Gamestolearnenglish.com as a grammar learning tool.

The main instrument was a closed-ended questionnaire consisting of 30 statements adapted from Shen et al. (2022), covering five components of the Technology Acceptance Model (TAM): Perceived Usefulness with 16 items, Perceived Ease of Use with 4 items, Hedonic Motivation with 3 items, Attitude Toward Use with 4 items, and Behavioral Intention with 3 items. The original questionnaire was administered in Indonesian to ensure clarity for the participants and measured using a 4-point Likert scale (strongly agree, agree, disagree, strongly disagree).

Content validity was established through content validation by an English education lecturer at Universitas Negeri Padang. Reliability testing was conducted with 56 students from classes 8.3 and 8.4, which are not included in the main sample, yielding a Cronbach's Alpha coefficient of .947, indicating high reliability.

Data analysis was performed using Microsoft Excel with percentage calculations and mean score formulas. The researcher calculated the percentage perception score using the formula from Riduwan(2019):

$$P = \frac{f}{n} \times 100\%$$

P: Percentage
f: Total of respondents' answers
n: Total of respondents
100%: Constant value

The researcher used the formula below to determine the average value of perceptions:

$$\bar{x} = \frac{((SA \times 4) + (A \times 3) + (D \times 2) + (SD \times 1))}{n}$$

SA = Strongly agree
A = agree
D = Disagree
DS = Strongly Disagree
n = sample
 $\bar{x}$ = average

After that, the researcher did the Score interpretation using the interval categories below:

Table 1.interval categories

Interval	Interpretation
1 - 1.75	Very Negative
1.76 - 2.25	Negative
2.26 - 3.25	Positive
3.26 - 4	Very Positive

Pimentel (2019)

RESULTS AND DISCUSSION

Research Findings

The results of the questionnaire on students' perceptions of using gamestolearnenglish.com as a tool for grammar learning at SMPN 2 Panti can be described as follows:

1. Perceived Usefulness (PU)

This section is divided into 4 specific grammar topics: past tense, comparative, adverb, and future tense. Each topic has 4 statements that focus on the sub-indicators of Perceived Usefulness (PU), which are usefulness, effectiveness, efficiency, and improved performance. Therefore, this section contains 16 statements in total

a. Past tense

Table 2. Perceived usefulness Past tense

NO	Statements	Alternative answer				Mean	Category
		SA	A	D	SD		

1.	The "Past Tense" game on the Gamestolearnenglish.com website is useful for helping me understand past tense sentences in English	16	19	17	6	2.78	Positive
2.	The "Past Tense" game on the Gamestolearnenglish.com website enhances my ability to construct past tense sentences	15	28	8	7	2.88	Positive
3.	Using the "Past Tense" game on the Gamestolearnenglish.com website enables me to learn about the past tense more quickly.	19	22	10	7	2.91	Positive
4.	Learning to arrange past tense sentences through the Gamestolearnenglish.com website is very effective	14	25	14	5	2.83	Positive
Average		69%		31%		2.85	Positive

Based on the data in Table 2, the perceived usefulness of the past tense game showed positive results, with a mean score of 2.85, or 69% of students (those who responded "Strongly Agree" and "Agree") expressed positive perceptions. This indicates that students perceived the past tense game on Gamestolearnenglish.com as useful, effective, efficient, and beneficial for enhancing students' past tense learning performance. Among the four statements, Statement 3 received the highest mean score of 2.91. Based on Bloom's Taxonomy, this suggests that students perceived the game not just as a tool for remembering (C1) and understanding (C2), but as an efficient tool for applying (C3) past tense structures in learning grammar more quickly.

b. Comparative

Table 3. perceived usefulness comparative

NO	Statements	Alternative answer				Mean	Category
		SA	A	D	SD		
5.	Using the "Comparative" game on the Gamestolearnenglish.com website enables me to learn about comparative sentences more quickly	22	18	8	10	2.90	Positive
6.	The "Comparative" game on the Gamestolearnenglish.com website is useful for helping me understand comparative sentences in English	19	14	16	9	2.74	Positive
7.	The "Comparative" game on the Gamestolearnenglish.com website enhances my ability to construct comparative sentences in English	21	20	9	8	2.93	Positive
8.	Learning comparative sentences through the Gamestolearnenglish.com website is very effective	12	25	14	7	2.72	Positive
Average		65%		35%		2.82	Positive

Based on the data in Table 3, the comparative game also yielded positive perceptions with a mean score of 2.82, indicating that 65% of students found it useful. Statement 7, which focused on enhancing the ability to construct comparative sentences, received the highest score (2.93). Analysed through Bloom's Taxonomy, this shows that students perceived the game not just for understanding (C2) and applying (C3), but as a helpful tool for creating (C6) their own sentences, demonstrating the development of higher-order thinking skills. However, it is notable that 35% of students expressed disagreement, suggesting the tool's usefulness was not universal.

c. Adverb

Table 4. perceived usefulness adverb

No	Statements	Alternative answer				Mean	Category
		SA	A	D	SD		
9.	The "Adverb" game on the Gamestolearnenglish.com website is useful for helping me understand adverbs in English	21	19	10	8	2.91	Positive
10.	The "Adverb" game on the Gamestolearnenglish.com website enhances my ability to use adverbs in English	18	18	12	10	2.76	Positive
11.	Using the "Adverb" game on the Gamestolearnenglish.com website enables me to learn about adverbs more quickly	22	16	16	4	2.97	Positive
12.	Learning about adverbs through the Gamestolearnenglish.com website is very effective	15	24	9	10	2.76	Positive
Average		66%		34%		2.85	Positive

Based on the data in Table 4, the adverb game was perceived positively with a mean score of 2.85, as 66% of students found it useful for learning adverbs. Statement 11 received the highest score (2.97). When analysed through Bloom's Taxonomy, this indicates that the game effectively helped students' progress beyond memorization (C1) to the application (C3) of adverbs in context, enabling faster and more practical understanding. However, 34% of students held negative views, indicating room for improvement in its usefulness for some learners.

d. Future tense

Table 5. Perceived usefulness future tense

No	Statements	Alternative answer				Mean	Category
		SA	A	D	SD		
13.	Using the "Future Tense" game on the Gamestolearnenglish.com website enables me to learn about future tense sentences more quickly	14	22	14	8	2.72	Positive

14.	The "Future Tense" game on the Gamestolearnenglish.com website is useful for understanding future tense sentences in English.	20	20	14	4	2.97	Positive
15.	The "Future Tense" game on the Gamestolearnenglish.com website enhances my ability to construct future tense sentences in English.	12	27	12	7	2.76	Positive
16.	Learning future tense sentences through the Gamestolearnenglish.com website is very effective	21	19	7	11	2.86	Positive
Average		67%		33%		2.83	Positive

Based on the data in Table 5, the future tense game was perceived positively with a mean score of 2.83, as 67% of students found it beneficial for learning the future tense. Statement 14 regarding the game's usefulness for understanding future tense sentences recorded the highest score (2.97). When analyzed through Bloom's Taxonomy, this suggests students primarily used the game for understanding concepts (C2) of the future tense topic.

2. Perceived Ease of Use (PEOU)

Perceived ease of use focuses on 4 sub-indicators, which are easy to use, easy to become skilful, not confusing/complicated, and understandable

Table 6. Perceived Ease of Use

No	Statements	Alternative answer				Mean	Category
		SA	A	D	SD		
17.	Using Gamestolearnenglish.com website for learning grammar is easy for me, especially when accessing materials for the past tense, comparative, adverb, and future tense.	23	18	5	12	2.90	Positive
18.	It is easy for me to become skillful at using the Gamestolearnenglish.com website	21	17	11	9	2.86	Positive
19.	The website Gamestolearnenglish.com is not complicated and does not confuse me.	16	26	9	7	2.88	Positive
20.	My interaction with the Gamestolearnenglish.com website is clear and understandable	16	25	11	6	2.88	Positive
Average		70%		30%		2.88	Positive

The data for perceived ease of use in Table 6 shows positive results, with a mean score of 2.88 or about 70% of students finding the Gamestolearnenglish.com website easy to use. This high percentage indicates that many students did not encounter significant difficulties when using the website for grammar learning. Students can easily become skillful and access materials for past tense, comparative, adverb, and future tense topics. The website's interface design is clear and understandable. Thus, students can navigate the website without confusion. However, 30% of students still found the website difficult to use.

3. Hedonic Motivation (HM)

This indicator consists of 3 statements that focus on the sub-indicators of Hedonic Motivation (HM), which are fun, enjoyable, and entertaining

Table 7. Hedonic Motivation

No	Statements	Alternative answer				Mean	Category
		SA	A	D	SD		
21.	Learning grammar (past tense, comparatives, adverbs, future tense) with the Gamestolearnenglish.com website is fun.	19	21	14	4	2.95	Positive
22.	I enjoy learning grammar (past tense, comparatives, adverbs, future tense) using the Gamestolearnenglish.com website.	11	20	14	13	2.50	Positive
23.	Using the Gamestolearnenglish.com website for learning grammar (past tense, comparatives, adverbs, future tense) is very entertaining.	17	23	11	7	2.86	Positive
Average		64%		36%		2.77	Positive

Based on the data in Table 7, hedonic motivation showed positive results with a mean score of 2.77, indicating that 64% of students found learning grammar through the website fun and entertaining. However, 36% of students did not share this positive experience. This mixed reception may be attributed to several factors: game elements like timers potentially created pressure rather than excitement, the educational game mechanics might not have felt engaging compared to commercial digital games, and limited hands-on access in classroom implementation, where teacher demonstrations via projector prevented many students from active participation.

4. Attitude Toward Use (ATU)

This section consists of 4 statements that focus on the 2 sub-indicators of Attitude Toward Use (ATU), which are overall approval of the idea (items 24 and 26) and perceived benefit (items 25 and 27).

Table 8. Attitude Toward Use

No	Statements	Alternative answer				Mean	Category
		SA	A	D	SD		
24.	I like the idea of using the Gamestolearnenglish.com website for learning grammar (past tense, comparatives, adverbs, and future tense).	17	23	14	4	2.91	Positive
25.	The Gamestolearnenglish.com website makes learning grammar (past tense, comparatives, adverbs, future tense) more interesting.	13	28	10	7	2.81	Positive
26.	I like learning grammar (past tense, comparatives, adverbs, and future tense) with the Gamestolearnenglish.com website.	14	26	13	5	2.79	Positive

27.	Overall, I am satisfied using the Gamestolearnenglish.com website for learning grammar because it can improve my grammar skills.	16	24	10	8	2.83	Positive
Average		69%		31%		2.84	Positive

The findings in Table 8 show a mean score of 2.84, indicating positive perception, or about 69% of students had positive attitudes toward using Gamestolearnenglish.com for grammar learning. This high percentage indicated that students generally liked the idea of using the website as a tool for learning grammar. Students were satisfied with how the website made grammar lessons more interesting and improved their overall learning experience. However, 31% of students had negative attitudes toward using the website. This finding means that while most students accepted using Gamestolearnenglish.com for grammar learning, some students may still require different learning approaches or additional support to develop a positive attitude toward using this website

5. Behavioural Intention (BI)

This section consists of 3 statements that focus on the sub-indicators of Behavioral Intention (BI), which are intention, prediction, and plan

Table 9. Behavioural Intention (BI)

No	Statements	Alternative answer				Mean	Category
		SA	A	D	SD		
28.	I intend to continue using the Gamestolearnenglish.com website for learning grammar, both independently and in the classroom.	17	24	12	5	2.91	Positive
29.	I predict I will use the Gamestolearnenglish.com website for learning grammar continuously.	17	17	16	8	2.74	Positive
30.	I plan to use the Gamestolearnenglish.com website frequently for learning grammar (past tense, comparatives, adverbs, and future tense), both on my own and in class.	22	24	8	4	3.10	Positive
Average		70%		30%		2.92	Positive

Based on Table 9, the analysis of behavioural intention demonstrates strong results, with a mean score of 2.92 or about 70% of students expressing positive intentions to continue using Gamestolearnenglish.com for their future grammar learning. This includes their intention to continue use, prediction of continuous usage, and plans for frequent use. This high percentage indicates that students not only found the website useful and fun but also see long-term value in using it for their ongoing learning. The remaining 30% of students showed lower behavioral intentions to continue using the website.

Discussion

The findings of this study indicate that the eighth-grade students at SMPN 2 Panti hold a positive perception of using Gamestolearnenglish.com as a tool for learning grammar, as evaluated through the extended Technology Acceptance Model (TAM). This positive reception is consistently reflected across all five TAM constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Hedonic Motivation (HM), Attitude Toward Use (ATU), and Behavioral Intention (BI), with an overall mean score of 2.85. These findings address the research problem identified in the introduction, where students at SMPN 2 Panti demonstrated low grammar mastery. The positive student perceptions revealed that Gamestolearnenglish.com offers a viable solution to these challenges by providing an accessible, engaging, and effective supplementary learning tool at SMP 2 Panti.

The data from the questionnaire provided several key reasons to support why students have positive perceptions. First, the positive perception of the website's Perceived Usefulness (PU) occurred because students found that Gamestolearnenglish.com, as a digital game-based learning tool, was useful, effective, efficient, and enhanced their performance in mastering four grammar topics. This finding aligns with previous research by (Krisbiantoro, 2021), and (Trihartati, 2025), which has affirmed that digital game-based learning, specifically the use of a website, significantly improves students' understanding and performance in grammar, particularly in the tenses topic.

Second, the platform's Perceived Ease of Use significantly contributed to its acceptance. Students reported that the website was easy to operate, not confusing, and had a clear interface. This result aligns with the study by (Ayu & Sari, 2022), who studied website-based for grammar learning and found that students especially valued the easy access and flexibility of learning grammar through websites. Their research showed that the "anytime, anywhere" accessibility of grammar websites greatly improved students' learning experiences. This matches the PEOU findings in the current study, where students found Gamestolearnenglish.com easy to access and navigate.

Third, a key factor in the positive reception was Hedonic Motivation. The gamified nature of Gamestolearnenglish.com transformed grammar learning from a potentially tedious task into a fun, enjoyable, and entertaining activity. This is supported by (Piskorz's, 2016) explanation that game mechanics, which include points, timers, sound effects, interactive challenges (such as drag-and-drop, fill-in-the-blank, and choosing the correct picture), multiple stages, and visual feedback, in a website can increase motivation and persistence in learning grammar.

Finally, the combination of the website being perceived as useful, easy to use, and enjoyable naturally fostered a positive Attitude Toward Use and a strong Behavioral Intention to continue using it. This relationship was consistent with the extended TAM framework proposed by (Shen et al, 2022), which explains that PU, PEOU, and HM directly led to ATU and BI. It means students approved the idea of using gamestolearnenglish.com for learning grammar and perceived it as a beneficial tool for grammar learning. Furthermore, the high percentage of students who expressed plans to use the website frequently signifies successful technology adoption.

However, across five constructs, Statement 22 in Table 3 shows the lowest score, which means that the platform struggled to deliver pure enjoyment of this website. While the website includes game mechanics like points, timers, and drag-and-drop challenges, these elements may not have been fully successful in creating an enjoyable experience for all students. Some features, like “timers” might have created pressure rather than excitement, making them feel rushed to think quickly. Furthermore, basic interactive challenges like arranging sentences might not have felt like a “real game” compared to the other digital games students are used to playing outside of class. Additionally, a lack of classroom implementation. As observed, the teacher primarily used a single projector for demonstrations. This meant many students did not get direct, hands-on experience with the website. It is difficult to find a tool fun, enjoyable, or entertaining if you are only a passive observer. These results suggest that while digital game-based learning is highly effective for the majority, it may not be a universal solution for all students, and the implementation of this website plays a crucial role in determining student engagement and enjoyment.

CONCLUSION

This study investigated the perceptions of eighth-grade students at SMPN 2 Panti regarding the use of *Gamestolearnenglish.com* as a tool for learning grammar, specifically focusing on past tense, comparatives, adverbs, and future tense. Using the Technology Acceptance Model (TAM) framework, the research examined student perceptions through five key constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Hedonic Motivation (HM), Attitude Toward Use (ATU), and Behavioral Intention (BI). The findings, indicated by an overall mean score of 2.85, demonstrate that the students' perceptions of the website are significantly positive. Students found the grammar games on this website useful and efficient in improving their understanding of the four grammar topics studied. Students also found the website easy to use, which made grammar learning more fun and entertaining. This positive perception led to a positive attitude toward using the website and a strong intention to continue using it. Furthermore, several suggestions can be offered from this study. First, English teachers in other institutions should consider incorporating *Gamestolearnenglish.com* into their lessons regularly as a supplementary tool alongside the traditional method. Second, for future researchers, it is crucial to examine the website's actual impact on learning outcomes, such as its effect on students' writing skills, and to explore its effectiveness with other grammar topics beyond the four examined in this study.

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